

Dialectical Behavior Therapy Certification Program – Day Two

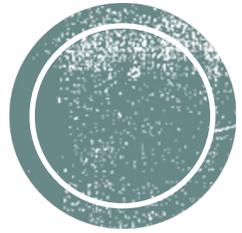
Charles Jacob, Ph.D.



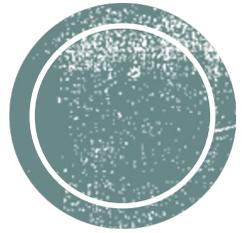
Day Two Overview

- Basics of DBT Skills
 - Mindfulness Basics
 - Opposite Action
 - Problem Solving
 - Basics of Distress Tolerance
- "Tying it All Together"
- Making DBT Evidence-Based Practice
- The Process of Therapy (Structure of Individual and Group)
- DBT Skills Revisited (with emphasis on activities)
 - Mindfulness





Volunteers for Mock Sessions?

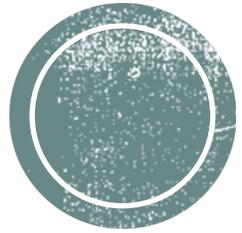


The Basics of DBT Skills (cont.)

Once More: The Four Modules of DBT

- Mindfulness Skills
- Emotion Regulation Skills
- Interpersonal Effectiveness Skills
- Distress Tolerance Skills





Mindfulness Skills



Always Start with Mindfulness (if you can)

- Mindfulness is a gateway skill to most of the other concepts in the model
- How do we define mindfulness?



DBT and Mindfulness

- Mindfulness and principles derived from Zen philosophy are an important part of DBT
- Linehan felt that a major shortcoming of these approaches was their emphasis on change (which was experienced as invalidating).
- Her position was that more attention needed to be paid to nurturing the therapeutic relationship
- Linehan modified traditional cognitive and behavioral treatment by placing a greater emphasis on validation and acceptance, with mindfulness as a gateway skill



The Raisin Exercise...



Hangin' On and Lettin' Go

- The hand exercise...
- Obsession with thinking, anger, the way we have all been “wronged in life” and they cannot let go of this
- The exhaustion of resources...
- Practice makes the process of holding on easier...
- However, mindfulness is a skill, and skills can help us learn to let go



Observing Thought

- *Observing Thoughts* practice



Wise Mind



Emotion

Reason



States of Mind

- Emotion Mind – “Nothing to Do; Present-Centered (Emotion)
- Doing Mind – Ambitious and Goal-Oriented (Reason)
- The Balance of the Two – Wise Mind (The Middle Path)



Quick Overview of Specific Protocol (per Jacob)

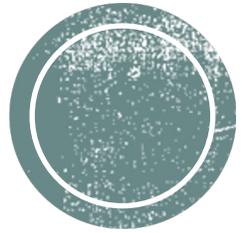
- Clients need to understand what mindfulness is and why it is important (make sure to have an “elevator pitch)
- Help clients recognize the “origin story” of their interpersonal struggles, as well as what behaviors they want to change
- Make sure clients are able to monitor their moods and be mindful of emotional states
 - Diary Card
 - Mood Tracking Apps
 - Subjective Units of Distress
- Help clients become more adept at figuring out where and how skills can be implemented.



Basic Mindfulness Skills

- Observe
 - Just noticing...
 - “Teflon Mind”
 - “Monkey Mind”
- Describe
 - Put words on the experience
 - Put experiences into words
- Participate
 - Enter into and become one with the experience
- Non-Judgmental
 - See without evaluating
 - Acknowledge what is wholesome and what is harmful, but without judgement
 - Don’t judge when you are judging
- One-Mindfully
 - Doing one thing at a time
- Effectively
 - Stay focused on your objective
 - Act skillfully when required
 - “Walk between the raindrops”





Emotion Regulation Skills



Emotion Regulation Vs. Distress Tolerance

- *Emotion Regulation* is about trying to change your emotional state
- This is best used when your emotional response does not make sense
- Example: I am afraid of public speaking



Distress Tolerance Vs. Emotion Regulation

- *Distress Tolerance* is about trying to endure your emotional state until it subsides
- This is best used when your emotional response *does* make sense
- Example: My dog just passed away and I am sad



Functions of Emotions

- Communicate and influence
- Pain is necessary (both physical and emotional)
- Organize and motivate (how we know something is wrong and needs to change)
- Self-validation



Opposite Action (cont.)

Opposite action works best when:

- The emotion or the emotional intensity does *not* match the situation
- An emotion is not justified when:
It is not effective or adaptive, or the emotion actions do not fit the facts of the actual situation (scaling example)



Opposite Action

Do you want to change your emotion?

- Think about the pros/cons of doing so (hedonistic calculus)
- Consider your short and long-term well being

If your emotions are not justified, act opposite to your urges

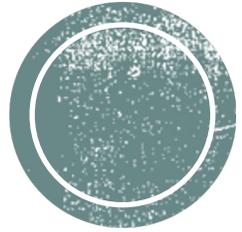
- Do the opposite, but do it all the way
- This is NOT about smiling when you want to hit something
- This is NOT about passive aggression



Opposite Action (cont.)

- When afraid, lean in
- When depressed, get active
- When angry, be kind
- When wanting to experience joy, do skillful things instead of drinking, drugs, etc.





Interpersonal Effectiveness Skills



Interpersonal Effectiveness

- Most folks that present for DBT struggle with these
- Factors that Interfere with Interpersonal Effectiveness:
 - Lack of skills
 - Worries and fears
 - Intensity of emotions
 - External restraints



DEAR MAN

The DEAR MAN skills

- **D**escribe the current situation (Just the facts)
- **E**xpress feeling and opinions (“I” statements, avoid “you”)
- **A**ssert by asking for or saying no to
- **R**einforce the person (thank you, contingencies, etc.)
- **M**indful of objective (remember why you are doing this)
- **A**ppear confident (this is both body language and tone of voice)
- **N**egotiate (“yes, and...”)



GIVE

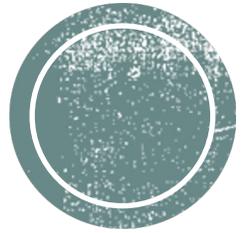
- **G**enuinely be yourself to the best of your ability
- **I**nterested in the other person
- **V**alidate other person without judgment
- **E**asy manner



FAST

- **F**air to myself and others
- (no unnecessary) **A**pologies
- **S**tick to Values
- **T**ruthful; no excuses or exaggeration





Distress Tolerance Skills



Distress Tolerance Vs. Emotion Regulation

- *Distress Tolerance* is about trying to endure your emotional state until it subsides
- This is best used when your emotional response *does* make sense
- Example: My dog just passed away and I am sad
- Remember: Pick one path and mourn the other



Crisis Survival Skills

Crisis Survival Strategies

- STOP
- Pros and Cons
- TIP your Body Chemistry
- Distract
- Self Soothe the 5 Senses
- Improve the Moment



STOP Skills

- **Stop:** Do react.
- **Take a step back:** Do not act on impulse
- **Observe:** What is going on inside and outside of you?
(mindfulness gateway)
- **Proceed mindfully:** Wise Mind



TIP Skills

- **Temperature** - Cold is usually best
 - Mammalian Dive Reflex
 - Ice Cubes
- **Intense Exercise** – in that we are trying to expend energy
 - This is not the “catharsis hypothesis”
- **Progressive Relaxation**
 - Guided Muscle Relaxation
 - Breathing Exercises
 - 4, 7, 8 Breathing
 - Body Scan
 - Yoga, Tai Chi, Aikido



Distraction Skills: ACCEPTS

- **A**ctivities: TV, movies, books – what are you into?
- **C**ontributing: Doing something nice for someone else
 - Gratitude Exercise
- **C**omparisons
- **E**motions: Uplifting movies, shows, music – what moves you?
- **P**ush Away: Memories and mini Vacations
- **T**houghts: Mantras, Memories, and Games (Wordle, crosswords, etc)
- **S**ensations: Stimulate the 5 senses effectively (See, Hear, Touch, Smell, and Taste)



Reality Acceptance Skills (Under the Umbrella of Distress Tolerance)

- Radical Acceptance
 - Warning: this one is going to be tough to “sell”
- Turning the Mind
 - This concept is consistent throughout DBT (mindfulness, engaging with others, etc)



Radical Acceptance

- Radical = all the way (man)
- It is accepting in your mind, your heart, and your body.
- It's when you stop fighting reality, and stop being upset because reality is not the way you want it
- It is letting go of bitterness, resentment, and all things that do not serve you



Radical Acceptance (cont)

The Things we are Accepting:

- Reality is as it is
- There are limitations on the future for everyone
- The fact that everything has a cause
- The fact that life can be worth living even with painful events in it



Radical Acceptance (cont.)

- Rejecting reality does not change it
- Pain can't be avoided
- Changing reality requires first accepting it
- Rejecting reality turns pain into suffering (e.g., what Yoda said)
- Refusing to accept reality can keep you stuck

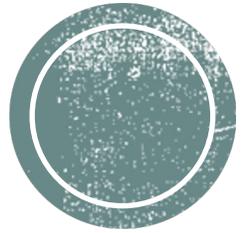


Factors that Interfere with Radical Acceptance

Factors That Interfere with Acceptance

- You don't have the skills for acceptance
 - Example – the "Loving Kindness Meditation"
- You believe that if you accept a painful event, you are making light of it
- Emotions get in the way
- The high of righteous indignation...





Tying it All Together



Quick Overview of Specific Protocol (per Jacob)

- Clients need to understand what mindfulness is and why it is important (make sure to have an “elevator pitch)
- Help clients recognize the “origin story” of their interpersonal struggles, as well as what behaviors they want to change
- Make sure clients are able to monitor their moods and be mindful of emotional states
 - Diary Card
 - Mood Tracking Apps
 - Subjective Units of Distress
- Help clients become more adept at figuring out where and how skills can be implemented.



Quick Note About Standard Subjective Units of Distress (SUDS)

- **0 = State of Complete Calm**
- **10-30 – A Little Discomfort**
- **40-60 – Moderate Discomfort**
- **70-90 – Extreme Anxiety**
- **90-100 – Worst Fear Ever Experienced**



Mood Tracking Options Beyond the Diary Card

- Imood Journal
- Daylio
- Moodnotes
- You could also just use a journal/notes app prompted by your phone alarm





Making DBT Evidence-Based

Collecting Outcome Data

- All providers/programs should make an effort to monitor and assess outcomes (private practices struggle with this)
- This is for both programs and individuals
 - Programs – is this working/what do we change?
 - Individuals – same, but added sense of “self-efficacy” where progress is concerned



Behavioral and Other Data to Track (from Dialectical Behavior Therapy, Pederson, 2015)

- Hospitalizations, including number of days each occurrence
- Emergency-room visits
- Suicide behaviors
- Self-directed violence
- Substance use behaviors
- Disordered eating behaviors



Behavioral and Other Data to Track (from Dialectical Behavior Therapy, Pederson, 2015)

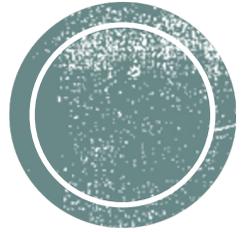
- Days in treatment/length of stay
- Rate at which measurable treatment objectives are met
- Aggressive acts towards others
- Number of incident reports in regard to client behavior
- Days incarcerated
- Days unhoused
- Employment
- Frequency, intensity, and duration of any other symptoms (e.g., panic attacks, hours/days spent isolating, etc)



Dismantled Conditions Findings

- Published in 2015 (Wilks et al.):
 - There were three conditions: 1. Standard DBT 2. Skills Group and 3. Individual Therapy (i.e., dismantled conditions)
- Conclusions:
 - All structured approaches worked
 - Support for the dismantled DBT applications





The Process of Therapy – Individual and Group

How Standard DBT Works



How DBT in Intensive Outpatient (IOP) or Partial Hospital (PHP) Might Work



- An IOP/PHP DBT program consists of:
 - Skills training
 - Diary card review
 - DBT therapy in a group/individual format.
- If needed, diary card review can be omitted, but this is at the discretion of the program



Delivering a Skills Group

A Skills Group for Local Referrals from Other Clinicians (2.25 hours weekly)

- If you want, you can develop a skills group that can be a standalone DBT service available to other providers/clients in your area
- Determine frequency and length of the skills group (and where referrals will be generated from)
- There are some liability concerns to consider...



Structure of Individual Therapy

A possible structure suggested by DBT purists (Pederson):

- 3 to 5 minutes of mindfulness
- Review homework
- Review diary card
- Set the agenda
- Do identified work of the session (chain analysis)
- Assign homework for the next week
- End with 3 to 5 minutes of mindfulness
- Leave time to close (remember the abandonment concerns)
- Solicit Feedback (optional)



General Structure of Skills Group

- Determine the skills curriculum; have a syllabus (but be flexible to the needs of the group)
 - Rotate through the modules
 - Keep checking back to mindfulness
 - Revisit skills when needed
- Begin with 3 to 5 minutes of mindfulness
- Review homework assignments
- Review Diary Cards
- Take a Break
- Cover the scheduled skills lesson
- Assign individualized homework
- End with 3 to 5 minutes of mindfulness



DBT Groups and Contagion

- Contagion is when a person copies the behavior of another
- You are going to have to lean into your group leadership skills (even though this is psychoed and not psychotherapy)
- Contagion is most common in settings in which clients have significant unmonitored time (make sure you always have a co-facilitator)



Skills Group Rules

- **These are developed in advance; not during group**
- **Things to discuss:**
 - Confidentiality
 - Skill Practice
 - How to Give Feedback
 - What will result in termination?



Skills Group Rules (cont)

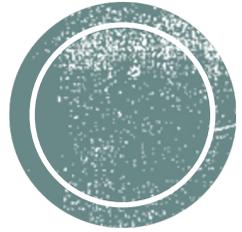
- **Things to discuss (cont.):**
 - Tardiness
 - Use of drugs/alcohol (marijuana?)
 - Interpersonal relationships with group members



Practical Considerations with Programming

- Open or closed groups?
- Separate or mixed programs for males and females?
 - Non-binary and transgender?
- Length of stay?
- When to start new clients?
- How long to teach each skill?
- For adolescents: To include parents in skills training or not?





Revisiting the Basics of DBT Skills

DBT Skills

- Provide a common language
- Help clients label, remember, and use effective behaviors (these are not scripts)
- Good content to fall back on
- From a marketing strategy standpoint, pretty savvy!



Skills in Skills Group Settings

- Recommended for high intensity clients
- Skills are usually taught “classroom” style (horseshoe is probably best)
- YOU MUST HAVE A SECOND FACILITATOR
- Be sure to make teaching experiential and entertaining
- Be sure to individualize skills training where possible
- Develop your own content rather than leaning into someone else’s



Skills in Individual Settings

- Recommended for low intensity clients
- Set aside time in the beginning or end of the session for skills training
- Use the “EPE” approach from Motivational Interviewing (Miller and Rollnick):
 - Elicit
 - Provide
 - Elicit
- Consider a bibliotherapy approach when appropriate



Once More, the Standard Modules

- Mindfulness
- Distress Tolerance
- Emotion Regulation
- Interpersonal Effectiveness
- Anything Else Your Clients Need!



Skills Training Approaches

- Be engaging and interactive
- Questions/discussion
- Assigning teaching to clients
- Using media – slides and videos



Examples of Modules for Skills Groups

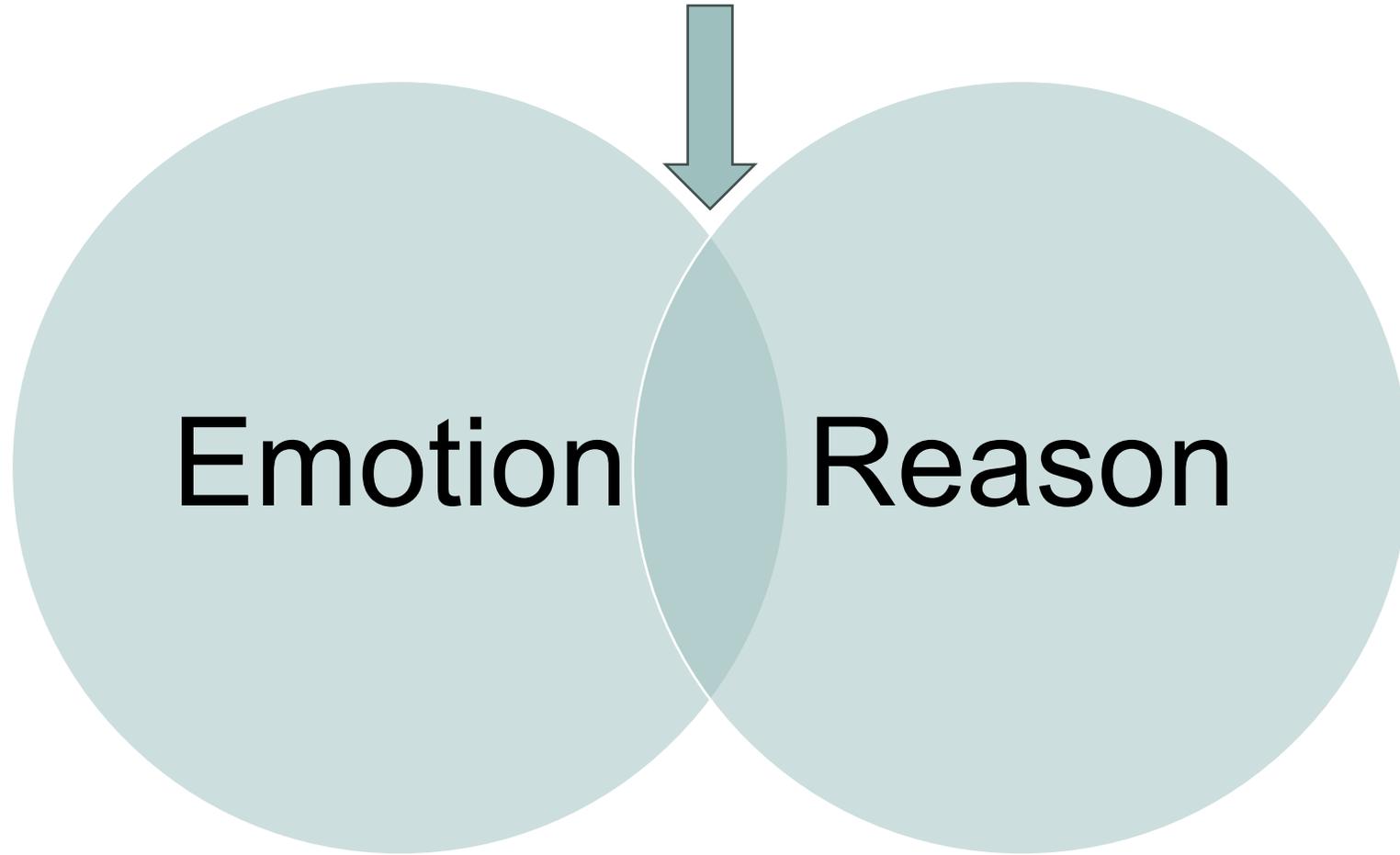


Mindfulness Module

Please Review the previous content on Mindfulness (Slides 6-14)



Wise Mind



Mindfulness Basics to Reiterate

- Remember the Goal
 - The purpose is to be better at looking inward and outward at the same time
- One-mindfully
 - Choose, direct, and focus your attention and concentration on one thing and one thing only
 - Gently let go of distractions
 - Remember: this is about refocusing over and over
 - **If you are doing it right, you are failing the entire time**



Observe and Describe

- Observing
- Just notice
- The “Teflon Mind” concept
- Control your attention
- Cling to nothing (yes, this is a paradox)



Mindfulness-enhancing Qualities to Highlight

- Beginner's Mind
- Compassion
- Tolerance
- Trust
- Patience
- Nonstriving
- Practice



Remember to Make it a “Ritual”

- Sit in your chairs
- Get your posture in order
- Take a deep inhale (~10 seconds)
- Take a deep exhale (~10 seconds)



Homework Assignment Basics

- Develop an exercise connected to the skill
- Have the client attempt it on their own at home, work etc
- Have them journal about:
 - What worked
 - What didn't work
 - What parts of this will I use in the future
 - What parts of this will I NOT use in the future



Body Scan

- Option one: a simple mindful scan of the body
- Option two: progressively flexing and relaxing muscles
- Option three: a guided mindfulness script (options abound here)



Five Senses Exercise

- Notice 5 things you can see
- Notice 4 things you can feel
- Notice 3 things you can hear
- Notice 2 things you can smell
- Notice 1 thing you can taste



Mindful Seeing

1. Find a space at a window where there are sights to be seen outside
2. Look at everything there is to see.
3. Pay attention to movements.
4. Be observant, but not critical.
5. If you become distracted, gently pull your mind away from those thoughts



Others...

1. **Observe a Banal Object**
2. **Mindful eating**
3. **Mindfully walking**
4. **Mindfully listening to music**
5. **Mindfully doing just about anything!**



Observe and Describe

- Observe Feelings, thoughts, urges, physical sensations, behaviors, etc.
 - Environment
 - Experience integrated
- Describe
 - Put your experience into words
 - Words make it clear for you and others
 - Work with clients to develop a “feeling vocabulary”
 - The magnet you probably all have on your refrigerator



Mindfulness: Practice and Application

- Must practice daily (morning and evening if possible)
- Basic meditation protocol:
 - 10-15 minutes (do not watch the time)
 - Seated, lotus position
 - Mantra (Clear mind/Don't Know)
- Practicing solo vs. practicing in groups
- Address barriers to mindfulness (e.g., judgments, environmental, etc.)
- When skills lack effectiveness, mindfulness is usually what is missing

