**Session One**

**INTRODUCING DBT & COMMENCING CRISIS INTERVENTION SKILLS**

**Handouts:**

* Core Components of DBT
* Group Norms and DBT rules
* Getting to know you

**Introductions**

* Group facilitators introduce selves and share something of themselves (eg favourite colour or T.V. show).

#### Invite group members introduce themselves, sharing something of themselves (eg favourite colour or T.V. show).

#### Macintosh HD:Users:priscillayardley:Desktop:images.jpgWhat is your understanding or hope of what you will gain from DBT? Describe the different components of DBT (refer to Core Components of DBT handout).

#### Introduce the Crisis Intervention Skills and Mindfulness Module as the first Module.

#### Group norms

#### Discuss group norms and rules (handout)

####  [Whiteboard discussion] Discuss and establish any additional expectations for participation in this group.

EXPECTATIONS ABOUT HOME PRACTICE: Set up the expectation of a willingness to practise skills and that the first part of every session will be spent talking about home practice.

 Intro to CRISIS SURVIVAL SKILLS-Session One

**What are Crisis Survival Strategies?**

Get participants to read paragraphs in workbook page 3

What is an example of a Crisis?

**If participants can’t come up with an example say** “imagine you had a disagreement with a family member and don’t have enough money to pay the rent. You feel overwhelmed and just want the problems to go away. You then run into your old drug dealer offering free drugs, Taking drugs in this situation is likely to make things worse.”

**Why should Crisis Survival Skills only be used in the short term?**

**If participants can’t answer say** “Let’s say you are able to get yourself through a crisis and resist urges to use drugs or self-harm or some other unhelpful response if you distract yourself by playing loud music, going to the movies or such like. But if every time a difficult to solve problem comes along, you avoid it or distract from it, problems will remain unsolved and life is unlikely to improve”.

**Get examples:** “Have any of you had times when you have used helpful strategies that work in the short term but are harmful when overused or used in excess and don’t help with problem solving? (eating, ignoring problems, going to sleep, distracting from important work that needs to be done.)”

At some point, all of us have made a crisis worse by our own behaviour. Has anyone got an example of when you would have liked new skills to handle the situation more effectively?

**How would you know if Crisis Survival Skills are working?**

1. “When time passes and you haven’t done anything to make things works, the skills are working. This is true even if you don’t feel better”.

2. “Skills are working when you start to feel more able to tolerate the problem while using your other skills. To figure this out, rate your distress tolerance from 0 (‘I can’t tolerate it at all’) to 100 (‘Although this is painful, I can definitely tolerate it).”

3. “Crisis survival skills might make you feel better. If so, great, but if not, keep your focus on surviving the crisis.”

**The STOP Skill-Session ONE**

Get participants to take it in turns to read the STOP handout on page 5.

Can you think of some situations where using the STOP skill would be the most helpful thing to do?

Example: “If someone says something that provokes you to anger (like calling you names or swearing at you), you might have the urge to attack this person physically or verbally. Doing that might result in getting hurt, being jailed or making the situation worse.” Using the STOP skill can lead to effective coping.

**Stop:** Has anyone got an example of when they have had a difficult situation that usually resulted in an impulsive behaviour but they were able to freeze, took a step back, observed and proceeded mindfully?

**Practice Exercise:** role-play being called a name. First model the freeze, then have the participants practice freezing.

**Take a step back**: Example, “You’re crossing the street and don’t notice a car approaching. The driver stops the car, gets out, starts swearing at you, and physically pushes you. Your urge is to punch him in the face or swear back but you know that would make it worse. So you first stop and then literally take a step back. Has anyone got another example?

**Practice Exercise:** Role play using the above example. Model freezing, and then physically taking a step back and taking a deep breath. Have participants practice the skill both physically and in their minds.

**Observe:** To make effective choices, it is important not to jump to conclusions. Use mindfulness skills of observing and being non-judgemental.

Practice Exercise: facilitator’s role play a difficult interaction. Participants practise observing without judging and describe.

**Proceed mindfully:** Give example, “you get home really late from work, due to a flat tire. Your partner starts yelling at you, accusing you of cheating, and calling you names. You get really angry, and your first impulse is to yell and call him names back. However, you want to deal with this skilfully. So you stop and then take a step back from your partner. You observe that your feelings of anger might result in a further escalation of words so you decide to wait until until you have calmed down before talking to your partner about it. “

**HOMEWORK: STOP WORKSHEET on page 7.**

**PROS AND CONS AS A WAY TO MAKE BEHAVIOURAL DECISIONS**

**Session TWO**

Get participants to read the introduction sentences on page 8 and 9.

Read out the example of Pros and Cons on page and ask for feedback

When you have to make a decision between two choices, doing a Pros and Cons can be very important in helping you make a wise choice. All of us need to use Pros and Cons some of the time. Sometimes Pros and Cons are very quickly done in our head e.g. let’s say you wake up late on the DBT group day and feel really tired and think “Oh it would feel so good to stay in bed” and then you think “ Oh! If I stay in bed, I will miss DBT and I have committed to being there!”

Can anyone give an example of when you have automatically thought of the consequences, both positive and negative, of doing things?

Can anyone think of times when you have difficult choices to make and need to really sit down and evaluate the pros and cons?

Practice Exercise: draw on the white board a pros and cons grid. Get participants to generate pros and cons of tolerating a crisis without doing something harmful and/or impulsive. Then have them generate pros and cons for not tolerating the crisis. Compare the two sets.

Discuss strategies to bring pros and cons to mind when needed.

**Homework: Go over** Pros and Cons of Acting on Crisis Urges Worksheet on page 9.Homework is to fill it in for a problem behaviour

**TIP Skills for Managing Extreme Arousal**

**Session THREE**

Take it in turns to read “TIP Skills: Changing Your Body Chemistry and “How the TIP skills work” on page 11

Take it in turns to read “TIP Skills: Changing Your Body Chemistry: To reduce extreme emotion mind *fast” on page 12.*

Why use TIP skills? What situations would be a good time to use TIP skills?

If no-one can come up with examples say:

* “you are in a crisis-that is, a high urge to engage in destructive behaviour hits and you can’t distract yourself.
* An important demand needs to be met, and you are too overwhelmed to think of what to do
* You are not processing information effectively
* Other skills are not feasible to do, or are not helpful
* You are at your skills breakdown point!”

**Using Cold Water, Step by Step**

Take it in turns to read Using Cold Water, Step by Step on page 13.

This skill has short-lived effects. Let’s say you use it to reduce the intensity of the feelings of anxiety and fear you may have been experiencing but the then you start thinking about the situation that set off the anxiety in the first place. What could you do then?

If no-one comes up with an example say:

“you could do a paced breathing or a distraction technique”

**PRACTICE EXERCISE:**

See if one or two participants who are medically cleared would like to experiment with changing the body temperature**.**

**You will need:** A gel pack that has been kept cold, and wet paper towels or a bowl of iced water.

**Procedure:**

1. Have the participant sit, put a wet towel around the gel bag, and then place the pack over the eyes and cheeks for up to 30 seconds
2. Alternatively, have each participant bend over a bowl of water, hold breath, and put face in water fo up to 30 minutes
3. Once participant has finished, have them discuss their experience

**Intense Exercise**

Why do you think intense exercise (of any kind) can have a rapid effect on mood, decreasing negative mood and thoughts?

If no-one comes up with reasons suggest:

“Negative emotions can lead to increased arousal and preparation for action that can make it difficult to inhibit emotion-linked actions.”

When would you use intense exercise?

If no response suggest:

* when agitated,
* when angry,
* when ruminating just won’t stop,
* when you need to bring up your mood and willingness in the morning
* at any other time that it has been useful in the past

**Paced Breathing**

Why do you think that paced breathing is effective?

If no response:

Paced breathing can. In a very similar way to the dive reflex, slowing breathing to approximately five o six breaths per minute activates the parasympathetic nervous system

**Practice Exercise:**

Demonstrate paced breathing as an exercise with participants. Get the participants to rate their level of arousal/anxiety/agitation out of 10 (10 is greatest level of arousal) before and after the exercise.

**HOME PRACTICE: TIP SKILLS WORKSHEET on page 14.**

**Paired Muscle Relaxation, Step by Step-SESSION FOUR**

Take it in turns to read “Paired Muscle Relaxation, Step by Step” ON PAGE 16

Who has done a relaxation exercise before? If so, what type of relaxation have you done? What have you found to be the benefits?

Practice Exercise (5-10 minutes):

* Ask participants to rate their current arousal (0-10) and write it down
* Sit facing participants. Make sure everyone is ok to practice the skill and is able to stretch out their legs
* **Invite participants to use the voice memo function on their phone to record the exercise so they can practice at home**
* Use the script in the workbook and go through the exercise
* It is important to remind participants that getting relaxation paired with the work “RELAX” while exhaling can take a fair amount of practice.
* At the end of the exercise, get participants to re-rate their arousal (0-10) and write it down

**Did your arousal level go down, up or stay the same?**

**HOME PRACTICE:** Paired Muscle Relaxation Worksheet on page 18.

**Effective Rethinking and Paired relaxation**

Take it in turn to read “Effective Rethinking and Paired relaxation **HOME PRACTICE:** on page 20.

Does anyone have a situation that is causing some stress and you want to work on reducing your emotional reactions that we could use as a practice example? If not, be ready with an example.

1. Use the white board to write down the thoughts associated with the distress and get the participant to come up with more effective self-statements
2. Get all participants to practise breathing in and saying one of the effective self-statements followed by so…RELAX as you breathe out.

**HOME PRACTICE:**Effective Thinking & Relaxation Worksheet on page 21.

**Distraction, Self-soothing, Improve the Moment Techniques-SESSION FIVE**

**Take it in turns to read the intro to Distraction Techniques on page 23.**

Enable time for participants to have a quick flick through up to page 32.

Can you think of times that you use distraction techniques. Do you have your favourite ones?

Home Practice:

* Work on your own distraction plan – what works for you? On page 32
* Try at least one new distraction technique using worksheet on page 33

**Self Soothing**

Take it in turns to read **Self-Soothing on page 35.**

**Allow time for participants to have a quick flick through self-soothing techniques on pages 36-40.**

Can you think of times that you use some of these self-soothing techniques. Do you have your favourite ones?

Home Practice:

* Work on your own self-soothing plan on page 41.
* Try at least one new self-soothing technique using worksheet on page 42

**Body Scan Meditation Step by Step and Sensory Awareness, Step by Step**

Take it in turns to read Body Scan Meditation from page 44

Encourage participants to use voice memo to record the Body Scan (10-15 minutes)

**Practice Exercise:**

Read the script on page 45.

What was your experience of the body scan?

**Sensory Awareness, Step by Step**

Introduce Sensory Awareness by reading the introductory paragraphs from page 46.

Practice Exercise: Encourage participants to use voice memo to record the Sensory Awareness exercise as you speak it out.

What was your experience of the sensory awareness exercise?

**Homework:** Body Scan meditation and Sensory Awareness, Step by Step Worksheet on page 47.

**Improve the Moment**

**Facilitator read out the intro to Improve the Moment on page 50**

**Practice Exercise:** ask the participants to take a look over the skills on pages 50-52 and tick those they think might work for them.

 **Ask participants what they checked.**

Homework: Practice Improve the moment techniques and use Worksheet on page 53 Homework: Body Scan meditation and Sensory Awareness, Step by Step Worksheet on page 47.

.

**Problem Solving-SESSION SIX**

**Take it in turns to read out Options for Solving Any Problem on page 55 and 56**

**Practice Exercise:**

Does anyone have an example of a minor or medium sized problem that we can use to practice problem solving? If not, be ready with a minor problem. Use the white board.

**Home Practice: Practice using problem solving with worksheet on page 57.**