

DBT in Action



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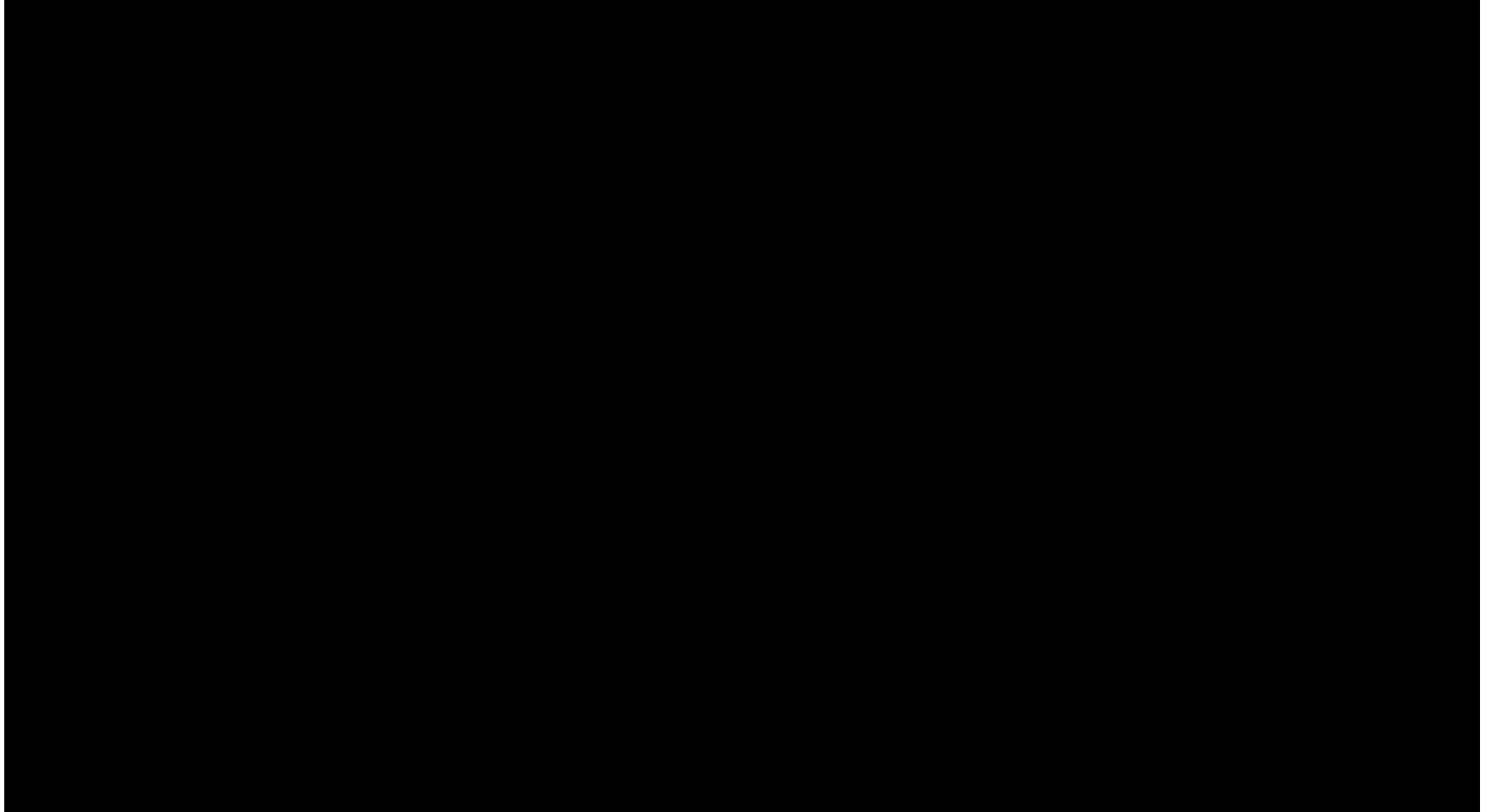
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Mindfulness Bell

- In DBT a 'Mindfulness Bell' is used to serve as a cue for the practice.
- The bell is only to be used for mindfulness and is not used as a way of bringing the team/group back to order.
- The bell marks the beginning and the end of the exercise.
- The bell is to sound 3 times to start the practice and 3 times to end the practice.
- As the bell 'sounds' it gives participants a moment to settle down and become mindful at the beginning of an exercise and it gives your mind a moment to come back to the present moment.



Mindfulness Activity



What is DBT?

Behavior Tech defines Dialectical Behavior Therapy (DBT) as a "cognitive behavioral treatment that was originally developed to treat chronically suicidal individuals diagnosed with borderline personality disorder (BPD) and it is now recognized as the gold standard psychological treatment for this population. In addition, research has shown that it is effective in treating a wide range of other disorders such as substance dependence, depression, post traumatic stress disorder (PTSD), and eating disorders."

Goals of DBT



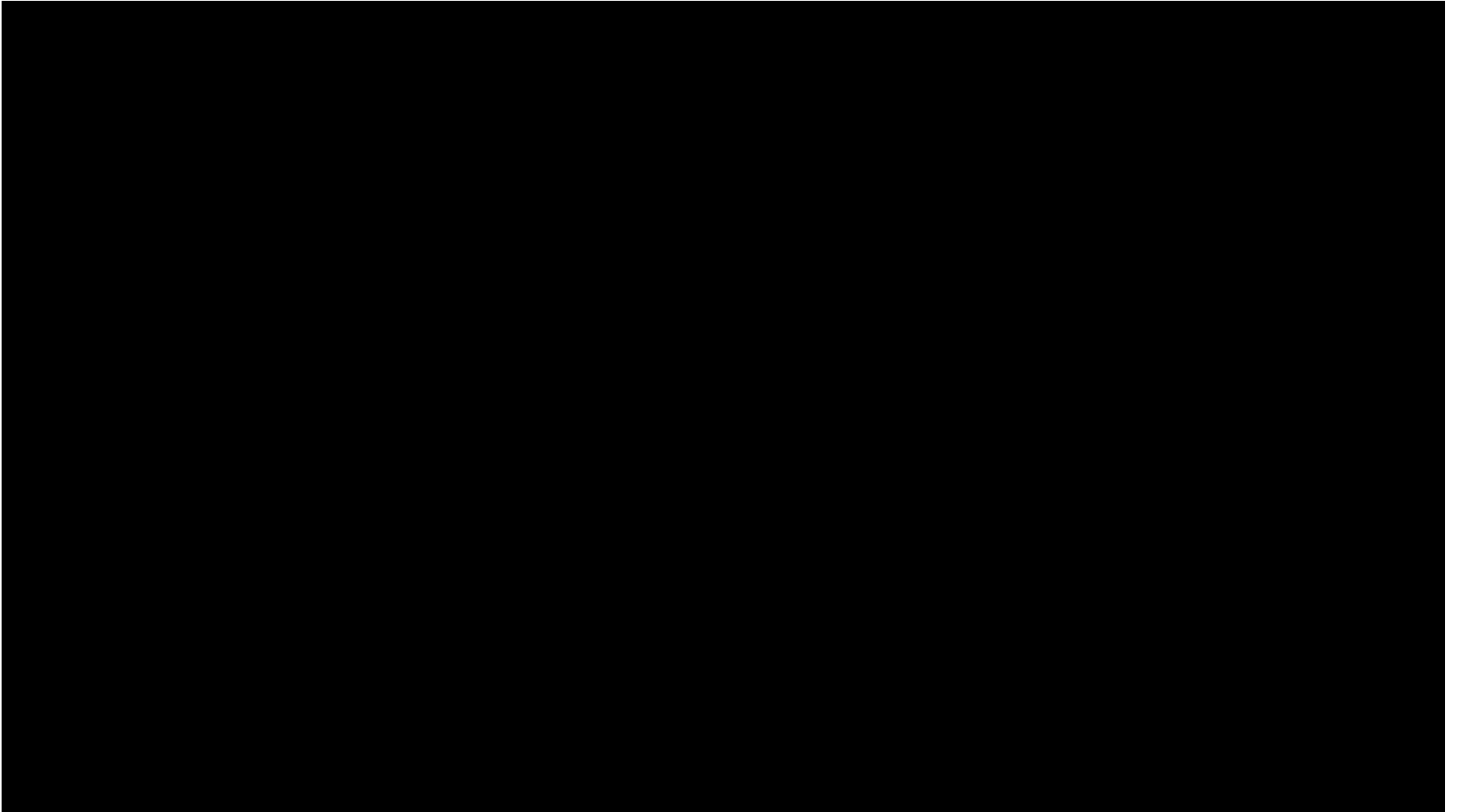
Decrease

- Life-threatening behaviors
- Therapy-interfering behaviors
- Quality-of-life interfering behaviors

Increase

- Core Mindfulness
- Distress Tolerance
- Interpersonal Effectiveness
- Emotion Regulation
- Self-Management

Life Worth Living!



Principles of DBT

- DBT is a voluntary treatment
- Patients and their therapist agree to work on mutually agreed upon goals over a specific period of time.
- Patients **MUST** agree to work on suicidal or self-injurious behaviors to 'enroll' in DBT

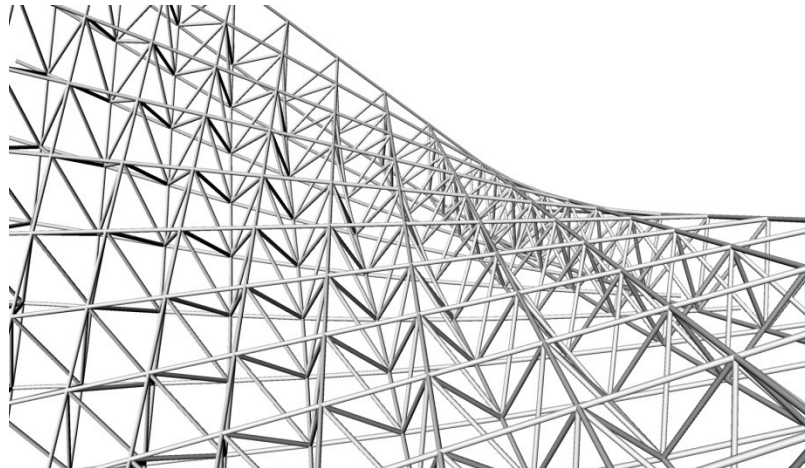


Behavioral Chain Analysis (BCA)

- Define the problem
- Conduct a Chain Analysis
 - Look for events that elicit automatic thoughts
 - Environmental reinforcers
 - Identify and help the client recognize vulnerability factors
- Generate Hypothesis
- Weave in solution analysis
 - Identify where skills could have been used to break the chain (BREAK THE CHAIN)
 - Brainstorm solutions at each faulty link
 - Evaluate solutions generated
 - Recommend further solutions

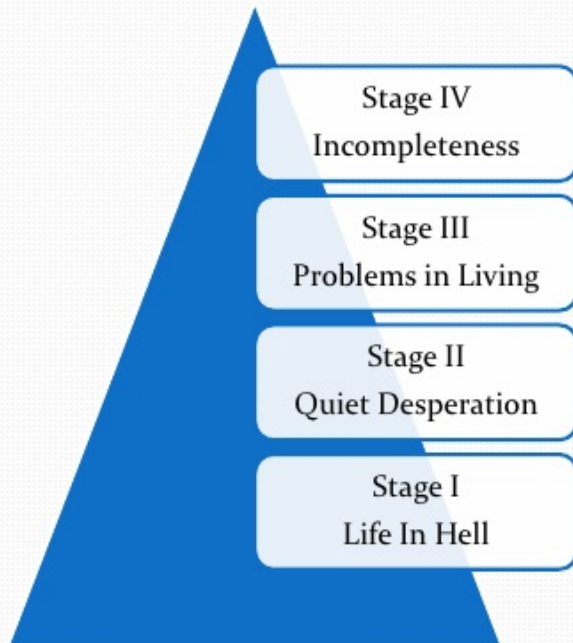
Structure of DBT

- DBT is organized with specific:
 - Stages of Treatment
 - Targets of Treatment
 - Modes of Treatment



Stages of Treatment

Stages of Treatment



- Stage I Treatment
 - Life Threatening Behavior
 - Therapy Interfering Behavior
 - Life Interfering Behaviors
- Quiet Desperation
 - Inhibited Grieving
 - Re-Learning to Experience Emotions
- Problems in Living
 - “Ordinary Unhappiness”
- Incompleteness
 - Capacity for Joy (Existential)

Targets of DBT

There are Four DBT Treatment Targets in Stage I:

Hierarchy of Treatment Targets helps determine what needs to be addressed as a priority in sessions

1. Life-Threatening Behaviors
2. Therapy Interfering Behaviors
3. Quality of Life Behaviors
4. Skills Acquisition



4 DBT Modes of Therapy

Components/Modes of DBT:

Individual Therapy
Skills Training
Coaching
Consultation Team



Comprehensive DBT programs MUST include all four modes of therapy

Modes of Therapy-Individual Therapy

- The individual therapist is the Primary Provider of DBT and is responsible for:
 - Developing, Modifying, & Organizing the patient's Treatment Plan in collaboration WITH the patient
 - Ensuring that DBT interventions are appropriate for the patient AND are being carried out.



Modes of Therapy-Individual Therapy

- It is the individual therapist's job to coordinate the treatment with the other people – including skills group leaders, psychiatrists, and other counselors.
- In collaboration with the patient, the therapist keeps track of how the treatment is going, how things are going with everyone involved in the treatment, and whether or not the treatment is helping the patient reach his or her goals.



Modes of Treatment –Skills Training

- **Address 'capability' issues:**
 - Teach new behaviors; AND
Model new behaviors
- **Increase Learning (Skills Strengthening)**
- **Make sure Skills are used outside of group**
 - Homework assignments & Review
 - Practice/Experiential sessions



Skills Training Cont...

- **Skills are taught in Modules:**
 - Core Mindfulness
 - Distress Tolerance
 - Emotional Regulation
 - Interpersonal Effectiveness
 - Walking The Middle Path



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Skills Training Cont...

- Curriculum is typically 24 weeks in 'standard'/outpatient DBT for adults
- Patients in Skills Training may elect to repeat the 'cycle' if necessary
- Skills Training is typically taught in a group format AND can be done individually if necessary (would require sessions separate from individual therapy)
- DBT Skills groups can be adapted for special populations and environments – e.g., adolescents, multi-family groups, inpatient settings.

Setting Up Skills Training Group

- Educational – NOT process group
- Students should have DBT notebooks
- Emphasis on learning & practice
- Leaders should 'throw themselves into' group



Modes of Treatment –Coaching

- **DBT Coaching Purpose & Guidelines**
 - Provides 'in-the-moment' help to use skills previously taught.
 - Coaching calls are **ENCOURAGED** and offered between sessions
 - Coaching is a required component of DBT
 - Coaching calls are initiated by the patient and occur **BEFORE** the patient engages in self-injury or other 'egregious' behaviors



Coaching Cont...

- **DBT Coaching Purpose & Guidelines**
 - Coaches should prompt and 'trouble shoot' a specific skill that patient can use/has been taught
 - Coaches should avoid the generic "use a skill" intervention
 - Coaching calls are brief, typically 5 minutes



Example of Coaching Call Protocol

- Per the DBT coaching protocol, the therapist sets their limit with the patient and informs the patient of their availability.
- For example, if the therapist does not answer then a message **MUST** be left telling the therapist what skill have been tried and that they are committed to remaining safe until the therapist calls back. The therapist generally gives a 3 hour call back window. If there is ever a time when the therapist will not be available, the patient is informed.

Modes of Treatment – Consultation Team

- **Functions of DBT Consultation Team include:**
 - Increasing Therapist's skill in providing DBT
 - Increasing adherence to the DBT treatment model
 - Enhancing and maintaining motivation to deliver good care
 - Addressing 'Therapist Interfering Behaviors'
 - Reducing Therapist 'burn out'



“Therapy for the Therapist”

Consultation Team Cont...

- **DBT Consultation Team:**
 - You're not doing DBT if you are not on a team
 - Meets weekly
 - Is voluntary
 - Is required for therapists providing DBT in a comprehensive program
 - Uses DBT agreements to 'guide' discussion
 - Expects 'collective' responsibility for patients
 - Does NOT allow visitors
 - Has a designated Team leader
 - Has designated 'rotating' roles: meeting leader, observer, and note taker

Overview of DBT Modules

- ▣ **Core Mindfulness:** Being present in the moment and understanding the signs of unregulated emotions are highlighted in these skills. Adolescents are taught to be in the 'here and now.
- ▣ **Distress tolerance:** "It's being able to recognize urges to do things that would be ineffective, such as hurting themselves or trying to kill themselves" and consciously controlling them, says Dr. Emanuele.
- ▣ **Emotion regulation:** Coping with difficult situations by building pleasant, self-soothing experiences to protect from emotional extremes.
- ▣ **Interpersonal effectiveness:** A great way to think of these skills is the relationship skills. The purpose of these skills is to build friendships with others, ask for items effectively, and to teach adolescents how to keep self-respect. In other words, how to operate in the world around them without damaging relationships.

Why Mindfulness?

- The ability to be fully present in the moment without judgment or resistance
- Being more aware of the present moment allows a person to experience:
 - Freedom from suffering
- Research shows that increased mindfulness can help in the following areas:
 - Self-awareness
 - Emotional Reactivity
 - Personal Growth
 - Anger/Stress Management
 - Job or Relationship Stress
 - Anxiety/Depression
 - Anxiety/Panic Disorders
 - Chronic Pain
 - Insomnia



Mindfulness

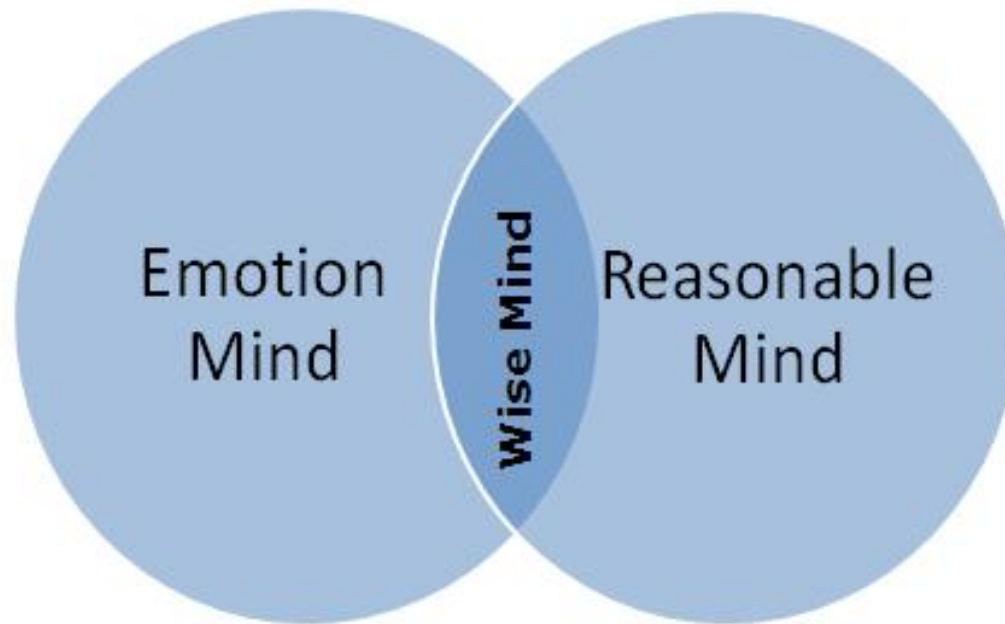
- ▣ One of the goals of Mindfulness is to teach us to *respond* to things instead of *automatically reacting* to them. This requires us to be able to tolerate stressful thoughts/emotions long enough to figure out the most effective way of responding.

“Mindfulness is a *being* and not a *doing*...”

- ▣ “Doing” is almost always future focused, even if the future is only a few hours away. “Being”, on the other hand, is right now. We exist in this moment of time. No other

- Ryan, Elanine 2014

Three States of Mind



Core Mindfulness Skills

- **WHAT SKILLS**
(what to do to be mindful)

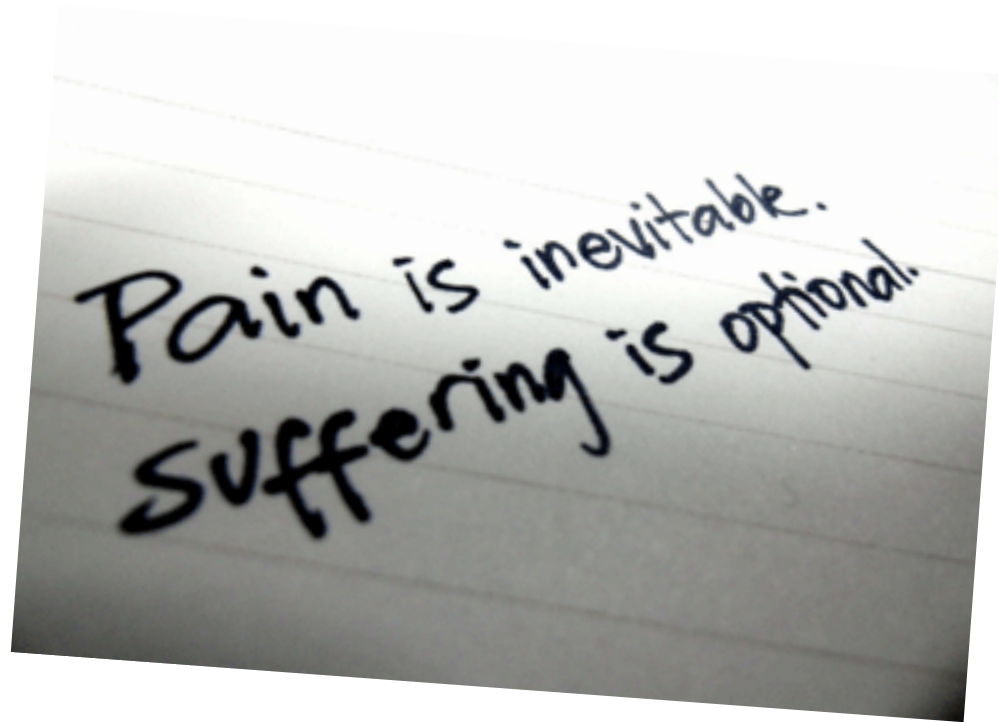
- Observe
- Describe
- Participate

- **HOW SKILLS**
(how to remain mindful)

- Non judgmental
- One mindful
- Effectiveness

Core Mindfulness Skills

Distress Tolerance Module



What is a Crisis?

What is a Crisis?

- Stressful event or traumatic memory
- Short Term
- Want it resolved NOW

2 Main Rules of a Crisis:

1. If you can solve it, SOLVE IT
2. If you can't solve it, SURVIVE IT

Distress Tolerance is surviving without making the situation worse:

Tolerating distress is NOT removing or even reducing distress...

Distress tolerance skills are not designed to make you feel better, they are designed to prevent the crisis from getting worse

Why Bother?

- **Why Bother Tolerating Painful Feelings and Urges?**
 - Pain is a part of life and can't always be avoided
 - If you can't deal with your pain, you may act impulsively
 - When you act impulsively, you may end up hurting yourself or someone else

Distress Tolerance Skills

Distress tolerance contains two sets of skills:

1. Crisis survival strategies

- Focusing on pros and cons
- Self soothing
- IMPROVE the moment
- Distract with ACCEPTS
- TIPP/STOP

2. Reality acceptance

- 2 subsets of skills
 - Basic principles for accepting reality
 - Guidelines for accepting reality



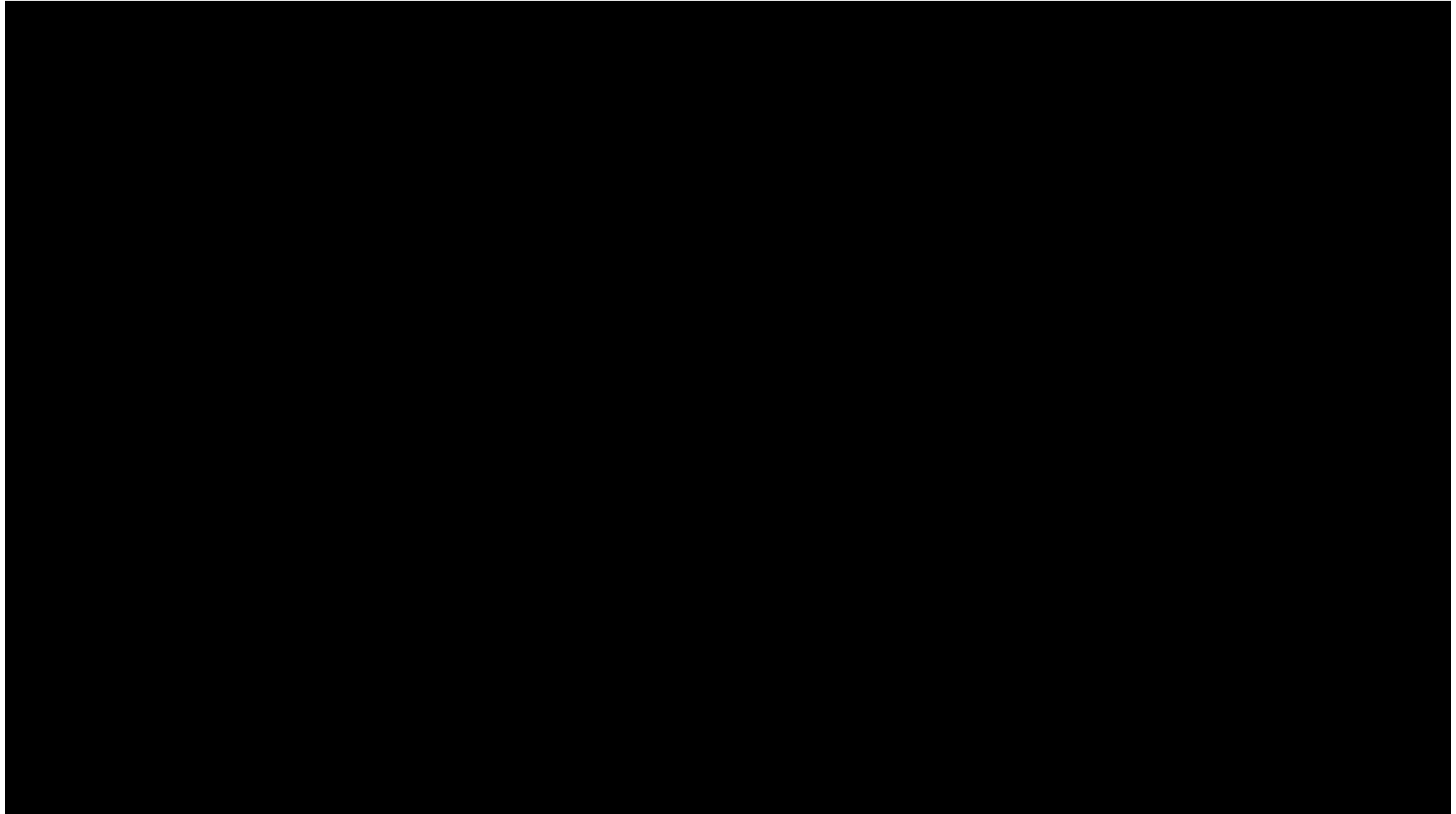
Distress Tolerance...Reality Acceptance

Accepting Reality

- 5 ways of responding when a problem occurs
 1. Solve the problem
 2. Change how you feel about the problem
 3. Accept the problem
 4. Stay miserable
 5. Make it worse
- Radical acceptance
- Turning the mind
- Willingness versus Willfulness
- Half-Smiling and Willing Hands
- Being mindful of current thought



Reality Acceptance



Emotion Regulation Module



Emotion Regulation

Understanding Emotions (one cannot regulate their emotions if they do not understand the emotion they are experiencing)

Goals of Emotion Regulation

- Reduce suffering, **NOT** get rid of emotions
- Understand the emotions that you experience.
- Reducing our vulnerability to negative emotions
- Decrease the frequency of unwanted emotions
- Learning to experience positive emotions
- Learning to reduce our emotional suffering

There are two Kinds of emotional experiences

- Reactions to events in one's environment
(being criticized, having a loved one call on the phone, losing a game, etc.)
- Inner reactions, primarily reactions to one's own thoughts (guilt about feeling angry, shame about not doing well at something, fear about something anticipated or thought about)

Describing Emotions

Emotions involve 'urges' i.e. if we feel angry, we may be prompted to fight

The action itself is NOT part of the emotion; however it is the urge to do the action, the feeling that prompts you to do the action, is considered part of the feeling.

Emotion Regulation: Opposite Action

Opposite Action Requires These 7 Steps:

1. Figure out the emotion you are feeling
2. What is the action URGE that goes with the emotion?
3. Ask yourself: Does the emotion fit the facts in the situation? If yes, will acting on the emotion's urge be effective?
4. Ask yourself: Do I want to change the emotion?
5. If yes, figure out the OPPOSITE ACTION
6. Do the opposite action—ALL THE WAY!
7. Repeat acting in the opposite way until the emotion goes down enough for you to notice

It's a cycle, emotions cause actions and actions cause emotions...

So how do you break this cycle?

One of the ways that you can change your emotion and break this cycle is to just reverse the circle. We just start with action that is opposite and that circle starts going in the other way. And the emotion starts going down. i.e. When you are really sad, you usually want to crawl into bed and put the covers over your head. You don't want to do anything. The opposite action of crawling into bed is to get out and be active, thus changing the emotion

Emotion Regulation: ABC PLEASE

ABC...

Accumulating Positive Experiences (Increase pleasant events)

Build Mastery (Doing something that builds a sense of accomplishment)

Cope Ahead (Planning ahead for a difficult situation)

PLEASE...

P & L Treat Physical Illness (Taking care of your mental and physical needs)

Eating (Balanced eating)

Altering Drugs (no drugs except those prescribed)

Sleep (Get enough sleep)

Exercise (Regular exercise, besides being good for your heart, lungs, muscles and bones, stimulates chemicals in your brain called endorphins, which are natural antidepressants)

Emotion Regulation: Check the Facts

When faced with a problem, we often find ourselves stuck and do not know what to do. Emotionally sensitive people often have difficulty making decisions, tend to ruminate about issues and can become increasingly upset as a result of thinking about the issue over and over. Marsha Linehan, outlined strategies that can be used for any problem you are faced with.

There are 4 options to solving the problem:

1. Solve the problem:

Define the problem (be specific)

Analyze the problem (consider who, what, when and where of the behavior you want to change)

Consider possible solutions

Implement the solution

2. Change your perception of the problem: If you feel irritated about working long hours, change your perception to working long hours is a sign of success and growth within the company

3. Radically accept the situation: "It is what it is" and accepting wholeheartedly those things that you cannot change

4. Stay Miserable: Of course staying miserable is not a choice anyone wants to make; however if you can't solve the problem, can't change your perception and you aren't ready to radically accept the situation, then staying miserable is the only option left

Interpersonal Effectiveness Module



Interpersonal Effectiveness

Our interactions with other people can be a source of stress that often can lead to unhealthy behaviors and ineffective relationships with others. Learning to effectively communicate with others is crucial in building AND maintaining healthy relationships as well as getting our wants and needs met in a healthy way.

SO...how can these skills help me?

Take care of your relationships (GIVE)
Getting your needs met effectively (DEAR MAN)
Build mastery and self respect (FAST)

Walking the Middle Path, Dialectics, and Validation

- Willingness to see opposite points of view **AND** accepting a balance between both points of view. **Acceptance without Giving In** is a major part of dialectics to help us balance between the different points of view.
- The word “dialectical” describes the notion that two opposing ideas can be true at the same time. In DBT, there is always more than one way to think about a situation, and all people have something unique and different to offer. A life worth living has both positive and negative aspects (happiness, sadness, anger) and all of these aspects are necessary and valuable. It is sometimes hard to accept ourselves and our actions while simultaneously recognizing the need for change.

Dialectics

- Dialectics consider all people to have unique qualities and different points of view.
- Dialectics stress the importance of looking at the world with an open mind, without absolutes, avoiding black and white, all or nothing thinking.
- Dialectics points out that only **change is constant**.



Validation

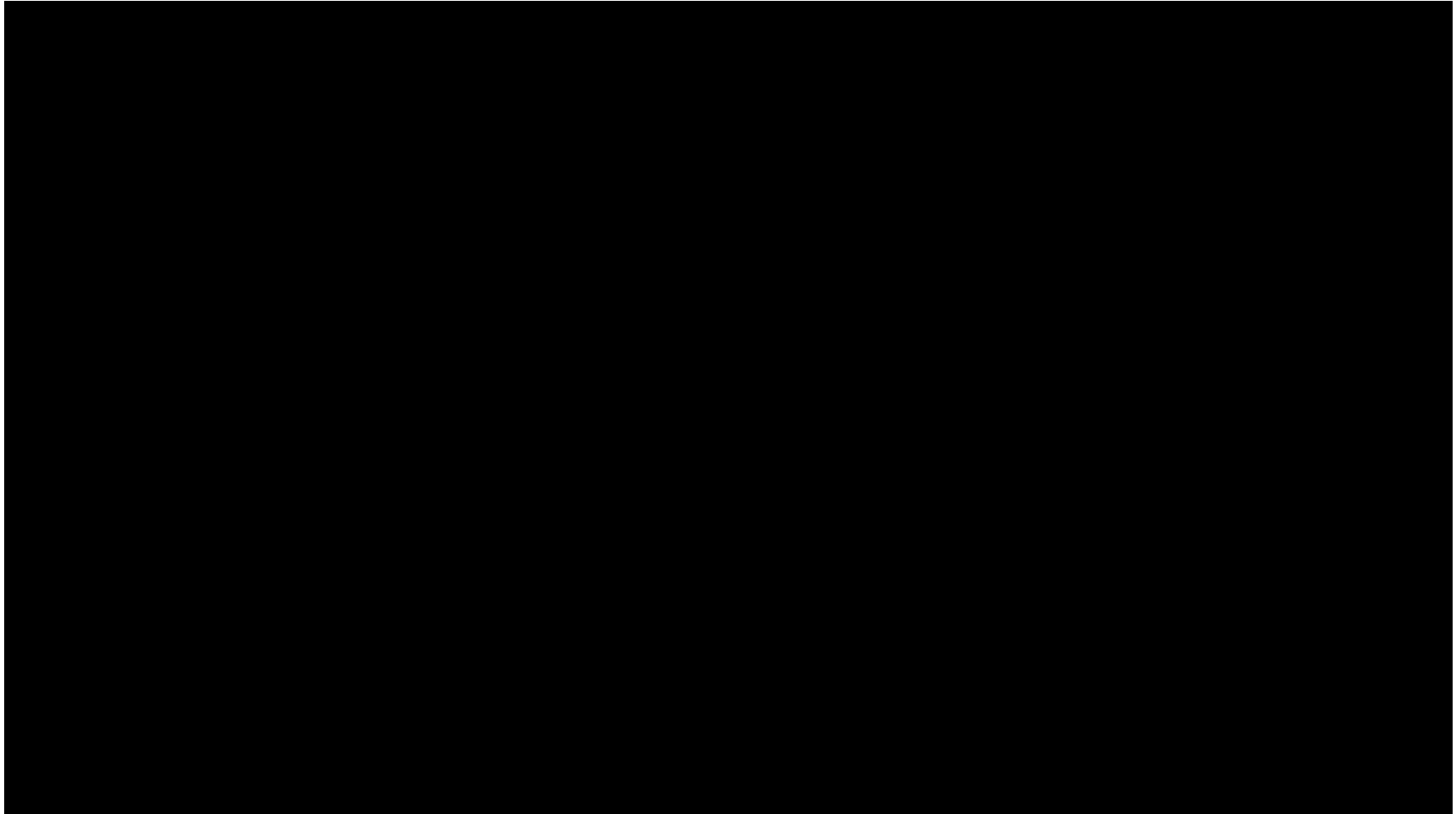
Why Validate?

- It improves relationships
- Validation can show that:
 - ✦ We are listening
 - ✦ We understand
 - ✦ We are not being judgmental
 - ✦ We care about the relationship
- Conflict can occur with understanding and acceptance of the other person.
- Validation communicates to another person that his/her feelings, thoughts, and actions make sense and are understandable to you in a particular situation.



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Validation



Validation Cont...

WHAT should we validate?

Feelings, thoughts, and behaviors in:

Ourselves

Other People

Do NOT validate the invalid

Do not validate statements people may say about themselves or others which are not true; and which would be damaging to consider as “true.”

Validation does NOT mean agreeing

'Just like you have to practice playing an instrument or playing a sport, DBT skills also take PRACTICE'



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Questions

