



**INTEGRATING DIALECTICAL
BEHAVIORAL THERAPY SKILLS INTO
INDIVIDUAL THERAPY/COUNSELING**

Eric Schmidt, LCSW, MBA, DBTC - LBC

1

Practice Instructions “Homework”

- Review Handout with participants
- Each participant will practice one-mindfully throughout the day (or next few days)
- At the beginning of presentation tomorrow, time will be allotted to fill out the handout
- Fill out the One-mindful handout during this time
- Handout will be reviewed at that time

2



INTRO TO DBT SKILLS

Enhancing Capabilities

3

DBT Skills Training

- Function = Enhancing capabilities to change
- Skills training is used when the skills/abilities needed to solve a client's problems “and attain desired goals are not currently in the individual's behavioral repertoire”
 - Or show up in the wrong places or times
- Skills Training is designed to increase the client's abilities so they can engage in more effective behaviors – get what they really want and do what the moment calls for.

4

DBT Skills Training

- 17 RCT's demonstrate effectiveness of DBT Skills Training for a variety of disorders
- REMEMBER: Though there is evidence that skills training alone is effective, multi-problem, self-harming, or suicidal clients *must* be in comprehensive. (All 5 modes)
- Individual Therapy is designed to “pull out” new and more effective behaviors in the form those skills and help client apply them in relevant contexts

5

DBT Skills Training

- Psychoeducational format – DBT uses Didactics to:
 - Impart information about factors known to influence behavior
 - Psychological, biological, and sociological theories may help patient understand particular behavioral patterns
 - Counteract unrealistic views of behavior and change
- Traditionally performed in a class format but can be done one-on-one (will discuss the pros and cons later)
- Can be done by an individual therapist

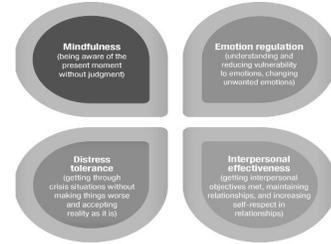
6

DBT Skills are For People Who (3 of 5)

- Are confused about self
 - Trouble focusing on goals or identifying what they want
 - Sometimes not sure "who you are" - Difficulty with awareness
- Have trouble regulating their emotions
- Behavior dysregulation
 - Mood-dependent/emotionally-charged behaviors
- Are impulsive in variety of life areas (sex, job, etc.)
- Experience interpersonal problems
 - Can't form or maintain relationships or reasonably get what they want from others (argue, etc.)

7

Four Areas of Skills



8



TEACHING EFFECTIVE DBT SKILLS

9

Qualifications to be a skills trainer:

- Well-trained in DBT
- Good grasp of skills
- Practice the skills yourself
- Know basics of behavior therapy
- Know DBT strategies and styles

"At this time, we have no evidence that the type of academic degree is a critical factor in improving skills training outcomes." –
DBT Skills Handbook, second edition

10

3 General DBT Skills Training Procedures

- Skill Acquisition
 - Instructing, modeling, self-disclosure
- Skill Strengthening
 - Behavioral rehearsal, feedback, problem-solving
 - Individual therapist assists
- Skill Generalization
 - Homework assignments, discussion of situations when and how skills were or could be used.
 - Individual therapist assists/Telephone consultation



11

Orienting Clients to Skills Training

- START HERE!**
- Present skills deficit and behavioral reinforcement model
 - Highlight how skills training fits client goals
 - Initial commitment for skills training - Sell
 - Explain difference between skills training, individual therapy, process group
 - Therapist/trainer commits to treating the individual
 - Develop therapeutic alliance with client

12

SESSION STRATEGIES

13

General Rules for the Instructor

- Practice skills yourself
- Commit to improving
- Pacing - Balance focused discipline with ease of pace
- Make explicit how skill is relevant to client's problems and how it will help get life worth living
- All problems that arise are grist for the mill and simply problems to solve

14

Homework Review

- Homework review is essential for generalizing skills
- Helps reinforce client's individual application of skill
- Nobody's doing their homework unless you reinforce
 - "Yay for you! Here's a DBT buck!"
- Devote 2-4 minutes per participant to review
 - Includes those who didn't do their homework
- Try to make it engaging
 - Praise
 - Break up review into pieces, with each participant doing a part

15

Homework Review – Didn't Do Homework

- Immediately conduct Macro-chain Analysis - what happened and got in the way
- Create solutions – use examples from other participants
 - What is the response -"I forgot."
 - What is the problem from chain – memory issues
 - What are possible solutions - Apply self-management strategies
 - Other client, "I put reminders in my phone."

16

Homework Review – Skills Didn't Help

- Use problem-solving strategies (Both instructor and participants)
 - Macro-chain Analysis - what happened and got in the way
 - Model analyzing situations and behaviors
- Reinforce small areas where client was skillful
- Be sensitive to possible shame and embarrassment that client wasn't able to get skills to work
- Balance irreverence and validation

17

Assigning Homework

- Thoroughly review homework assignment
 - Walk participants through worksheets and handouts
- Leave time for questions and clarification
- Troubleshoot what might get in the way
 - Anticipate possible barriers or distractions
 - Suggest solutions – instructor and participants
 - Call therapist or instructor with questions

18

Winding Down

- Observing/Describing how things went in session
- Cheerleading
- Leading clients through relaxation, visualization, meditation, and breathing

19



INTRODUCTION TO CORE MINDFULNESS

The Foundation of DBT

20

Mindfulness Introduction

- Mindfulness is our way of "waking up"
- It "turns the lights on."
 - ▣ Increases awareness to world around us
- Opens our eyes to the moment and to the world
 - ▣ Increases our ability to live the life we want
 - ▣ Allows us to form better memories

21

Mindfulness Defined

- Mindfulness
 - ▣ "Mindfulness means paying attention in a particular way: on purpose, in the the present moment, and nonjudgmentally." – Jon Kabat-Zinn
 - ▣ "Mindfulness shows us what is happening in our bodies, in our minds, and in the world." – Thich Nhat Hanh
 - ▣ Mindfulness is paying attention with openness, curiosity, acceptance, and flexibility. – Eric Schmidt
 - ▣ Mindfulness focuses upon accepting what is

22

Goals for Mindfulness

- Reduce suffering
- Experience reality as it is
- Increase control of the mind
 - ▣ Enhanced attention skills
- Overcome obstacles
- Meet even unpleasant emotions by turning toward them, rather than away

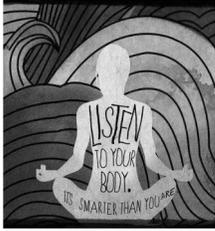
23



MINDFULNESS SKILLS

24

CORE MINDFULNESS SKILLS



- Three “HOW” skills:
 - ▣ One-mindful,
 - ▣ Non-judgmental Stance
 - ▣ Effective
- Three “WHAT” skills:
 - ▣ Observe,
 - ▣ Describe,
 - ▣ Participate

25

Effectiveness

- Doing what is called for in the moment that will move you towards your values instead of further away from them.
- Focus on what is important
- What do you want? - Values
- What are you willing to do?



26

Effectiveness

- Avoid
 - ▣ Wanting to be right
 - ▣ Fair and unfair
 - ▣ Ego

27

Demonstration/Real Play – Effective

28

Practice

- Complete the Effectiveness Exercise - Mindfulness Handout 5C thinking of times you felt angry, “right”, willful, etc.
 - ▣ There are four types of events listed. You only need to think of one incident. You don’t have to recount an incident for each one.
- Pick a partner
 - ▣ Process what you wrote on the handout with your partner, who will role-play as therapist
 - ▣ Therapist, help your partner discover ways they could have better practiced effectiveness
- Switch roles

29

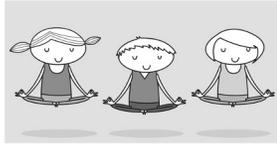


OTHER MINDFULNESS PRACTICES

30

Other Perspectives on Mindfulness

Wise Mind, Walking the Middle Path,
Skillful Means, Balancing Doing and
Being Mind



31

Being Mind

- Beginner's mind
- Nothing to do, nowhere to go mind
- Immediate moment to moment experiencing



32

Doing Mind

- Task focused, ambitious, driven mind
- People with any type of addiction are stuck in doing mind
- Workaholics



33

Practice

- Review the Mindfulness Handout 9 & 10
- Complete the Middle Path Exercise from Mindfulness Worksheets 10A

34



DISTRESS TOLERANCE

Crisis Survival, Reality Acceptance & Addiction Skills

35

Distress Tolerance Skills

- Skills designed to help clients tolerate and survive a crisis
 - These skills do NOT solve the crisis
 - High experience of emotion → low use skills
 - (subjective units of distress)
 - Skills designed to prevent clients from engaging in behaviors that make the crisis worse
- *Why use distress tolerance
Falling overboard from a ship analogy



36

3 Types of Distress Tolerance Skills

- CRISIS SURVIVAL SKILLS

- REALITY ACCEPTANCE SKILLS

- WHEN THE CRISIS IS ADDICTION SKILLS

37

Goals of Distress Tolerance

- Survive Crisis Situations without making them worse
- Accept Reality replace suffering and being "stuck" with ordinary pain and the possibility of moving forward
- Become Free of having to satisfy the demands of or own desires, urges and intense emotions



38

Crisis Survival Skills

- TIP your body chemistry
- STOP
- Distract with wise mind ACCEPTS
- Pros and Cons
- IMPROVE
- Self Soothe with the 5 senses

39

Crisis Survival Skills Are For When:

- You have intense pain that cannot be helped quickly.
- You want to act on your emotions, but it will only make things worse
- Emotion mind threatens to overwhelm you, and you need to stay skillful
- You are overwhelmed, yet demands must be met
- Having extreme arousal and problems that can't be solved immediately.

40

TIP – Changing your Body Chemistry

- **Tip the Temperature of your face with cold water** *(to calm down fast)*
- **Intense Exercise** *(to calm down your body when it is revved up by emotion)*
- **Paced Breathing** *(pace your breathing by slowing it down)*
- **Paired Muscle Relaxation** *(to calm down by pairing muscle relaxation with breathing out)*



41

Pace Breathing

- Square breathing
- Out – pause – in – pause
 - In – 4 count
 - Out – 7 count
- In = Sympathetic nervous system
- Out = Parasympathetic nervous system

42

Practice

- Review Distress Tolerance Handouts 6 & 6A-C
- Think of a time you were distressed
- Write out how you could have used TIP
- Review with a partner
 - One of you as the therapist, the other strengthening skills
- Switch

43

Reality Acceptance Skills

Reality acceptance skills are skills for accepting your life as it is in the moment. They are particularly useful when you are living a life that is not the life you want

- Radical Acceptance
- Turning the Mind
- Willingness
- Half Smiling & Willing Hands
- Allowing the Mind: Mindfulness of current thoughts

44

Radical Acceptance

- Accepting reality is what it is
- Everything has a cause
- Avoidance of suffering leads to greater suffering
- Life can be worth living, even when there's pain
- Radical acceptance is not:
 - Approval
 - Giving up
 - Against change



45

Radical Acceptance Exercise

- Hold your hands in front of you
- Picture something you are struggling to accept in your hands
- Pull your hands into your chest where you can't see them, experience holding onto this thought or feeling
- Now open your arms into a circle, making room for the thought
- Breathe into the thought
- Self-compassion – tell yourself it makes sense that you are having this thought or feeling right now

46



SKILLS FOR WHEN THE CRISIS IS ADDICTION

47

When the Crisis is Addiction

- "These skills enable us to back down from addiction and live a life of abstinence."
- The addictive activity is so compelling that although the persons may be in the present (forgetting about the long-term harm their addiction is causing), their awareness of the present is rigidly focused on just the one addictive activity."
- Seven basic skills for for any dependencies or addictions:
 - Substances/Alcohol
 - Gambling
 - Sex
 - Self-Harm

48

ABC's of When the Crisis is Addiction

- A - Addiction
- B - Burning Bridges and Building New Ones
- C - Clear Mind and Community Reinforcement
- D - Dialectic Abstinence



49



EMOTIONAL REGULATION

50

Emotion Regulation Skills

- Skills to change unwanted emotions
 - ▣ Check the facts
 - ▣ Problem Solving
 - ▣ Opposite Action
- Skills to manage extreme emotions
 - ▣ Mindfulness of current emotions
 - ▣ Crisis survival skills
 - ▣ Let go of suffering

51

Goals of Emotion Regulation Skills

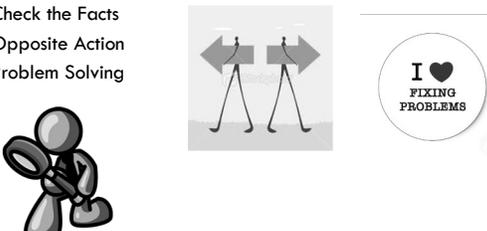
- Learn how to identify and label the emotion
- Learn how to reduce emotional vulnerability
- Learn how to decrease emotional suffering and increase positive emotions
- Learn how to change or reduce an emotion by acting opposite to what the emotion is trying to get you to do



52

SKILLS TO CHANGE UNWANTED EMOTIONS

- ▣ Check the Facts
- ▣ Opposite Action
- ▣ Problem Solving



53

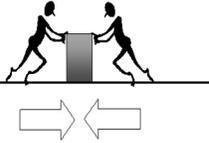
How to Check the Facts

- What is the prompting event? Just the FACTS!!!!
- What are my interpretations, thoughts, assumptions about event? (ie: FACT: I just heard a creaking sound in my house. INTERPRETATION: Someone is trying to murder me.) **Consider all possible interpretations.**
- What is my emotion and does it fit the facts? Am I assuming a threat? (If so, label the threat (emotion), evaluate how likely it is the threat will occur, think of other possible outcomes).
- Is my emotion/intensity justified?



54

Opposite Action



- Use opposite action when:
 - Your emotions do not fit the facts
 - When knowing the facts about a situation does not work
 - When emotion or intensity or duration is not justified by the situation
 - When emotion, intensity, or duration is not effective for meeting your goals

55

How to do Opposite Action

- Identify and name emotion you want to change
- Check the Facts
- Identify and describe action urges
- Ask wise mind: Is expressing or acting on this emotion effective in this situation?
- Act opposite to the emotions urges
- Do opposite action all the way - Participate
- Continue acting opposite until emotion subsides.

56

Demonstration/Real Play – Opposite Action

57

Practice

- Pick a Partner, who will role-play as therapist
- Think of a recent unwanted emotion
- Review Emotion Regulation Handouts 9 & 10 with your partner considering that emotional experience
- Therapist, help partner complete Opposite Action Exercise form
- Switch

58

SKILLS TO REDUCE VULNERABILITY

- ABC
- PLEASE



PLAN B
~~PLAN A~~



59

INTERPERSONAL EFFECTIVENESS

60

Interpersonal Effectiveness Skills

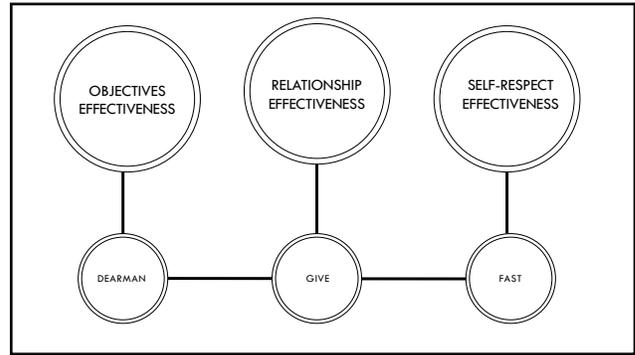


Learning

- ▣ How to keep people in your life
- ▣ how to say "No" and stick to it
- ▣ how to ask for something and have the best opportunity to get it
- ▣ how to attend to and improve relationships
- ▣ how to keep your self-respect

DEAR MAN Dialectics
 GIVE
 FAST
 Validation

61



62

Keeping the Relationship: GIVE

<u>Gentle</u>	People respond better to gentleness. Avoid attacks, threats, and judgmental statements.
Act Interested	Be genuinely interested in the other person.
<u>Validate</u>	Be non-judgmental out loud. Validate the other person's feelings, ideas, opinions, wants, etc.
Easy Manner	Use a soft-sell approach. Be light-hearted. Ease the person along.

63

Relationship Effectiveness Skills

Validation

- ▣ Pay attention
- ▣ Reflect back
- ▣ Read minds
- ▣ Understand
- ▣ Acknowledge the valid
- ▣ Show equality

64

Demonstration/Real Play - GIVE

65

Practice

- ▣ Pick a partner, who will role-play as therapist
- ▣ Review the Interpersonal Effectiveness Handout 6
- ▣ Describe to therapist a relationship/interpersonal situation you wish to improve
- ▣ Therapist, help partner figure out how to use GIVE during this
- ▣ Switch roles

66

