

MATCH: Modular Approach to Therapy for Children

Depression Focus



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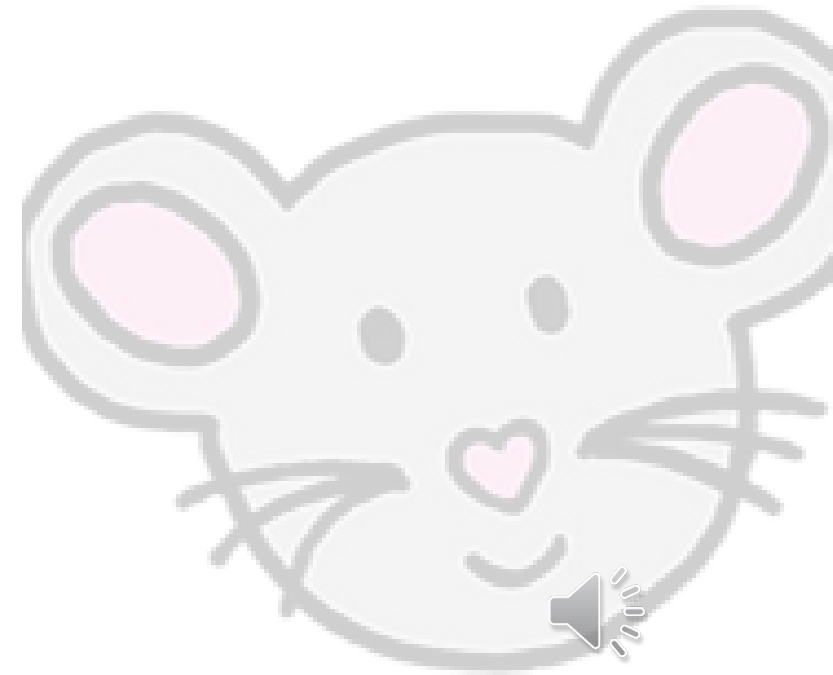
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MATCH Approach: Toolbox Concept

- Do you have a toolbox at home?
 - How many tools are in it?
 - How many have you used in the past year?
- Goal of treatment program: Develop tools
 - Learn to be good with a few tools
 - Learn a bit about the others, just in case



MATCH Approach: Selecting Tools for Your Client

- How to select tools for your client?
 - Initial case conceptualization
 - Revise continually
 - Use as a touchstone for treatment
- Why select tools for your client?
 - Lots of ways to be “depressed”
 - Formulation focuses on each child’s strengths and deficits



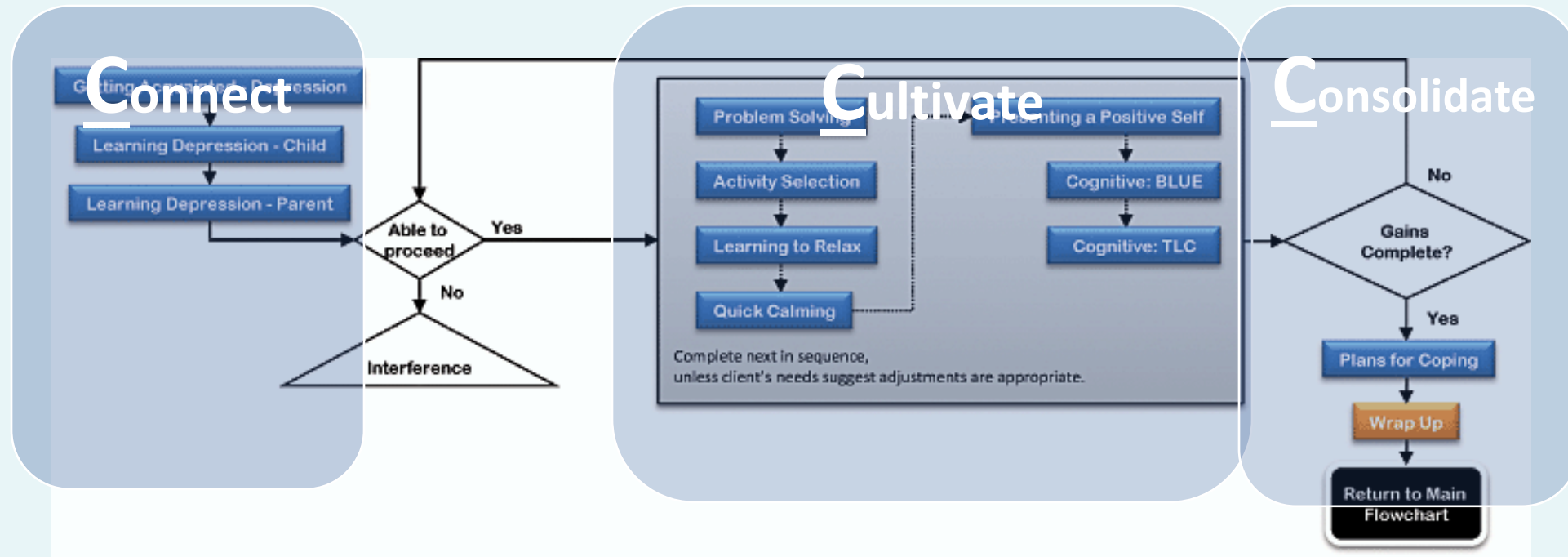
MATCH Depression Modules

1. Getting Acquainted
2. Learning about Depression – Child
3. Learning about Depression – Parent
4. Problem Solving
5. Activity Selection
6. Learning to Relax
7. Quick Calming
8. Presenting a Positive Self
9. Cognitive Coping – BLUE
10. Cognitive Coping – TLC
11. Plans for Coping
12. Wrap-Up*

*From Anxiety

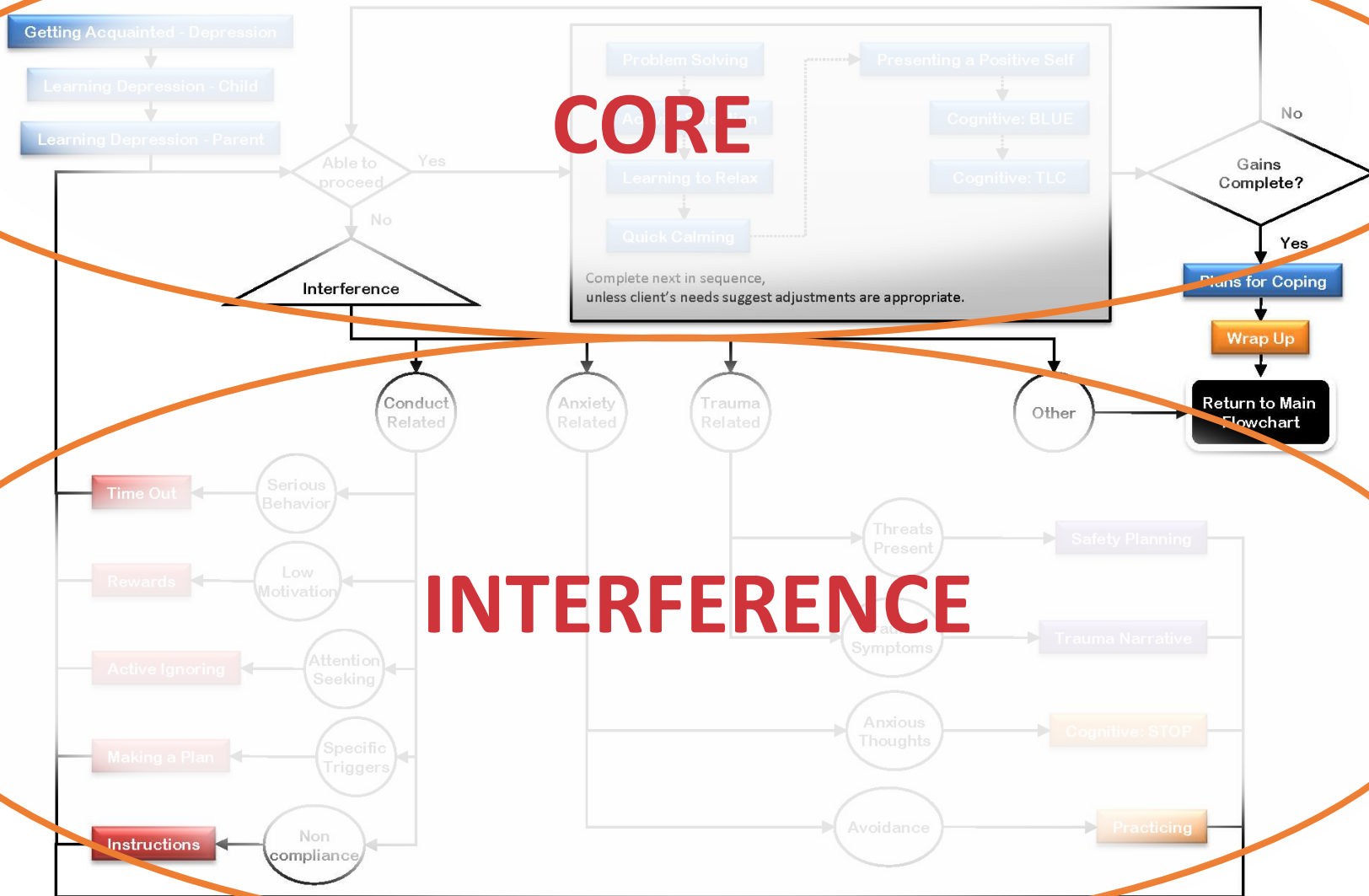


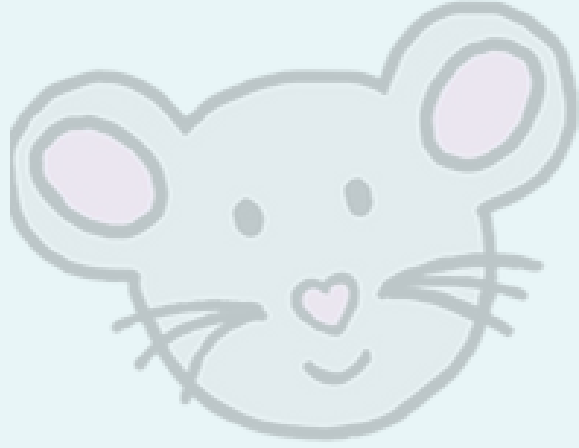
Depression Flowchart



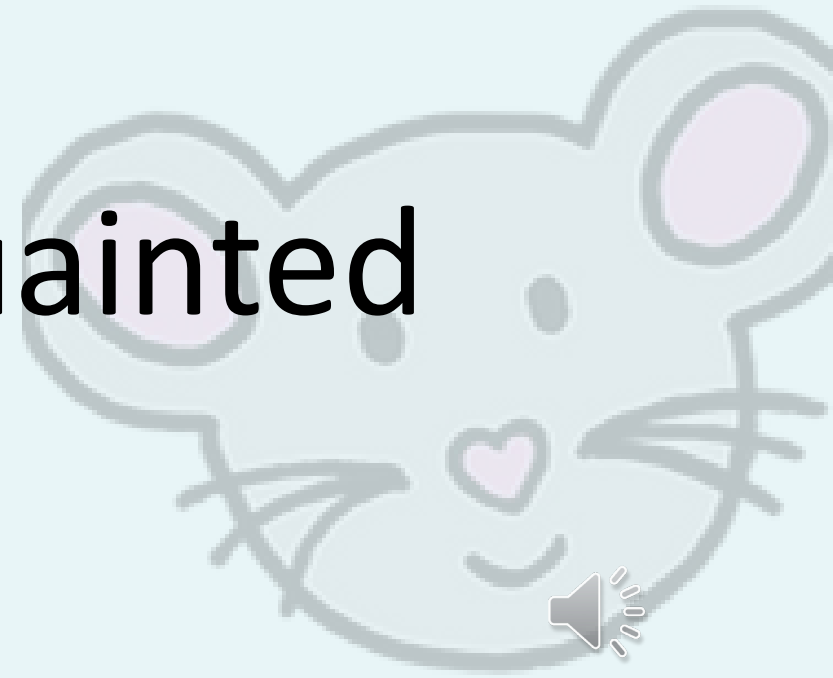
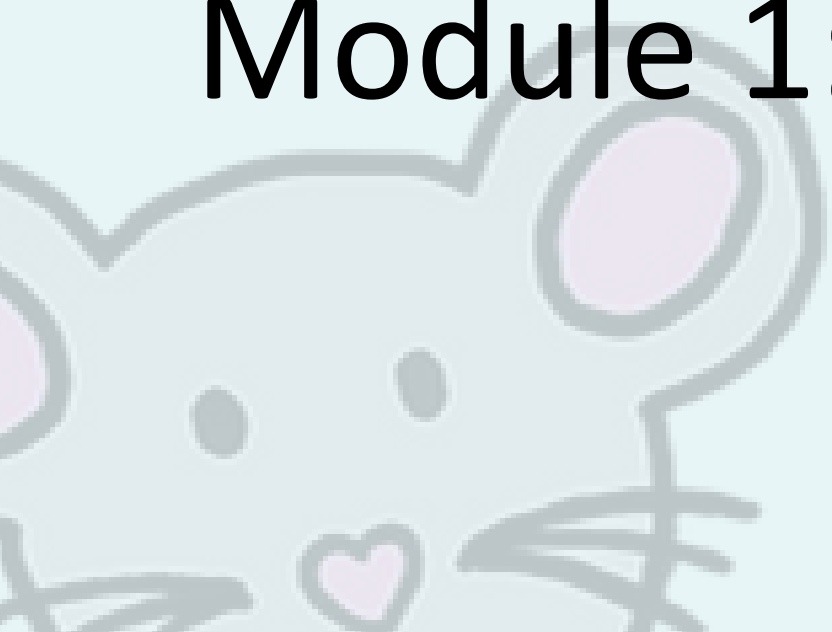
Depression

MATCH 2.0



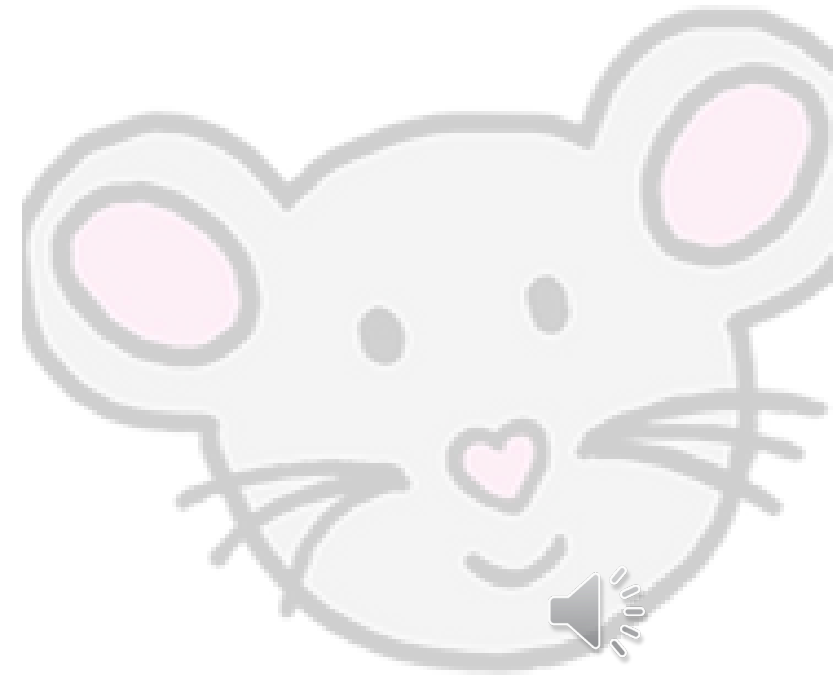


Module 1: Getting Acquainted



Overview of Getting Acquainted

- What is similar?
 - Relationship building exercises
 - Program overview and rationale
 - “Coach” metaphor
 - Practice!
 - Introduce monitoring tool
 - Child’s perspective and goals
 - What are the child’s goals for treatment?
 - End-of-session games



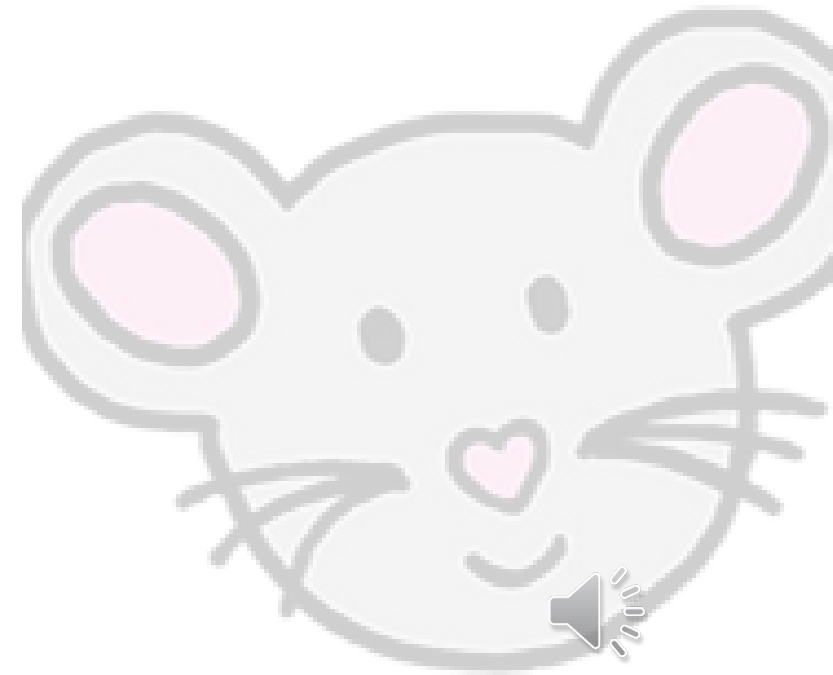
Child's Perspective and Goals

- What are child's expectations for therapy?
- What are some goals the child would like to achieve?
- Help the child articulate these goals so they relate to improving mood...
 - Help us re-word these goals. . .
 - EX: Get my mom off my back
 - GOAL: Get along better with my mom and others
 - EX: Not be annoyed by everyone
 - GOAL: Feel better about my relationships with others
 - EX: Not come to therapy
 - GOAL: Manage my mood so it doesn't get in the way of doing things I want to do

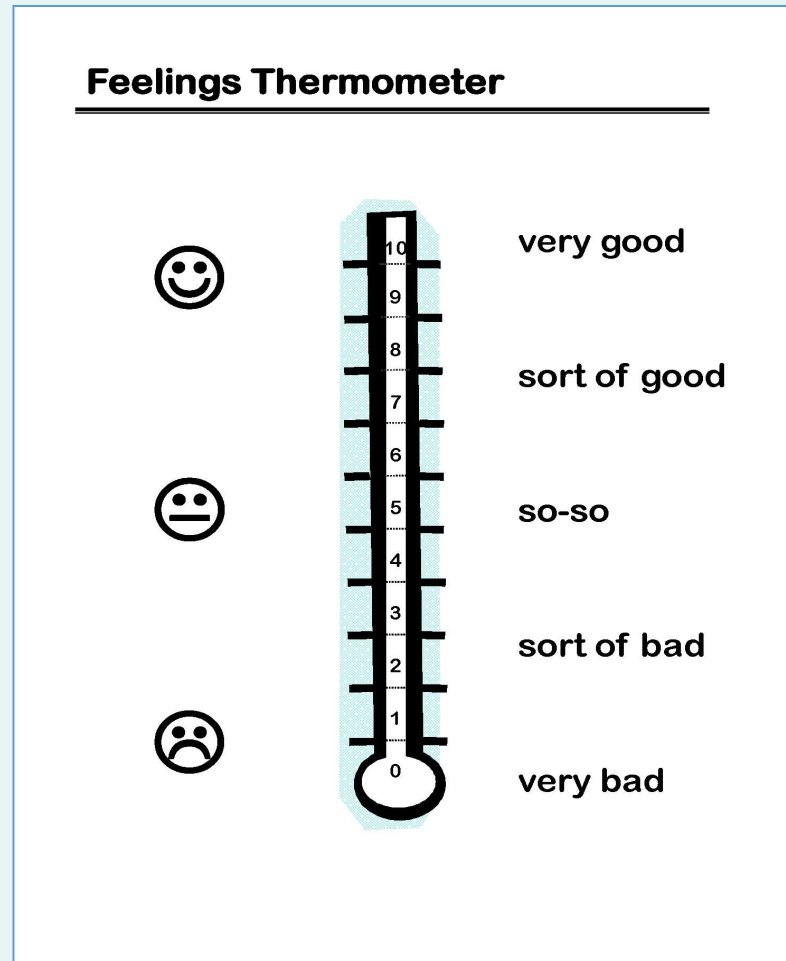


Overview of Getting Acquainted

- What is different?
 - Goals of Program
 - Knowing when you feel sad, down, cranky
 - Knowing how to get “unstuck” from those feelings
 - Monitoring tool: the Feelings Thermometer
 - Daily Feelings Record
 - Describe Treatment Structure
 - Parent meetings and the limits of confidentiality

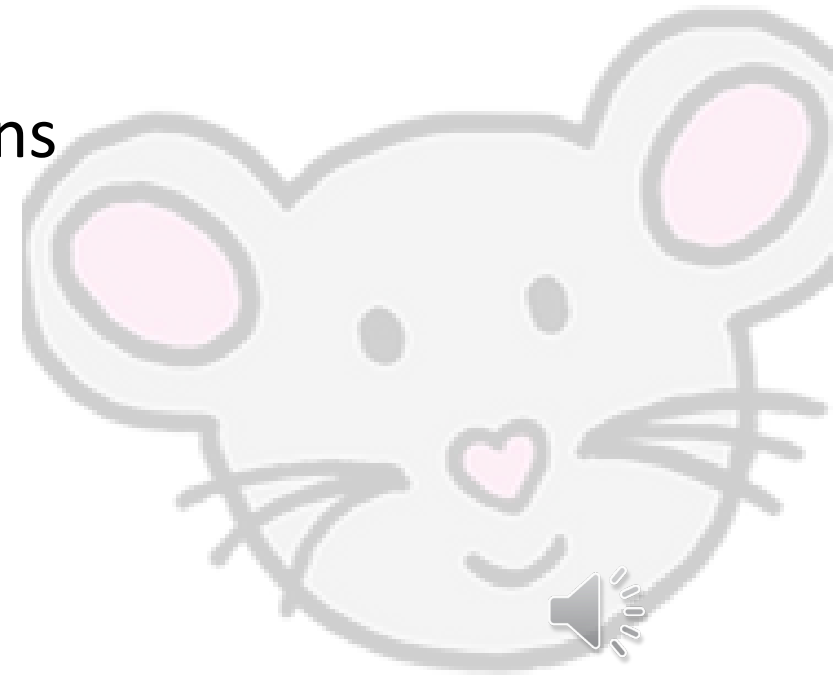
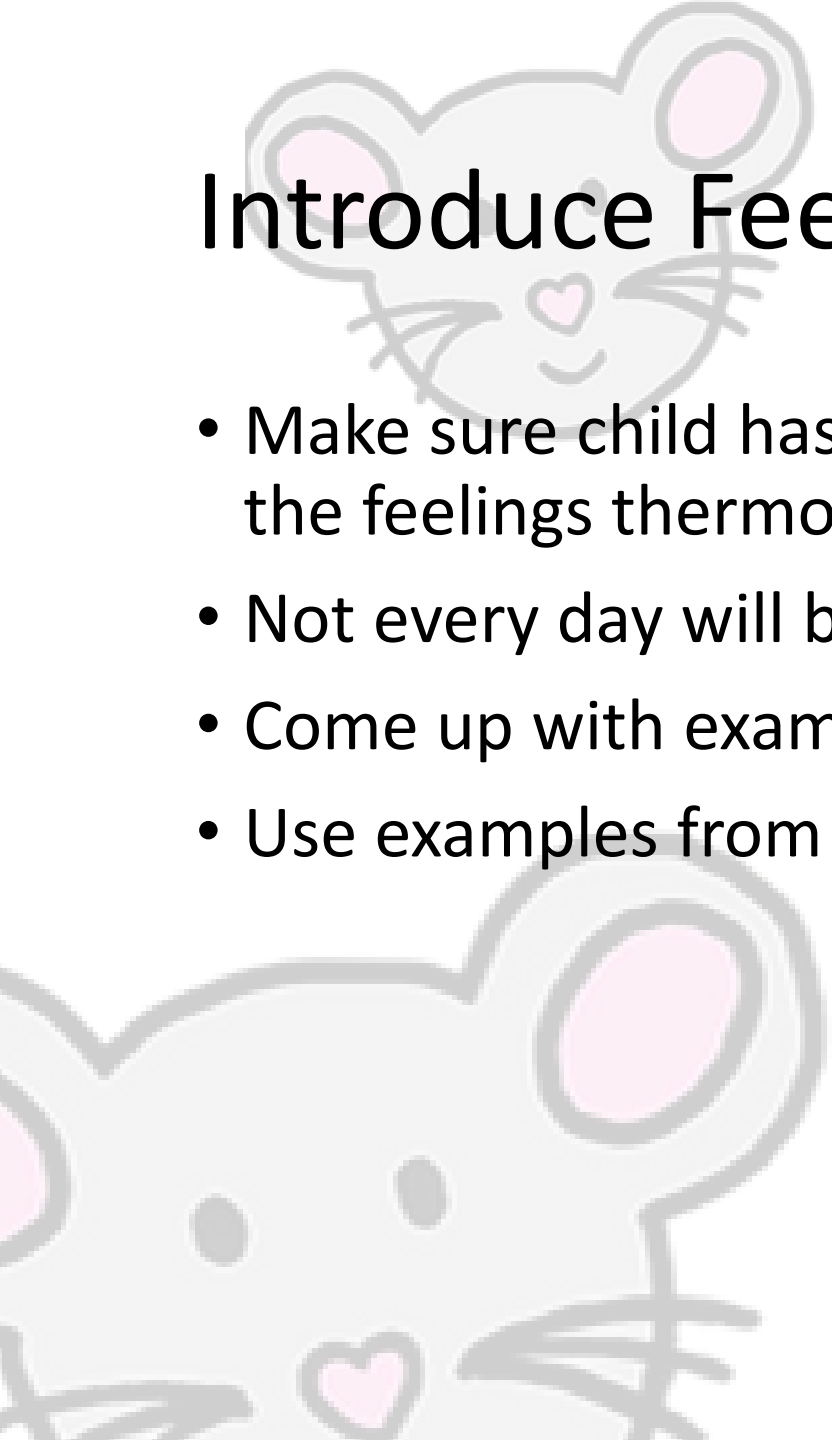


Introduce Feelings Thermometer



Introduce Feelings Thermometer

- Make sure child has a working definition for the different levels on the feelings thermometer
- Not every day will be a 10 or a 0
- Come up with examples to illustrate the gradations
- Use examples from your own life!


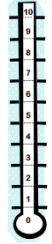
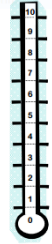


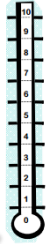




Practice Assignment

- Have child complete “Daily Feelings Record”
 - This gets child into the habit of monitoring mood
 - Child should start to pay attention to “clues” about how they are feeling and why


Daily Feelings Record

Take a feelings rating every day by circling the number on the thermometer. Remember to write down what was happening to make you feel that way.

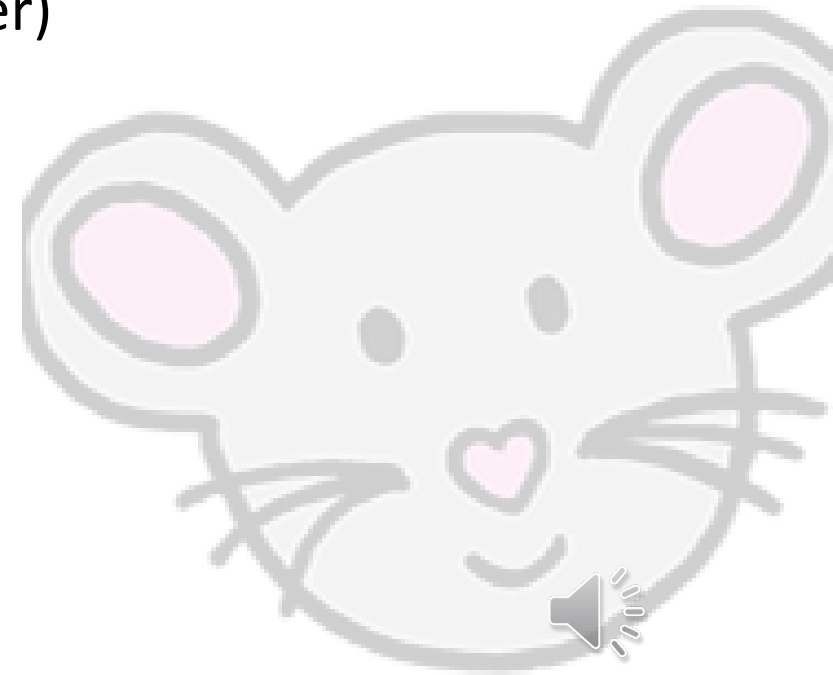
Date: _____

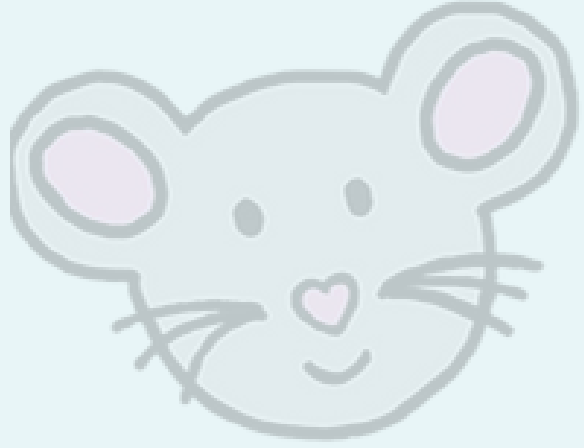
What was happening: _____



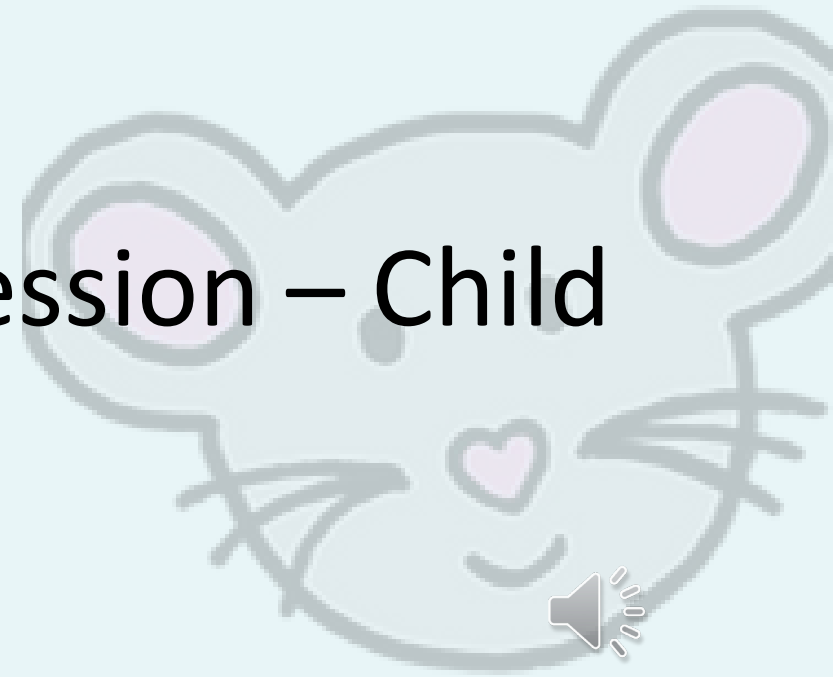
Share with Parent

- Consider privacy
 - Ask the child if there is anything s/he wishes not to be shared with parent
 - Honor confidentiality (within limits as discussed earlier)
- Review concepts
 - Have child explain to parent concepts discussed
 - Fill in if necessary
- Review Feelings Thermometer
 - Ask parent to give example ratings





Module 2: Learning about Depression – Child



Learning about Depression – Child Overview

- Obtain weekly feelings rating
- Develop definition of child’s “depression”
- Introduce Feeling-Thinking-Doing Triangle
- Introduce Toolbox Concept and Importance of Practice
- Complete “How I Show My Feelings” worksheet



Developing a Definition

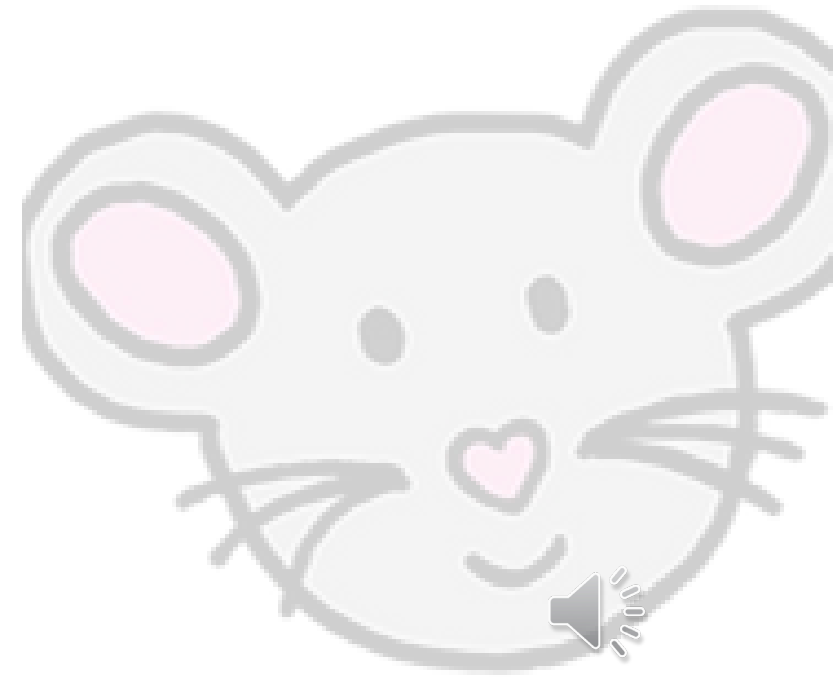


- How does the child describe his/her “bad mood?”
 - Sad
 - Cranky
 - Upset
 - Bored
 - Others?
- Develop a common vocabulary for understanding the child’s depressed presentation



Thinking-Feeling-Doing

- Depression has 3 parts
 - What we FEEL
 - What we THINK
 - What we DO



Thinking-Feeling-Doing

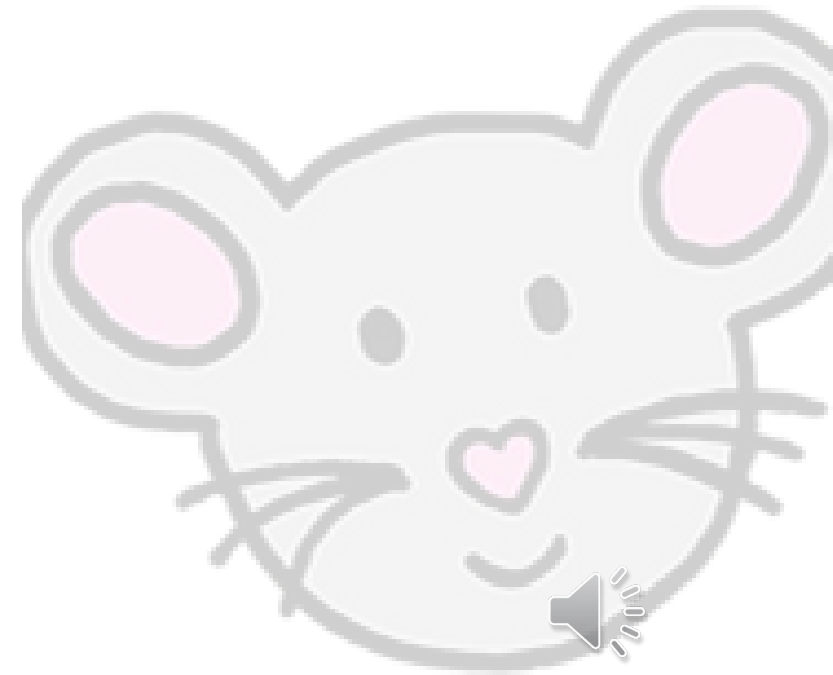
- Try to generate example from the child's own life
 - Is there a time when you felt upset?
 - What happened to start these feelings?
 - What did you think in your head?
 - How did you feel?
 - What did you do in response to those thoughts and feelings?
- Everyone feels sad sometimes, but having the tools to get unstuck is the goal of this treatment



How I Show My Feelings



- All people look, feel and act slightly different when they are sad, mad, or upset
- What is it like when I feel bad...
 - What do I usually do?
 - How do I look and sound?
 - What do I think about myself and my world?
 - How does my body feel?
 - How do I act around others?
- What is it like when I feel good...
 - What do I usually do?
 - How do I look and sound?
 - What do I think about myself and my world?
 - How does my body feel?
 - How do I act around others?

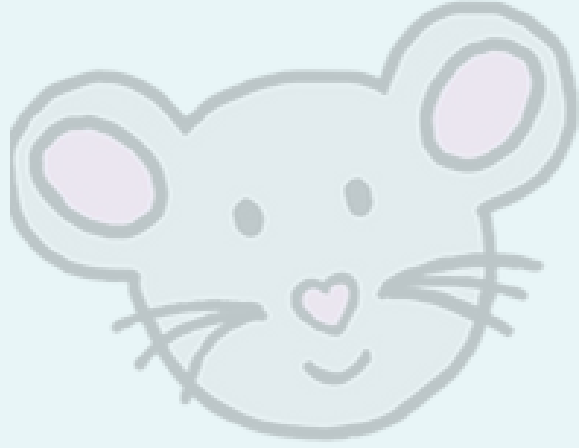




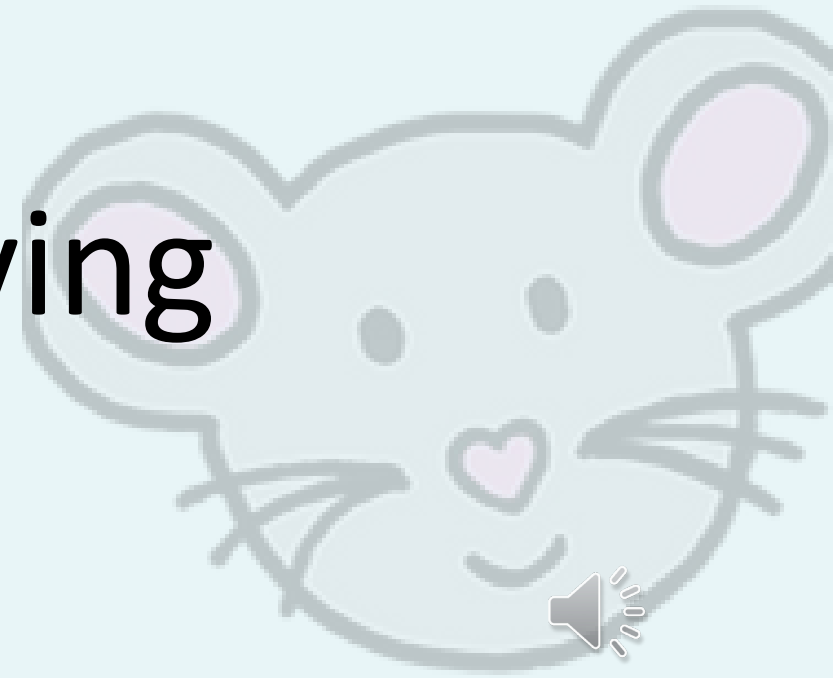
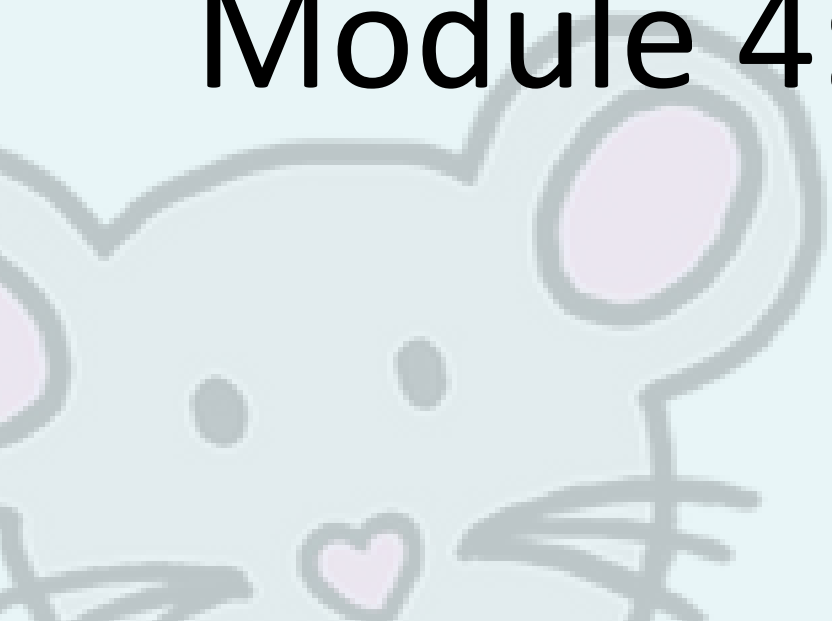
Homework for Child

- Gathering clues and evidence
 - Understanding what makes us feel good and what makes us feel bad is like solving a mystery
 - Need to look for clues
 - Practice completing “Thinking-Feeling-Doing” worksheet over upcoming week when you feel bad in order to gather clues





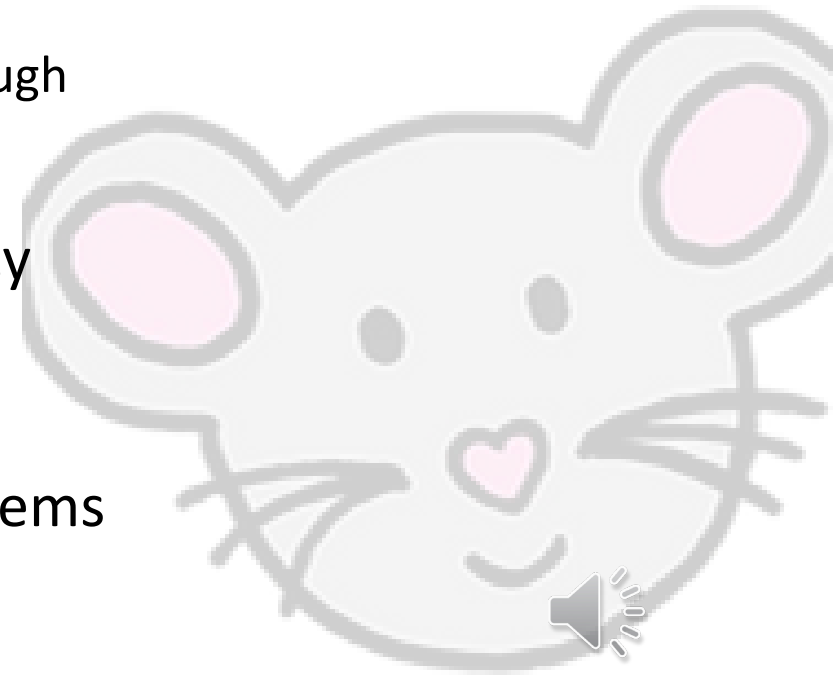
Module 4: Problem Solving



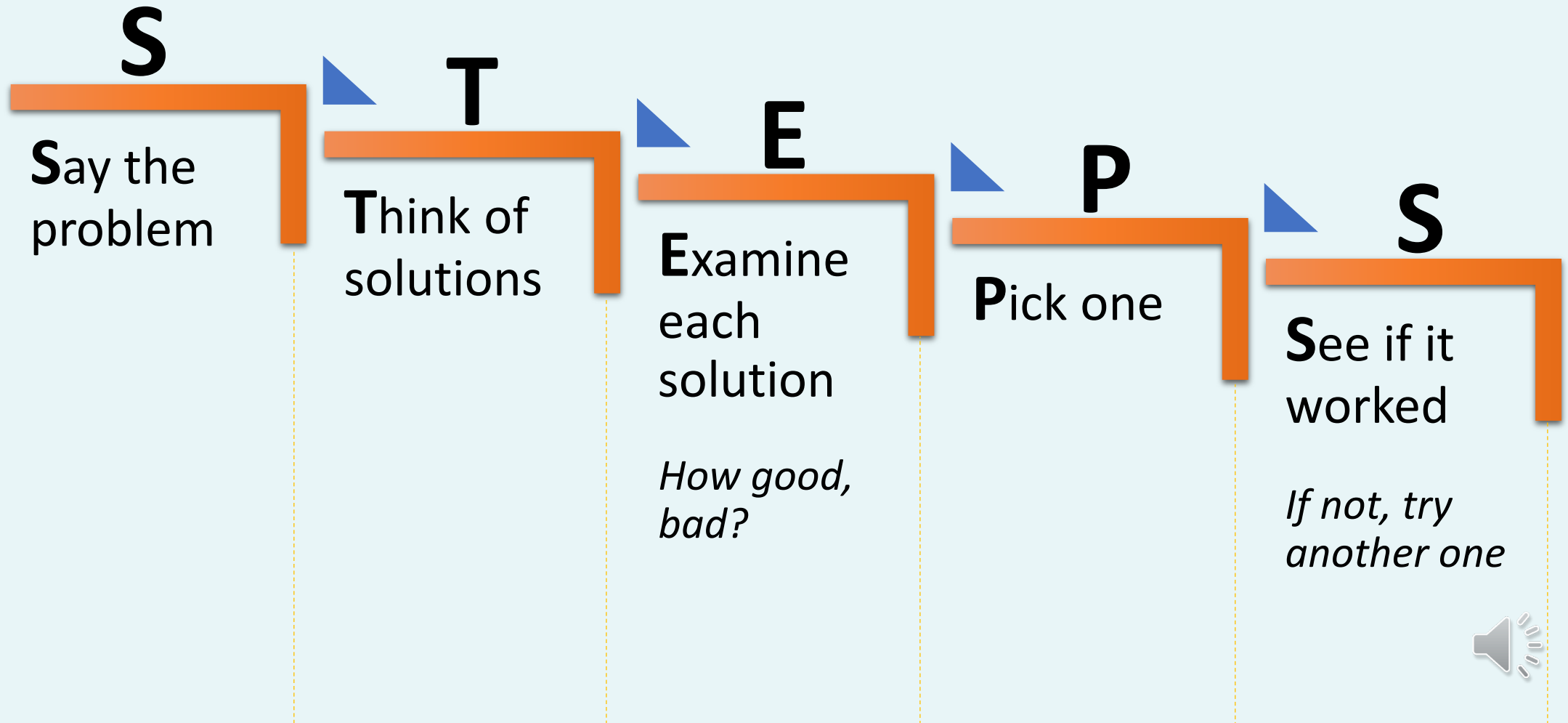
Problem Solving



- Why problem solving?
 - Depressed children
 - Often feel hopeless or helpless in the face of challenges
 - Have difficulty coming up with solutions and following-through
- Problem solving
 - Is a way to increase feelings of control and self-efficacy
 - Can be used with broad variety of stressors
 - The most versatile and useful of all the skills
 - Part of many effective treatments for childhood problems



S-T-E-P-S to Problem Solving



Applying STEPS

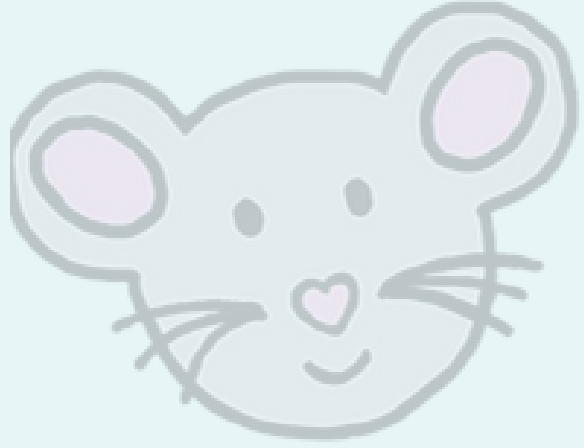
- Use STEPS to solve a fun problem
 - Something you can solve in session together
 - E.g., Move an object across the room without using hands
 - Appropriate self-disclosure of your own problem
 - E.g., I locked my keys in my car
- Apply STEPS to child's life
 - Choose a problem that is relatively small in scope
 - Can use “Five STEPS to Problem Solving” worksheet
 - E.g., Arguments with peers; completing homework; feeling bored



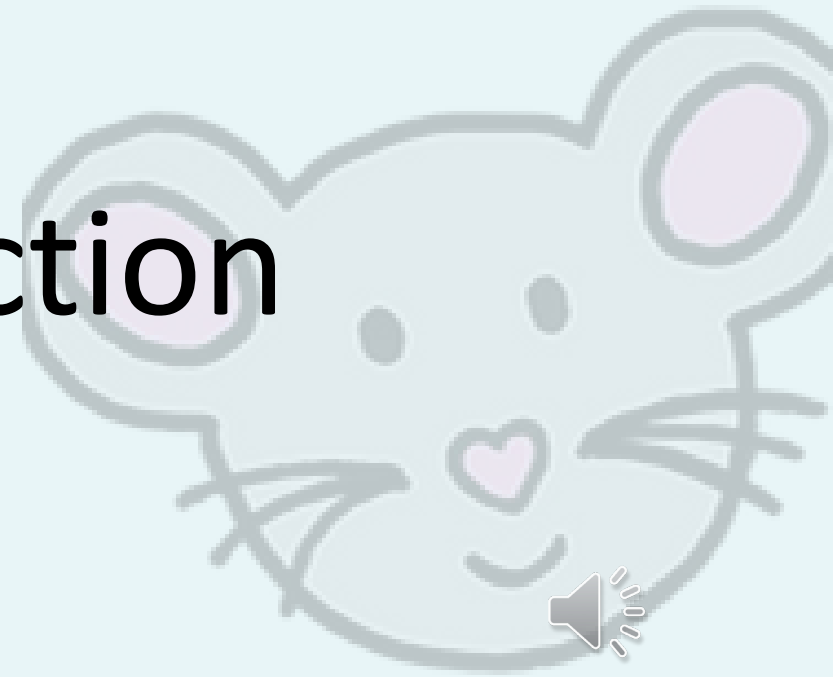
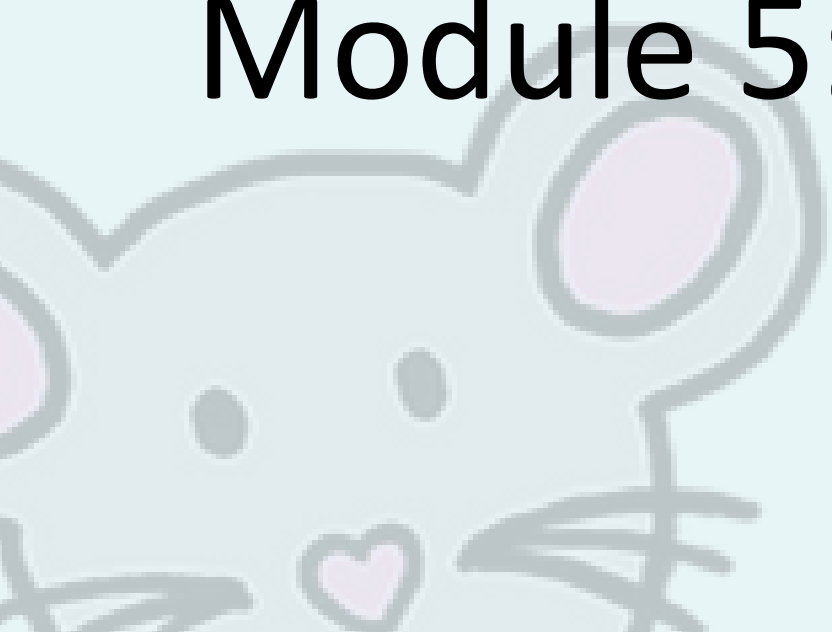
Problem Solving STEPS: Common Pitfalls

- Problem is too large in scope or not “solvable”
 - E.g., Socioeconomic status, health condition
 - Something beyond child’s control
 - “I don’t live with my mom” vs. “I feel sad about my mom”
- Evaluating during the brainstorming phase
 - Allow less preferable solutions to go on the list
 - Generate consequences (both positive and negative) that are likely to result
 - Sometimes may need to suggest a “bad” solution in order to show the child that you are aware those choices exist







Module 5: Activity Selection



Activity Selection



- Why activity selection?
 - Depressed children withdraw from reinforcing activities
 - Depressed children experience physical lethargy
 - The aim is to reintroduce reliably mood enhancing activities and make them part of the child's routine
 - The goal is to demonstrate how engaging in pleasant activities can improve mood
 - By using thermometer ratings to show that it works
- 



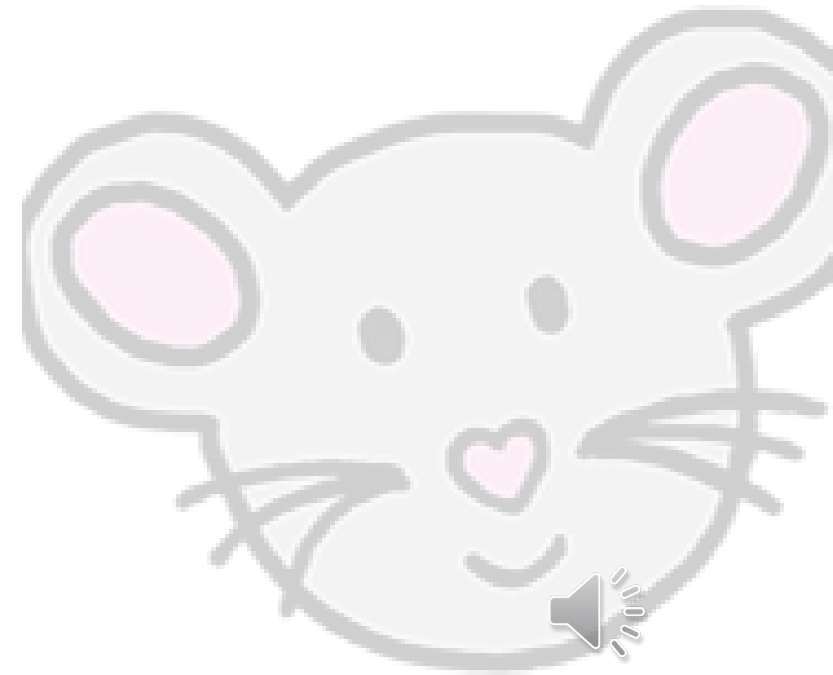
Activity Selection Exercise

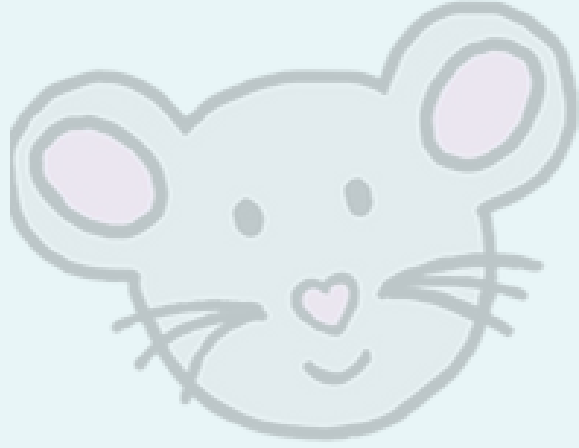
- Provide client with “Doing Something Fun to Feel Better” worksheet
- Have several activities to choose from that you can do in session
- Practice taking ratings
- Debrief about activity afterwards; point out to child that activity
 - Only took a few minutes
 - Wasn’t even their favorite activity



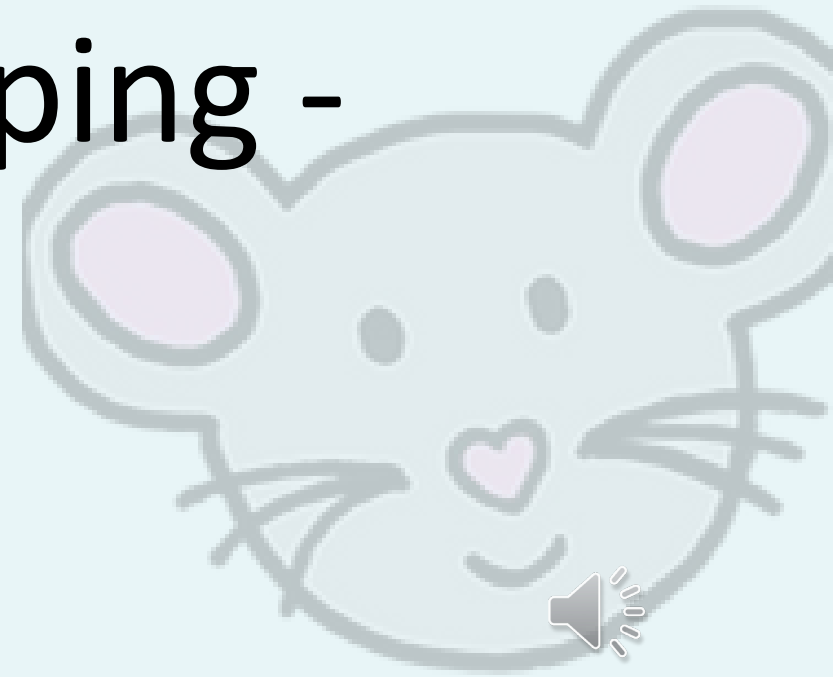
Four Types of Activities

- As much as possible, all activities should be simple and free and feasible at almost any time/place
- Activities that use energy are especially good
 1. Things we enjoy
 2. Social
 3. Helping someone else (altruism)
 4. Staying busy (group or club)





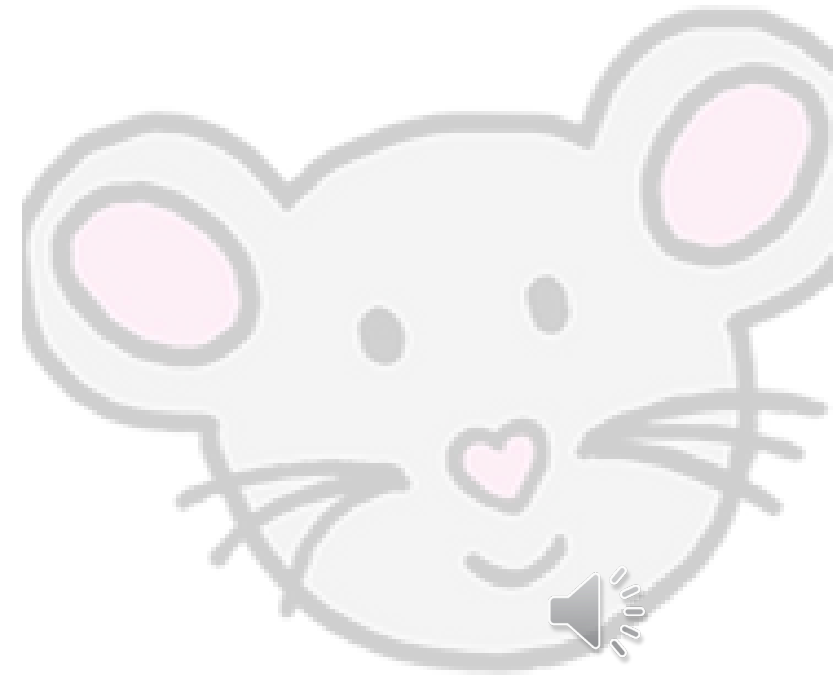
Module 9: Cognitive Coping - BLUE





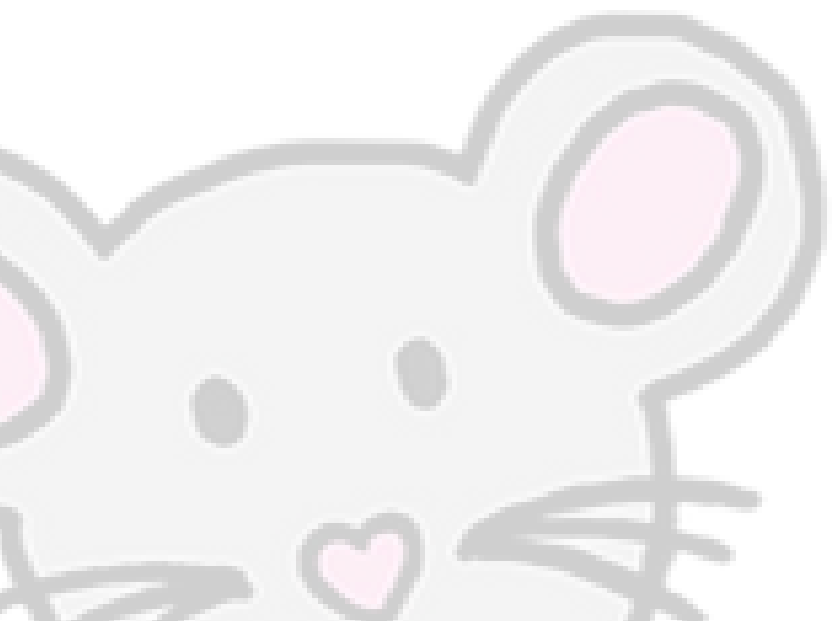
The Core Belief

- What is the Core Belief?
 - A belief based on early life experiences with which child may interpret events and which may influence behaviors
 - It is activated by negative or stressful events
 - Results in “automatic negative thoughts”
- Common Core Beliefs
 - I am unlovable
 - I am helpless
 - I am damaged



Overview: Cognitive Coping - BLUE

- Why modify cognitive distortions?
 - Depressed kids filter for negative information, make negative attributions
 - Fail to question how accurate/probable their negative beliefs actually are
 - Over time, questioning automatic negative beliefs becomes easier and may lead to long-term changes in core beliefs



Introducing BLUE to TRUE Thoughts: Blue Glasses

- Can be imaginable or done in-vivo
- What does the world look like when you are wearing dark glasses?
 - Dark
 - Blurry
 - Everything looks “the same”
- Having BLUE thoughts can be like wearing dark glasses—making it harder to see the world as it really is
- Make a link between seeing things more clearly (by removing glasses) and thinking more realistically (by changing thoughts)





B-L-U-E Thoughts

Blaming myself

- “If I hadn’t misbehaved, my mom would still be taking care of me.”

Looking for the bad news

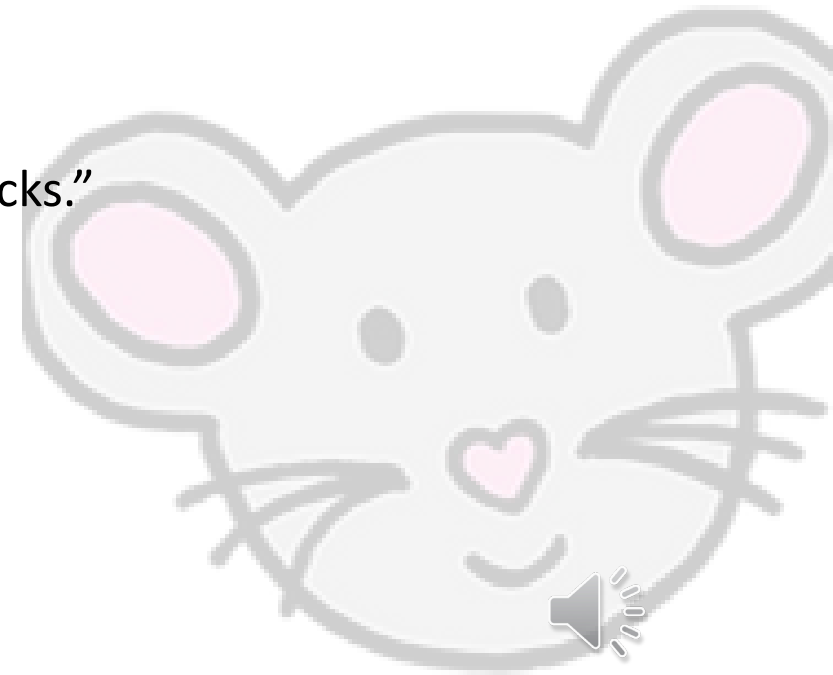
- “My new school doesn’t have a computer room. It already totally sucks.”

Unhappy guessing

- “Those kids are laughing—I bet they think I’m stupid.”

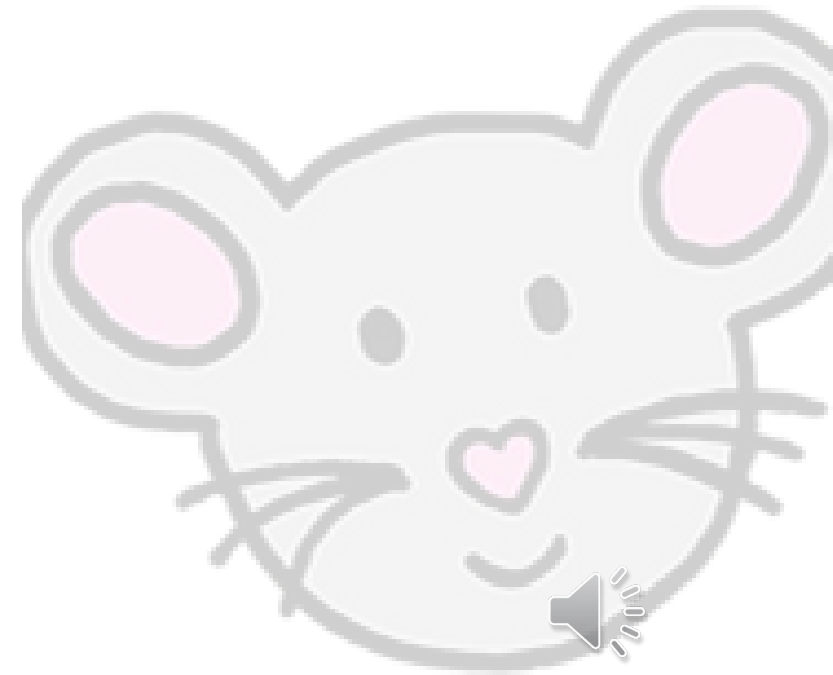
Exaggerating – Imagining a disaster!

- “My life is totally ruined.”



5 Types of Socratic Questions

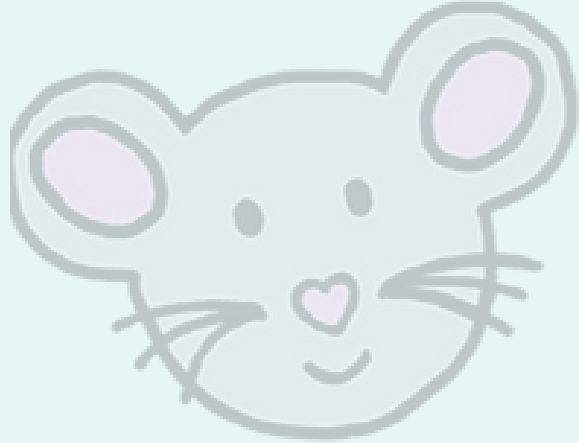
- Clarification questions
 - What do you mean by...?
 - And then what? And then what?
 - Could you give an example?
- Reasons/evidence probing
 - What is your evidence?
 - What led you to that belief?
- Viewpoints/perspectives
 - What would someone who disagrees say?
 - What is an alternative?
- Implications/Consequences
 - What effect would this have?
- Origin/Source
 - Where did you get this idea?



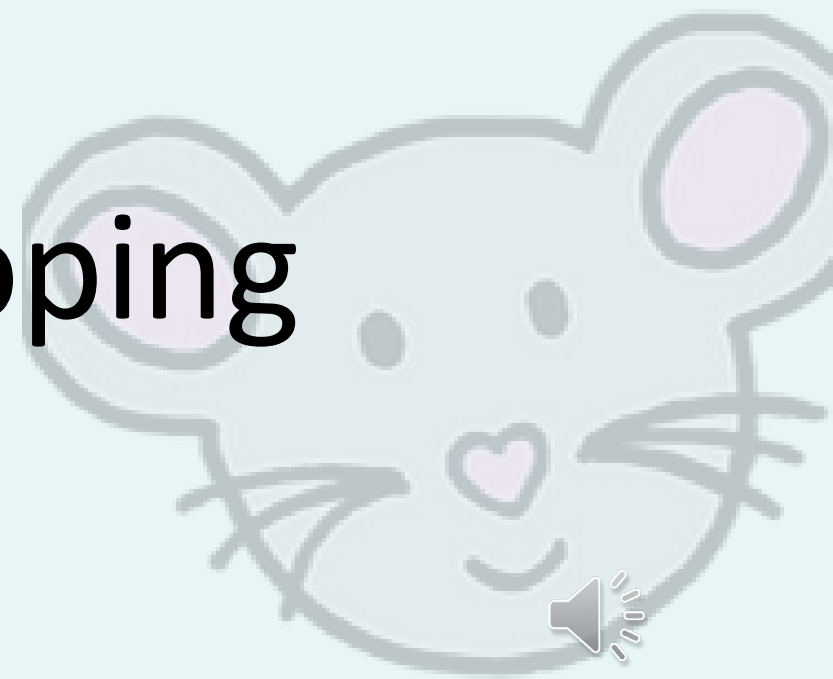
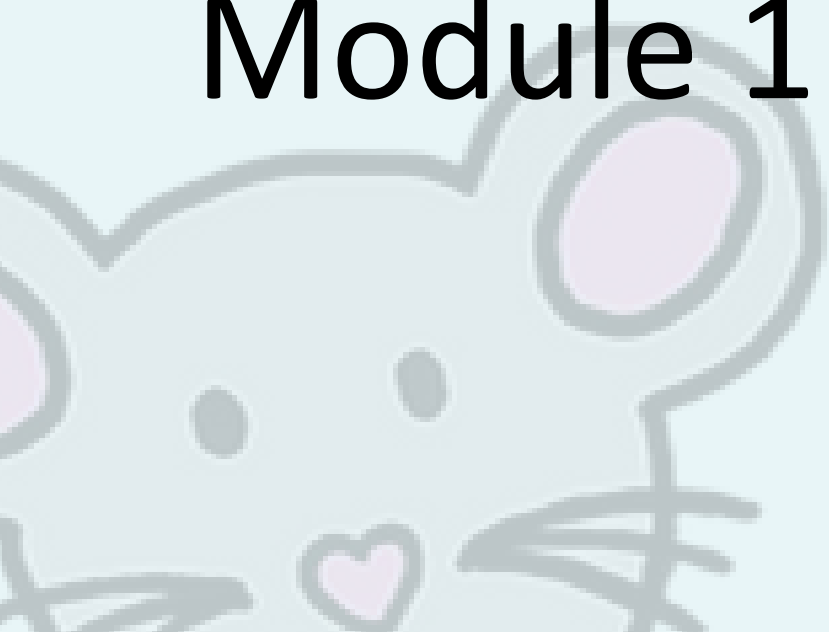
Cognitive Coping - BLUE: Common Pitfalls

- Kids who say they have no such thoughts
- Overactive/ADHD kids who can't concentrate for long, and won't sit still
- Kids who just aren't very "cognitive," don't seem to be able to think about their own thoughts
- Not enough time to get through all the material in one meeting





Module 11: Plans for Coping



Overview: Plans for Coping

- Helps child consolidate and practice applying their three favorite coping skills learned in treatment
- Teaches child perseverance in coping
- Why focus on perseverance?
 - Depressed children give up more easily
 - Big problems require more than one solution
 - Help them identify tools from the toolbox that most reliably improve their mood





Next Up!

- Disruptive behavior Focus

