

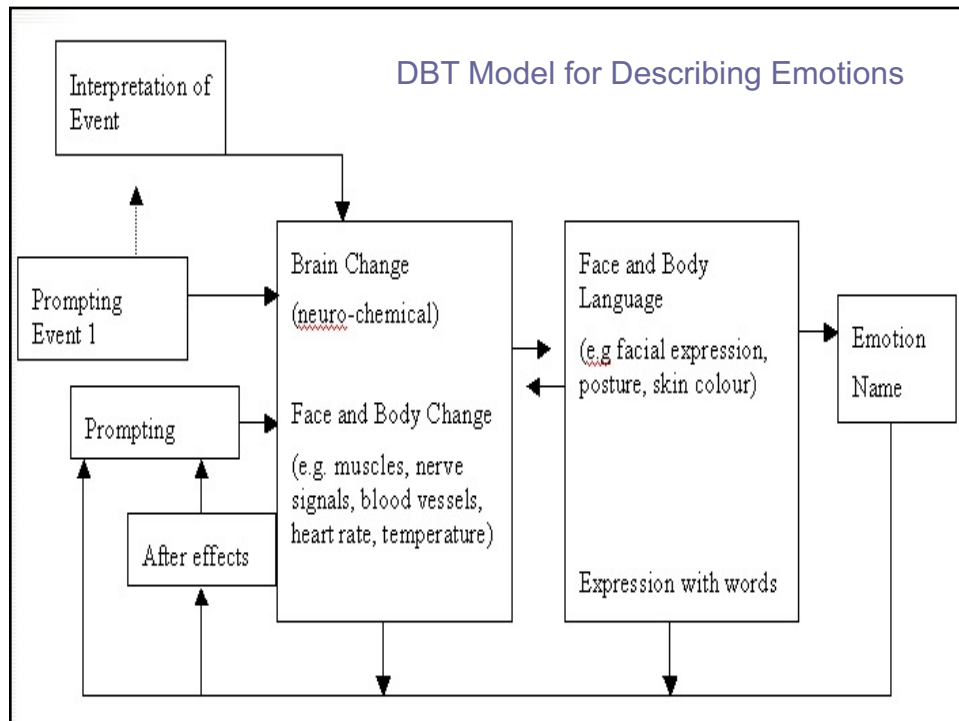
# DBT Certification by The Hirose Institute Session Four

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## Welcome Back!

1. Mindfulness activity: Music
2. Homework review: Behavioral Analysis examples

## Video (Taylor; Stephanie)



## Emotion Regulation

### Understanding and Naming Emotions

Look at the function or job of emotions:

- Motivation: emotions motivate and organize us for action; the urges associated with many emotions are “hard-wired” (e.g. fight/flight/freeze response)
  - Emotions save time in getting us to act in important situations – this is especially helpful when we don’t have time to think things through
  - Strong emotions help us overcome obstacles

## Emotion Regulation

### Understanding and Naming Emotions

Look at the function or job of emotions:

- Communication: Facial expressions are also hard-wired and communicate faster than words; our facial expression, body language, and tone of voice communicate our emotions to others – whether we intend it or not (e.g. wearing the mask)

## Emotion Regulation

### Understanding and Naming Emotions

Look at the function or job of emotions:

- Validation: emotional reactions can give us important information about a situation – e.g. gut feelings/intuition; this can be helpful if it motivates us to check the facts, but not if we take the response as fact
  - Consider the “feeling” one more sense – take it into consideration, but don’t allow it to make the decision for you
  - E.g. “If I feel hurt, my partner meant to hurt me”; “I feel anxious, therefore there must be something to be fearful of”.

## Emotion Regulation

Observing and Describing Emotions: this increases awareness of all the components of the emotional experience (prompting event, interpretations, physical sensations, facial expression & body language, action urge and the actual action, and after-effects), which increases the individual’s understanding of the emotion and allows for more self-validation.

(sample worksheet + emotions reference sheets)



## Emotion Regulation Skills

### **Mindfulness of Current Emotion:**

- Often when a person is experiencing pain, she focuses not just on the pain in the present, but on her expectation that the pain will continue, and perhaps that it's already gone on for so long.
- Being mindful to the current emotion is about focusing on the pain – or the pleasure – just in this moment.
- Being mindful to pleasant emotions helps us to enjoy them more (“foreboding Joy”)

## Emotion Regulation Skills

**Mindfulness of Current Emotion:** radically accept your emotion and allow it to flow over you like a wave; experience it without being taken over by it.



## Emotion Regulation Skills

It is extremely important to be mindful to painful emotions, in order to get used to them & learn that they do go away on their own. However, it is equally important to be mindful to pleasant emotions, and to learn to enjoy experiences as they are occurring, rather than missing out on those pleasant emotions.



## Awareness of Emotions Practice

## Emotion Regulation Skills:

Observing and Describing/Mindfulness of Current Emotion can also be used as exposure therapy to emotions, which also teaches the individual that they **can** tolerate the emotion and that it does not last forever, but decreases in intensity.

## Emotion Regulation

### 2. Reducing Vulnerability to Emotion Mind

- STRONGR to reduce vulnerability to Emotions (from Core Mindfulness)
- Accumulating Positives: goal-setting and engaging in enjoyable activities

## Emotion Regulation Skills

### Increase Pleasurable Emotions

Build positive experiences:  
in the short-term, do pleasant  
events daily; in the long-term,  
work toward goals that lead to a  
**life worth living** (e.g. productive activity,  
relationships, health)



## Emotion Regulation Skills

Self-Validation: The client must learn to validate herself, accepting her emotions, thoughts and experience in general rather than judging these; and learning to trust that her response is valid even if it's not what others want or expect.

Example: "Joe"

## Emotion Regulation Skills

### **Primary Emotions:**

Situation – Interpretation – Primary Emotion

### **Secondary Emotions:**

Situation – Interpretation – Primary Emotion  
– Interpretation – Secondary Emotion

- How you feel about your feelings
- Family of origin messages often feed into these patterns; identifying these messages can be helpful

## Emotion Regulation Skills

There are three ways of self-validating (Van Dijk, 2012):

- 1. Acknowledging** the presence of the emotion: for example, “I feel anxious.”
  - By just acknowledging the emotion, and putting a period on the end of that sentence rather than going down the road of judging it, you are validating your anxiety.



## Emotion Regulation Skills

There are three types of self-validation:

2. **Allowing:** giving yourself permission to feel the feeling: for example, “It’s okay that I feel anxious.”
  - Here, not only are you not judging the feeling, but you’re going one step further and saying “this is okay” – again, not that you like it or want it to hang around, but that you’re allowed to feel it.

## Emotion Regulation Skills

There are three types of self-validation:

3. **Understanding:** this is the highest level of self-validation and the most difficult.
  - In this form of validating, not only are you not judging the emotion and saying it’s okay to feel it, you’re going one step further and saying you understand it: “it makes sense that I feel anxious going into situations with new people because I was bullied as a child.”



## Emotion Regulation Skills

### Opposite to Emotion Action (video)

Identify the emotion and the urge associated with it; deliberately act opposite to the urge in order to reduce the emotion.

## Emotion Regulation Skills

### Opposite to Emotion Action

<u>Emotion</u>	<u>Urge</u>	<u>Opposite</u>
Anger	Attack	Gently avoid/be civil
Fear	Avoid	Approach
Sadness	Withdraw	Reach out
Guilt/Shame	Stop the behaviour	Continue the behaviour

## Emotion Regulation Skills Opposite to Emotion Action

With Opposite Action, the idea is not to *avoid* the emotion, but rather to help reduce it so that it is more manageable. The idea behind this skill is that, once we have an emotion, we tend to act in ways that keep the emotion going (e.g. when we're angry, we might yell at the other person, which feeds our anger). By acting opposite to the urge attached to the emotion, the emotion is reduced in intensity and we can then access Wise Mind.

### Changing Unwanted Emotions With Opposite to Emotion Action

1. Identify the emotion and the urge associated with it
2. Validate the emotion
3. If the emotion is FEAR: Check the facts (is the emotion warranted or justified?); if other emotions, ask if you want the emotion to be less intense
4. If the FEAR is not warranted, or if you want to reduce another emotion, act opposite to the urge to reduce the emotion.

**\*\*If the emotion is FEAR and it's warranted...Do what the FEAR is telling you to do!**

## Emotion Regulation Skills

### **Cope Ahead:** Scuba example

When to use Cope Ahead:

- For situations you're fearing
- When you know your emotions are likely to interfere with your skills use
- In new situations where you're unsure of your skills, and this insecurity may elicit an emotional reaction that will make it very difficult for you to manage the situation effectively

## Emotion Regulation Skills

### **Steps to Cope Ahead:**

1. Describe the situation that is expected to be a problem (what's the catastrophe?)
2. Decide which skills you'll use to help you cope effectively
3. Practice! – imagine yourself in the catastrophe, using the skills and being effective – be specific!



**Thank You!!!**