

# The Zoom Interface

The screenshot shows the Zoom Webinar interface with several callouts explaining features:

- Maximize Session View:** A callout points to the "Click here to maximize your session view" button in the top right corner.
- Enter Full Screen:** A callout points to the "Enter Full Screen" button in the top right corner.
- Q&A Feature:** A callout points to the "Question and Answer" window, which contains a "Type your question here..." input field and buttons for "All questions (1)" and "My questions (1)". A text box explains: "You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above." Another text box explains: "You can switch between questions you've asked and those asked by others using these buttons."
- Zoom Webinar Chat:** A callout points to the chat window on the right, which contains a text box explaining: "The chat feature will allow you to talk with other people in today's webinar." Another text box explains: "The To field will tell you who will receive your message. Be mindful of who you are chatting to." A callout points to the "To: All panelists" field, with a text box explaining: "Your text can only be seen by panelists."
- Audio Settings:** A callout points to the "Audio Settings" button in the bottom left corner, which is open to show a "Select a Speaker" menu with options: "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", and "Audio Settings...". A text box explains: "Click Here to adjust your audio settings".
- Leave Session:** A callout points to the "Leave" button in the bottom right corner, with a text box explaining: "Click here to leave the session".

All attendees are muted. Today's session will be recorded.

# *Understanding the Basics of DBT: A 4-Part Foundational Skills Series*

Crystal Socha, MS, LPC, CRC, NCC, ACS

June 4, 2024



**Mental Health Technology Transfer Center**  
*Funded by SAMHSA*

**Northeast and Caribbean  
Region 2**

**General Mental  
Health Workforce**

**Provider  
Wellness**

**Youth & Young  
Adult Services**

**School Mental  
Health Workforce**



Northeast and Caribbean (HHS Region 2)

**MHTTC**

**Mental Health Technology Transfer Center Network**

Funded by Substance Abuse and Mental Health Services Administration

**EPBs** for serious mental health conditions

**Wellness & Recovery** for Providers and people with mental health conditions

**School Mental Health**  
Comprehensive, multi-tiered services & supports

**Hispanic and Latiné** mental health education

**Online Education Courses**  
Wellness Matters, IMR, Functional Thinking & more

## Services Available

No-cost training, technical assistance, and resources





# Grow Your Knowledge and Skills

Keep up with the latest effective practices, resources, and technologies!

**Subscribe** to receive our mailings.  
All activities are free!



# We Want Your Feedback

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# Video Recording Information

## *Please Note:*

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.



# Disclaimer

This presentation was prepared for the Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC) under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA). All material appearing in this presentation, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated. Do not reproduce or distribute this presentation for a fee without specific, written authorization from the Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC). This presentation will be recorded and posted on our website.

At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

This work is supported by grant H79SM081783 from the DHHS, SAMHSA.

# Your Interactions With Us

## Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Note: your question may be visible to other participants.

## Chat and Polls

- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED  
AND HOPEFUL

INCLUSIVE AND  
ACCEPTING OF  
DIVERSE CULTURES,  
GENDERS,  
PERSPECTIVES,  
AND EXPERIENCES

HEALING-CENTERED AND  
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS  
PARTICIPATING IN THEIR  
OWN JOURNEYS

PERSON-FIRST AND  
FREE OF LABELS

NON-JUDGMENTAL AND  
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR  
AND UNDERSTANDABLE

CONSISTENT WITH  
OUR ACTIONS,  
POLICIES, AND PRODUCTS

A woman with dark, curly hair is looking out a window. She has a nose ring and is looking upwards and to the right. The background shows a bright blue sky with clouds and some greenery outside the window.

# 988

SUICIDE  
& CRISIS  
LIFELINE

**For people experiencing:**

- Suicide, mental health, substance use crisis
- Emotional distress
- People concerned about someone in crisis

# Meet Today's Presenter



Crystal Socha, MS, LPC, CRC, NCC, ACS  
(she/her)



# **Understanding the Basics of DBT: A 4-Part Foundational Skills Series**

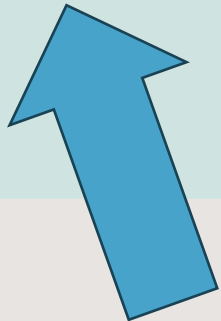
Crystal Socha, MS, LPC, CRC, NCC, ACS

# Foundational Series Outline

---

## Session 1:

- Introduction to DBT & Strategies for Mindfulness



## Session 2:

- DBT Skills Training: Strategies for Distress Tolerance

## Session 3:

- DBT Skills Training: Strategies for Emotion Regulation

## Session 4:

- DBT Skills Training: Strategies for Interpersonal Effectiveness

---

# Session 1: Introduction to DBT & Strategies for Mindfulness

---





# Learning Objectives

<b>Identify</b>	Identify DBT's history, framework, and treatment structure
<b>Highlight</b>	Highlight the key components of DBT: mindfulness, emotional regulation, distress tolerance, and interpersonal effectiveness
<b>Understand</b>	Understand mindfulness strategies and their importance in DBT
<b>Review</b>	Review a case study to apply mindfulness skills with clients

# What is DBT?

D = Dialectical

B = Behavior

T = Therapy



# History

- Founded by Dr. Marsha Linehan
- Started when studying suicide
- Interventions were originally primarily focused on behavior change
- Borderline personality disorder

(Chapman, 2016; Schimelpfening, 2023)

# Populations Served

Generalized  
anxiety disorder  
(GAD)

Attention-deficit/  
hyperactivity  
disorder (ADHD)

Bipolar disorder

Eating disorders

Major depressive  
disorder

Obsessive-  
compulsive  
disorder (OCD)

Post-traumatic  
stress disorder  
(PTSD)

Substance use  
disorder

---

# Criteria for DBT Treatment

---

1) Experiencing intense symptoms

2) History of repeated substance use relapses/repeated suicide attempts/self injury/repeated hospitalizations

3) Clients who are at high risk and need daily check-ins

4) Clients who have deficits in two or more modules

5) Meets criteria or has features of borderline personality disorder

# Structure of DBT

Weekly outpatient individual  
psychotherapy

Weekly outpatient group skills training

Between session “phone coaching”

Weekly therapists’ consultation meeting

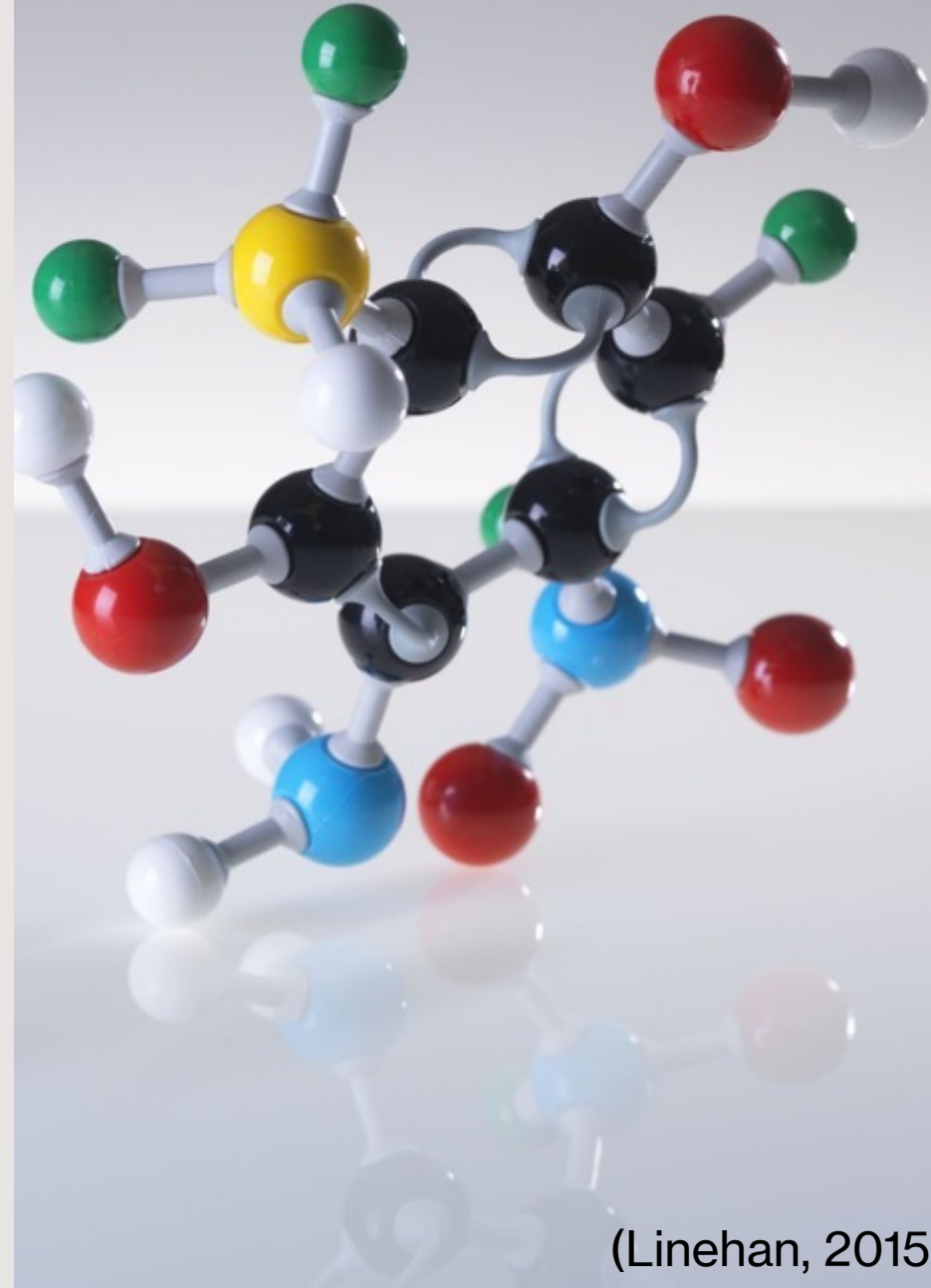
Pharmacotherapy

---

# Framework: Biosocial Theory

---

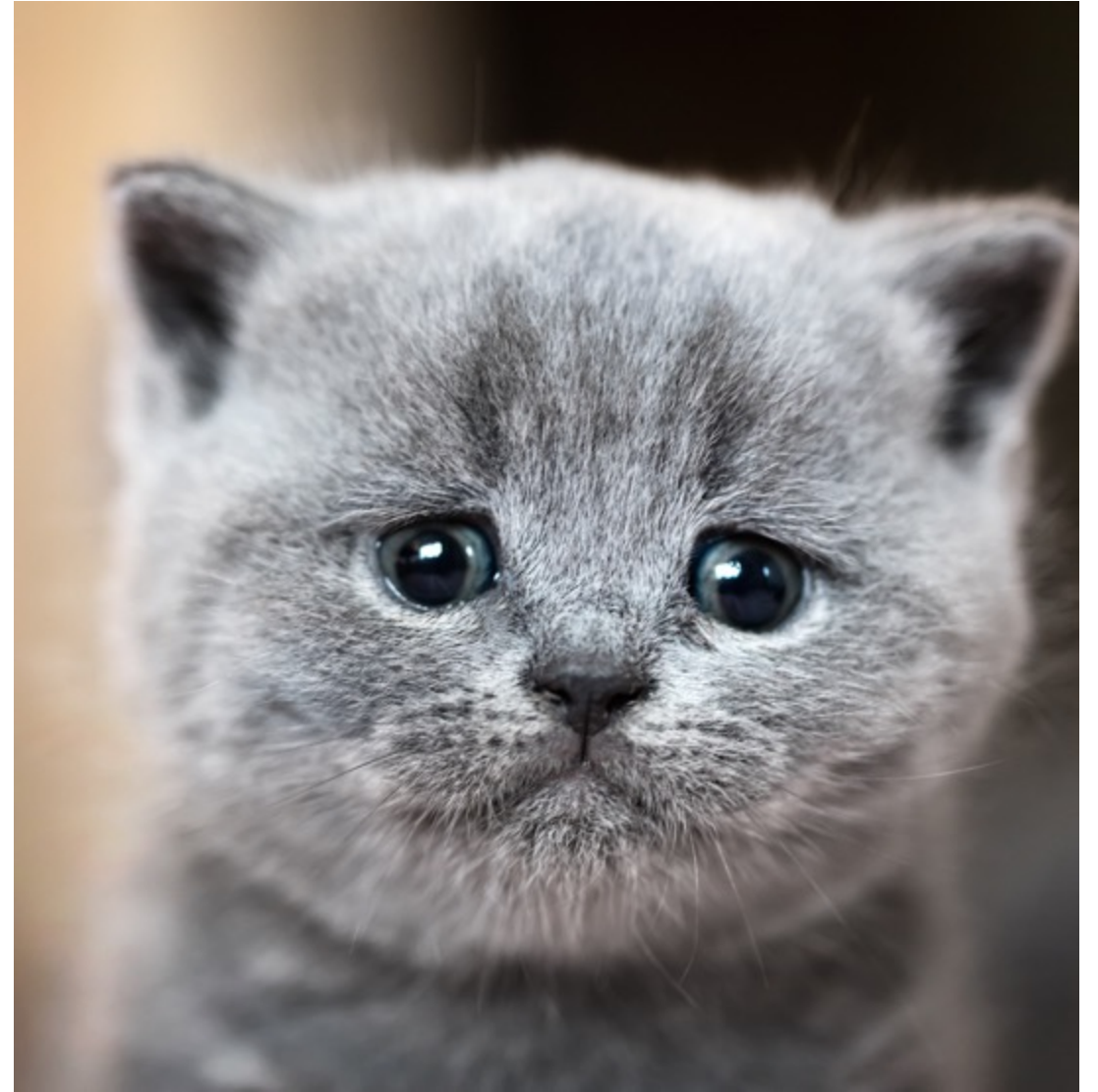
- **Biosocial theory**
  - Biology and environment
  - Emotional vulnerability is biological
  - Regulating action is harder for some than others
  - An invalidating environment makes it difficult to regulate emotions



(Linehan, 2015)

# Characteristics of an Invalidating Environment

- An environment that:
  - Punishes expression of emotions, especially in public
  - Oversimplifies problem solving
  - Says emotions are weird, wrong, or bad
  - Denies or discounts an individual's personal emotional experience
  - Reinforces escalations of emotional responses
  - Says emotions should be coped with without support







## Framework: Dialectical Philosophy

Two opposing  
truths can be  
true at the same  
time

A synthesis of  
both  
perspectives



---

# DBT Skills Training Assumptions

---

1. People are doing the best they can.
2. People want to improve.
3. People need to do better, try harder, and be more motivated to change.
4. People may not have caused all of our own problems, but they have to solve them anyway.
5. New behavior has to be learned in all relevant contexts.
6. All behaviors (actions, thoughts, emotions) are caused.
7. Figuring out and changing the causes of behavior work better than judging and blaming.
8. Clients cannot fail in therapy.

# Primary Targets of DBT

**Overarching Goal: To build a life worth living**

Life-Threatening

Therapy Interfering

Quality of Life

Skills Acquisition

# Identifying Goals: Behaviors to Increase & Decrease

- **Behaviors to decrease:**

- Mindlessness

- Interpersonal conflict and stress

- Extreme, intense emotions

- Impulsive behaviors



- **Behaviors to increase:**

- Mindfulness skills.

- Interpersonal effectiveness skills.

- Emotion regulation skills.

- Distress tolerance skills.



---

# Behavioral Considerations

---

- When removing an old behavior, replace with a new one
- New behaviors must be practiced
- Anticipate moments of difficulty and plan ahead

# Pros & Cons of Using Skills

- Describe the situation or problem
- Describe your goal in this situation

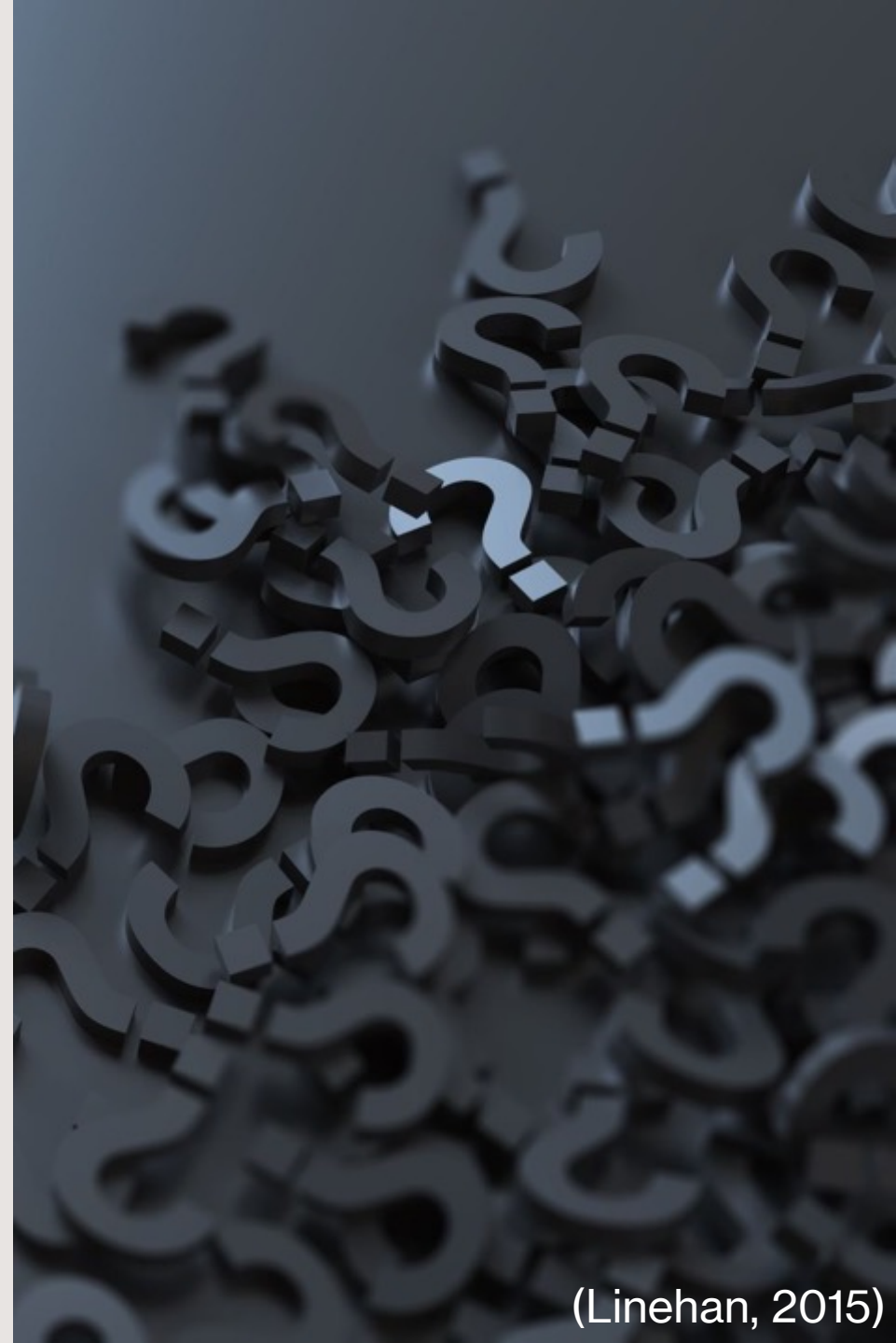
<b>PROS</b>	<b>Practicing Skills</b>	<b>Not Practicing Skills</b>
	_____	_____
	_____	_____
	_____	_____
<b>CONS</b>	<b>Practicing Skills</b>	<b>Not Practicing Skills</b>
	_____	_____
	_____	_____
	_____	_____

---

# Options for Solving Any Problem

---

- **Solve the problem**
  - Identify the details of the problem
- **Feel better about the problem**
  - Use emotion regulation skills
- **Accept and tolerate the problem**
  - Use distress tolerance skills
- **Stay miserable**
  - No skills



# Skills Overview

Mindfulness

Distress Tolerance

Emotion Regulation

Interpersonal Effectiveness





**What is mindfulness?**





# Mindfulness Overview

- *Teach clients how to:*
  - reduce suffering and increase happiness
  - increase control and awareness of their minds
  - experience reality as it is
  - be less judgmental

# Mindfulness Skills



Wise Mind: States of Mind



“What” Skills



“How” Skills

---

## Wise Mind: States of Mind

---

- Reasonable Mind
- Emotion Mind
- Wise Mind





---

# Mindfulness “What” Skills: Observe & Describe

---

- What you do to be mindful
- **Ways to observe:**
  - Observe with your eyes, sounds, smells, taste
  - Observe your breath
- **Ways to describe:**
  - Describe what you see
    - (e.g. clouds in the sky)
  - Describe your breathing
    - (e.g. I am in inhaling, I am exhaling)
  - **Remember: If you can't observe it, you can't describe it**

---

# Mindfulness “How” Skills

---

- Be completely present in this one moment
- Do ONE thing at a time
- Letting go of distractions



# Case Study

- Jane, a 28-year-old cisgender, heterosexual female, has a bachelor's degree in Business Administration and currently works as an office assistant. Growing up, Jane's mother struggled with depression, and her father was often absent due to work commitments and a history of alcohol use. Jane struggled with mood lability and anxiety from a young age. Despite excelling academically, her mental health issues intensified during college, leading to self-harm and substance use. In her early career, this emotional instability affected her job performance and relationships. She currently has trouble concentrating at work, easily distracted, and regularly feels overwhelmed.

**How can you help Jane develop mindfulness skills to increase her awareness of her thoughts and emotions?**

# Summary

---



DBT is both supportive/validating AND behavioral/skill-oriented



DBT teaches the skills necessary to build a life worth living



DBT takes time, energy, effort and commitment



Mindfulness helps a person to focus their mind on the present moment without judgment or attachment to the moment





# Homework

01

Practice  
mindfulness  
“what” skills

02

Practice  
mindfulness  
“how” skills

03

Notice the  
Three States  
of Mind

---

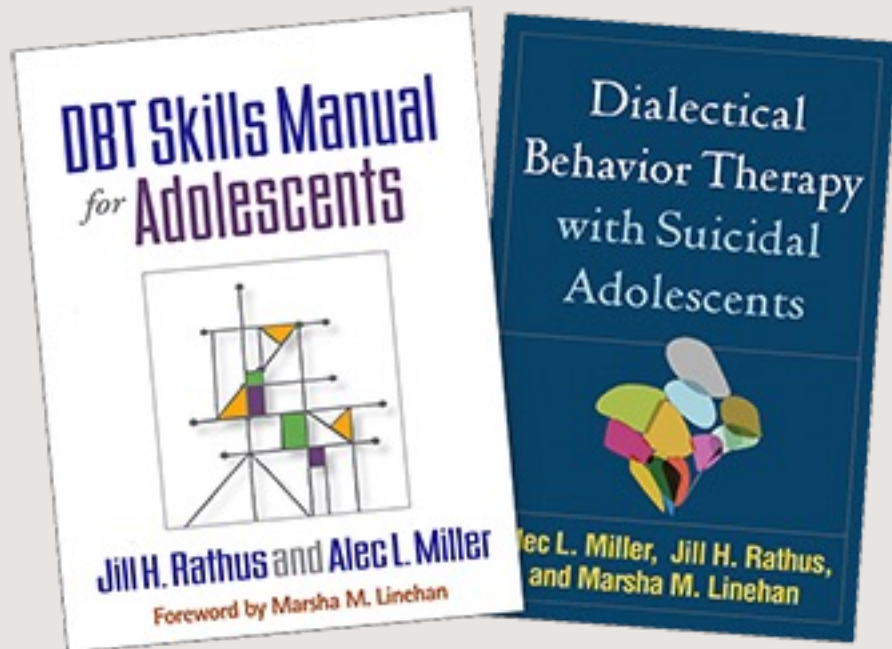
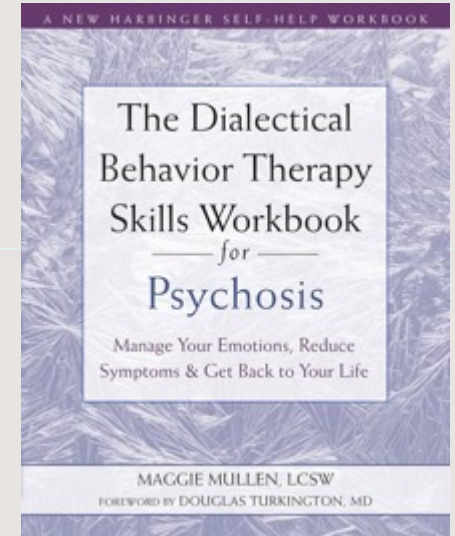
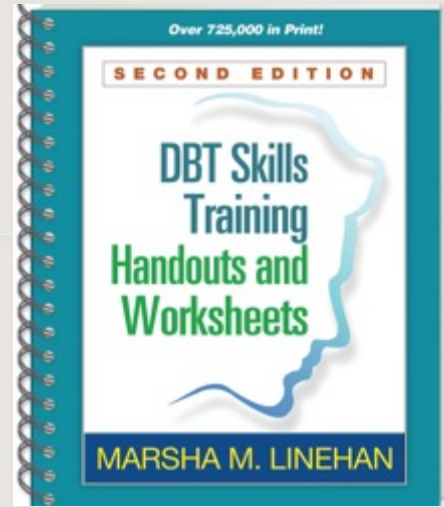
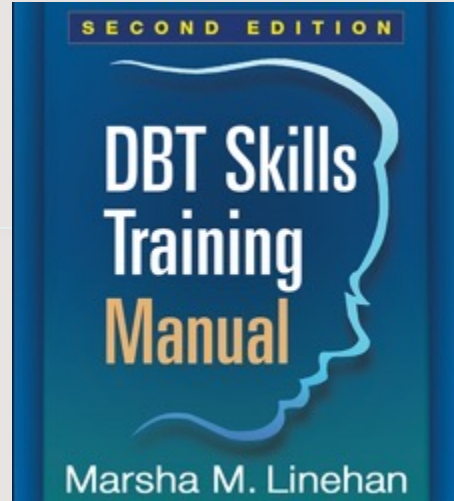
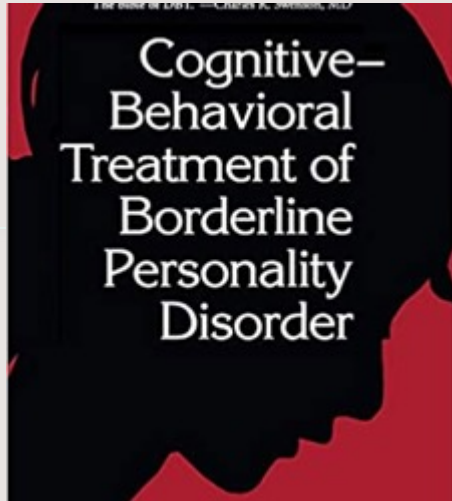


**Join us next Tuesday  
June 11<sup>th</sup> 12-1PM EST**

**Part Two:  
DBT Skills Training:  
Strategies for Distress  
Tolerance**

---





# Resources

<https://dbt-lbc.org/>

<https://behavioraltech.org/>

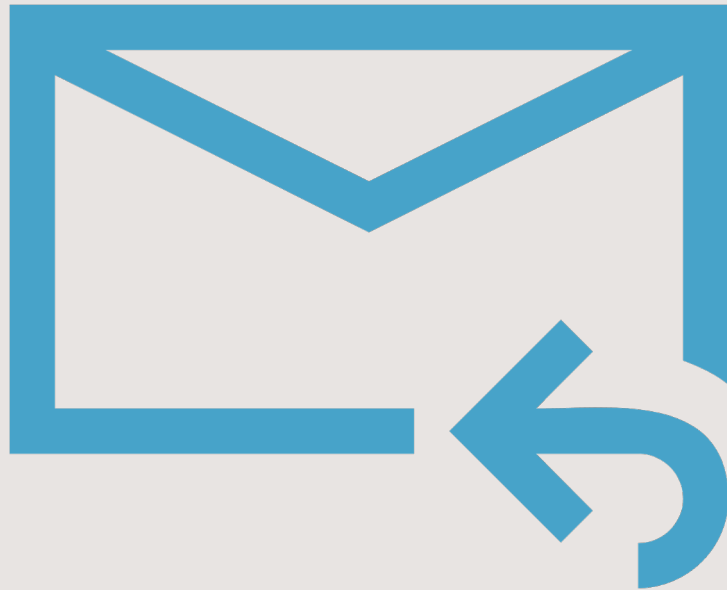
<https://www.youtube.com/dbtru>

# References

- Chapman A. L. (2016). Dialectical behavior therapy: Current indications and unique elements. *Psychiatry (Edgmont (Pa. : Township))*, 3(9), 62–68.
- Linehan, M. (2015) DBT skills training manual (2nd Ed.) New York: The Guilford Press.
- Schimelpfening, N. (2023). *Dialectical behavior therapy (DBT): Definition, techniques, and benefits.*  
<https://www.verywellmind.com/dialectical-behavior-therapy-1067402>

# Thank You!

[crystal.socha@rutgers.edu](mailto:crystal.socha@rutgers.edu)



# Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.



# Toward Wellness and Recovery

## Our Podcast Channel



Check out our latest podcast series!

## Flourishing at Work: A Plan for Helping Professionals

**Search then Subscribe** wherever you get your podcasts!

[Spotify](#) Apple Music [Podbean](#)

## Webinars Recordings

Did you miss a previous webinar  
or just want to watch one again?

**Access all of our recorded webinars!**

The recording of this webinar will be made available in the Northeast and Caribbean Products & Resources Catalog on our website. To view this and all previously recorded webinars that are currently available go to the link below. Check back often as new additions are always being added.



*\*Please allow 14 business days for all recordings to be made available.*



# Certificate of Completion

A Certificate of Completion will automatically be emailed to all online participants within 7 days of webinar broadcast.

# Connect With Us

Phone: (908) 889-2552

Email: [northeastcaribbean@mhttcnetwork.org](mailto:northeastcaribbean@mhttcnetwork.org)

Website: <https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>

*Like and follow us on social media!*

Facebook: Northeast & Caribbean MHTTC

Twitter: @necmhttc

LinkedIn: @Northeast and Caribbean MHTTC





# MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental disorders into the field.

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the MHTTC Network includes 10 Regional Centers, a National American Indian and Alaska Native Center, a National Hispanic and Latino Center, and a Network Coordinating Office.

Our collaborative network supports resource development and dissemination, training and technical assistance, and workforce development for the mental health field. We work with systems, organizations, and treatment practitioners involved in the delivery of mental health services to strengthen their capacity to deliver effective evidence-based practices to individuals. Our services cover the full continuum spanning mental illness prevention, treatment, and recovery support.

## CONNECT WITH US



[MHTTCnetwork.org](https://MHTTCnetwork.org)



[Sign-Up for Newsletter](#)



[MHTTC News](#)