



When Might DBTICI Be Helpful for Your Student?

A mental-health referral resource for school counselors, social workers, psychologists, nurses, and student-support staff

High-achieving students can be struggling even when grades, attendance, and activities still look successful.

DBT and DBT-informed therapy help students build concrete skills for managing emotions, tolerating stress, navigating relationships, and responding more effectively when expectations feel overwhelming.

Consider Referring When...

- **The student looks successful—but is barely holding it together.**

Strong grades or involvement may coexist with significant anxiety, perfectionism, emotional exhaustion, self-criticism, or distress outside the classroom.

- **Academic pressure is affecting mental health.**

The student becomes overwhelmed by grades, testing, workload, college expectations, competition, or fear of disappointing others.

- **A setback feels like a crisis.**

A lower grade, conflict, rejection, mistake, or change in plans leads to intense distress, shutdown, avoidance, panic, or difficulty recovering.

- **The student struggles to balance expectations and well-being.**

Sleep, eating, relationships, activities, downtime, or basic self-care are being sacrificed to keep up.

- **Emotions are interfering with school functioning.**

Anxiety, depression, irritability, avoidance, school refusal, frequent visits to support staff, or difficulty concentrating are becoming more noticeable.

- **The student understands coping strategies—but cannot use them under stress.**

They may need repeated practice, behavioral strategies, and concrete skills that generalize beyond a supportive conversation.

Other Signs a Student May Need Support

- Perfectionism or intense fear of failure
- Frequent reassurance seeking or difficulty making decisions
- Procrastination, avoidance, or shutting down when overwhelmed
- Relationship or peer conflict that significantly affects mood
- Difficulty setting boundaries or saying no
- Strong emotional reactions that are hard to recover from
- Self-harm, suicidal thoughts, or other high-risk coping behaviors
- Family conflict around school performance, independence, or expectations

Why DBT-Informed Therapy?

Many students do not need comprehensive DBT. DBT-informed individual therapy can provide a more active, structured approach when supportive counseling or insight alone is not creating enough change.

Students can learn to:

- Manage intense emotions without making the situation worse
- Tolerate pressure, uncertainty, and disappointment
- Notice all-or-nothing thinking and respond more flexibly
- Problem-solve instead of avoiding or shutting down
- Communicate needs and navigate conflict effectively
- Build routines that support both achievement and well-being

Collaboration and Support Across Settings

Skills are most effective when students can use them beyond the therapy room. With parent/guardian consent, DBTICI can collaborate with school counselors, social workers, psychologists, and other support staff so they understand the skills a student is learning and how to reinforce them at school. Shared language and strategies can help students manage emotions, tolerate distress, problem-solve difficult situations, communicate effectively, and respond more flexibly to challenges across settings.

Insurance

In-network with BCBS PPO, Aetna, Cigna, UnitedHealthcare, and TRICARE West.

Affordable Care Options

Reduced-fee/sliding-scale therapy and low-fee services with supervised doctoral trainees are available depending on openings.

NOT SURE WHETHER A STUDENT MAY BENEFIT? WE'RE HAPPY TO CONSULT.

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An Evidence-Based Approach to Meaningful, Lasting Change