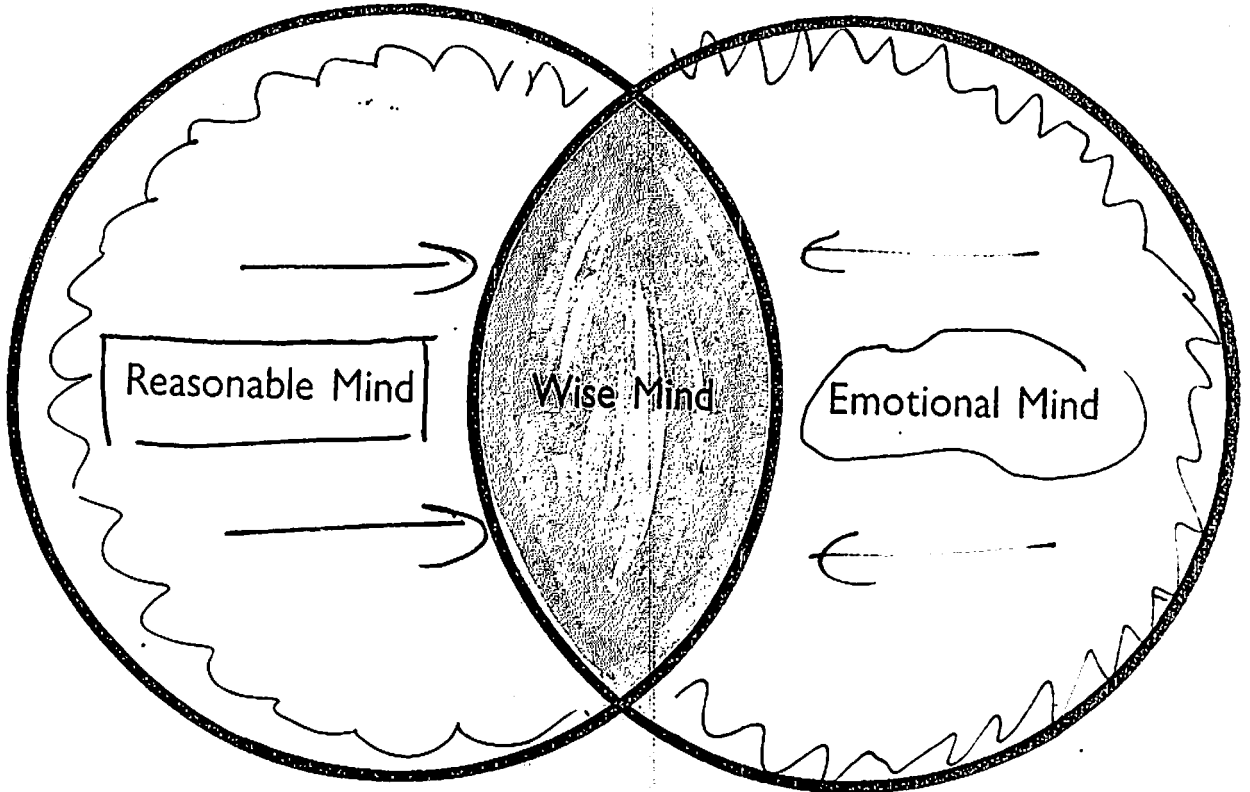


# States of Mind



# BEHAVIORAL THERAPY VS. ZEN

## BEHAVIORAL THERAPY

## ZEN PRACTICE

Technology of  
Change

Technology of  
Acceptance

Problem Solving

Validation

Rationality

Intuition

Logic

Paradox

Experimental

Experiential

# DBT ASSUMPTIONS

1. Patients are doing the best they can.
2. Patients want to improve.
3. Patients need to do better, try harder, and be more motivated to change.
- ~~4.~~ Patients may not have caused all of their own problems, but they have to solve them anyway.
5. The lives of suicidal, borderline individuals are unbearable as they are currently being lived.
6. Patients must learn new behaviors in all relevant contexts.
7. Patients cannot fail in DBT. — the Rx fails.
8. Therapists treating borderline patients need support.

} ←  
Bc  
and help show how  
△

# Goals of Skills Training

## GENERAL GOAL

To learn and refine skills in changing behavioral, emotional, and thinking patterns associated with problems in living, that is, those causing misery and distress.

## SPECIFIC GOALS

### Behaviors to Decrease

1. Interpersonal chaos
2. Labile emotions, moods
3. Impulsiveness
4. Confusion about self, cognitive dysregulation

### Behaviors to Increase

1. Interpersonal effectiveness skills
2. Emotion regulation skills
3. Distress tolerance skills
4. Core mindfulness skills

# PRIMARY TARGETS IN DBT

## DIALECTICAL SYNTHESIS

DBT  
Individual PT  
(1 hr, ~1/week  
occ 2x/week  
occ. a 30" ses -  
Group Skills tra  
w/ 2 trainers  
mindfulness comp.  
"Takes hold of mind"  
① Control mind  
whole mind

Pre-treatment Targets: Commitment 1-3 sessions

### A. Orienting and AGREEMENT ON GOALS

#### 1st Stage Targets: *Stability, Connection and Safety*

on negotiable goals

1. Decrease **SUICIDAL BEHAVIORS**  
I(A) Suicid (include SIB)  
I(B) SIB
2. - Decrease **THERAPY-INTERFERING BEHAVIORS**
3. Decrease **QUALITY-OF-LIFE INTERFERING BEHAVIORS**
4. Increase **BEHAVIORAL SKILLS:**
  - A. MINDFULNESS CORE SKILLS
  - B. INTERPERSONAL EFFECTIVENESS
  - C. EMOTION REGULATION
  - D. DISTRESS TOLERANCE
  - E. SELF-MANAGEMENT

That → ACT  
That → Feeling → ACT  
That → Feeling: Don't act  
Deficit model - unable to make the connect  
Need these skills!

#### 2nd Stage Targets: *Exposure and Emotionally Processing the Past*

5. Decrease **POST-TRAUMATIC STRESS**

#### 3rd Stage Targets: *Synthesis*

6. Increase **RESPECT FOR SELF**
7. **INDIVIDUAL GOALS**

DBT vs Kern  
melody words  
⊕ train/holder ⊖

# **QUALITY-OF-LIFE INTERFERING BEHAVIORS**

- 1. Substance abuse**
- 2. High risk or unprotected sexual behavior**
- 3. Extreme financial difficulties**
- 4. Criminal behaviors that if not changed may lead to jail**
- 5. Seriously dysfunctional interpersonal behaviors**
- 6. Employment or school related dysfunctional behaviors**
- 7. Illness related dysfunctional behaviors**
- 8. Housing related dysfunctional behaviors**
- 9. Mental health related dysfunctional behaviors**

# **DBT BEHAVIORAL SKILLS**

- 1. Mindfulness Core Skills**
- 2. Interpersonal Effectiveness**
- 3. Emotion Regulation**
- 4. Distress Tolerance**
- 5. Self-Management**