



Dialectical Behavior Therapy (DBT) and Implications for ID/DD

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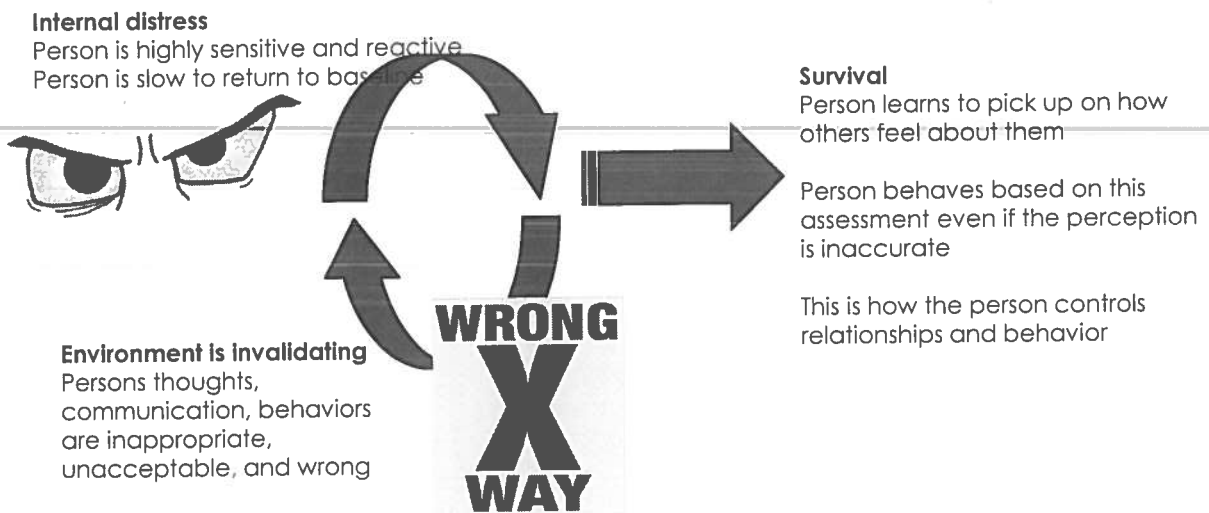
Learning Objectives

1. Learn the history, theory, and philosophy of DBT
2. Identify basic tenets of DBT
3. Participate in mindfulness activity
4. State challenges and misconceptions of counseling for individuals with IDD
5. Implement adaptations to DBT tools for individuals with IDD

History of DBT

- ▶ Developed by Dr. Marsha Linehan
- ▶ Considered leading treatment for Borderline Personality Disorder
- ▶ Influenced by Cognitive Behavioral Therapy, Rogers, Zen Buddhism

Biosocial Theory



DBT Tenants

- ▶ Philosophy
 - ▶ Clients are doing the best that they can and need better skills to be more effective
 - ▶ Clients have not caused all of their problems, but they have to solve them anyway.
 - ▶ If clients build a life worth living, they will be less inclined to engage in problematic, destructive behavior.
- ▶ Dialectics – polar opposites, ironies or paradox
 - ▶ Don't want to be in pain and don't want to change
 - ▶ Demand respect while being disrespectful to others
 - ▶ Want help and reject support
 - ▶ Want easy life but exert energy making things hard

DBT Components

- ▶ Highly structured and manualized approach
- ▶ Individual therapy
 - ▶ Problem-oriented techniques
 - ▶ Supportive techniques
- ▶ Group therapy
 - ▶ 8 sessions
 - ▶ 4 skill modules

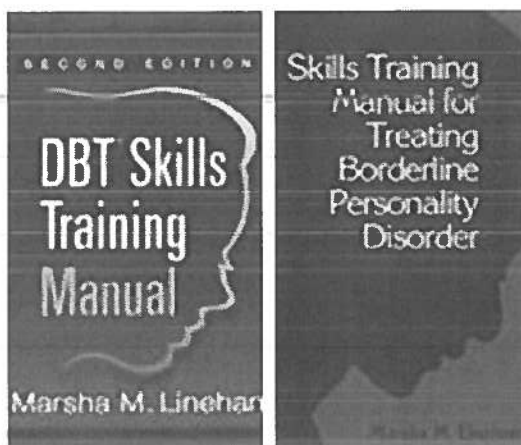
Individual Therapy

empower and enhance motivation

- ▶ Pre-treatment stage
 - ▶ Orient client to treatment, obtain commitment
- ▶ Stage 1
 - ▶ Decrease life-threatening behavior (e.g., self injurious behavior)
 - ▶ Decrease therapy interfering behavior (e.g., absenteeism)
 - ▶ Increase behavioral skills
- ▶ Stage 2
 - ▶ Decrease post-traumatic stress responses
- ▶ Stage 3
 - ▶ Increase self-respect
 - ▶ Achieve individual goals

Group Therapy

DBT skills training

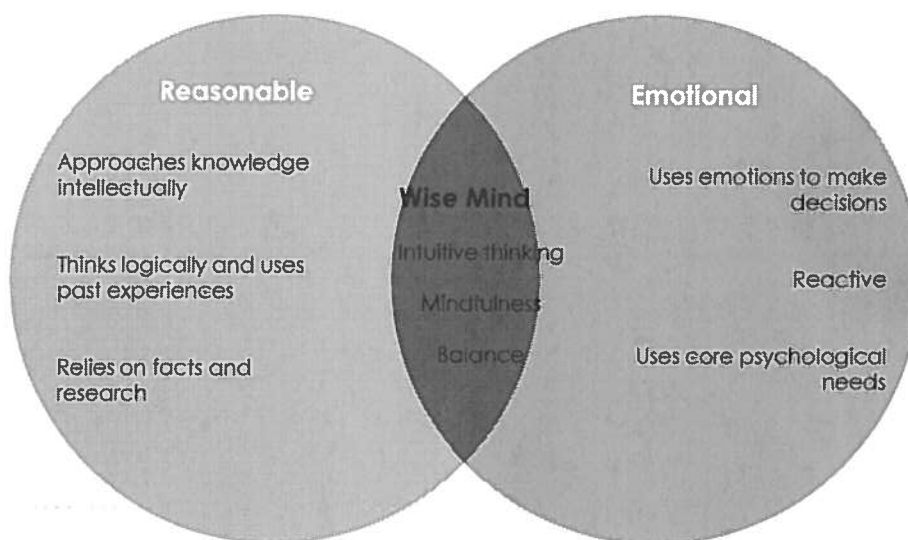


- ▶ Core Mindfulness
- ▶ Interpersonal Effectiveness
- ▶ Emotion Regulation
- ▶ Distress Tolerance

Core Mindfulness

- ▶ Adopted from Zen Buddhism and meditation
- ▶ Being present, not worrying about future or ruminating about the past
- ▶ "What" skills: observe, describe, participate
- ▶ "How" skills: non-judgmentally, one-mindfully, effectively

Wise Mind





Interpersonal Effectiveness

- ▶ Situations for Interpersonal Effectiveness
 - ▶ Attending to relationships
 - ▶ Balancing priorities versus demands
 - ▶ Balancing the wants-to-shoulds
 - ▶ Building mastery and self-respect
- ▶ Factors reducing interpersonal effectiveness
 - ▶ Lack of skill
 - ▶ Worry thoughts
 - ▶ Emotions
 - ▶ Indecision
 - ▶ Environment

- ▶ Goals
 - 1. Objective effectiveness

Dear Man,

DESCRIBE
EXPRESS
ASSERT
REINFORCE
MINDFUL
APPEAR CONFIDENT
NEGOTIATE

How to get what you want

- ▶ Goals
 - 1. Objective effectiveness
 - 2. Relationship effectiveness

GIVE

(Be) **G**entle

(Act) **I**nterested

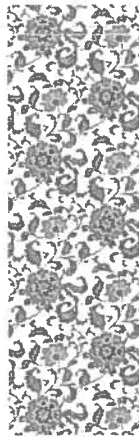
Validate

(Use an) **E**asy Manner

Made in Madras 2015

► Goals

1. Objective effectiveness
2. Relationship effectiveness
3. Self-respect effectiveness



(Be) **F**air

(No) **A**pologies

Stick to values

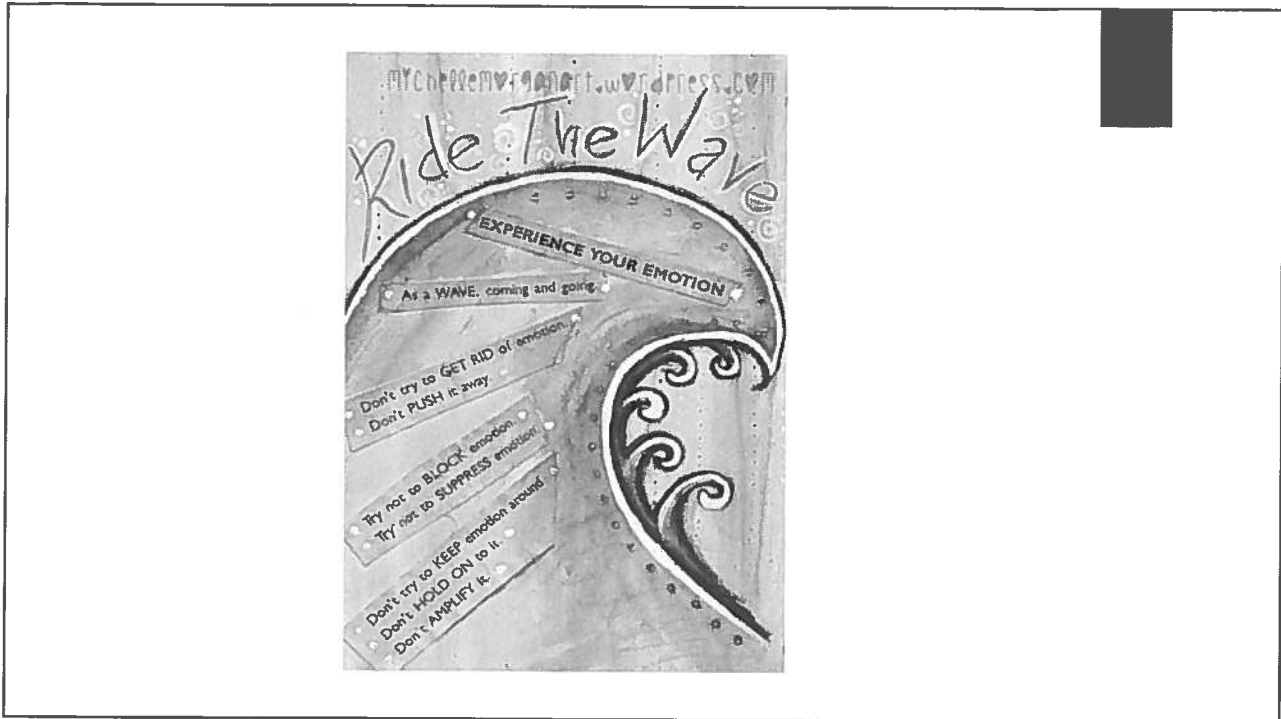
(Be) **T**ruthful

Created by: Pride in Madness, 2015



Emotion Regulation

- Model for describing emotions
- Goals
 - Understand emotions experienced
 - Reduce emotional vulnerability
 - Decrease emotional suffering
- Ways to describe emotions- love, joy, anger, sadness, fear, shame
 - Prompting events
 - Interpretations that prompt feelings of ____
 - Experiencing the emotion of ____
 - Expressing and acting on ____
 - Aftereffects of ____



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

Distress Tolerance

- ▶ Learning to cope, manage, and distract from negative emotions
- ▶ Tolerating crises, stress, and drama
- ▶ Crisis survival strategies
 - ▶ Distraction
 - ▶ Self-soothe
 - ▶ Improve the moment



- ▶ Guidelines for Accepting Reality
 - ▶ Observe your breath
 - ▶ Half-smiling exercises
 - ▶ Awareness exercises
- ▶ Basic Principles of Accepting Reality
 - ▶ Radical acceptance
 - ▶ Turning the mind
 - ▶ Willingness
 - ▶ (over) Willfulness

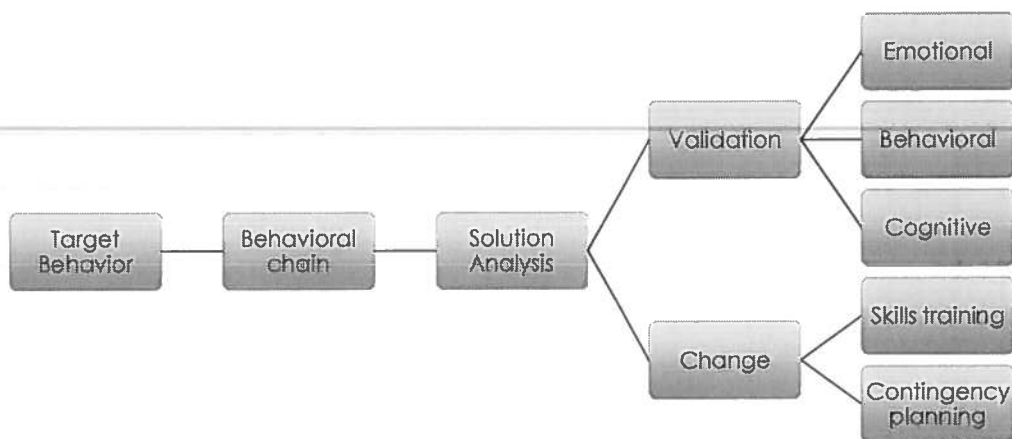
Diary Card

Dialectical Behavior Therapy Skills Training Manual										Initials	Filed out in Session?	How often did you fill out this side?	Started	
										0 *	Y N (Circle)	___ Daily ___ 2 3x ___ 4-6x ___ Once	Date ___/___/___	
Circle Start Day Day Of Week	Highest Urge To:			Highest Rating For Each Day			Drugs/Medications				Actions		Emotions	Optional
	Control	Sit Here	Use Drugs	Emotion	Physical	Joy	Alcohol	Illicit Drugs	Meds As Prescribed	PRN Over the Counter	Self Harm	Skills		
	0-5	0-5	0-5	0-5	0-5	0-5	# What?	# What?	Y/N	# What?	Y/N	0-7		
MON														
TUE														
WED														
THUR														
FRI														
SAT														
SUN														
Chain Analysis Notes							*USED SKILLS 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted 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							
Med Changes/Other							Urge to: _____		Coming into Session (0-5) _____		Ability to self-regulate/self-control _____		Coming into Session (0-5) _____	
							Quit Therapy _____		Emotions _____		Action _____		Thoughts _____	

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Circle the days you worked on each skill.							
1. Wise Mind	Mon	Tues	Wed	Thu	Fri	Sat	Sun
2. Observe: just notice	Mon	Tues	Wed	Thu	Fri	Sat	Sun
3. Describe: put word on	Mon	Tues	Wed	Thu	Fri	Sat	Sun
4. Nonjudgmental stance	Mon	Tues	Wed	Thu	Fri	Sat	Sun
5. One-mindfully: in-the-moment	Mon	Tues	Wed	Thu	Fri	Sat	Sun
6. Effectiveness: focus on what works	Mon	Tues	Wed	Thu	Fri	Sat	Sun
7. Objective effectiveness: DEAR MAN	Mon	Tues	Wed	Thu	Fri	Sat	Sun
8. Relationship effectiveness: GIVE	Mon	Tues	Wed	Thu	Fri	Sat	Sun
9. Self-respect effectiveness: FAST	Mon	Tues	Wed	Thu	Fri	Sat	Sun

Treatment Strategies



Misconceptions about ID/DD

People diagnosed with an intellectual disability are poor candidates for therapy because they...

- ▶ act out or have emotional problems because of the disability
- ▶ can't learn or achieve insight
- ▶ are insensitive to pain, and since they don't understand what has happened to them, they don't suffer emotionally
- ▶ are ill-equipped to deal with interpersonal stresses
- ▶ have difficulty controlling or delaying emotional expression or recognizing causes and consequences of their behavior
- ▶ are too fragile to participate in therapy

Client Needs

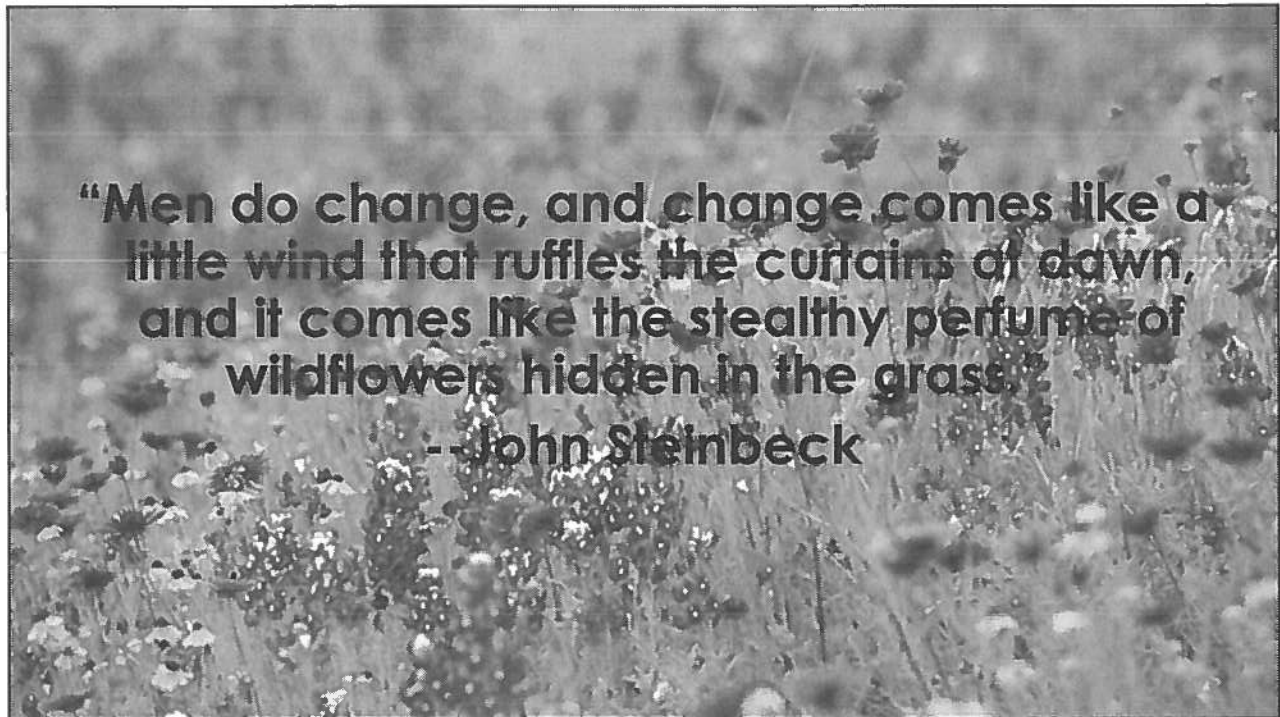
Person diagnosed with ID/DD might need counseling for:

Adjustment problems
 Family concerns
 Mood disturbances
 Personal or Interpersonal concerns
 Self-control of unacceptable behavior

Psychiatric Times reported that in the ID population:

Aggression, self-injurious, self-stimulating, inappropriate sexual and social behaviors are 3-5 times more likely
 32-40% prevalence of psychiatric disorders





Challenges

- ▶ Counselors should assess the individual if he/she is suitable for counseling and/or how the individual would be best served.
- ▶ Treatment must consider the individual's:
 - ▶ Developmental level
 - ▶ Communication
 - ▶ Comprehension
 - ▶ Ability to form relationships
 - ▶ Social adaptability
 - ▶ Generalization

Adaptations

- ▶ Structure session and use directive style
- ▶ Be flexible – duration, frequency, goals, approaches may need ongoing revisions
- ▶ Make abstract concepts more concrete
- ▶ Incorporate visual and tactile activities
- ▶ Incorporate active, interactive techniques
- ▶ Use familiar language and continually assess comprehension
- ▶ Create simple, attainable, concrete goals

Examples

- ▶ Mindfulness
 - ▶ "Am I being mindful?"
 - ▶ "Stop, Think, Ask"
 - ▶ Sensory activities
- ▶ Interpersonal Effectiveness
 - ▶ Conversation scripts
 - ▶ Conflict resolution



Slow down



Pay attention



Stay focused



Think it through

Examples

- ▶ Distress Tolerance
 - ▶ Self-guided imagery
 - ▶ Self-soothe box
- ▶ Emotional Regulation
 - ▶ Distress-o-meter
 - ▶ Problem-solving

JAIIME'S HAPPY PLACE

Take a deep breathe.



Think about your happy place

What would you see?

Ocean, flowers, surfers

What would you hear?

Waves, laughing, music

What would you smell?

Flowers

What would you eat?

Fruit

What would you do?

Build castle

How would you talk to?

My sister

How would you feel?

Happy, loved



Diary Card

Daily Diary Card

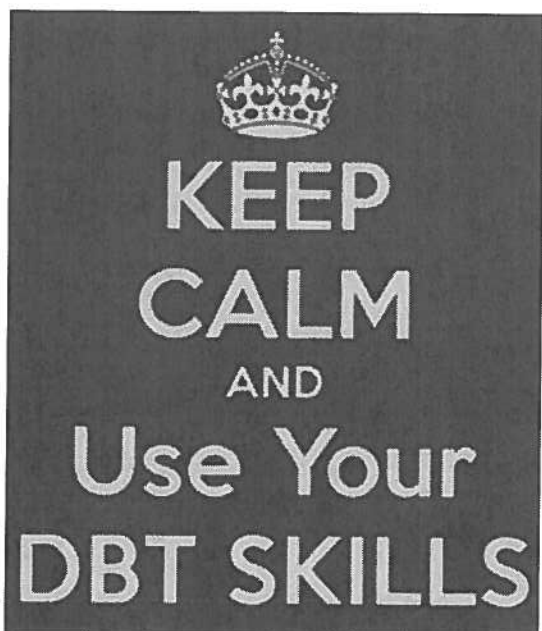
Name: _____ Date: M T W T F _____

Exercised 	Took Medication 	Ate Healthy Food 	Got Enough Sleep 	Worked in Treatment
Yes _____ No _____	Yes _____ No _____	Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
Felt Sad 	Felt Angry 	Felt Grumpy 	Felt Happy 	Felt Embarrassed
No _____ A little _____ A lot _____	No _____ A little _____ A lot _____	No _____ A little _____ A lot _____	No _____ A little _____ A lot _____	No _____ A little _____ A lot _____
Thought of Arguing 	Thought of Hurting Self 	Thought of Suicide 	Thought of Hurting Others 	Thought of Avoiding Work
No _____ A little _____ A lot _____	No _____ A little _____ A lot _____	No _____ A little _____ A lot _____	No _____ A little _____ A lot _____	No _____ A little _____ A lot _____
Argued 	Tried to Hurt Self 	Attempted Suicide 	Tried to Hurt Others 	Tried to Avoid Work
Yes _____ No _____	Yes _____ No _____	Yes _____ No _____	Yes _____ No _____	Yes _____ No _____

Did you go to Time Out? Yes _____ No _____ By yourself? Yes _____ No _____
 Did you require restraints? Yes _____ No _____

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References

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