

How to Use This Book

This book has two parts, both of which are important. Part I describes DBT and gives instructions for how to set up a DBT skills program and how to manage various problems that arise in teaching the skills. Part II provides detailed teaching notes for each DBT skill included in the book. There is also a companion volume, *DBT Skills Training Handouts and Worksheets, Second Edition*. For some, the enormous amount of content in both volumes can feel overwhelming. If that happens to you, practice paced breathing before going further. As it turns out, it is not that hard to use the teaching notes and the handouts and worksheets effectively. People have found the following steps very helpful:

1. The first step is to decide which skills you want to teach. To get ideas about what to teach, go to the Part I appendices (p. 107) to see session-by-session outlines of different DBT skills programs that have been used in clinical trials. Select a program, or, if you don't find any that are compatible with what you want to teach, look through the list of skills under Part II in the Contents (p. xiii) and pick out the specific skills you want to teach. Within each module, teach the skills in the order in which they appear in the book. You do not have to teach every single skill.

2. Now that you have figured out what you want to teach, you will want to consult the teaching notes in Part II. Teaching notes are organized by skill and each skill has a roman numeral. Critical information is in a box at the beginning of the discussion about each skill. Do not skip reading this information. For each skill that you want to teach, read through all of the notes. Do not try to cover all the teaching points when teaching! Teaching points with check-

marks are most important. Nonetheless, many of the points provide information that will help you to answer questions from clients. Next, either copy the teaching notes pages or download and print them at the companion website for purchasers. Type the website printed in the book into your browser's address bar (do not type the URL into the search field; it will not show up in search results). We suggest bookmarking this address for future use. By printing out the teaching notes, you can highlight the points you want to make with particular clients or groups, and write additional points of your own.

3. The next step is to locate the corresponding handouts and worksheets that are referenced in each teaching note. The handouts and worksheets can be accessed in multiple ways. First, purchasers of this manual can download and print them at the website that contains the teaching notes. You can then create a packet of handouts and worksheets for each skill you are teaching (no single client will need all of the handouts and worksheets). Second, you can photocopy the handouts and worksheets you need from the companion volume, *DBT Skills Training Handouts and Worksheets, Second Edition*. With an 8½" × 11" format and spiral binding, the *Handouts and Worksheets* book contains all of the handouts and worksheets for easy reference and photocopying. It is a good companion to this manual for those times when you are away from your computer or simply prefer to look at a printed book rather than accessing the handouts and worksheets online. You might also want to give the spiral-bound book to clients or have them purchase it. It contains brief introductions to each module specifically written for clients. In addition, clients purchasing the spiral-bound book get access to a separate

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website specifically designed for them, where they can download and print extra copies of the handouts and worksheets themselves. Whether you are using the print or online versions of the handouts and worksheets, cross-references help you easily find the specific materials you need. At the top of each handout, corresponding worksheets designed to be used in conjunction are identified by title and page number (or linked to, in the online versions), and vice versa.

My policy is to give all of the skills to my clients—

or invite them to look through the *Handouts and Worksheets* volume—and, after teaching the core skills and others I want to teach, I tell clients I will teach the skills they want, if they can talk me into it. (They almost always talk me into it.)

4. If you haven't done so already, please read the Preface (p. vii), which allows you to get a grasp of what's new in this book versus the first edition.

I wish you skillful means in your teaching.

**Purchasers can download and print the teaching notes,
handouts, and worksheets.**