



Starting a DBT Skills Group

Stephanie Vaughn, PsyD

What You Need



1.5-2.5hours



Leader &
Co-leader



15-30
minutes to
orient new
members



Consent/Referral
form from
individual
therapist



Referring
provider
contact
information



Schedule

Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.



To start a DBT group, there are a few things that you will need. Depending on how your group is run, you will need between one and a half to two and a half hours of time. You will need a leader and a co-leader. You will 15 to 30 minutes to orient new members if they are joining group in the middle of a module. You will need consent and referral forms from each member's individual therapist or the clinician who is their primary contact. You will need the referring provider's contact information. And you will need to pick a schedule.

Resources You Will Need



DBT Skills Leaders
Manual, 2nd ed.



DBT Skills Training
Handouts and
Worksheets, 2nd
ed.



Linehan, M. M. (2015). *DBT® skills training manual* (2nd ed.). New York, NY, US: Guilford Press.



The tools that you'll need are the DBT Skills Leaders Manual, 2nd Edition and the DBT Skills Training Handouts and Worksheets, the 2nd Edition. These are the spiral bound handouts that you can also find online at no charge and can print out to distribute to group members. You will need fidgets and those are things that group members can play with such as clay or small balls, ice packs, a white board, copies of handouts for all group members, something to serve as a mindfulness bell and materials and videos for specific activities.

Exclusion Criteria

A white circular icon on a red background. Inside the circle, there are two stylized human figures. One is standing on the left, and one is sitting on the right. Between them is a laptop computer with several papers or documents flying out of it, suggesting a state of conflict, aggression, or hostility.

A white warning triangle icon with a black exclamation mark inside, set against a red background.

Members need to be able to control their hostility toward others in group

Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.



The only absolute exclusion criterion for group members to be admitted is that group members must be able to control their hostility toward others in group.

Rules

Rule #1



Dismissed if:

- 4 Sessions Are Missed in a Row
- Contracted Agreement Ends



Coming back depends on:

- Group Leader
- Rules of the Facility
- Group Schedule

Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.



The rules of group are as follows. The only way to be out of skills trainings is to miss four in a row or to come to the end of the contracted agreement. So it is not possible according to DBT to be out of skills group unless four in a row are missed. In order for a member to come back into skills group is dependent upon the group leader, the rules of the facility and the group schedule that you're running.

Rule #2



Group members support each other

Rule #3



Group members contact the leaders if they will be late or absent

Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.

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Rule number two, group members support each other. Number three, group members contact the leaders if they will be late or absent.

Rule #4

Group members do not tempt each other

↓

Triggering discussion

Rule #5

Group members do not form confidential or sexual relationships

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If they do, one of the two should be referred to another group

Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.

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Number four, group members don't tempt each other and this involves discussions about self-harm, impulsive activities, drug use, alcohol use, discussions that might be, as it's referred to, triggering. Number five, group members do not form confidential or sexual relationships. If someone is involved in a sexual relationship with another group member, then one of the two group members should be referred to another group.

Rule #6



Group members with severe disorders or who are suicidal are also in individual therapy

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They have a primary contact

Rule #7



Group members act sober

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Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.

Rule number 6, group members with severe disorders or who are suicidal are also in individual therapy. They have a primary contact. And finally, number seven, group members must act sober. This is a change from a previous rule that group members must not use alcohol or drugs prior to coming to group and it was changed to group members must act or must behave in a sober fashion.

Key Points

- DBT Skills Group has a **leader** and **co-leader**.
- Sessions last for **1.5-2.5 hours**.
- Members who cannot control **open hostility** toward others are **not permitted**.
- DBT Groups have **7 Rules**.

Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.



Key points for module 2 video 1. DBT skills group has a leader and a co-leader. The group lasts between an hour and a half to two and a half hours. Members are not allowed who cannot control open hostility toward others. There are seven DBT group rules including: Missing four sessions in a row means the member is out of group. Group members support each other, contact the leader if they are late or absent, do not tempt one another and do not form confidential or sexual relationships with one another. Group members must have an individual therapist if they are suicidal or have severe disorders and group members come to group and act sober.

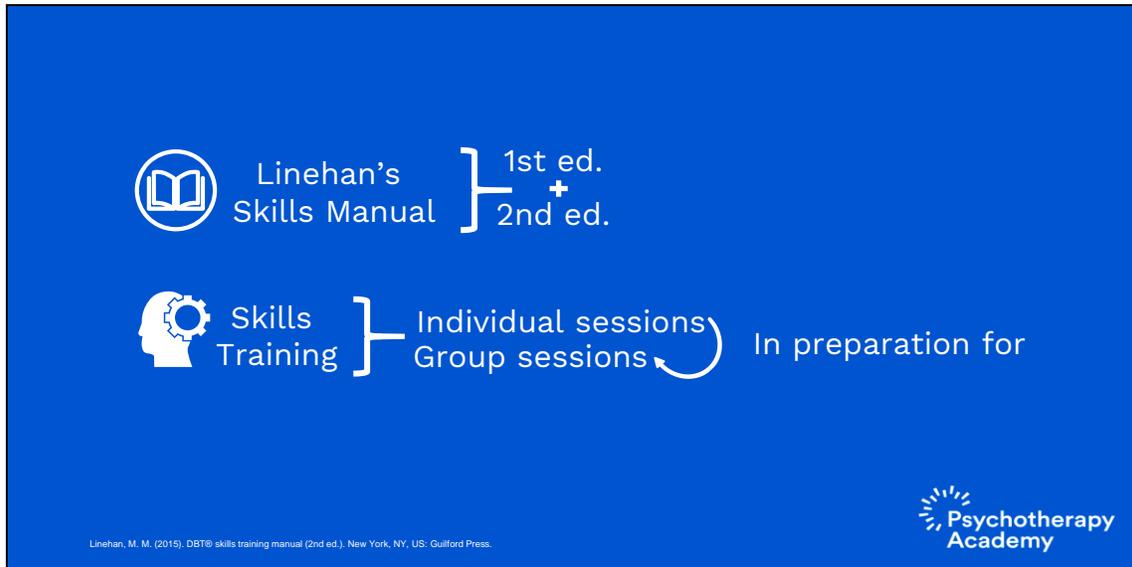


Next Presentation:
How to Run a DBT Group



How to Run a DBT Group

Stephanie Vaughn, PsyD



Linehan's Skills Manual } 1st ed.
2nd ed.

Skills Training } Individual sessions
Group sessions } In preparation for

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Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.

How to run DBT group. Linehan's first edition skills manual is helpful to use in addition to her second edition. The first edition is much less cumbersome and gives a very simplistic yet consistent with the second edition version of how to run group. It is possible to teach the skills that are taught in DBT skills group on an individual one-on-one basis. And in fact, that may be what is necessary in order to prepare some patients to enter group. As has been mentioned previously, a patient's ability to control open hostility toward others is extremely important. And so therefore, some patients may need one-on-one skills coaching in order to prevent problematic interactions with other group members if they were to enter into a multi-member group.

DBT Skills Group Leader

The diagram is set against a teal background. At the top, the title 'DBT Skills Group Leader' is centered in white. Below the title, there are two main sections. The left section features a white human figure icon with two arrows pointing down to two circular icons: one showing two people in a one-on-one session and another showing a group of people in a circle. Below these icons is a white warning triangle icon with an exclamation mark, followed by the text 'Divide the time' and a bulleted list: '- Take a break' and '- Switch rooms'. The right section features two white human figure icons. The left one has an arrow pointing down to a circular icon of a one-on-one session. The right one has an arrow pointing down to a circular icon of a group session. Between these two human icons is the text 'Idea' followed by a vertical line and a not-equal sign. Below the group session icon is an icon of an eye with four arrows pointing outwards, followed by the text 'Multiple perspectives'. In the bottom right corner, there is a logo for 'Psychotherapy Academy' consisting of a sunburst icon and the text 'Psychotherapy Academy'. In the bottom left corner, there is a small line of text: 'Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.'

Divide the time

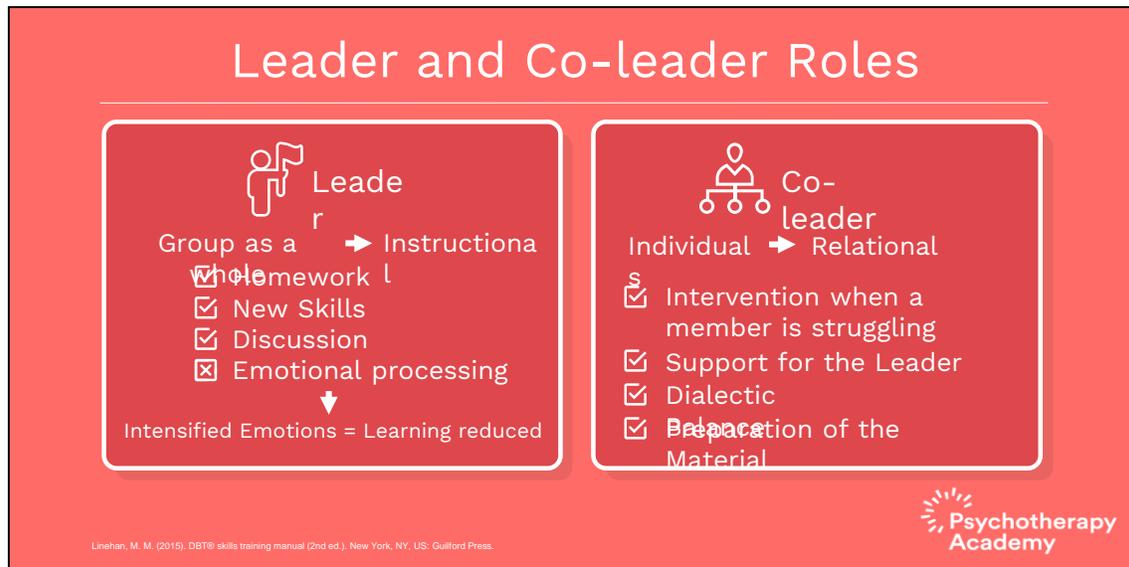
- Take a break
- Switch rooms

Multiple perspectives

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The leader of DBT skills group can also be an individual therapist. In other words, there may be group members that are also individual patients of the group leader or the co-leader. That being said, it is ideal if the group leader can be a different **person (here it says personal on the transcript)** than the individual therapist because we want to try to have multiple perspectives, multiple eyes on the patient. But it is definitely permissible to have the leader or the co-leader be the individual therapist of the patient. In the case that you are doing individual skills training or one-on-one skills training, you are teaching the things from group to just one person, it's important to divide up the time of individual therapy versus group skills training. It doesn't need to be blended in to an individual therapy session. These need to be two separate entities. One way of doing that is to conduct individual therapy, take a break, come back and do individual skills training. It's often helpful to switch rooms entirely in order to differentiate between individual therapy versus skills training.



So the leader and the co-leader have different roles. The leader keeps an eye on the group as a whole and is much like a professor. Skills group is run much like a class. There is homework assigned. There are new skills taught and there is some discussion. However, processing is not happening. Processing may happen inadvertently but it's not a goal of DBT skills group to process emotion. The idea being there are multiple group members who are diagnosed with severe emotion dysregulation and therefore turning the heat up in any way including emotional processing can be even more dysregulating and no skills are able to be taught when emotions are really high. Learning is reduced when emotions run high. So it is not a goal of DBT skills group to enhance or intensify emotions.

The leader and the co-leader have different roles in that the leader keeps an eye on the group as a whole but the co-leader keeps an eye on individuals. So the leader may teach to the group without stopping even when an individual group member is having a problem or is struggling. The person who would be more likely to intervene or to get that group member back on track would be the co-leader. The co-leader also assists in supporting the leader, providing that dialectical balance, learning the material, making sure the material is fresh ahead of time so that the co-leader can pick up where the leader may have forgotten an important point or forgot to tell a story that was pertinent to the skill at hand. So the co-leader is considered the good guy if there's a good guy and the leader is considered the bad guy if there is a bad guy. So the leader is more instructional and the co-leader is more relational in a way.

Orienting New Members



A standard DBT group lasts around six months
New members may be allowed

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Orientation

- 15 minutes
- Determine whether they are a candidate

- ↳ Suicidal thinking
- ↳ Severe disorders

}

Primary contact is needed



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When orienting new members, if you allow new members to come in during the course of your group – A standard DBT group lasts about six months. Adults are encouraged and often their individual therapist will insist upon them repeating this six-month period. So they would repeat all four modules again for a total of a year's worth of skills training. But if you're allowing new members to come in during that six-month period which most group leaders do, then you're going to want to orient the new group members to how group works. You don't want to just throw somebody in without them knowing what to expect. Many DBT group members have been in other groups before and may have the mistaken impression that they should be coming in and talking about their problems or processing and more familiar with a supportive group process. And this is totally different.

So 15 minutes is usually adequate to orient members before they come in. You want to determine whether they are a candidate. If they are highly suicidal or if they're suicidal at all, if they have severe psychiatric issues, then they're going to need to have a primary contact clinician who is responsible for them because this group is psychoeducational in nature and we're trying as DBT skills group leaders to stay away from individual group member's issues. They are typically not our patients. These are someone else's patient. So we don't involve ourselves with their individual issues unless they pertain to the skill which is being taught. For members who have suicidal thinking and who have severe disorders, they're going to need a primary contact in the case that during group they have a problem, they need to be able to reach out and get in touch with this person so that the group leader doesn't have to stop group or the co-leader doesn't have to be taken away handling individual issues at a time.

DBT Skills Group Leader

-  - Therapeutic relationships are avoided
 - ↳ Little processing
-  - Members are assisted to maintain emotional regulation
 - ↳ No explicit discussion of problem behaviors
-  - The group is fast-paced & lighthearted
 - Everyone should be given an equal amount of time

Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.



You want to avoid a therapeutic relationship as much as possible if this is not your individual patient. So there is very little processing in group. We want to help members maintain emotion regulation while in group and there is no explicit discussion of problem behaviors such as self-harm or suicide attempt, hospitalization, suicidal thinking, impulsive, what we refer to as, unskillful behavior. And the general feel of group is that it's fast paced and lighthearted. We want to try to minimize one-on-one interactions with group members and try to give everyone an equal amount of time.

Key Points

- The leader keeps an eye on the **group as a whole**; the co-leader focuses on **individuals**.
- It is ideal for the **group leader** and **individual therapist** to be different people.
- The purpose of the group is to teach the **skills**, not to process. Group members should not explicitly discuss **target behaviors**.
- It is permissible to conduct group with **only one member**.
- Group is **lighthearted, fast-paced** and **structured**. Do not try to increase emotions in group members.



Module 2 video 2 key points. The leader keeps an eye on the group as a whole while the co-leader keeps an eye on individuals. The DBT individual therapist may also serve as the skills group leader. However, it is ideal for them to be different people. The purpose of the group is to teach the skills not to process. Group members should not explicitly discuss target behaviors such as self-harm in group. It is permissible to conduct group with only one member but be sure to separate group from individual therapy. Group is lighthearted, fast paced and structured. Do not try to increase emotions in group members.



Next Presentation:
Problems in a DBT Group



Problems in a DBT Group

Stephanie Vaughn, PsyD

DBT Skills Group Leaders Need to:



- Know and practice DBT skills
- Prioritize and stick to the targets ≠ Individual therapy
- Irreverence + Sense of humor + Validation
 - Address individual needs
 - Address group needs
 - Deliver the material effectively

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Minimizing problems in DBT group has a great deal to do with the skills group leader and co-leader. Both the leader and co-leader need to know and practice the DBT skills that they are teaching. It's virtually impossible to teach the skills if you yourself don't practice them. They need to be able to prioritize and stick to the targets within group which are different than the targets within individual therapy. Instead of getting off track and getting involved in individual member's issues, they need to have a style about them that combines irreverence with a sense of humor and validation in a perfect blend, perhaps not perfect but in a skillful blend in order to juggle both the needs of the individual group members, the needs of the group as a whole and to be able to get the material out as quickly and effectively as possible.

DBT Skills Group Leaders Need to:



Observe their limits and communicate them



Stick to behavioral language and avoid pejorative terminology



Continuously refer the group member to the skills

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They need to be able to stick to their own limits. And the limits of a DBT individual therapist, a group leader, a co-leader and members for that matter are going to differ from person to person. The only person who can observe limits is one's self. So the leaders and co-leaders need to observe their own limits and communicate those. In communicating those and in teaching and in defining problems in group, the clinicians need to stick to behavioral language and avoid pejorative terminology as much as possible. This is a general DBT principle that is mentioned in another discussion. We want to as a DBT group leader continuously refer group members back to these skills. And if we're considering problems which might arise in group, oftentimes problems can be addressed by simply using those as an opportunity to practice skills. For example, a group member recently in one of our groups indicated that she wanted to leave group because she was experiencing panic. The group leader referred back to a style in DBT which is referred to as making lemonade out of lemons and used this as an opportunity to practice skills. So the group leader said to the group member, oh great, not that it's great that you're experiencing panic but it's great that this is an opportunity to be able to practice skills and then referred her back to the TIP skill which is mentioned in another discussion. So if we can continuously refer group members back to the skills that we're actually teaching, we can look at interruptions not as being an interruption per se but as being an opportunity. So interruptions become opportunities to practice skills.

Problems That Interfere with Skills Training:



- Suicidal/crisis behaviors
- Self-injurious acts
- Other members' therapy interference

Target → Reduce behaviors that interfere with skills training



Members need to be able to control their hostility toward others in group

The problems that arise in group tend to be things such as suicidal crisis behaviors, self-injurious acts in group, interfering with other members receiving therapy whether that's talking too long, interrupting in another way such as having side discussions or sobbing heavily in group, getting distracted, making noises, etc. So the targets in group are to reduce behaviors that interfere with skills training as a whole. Remember that group members who are unable to not become hostile or aggressive, lash out to other group members are not actually allowed in group and they may need to have individual one-on-one skills coaching prior to coming in to group.

Problems That Interfere with Skills Training:



- Verbal hostility
- Irrelevant topics
- Prohibited topics



- Absences and being late



Avoid one-on-one discussions

Being late or absences are other issues that might come up and these can be addressed by solution analysis in group. Bringing up prohibited topics such as the specifics of self-harm, those can be called out immediately. And we want to as much as possible be avoiding having one-on-one discussions after or before group. Although this is allowed, it can be potentially reinforcing the very behavior you're trying to reduce.

How to Resolve Problems

 <p>Address specific problems in peer consultation team</p>	 <p>Unless it is impossible, do not stop skills group to attend to suicidal crisis</p>
 <p>Remind them to use skills</p>	 <p>Refer to individual therapist</p>

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So that needs to be brought up in team. So team, DBT peer consultation team which are those meetings that we have once a week for at least an hour, is a valuable resource in being able to address specific problems in group. So you can bring issues that you're having in group to team and ask your peer group to help you come up with a strategy. Remember that the main goal for DBT skills group leader is to teach the skills. And so it's not to rehabilitate all of the group members individually. It is only to teach the skills.

So the group leader continually teaches the skills. The co-leader keeps an eye on the individuals. And anything that gets in the way of teaching the skills gets in the way of teaching the skills. So we want to make sure that as little as possible gets in the way. If the co-leader can step in to minimize problems, that's wonderful. If an individual group member is causing a distraction and perhaps has suicidal ideation, they can always refer back to their individual therapist. So they may call their individual therapist for coaching in the moment, of course not in group. As much as possible, we want to have them away from group. But that's why it's important that each member has a contact person that they can reach for intersession contact. Unless it is absolutely impossible, it's important not to stop skills group in order to attend to a crisis. This can obviously reinforce suicidal crisis inadvertently. And as you may recall, the group members may not be your individual patients. These may be the patients of other clinicians who are sending their patients to come in and learn skills. And so once you step into solving this individual crisis, you have developed more of a therapeutic relationship which is something that we want to steer away from when we're conducting the psychoeducational skills group which is DBT skills group.

Key Points

- **Group leaders** need to know and practice the **DBT skills** in order to teach them.
- **Problems** in group can include suicidal/crisis behavior, self-harm, rules violations, and distractions.
- **Responses to problems** in group include ignoring, referring a member to his or her individual provider, prompting members to use skills, and consulting with the DBT peer consultation team.



The key points for problems in group are: Group leaders need to know and practice the DBT skills in order to teach them. Problems in group can include suicidal crisis behavior, self-harm, rules violations and distractions. Responses to problems in group include ignoring, referring a member to their individual provider, prompting members to use skills and consulting with the DBT peer consultation team.



Next Presentation:
Mindfulness & 3 States of
Mind



Mindfulness & 3 States of Mind

Stephanie Vaughn, PsyD

Mindfulness and the three states of mind.

The Importance of Mindfulness



- Foundation for skills taught in group
- Different from guided imagery & relaxation
- Is about being in the moment

Sell group members and patients on the benefits of Mindfulness



- Pros & Cons
- Personal experiences

↓

How it's applicable to their lives

Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.



Mindfulness plays an important role in DBT. It is the foundation of learning of all of the other skills which are taught in group. It's important to sell group members and patients on how important the practice of mindfulness is, the need to be able to understand the difference between the practice of mindfulness and guided imagery or relaxation because while mindfulness might involve those things, it doesn't have to. And in fact, most of the time when group members are new to practicing mindfulness, they are quite far from being able to relax and thus would need to be present with whatever existed for them in the moment. Mindfulness is about being in the moment. So in order to sell group members on the benefits of mindfulness, you can present research in limited forms. And the DBT manual lists a few. You can talk about the pros and cons of practicing mindfulness. You can share your own experiences with practicing. But in the end, they've got to see how it's applicable to their lives. A discussion about how they might have missed things in their lives because they weren't paying attention can be helpful.

Practice of Mindfulness



Mindfulness activity at the beginning and end of group



Entire module between other modules

- Mindfulness
 - Interpersonal effectiveness
- Mindfulness
 - Emotion regulation
- Mindfulness
 - Distress tolerance
- Mindfulness

Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.



I find that it's necessary to sell group members on the practice of mindfulness every time I teach it and we're teaching the practice of mindfulness in the beginning of group before we even start anything else and we're closing at the end of group with a mindfulness activity. We're teaching the entire module of mindfulness between every other module. So there are four formal modules of skills in DBT, mindfulness being one of them. And we are rotating each module and interspersing the mindfulness module between each one. So for example, we would have mindfulness module, interpersonal effectiveness module, mindfulness module, emotion regulation module, mindfulness module, distress tolerance module and back to mindfulness. So it is obvious that mindfulness is extremely important.

What is Mindfulness?



- Purposeful attendance to the present moment
 - If there was only one skill to teach, mindfulness is the one to teach.



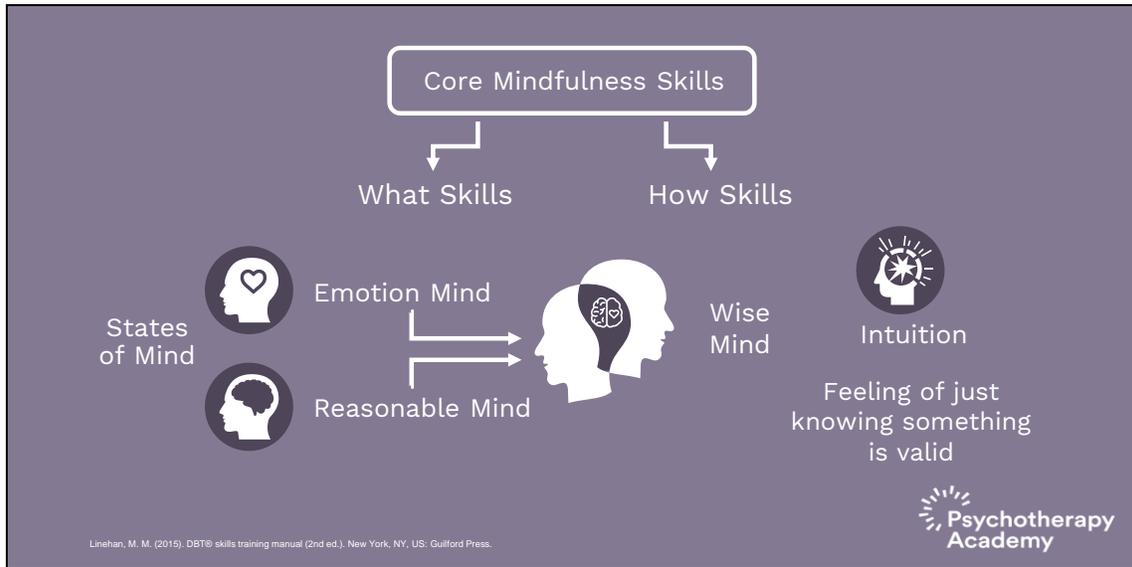
- First thing to notice is the desire to stop
- Mindfulness is about being with what is there
 - Senses
 - Thoughts

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So what is mindfulness if it is not necessarily relaxation or guided imagery? It's simply about being attentive to the present moment. If there was only one skill to teach, mindfulness is the one to teach. One of the best recommendations I've heard in teaching someone who is new to mindfulness is to prompt them the first thing to notice is the desire to stop practicing. It's not only commonplace but it's expected that we're going to have the desire to stop paying attention. Our attention is drawn to a variety of different things and we have a tendency to multitask. We live a lot in our thoughts as CBT attests to. And mindfulness is not about getting lost in thoughts. Mindfulness is not about getting lost in thoughts. It is about being with what is there whether that's the five senses, whether that's paying attention to the thoughts that are passing by but not getting entrenched in any one thing.

Slide 5



So within DBT, there are the core mindfulness skills. There are the what skills and the how skills and we'll go over that in the next discussion. One of the main mindfulness skills that I want to talk about is wise mind. And wise mind involves teaching the three states of mind. It's one of the three states of mind, the three states of mind being emotion mind, reasonable mind and wise mind, and wise mind being the ultimate aim in DBT. It's the synthesis of emotion mind and reasonable mind and involves a backdrop of intuition. DBT, for lack of a better word, believes in intuition, the power of intuition and that the feeling of just knowing something is valid, just as valid as any empirically verifiable information as Linehan says.

- Emotions take over
- Everyone gets into this state at some point
- Being extremely logical
- Data-driven, cerebral, emotionless state
- Many patients will fear or desire a fully reasonable mind
- CBT's ultimate aim
- DBT's ultimate aim
- Synthesis of emotion mind and reasonable mind
- Deep sense of knowing (intuition)
- Every person has their own
- It is at times unexplainable
- We have to respect the patient's wise mind

! Pros & cons discussion

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So emotion mind is the state that every human being gets into when emotions take over. And that may be emotions of anger, frustration, sadness. It's when emotion takes over and reason is pushed to the side. Every human being gets into this state at some point or another. The discussion of the pros and cons of this is important. Reasonable mind involves logic and data. We all also possess this state of mind. Reasonable mind is calculating and we may shift from being in emotion mind to reasonable mind and back and forth. We can think about media figures who personify reasonable mind being extremely logical to the point of providing comedic relief. And we can also think of people perhaps in our lives who reflect this data-driven, cerebral, emotion-less state that also has its pros and cons.

Many group members and patients will come in to treatment with either a fear or a desire of being fully in reasonable mind. Cognitive behavioral therapy emphasizes and focuses on logic and rationality. This is one of the places where DBT differentiates itself from CBT in that the ultimate aim is not reasonable mind. The ultimate aim in DBT is wise mind which again is the synthesis of emotion mind and reasonable mind. So wise mind incorporates that background also of intuition. So it's not simply a blend of emotion mind and reasonable mind. Wise mind is a deep sense of knowing. Most of the time, you can ask group members or patients or anyone that you know to look back on their lives, to look back and ask themselves, when in your life have you made a wise mind decision? Without even explaining necessarily what wise mind is, oftentimes you will get an answer immediately.

It's important to emphasize to group members when you're teaching this that no one else can know their wise mind. You cannot know anyone else's wise mind. You can only know your own. And wise mind is at times unexplainable. It's not something that we could lay out the data for. If we are able to lay the data out for it, it's more likely to be a state of reasonable mind. So as a therapist, it can be difficult when a patient reports that something is wise mind for them but for the therapist it doesn't fall in line with what the therapist believes wise mind is. But it's important to keep in mind that we have to respect as DBT clinicians the patient's wise mind. We have to respect as clinicians the patient's own wise mind. We can disagree with a patient's wise mind but we cannot tell them what their wise mind says. So that wise mind is a deep sense of knowing. The idea being that every single person has wise mind and this is one of the main mindfulness skills in DBT.

Key Points

- The **three states of mind** are wise mind, emotion mind, and reasonable mind.
- **Wise mind** is intuitive and is the ultimate aim in DBT.
- The **mindfulness module** is repeated between every other module. A mindfulness activity is practiced at the beginning and the end of every group.
- You cannot know someone else's wise mind.

Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.



The key points for audio 4, mindfulness and the three states of mind. The three states of mind are wise mind, emotion mind and reasonable mind. Wise mind is intuitive and is the ultimate aim in DBT. The mindfulness module is repeated between every other module. A mindfulness activity is practiced at the beginning and the end of every group. You cannot know someone else's wise mind.



Next Presentation: What and How Skills



What and How Skills

Stephanie Vaughn, PsyD

Mindfulness Skills

WHAT to do?

- Observe
- Describe
- Participate

HOW to do it?

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The what and how skills. The what and how skills are mindfulness skills. This is what to do and how to do it when it comes to mindfulness. There are three what skills, observe, describe and participate.

Observe

Observe

- We can be present by observing
- Regardless of whether it is a desired state or not
- *What's happening?*

Opinions Facts

Linehan, M. M. (2015). *DBT® skills training manual* (2nd ed.). New York, NY, US: Guilford Press.

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So when we observe, we do so without an attempt to change anything. And again, this is a mindfulness skill of being present. We can be present by observing. This isn't just observing with your eyes. This is observing with all of the five senses and this is observing thoughts. So we are observing regardless of whether what we observe is something that we want or we don't want. We can observe our senses, our thoughts, our emotions. There are many things we can't observe but we cannot observe the feelings and thoughts of others. We cannot observe concepts or meanings or causes or changes.

So one of the things I will ask in session or I may ask in group is what's happening? I may ask, what's happening? And for a person who is not using the observe skill, they might provide a concept like I'm distracting or I'm not doing what I'm supposed to do or my life is slipping away from me, some sort of abstract concept. For a person who is practicing observing, they might say something like I observe my stomach tightening, I observe the leaves on the tree, I observe the sound of the white noise machine. So if they're practicing observe, they're observing what is present in this moment. This is where we distinguish the difference between facts and opinions.

Describe



- Cannot describe what was not observed
- Puts a label on the experience
 - ✔ Furrowed brow
 - ✘ Anger
- Prompt members to guess your thoughts

↓

We cannot describe what someone else is thinking

Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.



Now, you cannot describe what you do not observe. And describe is the next skill, the next mindfulness skill, the what skill. And while I put words on the experience by saying I observe the leaves, I observe the feeling of my stomach tightening, I'm also using describe. But it's impossible for me to discuss the idea of observe without using describe. So describe is putting a label on the experience. You can describe someone's furrowed brow. You can observe and describe their face turning red. But you cannot observe their anger. So one of the activities that you can do is to prompt group members to guess your thoughts and this is to highlight the idea that while we can observe the facial expression of another person, we cannot observe their thoughts. And therefore, we cannot describe what someone else is thinking.

Participate



- Enter fully into the moment
- Similar to the concept of “flow”
- Losing the feeling of separateness
- Without self-consciousness

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The final what skill is participate. So participate is to enter fully into the moment, similar to the concept of flow in athletics or musical performance or work-related activities. And it's losing that feeling of separateness from what you're doing. It's really throwing yourself in there without self-consciousness.



- With each of these skills comes a variety of different ways to teach them.
- Beginning with formal meditation for patients who have not done it before is not recommended.

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Many of our emotionally dysregulated patients have a great deal of difficulty with meditation.

Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.



With each of these skills are a variety of different ways that you can teach them. You can come up with activities on the spot. There are lists of these mindfulness activities all over the internet and Linehan has a variety of tasks to do that range from just a few seconds, a minute all the way up to formal meditation. It's not recommended to begin with formal meditation for patients who have not done that before. And in fact, the practice of mindfulness was incorporated into DBT with the understanding that many of our emotionally dysregulated patients have a great deal of difficulty with meditation. So mindfulness while it can be meditation does not have to be.

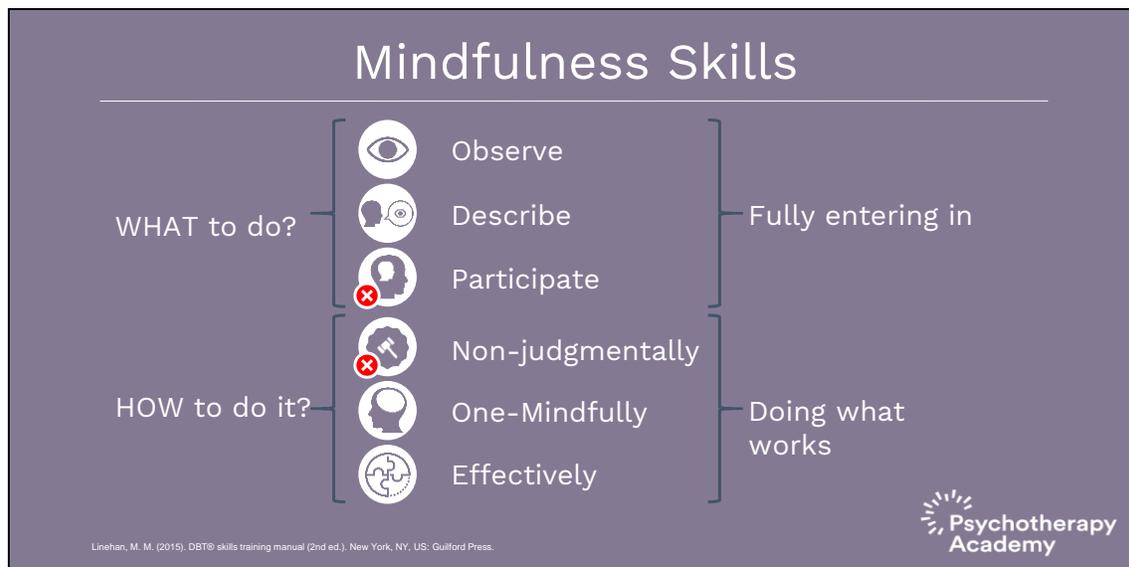
How Skills

<p>Non-judgmentally</p>  <p>Noticing and letting go of judgments</p>	<p>One-Mindfully</p>  <p>Fully focusing attention on the present Opposite of multitasking</p>	<p>Effectively</p>  <p>Doing what works and letting go of what should be</p>
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So the how skills involve being non-judgmental. That doesn't mean not having judgment. It means noticing and letting go of judgments. One-mindfully meaning fully focusing attention on the thing that you are doing and it's opposite of multitasking. One-mindfully being if I am one-mindfully drinking a glass of water then I am fully 100% drinking a glass of water. If I am ironing, I am fully 100% one-mindfully concentrated on ironing. And the next how skill is effectively meaning doing what works and letting go of what should be. To do something effectively is playing by the rules.



So the what skills, what to do are observe, describe and participate meaning fully enter in. And how to do these things, we want to do so non-judgmentally, letting go of evaluations, one-mindfully, fully focusing attention and effectively, doing what works instead of what's supposed to work or what should work. These are the what and how skills of mindfulness.

Key Points

- The three “**what skills**” of mindfulness are:
 1. Observe
 2. Describe
 3. Participate
- The three “**how skills**” of mindfulness are:
 1. Non-judgmentally
 2. One-mindfully
 3. Effectively

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The key points for audio 5, the what and how skills. The three what skills of mindfulness are observe, describe and participate. The three how skills of mindfulness are non-judgmentally, one-mindfully and effectively.



Next Presentation:
Interpersonal Effectiveness
Module



Interpersonal Effectiveness Module

Stephanie Vaughn, PsyD

Communication & Relationships

What gets in the way?



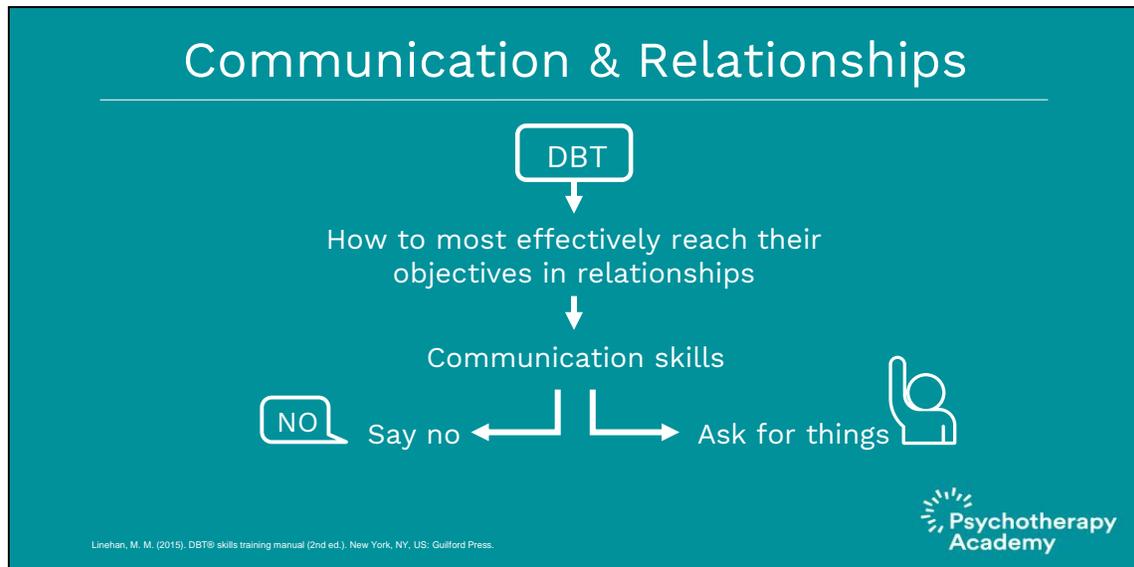
- Lack of skill
- Environment
- Emotions, worries, assumptions, myths

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The diagram shows two white stick figures on a blue background, each holding a white speech bubble. A dashed white arc connects the two speech bubbles. In the center of this arc is a list of three items: '- Lack of skill', '- Environment', and '- Emotions, worries, assumptions, myths'. The title 'Communication & Relationships' is at the top, and the question 'What gets in the way?' is just below it. The Psychotherapy Academy logo is in the bottom right corner, and a small citation is in the bottom left corner.

The interpersonal effectiveness module is all about communication and relationships. When in this module, it is important to discuss with group members what gets in the way of effective communication and relationships. Sometimes, it's a lack of skill. Sometimes, the environment is too powerful. And sometimes, it's the emotions, worries, assumptions and myths that each member brings to the table.



DBT teaches participants how to most effectively reach their objectives in relationships by using their communication skills. The skills that are taught are helpful in being able to say no or ask for things.

Interpersonal Interaction

Objective	Relationship	Self-respect
		

What is this person trying to obtain?

 In any given situation, one of these is going to rise to the top.



Linehan, M. M. (2015). *DBT® skills training manual* (2nd ed.). New York, NY, US: Guilford Press.

In any given interpersonal interaction, DBT breaks it down into three components, the objective, the relationship and the self-respect aspects of the communication.

With objective, we are simply looking at what is it that the person is trying to bring about, what is it that they're trying to obtain. Although all three of these, objective, relationship and self-respect aspects are important, in any given situation, one of these is going to rise to the top.

DEAR MAN Skill



When Objective rises to the top, we use the skill of DEAR MAN

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When objective rises to the top, then we would use the skill of DEAR MAN.

D DESCRIBE (Facts)

You agreed to take out the trash before 5 PM. It is 6 PM and the trash is still here.

E EXPRESS (Feelings, thoughts, emotions, “I” statements)

I am bothered by the smell and frustrated that it has not been taken out.

A ASSERT (Asking for what you want)

R REINFORCE

In the future, if you don’t have time to do something I ask, please let me know.

M MINDFUL

A APPEAR CONFIDENT

N NEGOTIATE

That way, I can figure out some other way to solve the problem and I don’t end up becoming resentful or frustrated.

Structure

Feel or spirit

NO

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The skill of DEAR MAN is a way of being able to break down asking for something or saying no into each of the components necessary to communicate.

The D stands for describe. The E, express. A, assert. And R, reinforce. If an individual is asking for something such as to take out the trash, they could use this skill of DEAR MAN in order to most effectively communicate what it was they were trying to have accomplished.

So for example, D, describe, you agreed to take out the trash before 5 PM. It is 6 PM and the trash is still here. As you can see, the describe section of DEAR MAN is just the facts. This is not the place to include how one feels or what they think. It’s only the facts of the situation. The next letter, E, stands for express. This is the place where the communicator can say within a reasonable degree how he or she feels or thinks and it’s encouraged that when communicating one uses palatable emotions as opposed to emotions that might create defensiveness in the listener. So with our trash analogy, we might say, I am bothered by the smell and frustrated that it has not been taken out. So those are two emotions which are communicated, bothered and frustrated. And the speaker is using I statements as opposed to you.

So our next letter is A which stands for assert. It’s fairly common to blend the assert and reinforce which is the R in DEAR together. But in this example, we’re going to break them up for illustrative purposes. So in our trash example, the A, assert, would be something like: In the future, if you don’t have time to do something I ask, please let me know. So that’s asking for what you want. And then we follow with the reinforce, the reinforce being hopefully increasing the likelihood that one’s objective is going to be met. So a reinforce statement might be: That way, I can figure out some other way to solve the problem and I don’t end up getting resentful or frustrated.

So if we put these all together starting from the top, you agreed to take out the trash before 5 PM. It’s 6 PM and the trash is still here. I’m bothered by the smell and frustrated that it has not been taken out. In the future, if you don’t have time to do something I ask, please let me know. That way, I can figure out some other way to solve the problem and I don’t end up getting resentful or frustrated. So that’s how the request might be brought together into a streamlined way of asking for an objective to be met. The DEAR part of DEAR MAN is the structure of how one might ask or say no.

The feel or the spirit of what is brought to the table when asking or saying no is encompassed in the MAN section. So MAN stands for stay mindful, appear confident and negotiate. So those are the three things that

one would bring to the structure of DEAR if we were trying to get our objective being met. It would be important to stay on track, to appear confident and to negotiate.

GIVE Skills



If relationship is most important, we will want to incorporate the GIVE skills.

- G** Being GENTLE
- I** Being INTERESTED
- V** VALIDATING
- E** Using an EASY MANNER

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If relationship was most important and in our trash example it might be if we were having the conversation with a spouse or a roommate, then we would want to incorporate the GIVE skills. So the GIVE skills stand for being gentle, being interested, validating and using a laid back or easy manner. That's the E.

FAST Skills



If our values and beliefs are being challenged and we need to be able to make those a priority in the conversation then our self-respect rises to the top.

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If our values and beliefs are being challenged and we need to be able to place those at a priority in the conversation, then our self-respect rises to the top and we would be incorporating the FAST skills.

FAST Skills



- F** Being FAIR
- A** NO APOLOGIES
- S** STICKING TO VALUES
- T** Being TRUTHFUL

•More often used by adolescents

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So the FAST skills involve being fair, that's the F, no apologies which is the A, sticking to values which is the S and being truthful. Adolescents often have a higher degree of need for the FAST skills than adults due to the frequency of which they are challenged in their values and principles. For most adults, it is a rare situation that they would need to place their own values and beliefs at the top, at the very top of a communication situation.



Discussions about relationships:

- How to build them
- How to maintain them
- How to end destructive ones

Skills:

- Validate
- Stay dialectic in communication & in relationships
- Potentially change the behavior of others using contingency management principles

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In addition to coaching members on communication strategies, there are also multiple discussions about relationships including how to build relationships, how to maintain them and even how to end destructive relationships. Other specific skills which are taught include how to validate, how to stay dialectic in communication and in relationships and how to potentially change the behavior of others using contingency management principles.

Key Points

- The interpersonal effectiveness module teaches skills for **managing relationships** and **strategies for communication**.
- Although **objective, relationship** and **self-respect** are all important, one of the three will be prioritized in any interaction.
- **DEAR MAN** is the acronym for skills to use when obtaining one's **objective** is most important.
- **GIVE skills** are used when the **relationship** is most important.
- **FAST skills** are used for maintaining **self-respect**.



The key points for video 5 are: The interpersonal effectiveness module teaches skills for managing relationships and strategies for communication. Although objective, relationship and self-respect are all important, one of the three will be prioritized in any interaction. DEAR MAN is the acronym for skills to use when obtaining one's objective is most important. DEAR stands for describe, express, assert and reinforce. MAN stands for staying mindful, appearing confident and negotiating. GIVE skills are used when the relationship is important. GIVE stands for be gentle, interested, validate and use easy manner. FAST skills are used for maintaining self-respect. FAST stands for being fair to self and others, appearing confident, sticking to values and being truthful.



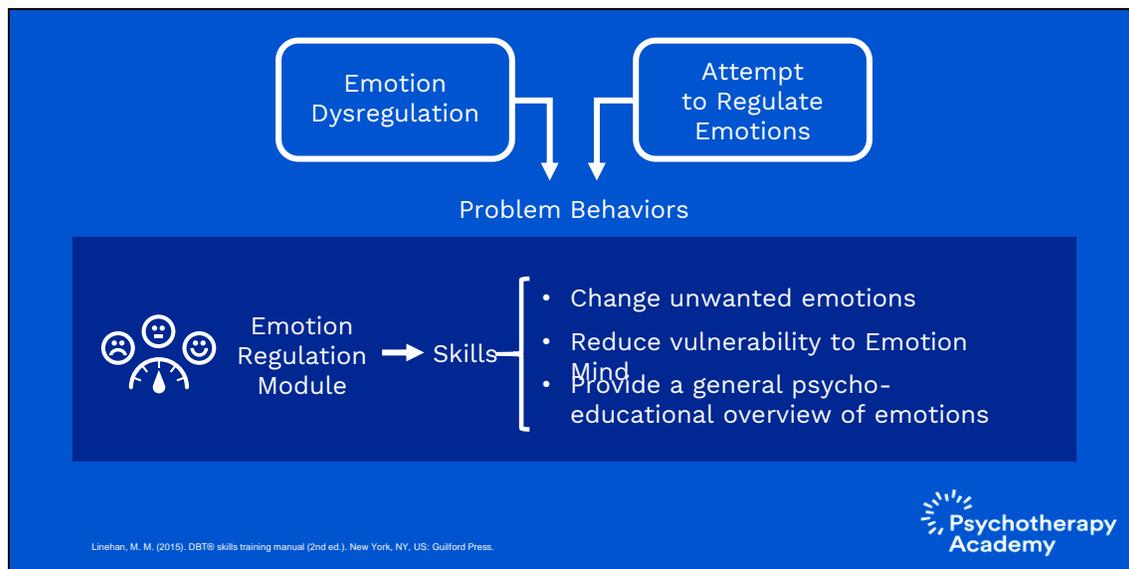
Next Presentation: Emotion Regulation Module



Emotion Regulation Module

Stephanie Vaughn, PsyD

When an individual's core issue involves difficulty in managing emotions, it is likely that DBT may be a good fit.



Problem behaviors may be the result of emotion dysregulation or they may be an attempt to regulate emotions. This module, the emotion regulation module, teaches skills to assist members in changing unwanted emotions, in reducing vulnerability to emotion mind and provides them with a general psychoeducational overview of emotions.

Change Unwanted Emotions

Skill of Opposite Action:

-  1 Identify an emotion that they would like to change
-  2 Identify the action urge associated with the emotion
-  3 Engage in the opposite of the urge in order to make a change

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One of the most popular and well-known skills to help change unwanted emotions is referred to as opposite action.

In order to practice the skill of opposite action, one must first identify an emotion that they would like to change. If they would like to change the emotion of sadness, then it would be important to identify the urge, the action urge associated with the emotion.

So for sadness, a person may have the action urge to withdraw, to pull a blanket up over their head, perhaps to watch sad movies.

The action opposite to this urge would be to get active, to listen to fun music and dance and potentially to socialize. Although an individual would be most unlikely to want to do these things, that is the purpose of the skill. It is to change the desire to want to. If a person continues with mood congruent behavior, it is likely to increase the emotion that they're experiencing. So therefore, we want to engage in the opposite of the urge in order to make a change.

Psycho-educational Overview of Emotions

- Relies on the backbone of CBT
- When teaching members about emotions, we discuss:

Evolutionary benefit	Biologic portion	Social impact
		
How we, as a species, would not survive without emotions	How we're hardwired and what makes it difficult to change emotions	How eliminating emotions might seem to be an effective strategy but would cause an impact on our social life

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The psychoeducational piece of the emotion regulation module relies on the backbone of CBT. When teaching members about emotions, we discuss the evolutionary benefit of our emotions, the fact that as a species we would be unlikely to survive had we not had fear, anger, jealousy, any of the other emotions that you might identify. We discuss the biologic portion of emotions, how we're hardwired and what makes it difficult to change emotion and to engage in different behavior. And we discuss how eliminating emotions entirely might seem on the surface to be the most effective strategy for managing emotions but would likely cause a horrible impact on our social life.

Mindfulness



- Observing and labeling emotions

↓

Causes them to decrease

- Identifying multiple emotions in any situation

Primary emotions \neq Secondary emotions

Anger 😡 Hurt/Disappointment

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Mindfulness is interwoven throughout the emotion regulation section in that members are encouraged to observe their emotions and label them. The act of observing and labeling emotions actually causes them to decrease. Members are encouraged to identify multiple emotions in any given situation and to differentiate between primary emotions which may seem to be the most prominent and secondary emotions which are just under the surface. For example, anger has been suggested to be a primary emotion while the secondary emotion of feeling hurt or disappointed is just below the surface.

Reduce Vulnerability to Emotion Mind



PLEASE skills

- PL** : treating physical illness
- E** : healthy eating
- A** : avoid mood-altering substances
- S** : sleep
- E** : exercise

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The skills for helping reduce vulnerability to emotion mind include the PLEASE skills which is an acronym for treating physical illness, healthy eating, avoid mood-altering substances, sleep and exercise.

Reduce Vulnerability to Emotion Mind

Increasing pleasant events and positive experiences



In a deliberate fashion, rather than waiting for these experiences to come

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And other ways of reducing vulnerability to emotion mind include increasing pleasant events and positive experiences in a deliberate fashion rather than waiting for these experiences to come from out of the blue.

Mastery is a skill taught in this module which involves identifying long-term goals or life worth living goals and breaking them down into small action steps which one could complete on a daily basis. Engaging in some master activities seems to be essential in regulating emotions for the long term. Another popular skill is the cope ahead skill which is somewhat of an imaginary rehearsal activity. When using the cope ahead skill, one might imagine coping well with a situation that causes distress. So not only is the person engaged in problem solving, they're engaged in somewhat of an exposure when they're imagining the worst case scenario but then we're actively imagining coping well.

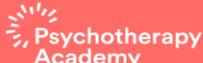
Reduce Vulnerability to Emotion Mind



Mastery skill

- Taking action steps toward long term or life worth living goals
- Essential for long-term emotion regulation

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Mastery is a skill taught in this module which involves identifying long-term goals or life worth living goals and breaking them down into small action steps which one could complete on a daily basis. Engaging in some master activities seems to be essential in regulating emotions for the long term.

Reduce Vulnerability to Emotion Mind



Cope ahead skill

- Imagine coping well with a situation that causes distress
- The person will be engaged in problem-solving + exposure

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Another popular skill is the cope ahead skill which is somewhat of an imaginary rehearsal activity. When using the cope ahead skill, one might imagine coping well with a situation that causes distress. So not only is the person engaged in problem solving, they're engaged in somewhat of an exposure when they're imagining the worst case scenario but then we're actively imagining coping well.

Emotion Regulation Module



- ✓ Psycho-education about emotion
- ✓ How to stay regulated
- ✗ Swings from emotion mind to reasonable mind with very little time spent in wise mind

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Overall, the emotion regulation module involves psychoeducation about emotion and how to stay regulated rather than experience drastic swings from emotion mind to reasonable mind with very little time spent in wise mind.

Key Points

- **Emotion dysregulation** is a common experience for DBT patients
- It is important to **discuss the benefits** of emotion and **challenge desires to eliminate** emotions
- **Identifying and labeling** emotions helps to reduce their intensity
- The **Emotion Regulation module** involves psycho-education about emotion, teaches skills to change unwanted emotions and reduce vulnerability to Emotion Mind.
- **Mastery** involves taking small action steps toward long-term goals; **PLEASE skills** refer to self-care activities; **Opposite action** involves engaging in a behavior opposite to one that is mood congruent.



Key points: Emotion dysregulation is a common experience for DBT patients.

It is important to discuss the benefits of emotion and challenge group member desires to eliminate any or all emotions. Identifying and labeling emotions helps to reduce their intensity.

The emotion regulation module involves psychoeducation about emotion and teaches skills to change unwanted emotions as well as to reduce vulnerability to emotion mind.

Mastery involves taking small action steps toward long-term goals. PLEASE skills refer to self-care.

Opposite action involves engaging in a behavior opposite to the one that is mood congruent.



Next Presentation: Distress Tolerance Skills



Distress Tolerance Skills

Stephanie Vaughn, PsyD

Distress tolerance.

Distress Tolerance Module



Accepting reality just as it is

- Skills assist in not making the problem worse
- Should be combined with problem solving and not be over-used
- Help with surviving a crisis

↓

crisis vs. something uncomfortable



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Although most mental health treatments emphasize change, this module pays tribute to the value which exists in accepting reality just as it is rather than attempting to make things different. The skills taught in this module will not solve the problem but will assist in not making the problem worse. These skills should be combined with problem solving and not overuse to the point that they become an avoidance of engaging in life and creating one's life worth living. The distress tolerance skills help with surviving a crisis and in that vein help to determine what is an actual crisis versus what is something that's just uncomfortable.

Crisis



- High stress
- Possibility of very bad outcomes
- Short term
- Strong urge for immediate resolution

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So a crisis is defined as being something that is very high stress that has the possibility of really bad outcomes. Crises are short term and there is a strong urge for immediate resolution.

Distress Tolerance Skills



- Help create short-term relief for painful situations
- Help minimize the risk of impulsive actions
- Help with reality acceptance ≠ Approving reality
↓
Zen influence ► Prevent suffering which comes from the non-acceptance of pain
- Distress Tolerance Module ► Eliminate suffering

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So there is a whole other set of skills in the distress tolerance module that relates to when the crisis is addiction but we wouldn't be going over those in this module. Distress tolerance skills will also help create short-term relief for painful situations. They help to minimize the risk of impulsive actions that come as a result of the desire to alleviate the pain that an individual is in during a crisis.

So there are times when the solution to the problem actually makes the problem worse. And the distress tolerance module is created to provide another variety of skills that could be utilized instead of the usual go to that the patient have used in the past. Distress tolerance skills also help with reality acceptance. So when we're accepting reality, this is not the same thing as approving of reality.

There is a heavy zen influence in this module and the acceptance of reality is thought to prevent suffering which comes from the non-acceptance of pain. So pain is inevitable and human beings are subject to pain in a variety of different forms throughout their lives. However, if non-acceptance is added to the pain, then we have an additional component of suffering that goes along with it. So the idea in the distress tolerance module is to eliminate suffering and therefore, we are only left with pain which doesn't sound fantastic but it's much more tolerable than pain plus suffering.

When to Use Distress Tolerance Skills

	Intense physical and/or emotional pain		Strong urges to engage in unskillful behavior (Emotion mind)
	Emotional pain is too strong and it feels overwhelming		Need to be productive but are emotionally overwhelmed

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So distress tolerance skills are supposed to be used when there is intense physical and/or emotional pain and that pain cannot be alleviated quickly or it cannot be alleviated without causing additional problems.

You can use the distress tolerance skills when there are strong urges to engage in unskillful behavior. When a person is in emotion mind, there are often very strong urges to fall back on unskillful behavior that has been successful in alleviating distress in the short term but has caused long-term pain. This includes self-harm, fantasizing about suicide, impulsive sexual behavior and substance abuse as well as multiple other problem behaviors. When the emotional pain is too strong and it feels overwhelming, this is another opportunity to use the distress tolerance skills. And finally, these skills can be used when there is a need to be able to be productive or to be able to focus, to be able to center and interact with someone, for example, but the person feels too emotionally overwhelmed and does not feel like that they can get themselves together. So this may be a group of skills that an individual uses at work when they feel emotionally overwhelmed. Go to the restroom and then can walk through a few of these.

The TIP Skill

- The fastest and most popular of the distress tolerance skills
- Alleviates distress very quickly
- Clients are encouraged to use it when they are very emotionally overwhelmed and strong urges to self-harm are present

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So some of the skills that are taught in this module include several acronyms and for lack of time we're not going to go into every one of these but I'm going to pick a few to touch on. So the TIP skill is one of the fastest and most popular of the distress tolerance skills, fastest in that it alleviates distress very quickly. And clients are encouraged to use this skill when they are very emotionally overwhelmed and strong urges to self-harm are present, for example.

The TIP Skill

T	I	P
Tipping the temperature of your face with very cold water	Intense exercise of approximately 20 minutes	Paced breathing as well as paired muscle relaxation
		

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So the TIP acronym stands for tipping, this is the T, tipping the temperature of your face with very cold water. The idea is to bring on the dive reflex and bring the physiology down to slow it down. The I stands for intense exercise of approximately 20 minutes. The P stands for paced breathing as well as paired muscle relaxation. So slowing down and bringing the body's physiology down to a more normative level.

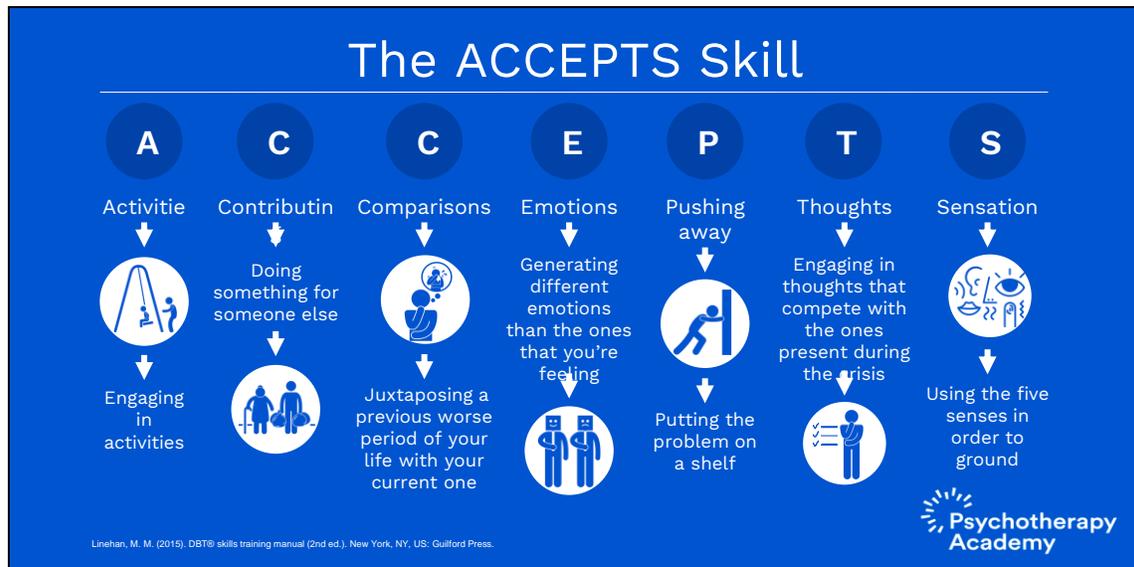
The STOP Skill

S	T	O	P
Stop	Take a step back	Observ e	Proceed mindfull
			

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Another acronym is the STOP skill. And STOP stands for – Literally, the S is stop. The T is take a step back and this is both a figurative and a literal take a step back. So in an interpersonal situation, taking a step back might mean literally taking a full step back away from the other person rather than stepping forward and further instigating a conflict. The O is observe and the observe is the same as the mindfulness skill of observe which is to take in with all of the senses everything that is happening, not thoughts about what's happening although those can be observed but not conclusions about what's happening. So just observing the data that's present. And P is to proceed mindfully. So it involves a pause and then a forward motion into the decision of what to do.



Another acronym is the ACCEPTS skill. And this stands for engaging in activities, that's the A. Contributing which is doing something for someone else. Comparisons which is juxtaposing a previous period of your life with your current one, juxtaposing a previous period of your life that was much worse with the one that you're in or comparing yourself to someone else whose life is much worse. E, emotions which is generating different emotions than the ones that you're feeling. P is pushing away, sort of like putting the problem on a shelf. T or thoughts, engaging in thinking about math problems, making a grocery list, making a holiday list, any thoughts that compete with the thoughts and emotions that are present during the time of the crisis. And sensations which is using the five senses in order to ground.

Other Distress Tolerance Skills

- Self-soothing
 - Distraction
- 
- These skills could be overused or could be an avoidance
 - They should be combined with problem solving
 - If the problem cannot be solved and a time period has to elapse, it's important to use these skills to cope with the emotions that arise

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In addition to these acronyms, self-soothing is encouraged and this is doing things that are comforting and feel good, incorporating positive activities, things that one would enjoy, distracting which can be self-soothe and distraction at the same time, taking one's thoughts away from the problem and putting them on something else. And it's easy to see how these skills could be overused or could be an avoidance if practiced at the expense of problem solving. So these skills should be combined with problem solving. But in the case that the problem cannot be solved and a time period has to elapse before anything can be done, it's important to be able to use these skills to cope with the emotions that arise as you're waiting on the solution or as you're waiting on the opportunity to problem solve.

Other Distress Tolerance Skills



- Radical acceptance: 100% accepting reality as it is.
 - Does not mean approval
 - You cannot move to problem solving until the problem has been radically accepted

Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). New York, NY, US: Guilford Press.



So one of the most popular DBT skills is encompassed in the distress tolerance section and this is radical acceptance. So radical acceptance is beyond just typical acceptance. The term radical meaning fully, wholly, absolutely, 100% accepting reality as it is. And acceptance again does not mean approval. It means looking at things in the face. So a radical acceptance of locking your keys in your car would not be to stare through the window wondering how it happened. It would be to immediately move to a solution of calling a locksmith. So you cannot move to problem solving until the problem has been radically accepted. So we have to have acceptance in order to have change. In order to change the fact that I've dropped an egg on the floor and it's made a mess, I have to first accept that that has happened rather than staring at it and wishing that it wasn't true.

Other Distress Tolerance Skills

- Half smile and willing hands: both capitalize on the feedback loop between the body and mind



- Posture of openness when angry



- Soft smile when stressed

- The mind mimics what the body is saying

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So the final skills that I'm going to go over are half smile and willing hands. And both of these capitalize on the feedback loop that exists between the body and mind. When we take a posture of openness which is willing hands, this is literally opening one's hands up and showing the wrists, when we do that when we're angry or we make a soft smile, we call the Mona Lisa smile, when stressed, then the mind starts to mimic what the body is saying is happening. And although the inside may feel very high strung, if the outside suggest relaxation or patience or willingness, then the inside will start to match.

Key Points

- Distress tolerance skills are used for **crisis situations**
- Distress tolerance skills assist in **accepting reality** when reality is difficult to accept and/or strong urges to engage in unskillful behavior are present
- **Popular Distress Tolerance** skills include the TIP Skill, STOP Skill, Half-Smile, Willing Hands, and Radical Acceptance



The key points for the distress tolerance skills. The distress tolerance skills are used for crisis situations. Distress tolerance skills assist in accepting reality when reality is difficult to accept and/or strong urges to engage in unskillful behavior are present. Popular distress tolerance skills include the TIP skill, STOP skill, half smile, willing hands and radical acceptance.