


DBT - Informed Parent Skills Group

Pathways to Hope Conference
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What to expect today

- Introduction to the DBT-Informed Parent Skills Program
- Introduction to Dialectical Behavior Therapy concepts
- An overview of mental health, adolescent brain development, and understanding the underlying causes of challenging behavior
- Skills and techniques to improve communication, manage intense emotions, and set limits
- Mindfulness as an effective intervention

DBT Informed Parent Skills Program Features

- Evidence-based and research-informed
- Psychoeducation format with support and therapeutic qualities
- Attachment theory, trauma lens, collaborative problem-solving
- Prioritizes the family's role as primary supports and a collaborative stance
- Facilitators are mental health professionals with knowledge and training in DBT skills and content expertise
- Structure and length considerations for optimal learning and practicing
- Addressing the parents, caregivers searching for support and recognizing existing gaps
- Serving meals and nourishment – the power of food and shared mealtime for self-care and strengthening connections

Program Objective

- Fill gaps in services through innovative programming
- Coordinating treatment – internally and externally
- Reintegration home – sustaining gains; early prevention/intervention
- Strength-based, change-oriented, family-centered, culturally-sensitive
- Parents to regain compassion for their youth (and themselves)
- Responding to parents wanting to engage in their youth's treatment and learn skills
- Addressing barriers – affordable; effective use of clinical/staff time
- Design – DBT model; looking at Family Connections; using trauma and attachment lenses; curriculum/format
- Ongoing monitoring and program evaluation for growth, expansion, and continual improvement

The Groups

Check ins

Multimedia

Videos

Role plays

Mindfulness

Activities

Homework

Resources

Documentation

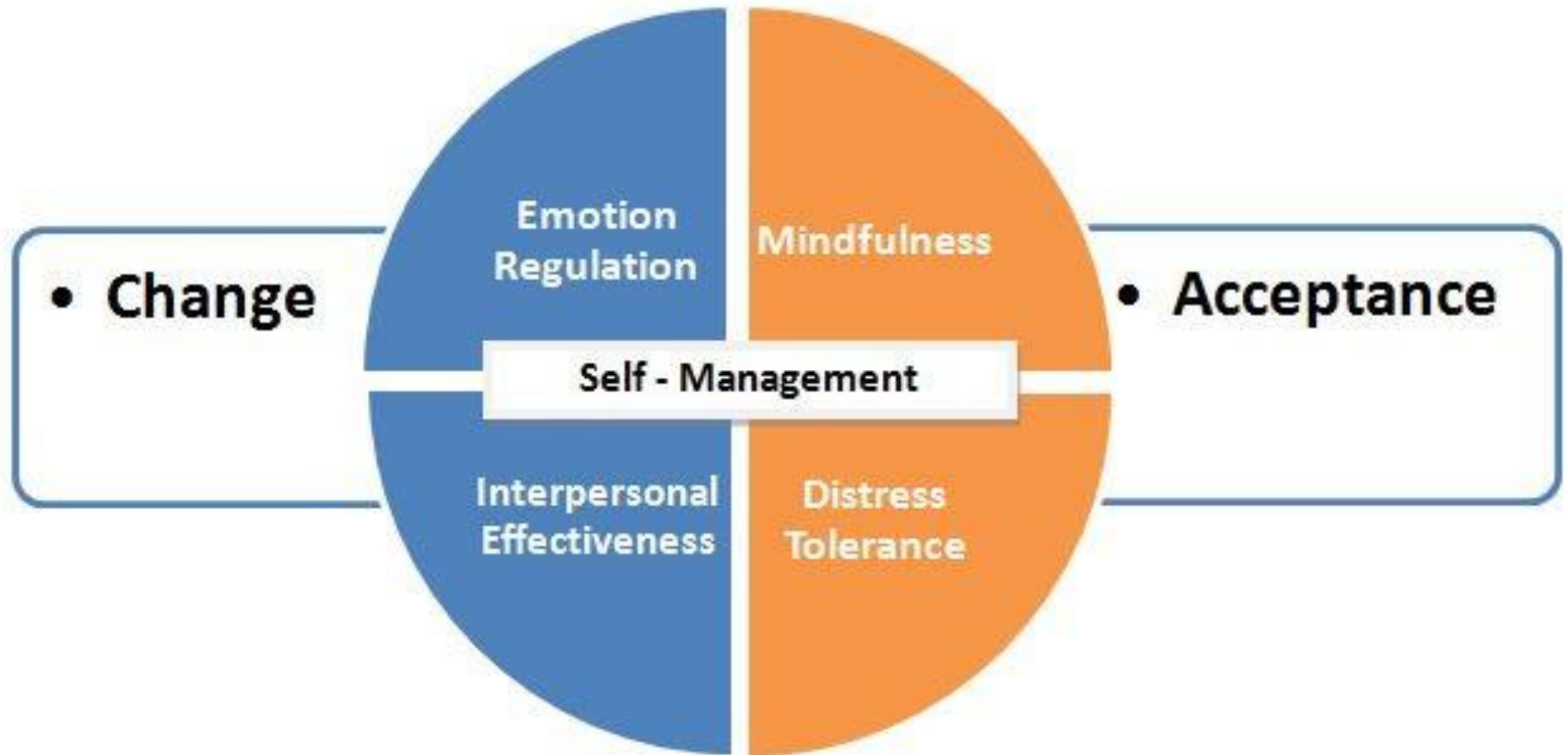
Costs and supplies

Group Format Overview 8 Modules

- **Understanding the Adolescent Brain** – what's behind the behavior
- **Validation** – how to effectively communicate and generate conversations
- **Emotion Regulation and Mood** – distress tolerance
- **Setting Limits and Communication** – interpersonal effectiveness
- **Family Relationships** – why we do what we do as parents
- **The Middle Path to Parenting as a Team** – managing conflict
- **Guilt, Shame & Blame; Judgments** – letting go of judgment
- **Celebrating and Letting Go** – practicing skills

Dialectical Behavior Therapy (DBT)

- DBT developed by Marsha Linehan in 1990's as a treatment model for severe and chronically suicidal adult patients with a BPD diagnosis
- Uses the biosocial model, CBT, ZEN (Mindfulness)
- Considers dialectics – both perspectives can be true at once
- Assumptions about clients
- Skills-based – addresses skills deficits not a deficit in the person
- Problem solving – it's natural for people to be drawn into problem solving mode
- Collaboration between health care professionals and patients



Acceptance Reality

Worse

Make it worse

Stay

Stay miserable

Accept

Accept the problem

Solve

Solve the problem

Change

Change how you feel about the problem

Skills Training

Emotions Regulation: Lack skills to regulate emotions and ability to self soothe

Distress Tolerance: Lack skills to manage stressful emotions and they often may make it worse

Interpersonal Effectiveness: Communicating styles are not effective; thereby not meeting their needs/wants

Mindfulness: Anxiety, depression, worries are taking over

Walking the Middle Path: Seeing in the world in black and white

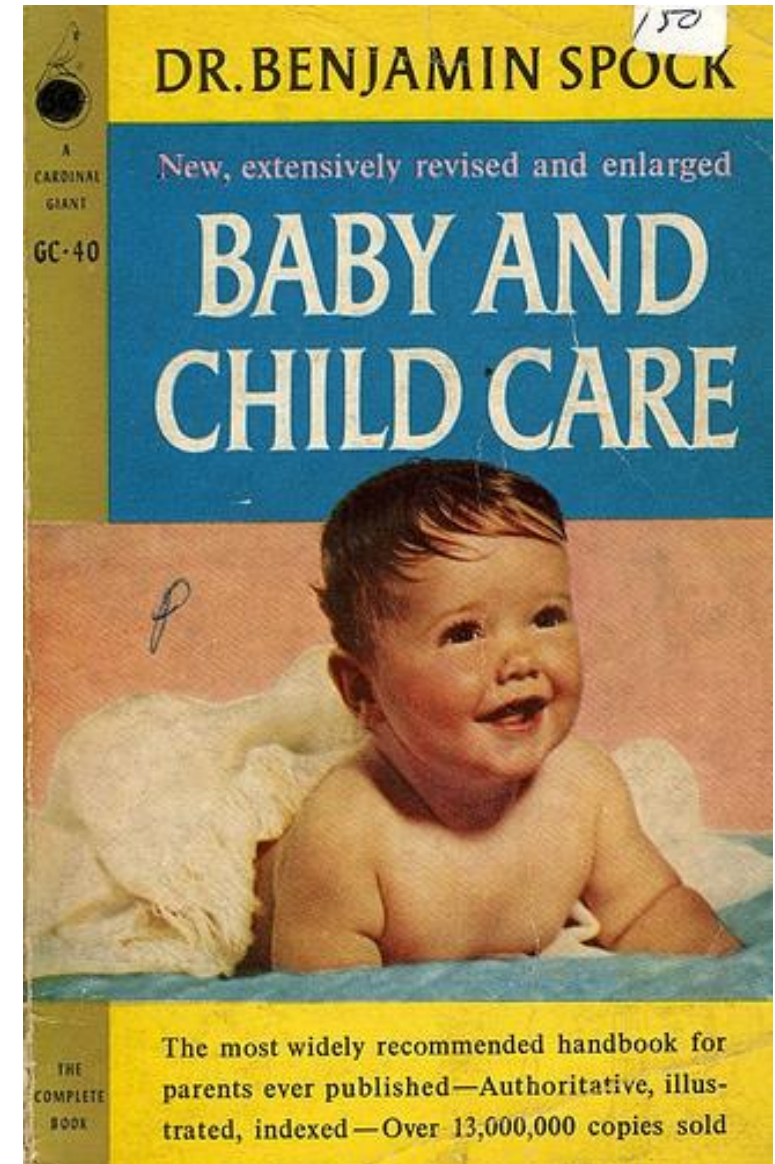
Assumptions:

- Clients/caregivers/service providers are doing the best they can
- People may not like the way they are behaving, it's the only way they know how to behave
- And clients/caregivers/service providers can do better
- People want to improve
- People may not have caused their problems, but they need to learn to solve them anyway
- They/we need to learn new behaviors and or skills

Parenting Adolescents Today

Influencing factors

- Technology age and the rate of changes
- Influence of social media
- iPhone Effect - FOMO
- Information age
- Generation gap
- Impact of Globalization
- Economic uncertainties
- Environmental worries
- Scientific advancements
- Stigma around families and mental health
- Climate worries
- Sexuality
- Healthy, safety, opportunities, social economic determinants of health



Understanding Behavior

Understand **why** challenging behaviors happen and what purpose they serve

Focus on **developing** a broader range of skills and improved outcomes for individuals

Implement interventions for these behaviors and help foster new behaviors or responses

Allows for benign interpretations, **moving away from judgments** and making inaccurate assumptions

The four main functions that maintain behaviors are:

The individual behaves in a specific way...

- **[S]**because it feels good to them (**sensory stimulation**)
- **[E]**to get out of doing something they do not want to do (**escape / avoidance**)
- **[A]**to get focused attention from parents, teachers, siblings, peers, or other people that are around them (**attention seeking**)
- **[T]**to get a preferred item or participate in an enjoyable activity (**tangible materials**)

Mental Health

According to the World **Health** Organization (WHO), **mental health** is “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”



Factors linked to resiliency

- Positive attachments with competent adults
- Development of cognitive and self regulation abilities
- Positive belief of self
- Motivation to act effectively in one's environment
- learning self control

Resilience

Definition of “Resilience” – Marriam Webster Dictionary

1: the capability of a strained body to recover its size and shape after [deformation caused especially by compressive stress](#)

2: an ability to recover from or adjust easily to [misfortune or change](#)

- Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress - such as family and relationship problems, health problems workplace and financial difficulties, it means 'bouncing back'.
- Research has shown that resilience is ordinary, not extraordinary. People commonly demonstrate resilience.
- Being resilient does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress.
- Resilience is not a trait that people either have or do not have. It involves behaviors, thoughts and actions that can be learned and developed in anyone.

American Psychiatric Journal

Model for understanding mental health

Biology

- Pregnancy
- Genetics
- Temperament
- Exposure to risk factors in environment



Environment

- Epigenetics
- Attachment
- Validating environment
- Absence or presence of health promoting environments
- Social determinants of health
- Trauma
- Inclusion/exclusion in society

Different temperaments

Temperament differences:

- Emotional sensitivity (high.....low)
- Reactivity time (quick.....slow)
- Return to Baseline (quick.....slow)

Influencing factors:

- Current biological factors (hunger, illness, tiredness, discomfort, pain)
- Environment (current circumstances, situation)



Stages of development

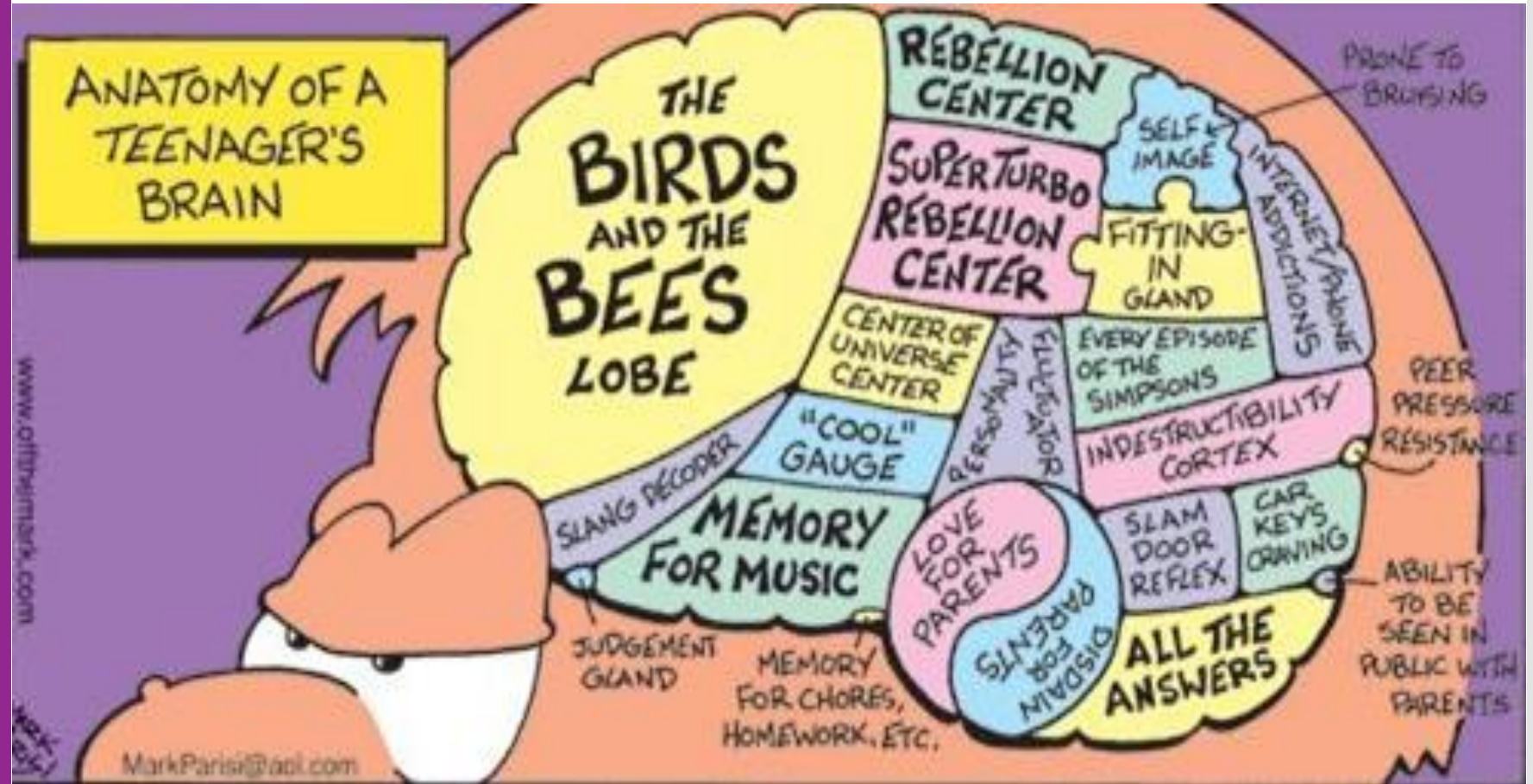


- Most dramatic shifts occur during infancy and adolescence
- **Neuroplasticity** during the adolescent years to 12 to 24
- Development of the frontal cortex of the brain
- Resiliency

Adolescent Brain Development

Structurally the teen brain is different

- Cognitive Changes
- Emotional Changes
- Risk-Taking
- World of Contradictions
- Risk Factors
- Stress, Sleep
- Technology Usage



Challenge social conventions and thinking outside the norm enables our society to evolve.

- Search for connectedness/belonging -> wanting to be different
- Going out into the world -> wanting to stay close to home
- Wanting to be different -> wanting to be the same
- Challenging family norms -> wanting things to be the same at home
- Feeling invincible -> having lots of fears
- Wanting freedom -> needing fences
- Their brains are more powerful -> they are more vulnerable
(Neuroplasticity)

World of
Contradictions

Teenage Brain Activity

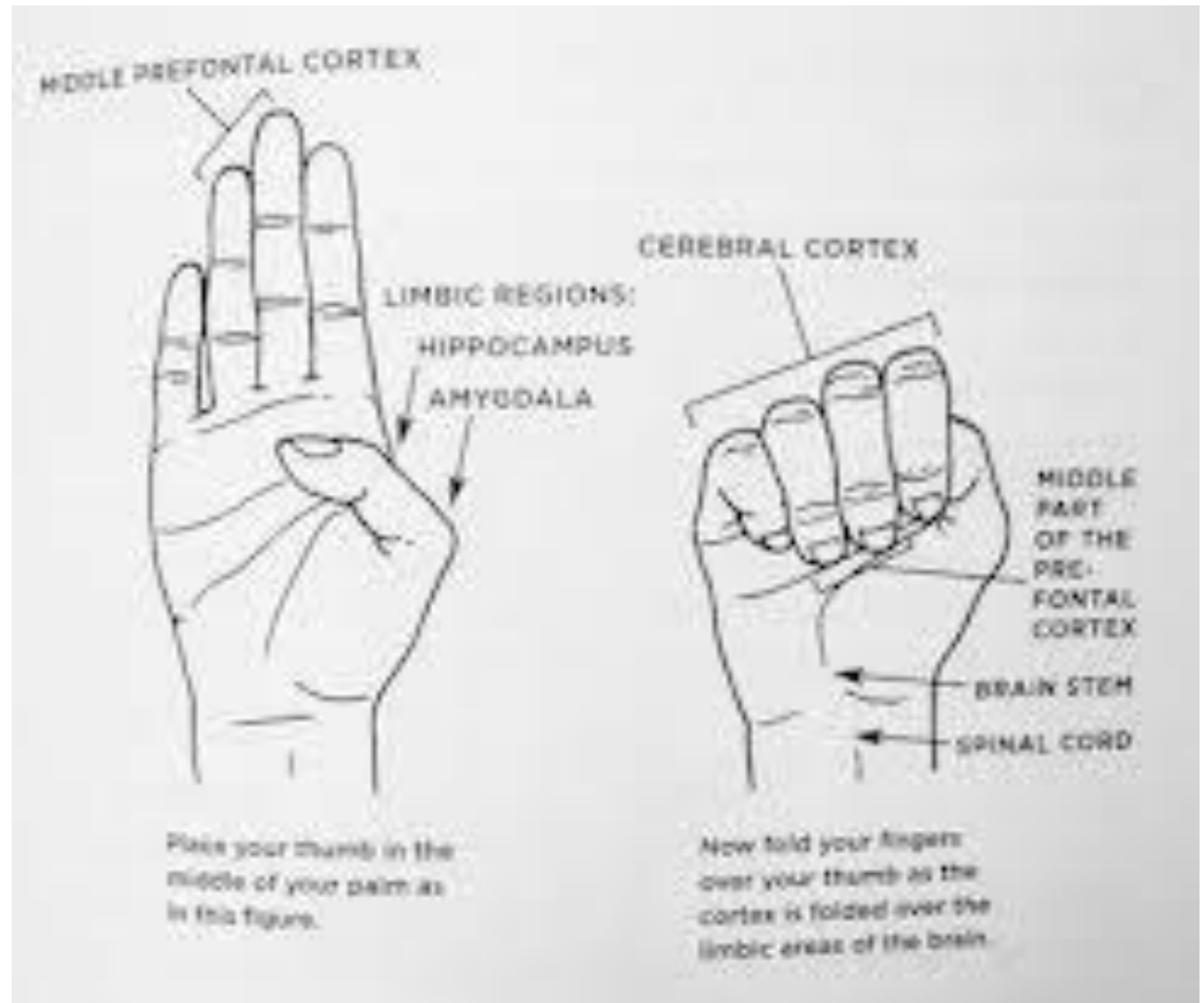
- **Dopamine:** a hormone and a neurotransmitter, the "*happy* hormone" responsible for experiencing pleasure. Helps motivate, drive, and focus the brain, also responsible for the risk-taking, thrill seeking, exploration, innovation, sense of invincibility
- **Integrating:** linking the different parts of the brain makes it a more coordinated effort
- **The overactive synapses:** results in a faster learning curve
- **Inefficiency:** difficulties with focusing, maintaining attention, self-discipline, task completion, control of emotion – NOT efficient at multi-tasking
- **Fully developed reasoning abilities**
- **Pruning:** use it or lose it – the more you use a circuit the stronger it gets, and those that are not being used, wither away – a myelin sheath covers them to make those passages solid, faster, and more efficient

- Increased ability to learn and apply skills
- Beginning to have abstract thinking, but revert to concrete thinking when stressed. Limited ability to infer motive, or reason hypothetically
- Beginning to see the world outside of their limited experience, and to see the grey. Revert to black and white thinking when under stress
- Can answer who, what, where, and when, but struggle with why
- Increased impulsiveness – easier to go with the impulse rather than pausing, which would result in delays in gratification
- Heightened emotional reactivity, intensity, and sensitivity
- Difficulty setting limits for themselves
- Youth calculate the pros and cons , the PROS (immediate rewards) outweigh the CONS (waiting)
- Teenage brain can see danger, but because the front lobe is not fully developed, they may not respond the best way to danger – fear of getting into trouble shapes response
- Defines self concept outside of the home – developing and testing values and beliefs
- Getting to know their abilities, accomplishments, and how their new bodies are responding
- Looking for validation
- **What will happen:** emotion regulation, gut feeling, self-understanding, sense of identity, empathy, understanding relationships, and their place in the world

Cognitive Changes and Emotional changes

The 'Handy Model' of the Brain

Dan Siegal



Vulnerability Factors

- Mental health issues become evident
- Influences of genetics, temperament, environment, and life circumstances impacting a teen's life
- At-risk behaviors – can't get off the rollercoaster or keep up with the changes
- Engaging in self-harm/suicidal ideation
- Using mind/mood altering substances that can lead to misusing drugs, alcohol, pornography, gaming; those prone to addictions
- Debilitating anxiety/stress; extreme behaviors such as aggression and social isolation
- Emerging LD's

Changing Our View

Take the problem away from the person and ask:

- Why is this behavior occurring?
- What changes can I make to prevent the problem from occurring
- What new skills does can the person be taught?

Biosocial Theory

Invalidating environments

Relates to
trauma and
attachment
disruptions

Individuals with pervasive dysregulation grow up in invalidating environments...

- Thoughts, feelings and behaviors are indiscriminately rejected, trivialized, ignored or punished
- Lower-level expressions of emotion are ignored or punished, and emotional escalation is sometimes given greater attention (intermittently reinforced)
- The ease of problem solving, and meeting goals is overstated and oversimplified
- Often happens in environments in which sexual, physical, emotional abuse are present
- Invalidaion can come across as rejecting, ignoring, judging
- Disregarding another persons suffering and unwillingness to correct miscommunication
- The Other

Impact of invalidating environments

Results in:

- Mistrusting their internal states and looking outwardly for clues on how to interpret what is going on inside them and how to then think act or feel (Miller p. 45). This may cause difficulties in managing stress, distress, and effectively meeting challenges.
- Escalated emotional expression, which can look like screaming, angry outbursts; intense emotions encountered by threats, coercion, or aggression
- Downgraded emotional expression, which can look like avoiding, withdrawing, masking, selectively focused attention
- Self invalidation – self-blame and self-hatred for reacting
- Denial or ignoring the vulnerability to dysregulate – hold high expectations of self, minimize difficulties, won't ask for help; perfectionistic

Trauma

- Can be one incident
- Can be developmental – overtime – no place to put emotional pain; pain is caused by primary caregiver
- Can have long term effects – preverbal trauma's lasting impact; adverse childhood experiences (ACES's)
- Influences ways people interact/respond with their environment
- Can be intergenerational
- Impact is influenced by biology/environment
- Hinders ability to regulate emotions/affect and express emotional states safely and accurately
- Responses can include: emotionally dissociate, labile, extreme and rapid escalated responses to even minor stressors - thoughts and emotions disconnected

Stress Responses

It is crucial to look for adaptive qualities in the symptoms that develop

These will look like *means of surviving* and *strength*



“Shutting down” and seems to not hear, see or be aware of their environment (dissociation)

Daydreaming

Blank spells



Hiding, running away, disappearing



Violence, aggression, self-harm behavior, urges or threats; threats or fantasies of harming others, or preoccupations; seemingly random attacks on others, often no triggers; seemingly unaware of behavior in episodes of violence

Trauma Impacts:



Survival vs Learning

- Comes into direct conflict with each other
- Hyper vigilance – danger is everywhere
- Don't trust self-soothing
- Uncontrolled over overcontrolled behavior patterns can be established in first years of life
- The importance of providing a *safe* environment
- **Teaching self-regulation** – manage intense emotions and restore equilibrium across all domains including physiological, cognitive, behavioral, and affect
- Instill feelings of self-worth, esteem, efficacy, future orientation, community building and capacity to experience pleasure
- Possible pulls toward re-enactments. The person may continually re-enact what they have not been able to resolve. To gain mastery over traumatic event(s) To achieve a more acceptable outcome To release trauma-related tension. Can be evoked by feelings of shame, abandonment fears, from grief, or anger.

I love you! and **I HATE YOU!**
all at the **SAME** time

DIALECTICS

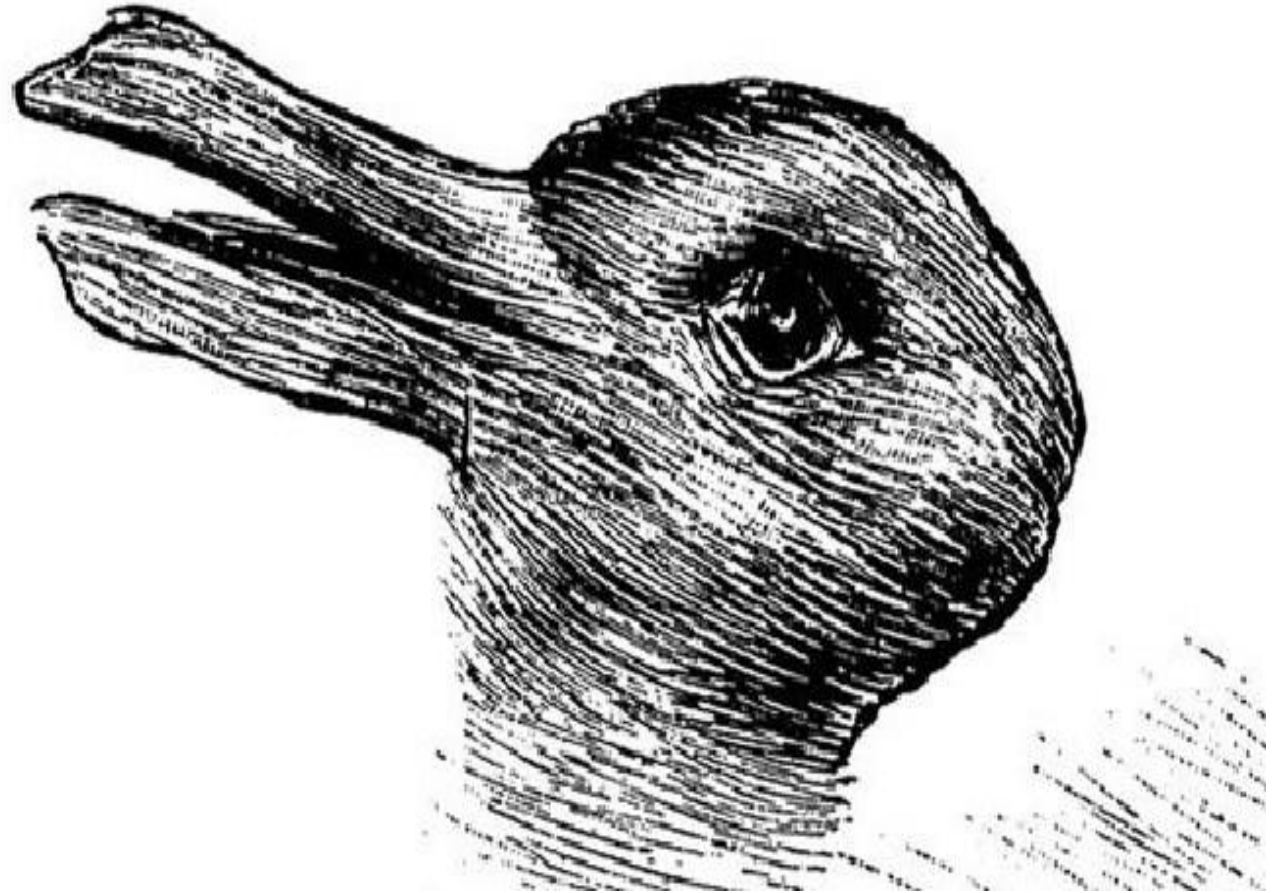
What is a dialectic?

What does dialectical mean?

healingfrombpd.org

- Multiple approaches or ways to look at any situation
- Multiple viewpoints are valid, and naturally dialectical dilemmas arise
- You may find yourself leaning more towards one side/point or the other, or you may be indecisive about the two sides
- The word “dialectic” means that there is no singular truth, rather that two (or more) viewpoints come together to establish a truth
- When attempting to think dialectically, you recognize when you are in “emotion mind” and/or “rational mind”, and when they are in control
- Goal is to work towards “wise mind” – the balance of the two

Duck/ Rabbit



- Once you become aware of dialectics, you see them everywhere – especially in interpersonal relationships
- The challenge can be how to approach the situation where viewpoints are completely different
- Disagreements happen, and both positions are right depending on how the situation is viewed
- Your truth is only one truth, and their truth is just as valid as yours
- When validating the other viewpoint, it demonstrates listening, and can help decrease conflict
- Recognizing dialectics gives permission to let go of being “right” and start being “effective”

Dialectics
Continued

Polarizations

**When do we
find ourselves
being
polarized?**

- Too Loose vs. too strict
 - Forcing independence may be the result of losing stamina/feeling burned out
 - Coping with changes – what part of the relationship is hard to give up?
 - Flip Flopping – indecision, second guessing our selves
 - Recognize normative behaviors and the difference between dangerous or unsafe behaviors
 - Staying on the “too light” end based on fear of what may happen if we put our foot down or say no?
 - Walking on eggshells
 - Reasons for holding on too tight – fear and worry?
 - Staying on the “making too much” end based on fear of what the teen might do if we loosen up?
 - Always in crisis, versus numb to situations
 - What is the balancing act that you perform within yourself?
- What is the balancing act like between you and your team members?

The Middle Path

- Acceptance AND change = the Middle Path
- A balanced approach of not being too extreme – away from black and white thinking
- Two things that seem like opposites can both be true
- Check out your assumptions and clarify what others may mean
- Does not mean giving in or compromising, or agreeing with the other person
 - Example: This must be very challenging for you (validate and accept) and it is not okay for you to yell at me (change)

How Can We Move Towards the Middle Path

- Mindfulness
 - Using “wise mind” to ask yourself – where am I on the continuum? Where is my middle path? What would it look like?
- Reflecting on why you lean the ways you do in the dialectical dilemmas can help you balance yourself
- Emotion Regulation
 - Recognizing what emotions arise for you when your dialectical stance is being pushed (discomfort, etc.)
 - Regulating yourself and responding to those emotions as needed – opposite action and/or mindfulness of current emotion
- Accepting your own limits – self-validation
- Notice that your limits may differ from your team’s limits
- Validate one another

Introducing Mindfulness

Accessible

Cross-cultural

Nonjudgmentally

Benefits

Application

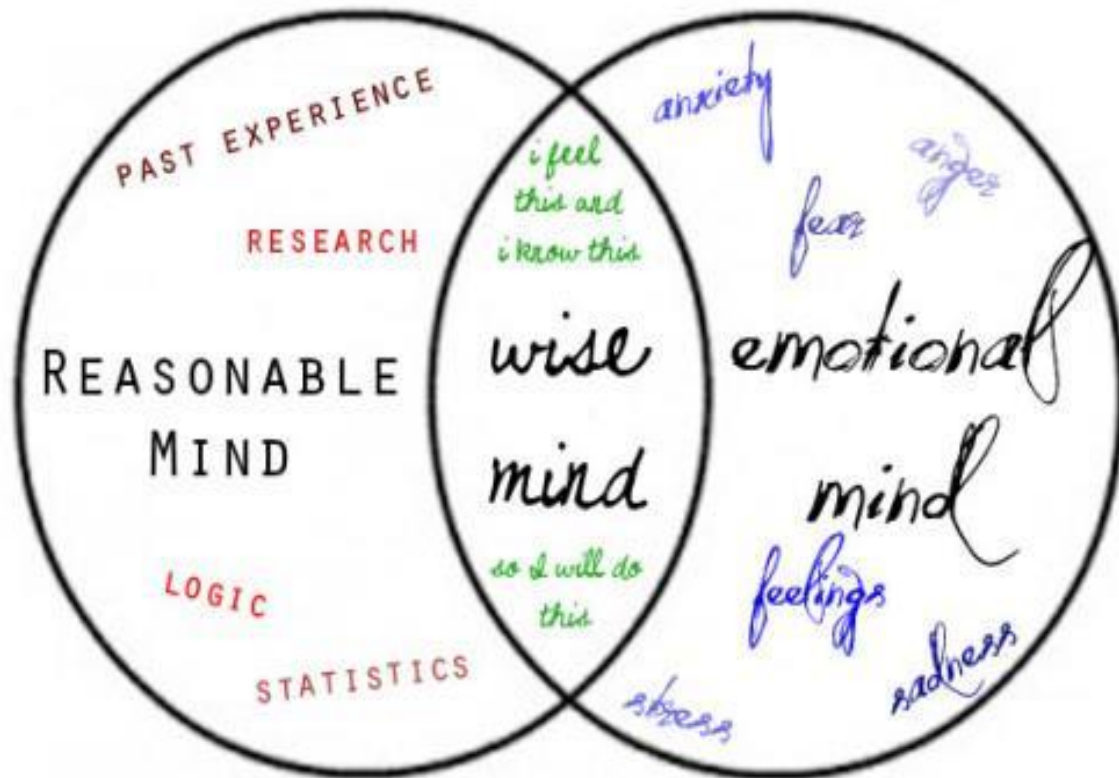
Not prescriptive

Not directive



Mind Full, or Mindful?

Mindfulness



- Being aware of you, the sensations you are experiencing, your environment, and what you need and why
- Ability to stay present, in the moment
- Gives more choices and more control over your behavior
- It helps you slow down and notice emotions, thoughts and urges (increase self awareness) and helps you choose a behavior more thoughtfully rather than act impulsively (knee jerk reaction)
- Allows you to be flexible
- Allows for connectedness
- Allows you to respond effectively when children generate strong emotions in yourselves and brings out the worst in you
- It takes practice - using brain muscles
- Reduce your emotional suffering and increase your pleasure and sense of well-being
- Increase compassion for self and others

How to become Mindful

What skills

- Observe - using senses, don't push away
- Describe - put words to experience, stick to facts
- Participate - fully doing, throw yourself into activity

How Skills

- Nonjudgmentally - stick to the facts
- One-mindfully - focus on one thing at a time
- Effectively - do what works, use skills

Reaching Wise Mind and Emotional Regulation Skills

Reduce Reactivity/sensitivity

Exercise and balanced eating and sleep

Remember the goals, know your own state of mind, and vulnerabilities

Reduce intensity of emotion episodes

Heavy focus on distraction early on, which is a less destructive form of avoidance

Name and tame own emotional state

Increase emotional tolerance

- Mindfulness
- Observe your emotion
- Experience your emotions as a wave coming and going
- Block avoidance

Increase acting effectively despite emotional arousal

- Remember you are not your emotion – DO NOT necessarily act on the emotion urge
- Opposite action

Describe



- What are emotions
- What emotions good for
- Why bother



From October 28th to October 29th 2013, an online survey was conducted among 1,510 randomly selected Canadian adults who are Angus Reid Forum panelists. This word cloud shows some of the most common responses to the following question: "Everyone is afraid of something. And some people are afraid of everything. What are 5 things you fear the most?"

Our Emotional Selves

- Primary emotions – amygdala; FFF response; brains first response; prepare our bodies to respond; often initially experienced nonverbally, as sensations
- Emotions have purpose – it's adaptive
- Emotions have urges
- You feel more than one
- They only last a few seconds
- They come and go
- Primary/secondary emotions
- They are not the same as thoughts
- Range of emotions – children are learning about them, their function, their importance, and their power
- Children are influenced by our responses to their emotions
- Awareness of our own emotions and their impact on children
- We all have them unless we are dead or lizards

EMOTION REGULATION

Emotion regulation is important

- When we over-signal, we may make it worse and won't actually get our needs met
- We may be misinterpreting our environment and/or we don't have all the facts
- We do it in order to have control over our emotions rather than them controlling us

Managing Intense Emotion

- We cannot be reasoned with when emotionally flooded
- Be mindful of urges to control the situation by threatening, fixing it, or dismissing it
- Validate it, approach with curiosity, and an open mind
- Maintain *your* control - take a deep breath, take time, accept this is happening - nonjudgmentally, help them regain control of their emotion, co-regulate
- See what's happening to, and around them, with other people, and the environment, clearly and objectively
- Help them name the emotion; use emotion words, conversations of what they might be feeling, which emoticon(s) would you use?
- Not all sensations are emotions - help them differentiate (stomachache might be a stomachache)
- Try distraction, offer something you know is soothing, take space

Distress Tolerance

Getting through the moment without making it worse by using:

- Distraction
- ACCEPTS
- Self-Soothe – using the 5 senses
- IMPROVE the moment
- Weigh the Pros and Cons
- TIPP Skills: Temperature, Intense exercise, Paced breathing and Progressive relaxation



Behavioral Tech

Invalidation – with the Best Intentions

- We all do it
- It's not always harmful
- It can be corrected
- You want to make it better
- You want to help problem solve
- Examples:
 - Get over it, it will be ok
 - Just go to school and don't worry about ...
 - Come on it's not that bad
 - You are so beautiful
 - Coming up with solutions
 - Sometimes our cheerleading can be invalidating
 - you can do it, it's not that hard

Invalidation that threaten relationships

- Threaten, coercion, aggression
- Ignore
- Minimize feelings
- Judgmental or critical explanation of behavior
- Not willing to correct miscommunication
- Needing to be right
- Insist your solution is the right solution
- Up the ante
- Make assumptions about the other person without checking facts
- Disregard another persons suffering
- Patronizing, know better

Functions of Validation

- Strengthens relationships
- Increases self-validation by modeling validation
- Increases positive expectancies (believing in child)
- Reduces stress
- Reduces power struggles
- Reduces anger
- Reduces tensions
- Allows for effective communication
- Builds trust
- Builds and enhances self respect
- Allows for cooperation and problem solving
- Feels good

How To Validate

TIMING

Eye Contact – It offsets feelings of shame; it honors emotions

Take a nonjudgmental stance – It's not good or bad, it just is; focus on just the FACTS; accepting dialectics

Silence: sit with the emotion

Attend to vulnerabilities – provide nourishment, space, time

Change vocabulary – avoiding BUT and SHOULD, practice using AND

How are you at the moment in time – your connection between your breath; heart rate, your tone, level of patience, your mood

Attunement – co-regulation

Emotionally responding
to another

Role modeling

Relating to each other's
emotional selves,
specifically the primary
emotions; feel felt

Non-verbal and verbal
attunement

Rupture and repair

Joining



Steps to Validation

- NOT PROBLEM SOLVING
- It doesn't mean agreement
- Not validating the Invalid
- Letting go of being right
- Accepting dialectics
- Look for that kernel of truth
- An effective or appropriate means to an end
- Verbal and nonverbal validation
- Everyone is doing the best they can

What to validate

- Feelings or emotions
- Beliefs or opinions
- Reasonable expression of wanting something
- Recognizing someone's efforts
- The person's views from their perspective

Getting Ready to Validate – Self Validate

- What are your thoughts and feelings at the time
- Its about:
 - Me ↔ You
 - My needs/wishes ↔ Your needs/wishes
 - What are my vulnerabilities ↔ What are your vulnerabilities
- Check for conflicting needs

Levels of Validation

1) **Being present** – Give 100% undivided attention – being present when intense emotions are expressed is not easy, but worth the effort.

"Tell me what happened"

2) **Accurate reflection** – When you are reflecting the thoughts and feelings you are hearing, you verbalize what you heard, helping them express themselves accurately, giving them vocabulary.

"Let me see if I got this right..." "your upset because you wanted to..."

3) **Reading a person's behavior and guessing what they might be feeling** – Articulate the un-verbalized emotions, thoughts, urges, and behavior patterns.

"I am wondering if you are worried because..." "it seems to be you are scared that..."

4) **Understanding the person's behavior in terms of their history and biology** – We react to the world based on our previous experiences and biological wiring. If we have had a negative experience, future situations similar to the previous experience may cause a bad reaction. For example, if child was bitten by a dog, they may be afraid of dogs.

"Given your experience I get why you might be feeling this or saying this given..."

5) **Normalizing or recognizing emotional reactions that anyone would have** – Knowing that the other person would likely feel the same in a similar situation helps to reduce negative feelings.

"You know, it's ok to feel this because you, like everyone else, shares these feelings and thoughts about..." "stressful events make the best of us go into emotion mind..."

6) **Radical genuineness** – Radical genuineness is treating your loved one as a real person with real feelings instead of as someone who is incapable of solving their own problems with your love and support.

"I care about you and I want to know and I want to understand..."

Self-Validation | self-compassion

- **Practice statements:**

- “It makes perfect sense that I ... because...”
 - it is normal or makes sense now
 - of my past experiences
 - of the brain I was born with
 - of my thoughts/beliefs

- **Practice postures:**

- Non-ashamed, non-angry
- Confident nonverbal behavior
- Confident tone of voice

- Involves self-kindness, humanity, and mindfulness
- Don't take on the words, thoughts and emotions of others – just own your part
- Be warm and understanding towards yourself when you suffer, fail or feel inadequate
- Moving away from it's just me who thinks this way – failing and feeling inadequate is shared amongst humans

Brown Dare to Lead 158

Nonjudgmental stance

Practice accepting what is in the here and now

Let go of *insisting* that things be different

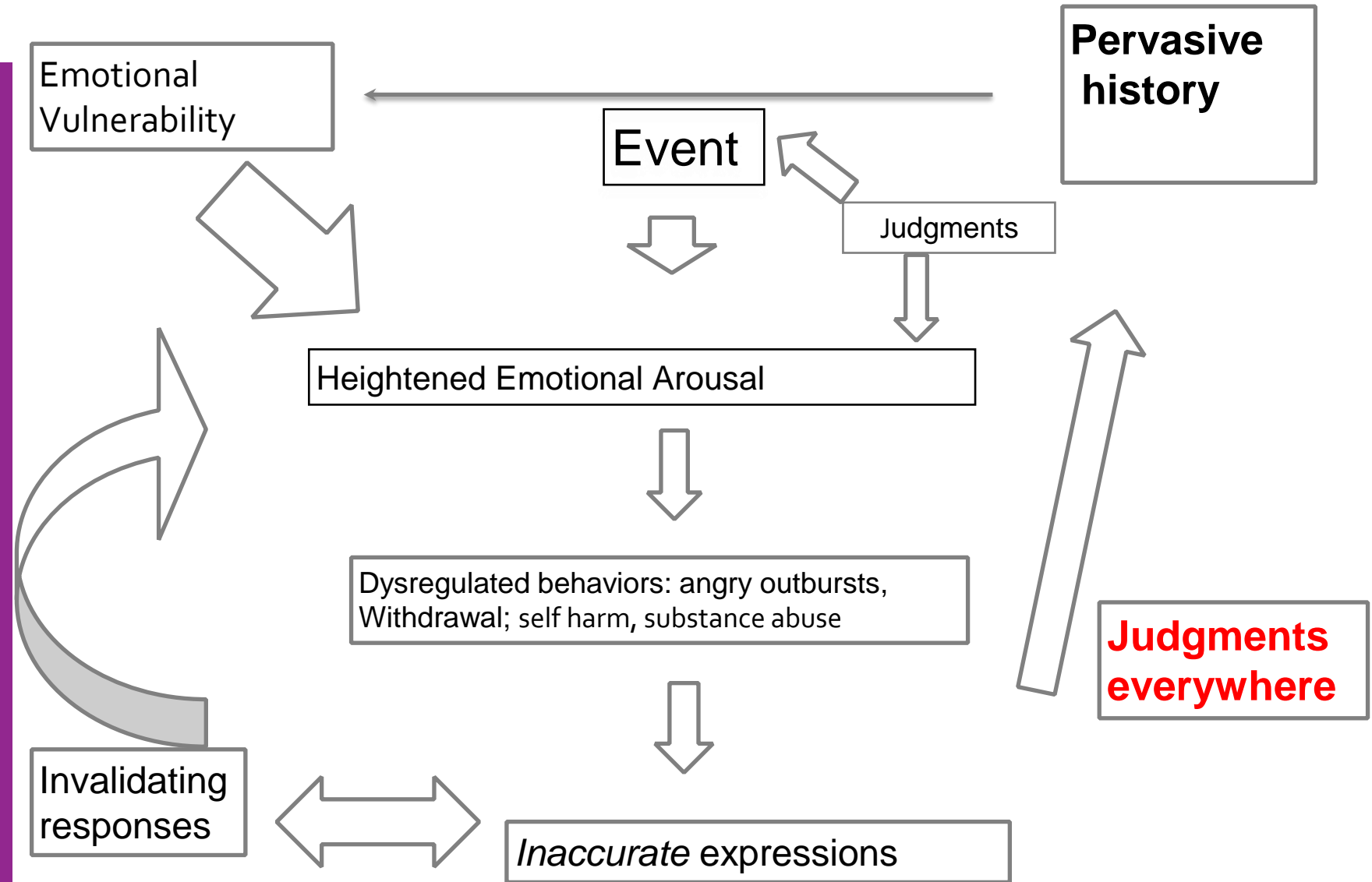
Notice and *allow* body sensations

Notice self-judgments and let go of them

Accept our imperfections and those of our children

Moving *beyond* viewing ourselves as “good” or “bad”, “successes” or “failures”

Transactional Model: How emotions can make it worse



Alan E Fruzzetti, 2015

Communication

The Basics

- The What, Why, When, and How
- Nonverbal language often sets the tone, and it may be done unconsciously and interpreted unconsciously
- Verbal language

Finding the Balance

Can we offer...

- Independence AND Assistance
- Choices AND Limits
- Firmness AND Gentleness
- Giving In AND Following Through
- Consistency AND Being Flexible

Setting Limits: Be Realistic

- Setting limits can be uncomfortable – parents and adolescents would rather avoid this discomfort; meaningful change does require some level of discomfort for all
- Create realistic limits – clear, concise and doable
- It can be helpful to weigh the pros and cons between changing your strategy, or maintaining it; picking battles
- Timing
- Limits and Rules are necessary and can be changed
- Adolescents can and should be part of establishing limits
- People have different limits
- Boundaries and limits are different
- Responding to their rudeness /refusal – avoid the minefields: don't take it personally, practice grounding yourself
- - **STOP – BREATH – THINK** before responding
- **SAFETY FIRST**

Observing Your Limits

- Before setting limits, consider:
 - Tune in to yourself – be aware of your own thoughts and feelings by labeling your emotions; MINDFULNESS
 - Your feelings are YOUR feelings – give yourself permission to experience them
 - Identify what you are **WILLING TO ACCEPT**
 - Identify what goes beyond your limit and your sense of self-respect
 - Accept that it is okay to say “no” – **Why is this important?**
- Setting limits
 - Reduces burn-out
 - Helps to preserve your relationship with your family member
 - Helps to preserve your sense of self

The objective (goal)

- I would like my teen to clean their room, because I am selling the house and the real estate agent is coming
- Take the garbage out because it's garbage day and I won't be home to put it out

The relationship

- The room is a mess, I would like it tidy, and I know they had a rough day, and this is not a priority for my teen

My self-respect

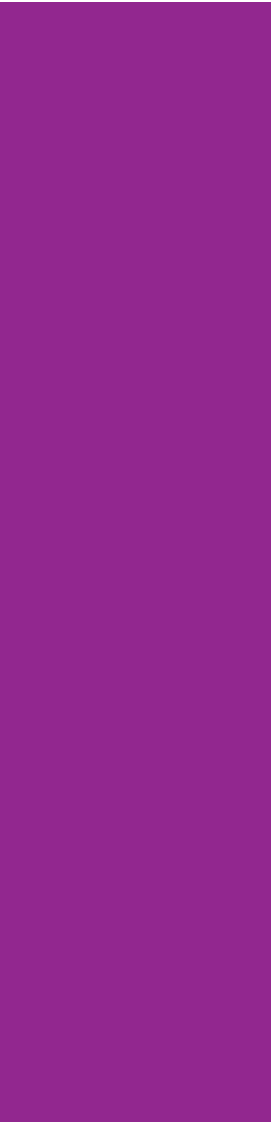
- I like a clean house, and I have asked so many times for my teen to clean the room, and it's like my wishes don't matter, I am fed up. This is their responsibility in the home, and it is them doing their fair share

Prioritize your goal

Interpersonal Effectiveness Skills

Guidelines for getting what you want:

- How to ask for what you want
 - How to say NO to what you don't want in your life.
 - Manage interpersonal conflict
- *These skills increase the probability that things will go your way, but it isn't a guarantee
- The key is to find a balance between a parent's need for control and an adolescent's need for autonomy
 - Establishing balanced limits will build trust and enhance communication
 - SAFETY FIRST



Interpersonal Effectiveness Skills: DEAR MAN

Describe – describe the facts in a nonjudgmental way

Express – express feelings or opinions about the situation

Assert – ask for what you want in a clear, concise, and assertive manner

Reinforce – reinforcing by telling others about the positive effects getting what you want or need

Mindful – stay mindful. Can help you maintain your focus

Appear confident – make eye contact; avoid whispering/staring at the floor

Negotiate – be willing to give, to get



Relationships & Communication

Guidelines for keeping the relationship

(GIVE)

Be GENTLE

Act INTERESTED

VALIDATE

EASY manner

Guidelines for maintaining respect for yourself

(FAST)

Be FAIR

No APOLOGIES

STICK to values

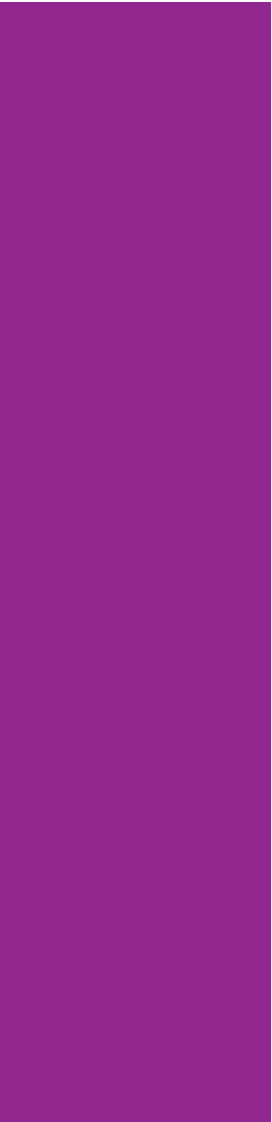
Be TRUTHFUL

Guidelines for Communicating

Try using,

- “I felt that...”
- “I thought that...”
- “I wonder if...”
- “I’m curious about...”

- Avoid,
- “You made me feel...”
- “You didn’t do...”
- “Why can’t you...why didn’t you...”
- “You should...”



Factors Reducing Interpersonal Effectiveness:

- Skill Deficits
 - Worry Thoughts
 - Emotions
 - Indecision
 - Environment
- 

PLEASE Skills

Tend to Physical illness

Lather and soap

Exercise

Avoid mood altering drugs or substances

Ensure adequate Sleep

Eat healthy and balanced meals – nutrition

- Miller, Rathus, Linehan, Dialectical Behavioral Therapy, 2007, The Guildford Press, NY



TIP Skills: Changing Your Body Chemistry

To reduce extreme emotion mind *fast*.

Remember these as **TIP** skills:

T

TIP THE TEMPERATURE of your face with COLD WATER* (to calm down fast)

- Holding your breath, put your face in a bowl of cold water, or hold a cold pack (or zip-lock bag of cold water) on your eyes and cheeks.
- Hold for 30 seconds. Keep water above 50°F.

I

INTENSE EXERCISE* (to calm down your body when it is revved up by emotion)

- Engage in intense exercise, if only for a short while.
- Expend your body's stored up physical energy by running, walking fast, jumping, playing basketball, lifting weights, etc.

P

PACED BREATHING (pace your breathing by slowing it down)

- Breathe deeply into your belly.
- Slow your pace of inhaling and exhaling way down (on average, five to six breaths per minute).
- Breathe *out* more slowly than you breathe *in* (for example, 5 seconds in and 7 seconds out).

PAIRED MUSCLE RELAXATION (to calm down by pairing muscle relaxation with breathing out)

- While breathing into your belly deeply tense your body muscles (*not* so much as to cause a cramp).
- Notice the tension in your body.
- While breathing out, say the word "Relax" in your mind.
- Let go of the tension.
- Notice the difference in your body.

***Caution:** Very cold water decreases your heart rate rapidly. Intense exercise will increase heart rate. Consult your health care provider before using these skills if you have a heart or medical condition, a lowered base heart rate due to medications, take a beta-blocker, are allergic to cold, or have an eating disorder.

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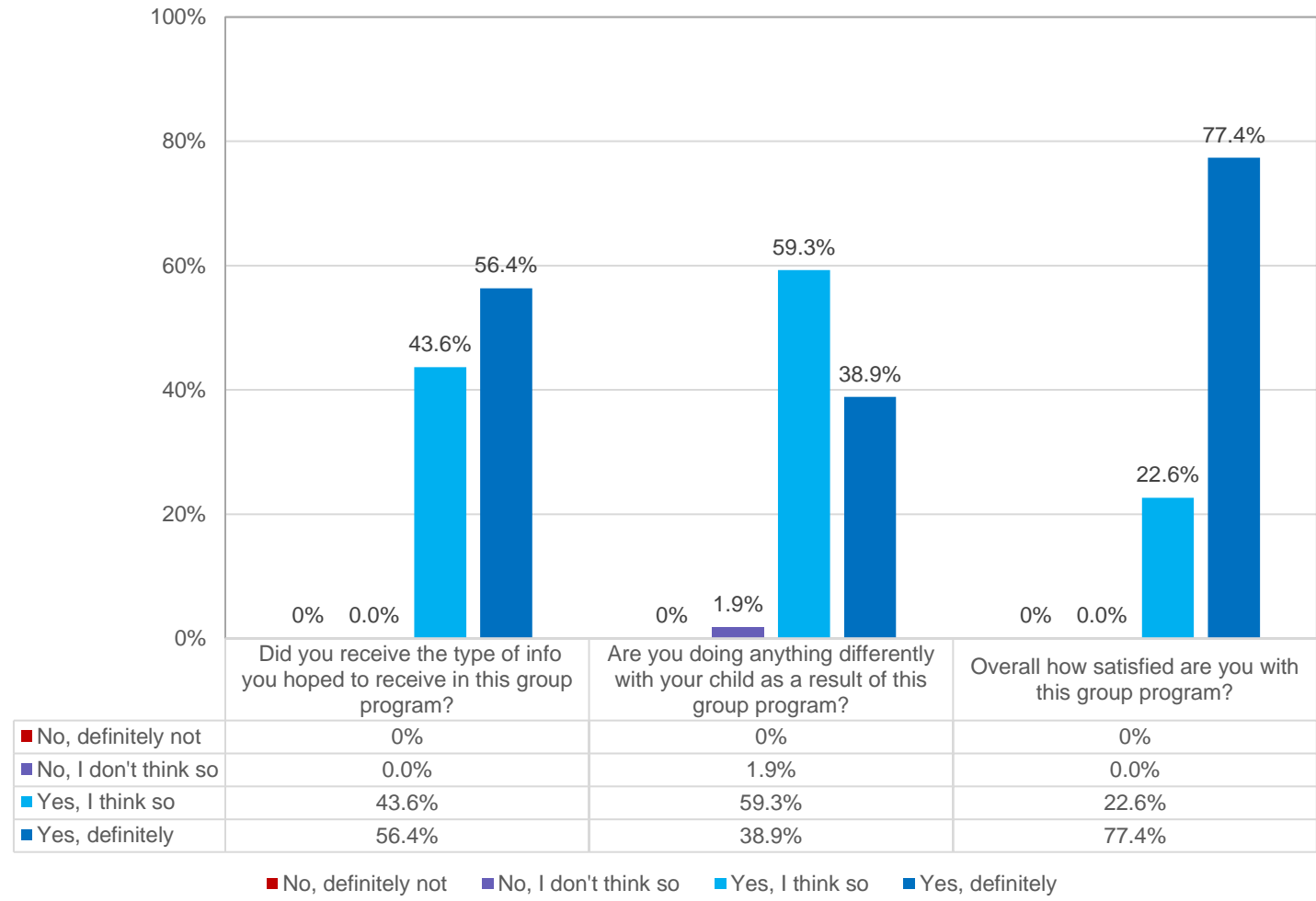
Progressive Muscle Relaxation

Sequential tensing and releasing of major muscle groups to bring about relaxation

- Can lead to alterations in sympathetic nervous system activity, including decrease in pulse rate, blood pressure and altered neuroendocrine function
- Induces both **physiological and psychological relaxation** by reducing the response to stress, reducing skeletal muscle contractions, and decreasing the sensation of pain

Outcomes

Caregiver Responses to Rated Scale Questions
DBT Groups - 2014-2018 (n=55)



2018 Group Program - Observation



Learning and Using Core DBT-Informed Skills

Program Evaluation – Observational Data

- "What do I do? Shifted my value system so low to "don't die" so what do I do when I'm challenged in a situation?"

- "It's hard," "struggling."

- "Safety – that's all we're left with. That's our motto."

- "As a parent, I am always just trying to problem-solve and [my youth] are just getting angrier and I am not listening."

- "Judged."

- "I'm getting mad because I haven't taught you so I'm mad at myself and it's tough because I don't have the language to teach you and explain it but when I do, I will."

- "But, others are like us and don't have to feel alone."

- "So good to learn. I feel so isolated in the community so that plays a part in feeling good about being here too."

- "It's nice to know we are all trying our best and increasing our skillset."

- "I'm trusting the process."

- "I realized I couldn't do it all by myself the other morning to get them to school, and I got my husband to stay and help, and he did. I used resources."

- "One day at a time."

- "I would like to learn how to inspire and encourage our teens who are struggling."

- "We're going to get it wrong lots, but we're doing the best we can."

- "We have these resources through this program."

- "I am using the skills for good in other aspects of my life too."

- "I notice that I am better at [DBT skills], it is more natural."

- "'Not alone' – so comforting, we're all making it through."

- "I'm more understanding towards my [youth], more mindful of how [youth is] behaving and why, and a little more understanding that [youth is] trying."

- "'After [a successful DEARMAN with youth], I went ahh it worked" and I felt better because it worked. We didn't argue. I did all the [DEARMAN] steps, I even told [my youth] I see why [they] feel that way too. Later, [youth] came downstairs and said "I love you" and went to bed."

- "My kids are pointing out "mom's changed!""

- "I was so fearful before, always. It's not like that now so it's safer for [my youth] with me."

Improved Outcomes and Positive Impacts

Program Evaluation Continued

Participant Feedback for Program Improvement

Materials and Approaches:

- "I liked the mix of videos, slides and discussions."
- "Breakdown of information, group discussions."
- "Videos were often very effective in illustrating topics."
- "Role play and class discussions were very helpful."
- "Videos and images were perfect for the materials."
- "I liked the practical examples, handouts."
- "Technical knowledge, specific skills and techniques."
- "I [like] having the chance to set aside the time to come together and learn and share real approaches and techniques."
- "Great material as always, but really enjoy the open chat at the end. Wonderful to hear real examples and tips, experiences."
- "What I like are the real-world examples! I find applying these concepts surprisingly difficult until I can picture myself in an applicable circumstance."
- "Love the general discussions at the end and just the parents input with your feedback. perfect pairing."
- "I like the descriptions of many situations and scenarios that I can relate to and great examples of how to deal with them."

Teaching and Facilitation:

- "The presenters were knowledgeable and able to present in a way that was easy to follow."
- "Presenters were knowledge and able to guide us while answering our queries with helpful suggestions."
- "Support of a great team."
- "Therapists provided examples on how to solve issues with more information."
- "Well trained and well-prepared staff."
- "This class was a really nice complement to classes already taken, with more of a focus on parent feelings! And with teachers who really know and work with our children."
- "I really enjoyed the input from the staff."
- "Things were explained in a way I could understand. I feel I can do this!"
- "You guided us back on track when needed, thanks."
- "I will always appreciate PowerPoint and someone professional and slightly charismatic like [the facilitators]."
- "I like Liz's courageous honesty. Very spirited discussions, energy was great."

Content:

- "Topics themselves were very helpful."
- "the content was interesting and relevant."
- "Course materials are great - I like covering a wide variety of situations," "Variety."
- "[...I find most helpful] practical examples and explanation of DBT so that I can understand children's therapy."
- "Learning about mindfulness and judgments, learning all about DBT, how to say no, and validating."
- "The validation lesson was great – will try to use it on a daily basis."
- "What I liked was honest discussions about setting limits – very authentic."
- "This helped me recall concepts from past therapy sessions, hopefully it will become easier to actually practice it."
- "I like learning coping skills, validation of child's views."
- "I liked learning about the teenage brain; really understanding what's typical teenage behavior."
- "I love DEARMAN."

Caregiver Program Setting and Environment:

- "I liked meeting and interacting with the other parents and practitioners."
- "Interparent discussion and chats were fantastic."
- "I enjoyed that the participants are more comfortable and there was more interaction."
- "I never thought about looking outside my family as a team for parenting."
- "Safe place, respectful, inclusive, valued."
- "We as parents felt validated and encouraged to express our concerns and are not judged."
- "Such a place of safety and hope."
- "This definitely comes through more as being a parent support through skills."
- Not Alone: "Found it helpful knowing I am not alone in struggles of parenting," "Hearing from other families helped me feel included and understood," "Meeting weekly with parents, I didn't feel so alone."

Questions and Answers



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