

Dialectical Behavioral Therapy

Introduction

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Let's Begin with a Mindfulness Activity!



How it was Developed

- ❖ Dialectical Behavioral Therapy was Developed by Marsha M. Linehan.



How it was Developed

- ❖ Originally Created for Young, Adult Woman who suffered from Borderline Personality Disorders and Suffered from Chronic Suicidal Tendencies.
- ❖ Acceptance-Oriented Skills
- ❖ Change-Oriented Skills

What is Dialectical?

- ❖ Assessing: Don't have to Agree, just Need to Understand.
- ❖ Thinking: Both/And rather than Either/Or
- ❖ Acceptance and Change
- ❖ Communication Styles (assertive, confrontational, compassionate, etc.)
- ❖ Metaphors and Stories (being in a boat/window activity)

What is DBT?

- ❖ Dialectical: Acceptance and Change. It's a Balance.
- ❖ Example: "You have the right to Kill Yourself; however, I have the Right to Save You."



What is DBT?

- ❖ Sequence of events of Thoughts, Behaviors, and Feelings that led to Destructive Behaviors
- ❖ Focusing on Highest Target Problem Behaviors
- ❖ Learn to become more Responsive rather than Reactive to Situations

Modules of DBT

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

❖ Integrate Walking the Middle Path

DBT and Diagnosis

- ❖ DBT is primarily used for Borderline Personality Disorder and/or Traits
- ❖ Substance Abuse
- ❖ Eating Disorders
- ❖ Mood Disorders
- ❖ ADHD
- ❖ Depression and Anxiety



Behaviors DBT Decreases:

- ❖ **Destructive/Therapy Interfering Behaviors**
- ❖ Panic Attacks
- ❖ Avoidance of Social Situations
- ❖ Substance Abuse
- ❖ Eating Disordered Behaviors

Behaviors DBT Decreases:

- ❖ **Destructive/Therapy Interfering Behaviors**
- ❖ Family Conflict
- ❖ Aggression
- ❖ Suicide Attempts and Ideations
- ❖ Self-Harming Behaviors

Acceptance-Orientated Skills

- ❖ Acceptance and Validation (support):
Model, Teach, and Practice Validation
- ❖ Core Mindfulness
- ❖ Distress Tolerance

What is Mindfulness?

- ❖ Here and Now
- ❖ Fully Aware of your Experience with a Non-Judgment Stance
- ❖ Practice Daily is Important
- ❖ Taking Control of your Mind

Mindfulness

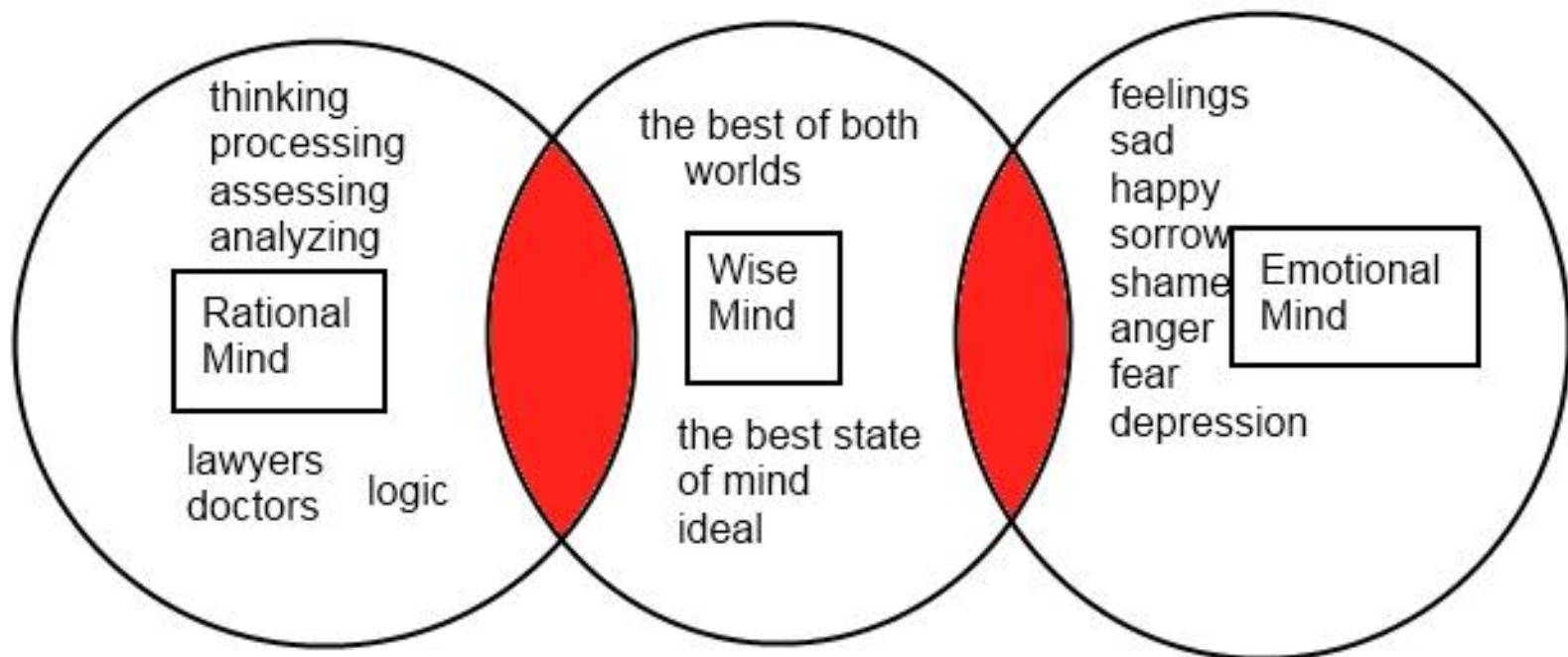
❖ Behaviors to Increase:

- ❖ Being Aware of Emotions
- ❖ Tolerating Destructive Behaviors
- ❖ Decrease Emotional Intensity
- ❖ Increase the Ability to Concentrate
- ❖ Increase the Ability to Bring Yourself Back to Focus
- ❖ Sense of Calm

Mindfulness

- ❖ Reasonable Mind (logical thinking)
- ❖ Emotion Mind (emotional experience)
- ❖ Wise Mind (intuitive knowledge to reason and emotion)

Mindfulness



Mindfulness

❖ “What skills”

- ❖ Observe: Notice your Surroundings, Thoughts, and Feelings, without Judgment
- ❖ Describe: using Words to Describe your Emotions and Thoughts
- ❖ Participate: Engage in the Experience without Judgment

(use of objects, music, list of animals, looking out the window)

Mindfulness

❖ “How skills”

- ❖ Nonjudgmentally: Accepting Emotions for What they Are, Focus on What is There (mirror activity)
- ❖ One-Mindfully: Focusing on One Feeling, Emotion, Thought, Event at a Time
- ❖ Effectively: Doing your Best, Setting Concrete, Realistic, Goals

Mindfulness



Practicing the
"Non-Judgmentally" skill
of DBT

healingfrombpd.org

Mindfulness

- ❖ Moment to Pause: Allowing Yourself to Step Away from a Stimulating Situation
- ❖ Helps to Better Assess the Situation
- ❖ Notice the Environment as well as Emotions that you are Experiencing
- ❖ Utilized in Classroom Settings, Individual, Group, and Family Therapy

Mindfulness

- ❖ Square Breathing: Allows Oxygen to your Brain and Relaxes your Muscles
- ❖ Take Four Seconds of Breath in, Hold for Four Seconds, Release the Breath for Four Seconds, Repeat Four times
- ❖ Great Beginning and Ending Exercise with Children! Easy to Model, Teach, and Practice!

❖ **LETS PRACTICE!!!**

What is Distress Tolerance?

- ❖ Learning How to Manage Overwhelming Emotions and Situations
- ❖ Can be Physical and/or Emotional Stressors

Distress Tolerance

❖ Behaviors to Increase:

- ❖ Managing Difficult Situations without Destroying Self-Worth, Goals, and Relationships
- ❖ Increase the Ability to Self-Soothe
- ❖ Accepting Reality

Distress Tolerance

❖ Self-Soothe: 5 Senses

❖ Sight: Noticing the Sky

❖ Sound: Listening to Calming Music

❖ Touch: Petting an Animal

❖ Taste: Sour Candy

❖ Smell: Aromatherapy



Distress Tolerance

Pros and Cons

- ❖ Pros of a Crisis, Cons of a Crisis, Pros of Not having a Crisis, Cons of Not having a Crisis
- ❖ Provide an Example of Your Own Pros and Cons

Distress Tolerance

- ❖ Distraction: Aids away from Self-Defeating Behaviors
- ❖ Write Negative Emotions on a Balloon and Pop it
- ❖ Take a Frozen Orange and Notice the Coldness, Smell, and Texture
- ❖ Dry Erase Marker and a Mirror: Positive Affirmations and Validations

Change-Orientated Skills

❖ Emotion Regulation

❖ Interpersonal Effectiveness

What is Emotion Regulation?

- ❖ **Emotions:** Body Sensations that are Experienced
- ❖ Gain Control Over your Emotions
- ❖ Being able to Change Emotional Responses and Vulnerabilities



Emotion Regulation

❖ Behaviors to Increase:

- ❖ Why we Experience Emotions
- ❖ Being Aware of Vulnerabilities
- ❖ Being Aware of Triggers
- ❖ Increases Positive Emotions
- ❖ Changing Emotional Responses

Emotion Regulation

❖ **Primary Emotions:** Initial Reaction to what is Happening (fear of seeing a spider)

❖ 9 Primary Emotions

❖ **Secondary Emotions:** Emotional Reactions to the Primary Emotion (screaming and running away from the spider due to fear)

Emotion Regulation

Ride the Wave

- ❖ Waves Come and Go and Do Not Stay
- ❖ Emotions and Impulses Come and Go (90 seconds of intensity)
- ❖ Can be Intense at Times and Calm at other Times



Emotion Regulation

❖ Reducing Vulnerabilities: ABC Skill

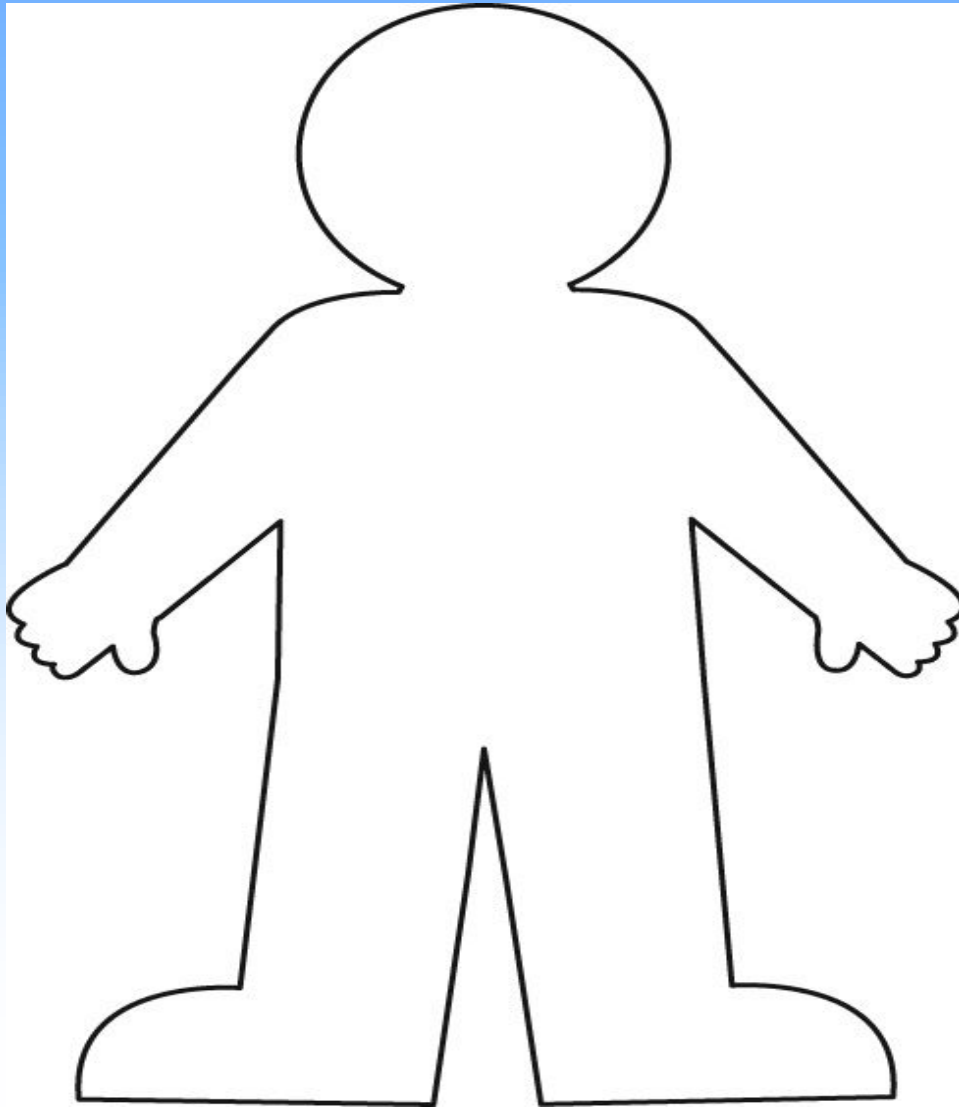
❖ A: Accumulate Positive (identify positive experiences in your life; piggy bank)

❖ B: Build Mastery: Feeling Confident about a Talent or Ability

❖ C: Cope Ahead: Identify Future Crisis Situations and Role Play on how to Manage this (crisis survival network, first aid kit, returning to school, etc.)

Emotion Regulation

Love Dandelions Activity



Emotion Regulation

Lemons to Lemonade

- ❖ Seeing that our Weaknesses or Areas of Challenge can be Turned into a Strength
- ❖ Use Movies with Classrooms as Examples
 - ❖ Forrest Gump
 - ❖ Cyber Bully
 - ❖ Yes, Man

What is Interpersonal Effectiveness?

- ❖ Being able to Assert Yourself
- ❖ Social Skills Training
- ❖ Listening Skills Training
- ❖ Being able to say NO and Negotiating Conflict without Damaging a Relationship



Interpersonal Effectiveness

- ❖ Behaviors to Increase:
 - ❖ Asking for what One wants Skillfully
 - ❖ Keeping Healthy Relationships
 - ❖ Keeping Self-Respect
 - ❖ Applying Effective Social Skills

Interpersonal Effectiveness

- ❖ **GIVE skills:** Helping to Maintain Healthy Relationships
- ❖ **G:** Be Gentle (in approach)
- ❖ **I:** Act Interested (in the conversation or situation)
- ❖ **V:** Validate (making eye contact, acknowledging other's emotions)
- ❖ **E:** Easy Manner (in approach)

Interpersonal Effectiveness

- ❖ **FAST skills:** Help with Maintaining Self-Respect
- ❖ **F:** Be Fair (with yourself, no judging) Judgments are Not Reality, they bring Negative Emotions!
- ❖ **A:** Avoid Apologies (mean the apology)
- ❖ **S:** Stick to Values (values we were raised with)
- ❖ **T:** Be Truthful (be honest with yourself)
- ❖ (Confrontation group and/or working with conflict)

Interpersonal Effectiveness

- ❖ **Four Horsemen:** Identify Four Destructive Behaviors that You Bring into Relationships
- ❖ We All Have Them!
- ❖ For Example: Isolating, Self-Harming Behaviors, Aggression, Drug and Alcohol Abuse, OCD Tendencies
- ❖ Allows Each Member to take Accountability for Their Behaviors

Walking the Middle Path

- ❖ Thinking and Acting Dialectically
- ❖ Avoid Black and White Thinking,
Avoiding “all or nothing” Statements
- ❖ Middle Path is the Balance Between
Acceptance and Change
- ❖ Nothing Stays the Same; Change Will
Happen.

Walking the Middle Path

- ❖ Using “I Feel_____” Statements. Accept Accountability for Your Feelings. State the Facts.
- ❖ Do Not Assume
- ❖ Find a Middle Path between Normalizing Behaviors versus Pathology Behaviors

Walking the Middle Path

- ❖ **Validate Yourself and Others**
- ❖ Validate by Acknowledging your Feelings without Judgment
- ❖ Reassure Yourself that what You are Feeling is Important
- ❖ It is about Letting the Other Person know you Understand Them

Walking the Middle Path

- ❖ Integrating Walking the Middle Path in Individual, Family, and Group Sessions
- ❖ Encouraging Individuals to Provide Validations to Themselves, Peers, and Families
- ❖ Encourage Families to Practice and Utilize Validations and Dialectical thinking during Sessions



FAILURE
IS ONLY THE
opportunity
TO
BEGIN AGAIN,
ONLY THIS TIME MORE
Wisely.

~HENRY FORD



Family Involvement

- ❖ It is Important for Families to be Involved in Treatment.
- ❖ When Completing a Crisis Survival Network and Role Playing Situations for “cope ahead”, Children Rely on Parent Involvement for Support when they are Struggling with Emotions.

Family Involvement

- ❖ It is Important to Us that when Your Child Transitions Home, You will be able to Speak the same DBT Language as Your Child.
- ❖ Example: If Your Child is Becoming Stimulated while in a Grocery Store and is Beginning to Deep Breathe; You will Acknowledge that They are Practicing Square Breathing.

About Us!

- ❖ **Midwest Center for Youth & Families**
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Open Discussion





**KEEP
CALM
AND**

**Use Your
DBT SKILLS**