

FLAWLESS

A LIFE SKILLS GROUP FOR BLACK YOUTH



Emotional Regulation Skills

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Introduce Yourself!

1. Name & pronouns
2. What's one emotion you have felt this week



Mindful Moment

Paying attention, to the present moment, on purpose and without judgement.

WHAT- Observe, Describe, Participate

HOW- Non-judgmentally, One mindfully, effectively



Disclosures

- No one involved in the planning or presentation of this activity has any relevant financial relationships with a commercial interest to disclose.
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Goals and objectives:

- Describe Dialectics in DBT
- Identify goals of Emotional Regulation
- Practice and teach Emotional Regulation skills
- Coach youth to use at least two of the Emotional Regulation skills
- Coach adolescents to reduce vulnerability to intense emotions



What is DBT anyway?

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

DIALECTICAL EXERCISE:

- 1 example of your dialectical thinking

Goals of DBT Skills Training

What are your personal goals?

- Behaviors to Decrease
- Behaviors to Increase

Problems to Decrease

- 1. REDUCED AWARENESS AND FOCUS;
CONFUSION ABOUT SELF**
(Not always aware of what you are feeling, why you get upset, or what your goals are, and/or have trouble staying focused)
- 2. EMOTIONAL DYSREGULATION**
(Fast, intense mood changes with little control and/or steady negative emotional state; mood-dependent behaviors)
- 3. IMPULSIVITY**
(Acting without thinking it all through; escaping or avoiding emotional experiences)
- 4. INTERPERSONAL PROBLEMS**
(Pattern of difficulty keeping relationships steady, getting what you want, keeping self-respect; loneliness)
- 5. TEENAGER AND FAMILY CHALLENGES**
(Extreme thinking, feeling, and acting; absence of flexibility; difficulty navigating family conflict or effectively influencing others' behaviors)

Behaviors to Increase

- 1. CORE MINDFULNESS SKILLS**
- 2. EMOTION REGULATION SKILLS**
- 3. DISTRESS TOLERANCE SKILLS**
- 4. INTERPERSONAL EFFECTIVENESS**
- 5. WALKING THE MIDDLE PATH SKILLS**

Emotional Regulation

- “Emotional Regulation is the ability to control or influence which emotions you have. When you have them and how you experience or express them.”
- Regulating Emotions can be automatic as well as consciously controlled
- Emotions are dyregulated when you are unable, despite your best efforts to change- what emotions you have, when you have them and or how you experience or express them.

Linehan, Marsha M DBT Skills Training Manual

Goals of Emotion Regulation



- I. **Understand the emotions that you experience.**
 - Identify (observe and describe/name) emotions
 - Know what emotions do for you (are your emotions working for or against you in this moment).
- I. **Reduce emotional vulnerability and stop unwanted emotions from starting in the first place.**
 - Increase positive emotions
 - Decrease vulnerability to Emotion Mind
- I. **Decrease the frequency of unwanted emotions.**
- II. **Decrease emotional suffering; stop or reduce unwanted emotions once they start.**
 - Stop unwanted emotions from happening
 - Let go of painful emotions using mindfulness
 - Change painful emotions once they start

Why bother managing your emotions?

Taking charge of your emotions is important because:

Adolescents often have intense emotions that are difficult to manage, such as anger, shame, depression, or anxiety.

Difficulties controlling these emotions often lead to problematic behaviors that affect you and those around you.

Problematic behaviors are often ineffective solutions to intensely painful emotions.



How do emotions help us?

Emotions give us information

Emotions communicate to,
and influence, others

Emotions motivate and
prepare us for action



Checking the Facts

- Emotions can be a reaction to our thoughts and interpretation of an event
- By checking the facts we can change our beliefs or interpretation of an event, which can change our emotions.

Checking the Facts

What is the emotion that I want to change?

What is the event prompting my emotion?

Am I interpreting the situation correctly?

Are there other possible interpretations

Am I thinking in extremes?

What is the likelihood of the worst thing happening?

Do my emotion and its intensity fit the facts?

Problem Solving



- CHECK THE FACTS
- IDENTIFY YOUR GOAL
- BRAINSTORM
- CHOOSE at least one solution
- Put the solution into ACTION
- EVALUATE THE OUTCOME

Opposite Action

- Observe and Describe the emotion
- What is your action urge
- Do Opposite action **ALL THE WAY**



ABC PLEASE

Increase positive emotions and
reduce vulnerability to emotion
mind



ABC PLEASE



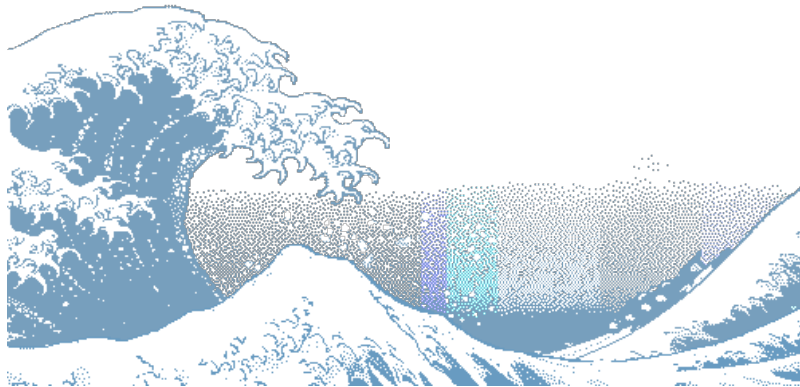
- Accumulate positive experiences
- Build Mastery
- Cope ahead

ABC PLEASE



- Treat **Physical** Illness
- Balanced **Eating**
- Avoid Mood Altering Drugs
- Balance **Sleep**
- Get **Exercise**

Ride the Wave



EXPERIENCE YOUR EMOTION

- Observe your feeling.
- Step back and just notice it.
- Get unstuck.
- Experience it as a WAVE, coming and going.
- Don't try to GET RID of it or PUSH it away.
- And don't try to HOLD ON to it.

PRACTICE MINDFULNESS OF EMOTIONAL BODY SENSATIONS

- Notice WHERE in your body you are feeling emotional sensations.
- Experience the SENSATIONS as fully as you can.

REMEMBER: YOU ARE NOT YOUR EMOTION

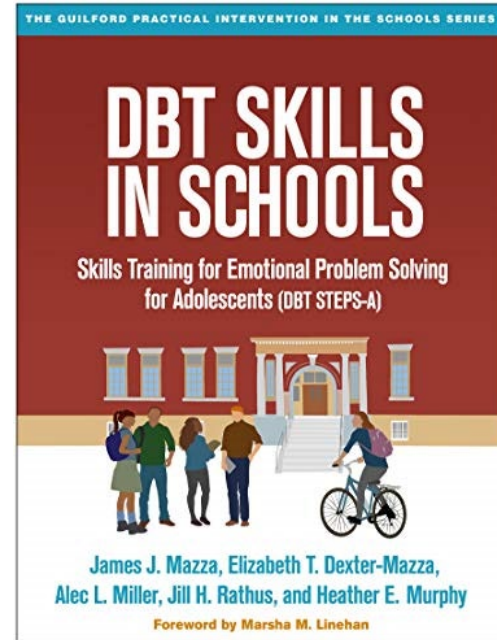
- You don't need to ACT on the feeling.
- Remember times when you have felt differently.

DON'T JUDGE YOUR EMOTION

- Radically accept it as part of you.
- Invite it home for dinner; name the emotion.
- Practice *willingness* to experience the emotion.

Resources

- Mazza, J. J., Dexter-Mazza, E. T., Miller, A. L., Rathus J. H., Murphy, H. E., & Linehan, M. M. (2016). **DBT® skills in schools: Skills training for emotional problem solving for adolescents (DBT STEPSA)**
- Linehan, M. M. (2015). *DBT® skills training manual* (2nd ed.). Guilford Press.



Thank you!