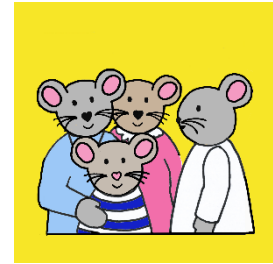


Maintenance

Use This:

At the end of a course of treatment for anxiety or traumatic stress to consolidate gains and prepare for termination.



Goals

- The child will recognise that gains have been made and receive praise for his or her hard work in treatment
- The child will be able to review the main points covered in previous sessions, identify his or her new skills, and explain how to apply them to real life problems and conditions
- The child will understand that even though some concerns may remain at this point, continued practice after therapy has ended will lead to further improvement over time
- The parent will make plans to help the child maintain and build on newly acquired skills

Materials

- ***Fear Thermometer*** (p. 305)
- ***Fear Ladder*** (2 unrated copies) (p. 307)
- ***What's New*** worksheet (p. 316)
- ***Maintaining Success*** parent handout (p. 317)
- ***Relapse Prevention*** worksheet (p. 319)
- Paper and pencils for written exercises
- ***Weekly questionnaires*** and ***Monitoring sheet*** (see pages 268 – 285)
- ***Therapist Note Taking Sheet*** (p. 267)

⚡ If time is tight: Demonstrate to the child that gains have been made, ensure that practice will continue after meetings with the therapist are over, and reassure the child that if he or she continues to practise after treatment has ended, continued improvements are expected.

Main steps

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| <input type="checkbox"/> Set an Agenda | Remember to start by setting an agenda together and by reviewing any practice assignments. |
| <input type="checkbox"/> Obtain Weekly Ratings | Using the 0 to 10 scale of the <i>Fear Thermometer</i> , obtain <i>Fear Ladder</i> ratings from both the child and his or her parent/s. Review the <i>Weekly questionnaires</i> and <i>Monitoring sheet</i> in detail. |

<input type="checkbox"/> Review the Importance of Continued Practice	<p>Discuss the importance of continued practice in everyday life. Encourage the child to continue to practise using his or her new skills, and convey confidence in his or her ability to apply his or her new skills successfully. You can return to analogies of sports, exercise, or playing a musical instrument, etc. to make the point that without regular practice, people can get "rusty." Ask how the child thinks he or she will continue to challenge him- or herself day to day with "mini practice" exercises.</p>
<input type="checkbox"/> Quiz Child on New Applications of Skills	<p>Discussing with the child how he or she will use the skills he or she has learned with challenging events in the future should be a highly interactive portion of the session, with lots of input from the youth as to which specific ways of applying his or her new skills and tools will be likely to really work.</p>
<input type="checkbox"/> Predict Challenges	<p>Prepare the child for the realistic possibility that there could be a return of sad feelings, worries, or fears. Experience and previous research tells us that lapses are common among individuals who have experienced anxiety or depression. The message to the child should be that this is all very normal and common, that almost no one can expect to have no bad feelings ever. Even though old feelings can come back sometimes, now there are new skills in place to deal with them.</p>

<input type="checkbox"/> ACTIVITY What's New?	<p>Complete the What's New? worksheet by having the child first write all of the things that were difficult in the left column. These things can be items taken from the Fear Ladder but can also be quality of life domains as well (e.g., family time, friends, hobbies).</p> <p>Then, read each item to the child and ask, "has this got better for you?" If the child answers yes, have him or her cross it out and rewrite it in the second column. At the end of the exercise, most or all of the things should be under the right column. If any remain under the left column, ask the child how he or she plans to apply to these things the same skills that worked for everything else. Some of these items can also be worked on at home and reviewed together in the final sessions as the child continues to work on the list.</p> <p>Provide the opportunity for the parent to comment on the changes that have been made and to offer ideas about continued goals and objectives.</p>
<input type="checkbox"/> Praise and Give Credit	<p>Praise the child in front of the parent, and praise the parent for his or her efforts as well. Make sure to point out that the progress was due primarily to the family's efforts, not to the therapist. It is important that the child takes responsibility for the success that was experienced and attributes gains to his or her own effort.</p>
<input type="checkbox"/> Review Lapse vs Relapse	<p>Discuss the difference between a "lapse" and a "relapse." Explain that lapses are natural, and involve minor steps backward. This discussion can involve the What's New? worksheet by telling the child that some of the things in the right column might try to drift back to the left side. Remind the child that if minor steps backward occur, these lapses can simply be worked on with additional practice exercises. Lapses are more common during stressful times, and it is perfectly normal for some anxiety or depression to return now and then. Remind them again that the goal was not to get rid of all anxiety, just to reduce it to tolerable levels. A "relapse" would mean that things went all the way back to where they started. Relapse is highly unlikely if the child's new skills are applied early when a lapse is detected.</p>
	<p>Example script</p> <p><i>If you start to feel scared or worried, it's important that you do not jump to the conclusion that you are back at square one. Remember, all of the skills you learned during treatment will always be a part of you. All you need to do is use them when anxiety starts to bother you.</i></p>
<input type="checkbox"/> Review Relapse Prevention worksheet	<p>Review and complete the Relapse Prevention worksheet with the family.</p>

<input type="checkbox"/> Plan the Last Sessions	<p>Discuss with the family the structure of the next few sessions. Talk with the family about how you will gradually be decreasing the number of sessions. Suggest that during the next few sessions, you will be reviewing the practice exercises that the child is working on outside of session and engaging in continued practice exercises with the child during sessions. Sessions may become further apart and will end after a few more meetings together.</p> <p>For some children, reducing the frequency of meetings may go quickly if they are successful at maintaining gains and continuing to practise and if the parent is feeling comfortable with progress. For other children, the sessions may need to be tapered more gradually to allow time to establish independence and confidence with the new skills.</p>
<input type="checkbox"/> Review Parent Handout	Tell the parent/s to review the <i>Maintaining Success</i> parent handout after the session.
<input type="checkbox"/> Problem Solve	Review any lingering concerns that the family may have, and use questioning to have the child and parent articulate a plan for how to approach new problems, being sure to incorporate the new skills learned during treatment.
<input type="checkbox"/> Self-review	Encourage weekly self-review of strategies: as the first booster session will not be for 1 month, encourage the parent to review what has been working well that week and what has not been working so well. This is to ensure strategies are sustained (before the first booster in 1 months' time); try to instigate this weekly for around 10-20 minutes each week.
<input type="checkbox"/> Send the materials for the next session	<p>Tell the parent/s you will send a written summary and the materials for the next session. Remind them that they <u>do not</u> need to be completed for next session as you will go through them together in the session. Tell the parent/s you will also send the <i>Weekly questionnaires</i> and <i>Monitoring sheet</i> which need to be completed for the next session.</p> <p>Confirm date and time of the next call.</p>
<input type="checkbox"/> Summarising	Ask if they would like you to summarise the session, if they want to summarise or if you should do it together.

Leave 'Em Laughing

End the session on a positive note with the family by perhaps talking about things that are unrelated to treatment or a game or activity that will leave them feeling good about the work you've done today. The end of each session should be used to praise the family's efforts and to convey support and encouragement.

Helpful Tips

- During the maintenance phase of treatment, it is often helpful to assure the child and his or her parent that they can contact the therapist in between sessions if problems arise.

Special Cases

<i>Posttraumatic Stress</i>	For children with PTSD, prior to working on termination, the last few sessions of treatment will include at least one conjoint parent-child session, to allow the child to read the narrative in its entirety to the parent. Prior to the child sharing the narrative with the parent, the following conditions should be met: the child should be comfortable reading the narrative aloud, and the parent should have already heard the narrative in parts and be able to tolerate hearing it and make supportive comments to the child. The child should be praised heavily after sharing the narrative with the parent. The child may also have additional questions and/or topics to discuss with the parent (e.g., the parent's thoughts and feelings about the trauma). Practise these questions/discussions with the child prior to conjoint sessions. The goal for these conjoint sessions is open communication between the child and parent. Other topics may include attributions about the trauma, healthy sexuality, healthy relationships, and/or maintaining safety. The review of the narrative and resulting discussion should precede the other parts of this module.
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How's Your Style?

- Did you praise often?
- Did you review often, by asking questions?
- Did you simplify the steps as needed?
- Did your pace match that of the child or family?
- Did you stay on track?