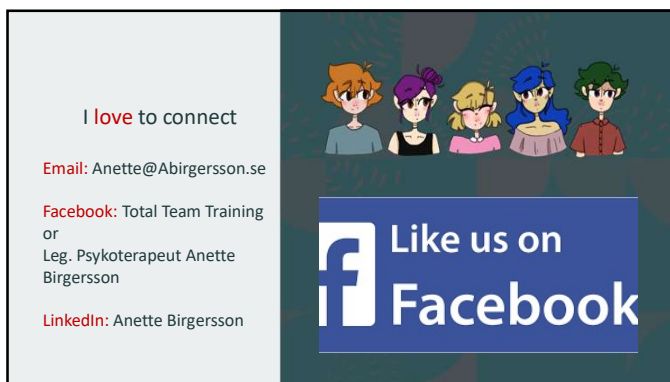
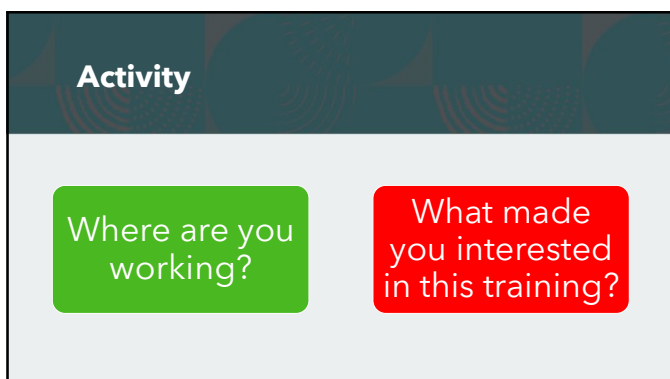


1



2



3

This is Kalle ...

- He is easily distracted
- He struggles with peer relationships
- He gets easily angry or overly excited
- He seems anxious/restless
- He disturbs class with silly comments, sounds or through moving around



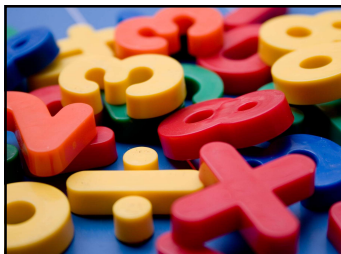
4

Activity

Are these the
kids you
struggle with?

What else do
you see?

5



- Promotes a way of thinking about behavior from a needs and strength-based approach.
- Gives us skills to support kids in distress
- Gives us skills to teach kids the skills to be able to understand and manage their own distress
- Gives us ways to handle our own distress in hard situations with kids and or caregivers and colleagues

Why can DBT be useful in a school setting?

6

Shift focus
- from problem behaviors to needs and skills

- Understand and describe the problem behaviors
- Understand and describe the needs those problem behaviors meet
- Vulnerabilities, Developmental level, Diagnosis, Trauma
- Acceptance - Change
- Bio Social Theory
- Skills deficits and strengths

7

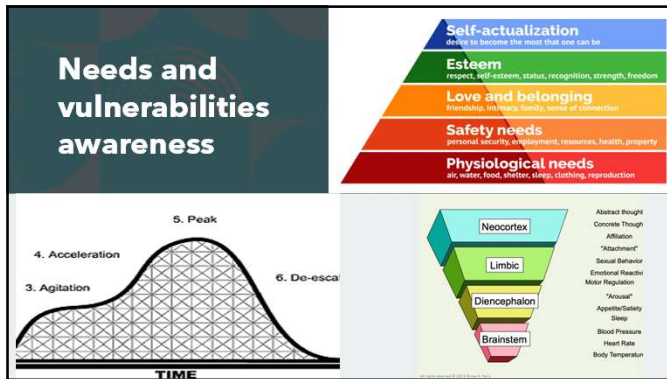
Key concepts of DBT

- Dialectical thinking
- Balance Acceptance - change
- Therapeutic approach
- Commitment
- Validation
- Therapy interfering behavior - kids/counselor/therapist/staff/caregiver
- Prioritizing target behaviors
- Teaching skills and practicing individually and in group
- Working in teams

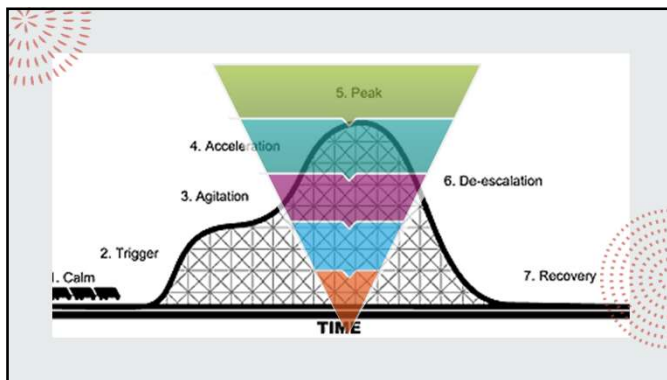
8

But first the basics ...

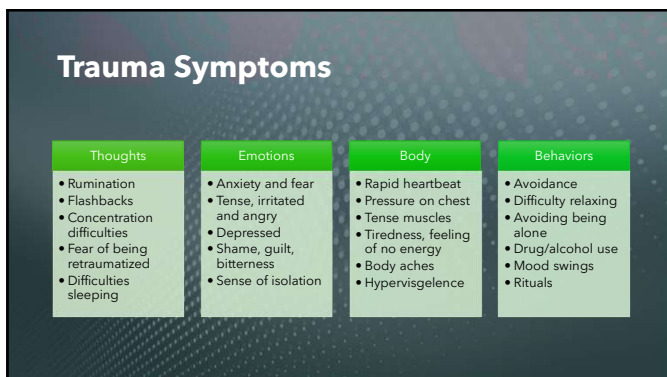
9



10



11



12


SYMPTOM AWARENESS

PROBLEM BEHAVIORS	TRAUMA	NEUROPSYCHIATRIC DISORDER	AGE TYPICAL
<ul style="list-style-type: none"> Avoidance Restlessness Impulsivity Anxiousness Aggressiveness 	<ul style="list-style-type: none"> Concentration Hypervigilance Control Depression Irritable/tense 	<ul style="list-style-type: none"> Concentration Restlessness Difficulty with changes Difficulty understanding Irritable, Angry, scared 	<ul style="list-style-type: none"> Depending on age Anxiousness Irritable Overly assertive Social anxiety

13

How do we understand what Kalle need?

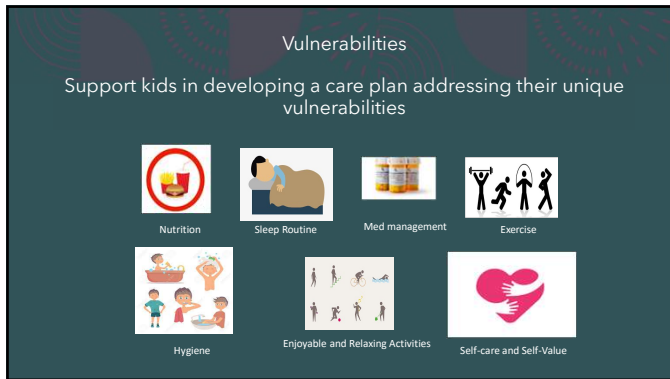
- Think about what we've just talked about.
- What do we need to know to start helping Kalle with his problem behaviors?



14



15



16



17



18

Top 20 USELESS SUPERPOWERS

- 1. ACT STUPID
- 2. INVENT THE FUTURE
- 3. CONTROL ANYONE'S CLOTHES
- 4. CONTROL ANYONE'S HAIR
- 5. BECOME THE TALKER
- 6. TALK TO ANYONE
- 7. TALK TO ANYONE ANYTIME
- 8. BE THE ONLY PERSON
- 9. BE THE ONLY PERSON
- 10. BE THE ONLY PERSON
- 11. BE THE ONLY PERSON
- 12. BE THE ONLY PERSON
- 13. BE THE ONLY PERSON
- 14. BE THE ONLY PERSON
- 15. BE THE ONLY PERSON
- 16. BE THE ONLY PERSON
- 17. BE THE ONLY PERSON
- 18. BE THE ONLY PERSON
- 19. BE THE ONLY PERSON
- 20. BE THE ONLY PERSON

Validation a superpower

- What do you think about when I say validation?
- Why do you think I say validation is a superpower?

19

You can validate ...

- **Feelings** - You can always validate a feeling, feelings can't be wrong. Feelings can be wrong if you interpret your emotion as something it's not. Like feeling tired when you might be hungry or bored or...
- **Emotions** - can be effective or ineffective. Validating an emotion means noticing that it is there even if it is unpleasant, painful or leads to negative consequences.
- **Thoughts** - You can validate a thought without seeing it as true, it's there.
- **Difficulties** - You can validate how difficult something is and how difficult someone experiences a situation.
- **Experiences** - We experience situations in different ways. You can validate an experience even if you don't share it.
- **The desire for change** - One can validate the validity of wanting something even if it is not possible to get it.
- **Needs** - You can always validate what the client think they need even if you don't think it's what would be effective
- **Efforts** - Validate efforts, even if the goal wasn't reached.
- **Opinions and beliefs** - It is easy if you share opinions but no less important if you think differently and much more difficult.
- **Things someone does for someone else**

20

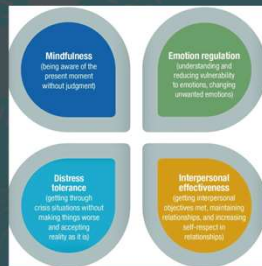
How would you talk to Kalle about his needs?

- He is easily distracted
- He struggles with peer relationships
- He gets easily angry or overly excited
- He seems anxious/restless
- He disturbs class with silly comments, sounds or through moving around

21

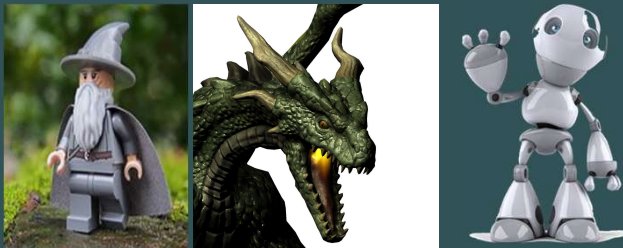
Modules and skills training in DBT

- DBT believes that every person does the best they can all the time and that they always want to do better
- DBT assumes that problem behaviors are caused by skills deficits and/or not knowing what skill and when to use a skill
- The DBT skills training teaches the kid behavioral skills and how to use them in every day lives



22

Wisemind - emotional mind - reasonable mind



23

Mindfulness

- Increase self awareness
- Bodily sensations
- Emotions
- Urges
- Behaviors / Actions
- Thoughts
- Learn to use your Wisemind/Wizard brain
- Learn to use your mindfulness skills



24

Mindfulness Skills

What Skills

- Observe
- Describe
- Participate



How Skills

- Non-Judgmental
 - Describe what you see
- One thing at the time
- Effectiveness - What works

**Noticing what's going on -
in the moment**

25

Distress tolerance -

- Manage a situation without making it worse
- Skills for when emotions/stress is high
- Distraction
- Self soothing
- What works for you?
- Radical acceptance

	TEMPERATURE Change your body temperature. Splash your face with cold water, hold an ice cube, let car AC blow on your face, take a cold shower.
	INTENSE EXERCISE Do intense exercise to match your intense emotion. Sprint to the end of the street, do jumping jacks, push ups, intense dancing.
	PACED BREATHING Try Box Breathing: Breathe in for 4 seconds, hold it for 4 seconds, breathe out 4, and hold 4. Start again, and continue until you feel more calm.
	PAIRED MUSCLE RELAXATION Focus on 1 muscle group at a time. Tighten your muscles as much as possible for 5 seconds. Then release & relax. Repeat with other muscle groups.

26

Emotional regulation

- Learn about emotions, how they work and affect you
- Learn to master difficult emotions
 - Decrease difficult emotions
 - Increase *manageable* emotions
- Connect your bodily sensations to your emotions to understand the feeling
- Connect feelings to Urges
- Connection emotions - thoughts - Behaviors



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Emotional regulation Skills

- Being aware of emotions and what they are telling me
- Observing and understanding emotions
- Change emotional response
- Checking the facts
- Opposite action
- Problem solving
- Surf the emotion wave
- Practice understanding and work on being less emotional vulnerable.

28

RELATIONSHIP SKILLS



MAKE CHOICES

- Make a goal
- Wizard, lizard, robot brain
- Get info/ask questions
- Ask/tell what you want
- Negotiate/compromise
- +/- consequences



MAKE CONNECTIONS

- Be friendly/ easy manners
- Listen/ Validate
- Be/act interested
- Be gentle
- Reach out



EXPRESS YOURSELF

- Stand up for your values
- Be truthful
- Say how you feel
- Be fair
- Apologize - when needed

Dear Man,

DESCRIBE
EXPRESS
ASSERT
REINFORCE

How to get what you want

MINDFUL
APPEAR CONFIDENT
NEGOTIATE

29

FOCUS ON RELATIONSHIP SKILLS VS EMOTIONAL REGULATION

BUILDING RELATIONSHIP SKILLS



- Strengths-Based approach
- Built in emotional regulation skills
- Making skills concrete and manageable
- Real-world application
- More "user friendly" in the moment

- Deficit-based approach
- Requires higher level of mind-body connection
- Harder to apply during difficult moments
- Difficult to reinforce consistently
- Focus is within the individual



FOCUSING ON EMOTIONAL REGULATION

30

Kalle comes to the classroom after recess and he's very upset.

What do you do?



31

How do we get "Buy In"?

- Making it fun
- Making it concrete
- Psychoeducation
- Rituals and traditions
- Expect success
- Allow for "safe" failure
- Eyebrows down
- Set reachable goals but stretch
 - Many small goals
 - Rewards on the way
- Positive reinforcement
- Involve Caregivers, Staff

Papalia et al., 2022; Modrovski et al., 2022

32



33



34

[illegible]