

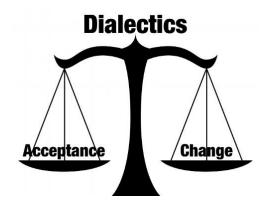
OBJECTIVES

- 1. What is Dialectical Behavior Therapy (DBT)?
- 2. Theories behind DBT and techniques used
- 3. Benefits of DBT and use in Borderline Personality Disorder



WHAT IS DIALECTICAL BEHAVIOR THERAPY (DBT)?

- Originally developed to treat borderline personality disorder and behaviors associated with suicidality and selfharm
- Marsha Linehan developed DBT as a form of cognitive behavior therapy (CBT) within a Zen Buddhist worldview
- The fundamental dialectic in DBT is that of change and acceptance
- Therapy aims to help individuals find a more balanced and effective way to navigate their thoughts, emotions, and behaviors



DBT IS BASED ON TWO MAIN THEORIES

Dialectics

- Influenced by dialectical philosophy
- Emphasizes the synthesis of opposing ideas or perspectives
- Involves finding a balance between acceptance and change
- Clients are encouraged to accept themselves and their emotions while also working towards positive change

Behaviorism

- Focuses on changing maladaptive behaviors and reinforcing adaptive ones
- Behavioral techniques, like skills training and behavior modification, are used to help individuals develop healthier coping strategies

(Linehan, M. & Wilks, C., 2018)

These two theories work together in DBT to provide a comprehensive framework for addressing emotional dysregulation, self-destructive behaviors, and relationship issues. DBT utilizes principles of Zen – accepting reality as it is. "Patients practice mindfulness, where they quiet themselves and become more acutely aware of the world around them." (Salsman, N. & Linehan, M., 2006).



BASIC TO DBT ARE FUNCTIONS AND MODES OF COMPREHENSIVE TREATMENT

Five functions of DBT

- 1. Enhance capabilities
- 2. Enhance motivation
- 3. Assure generalization to the natural environment
- 4. Structure the environment
- 5. Enhance therapist capabilities and motivation to treat effectively
- (Salsman, N. & Linehan, M., 2006)

Four essential elements:

- Weekly individual therapy sessions for the patient of about I hour each
- Weekly group skills training sessions for the patient of 2.5 hours each
- Skills coaching via telephone or other electronic means as needed by the patient to manage in vivo situations
- Team consultation to the therapist to maintain treatment fidelity and adherence
- (Wheeler, K., 2020)



STAGES OF TREATMENT



The client is miserable and their behavior is out of control: suicidal, selfharming, using drugs and alcohol, and/or engaging in other types of selfdestructive behaviors.

 Goal: For the client to move from being out of control to achieving behavioral control. The client is living a life of quiet desperation: behavior is under control but continue to suffer (due to past trauma and invalidation).

 Goal: Help the client move from a state of quiet desperation to one of full emotional experiencing. The challenge is to learn to live: the define life goals, build self-respect, and find peace and happiness.

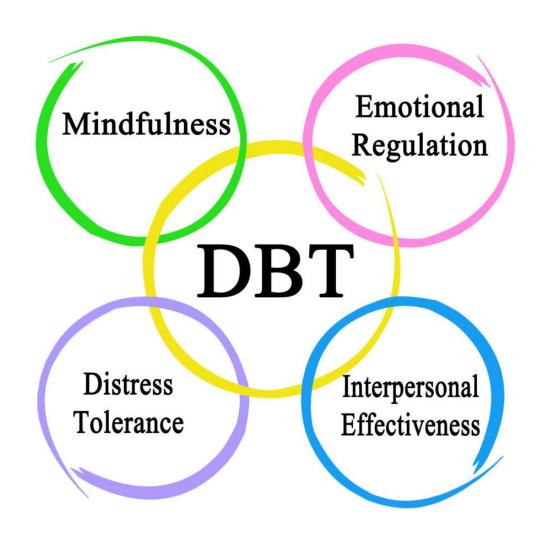
 Goal: The client leads a life of ordinary happiness and unhappiness. (For clients that cannot meet stage 3) – Finding a deeper meaning.

 Goal: For the client to move from a sense of incompleteness towards a life that involves an ongoing capacity for experiences of joy and freedom.

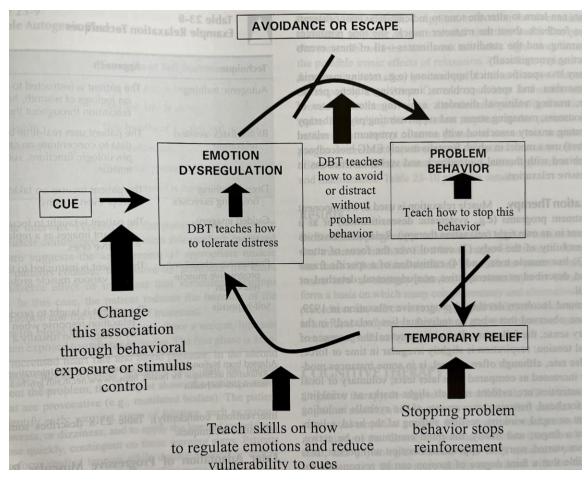


DBT SKILLS

- Mindfulness: the CORE skill, considered a foundation for the other skills; the practice of being fully aware and present in this one moment
- <u>Distress Tolerance:</u> how to tolerate pain in difficult situations, not change it
- Emotion Regulation: how to decrease vulnerability to painful emotions and change emotions that you want to change
- Interpersonal Effectiveness: how to ask for what you want and say no while maintaining self-respect and relationships with others







HOW DIALECTICAL BEHAVIOR WORKS

(Boland, R., Verduin, M., & Ruiz, P., 2022)

DBT is designed as a complex, multi-faceted, and dynamic treatment with a wide diversity of concepts, strategies, and procedures that are tailored to the individual client (Marks, M., 2022).



EVIDENCE BASED LITERATURE TO SUPPORT THE UTILIZATION OF DBT IN SPECIFIC POPULATIONS

- The scope of DBT is broad and extends to various mental health conditions and settings:
 - Borderline Personality Disorder (BPD): Neacsiu, A. D., Lungu, A., Harned, M. S., Rizvi, S. L., & Linehan, M. M., (2014). Impact of dialectical behavior therapy versus community treatment by experts on emotional experience, expression, and acceptance in borderline personality disorder, Behavior Research and Therapy, 53, 47-64.
 - Other Mood and Personality Disorders: Priebe, S., Bhatti, N., Barnicot, K., Bremner, S.,
 Gaglia, A., Katsakou, C., &... Zinkler, M. (2012). Effectiveness and cost-effectiveness of dialectical behaviour
 therapy for self-harming patients with personality disorder: A pragmatic randomised controlled trial. Psychotherapy
 And Psychosomatics, 81(6),356-365. doi:10.1159/000338897
 - Anxiety and Stress Management: K, A., Peyman, A., Rezaei, SV., & Salehi, A. (2020) Emotion regulation training based on dialectical behavior therapy effectiveness on reducing students/anxiety and anger. Armaghane Danesh Bimonthly Journal, 25(4), 451-465. https://doaj.org/article/62b626bcbde44fcd81532e677e110fdc
 - Substance Use Disorders: Wilks, C, Yin, Q., Ang, S.Y., Matsumiya, B., Lungu, A., Linehan, M.M.,
 (2017) Internet-Delivered Dialectical Behavioral Therapy Skills Training for Suicidal and Heavy Episodic Drinkers: Protocol and Preliminary Results of a Randomized Controlled Trial. JMIR Research Protocol, 6(10), 207.
 - Eating Disorders: Blood, L., Adams, G., Turner, H., & Waller, G. (2020). Group dialectical behavioral therapy for binge-eating disorder: Outcomes from a community case series. International Journal of Eating Disorders, 53, 1863-1867. dOI: 10.1002/eat.23377
 - Crisis Intervention: Wilks, C. R., Valenstien-Mah H., Tran, H., King, A., Lungu, A., & Linehan, M. M., (in press). Dialectical behavior therapy skills for family members: Initial feasibility and outcomes. Cognitive and Behavioral Practice.
 - General Well-Being and Self-Improvement: D, S. (2021). Don't Let Your Emotions Run
 Your Life for Teens: Dialectical Behavior Therapy Skills for Helping You Manage Mood Swings, Control Angry
 Outbursts, and Get Along with Others (2nd ed.). Oakland: New Harbinger Publications.

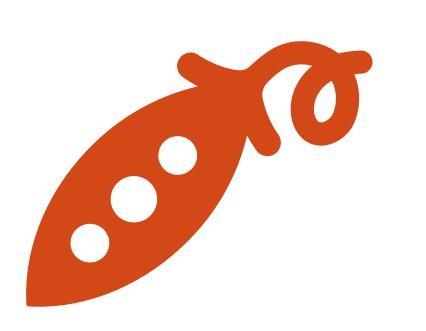




DBT FROM THE LIFESPAN PERSPECTIVE

- Initially developed for adults with severe pathologies including borderline personality disorder, self-harm, and suicidality
- Broadened its applicability to individuals with emotion regulation difficulties using transdiagnostic approaches as an effective treatment strategy
- Has become a more comprehensive treatment model across wider populations:
 - Children and adolescents
 - Interventional
 - Preventional
- The main approach in DBT for adolescents is accepting them exactly as they are while helping them to change. In addition, DBT is highly effective in reducing suicide attempts and selfharm among 12 to 18-year-old adolescents





CULTURAL ADAPTATIONS OF DBT

DBT is an evidence-based treatment that is principle-driven making it applicable for adaptations across cultural backgrounds

Adaptations involved modifications to language, metaphors, methods, and context





THE CASE OF "JANE"

- Met DSM-5 criteria for: borderline personality disorder (met 7 out of 9 symptoms), body dysmorphic disorder, anorexia nervosa (in partial remission), binge eating disorder (in full remission), major depressive disorder (recurrent)
- Goals in DBT:
 - An improved mother-son relationship
 - Increased romantic-relationship stability
 - A more balanced view of self and others
 - Decreased emotional lability
 - Increased instances of "walking the middle path" or cognitive processing and behavior
- Completed the 26-week course of treatment received comprehensive DBT including individual therapy, phone coaching, and groups skills training



Primary Treatment Targets for Stage 1 DBT

- Life-threatening behavior of suicidal ideation
- Therapy-interfering behaviors: homework non-compliance, lateness, absence from individual and group sessions, and underutilization of phone coaching
- Quality-of-life interfering behaviors: unhealthy relationship coping behaviors

Increase in Skillful Behavior – DBT seeks to replace ineffective behaviors involved with more effective, skillful ones

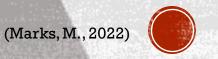
• Working towards increased skillful implementation of effective behaviors in each of the four skills categories: mindfulness, interpersonal effectiveness, distress tolerance, and emotion regulation

Secondary Targets/Dialectical Dilemmas

- "Emotional Vulnerability" vs "Self-Invalidation"
- "Active Passivity" vs "Apparent Competence"
- "Unrelenting Crisis" vs "Inhibited Grieving"

Treatment Plan – developed based on assessment of the highest order treatment targets

- Course of Treatment with a client with BPD is complex and fluid. The presenting problems are often dynamic, unpredictable, and mood dependent. At times, the resultant interventions can seem scattered and disorganized.
- Conclusion
 - Jane made significant progress with the problems associated with BPD through quantitative and qualitative results
 - Jane's goals:
 - Reported significant improvements in her relationship with her boyfriend and her son
 - Described significant reductions in emotion dysregulation and ineffective coping
 - Did not report substantial changes in the relationship with her family members
 - Reported reduced shame and self-deprecating rumination
 - Jane's "tightrope walk" was facilitated by DBT's methods for promoting both progress and maintenance, change and acceptance
 - Reduced thoughts of suicide and self-harm



DIARY CARDS

 An essential aspect of DBT – they provide the necessary information to effectively track and address target behaviors.

EXHIBIT 18.1 SAMPLE DIARY CARD FOR STANDARD DBT TREATMENT

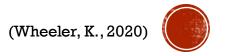
Namek				Date Range				How often did you fill out? Daily 2-3x Once		
Day/ Date	Sad (0-5)	Guitt (0-5)	Anger (0-5)			SH U/A	SI U/A	Additional Target	Skills (0-5)	
			-			/	4		-	
-									+	
						/			-	
BATIN	G SCAL	LE FOR	EMOTIO	ONS A	ND UPO	ES: 0 =	none 1 :	minimai 2 = mild 3 =	modera	te 4 = strong 5 = intense
0 - Di	ought a	rk abou doout ut	ing, but	didn't	want to	use t didn't	$4 = U_0$	ed them but didn't help ed them, helped in't need them, but pra		Urge to quit Individual (0-5) Urge to quit Group (0-5) Urge to quit Meds (0-5) revised 5.11.3

_	Instructions: Circle the days you worked on ea	ch skill.	-000		w often did daily _ 2-4			ult?
Core Minchiness	1. Wise mind: balance mind states	Mon	Tues	Wed	Thur	Fri	Sat	Sun
	2. Observe: just notice	Mon	Tues	Wed	Thur	Fri	Sat	Sun
	3. Describe: put words on	Mon	Tues	Wed	Thur	Fri	Sat	Sun
	4. Participate: enter into the experience	Mon	Tues	Wed	Dur	Fri	Sat	Sun
	5. Nonjudgmental stance	Mon	Tues	Wed	Thur	Fri	Sat	Sun
	6. One-mindfully: in the moment.	Mon	Tues	Wed	Thur	Fri	Sat	Sun
	7. Effectiveness: focus on what warks	Mon	Tues	Wed	Thur	Fri	Sat	Sun
Distress Tol.	8. Datract ACCEPTS	Mon	Tues	Wed	Thur	Fri	Sat	Sur
	9. Self-scothe with the senses	Mon	Tues	Wed	Thur	Fri	Sat	Sur
	10 IMPROVE the moment	Mign	Tues	Wed	Thur	Fri	Sat	Sur
	11. Pres and Cons	Mon	Tues	Wed	Thur	Fri	Sat	Sur
	12. Accepting reality (e.g. half-smile; breathing)	Mon	Tues	Wed	Thur	Fri	Sat	Sur
-	13. Reduce vulnerability, PLEASE	Mon	Tues	Wed	Thur	Fri	Sat	Sur
Heg.	14. Challenge interpretation	Mon	Tues	Wed	Thuir	Fri	Sat	Sur
Emotion	15. Build mastery	Mon	Tues	Wed	Thur	Fri	Sat	Sur
	16. Build postive experiences	Mon	Tues	Wed	Thur	Fri	Sat	Sur
	17. Opposite-to-emotion setion	Mon	Tues	Wed	Thur	Fri	Sat	Sur
_	18. Objective effectiveness: DEAR MAN	Mon	Tues	Wed	Thur	Fri	Sat	Sur
Int Sm.	19. Relationship effectiveness: GIVE	Mon	Tues	Wed	Thur	Fri	Sat	Sur
	20. Self-respect effectiveness: FAST	Mon	Tues	Wed	Thur	Fri	Sat	Sur
Prob Sol.	21. Check VITALS: motivate behavior	Mon	Tues	Wed	Thur	Fri	Sat	Sur
	22. Remove/add antecedent/consequence	Mon	Tues	Wed	Thur	Fri	Sat	Sun
	23. Exposure strategy	Mon	Tues	Wed	Thur	Fri	Sat	Sun

SH, self-harming behaviors; SI, suicidal ideas; U, urges; A, actions.

Source: University of Washington Behavioral Research and Therapy Clinics. (n.d.). How to complete the diary card: instructions for therapists and patients. Retrieved from https://depts.washington.edu/uwbrtc/wp-content/uploads/NIMH4-S-DBT-Diary-Cards-with-instructions.pdf

behavioral chain for the purpose of guiding the patient to ascertain the function the behavior served. Figure 18.2 shows the basic form a behavioral chain analysis would take. It helps to draw the behavioral chain as it develops in the session on a whiteboard or tablet for the patient to see the process and learn how to use the behavioral chain independently. Figures 18.3 and 18.4 provide examples of behavioral chain analyses related to medication management and a nonpharmacological therapy issue. The last



 Marsha Linehan - The Personal Story of DBT



BORDERLINE PERSONALITY DISORDER

- Personality disorders are categorized into clusters: A, B, and C. Borderline Personality Disorder (BPD) is in Cluster B which includes dramatic, impulsive, exploitative, and erratic features. BPD is a pattern of instability in interpersonal relationships, self-image, and affects, and marked impulsivity.
 - Median prevalence of 2.7%
 - More common in women than in men
 - More common in younger than in older
 - Most personality disorders begin in the teen years when personality develops and matures. Almost all people diagnosed with BPD are above the age of 18
 - Physical and sexual abuse, neglect, hostile conduct, and early parental loss or separation are common in the childhood history
 - The Mclean Screening Instrument (MSI-BPD) is used to screen for BPD
 - Patients with BPD waver between neurosis and psychosis, and they have extraordinarily unstable affect, mood, behavior, object relations, and self-image
 - The pattern of behavior is seen in many settings around the world. Although mind and self vary cross-culturally, BPD must be evaluated considering cultural norms

Borderline Personality Disorder

Symptoms can range from manageable to very severe and can include any combination of the following:



Fear of abandonment.



Unstable, intense relationships.



Unstable self-image or sense of self.



Rapid mood changes.



Impulsive and dangerous behavior.



Repeated selfharm or suicidal behavior.



Persistent feelings of emptiness.



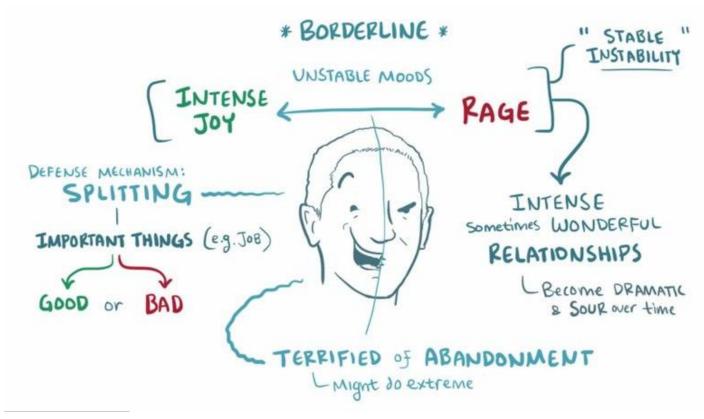
Anger management issues.



Temporary paranoid thoughts.



https://my.clevelandclinic.org/health/disease s/9762-borderline-personality-disorder-bpd



https://en.wikipedia.org/wiki/File:Cluster B personality disorders.webm



Instructions:

Please answer the following questions to the best of your ability.

		Yes	No
1	Have any of your closest relationships been trouble by a lot of arguments or repeated breakups?	1	0
2	Have you deliberately hurt yourself physically (e.g. punched yourself, cut yourself, burned yourself)? How about made a suicide attempt?	1	0
3	Have you had at least two other problems with impulsivity (e.g. eating binges and spending sprees, drinking too much and verbal outbursts)?	1	0
4	Have you been extremely moody?	1	0
5	Have you felt very angry a lot of the time? How about often acted in an angry or sarcastic manner?	1	0
6	Have you often been distrustful of other people?	1	0
7	Have you frequently felt unreal or as if things around you were unreal?	1	0
8	Have you chronically felt empty?	1	0
9	Have you often felt that you had no idea of who you are or that you have no identity?	1	0
10	Have you made desperate efforts to avoid feeling abandoned or being abandoned (e.g., repeatedly called someone to reassure yourself that he or she still cared, begged them not to leave you, clung to them physically)?	1	0

Developer Reference:

Zanarini, M. C., Vujanovic, A. A., Parachini, E. A., Boulanger, J. L., Frankenburg, F. R., & Hennen, J. (2003). A screening measure for BPD: the McLean Screening Instrument for Borderline Personality Disorder (MSI-BPD). Journal of Personality Disorders, 17(6), 568–573. https://doi.org/10.1521/pedi.17.6.568.25355

NCLEAN SCREENING INSTRUMENT FOR BPD (MSI-BPD)

- The MSI-BPD is a 10-item self-report instrument used to screen for BPD in youth (15+) or adults
 - A score of ≥ 7 indicates possible BPD



https://novopsych.com.au/wp-content/uploads/2023/02/msi-bpd-borderline-personality-disorder-assessment-blank-form.pdf

BORDERLINE PERSONALITY DISORDER DSW-5-TR DIAGNOSTIC CRITERIA

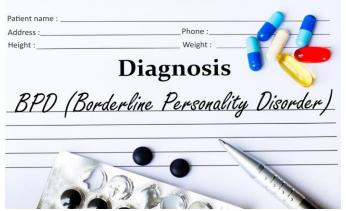
- A PERVASIVE PATTERN OF INSTABILITY OF INTERPERSONAL RELATIONSHIPS, SELF-IMAGE, AND AFFECTS, AND MARKED IMPULSIVITY, BEGINNING BY EARLY ADULTHOOD AND PRESENT IN A VARIETY OF CONTEXTS AS INDICATED BY FIVE (OR MORE) OF THE FOLLOWING:
 - 1. FRANTIC EFFORTS TO AVOID REAL OR IMAGINED ABANDONMENT.
 - 2. A PATTERN OF UNSTABLE AND INTENSE INTERPERSONAL RELATIONSHIPS CHARACTERIZED BY ALTERNATING BETWEEN EXTREMES OF IDEALIZATION AND DEVALUATION.
 - 3. IDENTITY DISTURBANCE: MARKEDLY AND PERSISTENTLY UNSTABLE SELF-IMAGE OR SENSE OF SELF.
 - 4. IMPULSIVITY IN AT LEAST TWO AREAS THAT ARE POTENTIALLY SELF-DAMAGING (E.G., SPENDING, SEX, SUBSTANCE ABUSE, RECKLESS DRIVING, BINGE EATING).
 - 5. RECURRENT SUICIDAL BEHAVIOR, GESTURES, OR THREATS, OR SELF-MUTILATING BEHAVIOR.
 - 6. AFFECTIVE INSTABILITY DUE TO A MARKED REACTIVITY OF MOOD (E.G., INTENSE EPISODIC DYSPHORIA, IRRITABILITY OR ANXIETY USUALLY LASTING A FEW HOURS AND ONLY RARELY MORE THAN A FEW DAYS).
 - 7. CHRONIC FEELINGS OF EMPTINESS.
 - 8. INAPPROPRIATE, INTENSE ANGER OR DIFFICULTY CONTROLLING ANGER (E.G., FREQUENT DISPLAYS OF TEMPER, CONSTANT ANGER, RECURRENT PHYSICAL FIGHTS).
 - 9. TRANSIENT, STRESS-RELATED PARANOID IDEATION OR SEVERE DISSOCIATIVE SYMPTOMS.

Development and Course

- Typically thought as an adult-onset disorder
- Symptoms seen in adolescents as young as 12 or 13 years old
- Stable remissions of 1-8 years are very common
 - Impulsive symptoms remit the most rapidly
 - Affective symptoms remit at a slower rate
- Lack of recovery associated with supporting oneself on disability benefits and suffering from poor physical health

Differential Diagnosis

- Depressive and bipolar disorders
- Separation anxiety disorder in adults
- Other personality disorders
- Personality change due to another medical condition
- Substance use disorders
- Identity problems



QUESTIONS TO CONSIDER



- 1. What are your thoughts on the use of mindfulness as a treatment for mental health problems?
- 2. Besides borderline personality disorder, what other area would you consider DBT to be effective?
- 3. Would you utilize DBT in your future practice? If so, why? If not, why not?



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