

DBT INTENSIVE TRAINING PART 1 PRACTICE TEST (SAMPLE)

STUDY GUIDE

*Keep
Going!*

**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**



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THE FULL VERSION STUDY GUIDE**

<https://dbtintensivetrainingpart1.examzify.com>



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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Which statement is NOT typically part of maintaining fidelity to the DBT model?**
 - A. Ongoing training and supervision
 - B. Using structured manuals
 - C. Participating in a DBT-consultation process
 - D. Avoiding supervision and relying on personal judgment
- 2. DBT utilizes**
 - A. Both formal and informal exposure strategies
 - B. Only formal exposure strategies
 - C. Only informal exposure strategies
 - D. Neither exposure strategy
- 3. Which of the following is a function of the observer in a DBT Consultation Team meeting?**
 - A. Describing polarization when it occurs
 - B. Highlighting the dialectical tensions that arise in the team
 - C. Identifying judgmental, non-empathic statements
 - D. Describing when members are doing more than one thing in the moment
- 4. What describes the structure and purpose of Skills Training Group?**
 - A. A group-based format teaching the four modules; aims to practice and generalize skills with homework.
 - B. An online self-help program with no therapist involvement.
 - C. A seminar on theoretical DBT without practice.
 - D. Individual therapy sessions focusing on insight.
- 5. Which factor best indicates a client's readiness to learn DBT skills?**
 - A. Current mood during a single session
 - B. Willingness to practice between sessions
 - C. Number of years of education
 - D. Preference for group therapy only

- 6. Wise Mind integrates which two modes of thinking?**
- A. Mindfulness and Distress Tolerance
 - B. Self-Soothing and Other-Soothing
 - C. Reasonable Mind and Emotional Mind
 - D. Radical Acceptance and Opposite Action
- 7. Which of the following is not listed as a step in problem solving?**
- A. Check the facts
 - B. Brainstorming
 - C. Goal Clarification
 - D. Prioritizing emotions
- 8. The primary function of phone coaching in DBT is**
- A. To monitor client location
 - B. To generalize skills to the client's environment
 - C. To provide crisis intervention 24/7
 - D. To replace in-session therapy
- 9. NOT factor interfering with interpersonal effectiveness?**
- A. Being unclear about interpersonal priorities
 - B. Emotions inhibiting skillful behavior
 - C. Clear understanding of interpersonal dynamics
 - D. Not having the needed skills
- 10. When reinforcement of a previously reinforced behavior is withdrawn, you might expect to see**
- A. A permanent decrease in the behavior
 - B. A temporary increase in the frequency or intensity of the behavior
 - C. No change
 - D. A decrease in the intensity of the behavior

Answers

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1. D
2. A
3. B
4. C
5. B
6. C
7. D
8. B
9. C
10. B

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Explanations

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1. Which statement is NOT typically part of maintaining fidelity to the DBT model?

- A. Ongoing training and supervision
- B. Using structured manuals
- C. Participating in a DBT-consultation process
- D. Avoiding supervision and relying on personal judgment**

Maintaining fidelity to the DBT model relies on structure, supervision, and shared guidelines rather than individual judgment. Ongoing training and supervision keep clinicians aligned with DBT techniques and provide feedback to reduce drift. Using structured manuals offers clear protocols for session content, skills coaching, and treatment flow, ensuring consistency across therapists. Participating in a DBT-consultation process gives the team a regular, collaborative check on cases and adherence to the model. Avoiding supervision and relying on personal judgment contradicts fidelity because it increases variability and departs from the established guidelines and team oversight.

2. DBT utilizes

- A. Both formal and informal exposure strategies**
- B. Only formal exposure strategies
- C. Only informal exposure strategies
- D. Neither exposure strategy

Exposure work in DBT includes both structured, planned tasks and real-life, day-to-day practice. Formal exposure tasks are intentionally designed challenges—often set as homework or behavioral experiments—where the client confronts feared situations or emotions in a graded way, under guidance. This helps test beliefs, reduce avoidance, and build emotional tolerance within a safe, stepwise framework. Informal exposure happens when clients apply the skills they've learned to ordinary life moments, practicing distress tolerance, mindfulness, and emotion regulation during real-world triggers, with support from coaching and diary reviews to reinforce what's learned. Using both approaches ensures skills generalize beyond therapy sessions and into everyday functioning, producing more durable change. Relying on only one type would miss either the benefits of systematic, tested exposure or the importance of applying skills across real-life contexts, whereas employing both captures the full DBT strategy for reducing avoidance and strengthening coping.

3. Which of the following is a function of the observer in a DBT Consultation Team meeting?

- A. Describing polarization when it occurs
- B. Highlighting the dialectical tensions that arise in the team**
- C. Identifying judgmental, non-empathic statements
- D. Describing when members are doing more than one thing in the moment

The observer's role in a DBT Consultation Team meeting is to surface and discuss the tensions that appear as therapists balance acceptance and change. DBT centers on holding two sometimes opposing ideas at once—validating the client while pushing for change—so the observer names these dialectical tensions within the team to keep discussions productive and aligned with the treatment approach. By bringing these tensions to light, the team can reflect on how their stances may tilt too far toward one side and adjust so that both support and guidance are delivered in a way that remains true to DBT principles. This practice helps prevent stuck or polarized discussions and supports ongoing therapist development and client care. Describing polarization is related but less precise to the observer's primary function, which is to illuminate the ongoing dialectical dynamics. Identifying judgmental, non-empathic statements focuses more on language quality than on the team process itself. Describing when members are doing more than one thing in the moment targets micro-behaviors rather than the overarching balancing act that DBT emphasizes.

4. What describes the structure and purpose of Skills Training Group?

- A. A group-based format teaching the four modules; aims to practice and generalize skills with homework.
- B. An online self-help program with no therapist involvement.
- C. A seminar on theoretical DBT without practice.**
- D. Individual therapy sessions focusing on insight.

Skills Training Group is a structured, group-based part of DBT designed to teach and practice a set of coping skills in a supportive group setting. It uses a four-skill framework—mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness—and aims to help participants apply these skills in daily life. The format centers on instruction plus real-time coaching and feedback during group sessions, with homework or between-session practice to generalize what's learned beyond the group. This emphasis on teaching skills, practicing them in a group, and reinforcing them through homework distinguishes it from descriptions that focus on theory without practice, self-help online formats, or individual therapy that targets insight rather than structured skill acquisition. So, the description that highlights a group-based format with instruction, practice, and homework best captures how Skills Training Group works.

5. Which factor best indicates a client's readiness to learn DBT skills?

- A. Current mood during a single session
- B. Willingness to practice between sessions**
- C. Number of years of education
- D. Preference for group therapy only

The key idea is that readiness to learn DBT skills shows up as a willingness to practice between sessions. DBT skill-building relies on applying what you learn in real life through homework and between-session practice. When a client commits to practicing outside of session, it demonstrates motivation, engagement with the material, and the ability to transfer skills to emotionally challenging situations. Mood during one session can be temporary and not a reliable indicator of long-term learning, and education level doesn't determine whether someone can pick up new emotion-regulation skills. Preferring group therapy only doesn't measure readiness to learn; it's about format preference, not actual practice commitment. So willingness to practice between sessions best signals readiness to learn DBT skills.

6. Wise Mind integrates which two modes of thinking?

- A. Mindfulness and Distress Tolerance
- B. Self-Soothing and Other-Soothing
- C. Reasonable Mind and Emotional Mind**
- D. Radical Acceptance and Opposite Action

Wise Mind blends two ways of thinking: Reasonable Mind, which focuses on facts, logic, and practical planning, and Emotional Mind, which is guided by feelings and urges. Wise Mind sits between these extremes and brings them together, so decisions consider both what is true about the situation and what you feel about it. This balanced stance helps you respond thoughtfully rather than reacting purely from logic or emotion. For example, in a stressful situation, Reasonable Mind might tell you to cut losses or pursue a practical plan based on data, while Emotional Mind might push you to act impulsively to relieve distress. Wise Mind integrates the two, allowing you to acknowledge the emotion while still weighing the facts and choosing a course that aligns with your values and long-term goals. The other options describe skills or strategies used in DBT, not the modes of thinking that Wise Mind represents. Mindfulness and distress tolerance are broader skill areas; self-soothing and other-soothing are ways to calm distress; Radical Acceptance and Opposite Action are specific regulatory strategies.

7. Which of the following is not listed as a step in problem solving?

- A. Check the facts
- B. Brainstorming
- C. Goal Clarification
- D. Prioritizing emotions**

Problem solving relies on a sequence of actions that move from understanding the issue to identifying and implementing a solution. Key steps are checking the facts to ensure decisions are based on accurate information, brainstorming to generate a wide range of potential approaches, and clarifying the goal so you know what success looks like. Prioritizing emotions isn't a procedural step that advances solving the problem; it's about emotional states and management, which, while important for awareness, doesn't directly drive the problem-solving process. So it isn't listed as a standard step in solving problems.

8. The primary function of phone coaching in DBT is

- A. To monitor client location
- B. To generalize skills to the client's environment**
- C. To provide crisis intervention 24/7
- D. To replace in-session therapy

In DBT, phone coaching is all about helping clients take the skills they learn in therapy and actually use them in real life. When someone encounters a difficult moment or a triggering situation, the coach (therapist) provides real-time guidance on which skill to use and how to apply it, so the person can regulate emotions, tolerate distress, and communicate effectively in the moment. This bridges what happens in sessions with what happens outside, making the skills part of daily behavior rather than something practiced only in the office. This approach is not about watching over the person or tracking their location, and it isn't meant to be a 24/7 crisis line. It's an adjunct to therapy designed to generalize skills to the client's environment and reduce the likelihood of impulsive or self-destructive actions by supporting skill use when it's most needed. It also isn't intended to replace in-session therapy; it strengthens the application of techniques learned during sessions.

9. NOT factor interfering with interpersonal effectiveness?

- A. Being unclear about interpersonal priorities
- B. Emotions inhibiting skillful behavior
- C. Clear understanding of interpersonal dynamics**
- D. Not having the needed skills

Interpersonal effectiveness is shaped by how clearly you see priorities, how well you manage emotions, and whether you have the needed skills. When you're unclear about what matters in a interaction, you may act on the wrong priorities and create confusion. Emotions can obstruct calm, deliberate behavior, making it harder to respond skillfully. Not having the necessary skills leaves you unable to handle the situation effectively. In contrast, a clear understanding of how interpersonal dynamics work helps you anticipate reactions, choose appropriate communication strategies, and regulate your own responses. That understanding supports, rather than hinders, effective interaction. So the statement that describes a clear grasp of interpersonal dynamics is the one that does not interfere, making it the best answer for what does not disrupt interpersonal effectiveness.

10. When reinforcement of a previously reinforced behavior is withdrawn, you might expect to see

- A. A permanent decrease in the behavior
- B. A temporary increase in the frequency or intensity of the behavior**
- C. No change
- D. A decrease in the intensity of the behavior

When reinforcement is withdrawn, the system often shows extinction dynamics. Right after reinforcement stops, you typically see an extinction burst: a brief uptick in how often or how intensely the behavior occurs as the subject persists in attempting to obtain reinforcement or reacts to the sudden non-reinforcement. This temporary surge is followed by a decline in responding once the absence of reinforcement is learned. So the best expectation is a short-term increase in behavior, not an immediate permanent drop, no change, or a immediate decrease in intensity. The initial spike reflects the organism's ongoing expectation for reinforcement before adapting to the new conditions.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://dbtintensivetrainingpart1.examzify.com>

We wish you the very best on your exam journey. You've got this!

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