

Adult Intensive Outpatient Program (IOP)
Orientation Packet and Materials



Portland DBT

INSTITUTE

Welcome!

A Note from Our Team

Welcome to the Adult Intensive Outpatient Program (IOP) at Portland DBT Institute. We strive to deliver the highest quality, full fidelity Dialectical Behavior Therapy (DBT) possible, fully adhering to Marsha Linehan's tried-and-proven model. Like Marsha, we strive for effective compassion in all our work, helping clients to obtain their **Life Worth Living** by encouraging new ways of going about life, namely in using skillful means to achieve goals.

Delivering the best treatment possible to you matters to us. It also matters to us that we do this as a team, in community with one another – we are in it together.

Within the IOP, you will brainstorm ways to reach the goals that matter to you. You will learn (and have many opportunities to practice) scientifically-proven DBT skills – some geared to learn to radically accept that which cannot be changed and others to change what can be changed. We'll focus a lot on cultivating your deep, inherent sense of wisdom (your **Wise Mind**) to help you figure out whether to *accept* or to *change* a situation, and how to do that effectively. You will have an individual therapist, skills group leaders and co-leaders, your IOP peers, and other members of our PDBTI provider community to help guide and support you along the way.

We welcome feedback as we move forward together – what you like and believe is working well, as well as what you would recommend that we do differently.

In this package are several important materials to help orient you to the IOP, including:

- General Schedule —
- Clinician Contact List —
- Group Guidelines —
- Content Curriculum —
- Target Group Worksheet —

as well as

- Building Structure Curriculum —
- DBT Skills Training Handouts and Worksheets —

Welcome aboard!
~ The Adult IOP Team ~

Southern Oregon Adult IOP Schedule

Time	MONDAY Leader: Daniela Mendez Faria Co-Leader: Chloe Jaques	WEDNESDAY Leader: Eric Matsunaga Co-Leader: Chloe Jaques	THURSDAY Leader: Andrew White Co-Leader: Sylvia Kunz	FRIDAY Leader: Sylvia Kunz Co-Leader: Jacinto Silva-Alvarez
12:00 PM	Mindfulness	Mindfulness	Mindfulness	Mindfulness
12:30PM	DBT Skill Training: Homework Review	Target Group	DBT Skill Training: Homework Review	DBT Skill Training: Homework Review
1:30PM	DBT Skill Training: Learning New Skills	Building Structure	DBT Skill Training: Learning New Skills	DBT Skill Training: Learning New Skills
2:50PM	Wrap Up	Wrap Up	Wrap Up	Wrap Up

IOP Manager: Andrew White | **Operations Associate:** Chloe Jaques

Southern Oregon Adult IOP Contact Sheet

Name	Phone Number	Email Address	Role
Daniela Mendez Faria, QMHA	(971) 339-3518	dmendezfaria@pdbti.org	Skills Group Leader
Jacinto Silva-Alvarez	(971) 703-7905	jsilvaalvarez@pdbti.org	Co-Leader
Chloe Jaques, QMHA	(971) 367-9614	cjaques@pdbti.org	Co-Leader; Operations Associate
Eric Matsunaga, QMHA	(971) 339-3530	ematsunaga@pdbti.org	Co-Leader
Andrew White, PhD, ABPP	(503) 290-3281	awhite@pdbti.org	Skills Group Leader; SO Adult IOP Manager
Sylvia Kunz, QMHA	(415) 496-6809	skunz@pdbti.org	Skills Group Leader, Co-Leader

Zoom Information for Southern Oregon Adult IOP Groups: (Same link every day of group)

Topic: DBT Skills Training – SO IOP

Meeting ID: 871 2764 5224

Time: This is a recurring meeting

Find your local number: [https://](https://us06web.zoom.us/j/87127645224)

us06web.zoom.us/j/87127645224

Join Zoom Meeting: <https://us06web.zoom.us/j/87127645224>

Additional Guidelines for Participation

(For full participation guidelines, see pg.12 in *DBT Skills Training Handouts and Worksheets*)

1. All sessions are confidential. No photos, videos, or recordings during group Zoom sessions. When participating over Zoom, make sure you are in a private, closed space (i.e., where other people cannot see or hear other group members).
2. Be respectful. Pay attention, give constructive feedback when appropriate, and avoid judgments and judgmental language. Participate in group as mindfully as possible – keeping **cameras on** and microphones muted unless speaking.
3. Avoid descriptions of experiences that can generate and cue strong, negative emotions associated with our problem behaviors. Instead, label them as “target behaviors” while participating in groups. Examples of target behaviors or experiences include substance use, self-harm, explicit details of trauma, etc.
4. Please avoid cliquy behaviors. Be inclusive, and keep it light! Group members are welcome to stay in touch outside of group, so long as all communication takes place in a group chat where ALL group members are invited to participate.

Similarly, if group members decide to go on an outing together, ALL group members should be invited. Once group members graduate, they must be removed from group chats when new members join in order to ensure confidentiality.

5. If you are in a crisis, you should contact your individual therapist for skills coaching. Group members are asked NOT to contact one another during those times.
 6. Missing **THREE groups in a row** or **TWO individual therapy sessions in a row** means you are out of the IOP altogether. That includes all IOP services – including individual therapy.
 7. As outlined in the IOP consent form, a no-show/late cancel for an IOP group sessions means you will be charged \$225. An advanced cancel with at least 24-hours’ notice means you will be charged \$100. Please discuss this policy with your individual therapist to problem solve particular instances.
 8. All clients must physically be in Oregon to receive IOP services. If you plan on travelling out of state, please reach out to your IT or the IOP manager for problem-solving.
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Adult Intensive Outpatient Program Schedule

Unit	Monday	Wednesday	Thursday	Friday
<p>Unit 1: Living with Intention</p>	<p>Goals of Skills Training: General Handouts 1-3 (p9-12)</p> <p>Goals of Mindfulness: Mindfulness Handouts 1-1A (p45-46)</p> <p>Core Mindfulness Skills: Mindfulness Handouts 3-3A (p50-53)</p>	<p>Target Group</p> <p>Building Structure Group: Orientation (Building Structure p3-6)</p>	<p>Mindfulness WHAT Skills: Mindfulness Handouts 4-4A (p53-59)</p> <p>Biosocial Theory: General Handout 5 (p14-15)</p>	<p>Mindfulness HOW Skills: Mindfulness Handout 5-5A (pg60-63)</p> <p>Assumptions in DBT: General Handout 4 (p13)</p>
<p>Unit 2: Surviving a Crisis</p>	<p>Goals for Distress Tolerance: Distress Tolerance Handout 1 (p321)</p> <p>Overview of Crisis Survival: Distress Tolerance Handout 2 (p325)</p> <p>STOP: Distress Tolerance Handout 4 (p327)</p> <p>Pros & Cons: Distress Tolerance Handout 5 (p328)</p>	<p>Target Group</p> <p>Building Structure Group: Goal Setting and Planning (Building Structure p7-11)</p>	<p>TIP Skills: Distress Tolerance Handout 6 (p329)</p> <p>Wise Mind ACCEPTS: Distress Tolerance Handout 7 (p333)</p>	<p>Self-Soothing: Distress Tolerance Handout 8 (p334)</p> <p>IMPROVE: Distress Tolerance Handout 9 (p336)</p>
<p>Unit 3: Letting Go with Acceptance</p>	<p>Overview of Reality Acceptance: Distress Tolerance Handout 10 (p341)</p> <p>Radical Acceptance: Distress Tolerance Handout 11 (p342)</p> <p>Turning the Mind: Distress Tolerance Handout 12 (p345)</p>	<p>Target Group</p> <p>Building Structure Group: Reinforcement (Building Structure p12-15)</p>	<p>Willingness: Distress Tolerance Handout 13 (p346)</p> <p>Half-Smiling and Willing Hands: Distress Tolerance Handout 14 (p347)</p>	<p>Mindfulness of Current Thoughts: Distress Tolerance Handout 15 (p350)</p>

<p>Unit 4: Understanding Your Emotions</p>	<p>Goals for Emotion Regulation: Emotion Regulation Handout 1 (p205)</p> <p>Overview of Understanding and Naming Emotions: Emotion Regulation Handout 2 (p209)</p> <p>Model for Describing Emotions: Emotion Regulation Handout 5 (p213)</p>	<p>Target Group</p> <p>Building Structure Group: Values and Priorities (Building Structure p16-20)</p>	<p>Overview of Changing Emotional Responses: Emotion Regulation Handout 7 (p227)</p> <p>Checking the Facts: Emotion Regulation Handout 8 (p228)</p> <p>Opposite Action: Emotion Regulation Handouts 9-10 (p230-231)</p>	<p>Opposite Action: Emotion Regulation Handouts 9-11 (p230-240)</p> <p>Problem Solving: Emotion Regulation Handout 12 (p241)</p>
<p>Unit 5: Building Positive Emotions</p>	<p>Overview of Reducing Vulnerability to Emotion Mind & Building a Life Worth Living: Emotion Regulation Handout 14 (p247)</p> <p>Accumulating Positives – Short-Term: Emotion Regulation Handouts 15-16 (p248-251)</p>	<p>Target Group</p> <p>Building Structure Group: Finding and Strengthening Social Relationships (Building Structure p21-26)</p>	<p>Accumulating Positives – Long-Term: Emotion Regulation Handout 17 (p252)</p> <p>Values and Priorities List: Emotion Regulation Handout 18 (p253-255)</p> <p>Build Mastery: Emotion Regulation Handout 19 (p256)</p>	<p>Accumulating Positives – Short-Term: Emotion Regulation Handouts 15-16 (p248-251)</p> <p>Cope Ahead: Emotion Regulation Handout 19 (p256)</p> <p>PLEASE: Emotion Regulation Handout 20 (p257)</p> <p>Sleep Hygiene Protocol: Emotion Regulation Handout 20B, p259</p>
<p>Unit 6: Managing Difficult Emotions & Letting Go of Suffering</p>	<p>Overview of Managing Really Difficult Emotions: Emotion Regulation Handout 21 (p263)</p> <p>Mindfulness of Current Emotions: Emotion Regulation Handout 22 (p264)</p>	<p>Target Group</p> <p>Building Structure Group: Increasing Vocational and Educational Activities (Building Structure p27-32)</p>	<p>Managing Extreme Emotions: Emotion Regulation Handout 23 (p265)</p> <p>Troubleshooting Emotion Regulations Skills: Emotion Regulation Handout 24 (p266-267)</p>	<p>Review of Emotion Regulation Skills: Emotion Regulation Handout 25 (p268)</p>

<p>Unit 7: Building Strong Relationships</p>	<p>Goals for Interpersonal Effectiveness: Interpersonal Effectiveness Handout 1 (p117)</p> <p>Overview of Obtaining Objectives Skillfully: Interpersonal Effectiveness Handout 3 (p123)</p> <p>Clarifying Goals: Interpersonal Effectiveness Handout 4 (p124)</p>	<p>Target Group</p> <p>Building Structure Group: Addressing Barriers to Building Structure – Part I (Building Structure p33-35)</p>	<p>DEARMAN: Interpersonal Effectiveness Handout 5 (p125-126)</p> <p>GIVE: Interpersonal Effectiveness Handout 6 (p128)</p> <p>Levels of Validation: Interpersonal Effectiveness Handout 6A (p129)</p>	<p>FAST: Interpersonal Effectiveness Handout 7 (p130)</p> <p>Evaluating Options for Intensity & Factors to Consider Interpersonal Effectiveness Handout 8 (p131-133)</p>
<p>Unit 8: Walking the Middle Path</p>	<p>Overview of Walking the Middle Path: Interpersonal Effectiveness Handout 14 (p149)</p> <p>Dialectics: Interpersonal Effectiveness Handouts 15-16C (p150-154)</p>	<p>Target Group</p> <p>Building Structure Group: Addressing Barriers to Building Structure – Part II (Building Structure p36-39)</p>	<p>Validation: Interpersonal Effectiveness Handouts 17-18 (p155-156)</p> <p>Recovering from Invalidation: Interpersonal Effectiveness Handouts 19-19A (p158-160)</p>	<p>Strategies for Increasing the Probability of Behaviors You Want: Interpersonal Effectiveness Handout 20 (p161)</p> <p>Strategies for Decreasing or Stopping Unwanted Behaviors: Interpersonal Effectiveness Handout 21 (p162)</p>

NOTE: Potential homework assignments for each day are listed at the top of the Handouts used during the day, and are assigned by the skills trainer.

Target Group – Setting Effective Goals

As you'll learn/review in **Building Structure**, using the **SMART framework** for goal-setting is often more effective than setting a vague or non-specific goal. For example, an individual is more likely to incorporate movement into their week if their goal is to follow a guided workout on Mondays, Wednesdays, and Fridays, from 4PM – 5PM when they get home from school, rather than just setting the intention of working-out.

	Example SMART Goal
<p>Specific Come up with a behaviorally-specific plan to accomplish your goal.</p>	<p>Non-SMART Goal: "I want to work-out regularly."</p>
<p>Measurable Decide how you will know when your goal is actually met!</p>	<p>SMART Goal: "Currently, I am not doing any intentional movement outside of walking my dog and I am feeling restless before bed. I am going to commit to doing two low-impact bodyweight exercise routines from YouTube.</p>
<p>Attainable Set a realistic goal. Consider your current skillset. Is your goal reasonably challenging?</p>	<p>I have the most energy (and willingness) before eating dinner at 7:30PM. I will do my workouts on Mondays and Thursdays from 6:30-7PM so that I can shower before eating. Once I've maintained my 2x/week schedule for 3 weeks straight, I'll add in an additional workout on Saturday."</p>
<p>Relevant Are your goals <i>your</i> goals? Check that they are relevant to you. Consider your values and long-term goals.</p>	<p>Anticipate challenges! Brainstorm what might get in the way, and identify DBT skills to help meet your goal. <i>Example:</i> Low motivation – Use opposite action in order to work-out, and then reinforce the behavior with a post-workout-exclusive TV show.</p>
<p>Time-Oriented Set a specific and realistic schedule and/or end date.</p>	

Target Group – Weekly Goal Planner

Day	Goals	Barriers	Skills
Wednesday (Target Group)			
Thursday			
Friday			
Saturday			
Sunday			
Monday			
Tuesday			