The Relationship Room - Session activity

Facilitate a structured practice of the relationship room with preparation, reflection, and an agreed closing.

Mental health professionals | 30 minutes

Fictional example: Riley asks a housemate for clearer notice about visitors.

0-5 min | Agree on purpose and fit

Explain the educational scope. Ask what would be useful, check readiness and access needs, and establish choices to observe, adapt, or pass. Use an ordinary example; do not solicit trauma narratives.

5-10 min | Orient with an example

Connection skills include clear requests, listening, and consent. Fictional example: Riley asks a housemate for clearer notice about visitors. Ask what is observed and what remains uncertain.

10-20 min | Practice and compare

Draft a small request and a listening response for an ordinary interaction, then identify a negotiation limit. Offer quiet individual work, a supported conversation, or an observing role. Compare two possible responses without evaluating people as right or wrong.

20-25 min | Reflect on meaning

How can clarity and respect for both people's choices coexist? Ask what fit, what did not fit, and how culture, power, disability access, or external conditions affect the options.

25-30 min | Integrate and close

Invite one optional next step or support request. Orient to the current setting, allow an unfinished question to remain unfinished, and agree how to revisit it. End early or adapt if activation increases.

Adaptations

For a group, use fiction and no compulsory round-robin disclosure. For remote use, allow off-camera reflection and private notes. For brief use, keep one example and one question while retaining opening and closing choices.

Reflection

What adaptation or follow-up is needed?

Scope and adaptation

An original DBT-informed house metaphor for educational reflection, not an official standardized DBT assessment, diagnostic drawing test, or comprehensive DBT. The maker defines meanings. Offer another metaphor if housing is sensitive, and allow omissions or fiction. Do not interpret rooms, colors, or omissions as evidence of pathology or safety.

Original AI-assisted educational draft; independent clinical review pending. Version 1.0. Background: Dialectical Behavior Therapy Skills Training: Fundamentals. Full source links and scope: library.morethantherapy.org/recovery/resources/DBH-A10-4