

Before You Get Started: How to use the MICE Protocol



What Is MICE?

MICE is an NIHR funded Programme Grant on the **M**ental health **I**ntervention for **C**hildren with **E**pilepsy. A major part of the research is to evaluate whether a psychological treatment modified for use in children with epilepsy is beneficial when added to usual care. The psychological treatment that has been modified is 'MATCH-ADTC' – the Modular Approach to Therapy for Children with Anxiety, Depression, Trauma or Conduct Problems. MATCH-ADTC¹ is a collection of 33 independent therapeutic procedures that can be flexibly arranged to guide a course of individualised, evidence-based therapy for children, addressing not only their main problems, but also any accompanying issues or challenges. It has been shown to be effective in children and adolescents with mental health disorders but its effectiveness has not been evaluated in young people with epilepsy.

Flowcharts

The five flowcharts in the first section of this manual guide the selection and arrangement of the therapy procedures. The first flowchart ("Main") asks you to determine the primary focus of the child's problems. That focus, which can include anxiety, depression, traumatic stress, or conduct problems, points to one of four detailed flowcharts that correspond to each of these areas. Each of these detailed flowcharts outlines an order and logic for choosing modules from the programme.

Core practices. The four problem-area flowcharts emphasise the core evidence-based practices pertaining to that problem area. For example, the anxiety flowchart follows a progression from engagement, to psychoeducation, to self-monitoring, to exposure, and then to review and termination.

Handling interference. Each flowchart also features a collection of recommended procedures that can be applied if interference arises that somehow challenges or threatens the application of the core procedures. In that sense, the course of therapy can take a "detour" and apply other evidence-based procedures in order to get back on track for treatment. For example, when treating a child for depression, you might determine that a reward programme must be established to increase motivation to complete the exercises regarding negative thoughts. If so, you can use the reward module to address that challenge before returning to the core procedures for depression.

Termination. Each problem-area flowchart ends with instructions to return to the main flowchart in order to assess whether another significant problem remains, which could then be targeted directly by using another problem-area flowchart that corresponds to the remaining problem.

Therapy Modules

The next section of the manual presents the therapy procedures themselves. The steps of each procedure are outlined in a two-column format, with a checklist on the left side and detailed descriptions on the right. The detailed descriptions, which provide specific strategies for approaching the steps of the procedure, are intended for therapists who are just getting to know the programme. More experienced users who have implemented the steps before might simply refer to the checklist for prompts.

¹ Chorpita, B. F., & Weisz, J. R. (2009). *MATCH-ADTC: Modular approach to therapy for children with anxiety, depression, trauma, or conduct problems*. Satellite Beach, FL: PracticeWise.