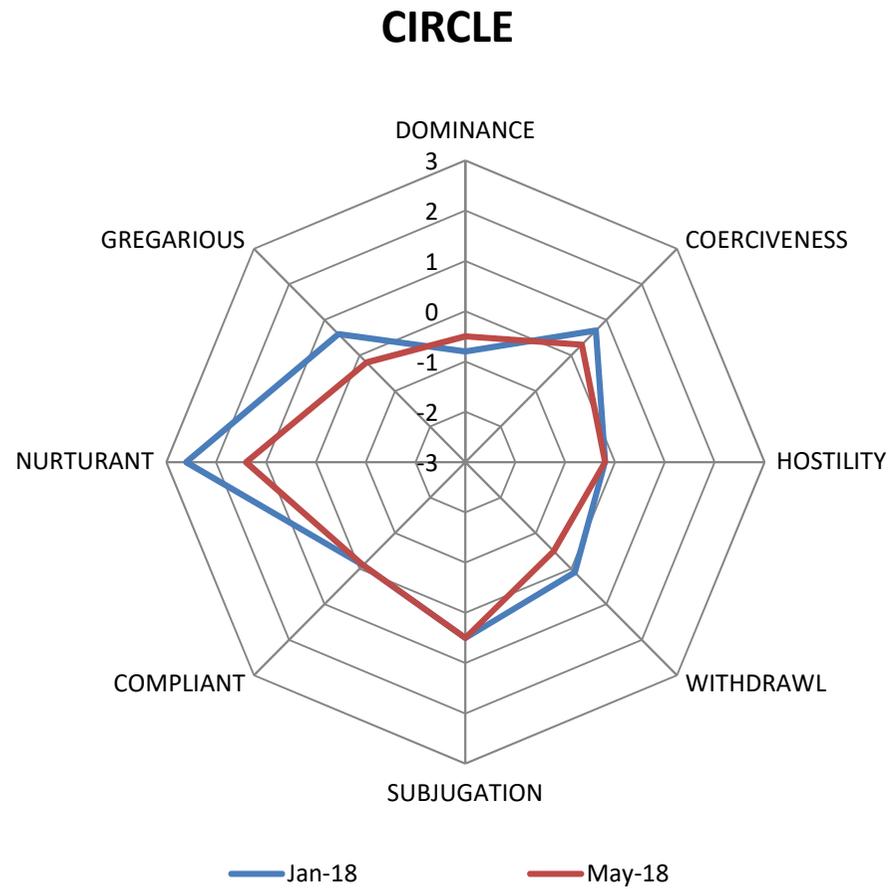
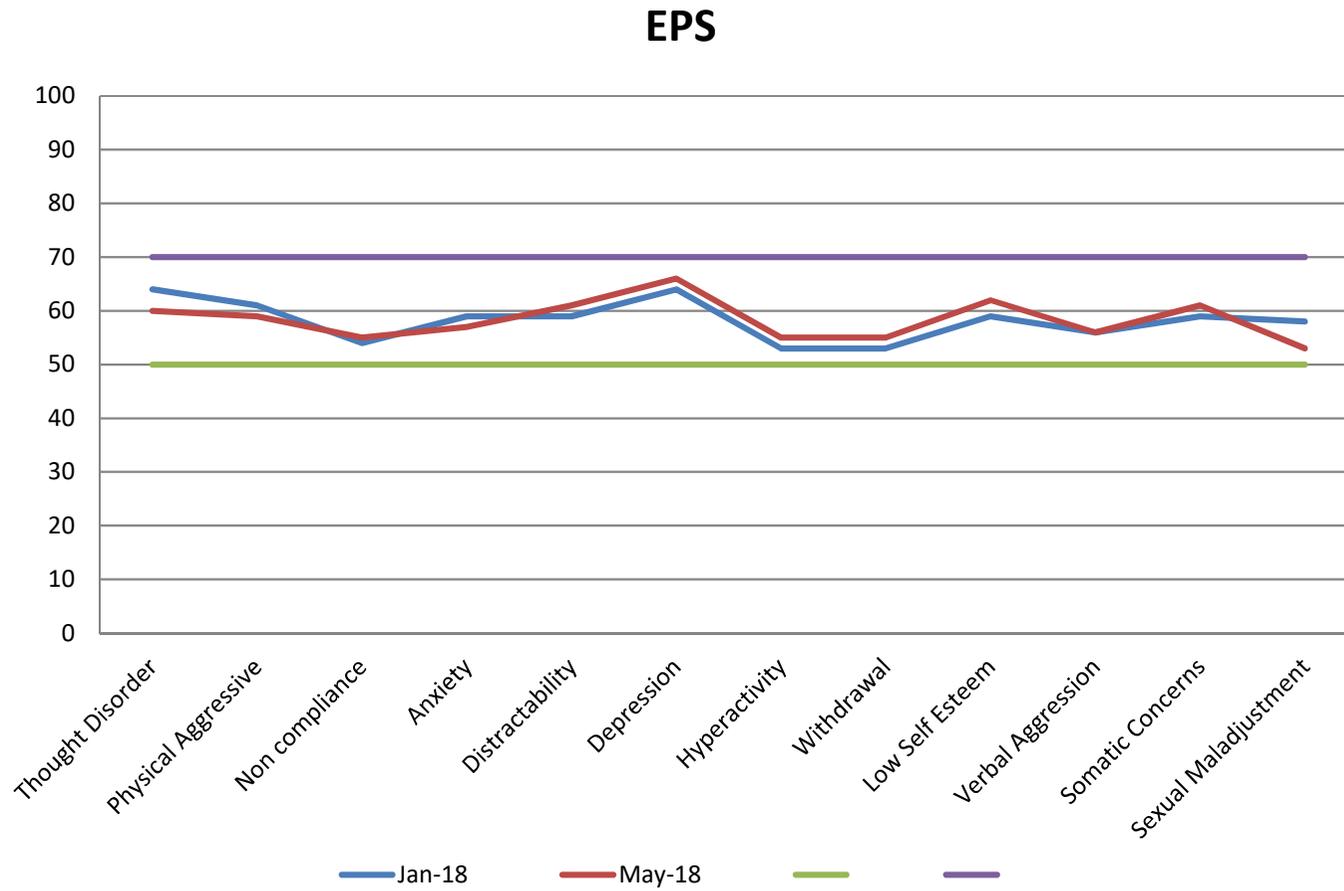


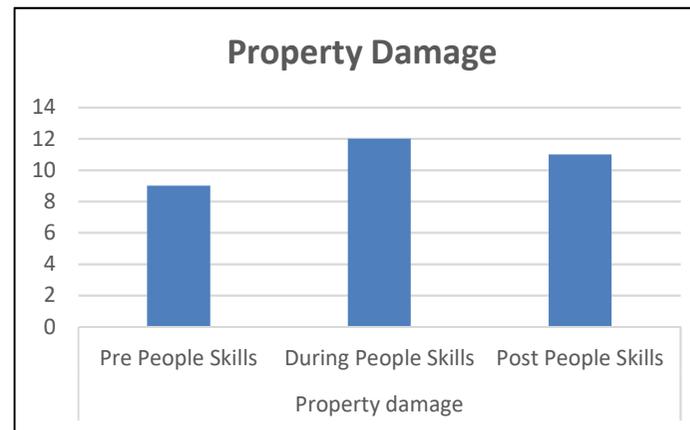
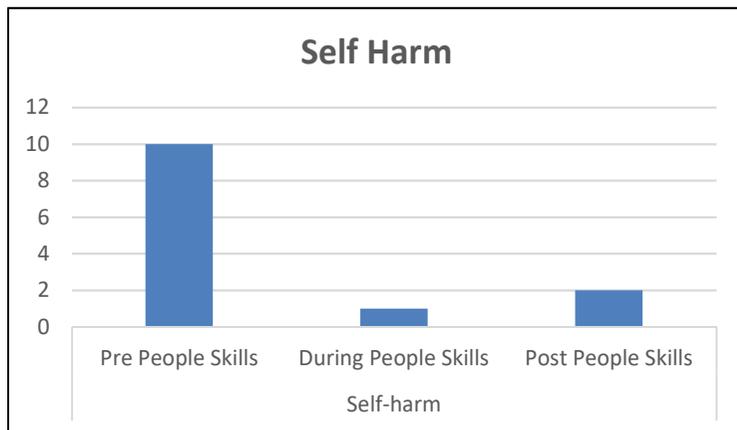
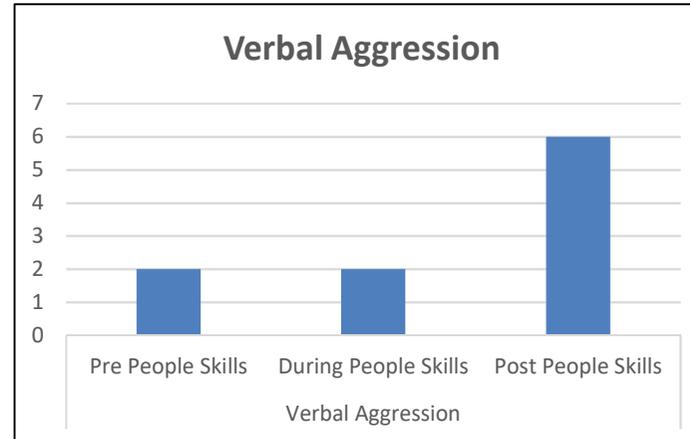
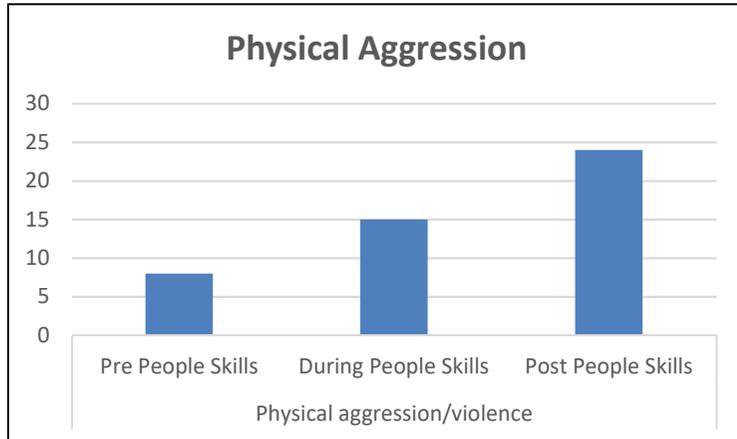
# Case Study B: Outcomes



# Case Study B: Outcomes



# Case Study B: Outcomes



# Case Study B: Publication

WATCH THIS SPACE



# Clinical Reflections

## Therapeutic factors of the group (Yalom, 2005)

- Instillation of **hope**
- **Universality** (not alone in their problems)
- **Helping** each other
- Working **together**
- **Identification with others**
- **Inter-personal learning**
- **Self-understanding**
- **Corrective experiences**



# Clinical Reflections

## **Successful** adaptations:

- Informal atmosphere (less classroom-like)
- Simpler language and concepts
- Lots of repetition
- Focus on skills building
- Lots of practising
- Less writing – more pictures, activities, role plays
- Lots of praise and validation
- Use of time-out and brain-breaks
- More props



# Clinical Reflections

**Further adaptations** to sessions have been made along the way, to meet the needs of the different patient groups:

- Open or closed therapy group
- Duration of group sessions
- Expectations of patient attendance



# Clinical Reflections

**Barriers** to delivering sessions:

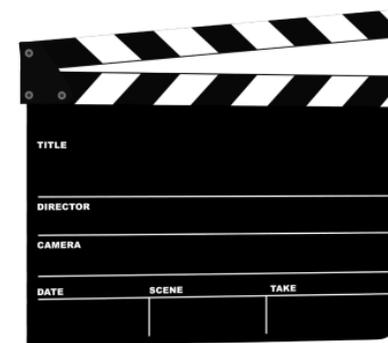
- Patient **risks**
- Patient **dynamics**
- Ward staff **available** to support the groups
- **Attention** and **distractions**
- Concurrent sessions and patient **ambivalence** around which session to attend e.g. ICFG vs occupational therapy sessions.



# Clinical Reflections

**Facilitation is tiring...but so rewarding**

- Encouraging **attendance** – motivation
- Encouraging **engagement** with session content
- **Staying on topic**
- Facilitating **understanding**
- **Retention and recall**
- **Role Plays!**



# Clinical Reflections

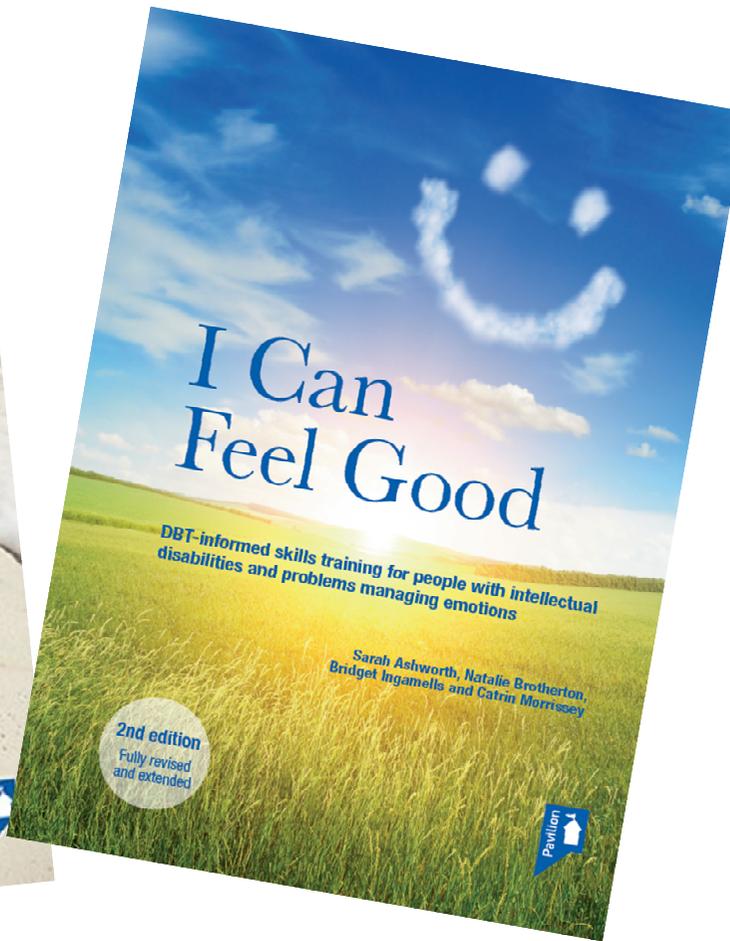
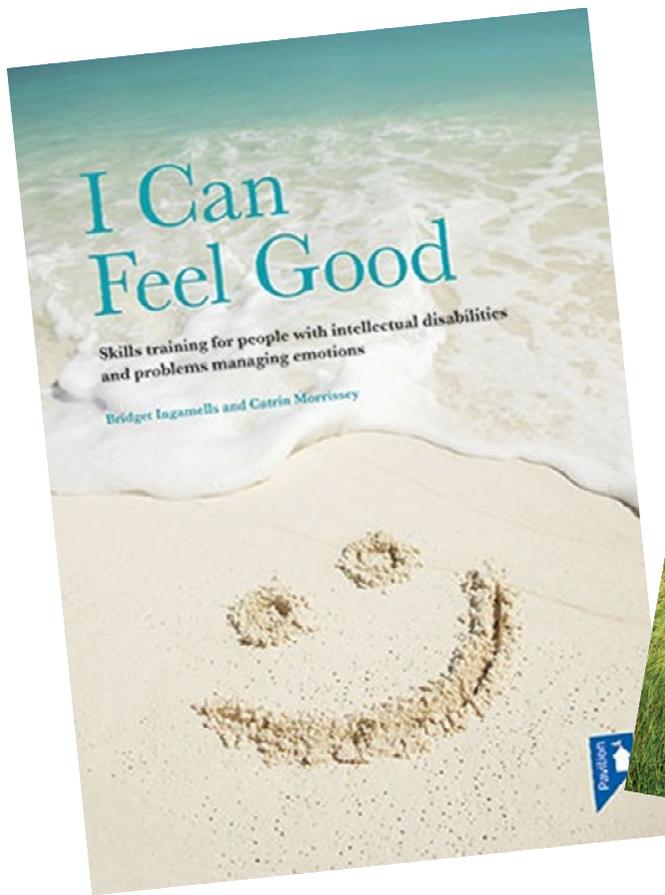
## Graduate members

- Patients attending **multiple** cycles
- Job **roles**
- **Modelling**
- Increasing **responsibility**
- Sense of **achievement** and **pride**



# Second Edition

**New cover!**



# Second Edition

**Adapted for application across various...**

- **Settings** (e.g. range of secure services, community etc.)
- **Diagnoses** (e.g. autism, personality disorder, depression and anxiety)
- **Populations** (e.g. genders)



# Second Edition

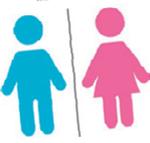
New artwork by Nathan Winterton



# Second Edition

## Updated content: Exploration of the Bio-social Theory (Linehan, 2014)

**B2: Contributing factor cards (1 of 3)**

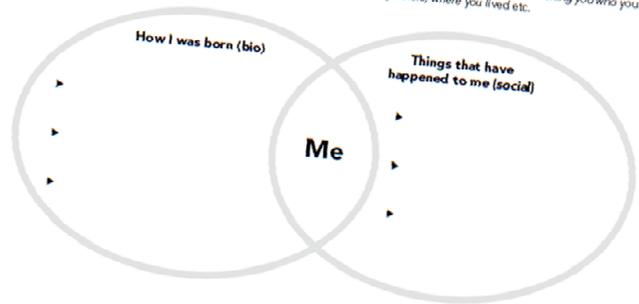
<p>Male or female</p> 	<p>Where we live</p> 
<p>Impulsivity</p> 	<p>Things that we are told by others</p> 
<p>Learning disability</p> 	<p>How people respond to our feelings - "big boys don't cry", "don't be silly, you're not scared"</p> 

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**Worksheet 1.3: How I became me (practice task)**

Get help with completing the sheet, if you need to.

- ▶ Write down three things about you that have been present since you were young and contribute to who you are now e.g. talkative, shy, emotionally sensitive, feelings seem to last a long time.
- ▶ Write down three things that you have experienced during your life that you think were important in making you who you are today e.g. school experiences, friends, the way you were treated by others, where you lived etc.



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# Second Edition

## Updated content: Application of Behaviour Chain Analysis (Linehan, 2014)

Module 1 worksheets: Mindfulness skills

**Worksheet 1.5: Thoughts, feelings and actions (practice task) (Option A)**

Write down a thought you had today, a feeling you had today, and one action you did today. Get help with completing the sheet, if you need to.

	A THOUGHT THAT I HAD TODAY
	A FEELING I HAD TODAY
	AN ACTION THAT I TOOK TODAY

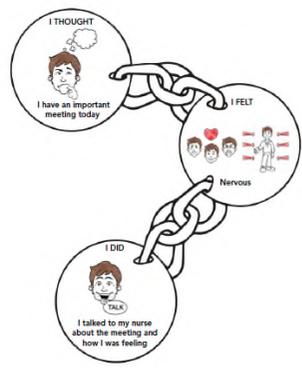
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Module 1 worksheets: Mindfulness skills

**Worksheet 1.6: Thought-feeling-action chain (example) (Option A)**

Write down a thought you had today, a feeling you had today, and one action that you did today that were linked. Get help with completing the sheet, if you need to.

**Example**



**I THOUGHT**  
I have an important meeting today

**I FELT**  
Nervous

**I DID**  
I talked to my nurse about the meeting and how I was feeling.

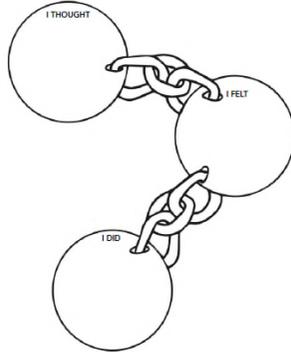
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Module 1 worksheets: Mindfulness skills

**Worksheet 1.7: Thought-feeling-action chain (practice task)**

Write down a thought you had today, a feeling you had today, and one action that you did today that were linked. Get help with completing the sheet, if you need to.

**Example**



**I THOUGHT**

**I FELT**

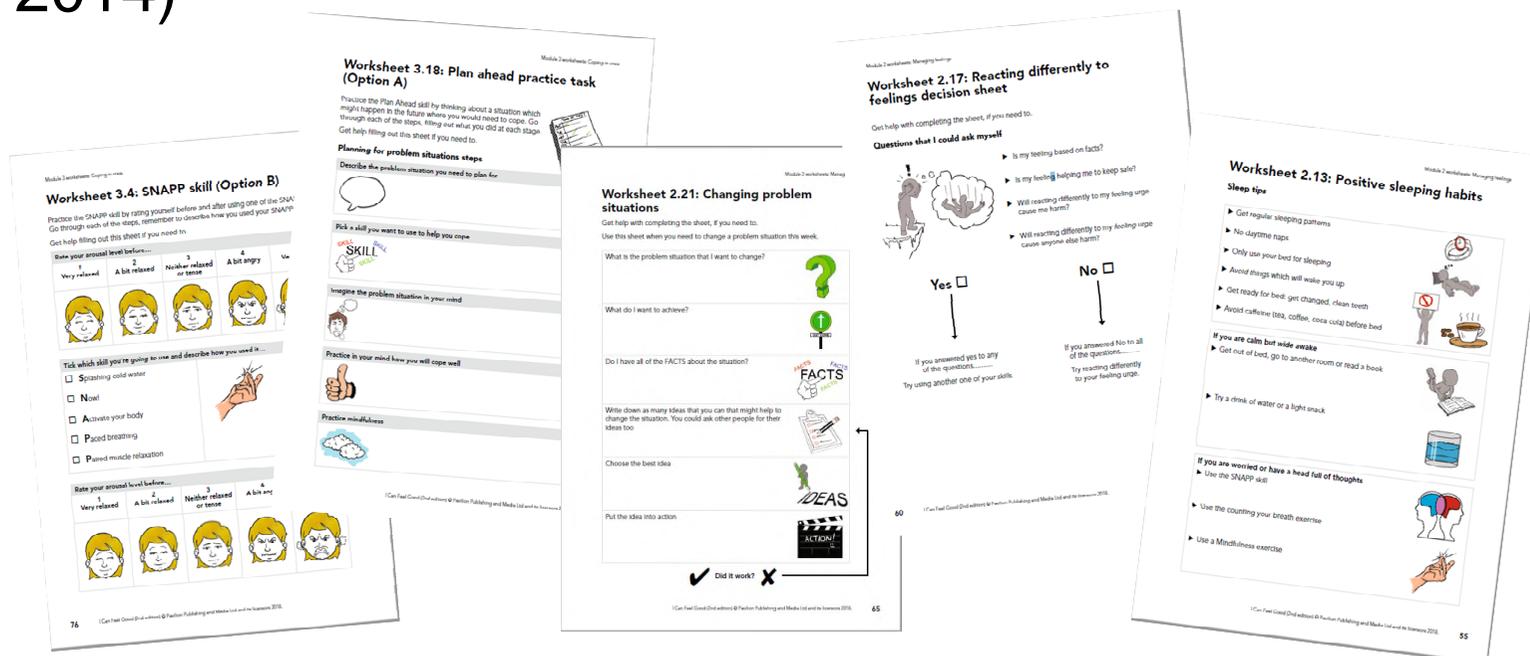
**I DID**

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# Second Edition

**Updated content:** New skills (e.g. SNAPP, Plan Ahead, Change Problem Situations, Positive Sleep Habits, Reacting Differently Decision Sheet, Linehan, 2014)



# Second Edition

**Updated content: People Skills module significantly revised**

**Worksheet 4.3: My relationships (Option A)**  
Get help with completing the sheet, if you need to.  
▶ Put the people who are most important to you in the red ring.  
▶ Put the people who are a bit less important to you in the orange ring.  
▶ Put the people who are least important to you in the yellow ring.

**Worksheet 4.15: PEOPLE skill (Option B)**  
Get help completing this sheet, if you need to. Tick the box.  
Name.....  
Week commencing.....

	Mon	Tue	Wed	Thu
Participate				
Explain				
Observe				
Polite				
Listen				
Equal				

**Worksheet 4.6: What can get in the way? (Option B)**  
Get help with completing the sheet, if you need to.

- Not knowing what to do
- My worries
- My emotions
- Not knowing what I want
- Other people's position

**Worksheet 4.4: I skills**

- I don't know how to make friends
- I struggle with eye contact
- People say I'm rude
- I sit still
- I don't stand up for myself

**Worksheet 4.13: Listen**  
Use this worksheet to help you practice listening.  
Choose someone you feel comfortable with to have a conversation with you. Remember to use your listening skills...

**How to listen...**

- ▶ Reduce distractions
- ▶ Face the person
- ▶ Don't fidget
- ▶ Take turns in the conversation
- ▶ Don't talk over people
- ▶ Check out with the other person what they said
- ▶ Write down key points if needed

**How to show you are listening...**

- ▶ Nodding
- ▶ Smiling
- ▶ Making nonverbal noises ('mm')
- ▶ Keeping eye contact
- ▶ Asking questions
- ▶ Repeat back what they have said

Afterwards, ask them how the conversation made them feel and make a note of it here...

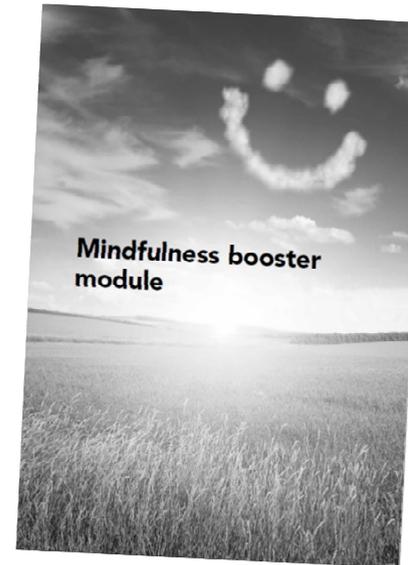
**How did the other person feel....**



# Second Edition

## Mindfulness booster module

- **Condensed** (4 sessions)
- Covers **key concepts**
- **Repeatable** as necessary
- Can be used as a **bridge** to rolling modules
- Can be used as **introduction** module to reduce waiting times





# Second Edition

**More resources provided:** Diary cards for individual sessions

**B23: Diary card (all skills) (Option A)**

	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
<b>Mindfulness</b>							
Mindfulness							
<b>Managing feelings</b>							
Fun activities							
Reacting differently							
Maintain the feel good factor							
Future goals							
Kind actions							
Accept my feelings							
Change problem situation							
<b>Coping in Crisis</b>							
SNAPP out of it!							
Do something different							
Imagine a safe place							
Self-talk							
Think about something else							
Resist action urges							
Acceptance							
Count your blessings							
Think about the pros and cons							
Self-soothing							
Plan ahead							
<b>People skills</b>							
Participate							
Explain							
Observe							
Polite							
Listen							
Equal							

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**B23: Diary card (all skills) (Option A)**

	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
<b>Urges</b>							
Self-harm							
Violent							
<b>Feelings</b>							
Worry							
Sad							
Boredom							
Anger							
Happy							

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# Second Edition

More resources provided: Personalised flash card packs

### Training 'Mind', the dr

**States of mind**

**COLD MIND**

- Focus on the facts.
- Don't let feelings get in the way.
- COOL approach to problems.

**HOT MIND**

- Feelings rule!
- Don't see things clearly.
- Jumping to conclusions.

**WARM (WISE) MIND**

- Mix of cool and hot minds.
- Balancing feelings and facts.
- Making wise choices.

### Reacting differently

Situation	Urge
Argument with my friends	Shout at them
Missing my family	Be on my own and

### Building up our armour

- Mindfulness to feelings
- Fun and positive experiences
- Reacting differently
- Feel good factor
- Future goals
- Kind actions
- Accept feelings
- Change problem situations

### SNAPP skill

- Splash cold water
- Now!
- Activate your body
- Paced breathing
- Paired muscle relaxation

### your SAFE PLACE

### People in my life

**Polite**

- Appropriate language
- Gentle tone
- Thank you
- Truthful
- Confident
- Ignore attacks and threats



# Second Edition

## More resources provided

- New (and improved!) pictures



# Second Edition

## More resources provided

- Updated forms, and certificates

**Form 5: Group Planner (1 of 4)**  
MINDFULNESS MODULE PLANNER

Date	Week 1 Introducing the module
	Week 2 Why are we extending the group
	Week 3 Thoughts, feelings and actions
	Week 4 Thought-feeling-action chain
	Week 5 Introducing mindfulness
	Week 6 States of mind
	Week 7 Hot mind, warm mind and cold mind
	Week 8 The core skills of mindfulness
	Week 9 Reinforcing the core skills of mindfulness
	Week 10 Mindfulness logs
	Week 11 Everyday mindfulness practice
	Week 12 Closing session

**Planner (3 of 4)**  
MINDFULNESS MODULE PLANNER

	Week 1 Introducing the module
	Week 2 Why are we extending the group
	Week 3 Thoughts, feelings and actions
	Week 4 Thought-feeling-action chain
	Week 5 Introducing mindfulness
	Week 6 States of mind
	Week 7 Hot mind, warm mind and cold mind
	Week 8 The core skills of mindfulness
	Week 9 Reinforcing the core skills of mindfulness
	Week 10 Mindfulness logs
	Week 11 Everyday mindfulness practice
	Week 12 Closing session

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**Form 2: SWOT analysis**  
This form can be used with clients on referral as a tool to aid motivation and engagement.

I am good at...	I need help with...
The group will help me most by...	What may hold me back...

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# Second Edition

## More resources provided

- Updated materials



# Second Edition

## Staff training package

- Bespoke training packages and programmes for individuals and/or services are available facilitated by the programme authors.
- Training sessions can be delivered for programme facilitators, support staff, multi-disciplinary teams, or carers, and will be focused to the needs of specific groups.
- Please contact authors for further information



# Staff Training

## Aims of training



1. Increased **knowledge** about the programme
2. Increased **confidence** to support patients using their skills
3. Increased **motivation** to help us and the patients



# Staff Training

## Five modes of DBT



## Therapeutic Factors

(Yalom, 2005)

- **Identification** with others
- **Inter-personal** learning
- **Self-understanding**
- **Corrective** experiences



## Case Example 2

Your boss has asked you to sleep with them for a promotion that you've wanted for ages...

- Maintaining my **goals**
- Maintaining my **relationship**
- Maintaining my **self respect**



# Staff Training

Outlines the role of an **active group member**, that staff would be expected to follow when attending group sessions with patients:

- **Contributing** to group discussions
- **Participating** in role plays and activities
- Showing **willingness** and **motivation**
- Role modelling **appropriate** behaviour



# Staff Training

The article was selected by the journal's editorial team as the Outstanding Paper in the Emerald Literati Network Awards for Excellence and is therefore available for free!



## Adapted DBT programme for individuals with intellectual disabilities and problems managing emotions: staff awareness training

Sarah Ashworth, Paul Mooney and Ruth Tully

Sarah Ashworth is based at the Department of Psychology, Partnerships in Care, Nottingham, UK and Centre for Forensic and Family Psychology, Division of Psychiatry and Applied Psychology, School of Medicine, The University of Nottingham, Nottingham, UK. Paul Mooney is based at the Partnerships in Care Ltd, Nottingham, UK. Ruth Tully is based at the Centre for Forensic and Family Psychology, Division of Psychiatry and Applied Psychology, School of Medicine, The University of Nottingham, Nottingham, UK.

### Abstract

**Purpose** – The purpose of this paper is to present the development and evaluation of an original training package for staff members on an awareness of an adapted Dialectical Behaviour Therapy programme, the 'I Can Feel Good' programme (Ingersoll and Morrisey, 2014) designed for individuals with intellectual disabilities (ID) and problems managing emotions. The quality and effectiveness of the training was assessed and is reported in this paper.

**Design/methodology/approach** – The training was delivered for staff working with individuals with ID in a UK medium-security psychiatric hospital and was attended by nursing staff. The workshop consisted of six modules: 'Introduction to the programme', 'Mindfulness', 'Managing feelings', 'Coping in Crisis', 'People skills' and 'Relaxation and summary'. Level of self-reported knowledge, confidence and motivation regarding seven aspects of the training was measured by an evaluation questionnaire completed pre and post training.

**Findings** – The results of the study showed that following the training there was a significant increase in self-reported knowledge, confidence and motivation regarding the seven aspects of the training. When perceptions of staff behaviours are observed, although in the right direction, this change was found not to be significant.

**Originality/value** – This study highlights the potential for staff training to increase awareness of newly adapted therapeutic programmes for individuals with ID. The staff training may increase their ability and willingness to facilitate the running of such programmes and ability to support learning transfer to group members.

**Keywords** Staff training, Learning disability, Intellectual disability, Forensic, Emotion regulation, Adapted DBT

**Paper type** Research paper

### Introduction

It has been previously acknowledged that those with intellectual disabilities (ID) can experience the full range of psychological disorders and emotional difficulties (Hogue et al., 2007). Research even suggests that the population are possibly susceptible to emotional and behavioural problems to a greater extent than the general population (Lindsay et al., 2006). This has been suggested to be due to a number of factors including intrauterine pathology (Hogue et al., 2007), social factors such as difficult life experiences (Taylor et al., 2008), low social status and financial difficulties (Prout and Schafer, 1985; Prout and Strohmer, 1991; Bouras, 1999).

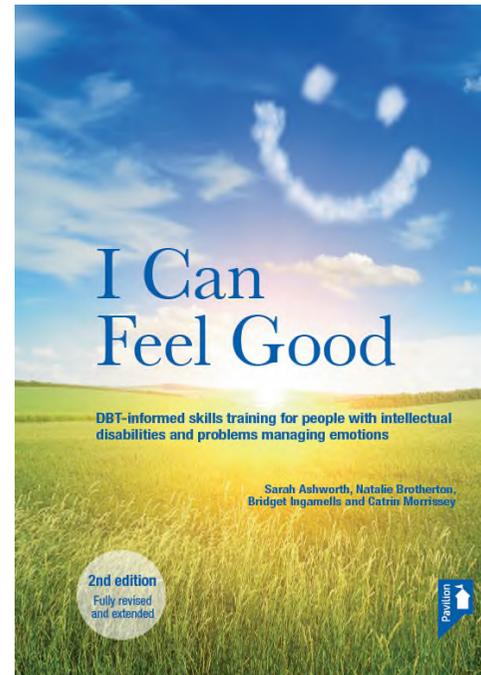
However, Reiss et al. (1982) highlight a "diagnostic overshadowing" in which psychiatric comorbidity within ID populations may go unnoticed due to the difficulties in identification

Received 15 December 2015  
Revised 14 March 2016  
Accepted 18 April 2016



# Summary

- ✓ **Who** are we?
- ✓ **What** does it look like?
  - Case study A
  - Case study B
- ✓ **Second Edition!**
- ✓ **Where** do we go from here...



# Thank you!

## Any questions?

Any further information, questions, comments, feedback, suggestions, requests for papers, training etc. please contact us.

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