

STEPPS to Address BPD

Part 2

Presented by

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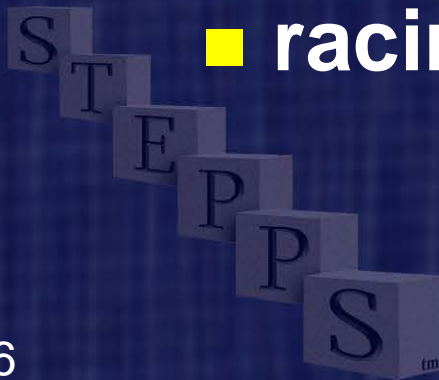
Measures of Emotional Intensity Baseline (1)

- warm
- relaxed
- happy
- calm
- positive attitude
- self-confident
- positive self-image
- socializing
- reading
- listening to music
- making plans
- sign up for classes



Measures of Emotional Intensity Blow-Up (5)

- rage
- screaming
- hopeless
- throwing
- abandoned
- hitting
- helpless
- self-harm
- racing thoughts
- suicidal behavior



Measures of Emotional Intensity Pre-Blow-Up (4)

- anger
- despair
- depression
- extreme anxiety
- severe withdrawal
- suicidal thoughts



Measures of Emotional Intensity Development (3)

- frustrated
- nervous
- fear of unknown
- tired/sleep all day
- miss appointments
- start isolating
- nit-picking



Measures of Emotional Intensity

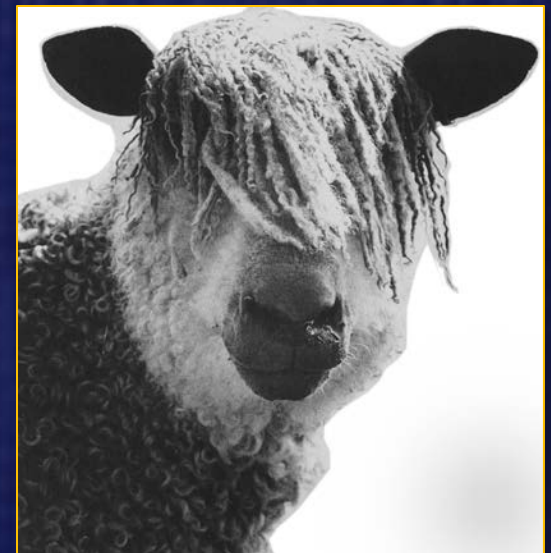
Beginning of Intensity (2)

- irritable
- restless
- insomnia
- nightmares
- decreased motivation
- fears beginning



Cognitive Filters

- Important beliefs about oneself/world
- Accepted without question
- Self-perpetuating
- Very resistant to change
- Usually outside of awareness
- Operate in subtle ways
- Activated by events



Common Maladaptive Filters

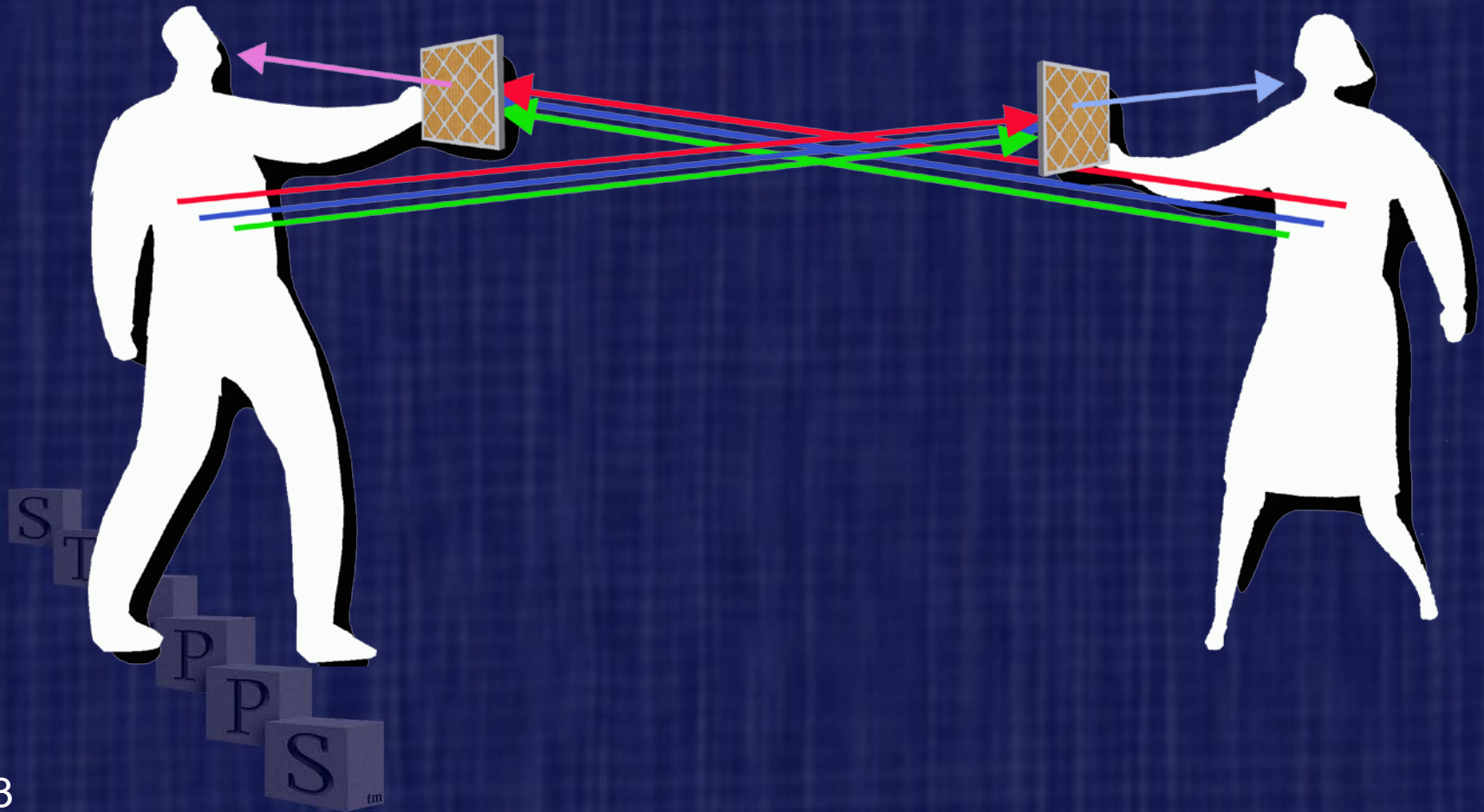
- Abandonment
- Emotional deprivation
- Defectiveness/Shame
- Vulnerability to harm & illness
- Unrelenting/unbalanced standards
- Entitlement/insufficient limits
- Trust/mistrust



The Goal: Replace Negative Filters with Positive Ones!

- Play is healthy
- Feeling good is an acceptable goal
- Altruism
- Caring
- Relationship stability
- Trust
- Socialization
- Self-acceptance
- Achievement
- Competence
- Self-help
- Efficacy
- Boundaries
- Self-control
- Emotion management

Why Are Filters Important?



Past events
Current situations
Relationships
Conversations



**DISTORTED
THOUGHTS**

Feelings
Physical sensations
Action urges
Behaviors

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boyfriend late!

Event: What happened?

Emotional Intensity Continuum



Skills: Distancing Communicating Challenging Distracting Managing Problems Abuse Avoidance

	1	2	3	4	5
Feelings <i>What did I feel?</i>	content, happy	anxious irritable	frustrated angry	fuming suicidal	boiling abandoned
Physical Sensations <i>What was my body doing?</i>	muscles relaxed	muscles tense	butterflies in stomach	sweating nausea	heart pounding shaking
Thoughts <i>What was I thinking?</i>	things are good.	He's late again!	He's never coming back.	He's found someone else.	I'll never have another boyfriend.
Filters <i>Which were triggered?</i>	self control	abandonment	abandonment	abandonment	abandonment, social undesirability
Action Urges <i>What did I want to do?</i>	Something enjoyable	Call his office.	Go to his office.	self harm	self harm - cut
Behaviors <i>What did I do?</i>	listening to music, reading	Pacing - Call his cell phone.	Call his office, friends, family.	Cry- look for a razor.	screaming, throwing things cutting

Filters: Abandonment Entitlement Emotional deprivation Subjugation Mistrust Failure to achieve Unrelenting standards Vulnerable to harm Defectiveness Self-sacrifice

Essential STEPPS Elements

- BEST (or QuEST) self-rating scale
- Criteria for BPD
 - reframe as emotional intensity disorder (EID)
- Emotional Intensity Continuum
- Cognitive (Thought) Filters
- Emotion Management Skills



BEST® (Borderline Evaluation of Severity over Time)

For the first 12 items, the highest rating (5) means that the item caused extreme distress, severe difficulties with relationships, and/or kept you from getting things done. The lowest rating (1) means it caused little or no problems. Rate items 13-15 (positive behaviors) according to frequency.

Circle the time period you have been asked to rate:	Last 7 Days	Last 30 Days	Other _____
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Circle the number that indicates how much the item has caused distress, relationship problems, or difficulty with getting things done.

A. Thoughts and Feelings []

	None/slight	Mild	Moderate	Severe	Extreme
1. Worrying that someone important in your life is tired of you or is planning to leave you	1	2	3	4	5
2. Major shifts in your opinions about others such as switching from believing someone is a loyal friend or partner to believing that person is untrustworthy and hurtful	1	2	3	4	5
3. Extreme changes in how you see yourself. Shifting from feeling confident about who you are to feeling like you are evil, or that you don't even exist	1	2	3	4	5
4. Severe mood swings several times a day. Minor events cause major shifts in mood	1	2	3	4	5
5. Feeling paranoid or like you are losing touch with reality	1	2	3	4	5
6. Feeling angry	1	2	3	4	5
7. Feelings of emptiness	1	2	3	4	5
8. Feeling suicidal	1	2	3	4	5

To the clinician: the total for each section (A, B, and C) should be recorded in the brackets following the section titles. At the top of the page record the total composite score (15 + A + B - C)

Name: _____ ID# _____

Total Score: _____ Date: _____

B. Behaviors (Negative) []

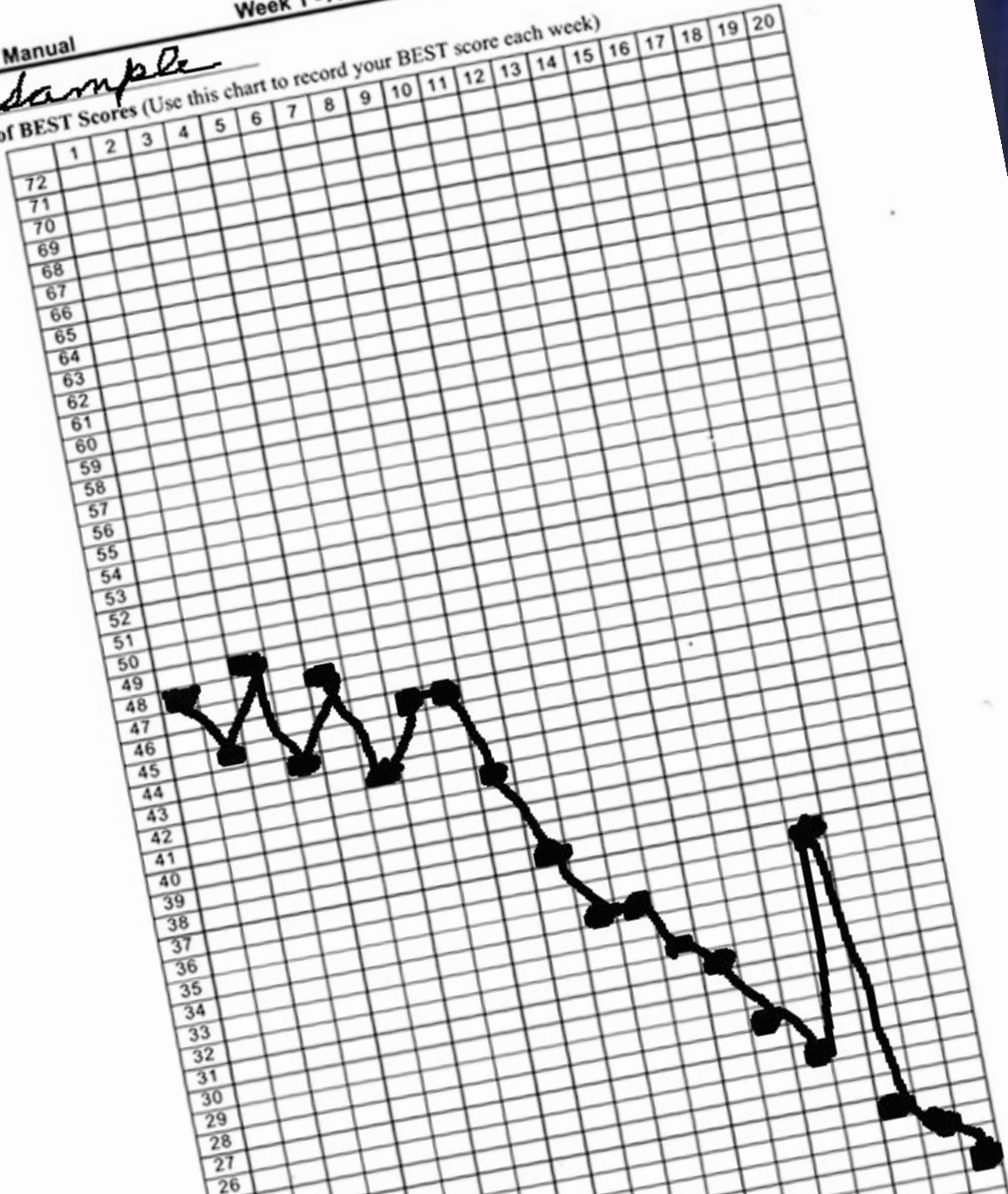
	None/slight	Mild	Moderate	Severe	Extreme
9. Going to extremes to try to keep someone from leaving you	1	2	3	4	5
10. Purposely doing something to injure yourself or making a suicide attempt	1	2	3	4	5
11. Problems with impulsive behavior (not including suicide attempts or injuring yourself on purpose) Examples are: overspending, risky sexual behavior, substance abuse, reckless driving, binge eating, other _____ (circle those that apply)	1	2	3	4	5
12. Temper outbursts or problems with anger leading to relationship problems, physical fights, or destruction of property	1	2	3	4	5

Circle the number that indicates how often you used the following positive behaviors

C. Behaviors (Positive) []

	Almost always	Most of the time	Half of the time	Sometimes	Almost never
13. Choosing to use a positive activity in circumstances where you felt tempted to do something destructive or self-defeating	5	4	3	2	1
<input type="checkbox"/> %Noticing ahead of time that something could cause you emotional difficulties and taking reasonable steps to avoid/prevent the problem	5	4	3	2	1
<input type="checkbox"/> %Following through with therapy plans to which you agreed (e.g., talk therapy, "homework" assignments, coming to appointments, medications, etc.)	5	4	3	2	1

Name sample
Record of BEST Scores (Use this chart to record your BEST score each week)



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A Typical Session

- Fill out BEST form
- Relaxation exercise
- Review Emotional Intensity Continuum
- Review Skill Monitoring Card
- Review homework assignment
- Introduce and read through new lesson
- Assign homework



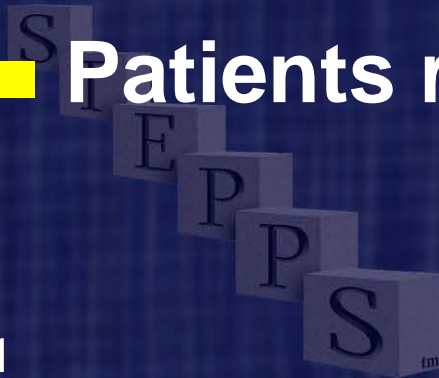
Purpose of Family/Staff (Reinforcement Team) Education

- Provide information
- Empowerment
- Consistent responses
- Provide guidelines for coping
- Develop working alliance



Educating Reinforcement Team

- Includes family members, therapists, health care providers, significant others
- One two-hour evening session
- May attend any two regular sessions after evening session (with permission)
- Patients report increased support



**Helping
a Family Member or
Friend with a
Mental Disorder**

Nancee Blum, MSW, LISW

Adult Psych
Outpatient C

University
Hec

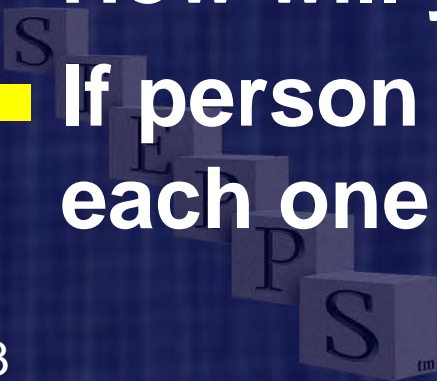
**Understanding
Borderline Personality
Disorder**

Nancee Blum, MSW, LISW
Bruce Pfohl, MD

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Responding to Person with BPD

- Where are you on emotional intensity continuum (1-5)?
- Have you used your notebook?
- What skill can you use in this situation?
- How will you use it?
- If person cannot think of skill, ask about each one on the list



Responding to the Person with Emotional Intensity Disorder:

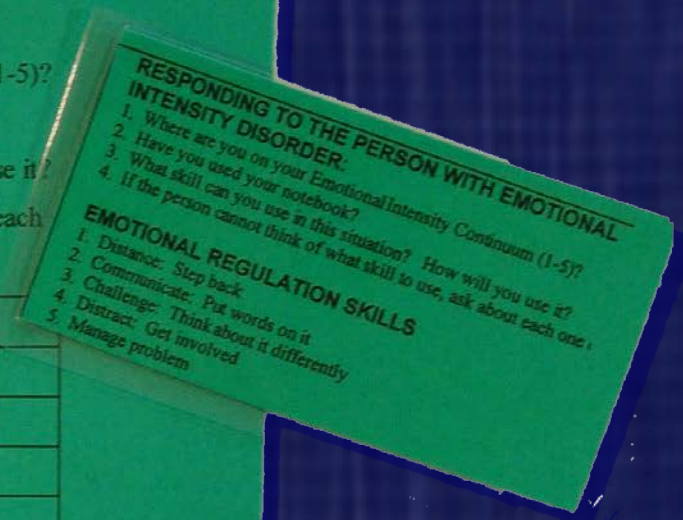
1. Where are you on your Emotional Intensity Continuum (1-5)?
2. Have you used your notebook?
3. What skill can you use in this situation? How will you use it?
4. If the person cannot think of what skill to use, ask about each

Emotion Regulation Skills

1. Distance: Step back
2. Communicate: Put words on it
3. Challenge: Think about it differently
4. Distract: Get Involved
5. Manage Problem

Behavior Skills

1. Take Medications as Prescribed
2. Use Relaxation Technique
3. Use Self-Soothing Activity
4. Use Distraction Activity
5. Use Emotional Intensity Continuum
6. Use Reinforcement Team Member
7. Interpersonal Relationship Skill
8. Balanced Eating
9. Regular Sleeping
10. Regular Exercise



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STAIRWAYS™: The Next Step in BPD Skills Training

Setting Goals

Trying New Things

Anger Management

Impulsivity Control

Relationship Behaviors

Writing a Script

Assertiveness Training

Your Choices

Staying on Track



STAIRWAYS: The Next Step in Borderline Skills Training

- ◆ Reduces abandonment fears
- ◆ Decreases intensity of service
- ◆ Meets two times per month - 2 hours per meeting
- ◆ Work on additional skills that affect their lives
- ◆ Reinforces previously learned skills



Facilitator Training

- Master's level with experience
- 2-day intensive workshop
- Ongoing follow-up and consultation by internet (SKYPE), email, phone
- Ratings of videotaped sessions for therapist fidelity to model

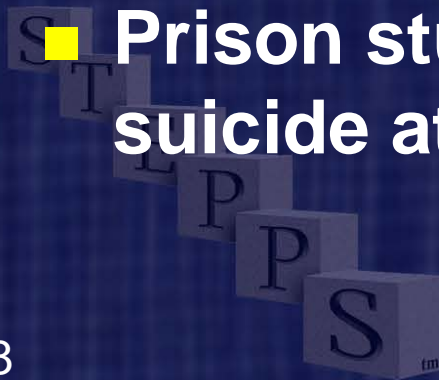


Research Studies

- RCTs completed in Iowa* and The Netherlands** (references below)
- Multiple non-RCTs from US, England, Italy, Scotland, Netherlands published
- STEPPS reduces global severity, BPD symptoms, and depression
- Prison studies (non-RCT) show ↓ self-harm, suicide attempts, disciplinary infractions

*Blum, et al. Am J Psy April, 2008

**van Wel, et al. Dutch J Psy 2009



STEPPS on the Web

www.steppsforbpd.com





Thank You!

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