**Dialectical Behavioral Therapy (DBT) Handouts and Resources –**

**Background Information**

All DBT Handouts were retrieved from the following source:

[DBT handouts, protocols, and client learning activities](http://practicegroundprojects.wikifoundry.com/page/DBT%2BHandouts%2C%2BProtocols%2B%26%2BClient%2BLearning%2BActivities)

Reasoning for DBT as a treatment for adolescent self-injury was adopted from Hollander, Nock & Teper (2007)

DBT is an empirically supported treatment for adolescents who self-injure.

The steps of DBT include

1. Committing to treatment
2. Decreasing harmful behaviors
	1. Decreasing life-threatening behaviors
	2. Decreasing therapy-interfering behaviors
	3. Decreasing quality-of-life interfering behaviors
3. Increasing skills
	1. Mindfulness
	2. Emotion regulation
	3. Interpersonal effectiveness
	4. Distress tolerance

The specific worksheets included in this resource guide can be used to decrease harmful behaviors and increase skills.

Decreasing harmful behaviors:

* Behavioral Chain Analysis Worksheet

Increasing Skills

* Emotion Regulations Worksheet 1
* Emotion Regulation Worksheet 2
* Nonjudgmental Stance Worksheet

Before engaging a student in DBT, the school counselor should assess for the student’s willingness to change her self-injurious behaviors. If the student is in the pre-contemplation or contemplation stage of change, then the student is not yet committed to treatment. In this case, the counselor should focus on helping the student explore the roots of her self-injury and increasing skills. Building the therapeutic relationship is key during this stage. When the student is ready to change, DBT could be a suitable treatment.