Flawless & Fallible: Culturally Responsive Dialectical Behavioral Therapy

DBT in School Based Health Centers
UCSF Benioff School Based Behavioral Health Program

- Saun-Toy Trotter, LMFT
- Ariana Sanchez-Thompson, LMFT
- Sara Schnaitter, LCSW
School Base Health Centers in West and East Oakland

CHAPPELL HAYES/ MCCLYMOMDS HEALTH CENTER

2607 Myrtle Street Oakland 94607
Phone: 510-428-3387

SERVICES
Sports Physicals
Immunizations
General Exams
First Aid
Mental Health Counseling/Therapy
STI Tests & Treatment
Birth Control & Pregnancy Tests
Wellness Groups
Health Education

Everyone ages 11-24 is welcome
If you don’t have health insurance, we can help you apply

We’re still open during shelter-in-place!
Please call for a video appointment or in-person visit at Teen Clinic 5220 Claremont Ave.

YOUTH UPRISING/ CASTLEMONT HEALTH CENTER

8711 MacArthur Blvd. Oakland
Phone: 510-428-3556

SERVICES
Sports Physicals
Immunizations
General Exams
First Aid
Mental Health Counseling/Therapy
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School-Based Behavioral Health Program

- School Based Behavioral Health is a program within FQHC and Behavioral Heath and is integrated with Primary Care, Medical Social Work, Psychiatry and Health Education at YU/Castlemont School Health Center and Chappell-Hayes Health Center at McClymond’s High School.
School-Based Behavioral Health Services

- We provide integrated, trauma informed, evidenced-based and culturally responsive school-based behavioral health services to Adolescents and their families
- Psychotherapy and Psychiatry services
- Linkage to medical services and collaboration with medical providers
- Training and Consultation for school staff, medical providers, health education team and school partners
- Outreach
- On-call assessment for suicidal behaviors when on location

"Thank you so much for all your help, you know you are a part of our family now. You helped me so much with my parenting skills and supported me to take care of myself so I could take care of my family. We really appreciate you!"

– Parent, February 2018
DBT in School Based Health Centers
Acknowledgments

• Young people, students and clients
• Ellen Muir and Alameda County School Based Behavioral Health
• All DBT skills group facilitators and curriculum design team members: Maria Mosqueda, LMFT, Monifa Willis, NP, Shelly Nakaishi, NP, Lisa Wild, LMFT, Edrica Coleman, LCSW, Ariana Sanchez, LMFT Genesis Ibarra, LCSW, Mirasol Ramirez, ASW, Tina Lu, Ashlyn Davis, LCSW, Eboni Ellis, LCSW, Stefany Menjivar, Meagun Jung, NP, and Kenia Domiguez
• Champions: Dr. Regina Graham, Dr. Petra Steinbuchel
• DBT certified instructors: Behavioral Tech
  Elizabeth Dexter-Mazza, PsyD
  Haleh Ghanizadeh, MD, MPH
• Barbara Krishna Stuart, PhD Nataliee Todd, PsyD
Dialectical Behavioral Therapy
What is DBT anyway?
DBT Journey
If you want to go far go together....
DBT Consultation Team
Individual therapy
DBT Skills
Outreach and Referrals

- Developed Orientation Manual for students and caregivers
- Attendance reinforced with stipend
- Self care packages
Referrals

INCLUSION CRITERIA:
• SI/Self-harm
• Severe depression
• Severe anxiety (usually with externalizing behaviors)
• Aggression or emotional dysregulation
• Motivated to change, try new skills

EXCLUSION CRITERIA:
• Active psychosis
• Not attached to a individual DBT therapist
• Learning impairments that prevent ability to benefit from group
• Not motivated to engage in change

OTHER THINGS TO CONSIDER WHEN REFERRING:
• DBT skills group is a 8 week commitment
• Therapist is prepared and comfortable with reinforcing DBT skills.
• DBT Skills coaching
DBT: Consultation Team
<table>
<thead>
<tr>
<th>Consultation Team: Agenda</th>
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<tr>
<td>Mindfulness</td>
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<tr>
<td>Brief Check-in</td>
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<td>Group Updates</td>
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<td>Therapist Agreements</td>
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<tr>
<td>Consultation Agenda- (Rated 5-1)</td>
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<td>Business and Time off</td>
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<td>Observer reflections</td>
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<td>Appreciation and close</td>
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Consultation Team: Agreements

Dialectical Agreement: Bring openness to varying viewpoints; no absolute truth; reality in the study of the dialectical and the middle path.

Consultation-to-the-patient: Primary goal of team is to improve our own skills as CBT therapists; agree not to treat clients as fragile; treat team members as capable of speaking for themselves.

Consistency agreement: Agree to accept diversity and change as they occur.

Observing limits agreement: Observe our own limits; agree not to judge or criticize other members for having different limits from our own.

Phenomenological empathy: Agree to search for nonpejorative or phenomenologically empathic interpretations of our clients’, our own, and each other’s behavior.

Fallibility agreement: We are each fallible and make mistakes...truly absorb that and live it with compassion.
Consultation Team:
Consultation Agenda
Setting

1 Business, Time off
2 Effective Behaviors and Introductions
3 Burnout
4 Therapy Interfering Behaviors
5 Safety Concerns and High Acuity
DBT: Individual Therapy

- Role of the individual therapist in DBT
- Orientation and commitment
- Treatment plans
DBT: Individual Therapy Skills Coaching

Reinforcement Skills
- Individual therapy sessions
- Chain Analysis
- Diary Card
- Coaching calls
Culturally Responsive DBT
FLAWLESS
A LIFE SKILLS GROUP FOR BLACK YOUTH

WEEK 1: INTRODUCTION

FACILITATORS:
Saun-Toy Trotter, LMFT
Ebony Ellis, LCSW
Ashlyn Davis, LCSW
Tina Lu
Stefany Menjivar
Zoom Orientation & Participation

**USING ZOOM EFFECTIVELY**
- Profile with name, pronouns, and photo
- Keeping Video on whole session
- “Hide Self View”
- Chat feature ONLY for communicating with facilitators about personal matters
- Reactions to show support

**SETTING UP YOUR SPACE**
- If you’re able, set up an intentional, private space
- Using headphones and a digital background
- Using a computer or tablet (not a phone)
Agreements

- “What happens in Vegas…”
  - Everything that happens in this space stays in this space
  - Keeping group members’ names confidential
  - Not taking screenshots, recording
- “Throw glitter, not shade”
  - Respect others’ opinions and ideas
- “One diva, one mic”
  - Engage while others speak, and don’t interrupt when they have the mic

What do you need from each other to co-create a safe space?
Introduce Yourself!
Name & pronouns
What’s one thing you like about your culture?
Welcome and context

- Acknowledge context and impact of anniversary of George Floyd's death and Derek Chauvin trail
Purpose:
To build cultural pride, community and skills for living and managing emotions.

www.menti.com
Code: 2400 6357
Goals of DBT Skills Training

What are your personal goals?

- Behaviors to Decrease
- Behaviors to Increase

<table>
<thead>
<tr>
<th>Problems to Decrease</th>
<th>Behaviors to Increase</th>
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<tbody>
<tr>
<td>1. REDUCED AWARENESS AND FOCUS; CONFUSION ABOUT SELF</td>
<td>1. CORE MINDFULNESS SKILLS</td>
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<tr>
<td>(Not always aware of what you are feeling, why you get upset, or what your goals are, and/or have trouble staying focused)</td>
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<td>2. EMOTIONAL DYSREGULATION</td>
<td>2. EMOTION REGULATION SKILLS</td>
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<tr>
<td>(Fast, intense mood changes with little control and/or steady negative emotional state; mood-dependent behaviors)</td>
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<td>3. IMPULSIVITY</td>
<td>3. DISTRESS TOLERANCE SKILLS</td>
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<tr>
<td>(Acting without thinking it all through; escaping or avoiding emotional experiences)</td>
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<td>4. INTERPERSONAL PROBLEMS</td>
<td>4. INTERPERSONAL EFFECTIVENESS</td>
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<td>(Pattern of difficulty keeping relationships steady, getting what you want, keeping self-respect; loneliness)</td>
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<td>5. TEENAGER AND FAMILY CHALLENGES</td>
<td>5. WALKING THE MIDDLE PATH SKILLS</td>
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<td>(Extreme thinking, feeling, and acting; absence of flexibility; difficulty navigating family conflict or effectively influencing others’ behaviors)</td>
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Introduction to Group Format

1. Introduction
2. Mindfulness
3. Distress Tolerance
4. Mindfulness
5. Emotion Regulation
6. Mindfulness
7. Interpersonal Effectiveness
8. Mindfulness
DBT 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 their own problems and they have to solve them anyway.
5. The lives of emotionally distressed teenagers and their families are painful as they are currently being lived.
6. Teens and families must learn and practice new behaviors in all the different situations in their lives (e.g., home, school, work, neighborhood).
7. There is no absolute truth.
8. Teens and their families cannot fail in DBT.
Biosocial Theory Explained

**BIOLOGY**

Biological Emotional Vulnerability
- Highly sensitive
- Highly reactive
- Slow return to baseline
- Hard time regulating emotions

**SOCIAL**

Invalidating Environment → SELF-INVALIDATION

You’re being manipulative!

What’s wrong with you?

Stop worrying!

**CHRONIC EMOTIONAL DYSREGULATION**
What is Dialectical Thinking?

Two opposite ideas can be true at the same time, and when considered together, can create a new truth and a new way of viewing the situation.

Examples of Dialectical Thinking:

- I can ask for help and become independent.
- I want my room to be clean and I don’t want to hang up my clothes.
- I want to lose some weight and I want to eat that bowl of ice cream.
- I want to have fun and be free and I want to follow my parent’s rules.
I am familiar with the theory, assumptions, and format of DBT Skills Training.

I agree to participate in DBT Skills Training and complete all of the modules.

I will come to group on time with my materials and practice exercises. If I don’t do the practice, I agree to do a behavioral analysis (so we understand what got in the way and can problem-solve for next time).

I am fully aware of the attendance policy, and if I exceed the allotted amount of absences, I understand that I will have dropped out of DBT Skills Training. (As a caregiver, I am aware that the attendance policy applies to me as well.)

(Your signature)  

(date)

(Skills trainer signature)  

(date)
In silence, there is eloquence, stop weaving and see how the pattern improves.

-Rumi
DBT EN ESPAÑOL
Se La Claridad

Un Grupo de Habilidades TDC para Crear una Vida Digna de Ser Vivida.

SEMANA 3: ANGUSTIA TOLERANCIA

FACILITADORES:
Ariana Sanchez
Kenia Dominguez
RELAJACIÓN I
Revisión

• **UNA PALABRA**
  - Da una palabra para describir cómo te está yendo hoy

• **ATENCIÓN PLENA: ABIERTO VS. Enfocada**
  - ¿Alguien intentó alguna atención plena?

• **TRES ESTADOS DE MENTE**
  - ¿Algún ejemplo de sus propios tres estados de ánimo?
¿POR QUÉ MOLESTARTE EN TOLERAR SITUACIONES DOLOROSAS?

Porque......

1. El dolor es parte de la vida y no siempre se puede evitar.

2. Si no puede lidiar con su dolor, puede actuar impulsivamente.

3. Cuando actúa impulsivamente, puede terminar lastimándose a sí mismo, o lastimando a otra persona, o no obteniendo lo que desea.
Mente Sabia PESSCAA

P - Pensamientos Distractoras contar hasta 10; contar los colores de un cuadro, de las ventanas, de cualquier cosa; hacer rompecabezas, ver la television, leer.

E - Generar Emociones opuestas Leer libros; cartas o cuentos que provoquen las emociones opuestas. Ver películas que nos animen; escuchar música que nos motive. Ideas: Películas de miedo, libros cómicos; comedias; música religiosa.

S - Degas de lado Situaciones Negativas - dehar de lado la situación durante un rato nivel mental. Confruir un muro imaginario entre uno mismo y la situación. Rechazar pensar en los aspectos negativos de la situación. Poner el dolor en un estante. Encerrarlo en una caja y dejarlo ahí por un rato.

S - Experimentar Sencaciones intensas - Sostener hielo en la mano; apretar una bola de goma en la mano; ducharse con agua muy fría; Escuchar música en muy alto volumen; Ejercicio intenso. relajación muscular progresiva.

C - Comparar - comparar la situación con otras peores en el pasado, compararse con gente que esta en la misma situación que nosotros o peor.

A - Ayudar a los demás - Ayudar al alguien, hacer un trabajo voluntario, dar algo a alguien, hacer algo hermoso por alguien, preparar una sorpresa.

A - Actividades - Practicar una afición; limpiar, llamar or visitar a un amigo o amigas, practicar juegos de ordenador, pasear, trabajar, arreglar el jardín.
Mente Sabia PESSCAA
Los 5 Sentidos

Cuando la excitación emocional es muy alta!!!!

- Estás completamente atrapado en la Mente Emocional
- Tu cerebro no está procesando información.
- Estás emocionalmente abrumado.
MINDFUL MOMENT
Effective Behaviors

Dialectical Behavior Therapy Group
8 Weeks, Prizes, Fun!

Requirements
- Be 16 to 18 years old & motivated to change
- Commit to 8 weeks of group therapy
- Must be willing to actively participate with camera on
- Be referred by your individual therapist

For More Information, please contact Amanda at amanda@ucsf.edu.
Discussion
#SHOUTOUT

Taraji P. Henson

You just have to stay the course and not get distracted or compare yourself to others. You have to really stay focused and stay grounded.

-TARAJI P. HENSON
“To dream, to be specific about the things you want in life, and to see them clearly actually helps to bring them into fruition.”

—Cynthia Erivo

#SHOUTOUT
DBT Starter Kit: Resources

- DBT Trainings – BTECH
- International Society for the Improvement and Teaching DBT Conference November 18, 2021
- DBT Skills Manuel for Adolescents by Alec L. Miller and Jill H. Rathus
- DBT In Schools by James J. Mazza, Elizabeth T. Dexter-Mazza, Jill H. Rathus, Alec L. Miller, Heather E. Murphy
- DBT Skills Training Manuel by Marsha M Linehan
- Cognitive Behavioral Treatment of Borderline Personality Disorder Marsha M Linehan
- The Unapologetic Guide to Black Mental Health: Navigate an Unequal System, Learn Tools for Emotional Wellness, and Get the Help you Deserve Rheeda Walker, PhD
VALUES:
- Dependability and Service
- Accountability, Integrity and Honesty
- Love and Nurturance
- Hope/Serenity/Inner Peace (Hope/Peace/Inner Peace)
- Racial Equity and Justice
Thank you!

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sara.schnaitter@ucsf.edu