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| **Dialectical Behavior Therapy Case Conceptualization** |

**Date:**       **Clinician:**       **Client/Case #:**

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| **Introduction to Client & Significant Others**  |

*List all significant others who will be included in the case conceptualization.*

*Additional identifiers may include: religion, language, sexuality, immigration status, economic status, neurodiversity, chronic health conditions, client’s position/role within their system(s), significant hobbies/interests or similar information.*

**Adult(s)**

Adult Age: Gender:       Ethnoracial Identity:       Occupation:       Additional identifiers:

Adult Age: Gender:       Ethnoracial Identity:       Occupation:       Additional identifiers:

**Child(ren)**

Child Age: Gender:       Ethnoracial Identity:       School/Grade:       Additional identifiers:

Child Age: Gender:       Ethnoracial Identity:       School/Grade:       Additional identifiers:

Child Age: Gender:       Ethnoracial Identity:       School/Grade:       Additional identifiers:

Others in Household/Family/Significant Persons:

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| **Presenting Concerns** |

*Describe each significant person’s description of the problem, focusing on OBSERVABLE behaviors:*

Adult Age:

Adult Age:

Child Age:

Child Age:

Additional:

*Broader System:* *Description of problem from extended family, referring party, school, legal system, etc.:*

Extended Family*:*

Name:

Name:

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| **Background Information** |

*Trauma/Abuse History (recent and past):*

*Substance Use/Abuse (current and past; self, family of origin, significant others):*

*Precipitating Events (recent life changes, first symptoms, stressors, etc.):*

*Related Historical Background (earlier incidents, family history, related issues, prior treatment, etc.):*

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| **Suicidal and Self-Harming Behaviors** |

*Assess current and past suicidal or self-harming behaviors:*

[ ]  Current:

[ ]  Past:

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| **Therapy-Interfering Behaviors**  |

*Describe behaviors limiting treatment, generally assessed as counseling progresses*

*[ ]* missing sessions:

[ ]  coming consistently late:

[ ]  not participating:

[ ]  Other:

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| **Quality-of-Life-Interfering Behaviors** |

*Identify any quality-of-life-interfering behaviors such as:*

[ ]  Substance and alcohol abuse:

[ ]  Risky sexual behavior:

[ ]  Criminal and illegal behaviors:

[ ]  Extreme financial difficulties:

[ ]  Severely problematic and/or abusive interpersonal relationships:

[ ]  Occupational or school-related problematic behavior:

[ ]  Health and illness-related problematic behavior:

[ ]  Housing-related problematic behavior:

[ ]  Mental health-related problematic behavior patterns:

[ ]  Other:

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| **Invalidating Environments** |

*Assess for past and current invalidating environments, including:*

* Family of origin:
* Current and adult intimate relationships:
* Friendships or social groups, including online communities:
* Work/school context:

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| **Trauma History and Marginalization** |

*Access for childhood or adult trauma as well as experiences of sexism, racism, and so on, including:*

* Childhood sexual, physical, and/or emotional abuse and neglect:
* Adult relationships that include physical, emotional, or sexual abuse:
* Marginalization due to gender, race, ethnicity, sexual orientation, and others:

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| **Behavior Chain Analysis** |

*Specific problem behaviors can be identified and analyzed to identify reinforcers*

*Problem behavior:* Briefly define behaviorally:

*Step-by-step description of chain of events related to problem:* Describe chain of events leading up to and including the problem behavior and its aftereffects, including:

* Physical or other vulnerabilities prior to episode:
* Events leading up to episode:
* Step-by-step description of the problem behavior:
* Consequences of the problem behavior, including physiological, emotional, cognitive, behavioral, and relational: