

Modified Dialectical Behavioral Therapy: Interventions to Enhance Emotional Regulation Skills and to Decrease Challenging Behaviors in Adults with I/DD

Sherry C. Mergner, MSW, LCSW
sherry.mergner@cidd.unc.edu

CIDD Chills Skills – Modified DBT Group

- ❖ Two Groups on Thursday Afternoon – 1 hour each
- ❖ Seven clients in group #1 and six clients in group #2 (3 men and 10 women; age range early 30's to late 50's; one African American and twelve Caucasian; 4 live in apartments with supports; 8 live in group homes; 1 lives in community).
- ❖ **Diagnosis – Group #1**
 - Down syndrome; Anxiety and Depression
 - Down syndrome and Depression
 - I/DD, ADHD and Anxiety x2
 - I/DD, Borderline PD and ADHD
 - I/DD, Intermittent Explosive Disorder; Somatic Complaints (possible PTSD/ASD/Depression/Anxiety)
 - I/DD, Mild Depression (periods of selective mutism)
- ❖ **Diagnosis Group #2**
 - ASD, Anxiety, OCD
 - ASD and Depression
 - Turner's syndrome, mixed depression and anxiety
 - I/DD and Impulse Control
 - CP, OCD and Anxiety
 - CP, Depression and Anxiety
- ❖ Clients in group #1 have 30-minute individual therapy sessions every Thursday before or after group. Five out of six member in group #2 have individual therapists (not necessarily at CIDD).
- ❖ Group #1 has been running for almost four years with the most of the same clients. Group #2 is in its second year.
- ❖ Agenda: Gratitude Journal; Meditation/Yoga; Check-in (one joy/one challenge); Skill Lesson and activity (practice, role play, art, etc.); Music/Dance
- ❖ One person graduated from the group #1 after completing all four modules, but continues to see me once a month for individual therapy. He has made significant improvement with anxiety, boundaries and interpersonal relationships.
- ❖ We started out doing weekly homework assignment sheets, but did not seem to get a good return rate on those. We do encourage clients to practice skills and check-in with them each week at group and at individual sessions (if they have them).
- ❖ We have weekly DBT planning meetings where we plan future sessions and process previous session or specific client issues related to group.
- ❖ All my clients have my phone number and know they can call if they need support.
- ❖ We celebrate birthdays, holidays, and do a graduation ceremony at the end of each module
- ❖ New referrals go through a screening process. We start and end each module with a pre/post-test.

What is DBT?

- ❖ DBT stands for Dialectical Behavior Therapy
- ❖ DBT is a specific type of cognitive-behavioral psychotherapy (CBT) created in the 1980's by Marsha Linehan, Ph.D., an American Psychologist
- ❖ An evidence based model of therapy that uses skills training and the therapeutic relationship to manage strong emotions, distorted thinking and behavioral dyscontrol.
- ❖ A bio-psycho-social approach to psychotherapy that modifies traditional behavioral approaches and combines them with Buddhist concepts like acceptance and mindfulness.
- ❖ Uses group work (skills training), individual therapy and self-monitoring to change target behaviors.
- ❖ Originally created for the treatment of Borderline Personality Disorder, it is now used in a variety of treatment settings with a range of individuals, conditions or mental health disorders (i.e., dual diagnosis, substance use, eating disorders, complex trauma, suicidal adolescents; ASD, and IDD).
- ❖ DBT has been described as being designed for the severe and chronic, multi-diagnostic, difficult to treat clients with both Axis I and Axis II disorders.

Cognitive Behavior Therapy (CBT)

- ❖ CBT teaches individuals how their thoughts, feelings, and behaviors influence each other.
- ❖ CBT teaches individuals to use this relationship between thoughts, feelings, and behavior to their advantage.
- ❖ This approach believes that positive change in one factor (changing a thought or behavior) can lead to positive changes in all factors.
- ❖ Evidence-based approach that has been proven to help individuals with various mental health issues such as depression, anxiety disorders or substance use problems. Also used with individuals with high functioning ASD (Michelle Garcia Winner's Social Thinking methodology).
- ❖ CBT is structured, goals-oriented and focused on the present.
- ❖ CBT teaches skills and strategies like problem-solving or realistic thinking to help individuals make changes to their thoughts, feelings, and behaviors.

Dialectical Behavior Therapy (DBT)

- ❖ DBT is based on CBT, with greater focus on emotional and social aspects.
- ❖ DBT was developed to help people cope with extreme or unstable emotions and harmful behavior.
- ❖ DBT is an evidence-based approach which helps individuals regulate emotions, cope with stress and improve interpersonal relationships.
- ❖ It started as a treatment for borderline personality disorder, and current research shows it may help with many different mental health issues or concerns, particularly with self-harm.
- ❖ The key differences between CBT and DBT are validation, acceptance and relationships.
- ❖ DBT teaches individuals that their experiences are real, and it teaches them how to accept who they are, regardless of challenges or difficult experiences.
- ❖ Relationships are important in DBT – including the relationship between the client and the DBT practitioner
- ❖ Validation and acceptance is critical in the therapeutic relationship as well as in peer to peer relationships in group.

What is Dialectics?

- ❖ The idea that two opposite or contradictory ideas can exist at the same time. Simply said: It means two opposing things being true at once.

- ❖ Thinking dialectically means we maintain openness to contradictory and/or polarized thoughts and points of view.
 - ❖ We work to blend these thoughts into a “truth” which best explains the reality at the moment.
- Examples:**
- You love your family member, but you are angry because they are always late.
 - As a parent you are often doing the best you can **AND** you are still wanting to do better.
 - Teenagers want to do things on their own **AND** they still rely on their parents.
 - We accept the client where they are **AND** we still push them to change.
- ❖ DBT therapists understand and validate, what clients are doing based on who they are, what they have been taught or what is in their history **AND** we believe that they can also become more skillful to have a better life.

Five Main Tasks of the DBT Therapist

- ❖ Work to expand client capabilities.
- ❖ Motivate the client to engage in new behaviors.
- ❖ Generalize the use of the new behaviors.
- ❖ Establish a treatment environment that reinforces progress.
- ❖ Maintain capable and motivated therapists.

Three Components Needed to Accomplish These Tasks

- ❖ Individual psychotherapy
- ❖ Skills training group
- ❖ Phone coaching
- ❖ Supervision/case consultation groups

DBT is a Strengths-Based Approach to Working with Clients

- ❖ People are active participants in the helping process (empowerment).
- ❖ All people have inherent strengths, often untapped or unrecognized.
- ❖ Strengths foster motivation for growth.
- ❖ Strengths are internal and environmental (supports/resources).

DBT’s Bio-Social Theory

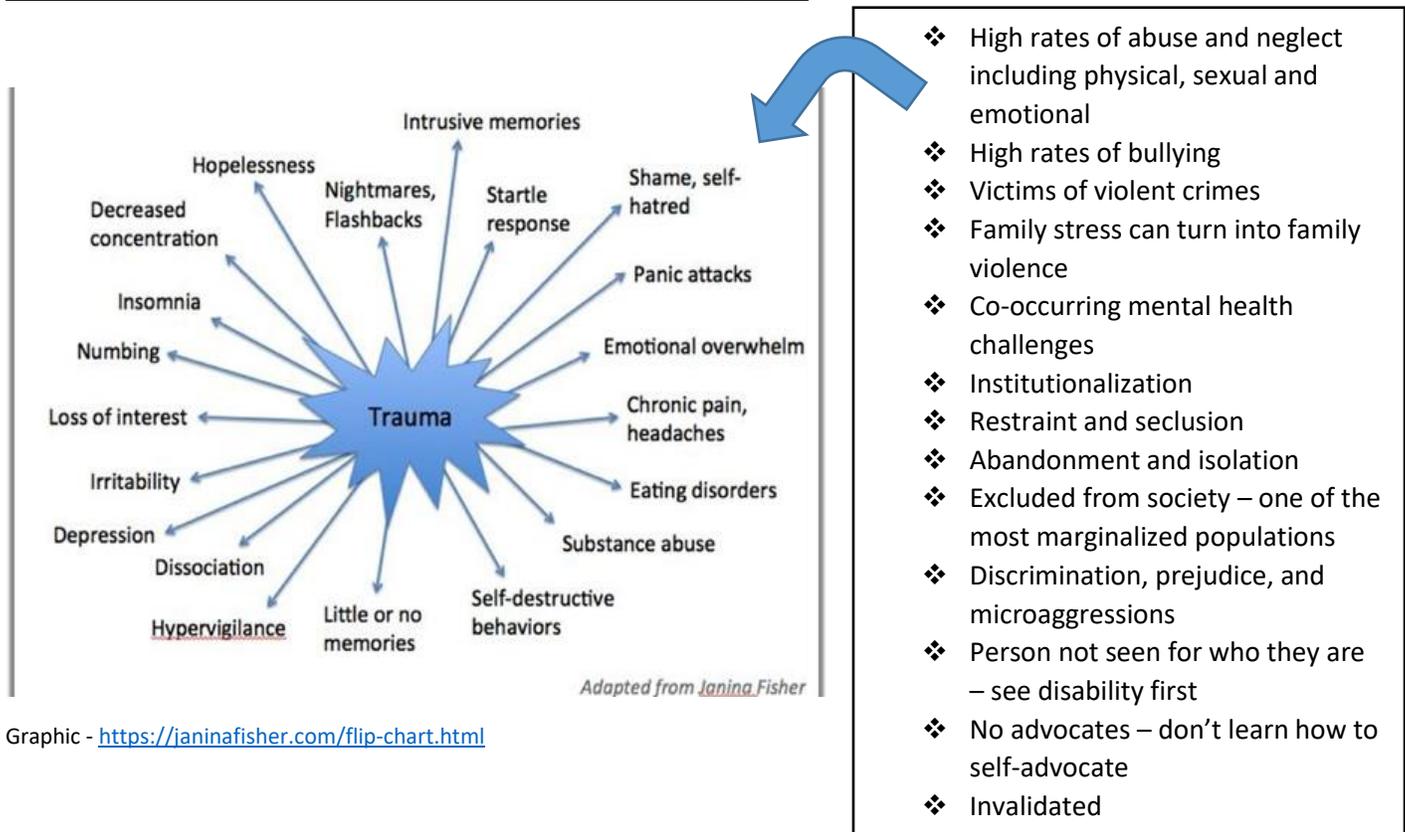
Biological dysfunction in emotion regulation system + Invalidating environment = Pervasive Emotional Dysregulation

What is the impact on individuals with I/DD?

- Social Risk Factors
 - ✓ Closest relationships can often be paid staff friendships may be few and/or unsatisfying Lack of family involvement
 - ✓ Challenges with social interaction, especially nuanced skills like small talk and flirting
 - ✓ History of loss, including staff
 - ✓ Experience of marginalization, prejudice, and stigma
 - ✓ Experience of being taken advantage of
 - ✓ Discouraged from having romantic relationships Lack of sexual contact and/or knowledge
 - ✓ Stressful social interactions associated with increased psychological distress
- Environmental Risk Factors
 - ✓ History of multiple placements Institutionalization
 - ✓ Unfulfilling job placements or day programs
 - ✓ Limited access to enrichment activities
 - ✓ Lack of financial independence
 - ✓ Lack of privacy

- ✓ Strict routines and lack of choice
- ✓ Service providers from different disciplines and agencies
- Cognitive Risk Factors
 - ✓ Challenges with abstract thinking Difficulty with perspective-taking Reduced memory for learned coping skills
 - ✓ Impaired reasoning and problem-solving
 - ✓ Limited executive functioning (multi-tasking, planning, organizing)
 - ✓ Receptive language deficit
 - Difficulty identifying “why” they are experiencing an emotion
- Psychological Risk Factors
 - ✓ Taught to be “compliant” and discouraged from doing tasks independently, leading to experience of helplessness
 - ✓ Experience of shame around having a disability
 - ✓ Fear of new experiences due to feeling incapable
 - ✓ Not having a “voice,” even if verbal, due to others not consulting them in decisions that impact them
 - ✓ Being “bailed out” of challenging situations and not being given the opportunity to learn from mistakes History of abuse, bullying, and/or rejection
 - ✓ Defense mechanisms may be primitive (fight or flight)
 - ✓ Impaired capacity for insight, resulting in an external focus for the cause of emotional distress
- Stress Risk Factors
 - ✓ Stress – mental or emotional tension due to any event perceived by the individual to be demanding, straining, or challenging
 - ✓ Chronic stress can impact physical and mental health
 - ✓ Levels of stress may be higher
 - ✓ Fewer resources or coping skills to deal with stress

What Do We Know About the Treatment of Individuals with I/DD?



Graphic - <https://janinafisher.com/flip-chart.html>

Trauma Leads To:

- Emotional Dysregulation
- Intolerance to Stress
- High Anxiety
- Distorted Thoughts
- Easily Triggered – Reactive – Unprocessed Memories
- Poor Interpersonal Relationships
- Agitation – Aggression – Verbal/Physical
- Violence - Suicide/Homicide
- Withdrawal/Isolation
- Low self-esteem/confidence
- Helplessness/Hopelessness
- Poor Sleep – Nightmares
- Somatic Complaints/Illness
- Addictions
- Co-occurring Mental Health Issues

Behavior is Communication

What is Invalidation?

- ❖ The negation that a person or their feelings or opinions are invalid and wrong.
- ❖ Invalidation includes:
 - ✓ Blaming
 - ✓ Judging
 - ✓ Denying
 - ✓ Criticizing
 - ✓ Minimizing feelings or experiences
 - ✓ Implies the person is wrong, overreacting, or lying.
- ❖ Invalidation = Emotional Abuse
- ❖ Invalidation = Trauma

Why use DBT with Individuals with I/DD?

- ❖ DBT teaches modulation of extreme emotions thus reducing negative behaviors that can result from these emotions.
- ❖ DBT teaches the individual to trust their own emotions, thoughts and behaviors.
- ❖ DBT is a skills-based model that is consistent with psychoeducational and rehabilitative practice
- ❖ DBT is fundamentally non-pejorative (non-belittling or negative) in its language and positive in its aspirations without blaming the victim.
- ❖ DBT has a strong focus on teaching individuals to advocate for themselves – developing problem-solving, communication, assertiveness and self-advocacy skills, a sense of independence and a feeling of empowerment.
- ❖ Skills can be reinforced and used by family members and group home/support staff.

The Core of DBT

Validation and Problem-Solving form the core of DBT.

- ❖ All other strategies are built around them.
- ❖ Validation strategies are acceptance-based
- ❖ Engaging the client in understanding actions, emotions and thoughts.
- ❖ Problem-solving strategies are change-based

❖ Looking at behavior, committing to change and taking the steps to change.

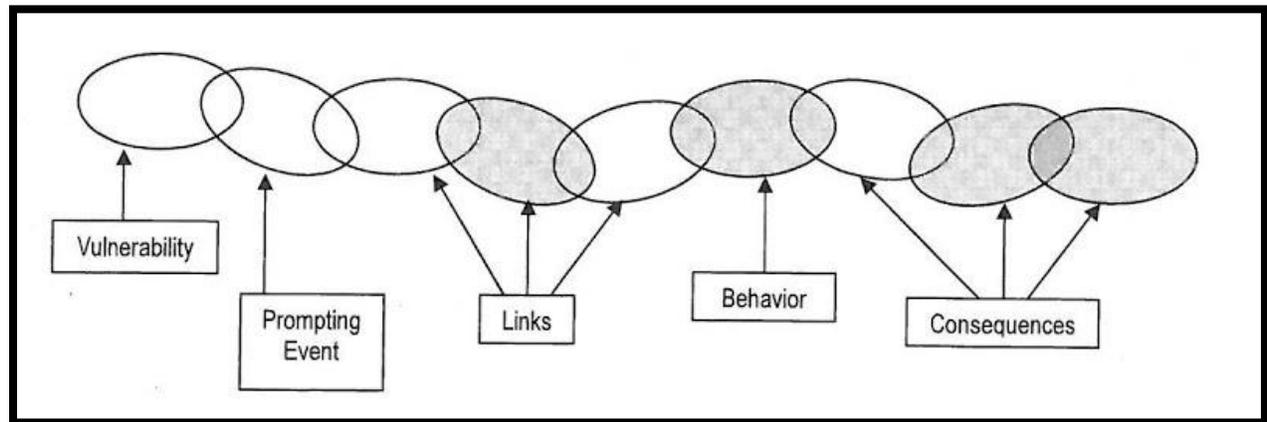
- Validation is not necessarily agreeing.
- Validation does not mean you like it.
- Only validate the valid!

Validate:

- Emotions – feelings, wanting, suffering, difficulties
- Thoughts – beliefs, opinions
- Actions
- Abilities – Strengths

Problems Solving:

Chain Analysis - Examines events and situational factors leading up and following a problematic response.



What is Validation? The recognition or affirmation that a person or their feelings or opinions are valid or worthwhile.

Validation: Levels of Validation

□ Level One

- Overall **showing interest** in the other person (verbal and non-verbal cues)

□ Level Two

- **Reflective Listening.** Summarizing what the other person has said.
- Take a non-judgmental stance

□ Level Three

- Try to “read” a person’s behaviors, imagine what they could be feeling, thinking, or wishing for. Walking in their shoes. Check for accuracy.

□ Level Four

- Validate the **person’s behavior in terms of causes** (like past events)
- Validate feelings. I.e. “since your new boss reminds you of your past boss, I can understand that you would feel fearful of meeting with her.”

□ Level Five

- Communicate the person’s behavior is **reasonable**, meaningful, and effective.

□ Level Six

- Treat the person as a valid human being- not patronizing or condescending.
- Recognize a person as they are- with strengths and limitations.
- Be genuine! And Believe in that person, while seeing their pain.

Graphic from: The Child, Adolescent and Family Recovery Center Presentation (2014) – Walking the Middle Path & Biosocial Theory - <https://studylib.net/doc/5483947/walking-the-middle-path---the-child--adolescent-and-family>

Adapting Psychotherapy/Group Therapy for People with Intellectual and Developmental Disabilities

Myth: Psychotherapy is not effective for people with I/DD

Truth: If adapted/modified psychotherapy can be effective for people with I/DD!

- ❖ Provide information in a variety of different modes
 - Both auditory and visual
 - Uses all senses (unless sensory issues)
 - Videos/Drawings/Visuals
- ❖ Simplify language
 - Directive and active approaches
 - Change complicated terms – teach to your audience
 - Ask if a word or concept is understood – give examples
- ❖ Concrete activities
 - Modeling, role-plays, art, clay, mirrors, games
 - Break things into smaller parts
 - Give real life examples
- ❖ Maintain structure
 - Group guidelines – expected vs. unexpected behaviors
 - Consistent agenda format
 - Allow time for sharing
 - Deal with conflicts in “real time”
 - End on positive note – music/dance
- ❖ Strength-based instruction
- ❖ Concrete skills building
- ❖ Built-in-repetition of key information
- ❖ Share with family, group home and/or support staff – helps to generalize learning and practice of the skills. (Also, can be helpful to family or support staff).
- ❖ Ask for feedback from clients
- ❖ Incorporate their interests
- ❖ Be Creative/Have Fun!

VALIDATE!!

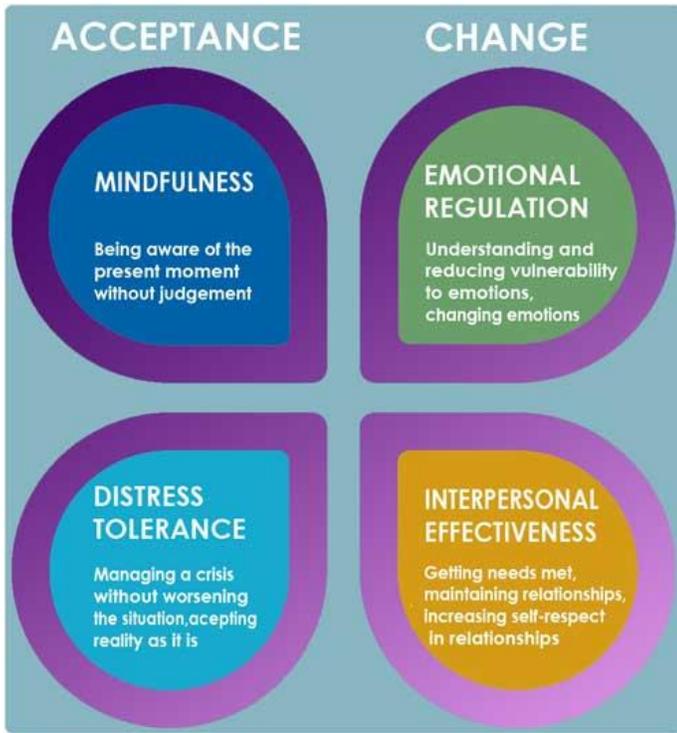
Graphic from: Clarify Counseling DBT – DBT Therapy Components (2015). <http://www.clarifycounseling.com/therapy/>

Bio-Psycho-Social-Spiritual Model of Change/Healing

Self-Care

<u>PHYSICAL</u>	<u>EMOTIONAL</u>	<u>MENTAL</u>	<u>SPIRITUAL</u>
Hot bath or shower	Listen to music	Reach out for support	Meditation
Deep breathing	Cry	Affirmations	Journal
Walk in nature	Talk to therapist/friend	Visualize a stop sign	Pray
Meditation/Yoga	Cook	Read a book/journal	Be in nature
Listen to body Exercise	Get a manicure/pedicure	Talk to a friend	Volunteer
Take a nap	Sing/Dance	Watch a movie	Listen to music
Scream into a pillow	Listen to a meditation	Do a puzzle or craft	Practice mindfulness
Physical/sexual health	Affirmations	Do a thought record	Attend a faith-based Community
Eat healthy food	Write in journal		Yoga

Four Main DBT Skills

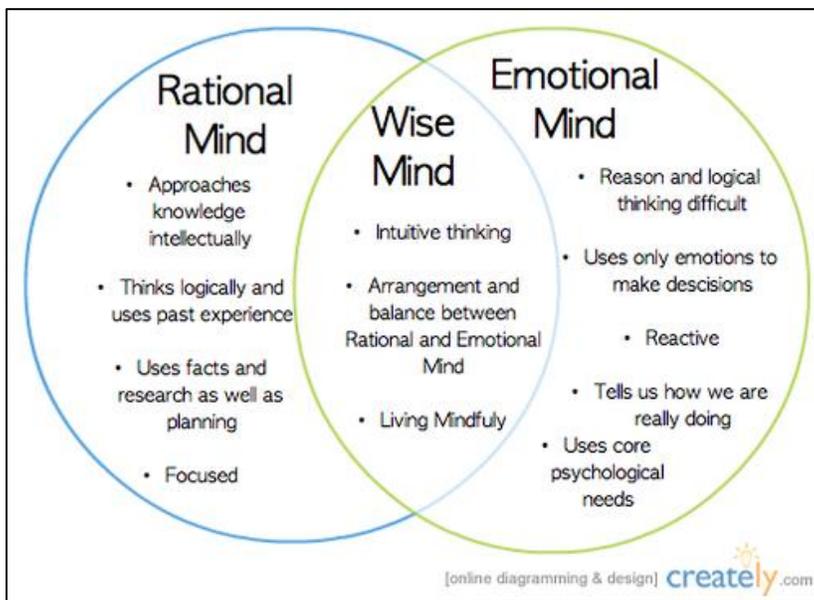


How we use these skills

- ❖ Awareness
- ❖ Acceptance
- ❖ Action
- ❖ = Change!

Core Mindfulness Skills

- ❖ Mindfulness is a core DBT Skill and is woven into all of our group sessions.
- ❖ Studies have shown that mindfulness skills are effective at reducing depression, anxiety, chronic pain and addictive behaviors
- ❖ Practicing mindfulness regularly can increase tolerance to distressful situations, increase relaxation and can improve one's ability to cope with difficult situations.



Three States of Mind

Above graphic from: Therapeutic Oasis of the Palm Beaches (2019) - <http://therapeuticoasisofthepalmbeaches.com/living-in-wise-mind-dbt-skills-for-everyone/>

Core Mindfulness Skills

Each group starts with a mindfulness activity: Music, Guided Meditation (You Tube); Yoga; Movement

- What Skills – helps us know what to do
 - Observe/pay attention to the present moment
 - Describe – thoughts and feelings = Self-Awareness
 - Participating – being totally present when engaging in an activity = Awareness
- How Skills – helps us to know how to do it
 - Non-Judgmentally – be gentle with self and others = empathy
 - One-Mindfully – do one thing at a time = focus and attention
 - Effectively – focus on doing what works – choosing actions that move you to your goals – do the best you can in the moment

Emotional Regulation

Defined as a complex process that involves initiating, inhibiting, or modulating one's state or behavior in a given situation. For example: We have a subjective experience (feelings), cognitive responses (thoughts), emotion-related physiological responses (example heart rate or hormonal activity), and emotion-related behavior (bodily actions or expressions).

Emotional Regulation Skills

- Teach how to identify, describe and understand emotions and emotional experiences.
- Teach how to reduce vulnerability to negative emotions.
- Teach how to reduce emotional suffering.
- Teach how to increase positive emotions.

BRING IT DOWN! TURN IT AROUND!

Core Emotional Regulation Skills - Skill #1

Teach About Emotions – Developing awareness requires identifying and understanding emotions

- Goal: Develop Inner Awareness:
 - Identify Our Emotions
 - Understand Our Emotions
 - Learn How Emotions Show Up in Body
 - Learn to Regulate Own Emotions
 - Learn The Difference Between Thoughts and Emotions
 - Learn How Our Thoughts and Emotions Impact Our Own Behavior
- Goal: Develop Outer/Other Awareness:
 - Understand Others Have Emotions
 - Understand Others Have Thoughts
 - Understand How Our Behavior Impacts Others Thoughts, Emotions and Behavior
- Teach Primary Emotions
 - FLASH = FEAR - LOVE - ANGER - SAD – HAPPY
- Learn Emotion Recognition
 - Facial Expressions – Emotion Posters; Reading Faces; Mirrors
 - Tone of Voice - Emotions Games
- Teach Secondary Emotions – that come out of primary emotions – Emotion Wheel

The Zones of Regulation

The ZONES of Regulation®			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Terrified Yelling/Hitting Out of Control

THE SIZE OF MY EMOTIONS

Feelings Rating Scale- Handout 1

Overwhelming Feeling:
Harming myself,
other, or property

5

4 Strong Feeling

3 Medium Feeling

2 Small Feeling

1 Tiny Feeling

No Feeling

FEELINGS RATING SCALE

The ZONES of Regulation® Reproducible W

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?

Little Problem

Medium Problem

Big Problem

Huge Problem

2 3 4 5

Visual adapted by Leah Kuypers, Dena Brittain and Jill Kuma for The Zones of Regulation® from the original work of Winner, Think Social! (2005), pages 44-45, www.socialthinking.com, and Baron and Curtis' The Incredible 5-Point Scale (2003), www.5pointscale.com

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Kuypers, L. (2011). Zones of Regulation, San Jose, CA: Think Social Publishing.

Buron, K. D., & Curtis, M. (2003). *The Incredible 5-Point Scale: Assisting students with autism spectrum disorders in understanding social interactions and controlling their emotional responses*. Shawnee Mission, KS: Autism Asperger Publishing Company.

THE SIZE OF THE PROBLEM

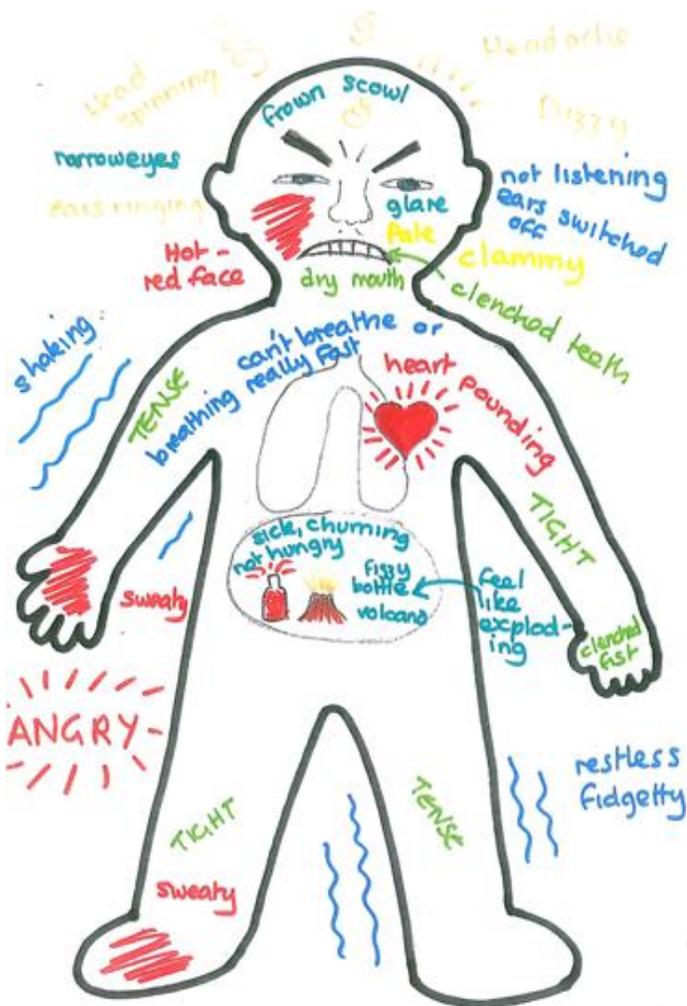
- Scale 1-10 or 1-5 visual.
- List what type of problem is 10, 5, 1

- Discuss descriptions of problems and determine where they fit on scale.
- Define what makes a problem big or small.
- What types of emotions are associated with different levels of problems?
- Discuss how different problem levels impact a situation over time.
- Discuss how to sort out and analyze that little problem.
- How many people does it take to solve this problem?

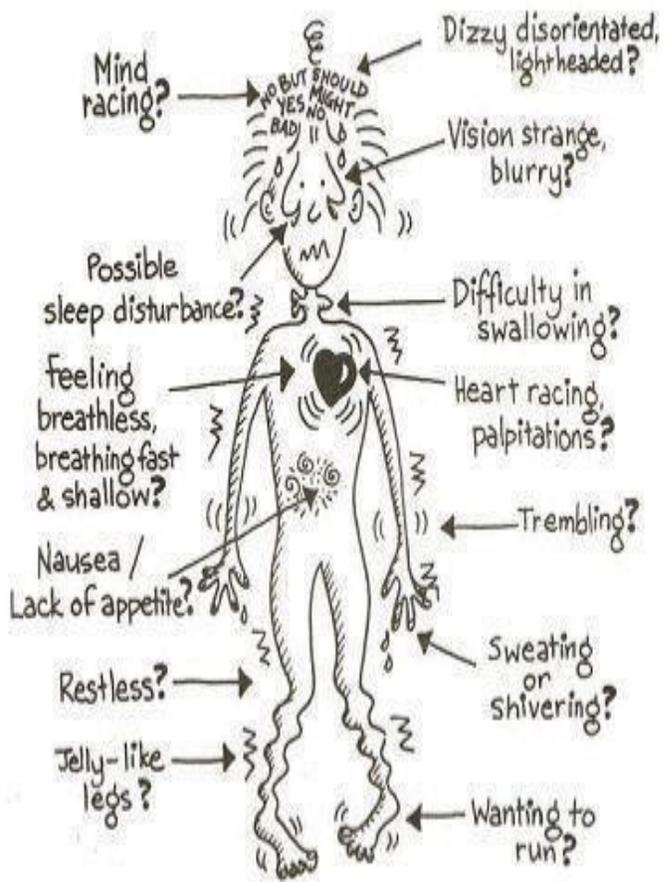
Five Point Scales Can Be Created for Different Issues – Examples

TEACH ABOUT HOW FEELINGS SHOW UP IN THE BODY - BODY MAPPING/DRAWINGS

How does Anger show up in the body?



How does Fear show up in the body?

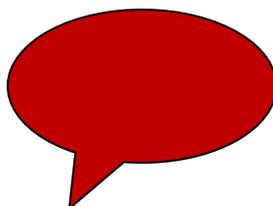


TEACH THE DIFFERENCE BETWEEN THOUGHTS AND EMOTIONS

Teach about Thoughts

Talking Bubbles

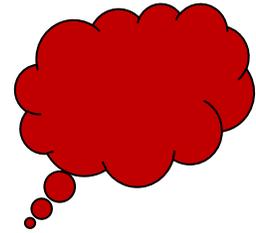
- Words that come out of my mouth.



- Public - other people can hear my talking bubble words.
- Talking bubble words can affect how other people feel.

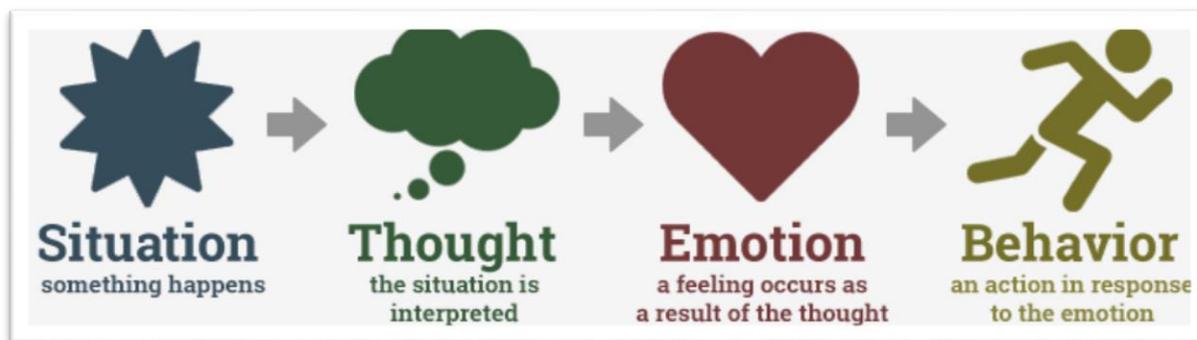
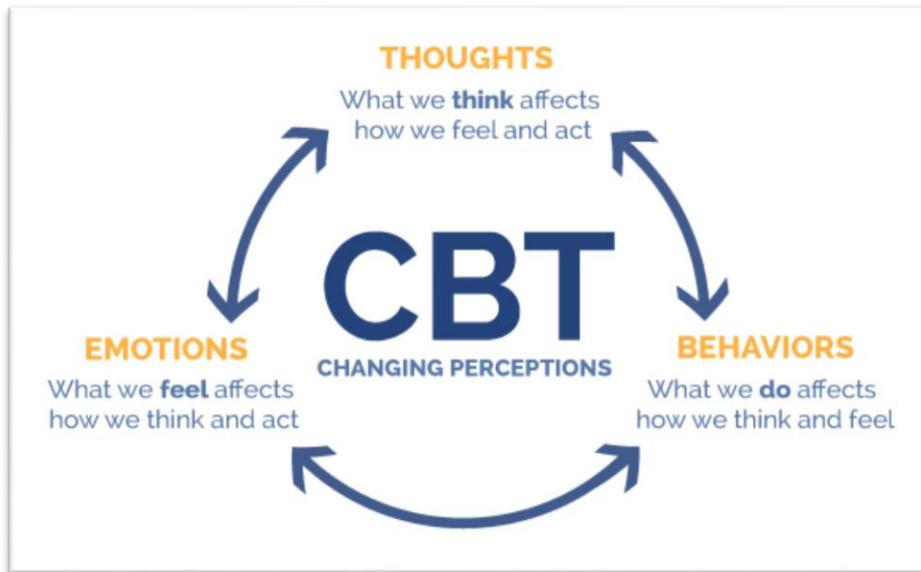
Thinking Bubbles

- Words that I think inside my head
- Private - no one can hear my thinking bubble words
- Thinking bubble words are secret, so they cannot hurt other people's feelings.



- ❖ Having a thought vs. blurting it out
- ❖ Thinking and Saying Thoughts – Green = Okay; Yellow = Caution; Red = No (Leave it in your thought bubble).

TEACH ABOUT THE RELATIONSHIP BETWEEN THOUGHTS, FEELINGS AND BEHAVIOR



Core Emotional Regulation Skills – Skills #2

Opposite Action

- This skill helps a person identify whether or not these actions make sense in the moment and what to do about them.
- Doing the opposite of your impulse that's consistent with a more positive emotion.
- Affirmations and Inspirations – looking at or drawing motivational statements or images.
- Doing something funny or cheering – funny movies, TV, books

Emotion	Emotion's Action Urge	Opposite Action
Sad	Be alone, stay in bed	Be around others, get active
Angry	Yell, attack, be judgmental	Be extra kind, no judgments, gently avoid
Frustrated	Give up	Try Even Harder
Betrayed	Hurt or revenge	Forgiveness
Worthless	Harm self	Help others
Fear	Run away, avoid	Stay and do what is fearful
Guilt	Repair transgression	Do what makes you feel guilty or ashamed
Shame	Hide	Be public

Core Emotional Regulation Skills – Skills #3

Check the Facts

- This skill helps a person to identify whether they are blowing things out of proportion or placing too much importance on their emotions when it's happening.
- This skills helps to reduce the intensity of the emotions.

Ask the following questions to “check the facts”:

- What event triggered my emotion?
- What interpretations or assumptions am I making about the event?
- Does my emotion and its intensity match the facts of the situation? Or does it just match my assumptions of the situation?
- What do I know about _____?

Core Emotional Regulation Skills – Skills #4

ABC

A – Accumulate Positive Emotions:

- Increase positive experiences and pleasant activities
- Build a “Life Worth Living” by making long term changes that make more positive events more possible
- Be mindful of positive experiences;
- Be “unmindful” of worries; o DO NOT THINK ABOUT when something will end, whether or not it is deserved or how much will be expected now.

B – Build Mastery:

- Do things that create a sense of accomplishment.

C- Cope Ahead of Time with Emotional Situations:

- Figure out effective responses in advance of situations.

Core Emotional Regulation Skills – Skills #5

P.L.E.A.S.E.

- This skill helps a person understand the link between body and brain.
- This skill helps a person that they can manage their emotions if they also manage their health and body.

Remember to:

- PL – Treat Physical Illness
- E – Eat Healthy
- A – Avoid Mood-Altering Drugs
- S – Sleep Well
- E – Exercise

Following these suggestions helps to keep one's body healthy and happy, which makes it easier to keep one's mind happy and healthy.

Core Emotional Regulation Skills – Skills #6

Paying Attention to Positive Events

- Humans are surprisingly good at filtering out the positive and focusing on the negative. It's natural, but it's not helpful!
- This skill helps a person pause and refocus onto the positive if they are paying too much attention to the negative.
- This skill encourages practicing by doing one small, positive activity every day, focusing on the good parts of the activity as it is being done.
- This skill helps ignore minor issues and notice the enjoyment, pleasure, and fun!

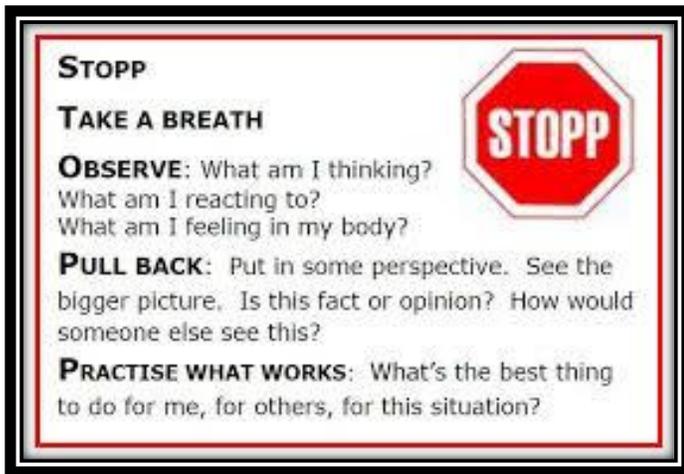
Some small, positive activities include:

- Have a good unrushed meal.
- Watch a movie.
- Visit with friends or family.
- Visit a local attraction like a zoo or museum.
- Go for a walk.
- Put on headphones and do nothing but listen to music.
- Have a picnic.
- Give yourself a relaxing night in.
- Try a new hobby.

Distress Tolerance Skills - (Coping with Stress)

- Teaches strategies that focus on how to tolerate distress, without engaging in impulsive and self-destructive behaviors.
- Focuses on distraction and self-soothing techniques, and strategies to handle manage and eventually come to radically accept difficult situations or traumatic events in their lives.

Core Distress Tolerance Skills – Skill #1



Core Distress Tolerance Skills – Skill #2

TIPP Skills - help make the emotions during a crisis feel more manageable.

Temperature

Intense exercise

Paced Breathing

Paired Muscle Relaxation

<https://www.youtube.com/watch?v=cIXQOb4kIUw&t=5s>

➤ **Temperature**

During a crisis, our body tends to feel hot. Changing your body temperature by splashing cold water on your face, standing in front of the AC, squeezing an ice cube, or eating/drinking something cold can help cool you down both emotionally and physically.

➤ **Intense Exercise**

Doing an intense activity to match your feelings can help give an outlet to excess anxious energy. You don't have to be an Olympian- you can run around the block, do jumping jacks until you are worn out, or run up and down some stairs. Increasing oxygen flow helps decrease stress levels.

➤ **Paced Breathing**

Slow, deep breathing soothes the nervous system and increases oxygen flow. The key is to breathe out longer than you are breathing in. There are many different breathing techniques and everyone swears that theirs' is the most effective one- so just pick one that works for you.

➤ **Paired Muscle Relaxation**

When you tighten a muscle and then allow it to rest, it will be more relaxed than it was before you tightened it. Relaxed muscles require less oxygen, so your heart rate and breathing will naturally slow down. Muscle relaxation also helps with being **mindfully** aware of your body- which is another big module in DBT.

Core Distress Tolerance Skills – Skill #3

ACCEPTS

Wise Mind ACCEPTS:

Activities – keeping attention on other things

Contributing – taking care of others

Comparisons – to worse situations

Emotions – opposite to what one is feeling

Pushing Away – decrease contact with painful cues

Thoughts – thinking of other things

Sensations – intense other sensations interfere with the physiological component of current negative emotions

DISTRACT

Do something else

Imagine something else

Sense – generate sensations to interrupt your focus on pain

Think about something else

Remember times when things were better

Accept that pain is part of life

Create meanings

Take opposite action. Do the reverse of what you feel or what you are thinking

Core Distress Tolerance Skills – Skill #4

IMPROVE

The IMPROVE skill helps you tolerate distress or frustration without making it worse, and ideally, aims to make it better. It's important to use when you can't do anything about the crisis at hand, but might feel helpless, hurt or frustrated because you can't solve the problem or change the situation. For many people, life itself feels like a constant crisis, so using this skill to get through the feeling and gain confidence is important.

Imagery

Meaning

Prayer

Relaxation

One Thing in the Moment

Vacation

Encouragement

Core Distress Tolerance Skills – Skill #5

PROS AND CON LIST

- Making sensible decisions can be difficult, especially when you're not in Wise Mind.
- Using a pros and cons list can be helpful in weighting out the consequences of your decision.
- It's common to have urges to engage in self-harm behavior or other self-destructive behavior while in emotional crisis.
- Make a pro and con list to decide if you should act on an urge, or tolerate an urge.
- It can be as simple as a few bullet points in your mind or you can dig deep and make a lengthy list on paper.
- Ask in this moment, which behavior is best for you?
- This skill can be useful in fighting impulsive urges and their negative outcomes.

<https://www.youtube.com/watch?v=2Sl6C2Obzgc>

Core Distress Tolerance Skills – Skill #6

SELF-SOOTHE https://www.youtube.com/watch?v=5uIANT2_A8A

Use Body's Senses

- Sight

- Hearing
- Taste
- Touch
- Smell
- Movement

Use Sensory Tools

- Be mindful of noise sensitivity use ear plugs, headphones
- Be mindful of bright lights, flashing lights; use sunglasses, hat or visor.
- Be mindful of smells – aromas such as deodorant, laundry detergent, perfumes, food, etc.
- Be mindful of tactile sensitivities such as clothing, fabrics, creams/lotions, water, foods, etc.
- Have various fidgets available for the need to touch, self-soothe, and focus.

Core Distress Tolerance Skills – Skill #7

RADICAL ACCEPTANCE https://www.youtube.com/watch?v=u_795UX9VJ8

Radical - Complete and total Acceptance - Acknowledgement of what is. Accept with your mind, your heart, and your body.

- A feeling that a burden has lifted
- A feeling of freedom
- A feeling you are ready to move on
- Radical acceptance transforms suffering into ordinary pain.

Options for painful problems:

- Solve the problem
- Change how you feel about it
- Accept it
- Stay miserable

Interpersonal (Relationship) Effectiveness Skills

The ability to interact with others.

The goals of DBT's interpersonal effectiveness skills are:

- Building and maintaining positive relationships.
- Learning how to effectively deal with conflict situations.
- Learning how to get along with others while also asserting your own needs and wants in the relationship
- Learning to balance your own needs and the needs of others while maintaining self-respect and keeping effective relationships with others.
- Learning how to self-advocate.

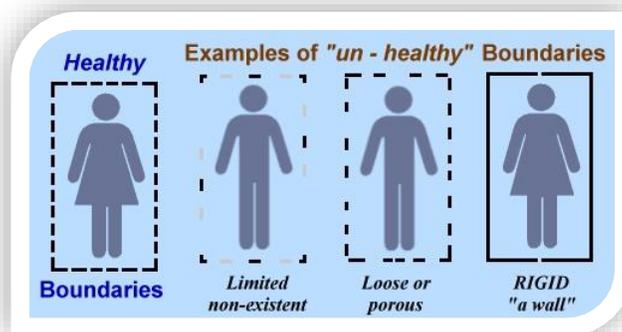


Initial Skills

Boundaries

- Establishing healthy boundaries in a relationship allows both people to feel comfortable and develop positive self-esteem.
- In order to establish boundaries, you need to be clear with the other person who you are, what you want, your beliefs and values, and your limits.
- A lot of times, we tend to focus on adjusting to others, taking time away from focusing on ourselves.
- Setting boundaries for yourself that reflect who you are and who you ultimately want to be will only enhance your relationships.

Healthy	Unhealthy
Feeling responsible for your own happiness	Feeling incomplete without your partner
Friendships exist outside of the relationship	Relying on your partner for happiness
Open and honest communication	Game-playing or manipulation
Respecting differences in your partner	Jealousy
Asking honestly what is wanted	Feeling unable to express what is wanted
Accepting endings	Unable to let go



Core Interpersonal Effectiveness Skills – Skill #1

DEAR MAN https://www.youtube.com/watch?v=el_O72aTZzE

Describe the current situation

Express your feelings and opinions about the situation

Assert yourself by asking for what you want, or saying “no” clearly

Reinforce or reward the person ahead of time: explain consequences

Mindfully keep your focus on your objectives: Don’t get distracted.

Appear confident and effective: Let them know with your eyes/body you are paying attention

Negotiate: Be willing to give to get

Additional Skills

“I” Statements

I statements tend to:

- ✓ Place responsibility with you, the speaker
- ✓ Clarify your position, feelings or opinions
- ✓ Build trust by giving others information about yourself
- ✓ Are less threatening

YOU Statements tend to:

- ✓ Elicit a negative or defensive response
- ✓ Place blame or put people down
- ✓ Come off as being accusatory or preachy

We can use “I” statements.

I feel  happy  sad  angry

when you _____.

Can you please _____?

Core Interpersonal Effectiveness Skills – Skill #2

Gentle: Be courteous and gentle in your approach; no attacks, threats or judging.

Interested: Listen; be interested in the other person.

Validate: Validate the other person’s feelings, wants, difficulties, and opinions about the situation.

Easy manner: Use a little humor; smile; be calm and comfortable in the conversation.

Core Interpersonal Effectiveness Skills – Skill #3

F A S T

Fair

- Be fair to yourself and others.

Apologies

- Don’t look ashamed.
- No apologizing for being alive, or making a request.
- No apologies for having an opinion or for disagreeing.

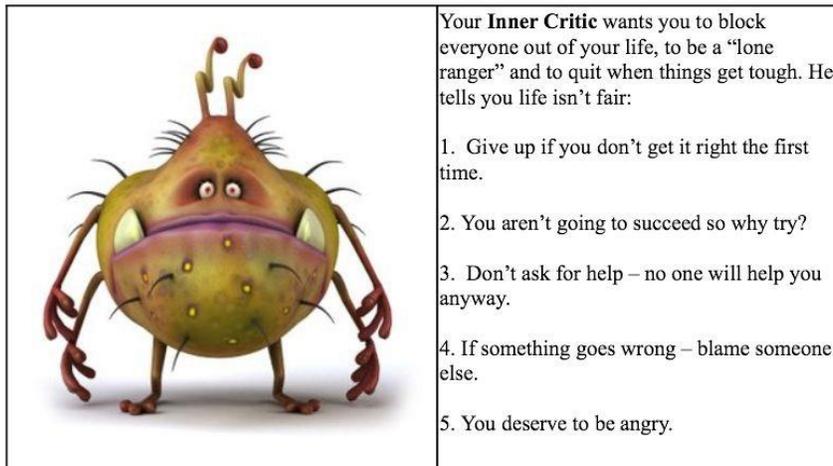
Stick to values

- Don't sell out your integrity.
- Be clear on what you believe is the moral way to act or think.

Truthful

- Don't lie
- Don't act helpless
- Don't exaggerate
- No excuses
- Own it
- No blame

Additional Skills: #1 - Automatic Negative Thoughts - A negative thought that pops into your brain



Additional Skills: #2 - Non-Judgmental Thinking

Judging is often a short hand way of stating a preference. “Judgments are spontaneous and often inaccurate interpretations of our environment that influence our thinking and behavior.”

For example, if we judge a piece of clothing as pretty or beautiful we are stating a preference for that thing. If we say it is ugly, then that is short hand for “I don't prefer that.” The problem is that we sometimes forget that our judgments are not facts, but are only our own preferences and opinions based on our own experiences.

- We can judge ourselves
- We can judge others
- How does this make us feel about ourselves? About others?
- Examples of judgments about ourselves/about others
 - There is a spot on my face so I am ugly
 - I ate too much so I am fat
 - I failed a test so I am stupid
 - I tripped so I am clumsy
 - That person is crying so they are weak

- That person has an opinion that is different than mine so they are stupid
- That person said something I don't like so they hate me.
- That person did not laugh at my joke so they are mean.
- She is ugly
- She is too fat.
- She has too many children.
- He is too old.
- He is not smart.
- He wears weird clothes.

Forming judgments is a spontaneous process and there are times when we need to make judgments. However, in order to reduce emotional reactivity, it's important to become aware of your own judgmental thinking and to develop the ability to think non-judgmentally.

A NONJUDGMENTAL STANCE/NONJUDGMENTAL THINKING:

- This is when we judging something as neither good nor bad.
- Everything simply is as it is.
- Focusing on just the facts.
- Mindfulness teaches individuals to observe and describe their own behavior, which is necessary when any new behavior is being learned, when there is some sort of problem, or a need for change.
- Mindfulness skills are intended to improve an individual's abilities to observe and describe themselves and their environment non-judgmentally, which enhances the ability to participate in life effectively.

Exercises in Cultivating a Non-Judgmental Stance

1. Focus on Language

Because it is so difficult to maintain a non-judgmental stance during times of stress and crisis, you may want to identify certain common judgmental words and phrases that trigger you to stop and observe your thinking.

- **Frequently used judgmental words include:**
"right," "wrong," "fair," "unfair," "should," "shouldn't," "stupid," "lazy," "wonderful," "perfect," "bad," and "terrible."
- **Identify your common self-judgments:**
I'm bad, stupid, lazy, and weak, not worth it etc.
- **Turn that self-judgment into a nonjudgmental descriptive statement.**
 - When **X** happens (Describe the situation.)
 - I feel **X** (Use a feeling word)
 - *Examples:* "When someone yells at me, I feel helpless and afraid." Or "When I make a mistake, I feel anxious and ineffective."

2. Focus on Breathing.

- Bringing your focus to your breathing helps you calm, relax and slow down your thinking. It enables us to get in touch with the present moment and let go of all the thoughts and judgments about the past and future.

3. OBSERVE - Notice Your Thoughts

- Bring your attention to your thoughts and judgments when you are doing simple activities, like eating. Notice the thoughts you have about the food, as you eat it. Don't try to counter your judgments, just notice that they are there. Notice the fact that you made a judgment and then let it go, rather than acting upon it. Keep it in your thought bubble!

4. OBSERVE - Notice How Your Thoughts Create Your Emotions

- Judgments tend to activate extreme emotions = reactivity.
 - Examples of judgments leading to strong emotional reactivity:
 - You judge that someone has been disrespectful to you. You get angry.
 - You judge that you are a failure. You get upset.
 - You judge that someone is more attractive. You feel jealous.
- If you want to live a less judgmental and stressful life, you must first become aware of your own automatic thoughts and judgments. Learning to think non-judgmentally takes practice. You have to be aware of when judgmental thinking occurs and practice bringing your attention to just the facts.
 - Example of reactivity:
 - What happened: My housemate is yelling at me in front of my friends about a few dishes I left in the sink.
 - Immediate Thoughts: She is shouting at me because she is angry, and because she thinks I am lazy.
 - Immediate Reaction: Get angry, shout back and the situation gets worse.
 - Example of observing:
 - What happened: My housemate is yelling at me in front of my friends about a few dishes I left in the sink.
 - Mindful Thoughts: She has raised her voice, she is angry, my friends are watching what is happening.
 - Mindful Reaction: Observe that I cannot change the fact that she is angry, and is embarrassing me in front of my friends. (Do not judge her and do not judge yourself. Do not try to figure out or assume why she is acting this way). I am not lazy, despite the fact that she might be trying to make me think I am. I cannot change her opinion of me. I can only change my opinion of myself (Do not react. Do not shout back so the situation does not get any bigger).

5. Things to Remember:

- Do not take on other people's issues – her anger is not my problem in this situation and therefore I should not allow it to affect my behavior.
- We can **CHOOSE** the way we think about things, and this affects our emotions.

- Tips:
 - Avoid name calling.
 - Avoid words that put others down such as “ugly, lazy, weird, useless’ (Notice all of these words are negative and therefore judgmental.
 - Don’t panic if you find yourself judging, just **observe** that you are judging and let it go.
 - Observe, just deal with the facts.

<p>Your Inner Coach wants you to be the best that you can be. Your inner coach helps you by telling you, sometimes life is tough but:</p> <ol style="list-style-type: none"> 1. Try your best, even if it’s new or scary. 2. Lots of adults are here to help you and look after you. Ask if you need help. 3. It is okay to make mistakes. 4. Be a problem solver – try something different if the first way didn’t work. 5. Take responsibility for your mistakes and your victories. 6. Holding onto anger only hurts you in the long run. 	
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#2 Self-Talk

Types of Self-Talk and Examples

<u>Type of self-talk</u>	<u>Examples</u>
Calming/Relaxing	“Take a deep breath.” “Don’t worry, take your time and slow down.”
Performance Worry	“I hope I don’t do too badly.” “This is too hard.”
Instructional	“Bend your knees.” “Stop, stop! Balance.”
Self Doubts in Ability	“I can’t do this.” “I’m no good at balancing.”
Motivational	“Yes! Come on, let’s go!” “I know I can do it.”
Frustration	“This makes me mad.” “Why do I bother?”
Focus	“Don’t think about anything, just concentrate.” “Focus on your feet and find the best position.”



STOPP SKILL

STOP (the negative thought)

TAKE A BREATH (take a pause)

OBSERVE:

- What am I thinking?
- What am I reacting to?
- What am I feeling in my body?

PULL BACK:

- Look at things a different way.
- See the bigger picture.
- Is this fact or opinion?
- Am I making a smart guess or a wacky guess (an assumption?)
- How would someone else see this?
- Ask someone for a suggestion.

PRACTICE WHAT WORKS

- Think of a new thought!
- Ask yourself: what's the best thing to do for me?
- Ask yourself: what's the best thing to do for others?
- Ask yourself: what's the best thing to do for this situation?

Thinking About Your Choices

Write down a list of your choices in the situation. Then write down the results of those choices.

• **Choice 1**

• **Choice 2**

• **Result 1**

• **Result 2**

• Choice 3

• Choice 4

• Choice 5

• Result 3

• Result 4

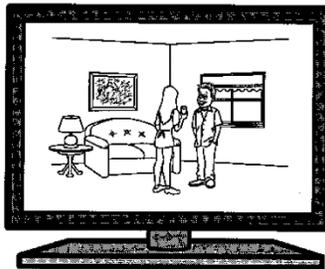
• Result 5

Getting a Clear Picture: Taking one Step at a Time

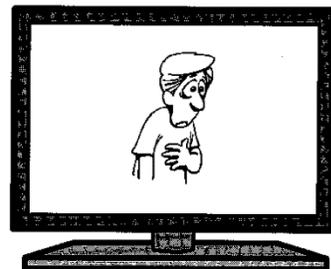
1. Notice my breath



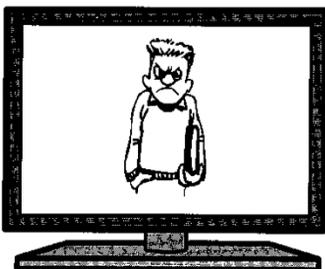
2. Check my surroundings



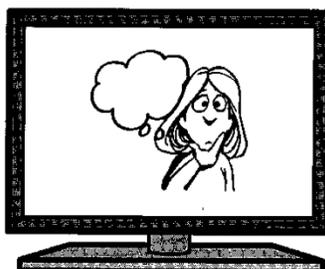
3. Body check



4. Label and rate my feelings



5. Notice my thoughts



6. Notice my urges



0 1 2 3 4 5

Think of one thing at a time

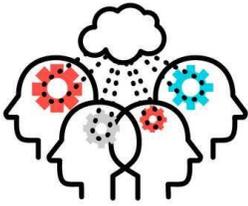
Don't Judge Yourself



Social Thinking Vocabulary

(Winner, 2007)

For more information go to: www.socialthinking.com



SOCIAL THINKING

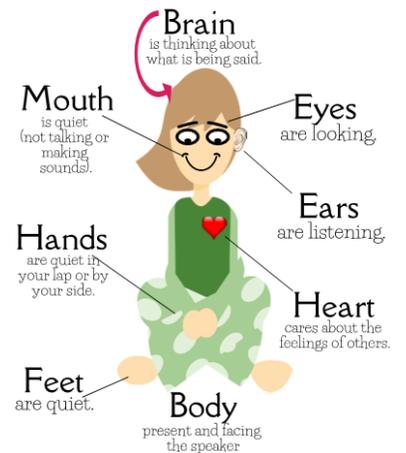
The idea that we are social thinkers everyday whether it is at home or in the community. We should be aware that people around us have thoughts and feelings. It includes sharing a space with others effectively and understanding the perspective and intentions of others.

WHOLE BODY LISTENING



The idea that the whole body (eyes, ears, mouth, hands, feet, bottom, and brain) needs to be focused on the group in order to listen and show you are listening.

Listen with Your Entire Body



<https://www.youtube.com/watch?v=9uT3qz7wWmE&t=2s>

Expected Behaviors =

good thoughts and good feelings

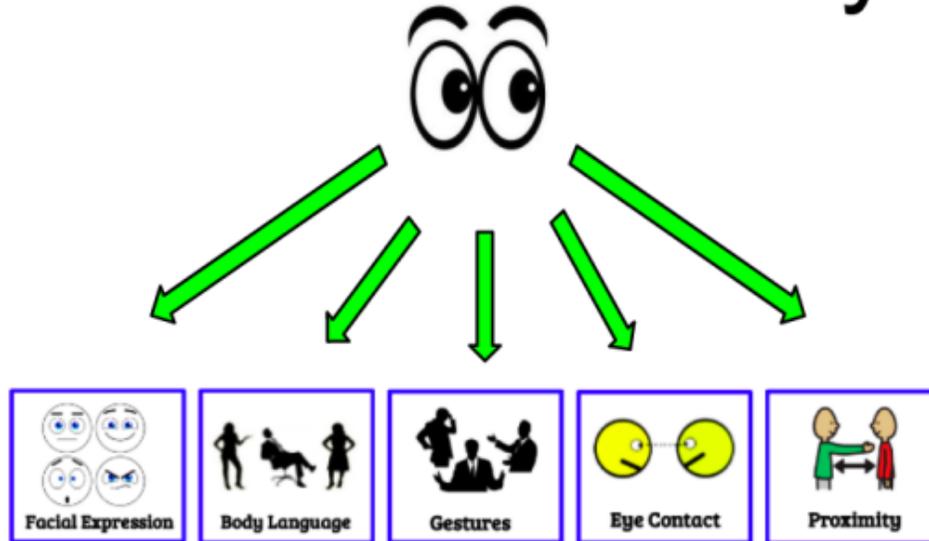
Unexpected Behaviors =

uncomfortable thoughts and uncomfortable feelings

EXPECTED BEHAVIORS - Understanding that a range of hidden rules exist in every situation and people are responsible for figuring out what those rules are and then following them. By doing so, we keep other people thinking good thoughts about us. Doing what is expected is different based on where we are and who we are with.

UNEXPECTED BEHAVIORS -Failing to follow the set of rules, hidden or stated, in the environment. People who don't follow the rules are doing what is 'unexpected' and people may have "uncomfortable" or 'weird' thoughts about them.

Think With Your Eyes



What impressions are we making & what are they telling us?

Your eyes are 'tools' that help you figure out your environment and what other people might be thinking about. It puts the emphasis on the group members becoming good observers and to use the clues to make smart guesses about what other people might be thinking about. They are encouraged to use this information to adapt their thinking, words, and behavior. Also, if you use your eyes to look at a person, it makes them feel that you are thinking about what they are saying or doing.



YOUR BODY IS IN THE GROUP/YOUR BODY IS OUT OF THE GROUP

- When someone's body is turned into the group and they look like they are working as part of the group. We notice when somebody's body is not part of the group.

YOUR BRAIN IS IN THE GROUP/YOUR BRAIN IS OUT OF THE GROUP

- We notice when somebody's is in the group and their brain is paying attention. We think that person is doing a really good job participating in the group. We also notice when somebody's body is in the group, but it does not appear like their brain is part of the group. It does not appear that their brain is thinking about the

Team work is less 'ME' and more 'WE'



BEING A “THINKING OF YOU” PERSON VERSUS A “JUST ME” PERSON - These terms are used to define the difference between cooperating in a group versus just focusing on one's own needs.



SOCIAL DETECTIVE - Everyone is a social detective. We are good social detectives when we use our eyes, ears, and brains to figure out what others are planning to do next, or what they are presently doing and what they mean by what they say. We use our eyes, ears, brains to figure out people and places.

• **Think**  -using clues in our brain

• **Know**  -what we can prove true

• **Guess**  -smart guess or wacky guess

SMART GUESSES - This is when we use all of our tools to figure things out and then make guesses based on what we know about the world.

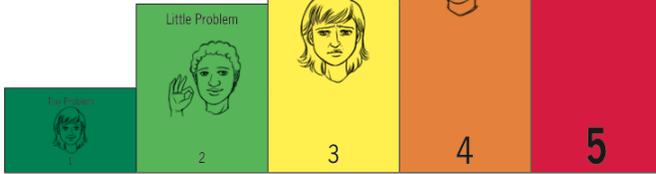
WACKY GUESSES - If we forget and don't think about what we know and see, then we just make a random guess without having any information.

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



BIG PROBLEM / LITTLE

PROBLEM - Not all problems should get the same emotional reaction. Group members use a rating scale (1-5) to help understand the range of their emotions and behavior. Big problems call for stronger emotions and help. Little problems are called ‘glitches’ and can be worked out by yourself or with one or two others (if you stay flexible).



BE A FLEXIBLE THINKER



FLEXIBLE THINKING vs. RIGID THINKING



Ways to be **Flexible**

- Trying hard to deal with changes
- Trying to stay calm when things are not just what you expect
- Letting other people have their way too



Ways to be **RIGID**

- Getting really upset over any kind of change
- Getting really stubborn when things are not just what you expect
- Bossing other people to make them do what you want

- Flexible Thinking is a very important social skill.
- The ability to think flexibly:
 - ✓ Helps people to get along with others
 - ✓ Helps groups to be more effective
 - ✓ Helps people solve problems
 - ✓ Helps people try new ways of doing things
- Rigid thinking is like having a rock brain, where one follows a rule all the time or cannot see different ways of doing things.
- Rigid thinkers stay stuck in their way and their way only!

FLEXIBLE THINKING - Needed to interpret verbal and nonverbal information based on different points of view or different contexts. This is the opposite of having a rock brain, where one follows a rule all the time or cannot interpret subtle different meanings in language or expression.

SUPERFLEX

A comic superhero who helps group members overcome challenges in different social situations that can happen across the day, at home and in the community.



- Helps us to be flexible thinkers.
- Helps us control our brain and change how we think about a person or a situation.



- Superflex helps us be great problem-solvers and think of many different solutions to one problem.



- Superflex helps us think about how to act and behave to keep others and ourselves feeling good and having positive thoughts.

Superflex: A Superhero Social Thinking Curriculum by *Stephanie Madrigal and Michelle Garcia Winner (2008)*
www.socialthinking.com

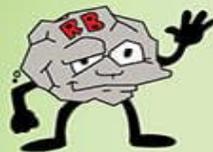
- This curriculum teaches strategies to outwit and outsmart various social challenges, represented by “Unthinkable” characters.
- It is important clients make the distinction that these characters are:
 - Fictional, (especially for individuals who have difficulty differentiating reality from fantasy).
 - Imaginary – for individuals who can imagine they can have super flexible thinking and will use the strategies in the curriculum to access their own super flexible powers. This is a very different concept than pretending to be a superhero in play.
 - NOT EVIL VILLAINS, which implies that, if an individual is working on defeating these Unthinkables, then there is something wrong or evil about them. They are simply caricatures of thoughts.
 - Clients need to know that defeating an “Unthinkable” is something that happens in their brain and is not a battle with their bodies.
 - Clients need an understanding the difference between thoughts and feelings.
 - Clients need to be familiar with the Social Thinking Vocabulary Terms and Concepts.
 - Clients need to have a set of “go to” calming strategies in place.
 - Thinkables are characters that embody various coping strategies.



SUPERFLEX™

takes on the Unthinkables!

Superflex is the superhero that lives inside each of us and helps us learn to be more flexible thinkers and defeat the Unthinkables that may be invading our brains! Unthinkables cause us to do or say things that are unexpected and make others feel uncomfortable around us. We can call on our Superflex to help us learn to use our superflexible thinking to figure out different solutions to a problem. This helps us get better and better at solving our social problems. When we think about the situation and the people in it, we keep others (and ourselves) feeling comfortable being together at school, at home, and in the community. We defeat those sneaky Unthinkables!



Rock Brain - I make people get stuck on their ideas.



Worry Well - I make people worry too much.



Space Invader - I get people to invade others' personal space.



Glassman - I make people have huge upset reactions.



Brain Eater - I distract people.



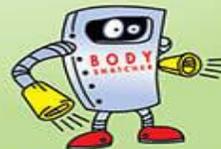
Was Funny Once - I get people to use humor at the wrong time, the wrong place or with the wrong person.



One-Sided Sid - I get people to only talk about themselves.



D.O.F. - I make people overly competitive.



Body Snatcher - I move people's bodies away from the group.



Energy Hare-y - I give people too much energy.



Un-Wonderer - I don't like people to socially wonder about others.



Mean Jean/Gene - I get people to act mean and bossy.



Topic Twistermeister - I make people jump off topic.



Grump Grumparing - I put people in grumpy moods.

Social Thinking

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THE UNTHINKABLES - Comic characters who try to make people inflexible and have other challenges such as distractions, getting off topic, and stuck on topics. The group member learns how they have Superflexible capacities in their brains that can overcome a Team of Unthinkables.

THE THINKABLES - Comic characters who help to make people flexible and overcome their Unthinkable challenges. Group members learn how they have Super-flexible capacities in their brains that can overcome the Unthinkables. This can be done by stopping their Unthinkable thoughts and calling in Brakesters and the team of Thinkables to help change their thoughts so they can become a Superflex.



SUPERFLEX™ and the Thinkables!

Superflex is the superhero that lives inside each of us and helps us learn to be more flexible thinkers! When we're doing or saying something that is socially "unexpected" one or more Unthinkables are invading our brains. We can call on our Superflex to help us use our superflexible strategies to defeat the Unthinkable and get back on track. As we get better and better at using our Superflexible powers to silence an Unthinkable's behavior before it occurs, Thinkables start appearing to help us keep doing that! Superflex and the entire Team of Thinkables help citizens everywhere stay superflexible in their thinking as they interact with others at school, at home, and... everywhere!



Rex Flexinator - I help you be a flexible thinker so you don't get stuck on your own thoughts or plans.



Posi Tina - I help you stay calm and positive to stay in control and defeat your worries.



Space Respector - I help you pay attention to and respect other people's personal space bubbles.



Kool Q. Cumber - I help you stay calm (cool as a cucumber) when problems come up so you can see they are small and react with a small reaction.



Focus Train - I help give you focusing powers so your brain can stay connected to what others are talking about or what you are doing.



Humor Us - I help you know the right time and right place to use humor.



Other Side Sally - I help you remember that conversations are also about thinking about the other person or persons and finding out about them.



I.O.F. - I help you use your positive thinking so you can cooperate and be flexible during sports and games.



Stick-Withem - I help you keep your body with the group and your shoulders turned toward the group.



Meditation Matt - I help you try to be calm throughout your day, so you can stop and think about making good choices.



Social-Lee Wonderer - I remind you to think about and use your social wonder questions so you can keep the other person interested during the conversation.



Nice Bryoz/Brioz - I help you say nice, friendly words to others even if you don't feel like being friendly.



Tracker - I help you stay on the right track or topic the group is talking about.



Sunny Sam - I help you see the good things in a day and feel pretty good about your life so you can always show your "sunny" side to others.

Social Thinking®
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My Five Step Superflex Power Plan

(Modified from: Winner, 2012)



Step #1: Decider
Stop, decide, and describe your unthinkable



Rock Brain:
Gets stuck in his thoughts



Glassman:
Has huge reactions



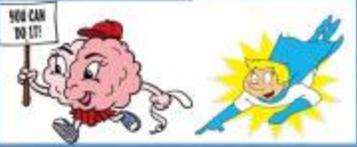
Step #2: Brakester
STOP! PAUSE!
Take a breath
Use your wise mind to think about what to do next.

Step #5: Cranium Coach
Use self-talk to tell yourself
"I have done well!"
"I can be flexible!"

Step #3: Social Detective
Observe the situation and the people in it.
What are the facts?
What do you know to be true?



Step #4: Captain Choice and Flex DoBody
Make a Choice
Be Flexible: Do your strategy!



SUPERFLEX'S VERY COOL FIVE-STEP POWER PLAN

SuperFlex and his Five Power Pals can help you defeat the Unthinkable invading your brain!




POWER 1



Use **DECIDER** to stop, decide and describe which Unthinkable is trying to overpower your superflexible thinking. Sometimes (in fact, most of the time!) there's more than one Unthinkable. If you're not sure which Unthinkable you're trying to defeat, ask a teacher, a parent or someone else for help.

POWER 2



Use your **SOCIAL DETECTIVE** to observe the situation and people in it. This will help you use your eyes, ears and brain to gather all the critical clues to move to the next step.

POWER 3



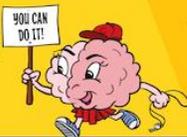
Use **BRAKESTER** to stop and think about the hidden rules. This will help you figure out the expected behaviors for the situation.

POWER 4



Use **FLEX Do Body** to flex and do your strategy. Use your flexible thinking to choose the right strategy or strategies from your toolbox to do what's expected. This helps you carry out your plan to defeat that sneaky Unthinkable.

POWER 5



Use your **CRANIUM COACH** to use self-talk to tell yourself you've done well using new strategies, or coach yourself to keep trying. Go ahead and silently tell yourself "good job" when you use any of the first four powers, even if you weren't able to completely defeat your Unthinkable.



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STAGES OF GRIEF

Grief occurs when someone close to us passes away or we experience any kind of loss.



DENIAL

It is really hard for you to imagine that this person is really gone. You find it hard to believe that it's true.

ANGER

You start to feel angry because this person is not in your life anymore. You may feel angry toward them or others.

BARGAINING

You try to figure out if there's anything that you can do or change that could make this person come back.

DEPRESSION

You feel really sad because you understand that this person is gone and will not come back.

ACCEPTANCE

You understand that this person is gone, and you try to continue to get things back to normal the best that you can.



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Skills for Grief

- Time
- Stay busy
- Take walks
- Write grief letter
- Listen to music
- Attend ceremonies
- Talk to someone
- It's okay to not talk about it
- Deep breathing
- See a counselor
- Write down memories
- Create a memory book
- Hobbies
- Prayer/Meditation Self-care
- Be kind to self
- Feelings are ok
- It is ok and normal to cry
- Other ideas:

DBT CHEAT SHEET

I'm doing the best I can and I can always do more, work harder and do better.

BODY SENSATIONS

- TIPP
- Self-Soothe

BEHAVIORS

- Opposite Action
- STOP
- Pros/Cons
- Problem Solving
- DEAR MAN/GIVE/FAST

DISTRESS TOLERANCE

"I have the capacity to tolerate my own distress."

- Pros and Cons

Temperature

Intense physical exertion

Paced breathing

Paired muscle relaxation

Stop what you're doing

Take a breath/pause

Observe the situation

Proceed mindfully/effectively

Activities

Contributing

Comparisons

Emotion Opposites

Pushing Away

Thoughts

Self-soothe with the 5 senses

Imagery

Meaning

Prayer

Relaxation

One thing at a time

Vacation

EMOTIONS

- ACCEPTS/Distract
- Mindfulness of Emotions
- Half-Smile/Willing Hands
- Radical Acceptance
- Create Positive Emotions
- Build Mastery

THOUGHTS

- Mindfulness of Thoughts
- Check the Facts
- ACCEPTS/Distract
- IMPROVE

EMOTION REGULATION

- Identify/label emotions
- Mindfulness of emotions
- Check the Facts
- Behavior Chain Analysis
- Problem Solving
- Opposite Action to Emotion Urges
- Managing Extreme Emotions/Skills Breakdown
 - TIPP, Distract, Self-Soothe, IMPROVE

Accumulate Positive Emotions

Build Mastery

Cope Ahead for Emotional Events

Treat **P**hysical **i**llness, **E**at balanced meals, **A**void mood altering substances, balanced **S**leep, **E**xercise regularly.

Mindfulness

WHAT

Observe

Describe

Participate

HOW

One-Mindfully

Non-Judgmentally

Effectively

REALITY ACCEPTANCE SKILLS

Pain + Non-acceptance = Suffering

- Radical Acceptance
- Turning the Mind
- Practice Willingness
- Half Smile, Willing Hands
- Notice Willfulness
- Mindfulness of Current Thoughts

COGNITIVE DISTORTIONS

- All or nothing/black and white thinking
- "Should" statements
- Overgeneralizing
- Mental filter
- Disqualifying the positive
- Jumping to conclusions
- Catastrophizing or minimization
- Emotional reasoning
- Labeling
- Personalization

INTERPERSONAL EFFECTIVENESS

Describe

Express

Assert

Reinforce

Mindful

Appear confident

Negotiate

Gentle

Interested

Validate

Easy manner

Fair

Apology free

Stick to values

Truthfulness

Modified Dialectical Behavioral Therapy: Interventions to Enhance Emotional Regulation skills and to Decrease Challenging Behaviors in Adults with I/DD

Sherry C. Mergner, MSW, LCSW

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