

Adult Intensive Outpatient Program (IOP)  
**Orientation Packet and Materials**



Portland DBT  

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INSTITUTE

# Welcome!

## A Note from Our Team

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

Welcome aboard!  
~ The Adult IOP Team ~

# Salem Adult IOP Schedule

<b>Time</b>	<b>MONDAY</b> Leader: Leigh Morales Co-Leader: Kim Van Beek	<b>WEDNESDAY</b> Leader: Mandy Porter Co-Leader: Kim Van Beek	<b>THURSDAY</b> Leader: Jacinto Silva Co-Leader: Peter Henry	<b>FRIDAY</b> Leader: Kasey Bumgardner Co-Leader: Kim Van Beek
12:00PM	Mindfulness	Mindfulness	Mindfulness	Mindfulness
12:30PM	<b>DBT Skill Training:</b> Homework Review	<b>DBT Skill Training:</b> Homework Review	<b>Target Group</b>	<b>DBT Skill Training:</b> Homework Review
1:30PM	<b>DBT Skill Training:</b> Learning New Skills	<b>DBT Skill Training:</b> Learning New Skills	<b>Building Structure</b>	<b>DBT Skill Training:</b> Learning New Skills
2:50PM	Wrap Up	Wrap Up	Wrap Up	Wrap Up

**IOP Manager:** Mandy Porter (740) 805-1622 | **Operations Associate:** Kasey Bumgardner (971) 339-3531

# Salem Adult IOP Contact Sheet

Name	Phone Number	Email Address	Role
Mandy Porter, PsyD, ABPP	(740) 805-1622	mporter@pdbti.org	Skills Group Leader; Salem Adult IOP Manager
Kim Van Beek, QMHP	(971) 335-3522	kvanbeek@pdbti.org	Skills Group Leader; Co-Leader
Kasey Bumgardner, QMHA	(971) 339-3531	kbumgardner@pdbti.org	Skills Group Leader; Operations Associate
Jacinto Silva, QMHA	(971) 703-7905	jsilvaalvarez@pdbti.org	Target Group & Building Structure Leader
Leigh Moralez, QMHP	(503) 208-5408	lmoralez@pdbti.org	Skills Group Leader
Peter Henry, QMHA	(971) 339-3536	phenry@pdbti.org	Co-Leader

## Zoom Information for Salem Adult IOP Groups: (Same link every day of group)

Topic: DBT Skills Training – Salem IOP

Meeting ID: 947 2578 2459

Time: This is a recurring meeting

Find your local number: <https://zoom.us/j/94725782459>

**Join Zoom Meeting:** <https://zoom.us/j/94725782459>

# Additional Guidelines for Participation

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

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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 \$100. Please discuss this policy with your individual therapist to problem solve particular instances.
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## Adult Intensive Outpatient Program Schedule

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

<p><b>Unit 4: Understanding Your Emotions</b></p>	<p><b>Goals for Emotion Regulation:</b> Emotion Regulation Handout 1 (p205)</p> <p><b>What Emotions Do for You</b> Emotion Regulation Handout 3 (p210)</p> <p><b>Model for Describing Emotions:</b> Emotion Regulation Handout 5 (p213)</p>	<p><b>Overview of Changing Emotional Responses:</b> Emotion Regulation Handout 7 (p227)</p> <p><b>Checking the Facts:</b> Emotion Regulation Handout 8 (p228)</p> <p><b>Opposite Action:</b> Emotion Regulation Handouts 9-10 (p230-231)</p>	<p><b>Target Group</b></p> <p><b>Building Structure Group:</b> Values and Priorities (Building Structure p16-20)</p>	<p><b>Opposite Action:</b> Emotion Regulation Handouts 9-11 (p230-240)</p> <p><b>Problem Solving:</b> Emotion Regulation Handout 12 (p241)</p>
<p><b>Unit 5: Building Positive Emotions</b></p>	<p><b>Overview of Reducing Vulnerability to Emotion Mind &amp; Building a Life Worth Living:</b> Emotion Regulation Handout 14 (p247)</p> <p><b>Accumulating Positives - Short-Term:</b> Emotion Regulation Handouts 15-16 (p248-251)</p>	<p><b>Accumulating Positives - Long-Term:</b> Emotion Regulation Handout 17 (p252)</p> <p><b>Values and Priorities List:</b> Emotion Regulation Handout 18 (p253-255)</p> <p><b>Build Mastery:</b> Emotion Regulation Handout 19 (p256)</p>	<p><b>Target Group</b></p> <p><b>Building Structure Group:</b> Finding and Strengthening Social Relationships (Building Structure p21-26)</p>	<p><b>Cope Ahead:</b> Emotion Regulation Handout 19 (p256)</p> <p><b>PLEASE:</b> Emotion Regulation Handout 20 (p257)</p>
<p><b>Unit 6: Managing Difficult Emotions &amp; Letting Go of Suffering</b></p>	<p><b>Overview of Managing Really Difficult Emotions:</b> Emotion Regulation Handout 21 (p263)</p> <p><b>Mindfulness of Current Emotions:</b> Emotion Regulation Handout 22 (p264)</p>	<p><b>Managing Extreme Emotions:</b> Emotion Regulation Handout 23 (p265)</p> <p><b>Troubleshooting Emotion Regulations Skills:</b> Emotion Regulation Handout 24 (p266-267)</p>	<p><b>Target Group</b></p> <p><b>Building Structure Group:</b> Increasing Vocational and Educational Activities (Building Structure p27-32)</p>	<p><b>Review of Emotion Regulation Skills:</b> Emotion Regulation Handout 25 (p268)</p>

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

**NOTES:**

## 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.

### Specific

Come up with a behaviorally-specific plan to accomplish your goal.

### Measurable

Decide how you will know when your goal is actually met!

### Attainable

Set a realistic goal. Consider your current skillset. Is your goal reasonably challenging?

### Relevant

Are your goals *your* goals? Check that they are relevant to you. Consider your values and long-term goals.

### Time-Oriented

Set a specific and realistic schedule and/or end date.

### Example SMART Goal

**Non-SMART Goal:** "I want to get more sleep."

**SMART Goal:**

"Currently, I do not get an adequate amount of sleep for my body because I do not get to bed early enough.

I am going to commit to finishing my nighttime routine and getting into bed with the lights off by 11PM.

I have the most willingness to fall asleep when I don't have access to my phone at night. I will put my phone away in my nightstand drawer before I get into bed, so that it takes more effort to access my phone.

Once I've maintained getting into bed by 11PM for one week, I will aim to get into bed by 10:30PM."

**Anticipate challenges!** Brainstorm what might get in the way, and identify DBT skills to help meet your goal.

*Example:* Low motivation – Use opposite action in order to get into bed on time, and then reinforce the behavior with an extra comfy blanket that you only use when you get into bed on time.

## Target Group – Weekly Goal Planner

Day	Goals	Barriers	Skills
<b>Thursday</b> (Target Group)			
<b>Friday</b>			
<b>Saturday</b>			
<b>Sunday</b>			
<b>Monday</b>			
<b>Tuesday</b>			
<b>Wednesday</b>			







# DBT Cheat Sheet



## Unit 1: Living with Intention

- **Core Mindfulness Skills:**  
*Wise mind: integrating reasonable and emotional states of mind*  
p. 50-52, Mindfulness Handouts 3-3A
- **Mindfulness WHAT Skills:**  
*Observe, describe, and participate*  
p. 53-59, Mindfulness Handouts 4-4A
- **Mindfulness HOW Skills:**  
*Non-judgmentally, one-mindfully, effectively*  
p. 60-63, Mindfulness Handouts 5-5A

## Unit 3: Letting Go with Acceptance

- **Radical Acceptance:**  
*Complete and total openness to the facts of reality as they are*  
p. 342, DT Handout 11
- **Turning the Mind:**  
*Continuing to choose to accept reality over and over*  
p. 345, DT Handout 12
- **Willingness:**  
*readiness to wisely respond to life's events*  
p. 346, DT Handout 13
- **Half-Smiling and Willing Hands:**  
*Relaxing your face muscles and turning your hands upward*  
p. 347, DT Handout 14
- **Mindfulness of Current Emotions:**  
*Letting thoughts come and go without trying to change them*  
p. 350, DT Handout 15

## Unit 2: Surviving a Crisis

- **STOP:**  
*Stop*  
*Take a step back*  
*Observe*  
*Proceed Mindfully*  
p. 327, DT Handout 4
- **Pros & Cons:**  
*Considering positive and negative effects of both acting and not acting on crisis behavior urges*  
p. 328, DT Handout 5
- **TIPP:**  
*Temperature*  
*Intense Exercise*  
*Paced Breathing*  
*Paired Muscle Relaxation*  
p. 329, DT Handout 6
- **Wise Mind ACCEPTS:**  
*Activities*  
*Contributing*  
*Comparisons/Compassion*  
*Emotions*  
*Pushing Away*  
*Thoughts*  
*Sensations*  
p. 333, DT Handout 7

- **Self-Soothe:**  
*Doing things that feel pleasant and provide relief and comfort*  
p. 334, DT Handout 8
- **IMPROVE:**  
*Imagery*  
*Meaning*  
*Prayer*  
*Relaxation*  
*One thing in the moment*  
*Vacation*  
*Encouragement*  
p. 336, DT Handout 9

## Unit 4: Understanding Your Emotions

- **Model for Describing Emotions:**  
p. 213, ER Handout 5
- **Ways to Describe Emotions:**  
p. 214-223, ER Handout 6
- **Overview of Changing Emotional Responses:**  
p. 227, ER Handout 7
- **Checking the Facts:**  
*Changing our beliefs, assumptions, and interpretations of events to fit the facts*  
p. 228, ER Handout 8
- **Examples of Emotions that Fit the Facts:**  
p. 229, ER Handout 8A
- **Opposite Action and Problem Solving- Deciding Which to Use:**  
p. 230, ER Handout 9
- **Opposite Action:**  
*Acting opposite to emotions when emotions do not fit the facts*  
p. 231, ER Handouts 10
- **Figuring Out Opposite Actions:**  
p. 232-240, ER Handout 11
- **Problem Solving:**  
*Avoiding or changing the situation when emotions fit the facts*  
p. 241, ER Handout 12

- **Missing Links Analysis:**  
p. 23, General Handout 8
- **Guidelines for Skills Training**  
p. 12, General Handout 3
- **Skills Training Assumptions:**  
p. 13, General Handout 4

### **Unit 5: Building Positive Emotions**

- **Accumulating Positives - Short Term:**  
*Increasing pleasant events right now to increase pleasant emotions in the moment*  
p. 248, ER Handout 15
- **Pleasant Events List:**  
p. 249-251, ER Handout 16
- **Accumulating Positives - Long Term:**  
*Building pleasant experiences to meet your values and life worth living goals*  
p. 252, ER Handout 17
- **Values and Priorities List:**  
p. 253-255, ER Handout 18
- **Build Mastery:**  
*Doing things that make you feel competent to reduce helplessness and hopelessness*  
p. 256, ER Handout 19
- **Cope Ahead:**  
*Rehearsing a plan ahead of time so you are prepared to cope skillfully with emotional situations*  
p.256, ER Handout 19
- **PLEASE:**  
*Treat Physical illness*  
*Balance Eating*  
*Avoid mood-Altering substances*  
*Balance Sleep*  
*MovEment/Exercise*  
p. 257, ER Handout 20

### **Unit 6: Managing Difficult Emotions & Letting Go of Suffering**

- **Mindfulness of Current Emotions:**  
*Observing, describing, and allowing emotions without judging or trying to get rid of them*  
p. 264, ER Handout 22
- **Managing Extreme Emotions:**  
*Identifying when you are at your skills breakdown point and using crisis survival skills*  
p. 265, ER Handout 23
- **Troubleshooting Emotion Regulation Skills:**  
p. 266-267, ER Handout 24
- **Review of Emotion Regulation Skills:**  
p. 268, ER Handout 25

### **Unit 7: Building Strong Relationships**

- **Clarifying Goals:**  
*Prioritizing the objective, relationship, and self-respect in an interpersonal situation*  
p. 124, IE Handout 4
- **DEARMAN:**  
*Describe*  
*Express*  
*Assert*  
*Reinforce*  
*Stay Mindful*  
*Appear confident*  
*Negotiate*  
p. 125-126, IE Handout 5
- **GIVE:**  
*Be Gentle*  
*Act Interested*  
*Validate*  
*Easy manner*  
p. 128, IE Handout 6
- **Levels of Validation:**  
*V1 - Pay Attention*  
*V2 - Reflect Back*  
*V3 - "Read Minds"*  
*V4 - Understand*  
*V5 - Acknowledge the Valid*  
*V6 - Show Equality*  
p. 129, IE Handout 6A
- **FAST:**  
*Be Fair*  
*No Apologies*  
*Stick to values*  
*Be Truthful*  
p. 130, IE Handout 7
- **Evaluating Options for Intensity & Factors to Consider (Dime Game):**  
p. 131-133, IE Handout 8

### **Unit 8: Walking the Middle Path**

- **Dialectics:**  
*Acknowledging that two opposing things or concepts can be true at once; walking the middle path by finding the synthesis of the two*  
p. 150-154, IE Handouts 15-16C
- **Validation:**  
p. 155-156, IE Handouts 17-18
- **Recovering from Invalidation:**  
*Validating ourselves, checking the facts, and acknowledging that invalidation hurts*  
p. 158-160, IE Handouts 19-19A
- **Strategies for Increasing the Probability of Behaviors You Want (Behaviorism):**  
*Positive Reinforcement, Negative Reinforcement, and Shaping*  
p. 161, IE Handout 20
- **Strategies for Decreasing or Stopping Unwanted Behaviors (Behaviorism):**  
*Extinction, Satiation, and Punishment*  
p. 162, IE Handout 21