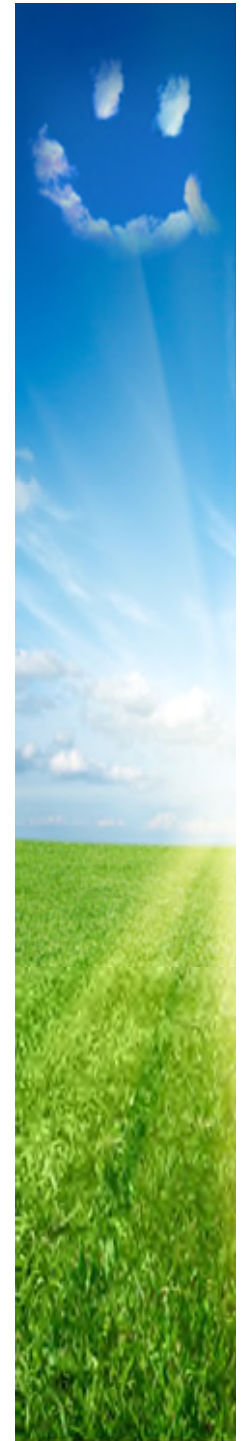
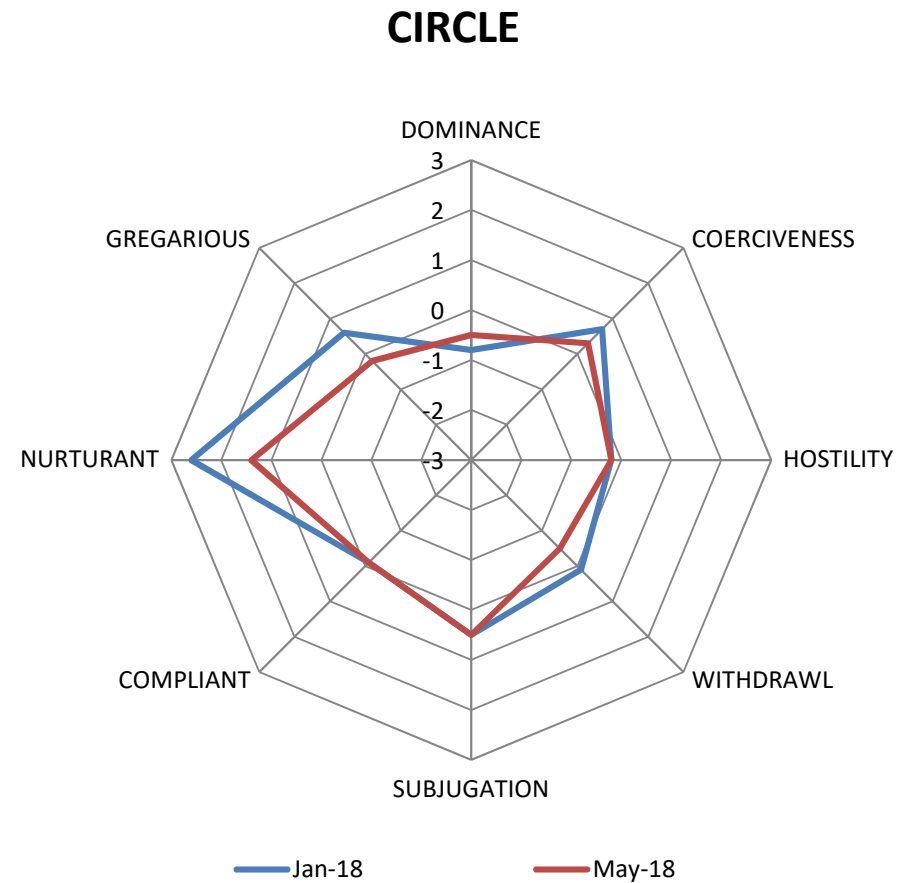
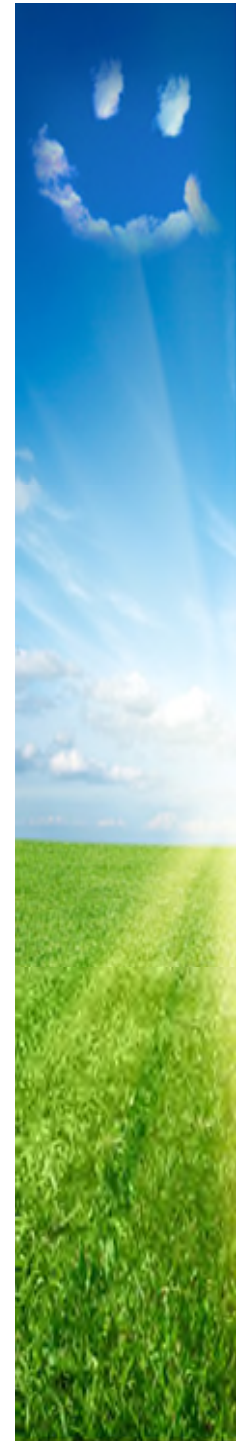
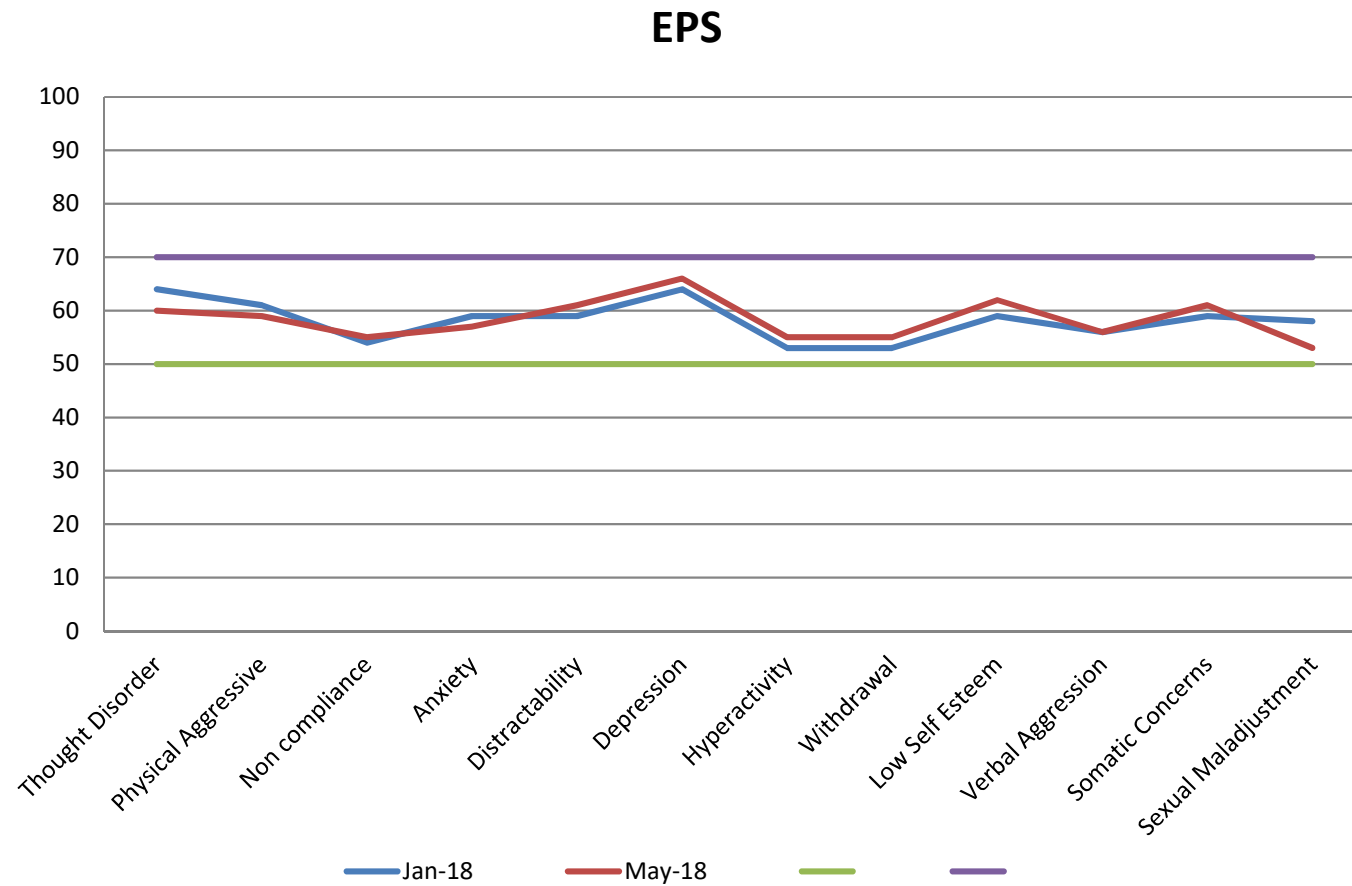


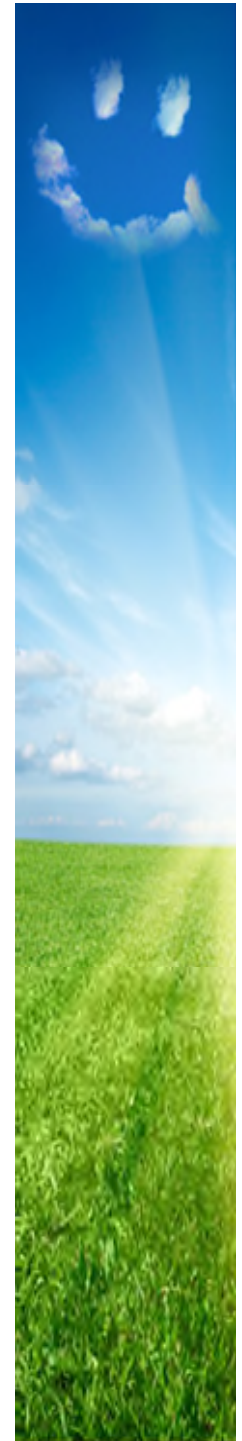
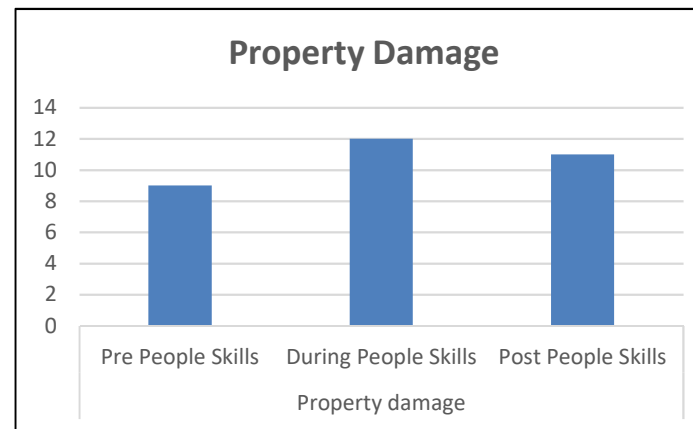
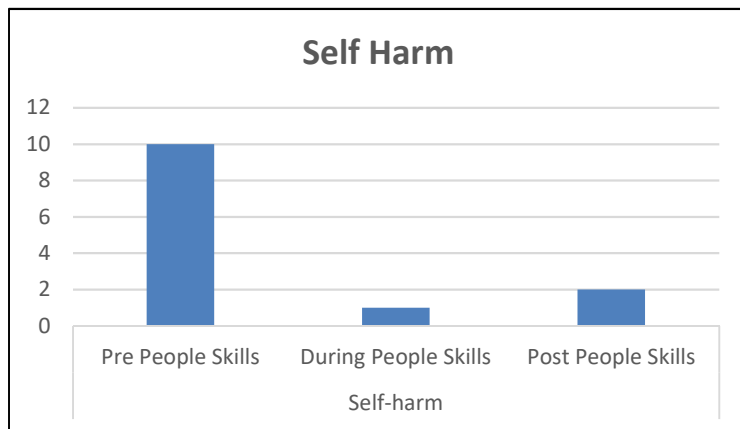
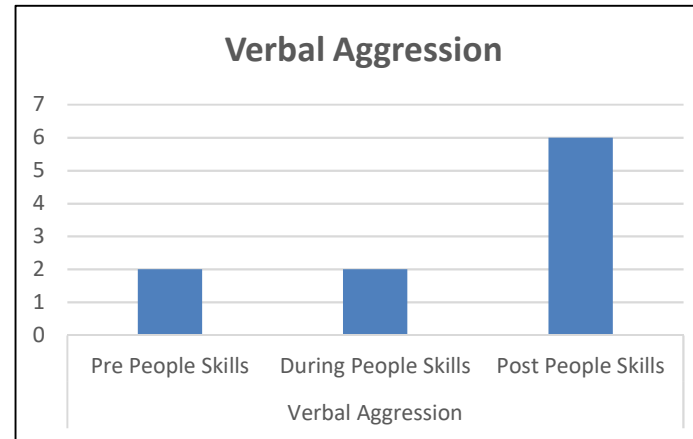
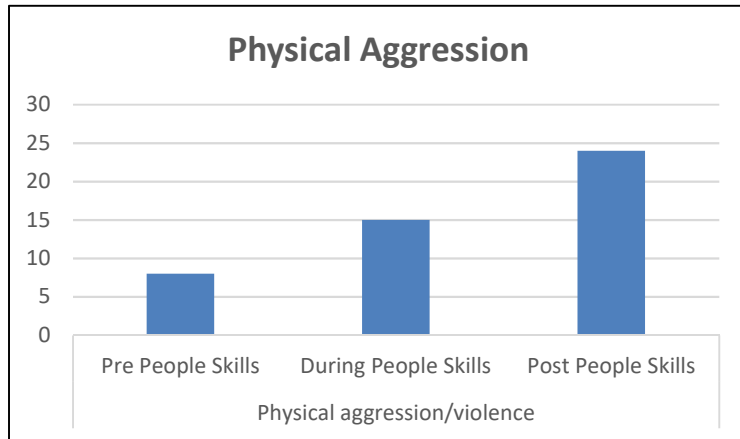
Case Study B: Outcomes



Case Study B: Outcomes

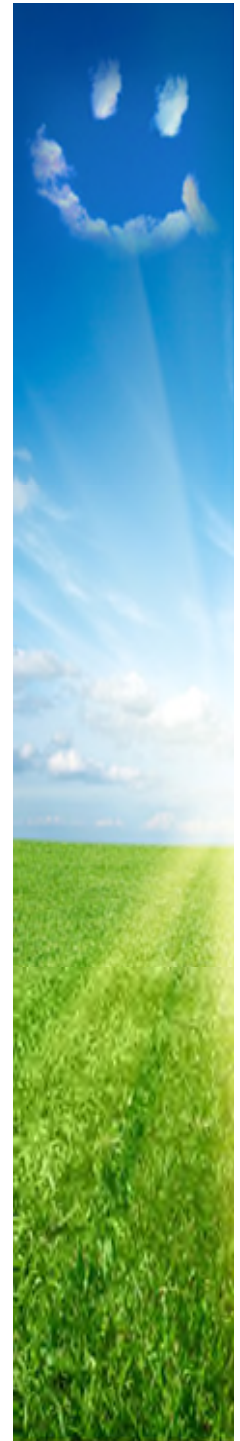


Case Study B: Outcomes



Case Study B: Publication

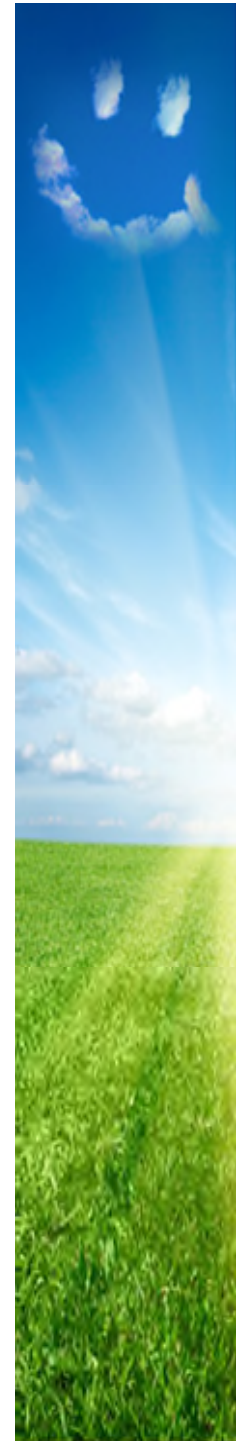
WATCH THIS SPACE



Clinical Reflections

Therapeutic factors of the group (Yalom, 2005)

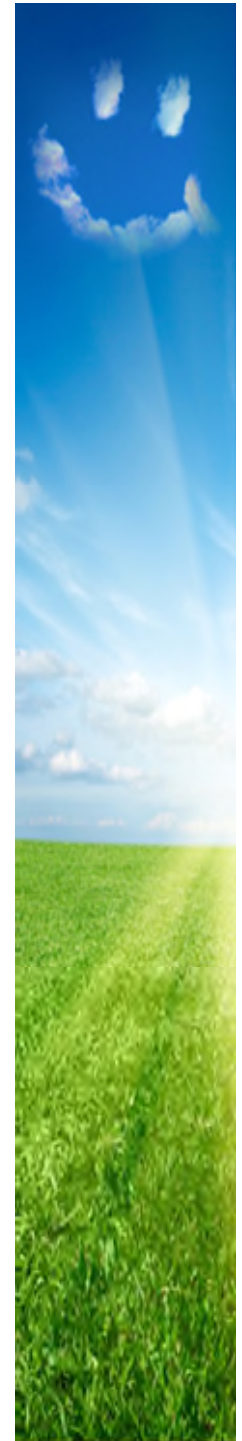
- Instillation of **hope**
- **Universality** (not alone in their problems)
- **Helping** each other
- Working **together**
- **Identification with others**
- **Inter-personal learning**
- **Self-understanding**
- **Corrective experiences**



Clinical Reflections

Successful adaptations:

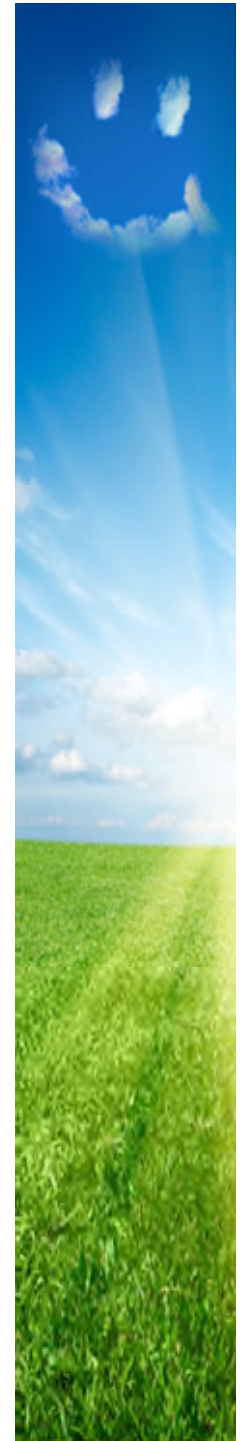
- Informal atmosphere (less classroom-like)
- Simpler language and concepts
- Lots of repetition
- Focus on skills building
- Lots of practising
- Less writing – more pictures, activities, role plays
- Lots of praise and validation
- Use of time-out and brain-breaks
- More props



Clinical Reflections

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

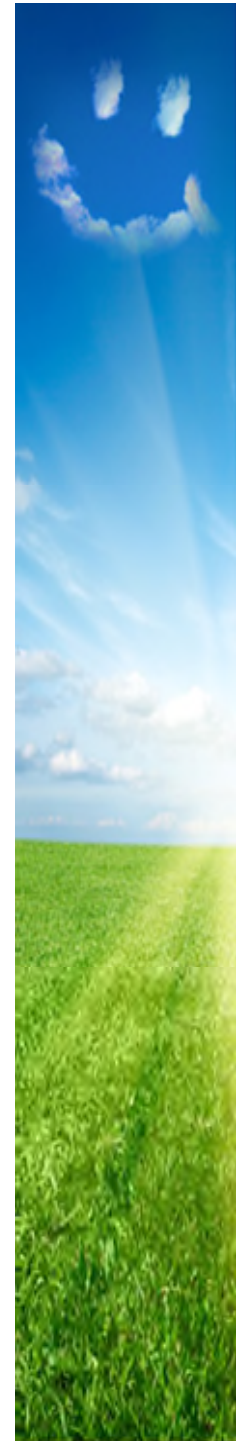
- Open or closed therapy group
- Duration of group sessions
- Expectations of patient attendance



Clinical Reflections

Barriers to delivering sessions:

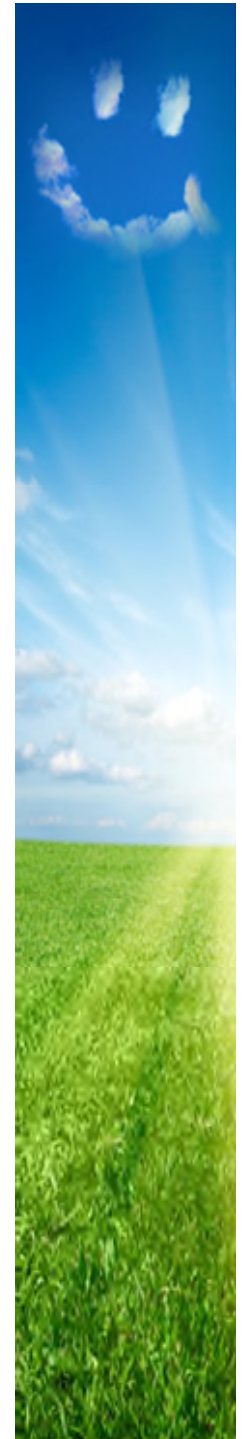
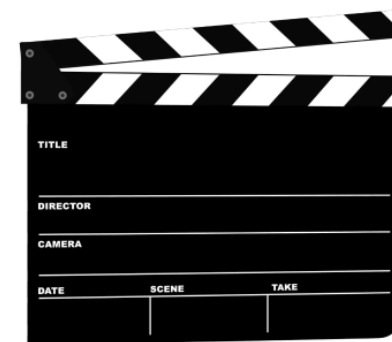
- Patient **risks**
- Patient **dynamics**
- Ward staff **available** to support the groups
- **Attention** and **distractions**
- Concurrent sessions and patient **ambivalence** around which session to attend e.g. ICFG vs occupational therapy sessions.



Clinical Reflections

Facilitation is tiring...but so rewarding

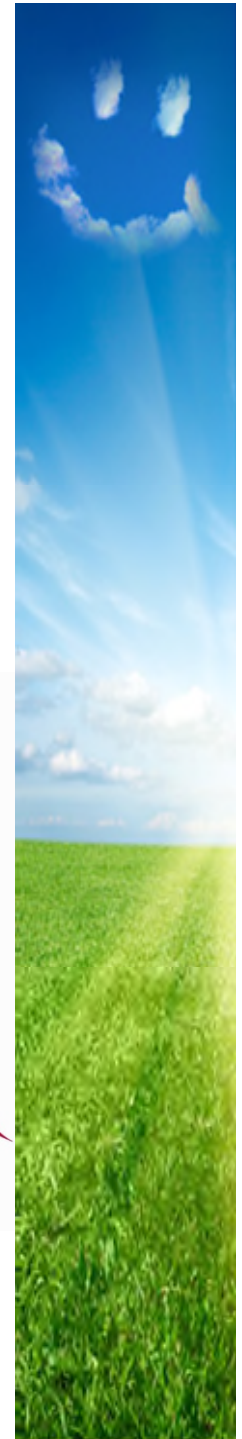
- Encouraging **attendance** – motivation
- Encouraging **engagement** with session content
- **Staying on topic**
- Facilitating **understanding**
- **Retention and recall**
- **Role Plays!**



Clinical Reflections

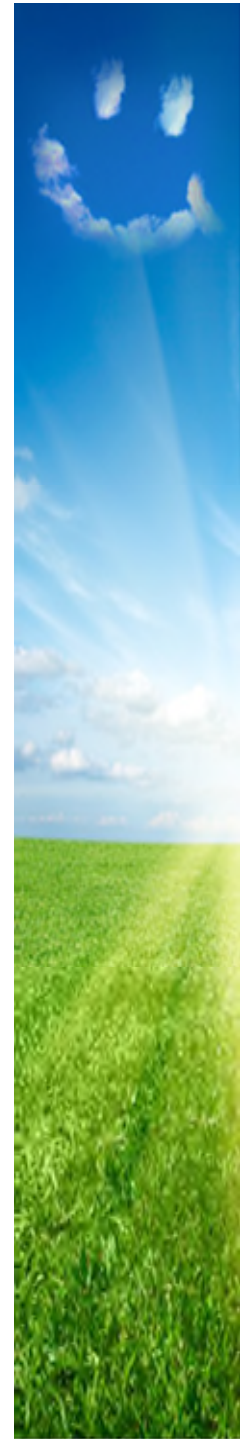
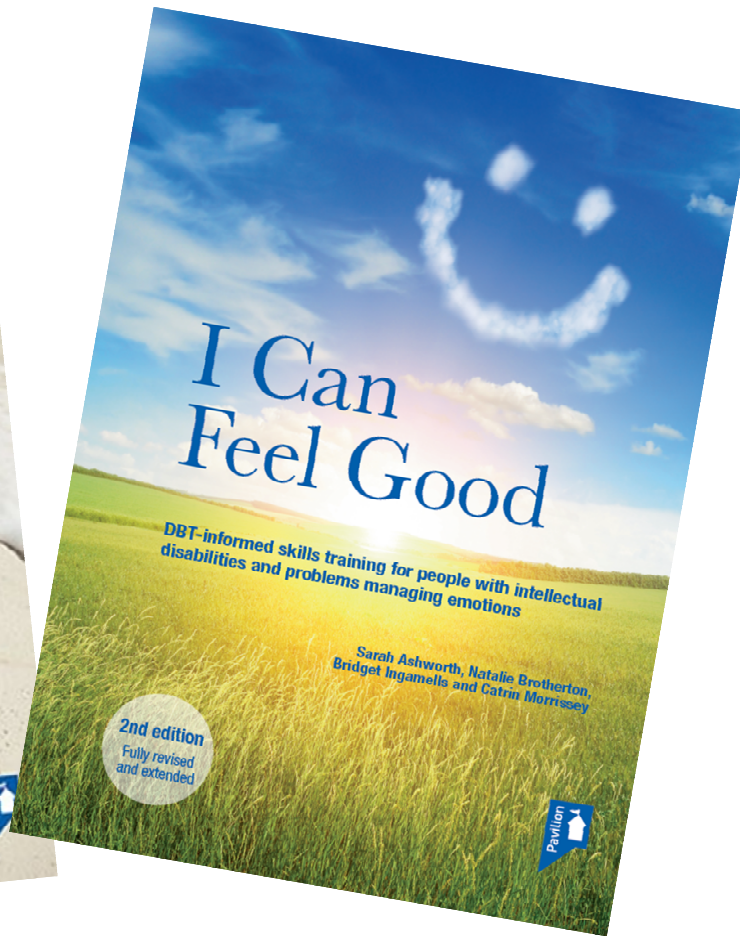
Graduate members

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



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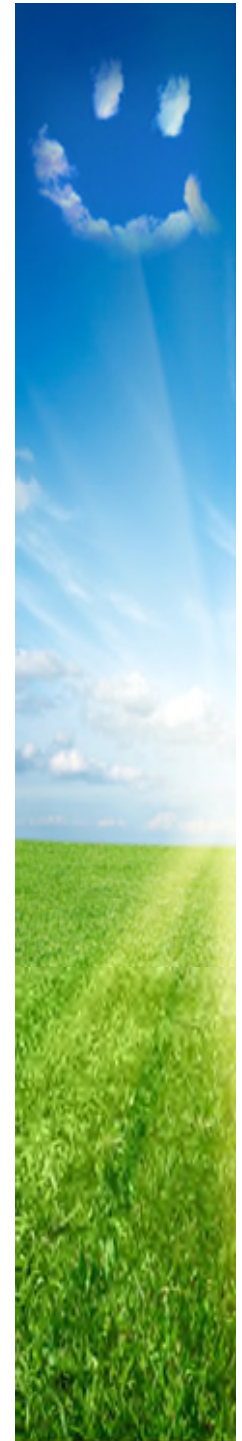
New cover!



Second Edition

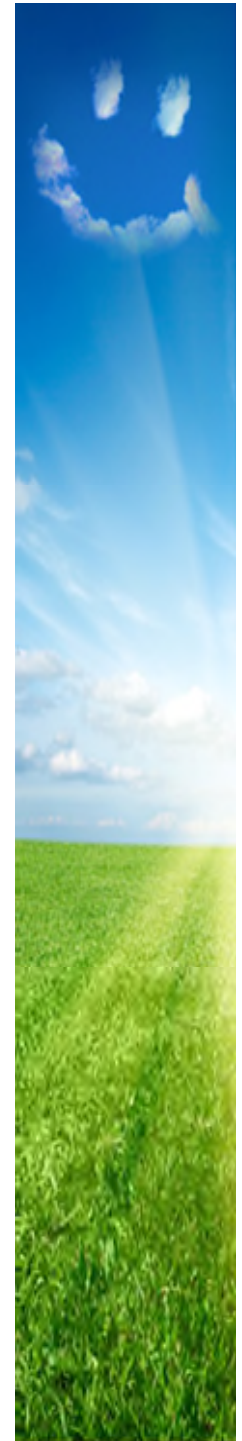
Adapted for application across various...

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



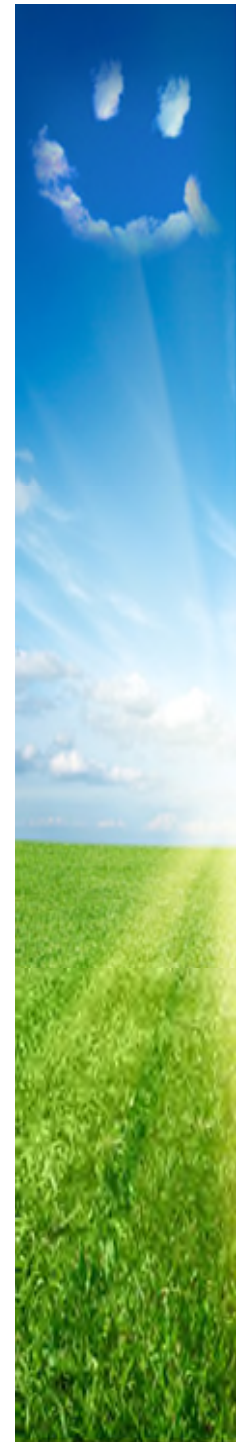
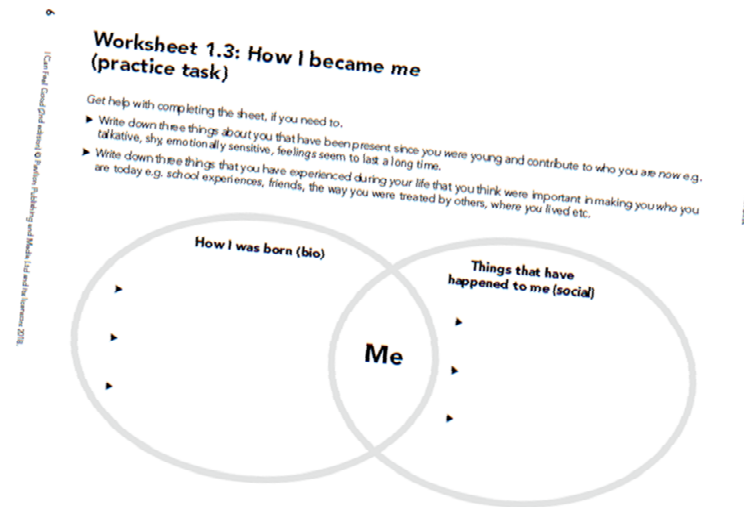
Second Edition

New artwork by Nathan Winterton



Second Edition

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





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

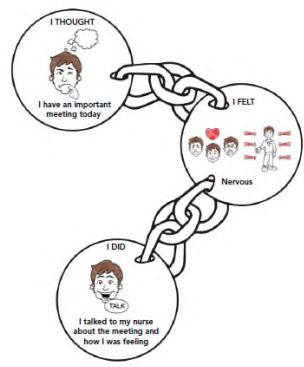
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Module 1 worksheets: Mindfulness skills

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



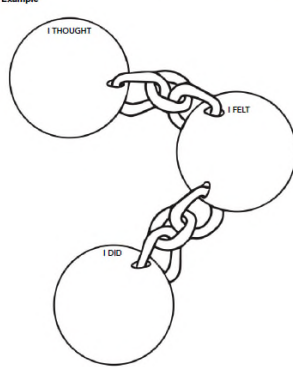
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Module 1 worksheets: Mindfulness skills

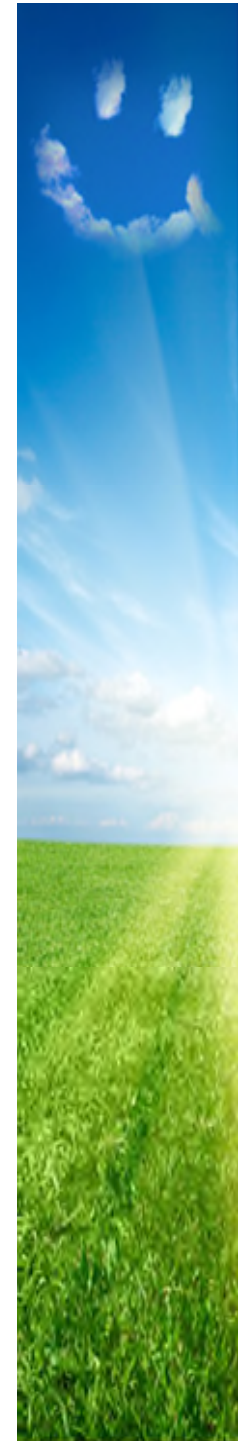
Worksheet 1.7: Thought-feeling-action chain (practice task)

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

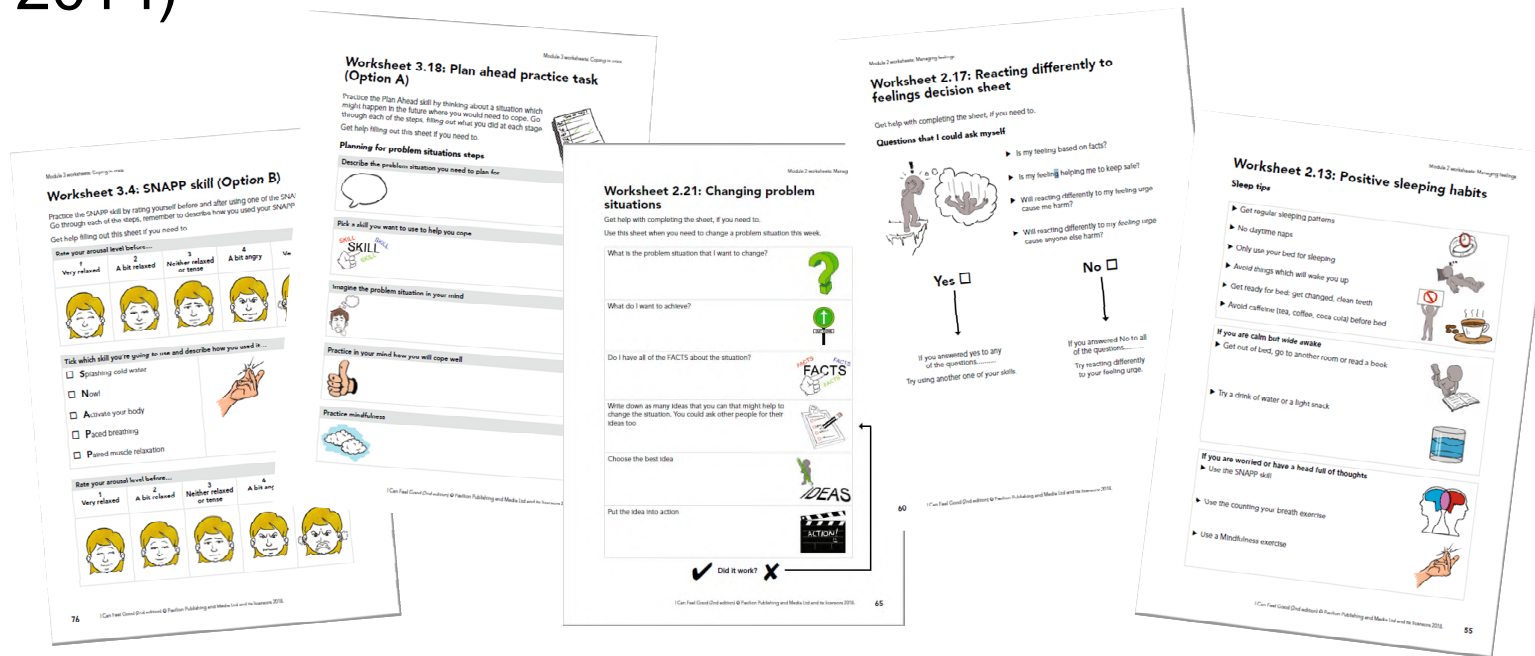


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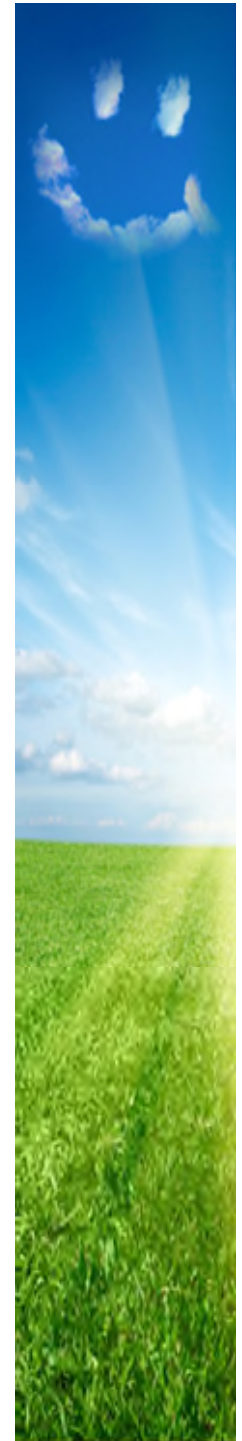
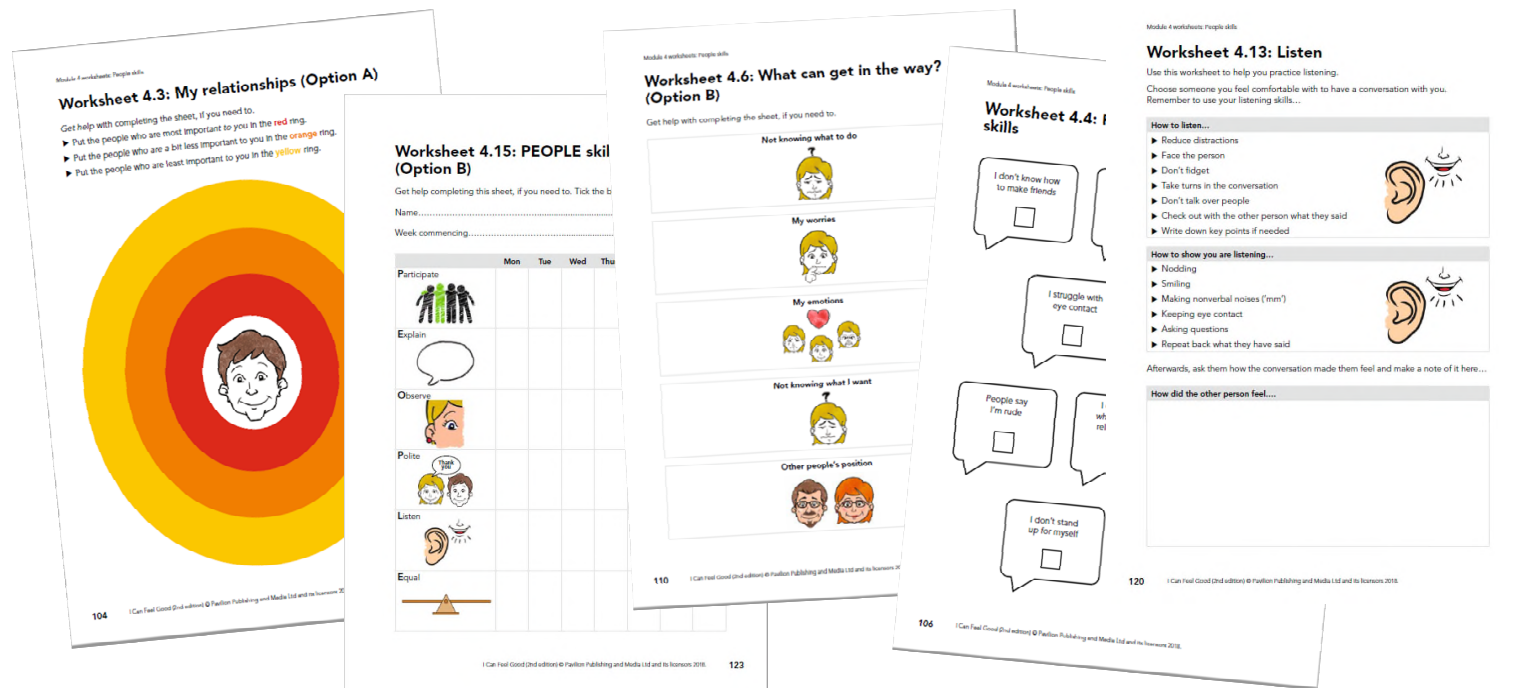
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Updated content: New skills (e.g. SNAPP, Plan Ahead, Change Problem Situations, Positive Sleep Habits, Reacting Differently Decision Sheet, Linehan, 2014)



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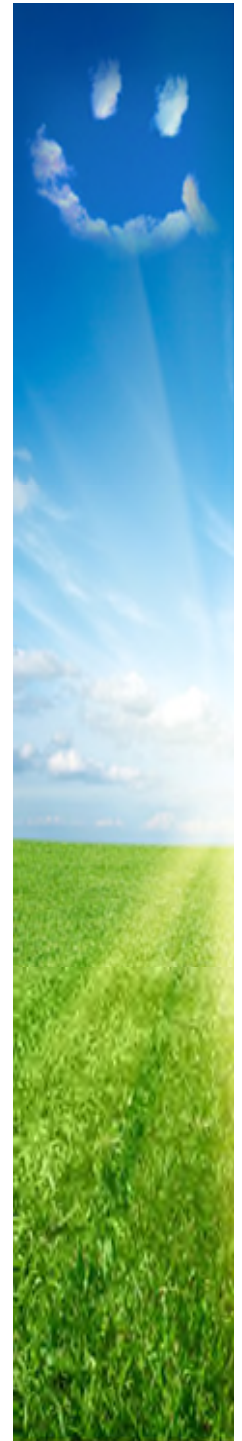
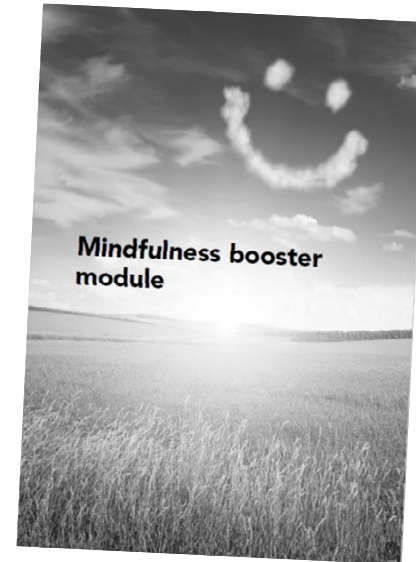
Updated content: People Skills module significantly revised



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



More resources provided: Mindfulness and guided imagery scripts

Mindfulness exercises

Mindfulness exercises

These exercises can be used within any of the mindfulness components in the manual. There may be specific exercises that you wish to include within the different modules that can enhance the concepts being explored.

Questions to ask about the experiences

- Questions to ask about your body?**
- ▶ Did you notice any sensations in your body that you had never noticed or experienced before?
 - ▶ Did you notice anything new that you had never noticed or experienced before?
 - ▶ Did you say anything to yourself about what was happening?
 - ▶ Was it easy to be mindful at this time?
 - ▶ Did you notice yourself drifting away from what you were doing? If you did, did tell yourself off, make a judgement about it or get angry about it?
 - ▶ Was it easy to bring yourself back to the activity/experience? Was there anything that triggered memories or thoughts that were unpleasant? What did you do about them?
 - ▶ How do you feel right now?

Breath

Breath You may choose to close your eyes or rest it in a comfortable position. You may choose to allow some light in to keep you awake, if you are feeling tired it may be useful to allow something like a candle to burn, if you are feeling very tired you may wish to allow the light to go out. Begin by gently moving your attention to your nose and tip of your chest or stomach as it happens, whether you focus on the nose or over the top of the head. Really feel what the sensation of the breath is like at the nostrils or over the top of the head, just noticing it as you breathe, without feeling the need to alter your breathing. Simply notice that you are engaged in this exercise you may find that your mind wanders that you may engage in the room, or body sensations. When you notice that you are distracted, simply notice that you are distracted and gently bring your attention back to the breath. You may find it easier to stay focused by counting from one to ten, either on the in breath or the out breath. Count them from one to 10, either on the in breath or the out breath. Count them from one to 10, either on the in breath or the out breath. Count them from one to 10, either on the in breath or the out breath.

Bubbles (prop required)

Bubbles (prop required)
Make sure you are comfortable and begin by focusing on your breath coming in and out. When you are ready take the lid off your Notice how it feels and the sensations in your hands as you und sensation and feel of bringing the bubbles up to your mouth. N past your lips and the bubbles forming. Notice the size and the notice the different colours you see and describe those colour

As you walk further along the shore, you decide to have a sit down and rest down on a mound of pure white sand and gaze out at the sea rolling into shore.

Each wave breaks against the coast, rising slowly upward along the beach, leaping into an area of white foam. Slowly the wave goes back out to sea, only to be replaced by another wave that breaks against the shore... working its way up the beach... slowly retreating back out to sea.

With each motion of the wave as it glides in and then out, I feel more and more relaxed. Time seems to stand still.

As you look off into the distance, you see that the sun is beginning to sink into the horizon. The sky is turning bright colours of red... orange... yellow... while the sun is sinking down... down into the horizon. You feel very relaxed and soothed. You want to watch the sun as it descends.

The beating of the waves, the smell and taste of the sea, the salt, the sounds of the birds... the warmth against your body – all of these sights, sounds and feelings make you feel very calm, refreshed and relaxed.

For a moment let yourself drift... for a moment be aware of how deeply relaxed your mind and body feel right now... remind yourself that you can be in your own whenever you want.

Remember that at any time during any day you may scan your body, discover areas of tension you are holding and then breathe in relaxation and let your body relax. Come back to this place whenever you want.

When you are ready, bring your attention back to the present moment and then breathe in relaxation and breathe out the tension. Come back to this place as often as you like or create your own getaway.

cripts

Scripts

Paced breathing script

1. Make sure you are sitting comfortably.
 2. Begin by just noticing your breathing.
 3. Try breathing through your nose rather than your mouth if you can.
 4. Try to make your breathing smooth and steady if you can.
 5. Now look at the clock in front of you and begin to count how many seconds you can breathe takes and how many seconds your out breath takes. (It would be helpful to demonstrate this e.g. one facilitator demonstrate the breathing and the other count aloud with the clock.)
- Once you are able to count your breaths, begin to try to slow your breathing a little. For example, breathe in for 4 seconds and out for 5 seconds.

Gathering

Begin in the courage stance and slowly move your hands upwards to the hands together in prayer and gently bringing them down towards your hands to the waist in open posture then gently bend forwards, a to flap forwards towards the floor. Slowly rise to a standing position with hips and stretching the shoulders back. Keep feeling the tension.

Soles of the feet (Singh et al, 2003)

If you are standing, stand in a natural rather than an aggressive pose of your feet flat on the floor. If you are sitting, sit comfortably with feet flat on the floor.

- ▶ Breathe naturally, and do nothing.
- ▶ Cast your mind back to an incident that made you very angry. Stay with the anger for a few minutes, without reacting. Stay with the anger. You become angry (e.g. rapid breathing).
- ▶ Now, shift all your attention to the soles of your feet. Your foot and the feet and on to other thoughts.
- ▶ Slowly, move your toes, feel your shoes covering your feet, feel socks or tights, the curve of your arch, and the heels of your feet of your shoes. If you do not have shoes on, feel the floor or your feet.
- ▶ Keep breathing naturally and focus on the soles of your feet
- ▶ Practice this mindfulness exercise until you can use it where ever when an incident occurs that may upset you, make you angry by verbally or physically aggressive.

Note: The focus on anger in this exercise may be substituted responses such as anxiety and sadness. The exercise can also be done with no emotional focus with the emphasis placed directly on the feet.

Visualisation exercises

Safe place visualisation script

Sit comfortably with your feet on the floor and your hands
enough, close your eyes.

Take a deep breath and hold it for a count of 1, 2, 3, 4, 5
your body respond – the rise and fall of your belly as you
the breath three times).

- [illegible]

Ice-breakers

Which would you choose?

Ask participants to sit in a circle facing each other. Tell them that when asked "Which would you choose?" they either have to stand up or stay seated. If they choose the first option in the statement they must stand up, and if they choose the second one they must remain seated. You may need some hand signals or a reminder of which is the game goes on.

- Go to school or game goes on.
 - Go without trousers or takeaways for a year? Visit the doctor or the dentist?
 - Have a beach holiday or a mountain holiday? Be a cat or a dog?
 - Be invisible or be able to read minds? Be an apple or a banana?
 - Be the most popular or the smartest person you know? Always be cold or always be hot?
 - Not hear or not see?
 - Be stranded on a deserted island alone or with someone you don't like? See the future or change the past?
 - Be three inches taller or three inches shorter? Wrestle a lion or fight a shark?
- ever have I ever...**

ever have I ever...

Construct everyone to sit in a circle. To start each round, each player holds out all 10 fingers and places them on the floor. Go around the circle and one at a time, each

Second Edition

More resources provided: Diary cards for individual sessions

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

	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
Mindfulness							
Mindfulness							
Managing feelings							
Fun activities							
Reacting differently							
Maintain the feel good factor							
Future goals							
Kind actions							
Accept my feelings							
Change problem situation							
Coping in Crisis							
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							
People skills							
Participate							
Explain							
Observe							
Polite							
Listen							
Equal							

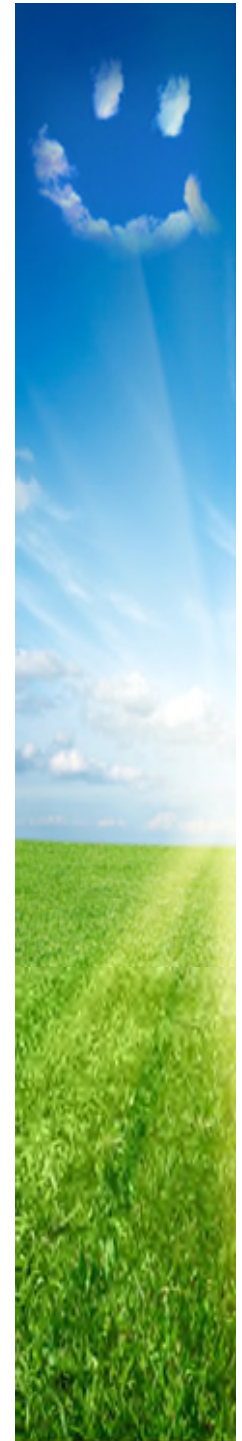
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B23: Diary card (all skills) (Option A)

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

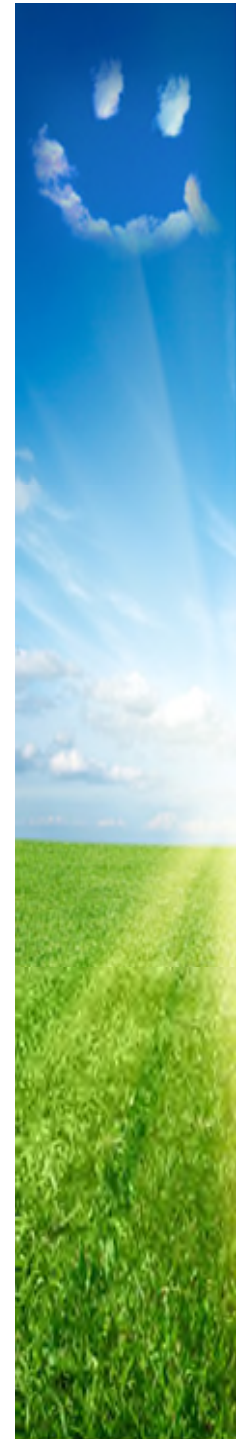
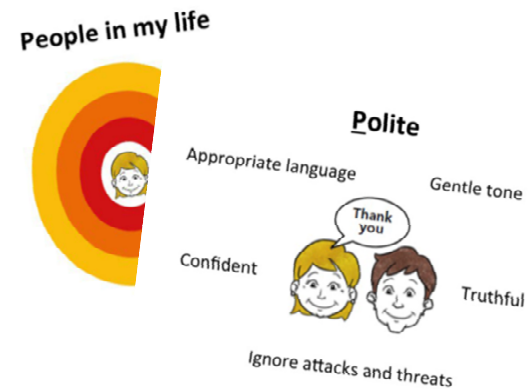
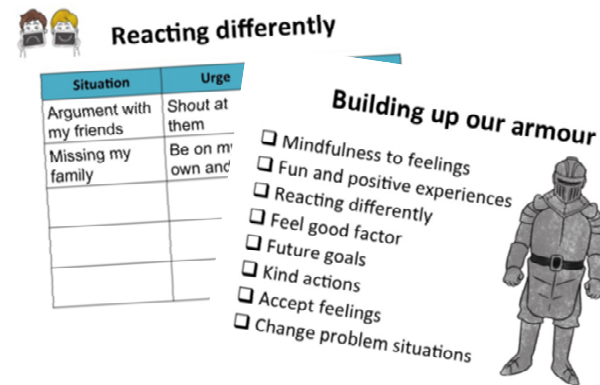
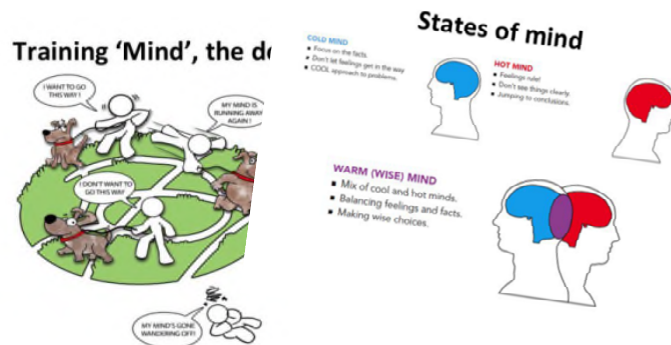
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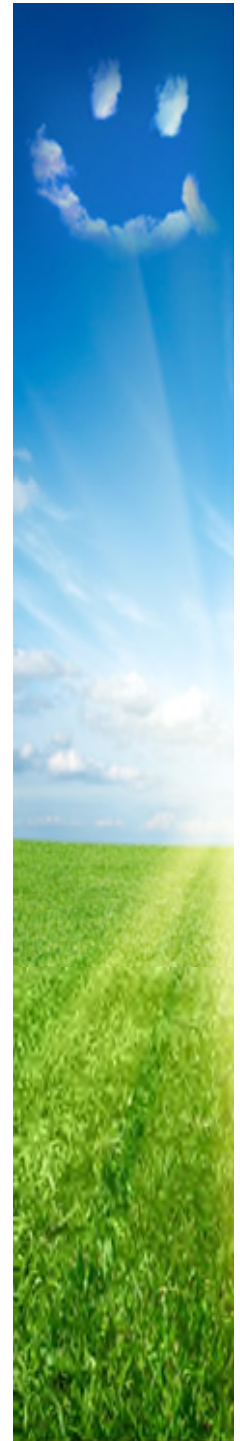
More resources provided: Personalised flash card packs



Second Edition

More resources provided

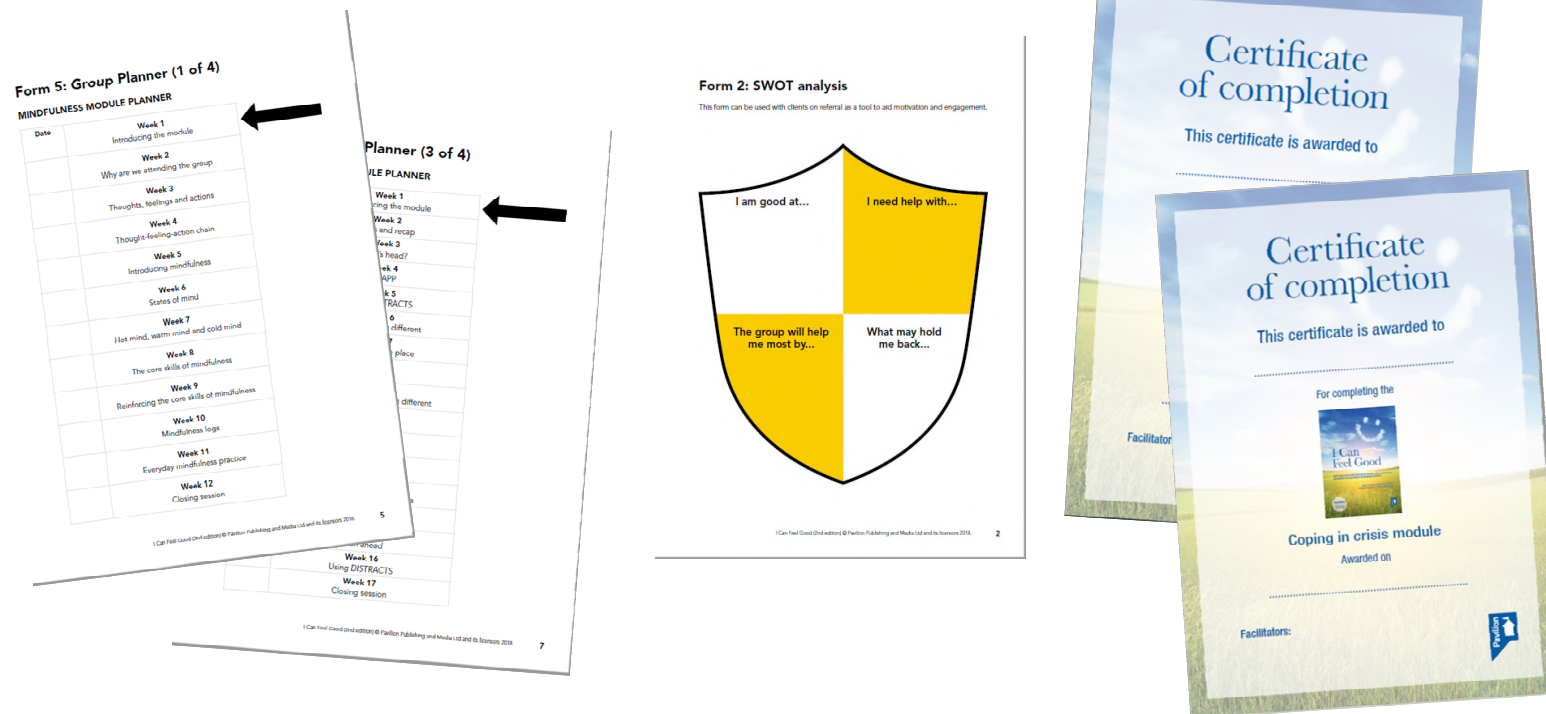
- New (and improved!) pictures



Second Edition

More resources provided

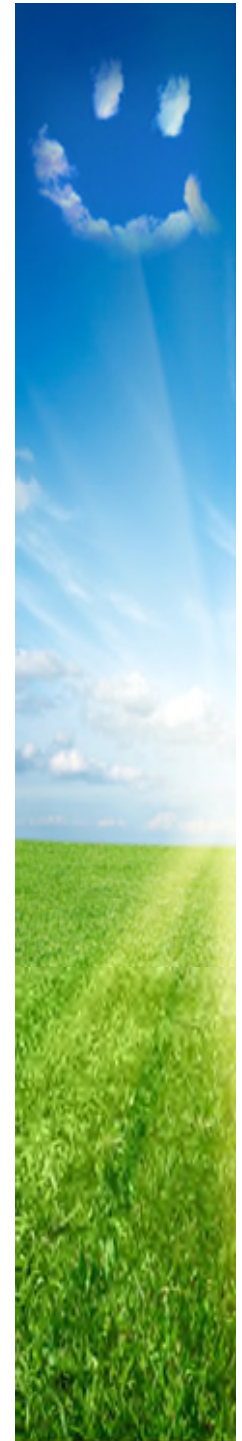
- Updated forms, and certificates



Second Edition

More resources provided

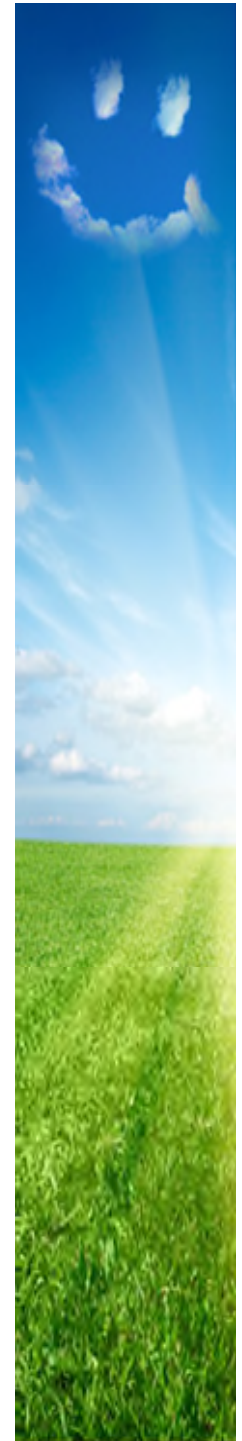
- Updated materials



Second Edition

Staff training package

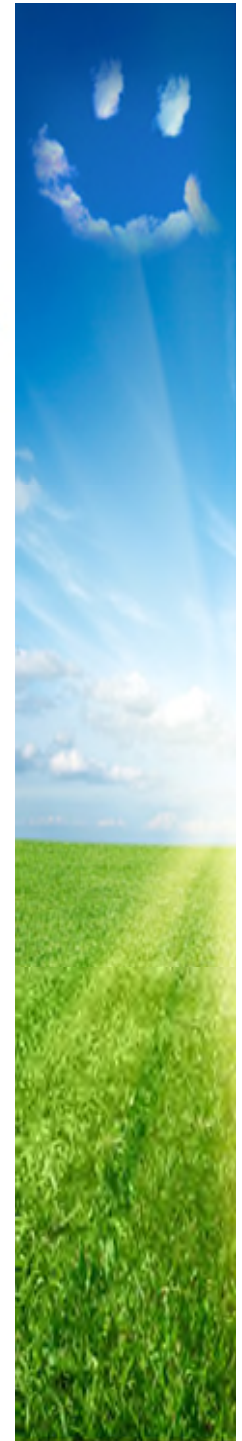
- Bespoke training packages and programmes for individuals and/or services are available facilitated by the programme authors.
- Training sessions can be delivered for programme facilitators, support staff, multi-disciplinary teams, or carers, and will be focused to the needs of specific groups.
- Please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

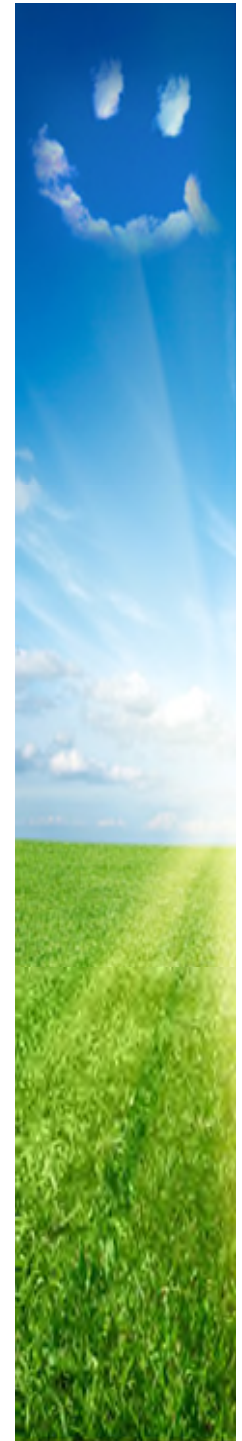
- **Identification** with others
- **Inter-personal** learning
- **Self-understanding**
- **Corrective** experiences



Case Example 2

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

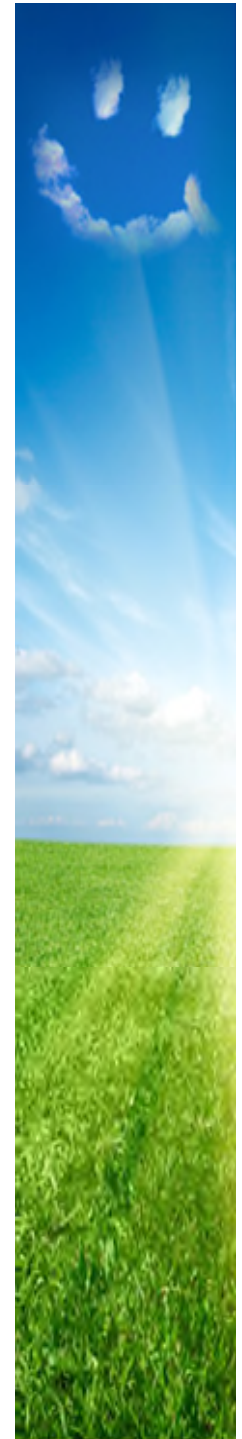
- Maintaining my **goals**
- Maintaining my **relationship**
- Maintaining my **self respect**



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 (Ingemelt and Montseay, 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-secure 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 this 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 in group members.

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

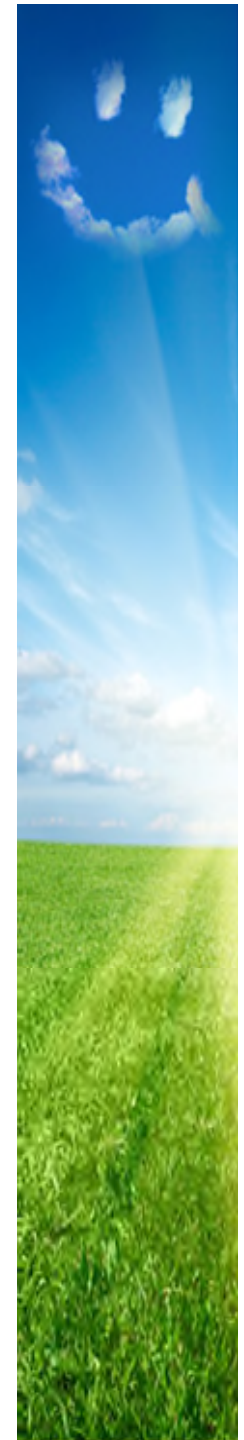
Paper type Research paper

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 intracranial pathology (Hogue et al., 2007), social factors such as difficult life experiences (Taylor et al., 2008), low social status and financial difficulties (Prout and Schaefer, 1985; Prout and Strohmer, 1991; Bouras, 1999).

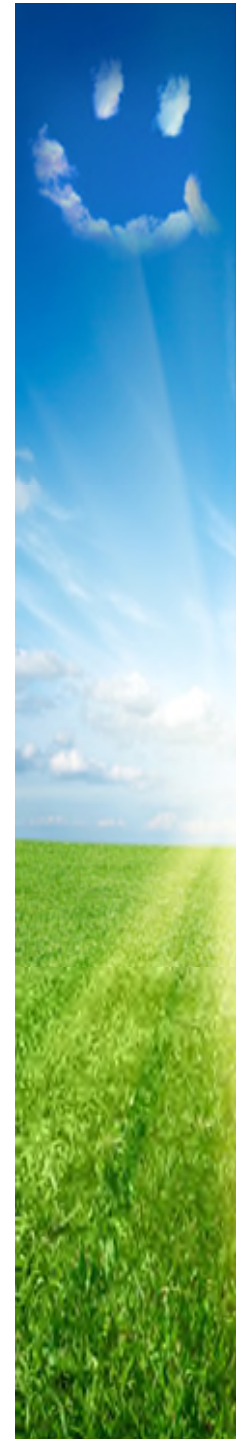
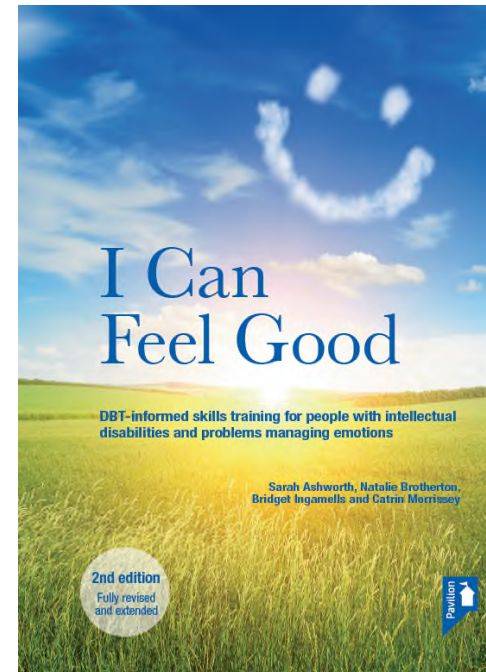
However, Reiss et al. (1982) highlight a 'diagnostic overshadowing' in which psychiatric comorbidity within ID populations may go unnoticed due to the difficulties in identification

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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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