



# Dialectical Behavior Therapy

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# Dialectical Behavior Therapy

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Founder:  
Marsha Linehan, PhD



Effective for Borderline  
Personality Disorder



DBT is validated for

Substance use disorders

Suicide attempts

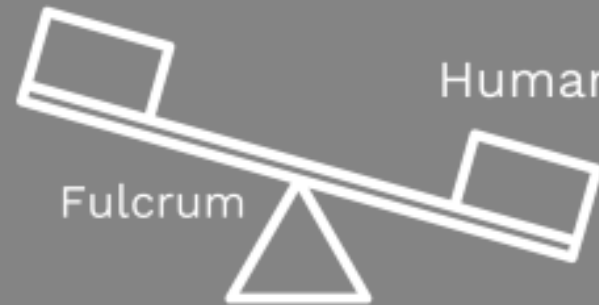
Depression, anxiety

Eating disorders



Behaviorism

Humanism



Fulcrum

Dialectics





Patients are doing the best they can

- Avoid invalidation
- In this particular moment
  - Mindfulness



They need to do better, try harder, and be more motivated to change

- In the next moment, we need to do better



# Components of DBT



## TALK THERAPY

DBT is an active, present-focused therapy that involves collaboration with your therapist to skillfully navigate emotions.



## EMOTIONS

DBT helps you identify and evaluate how your emotions affect your urges and behaviors.



## SKILLS

DBT has a substantial skills component aimed to increase your child's ability to experience and respond to emotions.



## MODALITIES

DBT is implemented through individual therapy in conjunction with skills classes and coaching calls if needed.



# Individual Therapy

## Prioritizing Targets

Prioritize



Manage the time according to DBT's hierarchy of targets



Diary card

Helps determine what should be addressed first, for what amount of time, at what intensity

Not the only tool

## DIALECTICAL BEHAVIOR THERAPY DIARY CARD

NAME: \_\_\_\_\_

Date: \_\_\_\_\_

Urges to:			Emotions:						Actions:				Drugs:			Urge	Action	Emotion
Self Harm	Suicide	Impulsive Behavior	Pain	Anger	Shame	Sad	Fear	Self Harm	Suicide	Impulsive Behavior	Li	Street Drugs	Alcohol	Prescriptions	Skills	Skills	Skills	
0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5		Specify	Specify	Specify	0-7	0-7	0-7	
Mon																		
Tues																		
Wens																		
Thurs																		
Fri																		
Sat																		
Sun																		

What I did well this Week:

Mon
Tues
Wens
Thurs
Fri
Sat
Sun

Intensity: 0 = not at all, 1 = A bit, 2 = Somewhat, 4 = VERY Strong, 5 = EXTREMELY STRONG

WILLS USED 0 = NOT THOUGHT ABOUT OR USED, 1 = THOUGHT ABOUT, NOT USED, DIDN'T WANT TO, 2 = THOUGHT ABOUT, NOT USED INTENDED TO 3 - TRIED, BUT COULDN'T USE THEM, 4 - TRIED COULD DO THEM BUT THEY DIDN'T HELP, 5 = TRIED, COULD USE THEM, HELPED 6 = DIDN'T TRY, USED THEM, DIDN'T HELP. 7 = DIDN'T TRY, USED THEM HELPED

HOW OFTEN DID YOU USE THEM?

Fill in: DAILY \_\_\_\_\_ 2/3 TIMES WK: \_\_\_\_\_ 1 TIME WK \_\_\_\_\_





# 1. Life-Threatening Behavior



Life-threatening behavior takes priority



Increases the patient's imminent risk for death



- ✓ Self-harm is considered life-threatening
- ✗ Drug or alcohol use is not

## 2. Therapy-Interfering Behavior



Missing or arriving late to sessions



Misuse of inter-session contact



Failure to complete the diary card



Interpersonal dynamics

# 3. Quality-of-Life-Interfering Behavior



Drug use



Binge eating



Failure to take  
prescribed medication



Legal problems



Relationship  
problems



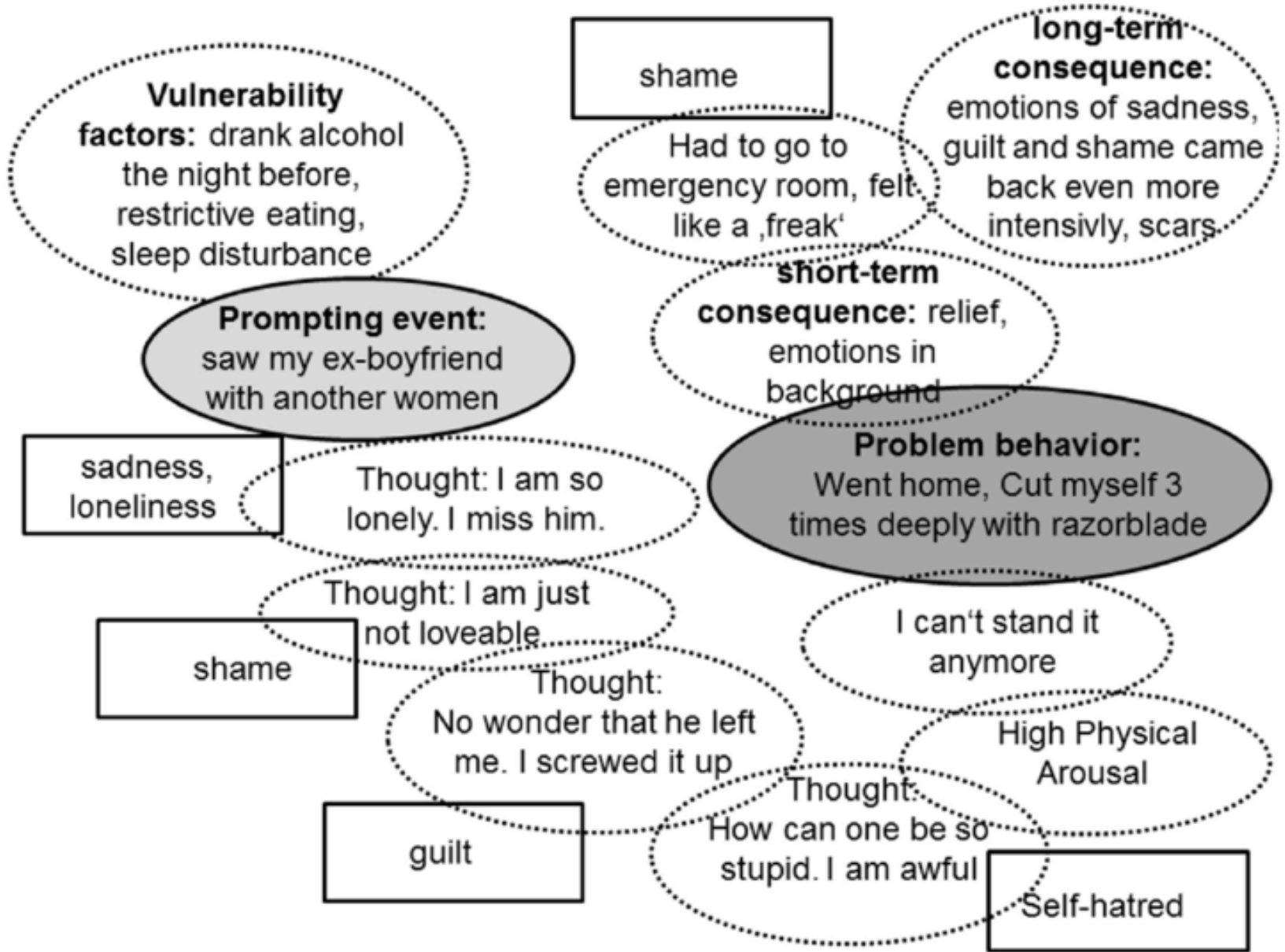
High risk sexual  
behavior



Job loss



Financial issues



# Skills Training Groups

Mindfulness

Emotion Regulation

Distress Tolerance

Interpersonal Effectiveness



# Mindfulness

# What is Mindfulness?

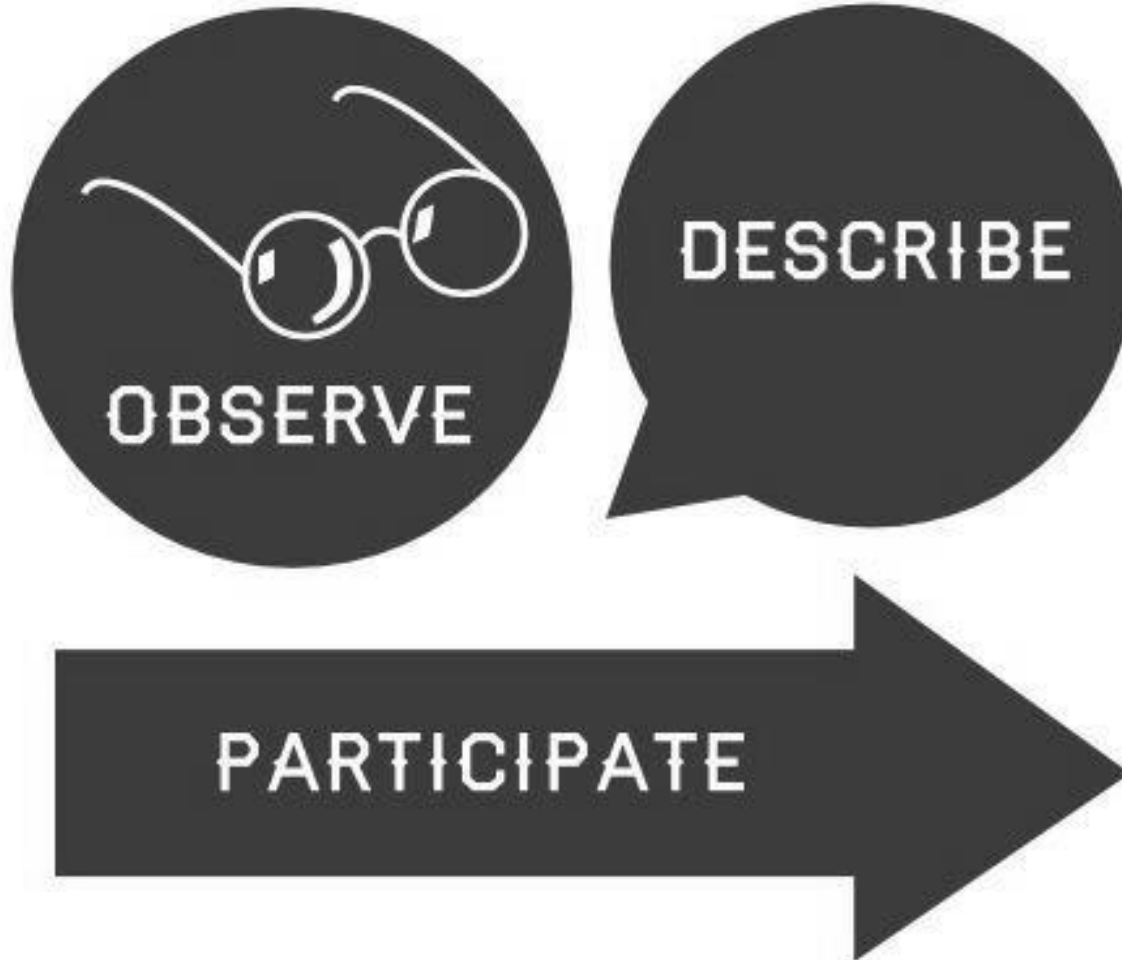


- Purposeful attendance to the present moment
  - If there was only one skill to teach, mindfulness is the one to teach.



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

# "WHAT" skills







- 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

# Emotion Regulation



Emotion Regulation Module

Skills

- Change unwanted emotions
- Reduce vulnerability to Emotion Mind
- Provide a general psycho-educational 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

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

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# 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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# Psycho-educational Overview of Emotions

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

## Evolutionary benefit



How we, as a species, would not survive without emotions

## Biologic portion



How we're hardwired and what makes it difficult to change emotions

## Social impact



How eliminating emotions might seem to be an effective strategy but would cause an impact on our social life

# **Distress Tolerance**

# Distress Tolerance Skills



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

# The TIP Skill

T

Tipping the temperature of your face with very cold water



I

Intense exercise of approximately 20 minutes



P

Paced breathing as well as paired muscle relaxation



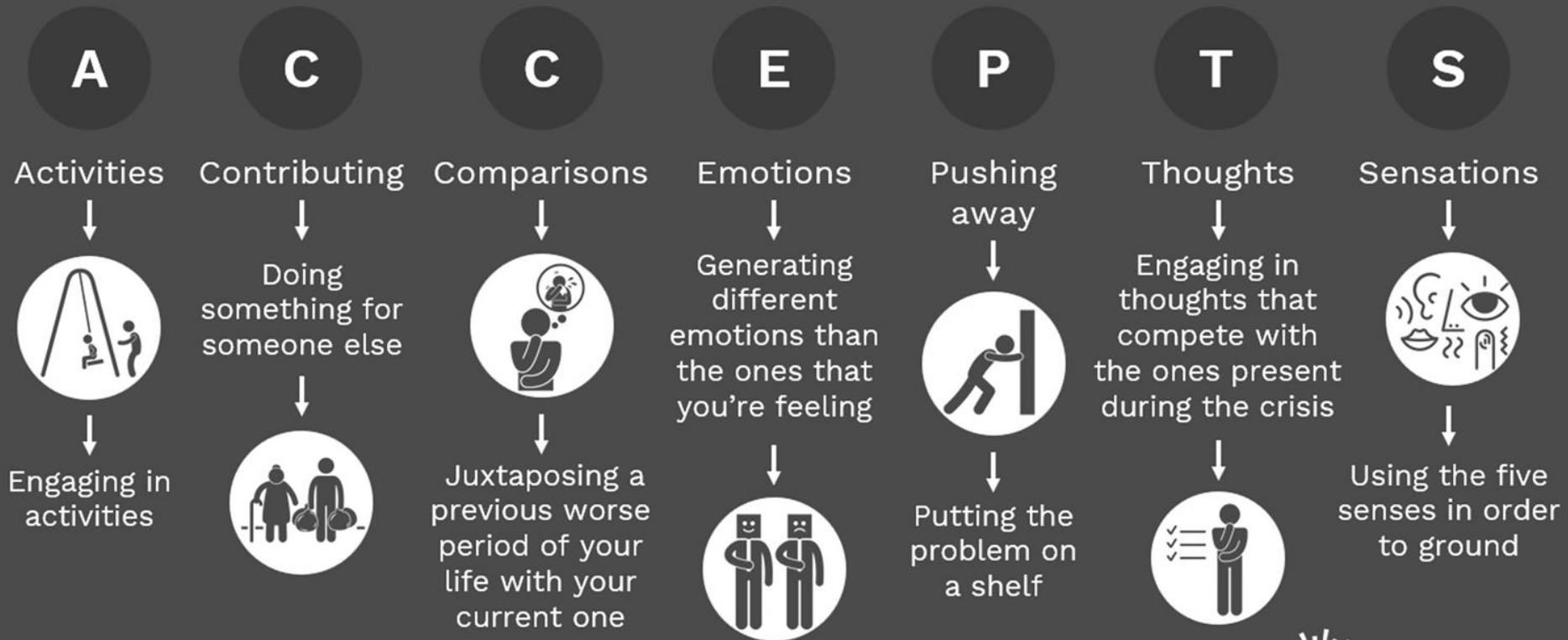
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# The ACCEPTS Skill



# Interpersonal Effectiveness

The priority we choose determines the strategy to use

The relationship is most important



The relationship is priority

**Objective Effectiveness**  
**DEAR MAN (part 3)**

Getting what I want

**Relationship Effectiveness**  
**GIVE (part 4)**

**Self-Respect Effectiveness**  
**FAST (part 5)**



# D.E.A.R. M.A.N

## **Describe**

Use clear and concrete terms "Could we go see another movie" instead of "I dont want to do that"

## **Express**

Let people know how you feel "I feel..... because....."

## **Assert**

Don't beat around the bush, get rid of the "I dont know" "maybe" and "We'll see"

## **Reinforce**

Reward people with a positive outcome "if we go see a different movie, you can pick the movie next time"

## **Mindful**

Don't forget the objective of the conversation! Don't be sidetracked by controlling negative emotions

## **Appear**

Appear confident, stand tall and think about your body language

## **Negotiate**

No one can have everything they want all the time. Be open to changing your ideas or expectations

# G.I.V.E

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## **Gentle**

Accept the No's you might get, don't react by attacking or getting angry

## **Interested**

Show interest by being a good listener; this means no interrupting

## **Validate**

Restate the other person's feelings and what they are saying. Respect their thoughts and opinions

## **Easy**

Smile, relax your shoulders, act in a lighthearted and easy way

# F.A.S.T

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## **Fair**

Be fair to others and yourself

## **Apologies**

Only apologize when it's needed.

## **Stick to Values**

Be true to yourself and what you believe in

## **Truthful**

Avoid lying, acting helpless, or exaggeration

# Discussion