

Bullying and the Emotional Mind: Teaching DBT Skills to Foster Resiliency

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LCA Conference
September 27, 2016

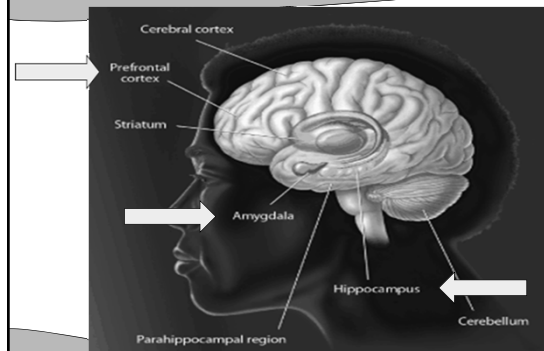
What is Dialectical Behavior Therapy (DBT)?

- Another premise is clients need validating environments in which they are taught to regulate emotions, deal with interpersonal conflicts, tolerate distress, and find balance in the lives.
- The goal of DBT is to teach healthy coping skills to help clients manage intense emotions without the use of self-destructive behavior, with the ideal result being improved relationships.

Objectives

- Understand DBT and Bullying Goodness of Fit
- Learn the Foundation of DBT
- Develop a Bullying Prevention Model Based on DBT Core Skills
- Cultivate DBT Strategies to help youth accept their feelings and to use thinking to change feelings

Biology and Emotion Regulation



What is Dialectical Behavior Therapy (DBT)?

- DBT is a cognitive-behavioral approach that emphasizes the psychosocial aspects of treatment.
- Premise of DBT is that individuals struggle to tolerate and regulate strong emotional states.
- Emotional dysregulation (affective instability) is caused by:
 1. heightened emotional reactivity
 - high sensitivity to emotional stimuli and heightened emotional intensity
 2. difficulties in effortful modulation of negative affect.

Biology, the Amygdala, and Emotion Regulation

- Functional magnetic resonance imaging (fMRI) studies in BPD show increased amygdala activity to specific types of stimuli.
 - “unresolved” life events, emotional faces, positive and negative emotional pictures, and emotionally-triggering scripts.
- DBT targets amygdala hyperactivity
 - part of the disturbed neural circuitry underlying emotional dysregulation.

(Goodman et al., 2014)

DBT and Bullying: Goodness of Fit

- Adverse childhood experiences, in combination with biological vulnerabilities and heightened emotional and behavioral dysregulation, are thought to be relevant in the etiology of bullying, BPD, depression, anxiety, and self-harm (Linehan, 1993).
- Research indicated in children under 12 who were bullied, there is an increased risk of developing poor mood and impulse control, unstable and intense personal relationships, and severe difficulty trusting the actions or motives of others (Wolke et al., 2012).

DBT and Bullying: Goodness of Fit

Given that DBT has been shown effective in treating emotional regulation, DBT-ST can help youth reduce emotional dysregulation and reactivity by addressing deficits in emotion regulation, distress tolerance, and interpersonal relationships so bullying may decline.

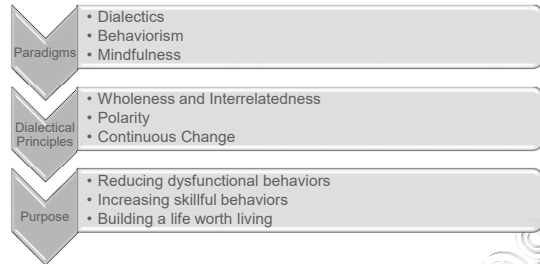


DBT and Bullying: Goodness of Fit

Emotions can facilitate or impede youths' peer relationships

- Youth who engage in bullying have lower competence in managing their emotions, being empathetic, solving problems, and/or evaluating the consequences of their actions.
- Victims of bullying experience fear, isolation, anxiety, anger, hurt, and embarrassment. They have increase in health concerns and withdraw activities they once enjoyed.

Foundation of DBT



DBT and Bullying: Goodness of Fit

- Current research shows that DBT has been shown effective in treating transdiagnostic disorders.
- Emerging evidence suggests that DBT skills training (DBT-ST) reduces problems with emotions.
- DBT-ST has been shown to reduce emotion dysregulation, increase skills use, and reduce anxiety severity for individuals who met criteria for BPD, depression, anxiety, eating disorders, self-harm, and suicidal ideation.

(Harley Sprich, Safren, Jacobo, & Fava, 2008; Linehan, 1993; 1994; Neacsiu, Rizvi, & Linehan, 2010; Neacsiu et al., 2014; Söller et al., 2009; Safer, Robinson, & Jo, 2010)

Foundation of DBT Dialectical View

Opposites can co-exist



- A life worth living has positive and negative aspects
- Find ways to accept BOTH sides of a situation and find a synthesis that does not negate the reality of either.

Foundation of DBT Teen Dialectics Examples

- There is no absolute truth; everyone has something to offer.
- I am doing the best I can and I can do better.
- I am tough and I am gentle. I may not have caused all of my problems, and I'm responsible for working on them.
- A life worth living has happiness, sadness, anger, and calm, and all of these things are valuable and necessary.

Balanced Thinking

- Avoids all or none and accepts "both"
- Acceptance and hope
 - (Parents often feel that if they accept they give up hope; this dialectic needs to be re-enforced so they do not become hopeless)
- Independence and assistance
- Choices and limits
- Giving in and choosing priorities
- Firmness and gentleness

Obstacles to Dialectical Thinking

- **All Or Nothing:** If you're not perfect, you're a total loser.
- **Disqualifying the Positive:** The good stuff doesn't count because the rest of your life is a miserable pile of crap.
- **Jumping to Conclusions:** You suddenly become a psychic mind reader and know exactly what everyone really thinks.
- **Emotional Reasoning:** You start thinking emotions are facts. I feel like she hates me, so she does.

Balanced Language

Help kids use less extreme or absolute words

- Minimize use of always, never, everyone, nobody,
- Use "I feel..." statements, instead of "You are..." statements.
- Instead of saying: "Everyone always treats me unfairly," say "Sometimes I am treated fairly AND at other times I am treated unfairly."

↑ the possibility of hope

↓ anger, disappointment, and frustration

The Central Dialectic in DBT

Acceptance | **Change**

↓

Mindfulness
Radical Acceptance
Turning the Mind
Validation

↓

Problem Solving
Cognitive Behavioral
Goals and Contingencies

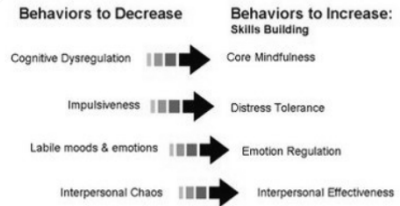
Creating Balance

- As a counselor, you balance understanding your clients' behavior in the context of their life AND helping them to learn skills to manage their behaviors better.
 - An emphasis either on acceptance or on change is usually ineffective
- Validation means the acceptance that someone is doing the best he/she can in the context of his/her life is as true for parents as for the adolescent.
- Validation communicates empathy and acceptance and serves to de-escalate emotional situations .

Social Conformity Experiment



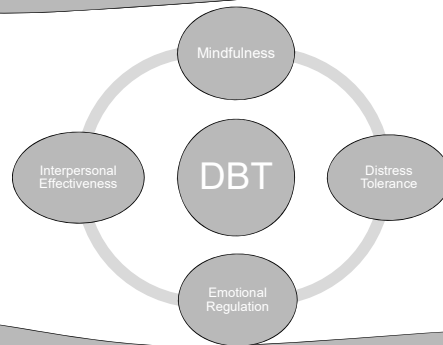
Behaviorism Paradigm



Creating Balance

It is important to remember, and to remind your clients, that behaviors have been learned; they can be unlearned and new behaviors can be learned to replace them.

A Bullying Prevention Model Based on DBT Core Skills



DBT Balances

Skills Acquisition: teaching new behaviors

vs.

Validating and Reinforcing existing adaptive behaviors

Mindfulness

Focusing Skills

Mindfulness

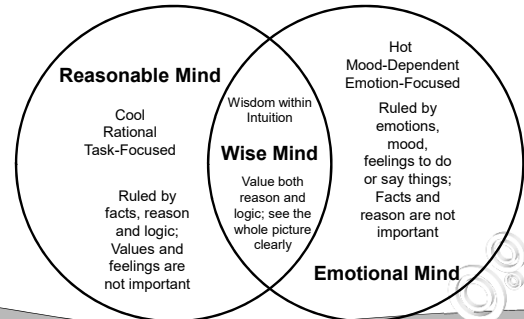
- Mindfulness is paying attention in a particular way; on purpose; in the present moment, and non-judgmentally.



Mindfulness is Awareness plus Acceptance of the current moment

- Jon Kabat-Zinn

Taking Hold of Your Mind 3 States of Mind



Mindfulness Practice

Write Your Name
S.L.O.W.L.Y.

- How do you hold your pencil?
- How much pressure do you use?
- Do your fingers?
- Does your whole hand move?
- What is your other hand doing?



DIALECTICAL MIND...



Mindfulness Exercise Follow-Up

- How did it feel?
- What did you notice?
- What did you learn?
- Did you recognize something you did not expect?

Individuals who practice this exercise learn to observe interactions and slow down their responses, giving them time to find an effective response.

Taking Hold of Your Mind 3 States of Mind

- **Adolescents**
 - Are driven by what they feel they need in Emotion Mind
 - Might "mask" their emotions or otherwise appear competent in Reasonable mind
 - Think about the most effective way to handle a situation in Wise Mind
- **Parents**
 - React in Emotion Mind
 - Lecture or give explanations in Reasonable Mind
 - Respond in Wise Mind
- We ask clients to ask themselves what Wise Mind would do and wait for the answer.

Practicing Mindfulness

"What" Skills

- Observe
- Describe
- Participate

(help us know what to do)

"How" Skills

- Non-judgmentally
- One mindfully
- Effectively

(help us to know how to do it)

What Skills

Participate

- Be involved in what you're doing; get rid of self-consciousness and let go of your worries or fears
- Throw yourself totally into something; No compartmentalizing
- Ex: Have you ever had a conversation and found yourself nodding and giving facial cues? - **your body is on automatic pilot while your mind is somewhere else.**
- How often do you **drive home without noticing and then suddenly you are home.**
- **Full participation is the ultimate goal in mindfulness.**

What Skills

Observe

- Just notice, attend, experience being in the moment, what are you sensing – without words
- Let thoughts come in and go out
- Ex: Breathing → Doing
 - Feeling your chest rise & fall, how deep you breath, the sound of an exhale, the muscles moving, the feel of your breath on your skin → **observing**

How Skills

Non-Judgmentally

- Look at consequences of behavior and events vs. evaluating the behavior (good vs bad).
 - Your behavior is awful vs. your behavior is hurting me.
 - "When you act that way, I feel sad."
 - "If you behave that way, you may be suspended."
 - "If you do not change your behavior, you may not get what you want or meet your goals."
- Change is initiated to create more desirable outcomes. (this reduces shame based feelings that can perpetuate behavior with negative outcomes)

What Skills

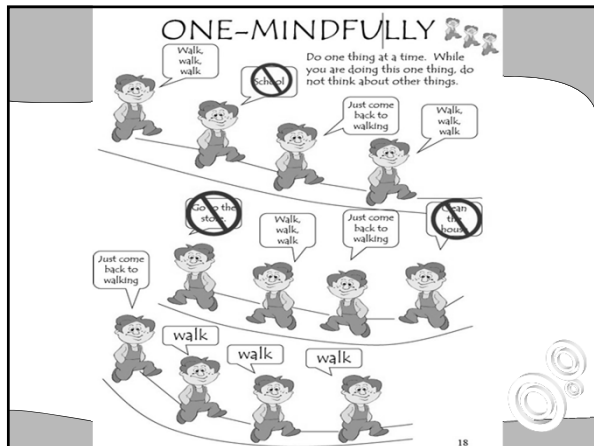
Describe

- Put words to an experience, label what is observed, but do not judge
- Describe a thought – recognize that it is a thought, not a fact
- Do not make assumptions about individuals, behaviors or motives. Does assume the intent of the behavior.
 - Sometimes **people make an assumption**- "They don't like me." The description of this might look like- they don't invite me to lunch, they don't make a response when I try to join their conversation, they avoid me, they always have little secret jokes etc.
- **The description does not warrant the conclusion** - there could be many different reasons people at school have cliques that have less to do with someone outside the clique than with some other factor.

How Skills

One-Mindfully

- Focus the mind to be in the moment; focusing completely on one activity at a time.
- Avoid reactions based on mood, negative thoughts, assumptions, expectations, worries etc.



Distress Tolerance

Crisis Survival Skills
Accepting Reality

How Skills

One-Mindfully

- This skill relies on being aware of your thoughts, feelings, and expectations, and observing them so you can be careful not to react based on an assumption or a mood.
- When you observe your thoughts before you speak, you can react without creating conflict. You can enter your wise mind.

Distress Tolerance

- The emphasis is on skills for tolerating painful events and emotions when you cannot make things better right away; to reduce suffering and impulsivity.
- Accepting the experience of the present moment for what it is, without struggling to change it or willfully resisting it.

How Skills

Effectively

- Focus on what works
 - Stay away from thoughts of "right", "wrong", "should", "should not", "fair" and "unfair".
- Do what is needed or asked in a particular situation, not the situation you WISH you were in.
- This skill means learning to give in and compromise when it leads to an effective or productive end result.
- LET GO of vengeance, useless anger, and righteousness that hurts you and doesn't work.

Distress Tolerance Skills

- Crisis Survival Skills
 - Getting through the moment of pain/distress without making the situation worse.
 - Short term benefit
- Each crisis survival skill is a method for coping with overwhelming emotions and tolerating situations.
 - Distracting
 - Self-soothe
 - IMPROVE the moment
 - Weigh the Pros and Cons

Distress Tolerance Skills DISTRACT

- **D**o something else
- **I**magine something else
- **S**ense – generate sensations to interrupt your focus on pain
- **T**hink about something else
- **R**emember times when things were better
- **A**ccept that pain is part of life
- **C**reate meanings
- **T**ake opposite action. Do the reverse of what you feel.

Distress Tolerance Skills SELF-SOOTHE the Five Senses

- **V**ision - Notice what you see, find soothing things to look at.
- **H**earing - Pay attention to what you can hear around you.
- **T**aste - Carefully savor flavors that the day brings you.
- **S**mell - Be aware of the memories that smell can bring.
- **T**ouch - Find comfort in touch.
- **M**ovement – Release energy and emotions through exercising, walking, dancing, etc.

Distress Tolerance Skills DISTRACT with Wise Mind ACCEPTS

- Reducing contact with emotional stimuli
 - **A**ctivities - keeping attention on other things
 - **C**ontributing - taking care of others
 - **C**omparison - to worse situations
 - **E**motions - opposite to what one is feeling
 - **P**ushing Away - decrease contact with painful cues
 - **T**houghts - thinking of other things
 - **S**ensations - intense other sensations interfere with the physiological component of current negative emotions









Distress Tolerance Skills SELF-SOOTHE the Five Senses

Issues in Teaching Self-Soothing

- Self thoughts such as "I don't deserve it."
- Teach clients to self soothe as a way to lower their emotional baseline and to decrease emotional vulnerability. Don't wait until you are in crisis to use these skills.
- Some people self soothe frequently as a way of avoiding dealing with problems.
- Encourage clients to practice using various senses rather than limiting themselves to one sense that might be more natural to them.
- For people who binge eat, it is best not to use triggering foods for self soothing since the effects often back fire.

DISTRACT through vigorous exercise

Which form of exercise appeals to you?

- ✓ Jumping Rope 
- ✓ Riding my bike 
- ✓ Lifting Weights 
- ✓ Fast walking 
- ✓ Baseball 
- ✓ Football 
- ✓ Martial Arts 
- ✓ Swimming 

Distress Tolerance Skills IMPROVE the moment

Replace immediate negative events, thoughts, responses with more positive ones

- **I**magery - Imagine a very relaxing scene.
- **M**eaning - Find or create some purpose, meaning, or value in the pain (Make lemonade out of lemons)
- **P**rayer - Open your heart to a supreme being, greater wisdom, God, your own wise mind.
- **R**elaxation- Take a hot bath; get a massage; breath deeply
- **O**ne thing in the moment- Focus your entire attention on just what you are doing right now.
- **V**acation - Give yourself a brief vacation.
- **E**ncouragement - Repeat over and over; "I CAN stand it," "It won't last forever," "I will make it out of this," "I'm doing the best I can do."

Distress Tolerance Skills Quick Relaxation Exercise

- Sit in a comfortable chair with your feet flat on the floor or lie down flat on your bed or floor. Close your eyes. If uncomfortable just gaze down at the floor.
- Arms and hands: Clench your fists and push your arms straight out in front of you.
- Legs and feet: Push your toes downwards, gently raise your legs, and stretch them out in front of you.
- Stomach: Push out your tummy muscles, take a breath and hold it.
- Shoulders: Scrunch up your shoulders.

Distress Tolerance Skills Thinking of Pros and Cons

For the adolescent - to use safe or unsafe behaviors

- Evaluate the pros of using familiar behaviors which may be unsafe or dangerous.
- Evaluate the cons of using the familiar behaviors – what is the long-term consequence of this behavior?
- Look at the pros of a more skillful behavior – will it be safer
 - Is it more effective in reaching goals even if it less effective in managing pain in the moment?
- What are the cons of the safer behavior – why is it difficult to use it?
 - Does it work in the short-term to alleviate stress?

Distress Tolerance Skills Thinking of Pros and Cons

- A way to evaluate choices between behaviors, to assess what behavior will be the most effective in the long run.
- Look at Pros and Cons of each possible choice.
- Make a list of the pros and cons of TOLERATING the distress- coping by using healthy skills. Make another list of the pros and cons of NOT TOLERATING the distress - that is, of coping by hurting yourself, abusing alcohol or drugs, or doing something else impulsive.

Distress Tolerance Skills Point to Ponder

- Ineffective behaviors have a purpose – They provide immediate relief from pain.
- Effective choices have drawbacks – The student has to sit with the discomfort of the distress.
- The desire for immediate relief of anxiety and pain is present for children and is hard to let go of.
- Individuals need to accept some pain and discomfort in order for change to occur.
- Counselors need to understand and validate the pain and support the individuals through it.
- DBT is about long term change, not short-term relief.

Distress Tolerance Skills Thinking of Pros and Cons

Have the urge to fight/physically attack

	Pro's	Con's
Coping	<ul style="list-style-type: none"> • Increased self respect • People around you will respect you • Will help you get what you want • Mastering Skills 	<ul style="list-style-type: none"> • Can't speak my mind • Feel tense longer • Don't get to retaliate, just think about it • Give up a moment of power
Not Coping	<ul style="list-style-type: none"> • Hurt Someone • Some times it pays off • Protect yourself/others • Get satisfaction • You get to end it 	<ul style="list-style-type: none"> • Lose privileges • Lose trust • Lose self-respect • Lose status

Distress Tolerance Skills Accepting Reality

Radical Acceptance

- Letting go of fighting reality, accepting reality, going with the flow, and tolerating the moment.
- Pain creates suffering only when you refuse to ACCEPT the pain.
- Deciding to tolerate the moment is ACCEPTANCE.
- ACCEPTANCE is acknowledging what is.
- ACCEPTANCE of reality requires an act of CHOICE (Turning the Mind) ("I don't have to put up with this!")
- You have to make an inner COMMITMENT to accept.
- ACCEPTANCE is replacing Willfulness with Willingness

Distress Tolerance Skills Accepting Reality

Accepting life in the Moment Skills

- Acceptance of “what is” will
 - Bring a sense of calm
 - Allow for more effective problem solving,
 - Allow you to see opportunities in the situation that you were not able to see when you were “fighting reality”.
 - Enable you to see more opportunities for change and hope.



Distress Tolerance Skills Accepting Reality Guidelines

Ways to get one's body ready so that one's mind can begin to accept what “is”.

- Breathing/Observing one's breath exercises :
 - Focus on breathing, helps to relax;
 - Helps individuals to accept and tolerate themselves, the world and reality as it is.
- Half-smiling exercises:
 - Relax face, neck and shoulder muscles and half-smile;
 - Accepting and tolerating with one's whole body.
- Awareness exercises:
 - Helps with acceptance;
 - Become aware of simple things.



Distress Tolerance Skills Accepting Reality – Turning The Mind

Turn your mind
toward acceptance
and away from
rejecting reality

Rejection Acceptance



Distress Tolerance Skills Accepting Reality – Willingness

Willingness is ...

- Allowing the world to be as it is
- Agreeing to participate in the world as it is
- Actively participating in reality
- What you need to overcome a threat

Willfulness is ...

- Saying NO, NO, NO
- Giving up
- Denying
- Pushing Away
- Avoiding



Distress Tolerance Skills Accepting Reality – Turning The Mind

1. Notice ...
 - anger, bitterness, annoyance, falling into the sea of “Why me?”
 - when you are trying to...
 - escape reality; block things out; hide how you feel
2. Make an inner commitment to turn your mind toward acceptance
3. Practice turning your mind toward acceptance over and over again.
4. Develop a plan for catching yourself in the future



Distress Tolerance Skills Steps to Turning Willfulness to Willingness

1. Ask yourself,
 - “What is the threat?”
 - “What is the catastrophe?”
2. Notice and observe willfulness
3. Radically accept the willfulness
4. Turn your mind towards willingness, acceptance, and participating in reality just as it is.
5. When it becomes difficult to Turn The Mind, adopt a willing posture (open arms & palms, half smile)




Emotion Regulation

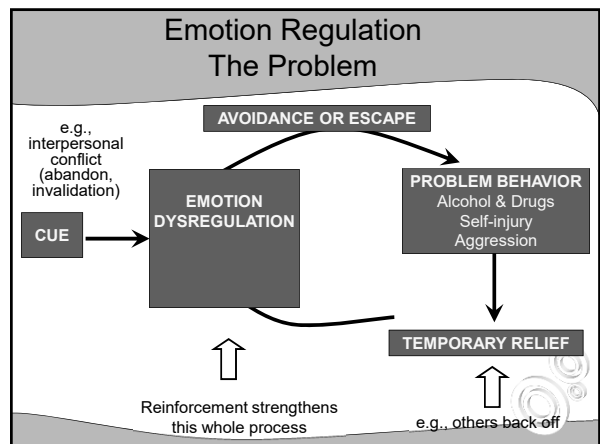
De-escalation skills
Reduce Vulnerability and
Emotion Episodes

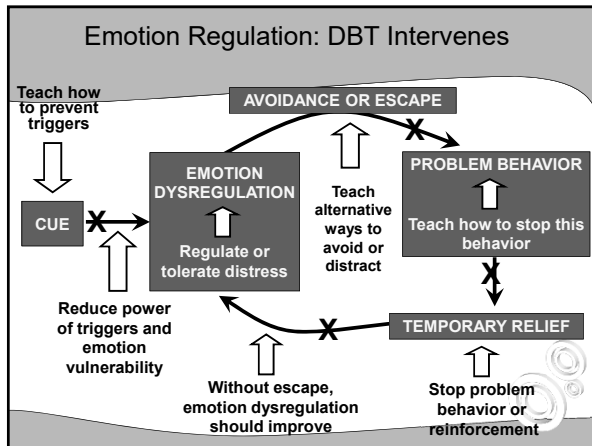
- ## Emotion Regulation Skills
- Understand and Name Emotions
 - Identify (observe and describe) emotion.
 - Understand what emotions do for you.
 - Reduce Emotional Vulnerabilities to Emotion Mind
 - Decrease negative vulnerability
 - Increase positive emotions
 - Change Emotional Response to Decrease Emotional Suffering
 - Let go of painful emotions through mindfulness and checking the facts.
 - Change painful emotions through opposite action
 - Change painful emotions through solving the problem

- ## Emotion Regulation
- Difficulties in regulating painful emotions are central to the behavioral difficulties.
 - Painful feelings are “the problem to be solved”
 - Dysfunctional and destructive behaviors are often behavioral solutions to intolerable pain, which regulate emotions.
 - Feelings are caused by a person’s belief system or by a person’s interpretation about something that happened.
 - The aim is to reduce suffering; not get rid of emotions.

- ## Emotion Regulation Skills 8 Primary Emotions
1. Anger
 2. Sorrow
 3. Joy
 4. Fear
 5. Disgust
 6. Guilty/Shame
 7. Interest
 8. Surprise
- 

- ## Emotion Regulation Emotion Vulnerability
- **High sensitivity**
 - Immediate reactions
 - Low threshold for emotional reaction
 - **High reactivity**
 - Extreme reactions
 - High arousal dysregulates cognitive processing
 - **Slow return to baseline**
 - Long lasting reactions
 - Contributes to high sensitivity to next emotional stimulus





Emotion Regulation Skills

Act Effectively Despite Emotional Arousal

- Remember you are not your emotion: Do not necessarily ACT on emotion.
- Block avoidance
 - Combat Myths: It'll Change if I Wait, It'll Kill Me, It'll Last Forever
- Problem solving to change emotions
 - To reduce frequency of negative emotions

Observing and Describing Emotions

Due Date: _____ Name: _____ Week Starting: _____

Select a current or recent emotional reaction, and fill out as much of this sheet as you can. If the prompting event for the emotion you are working on is another emotion that occurred first (e.g., fear prompted anger at yourself), then fill out a second worksheet for the first emotion. Use Emotion Regulation Handout 6 for ideas. Write on the back of this sheet if you need more room.

Vulnerability Factors: What happened before to make me vulnerable to the prompting event? Tell the story up to the event.

Interpretation of Event: Thoughts, beliefs, assumptions, appraisals?

Prompting Event: What set off the emotion? What happened in the few minutes right before the emotion started? Just the facts!

Aftereffects: Emotions, behavior, thoughts, etc.?

Biological Changes Face and Body Changes and Experiences: What am I or was I feeling in my face and body?

Expressions Face and Body Language: What is or was my facial expression? Posture? Gestures?

Expression with Words: What I SAID

Action Urges: What do I or did I feel like doing? What do I or did I want to say?

Actions: What I DID

Emotion Name: _____ Intensity (0-100) _____

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Emotion Regulation Skills Opposite to Emotion Action

Act **OPPOSITE** to what you want to do

- Walk away rather than abuse someone
- Approach something you are afraid of
- Do something active when you want to do nothing
- Talk about something that you feel ashamed of
- Watch a funny movie when you feel sad

- FEAR-Hide-Approach
- ANGER-Attack-Gently Avoid
- SAD-Withdraw-Get Active
- GUILT-Avoid-Face

Emotion Regulation Skills

- Increase Emotional Tolerance**
 - Acknowledge** emotions through mindfulness
 - Recognize** by observing your emotion
 - Check the Facts
 - Do the facts of the situation justify the emotion?
 - Endure** emotions by experiencing them as a wave coming and going
 - You are not the wave
 - Don't avoid it
 - Don't judge it
 - Don't make it bigger or smaller
 - Don't hold on to it

Emotion Regulation Skills

- Distraction**
 - activities with focused attention
 - self-soothing
- Intense exercise**
- Relaxation**
 - progressive muscle relaxation
 - slow diaphragmatic breathing
 - Biofeedback
- Temperature**
 - ice cubes in hands
 - face in ice water (whole body dunk)

Reducing Vulnerability to Emotion Mind— Building a Life Worth Living

A way to remember these skills is to remember the term **ABC PLEASE**.

ACCUMULATE POSITIVE EMOTIONS

A **Short Term:** Do pleasant things that are possible now.
Long Term: Make changes in your life so that positive events will happen more often in the future. Build a "life worth living."

BUILD MASTERY

B Do things that make you feel competent and effective to combat helplessness and hopelessness.

COPE AHEAD OF TIME WITH EMOTIONAL SITUATIONS

C Rehearse a plan ahead of time so that you are prepared to cope skillfully with emotional situations.

PLEASE

PLEASE

TAKE CARE OF YOUR MIND BY TAKING CARE OF YOUR BODY


Treat Physical illness, balance Eating, avoid mood-Altering substances, balance Sleep, and get Exercise.

Interpersonal Effectiveness Skills


Skills used to **Build, Maintain, or End** a destructive Relationship ;

Achieve Objectives with Others via stating what you need, saying no, and coping with conflict.

Walk the Middle Path via balancing priorities versus demands and "wants" and the "shoulds" in order to gain mastery and self-respect.



Emotion Regulation Skills



5 steps to handling your feelings.

- **Name the Emotion** – Be specific how you feel.
- **Claim the Emotion** – Say: "This is my feeling. No one made me feel this way. How I am feeling is my response to this conflict."
- **Tame the Emotion** – If you are uncomfortable with the intensity of your feelings, do physical or mental activities that reduces them.
- **Reframe the Emotion** – Say: "Is this the first time I had felt this way? Am I overreacting? What am I failing to understand about other person? How can I reframe my feelings in this situation?" Is it worth the battle/loss (even if I am right)?"
- **Aim the Emotion** – Say: "What am I going to do with this emotion? Will I talk with someone (with assertive communication)?" Do I need to understand my part of the conflict? Am I willing to accept and forgive? Will I ask the other party to resolve the conflict without assuming?"

MYTHS ABOUT INTERPERSONAL EFFECTIVENESS

Put a check mark in the box next to each of the statements below that seem "true" in your emotion mind, rational mind, or wise mind.

1. If I say and do the correct things, people will like me. If people don't like me, it's probably because I have done something bad or wrong.
CHALLENGE: _____
2. I can't stand it if someone gets upset with me.
CHALLENGE: _____
3. I don't deserve to get what I want or need.
CHALLENGE: _____
4. If I make a request, this will show that I am a very weak person.
CHALLENGE: _____
5. I must be really inadequate if I can't fix this myself.
CHALLENGE: _____
6. I have to know whether a person is going to say yes before I make a request.
CHALLENGE: _____
7. Making requests is really pushy (bad, self-centered, selfish, un-Christian).
CHALLENGE: _____
8. It doesn't make any difference: I don't care really.
CHALLENGE: _____
9. Obviously, the problem is just in my head. If I would just think differently I wouldn't have to bother everybody else.
CHALLENGE: _____
10. This is a catastrophe (is really bad, is terrible, is driving me crazy, will destroy me, is a disaster).
CHALLENGE: _____
11. Saying no to a request is always a selfish thing to do.
CHALLENGE: _____
12. I should be willing to sacrifice my own needs for others.
CHALLENGE: _____

Interpersonal Effectiveness Skills

People Skills
Assertiveness

OBSERVING AND DESCRIBING INTERPERSONAL SITUATIONS

Name: _____ Date: _____

Fill out this sheet during or just after a situation that creates a problem for you such as one where: 1) your rights or wishes are not being respected, 2) you want someone to do or change something or give you something, 3) you want or need to say no or resist pressure to do something, 4) you want to get your position or point of view taken seriously, and 5) there is conflict with another person. Observe and describe in writing as close in time to the situation as possible. Write on the back of this page if you need more room.

PROMPTING EVENT for my problem? Who did what to whom? What led up to what?

What I SAID OR DID in the situation: (Be SPECIFIC.) _____ Rate INTENSITY of response: _____

Intensity-rating (0-6): _____

FACTORS REDUCING MY EFFECTIVENESS in this situation:

SKILLS LACKING: (What don't I know how to do or say?) _____

AUTOMATIC THOUGHTS OR MYTHS: _____

EMOTIONS INTERFERING: _____

INDECISION (or conflict in goals) getting in the way:
OBJECTIVES: What results do I want? What changes do I want the person to make?

RELATIONSHIP: How do I want other person to feel about me after the interaction?

SELF-RESPECT: How do I want to feel about myself after the interaction?

CONFLICT or INDECISION: _____

ENVIRONMENTAL FACTORS getting in my way: _____

Interpersonal Effectiveness Skills

• Interpersonal effectiveness skills include:

- **Assertiveness** skills
- **Communication** skills
- **Refusal** skills
- **Conflict resolution** skills

Interpersonal Effectiveness Skills Create/Maintain Relationship: “GIVE”

- **G**entle: be nice, no attacks, no threats, no judgement
- **I**nterested: listen to other person; don't interrupt, don't assume
- **V**alidate: convey understanding, verbally and nonverbally
- **E**asy Manner: smile, be lighthearted, use a little humor

Interpersonal Effectiveness Skills

- Objective Effectiveness
 - DEAR MAN or DIG
- Maintain the Relationship
 - GIVE
- Maintain Self Respect
 - FAST
- Your Goals
 - RAN



Interpersonal Effectiveness Skills Maintain Self-Respect: “FAST”

- **F**air: validate your and the others feelings, needs, wishes
- no **A**pologies: don't apologize for making the request or having an opinion
- **S**tick to values: avoid selling out your values and beliefs
- **T**ruthful: don't lie, exaggerate, or act helpless when you aren't

Interpersonal Effectiveness Skills Obtain Goal/Make Requests: “DEAR MAN”

- **D**escribe: Describe the situation - Stick to the facts
- **E**xpress: Express your feelings and opinions about the situation
- **A**ssert: Assert yourself by asking what you want clearly
- **R**einforce: Reinforce or reward the person ahead of time by explaining consequences
- **M**indful: Maintain your focus on your objectives (i.e., broken record), ignore if other person attacks, threatens or tires to change subject.
- **A**ppear Confident: Be effective and competent, good eye contact, confident voice
- **N**egotiate: Be willing to give to get, offer and ask alternative solutions. Turn the table to other person. “What do you think we should do?”

Interpersonal Effectiveness Skills Validation

- Acknowledging what is sane, true and *valid* about the client's point of view. Validation must be authentic and genuine.
- Validation is not synonymous with approval, agreement, or sympathy.

Interpersonal Effectiveness Skills Create A Validating Environment

DBT's aim in creating a validating environment is to teach individuals to trust and validate their own emotions, thoughts and activities.

Interpersonal Effectiveness Skills Do's of Validating

- Communicating that you are listening and not judging or blaming;
- Acknowledging how hard it is when his/her emotions seem to spin out of control and he/she feels powerless to control them.
- How painful it must feel to behave in ways that he/she may regret later or that upset others.
- Acknowledging how difficult and even embarrassing it is to be "different" when he/she wants to be like everyone else.
- Recognizing and acknowledging the circular nature of communication and how each are affected in a transactional way.
- Acknowledging the difficulty in his/her lives and letting him/her know you accept him/her in this moment even while you are helping him/her to change his/her behaviors.
- Accepting that the child is doing the best he/she can with the circumstances and difficulties in his/her life and the ways he/she have learned to manage their difficulties.
- If kids feel validated, they will be better able to receive feedback and change their own behaviors

Interpersonal Effectiveness Skills Validation

Teach children to **validate others** because:

- it helps their relationships go better
- it calms intense emotions and situations so that they can problem solve

Teach children to **self-validate** because:

- it quiets defensive or fearful emotions so they can problem solve.
- it allows them to let go of the pain and exhaustion that constant self-justification and self-doubt requires.

DBT and Teen Reactions

- "Staying in logical mind and using emotional regulation, I have been able to stay rational and calm and get what I need."
- "The number one skill that I used was DEAR MAN, especially with my mother. I basically sat down and thought about how I could use each element of DEAR MAN in a conversation with her. DEAR MAN in combination with...just about everything else."

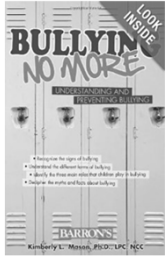
Interpersonal Effectiveness Skills Invalidating Behaviors – The Don'ts

- Not paying attention, being distracted, being anxious to end the conversation
- Telling the other person what he/she DOES feel or SHOULD feel
- Pathologizing or criticizing what the other person thinks or feels
- Patronizing, condescending or treating the other person as fragile or incompetent
- Emotionally invalidating environments are generally intolerant of displays of negative feelings/emotions, especially when such displays do not match what others think the environment supports the emotion to look like!
- Not responding to or validating the other's self-disclosure

DBT and Teen Reactions

- "The Mindfulness skill allowed me to heighten my awareness of my limits. I'm more aware of when I'm overworked, or over emotional and I know what triggers the overload."
- "My experience here with DBT has been truly life changing. I've developed skills that will help me the rest of my life."

Bullying No More: Understanding and Preventing Bullying



In *Bullying No More*, Dr. Kimberly L. Mason offers an arsenal of techniques to end the cycle of bullying. Rather than assigning blame and doling out punishment (response tactics which rarely work in these cases), Mason focuses on changing behavior by repairing relationships.

This down-to-earth, yet comprehensive guide will help readers:

- Recognize the signs and the different forms of bullying
- Understand the three main roles that children play in bullying
- Decipher the myths and facts about bullying
- Put proven intervention and prevention strategies into use
- Communicate more effectively with children

Covering aspects of bullying for all ages and taking into account modern forms via online, social media, and smartphone video and photo usage, this timely book will be an invaluable resource for parents, educators, youth leaders, or anyone else who deals with kids on a regular basis who want to intervene and protect children from the harmful effects of bullying.



I know that it's not always easy to keep your chin up when dealing with challenging clients and situations.

I thank you for coming today to help youth use their wise mind to regulate their emotions, cope with distress, and improve their relationships.

Bullying and the Emotional Mind: Teaching DBT Skills to Foster Resiliency



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