

Abstract

The present study was conducted to assess the effectiveness of Dialectical Behavioral Therapy (DBT) for the psychosocial problems of physically disabled university students. A sample of 12 (10 male students, 2 female students) were selected, based on their high scores on distress and low scores on wellbeing in preassessment. The age range of participants was between 20-30 years. This study was carried out in three phases. In phase I, a semi-structured interview, behavioral observation, subjective ratings and Mental Health Inventory were used to explore and assess their psychosocial problems, and levels of distress and wellbeing as the pre-assessment. The common problems identified during pre-assessment phase were related to distress intolerance, emotional dysregulation, and interpersonal effectiveness, and etc. In phase II, a quasi-experimental research design was used, comprised 12 participants (experimental group = 6, control group = 6). Experimental group was given treatment while control group was kept on hold at that time. Intervention period consisted of 9 sessions over a period of 6-7 weeks. The main techniques used were for Mindfulness (WHAT Skills, HOW Skills), Emotion Regulation (Identification of Primary and Secondary Emotions, PLEASE, Acting Opposite), Distress Tolerance (Distracting with ACCEPTS, Self Soothe, IMPROVE the moment), Interpersonal Effectiveness (DEAR MAN, GIVE, FAST). In Phase III, post assessment was carried out. Mann Whitney test revealed significant difference between experimental and control group ($U=.00$, $z= -2.16$, $p=.004$, $r= -.30$) on distress subscale of Mental Health Inventory. The Wilcoxon Signed Ranked Test showed significant differences in the pre-test and post-test of experimental group, but not in the control group on distress subscale of Mental Health Inventory ($Z= -2.20$, $p=.03$).

Key words: distress, well-being, DBT, mindfulness, emotion regulation, distress tolerance and interpersonal effectiveness