

Crisis

Adolescents find themselves overwhelmed by intense emotions, impulsive behaviors, and difficulties in managing their relationships. The goal of this stage is to provide support and stabilization to help them regain control and safety.

Seeking Support & Learning

Adolescents seek support and engage in the therapeutic process. They recognize the need for change and are open to acquiring new skills and knowledge. The goal of this stage is to build a solid understanding of DBT principles and to develop an attitude of curiosity and receptiveness.

Action; Skill Building

Adolescents actively engage in practicing and refining their DBT skills. They begin to apply these skills in their daily lives and confront challenges that arise. The goal of this stage is to develop a broad repertoire of coping strategies and adaptive behaviors.

Implementation and Growth

Adolescents continue to refine their DBT skills while actively working towards personalized goals. They deepen their understanding of themselves, build healthier relationships, and enhance their emotional well-being.

Maintenance and Thriving

Adolescents continue to refine their DBT skills and actively work towards achieving their personal goals. They deepen their understanding of themselves, build healthier relationships, and enhance their emotional well-being.

Milestones

1. Crisis recognition and acceptance: The teen acknowledges the presence of crisis and demonstrates a willingness to seek help and support.
2. Building rapport and trust: The teen develops a trusting relationship with the therapist and group members, feeling safe to express their emotions and vulnerabilities.
3. Safety and stabilization skills: The teen learns basic emotion regulation, distress tolerance, and interpersonal effectiveness skills to manage crisis situations effectively.
4. Parent/Caregiver involvement: The parent or caregiver actively participates in family sessions and demonstrates support for the teen's therapy process.
5. Crisis management plan: The teen and their parent/caregiver collaborate with the therapist to create a comprehensive crisis management plan that includes strategies and resources for addressing crises.

Milestones

1. Commitment to therapy: The teen demonstrates a strong commitment to attending therapy regularly and engages in the treatment process.
2. Psychoeducation: The teen gains knowledge about the underlying principles of DBT, such as mindfulness, & emotion regulation.
3. Skill acquisition: The teen learns and practices specific DBT skills to enhance emotional regulation.
4. Parent/Caregiver education: The parent or caregiver participates in educational sessions to understand the core principles of DBT and learn effective ways to support their teen's skill development.
5. Building a support network: The teen begins to identify and engage with supportive individuals and resources outside of therapy, expanding their network of support.

Milestones

1. Skill integration: The teen demonstrates an increasing ability to integrate DBT skills into their daily routines, utilizing them during moments of distress, or decision-making.
2. Behavior chain analysis: The teen learns to identify and analyze problematic behaviors or emotional reactions through behavior chain analysis, gaining insight into the function and consequences of their actions.
3. Skill generalization: The teen expands their skill utilization beyond therapy sessions, applying them in various settings.
4. Collaborative problem-solving: The teen develops the ability to actively engage in collaborative problem-solving, and seeking alternative solutions.
5. Parent/Caregiver support: The parent or caregiver demonstrates an understanding of the teen's acquired skills and actively supports their application outside of therapy sessions.

Milestones

1. Increased self-awareness: Develops a greater understanding of their emotions, thoughts, & behavioral patterns, allowing for more intentional and adaptive responses.
2. Interpersonal effectiveness: The teen enhances their ability to navigate relationships effectively, assert their needs, and establish healthy boundaries.
3. Emotional regulation: The teen develops a broader range of emotion regulation skills, enabling them to manage intense emotions and avoid impulsive reactions.
4. Individual goal setting: The teen identifies and sets specific goals aligned with their values, actively working towards personal growth and fulfillment.
5. Enhanced parent/teen communication: The parent or caregiver and teen practice effective communication techniques to foster understanding, empathy, & cooperation.

Milestones

1. Relapse prevention: The teen identifies potential triggers and warning signs of relapse and develops a solid plan for maintaining progress and preventing setbacks.
2. Flexibility and adaptability: The teen demonstrates an ability to adapt DBT skills to new and challenging situations, adjusting their approach as needed.
3. Peer support and leadership: The teen contributes to the group dynamic by offering support and guidance to newer group members, fostering a sense of community and shared growth.
4. Reflective practice: The teen engages in ongoing self-reflection and self-assessment, identifying areas for further improvement and growth.
5. Transition and graduation: The teen prepares for the eventual transition out of the group, either by stepping down to a less intensive level of care or graduating from therapy altogether.

Action Steps

1. Attend a specified number of group sessions (e.g., 6 sessions) without missing more than one session.
2. Demonstrate an understanding of crisis recognition and acceptance through active participation and engagement in therapy.
3. Show progress in using safety and stabilization skills by sharing specific examples of skill application.
4. Engage in family sessions and demonstrate collaboration with the parent/caregiver in creating a crisis management plan.

Action Steps

1. Demonstrate consistent attendance and active participation in group sessions.
2. Show an understanding of the DBT principles and concepts through verbal and written exercises
3. Complete assigned homework and practice newly learned skills in real-life situations.
4. Engage in regular parent/caregiver sessions and demonstrate application of DBT principles within the family dynamic.

Action Steps

1. Demonstrate consistent use of DBT skills in real-life situations and provide examples of their effectiveness.
2. Engage in behavior chain analyses to gain insight into problematic behaviors and identify opportunities for skill application.
3. Participate in role-plays and other experiential exercises during group sessions to enhance skill acquisition and integration.
4. Engage in joint sessions with the parent/caregiver to practice skill application in family interactions and receive feedback and guidance.

Action Steps

1. Demonstrate consistent use of DBT skills across various domains of life, including school, relationships, and self-care.
2. Engage in mindfulness practice regularly to deepen self-awareness and facilitate emotional regulation.
3. Set and work towards specific goals, providing evidence of progress and growth.
4. Engage in regular communication and shared decision-making between the parent/caregiver and teen.

Action Steps

1. Demonstrate consistent and independent application of DBT skills in various challenging situations, presenting evidence of skill effectiveness.
2. Create a relapse prevention plan that includes specific strategies, resources, and support systems to maintain progress beyond therapy.
3. Actively participate in group discussions, sharing personal experiences, insights, and guidance with other group members.
4. Engage in regular self-reflection and journaling to track progress, identify areas for continued growth, and celebrate achievements.
5. Collaborate with the therapist to develop a post-therapy plan, including recommendations for ongoing support, such as individual therapy or community resources.