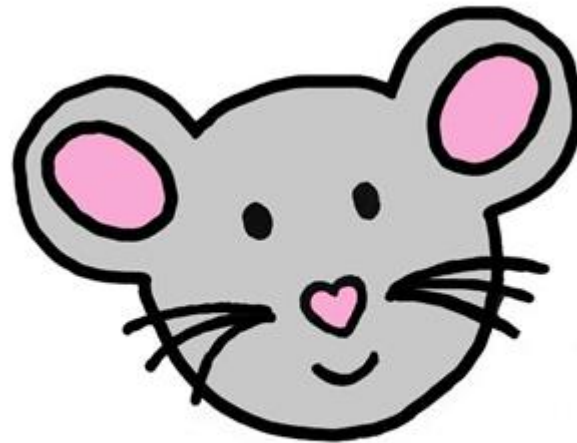


Transforming the Mental Health of Children with Epilepsy (MICE)



MICE

Mental health Interventions for Children with Epilepsy

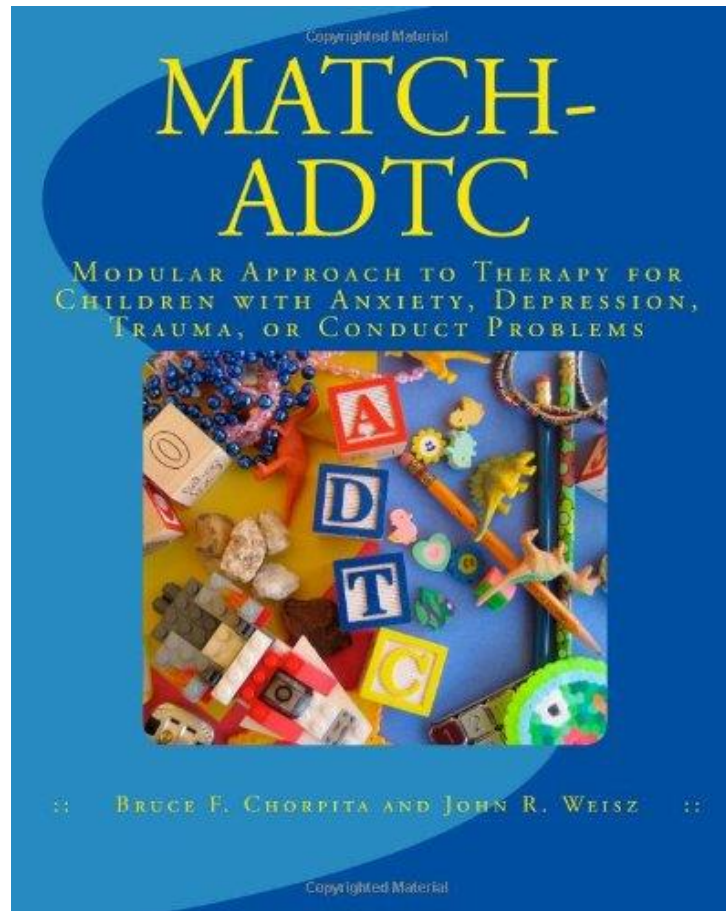
Goals



- Introduction to MATCH
- Assessment, goal setting and measurement
- MICE interference modules



Over to MATCH



BREAK



10:15 – 10:45



Assessment

- Assessment is in the MATCH materials
- Focuses on goals for treatment (main problems) and maintenance factors (i.e. what keeps the problems going)
- If you don't know the family, you may need to gather some more contextual information (e.g. who is in the family, learning ability, medical history etc.)



Goal setting



Establishing SMART goals

- At assessment, determining what the child and/or parent(s) are hoping for from therapy is an important process
- Initially these may be quite loose and are often negatively framed e.g. *“for Andy to stop being so badly behaved”*

Create S.M.A.R.T. Goals



Establishing SMART goals (2)

- Establish broad treatment goals and then break this down into some smaller focused goals
- Remember: Goals should be those that the young person/parent(s) want to reach
- Try to frame them as positives i.e. presence of a new behaviour:
 - Establish what life would look like without the difficulties (e.g. solution focused questions)
 - What was different about life before the difficulties?



Session by session measurement (1)

The meaningful use of **Routine Outcome Measures**

vs.

The **meaningful** use of Routine Outcome Measures



Session by session measurement (2)

- Routine outcome monitoring refers to measurements of patients' progress in clinical practice, using standardised instruments, aiming to evaluate and, if necessary, adapt treatment
- An important aid to decision making and also used in consultation



Session by session measurement (3)

- Routine outcome measures (ROMs) can help us detect and respond to deterioration
- Important given clinicians' tendencies to:
 - Be overly optimistic about the meaning of lack of progress
 - Fail to judge when clients are headed toward a negative outcome

Lambert, M.J. (2010). *Prevention of treatment failure: The use of measuring, monitoring, and feedback in clinical practice*. Washington, DC: American Psychological Association.



Session by session measurement (4)

- Large multi-site study (across 8 NHS trusts), over 2000 patients with anxiety and depression
- Patients who were ‘not on track’ had better outcomes when allocated to the feedback group, compared to treatment as usual

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Feedback-informed treatment versus usual psychological treatment for depression and anxiety: a multisite, open-label, cluster randomised controlled trial

Jaime Delgado, PhD ✉ • Kim de Jong, PhD • Prof Mike Lucock, PhD • Prof Wolfgang Lutz, PhD • Julian Rubel, PhD • Prof Simon Gilbody, PhD • et al [Show all authors](#)

Published: June 21, 2018 • DOI: [https://doi.org/10.1016/S2215-0366\(18\)30162-7](https://doi.org/10.1016/S2215-0366(18)30162-7)  Check for updates



PlumX Metrics



Examples of Good Measurement

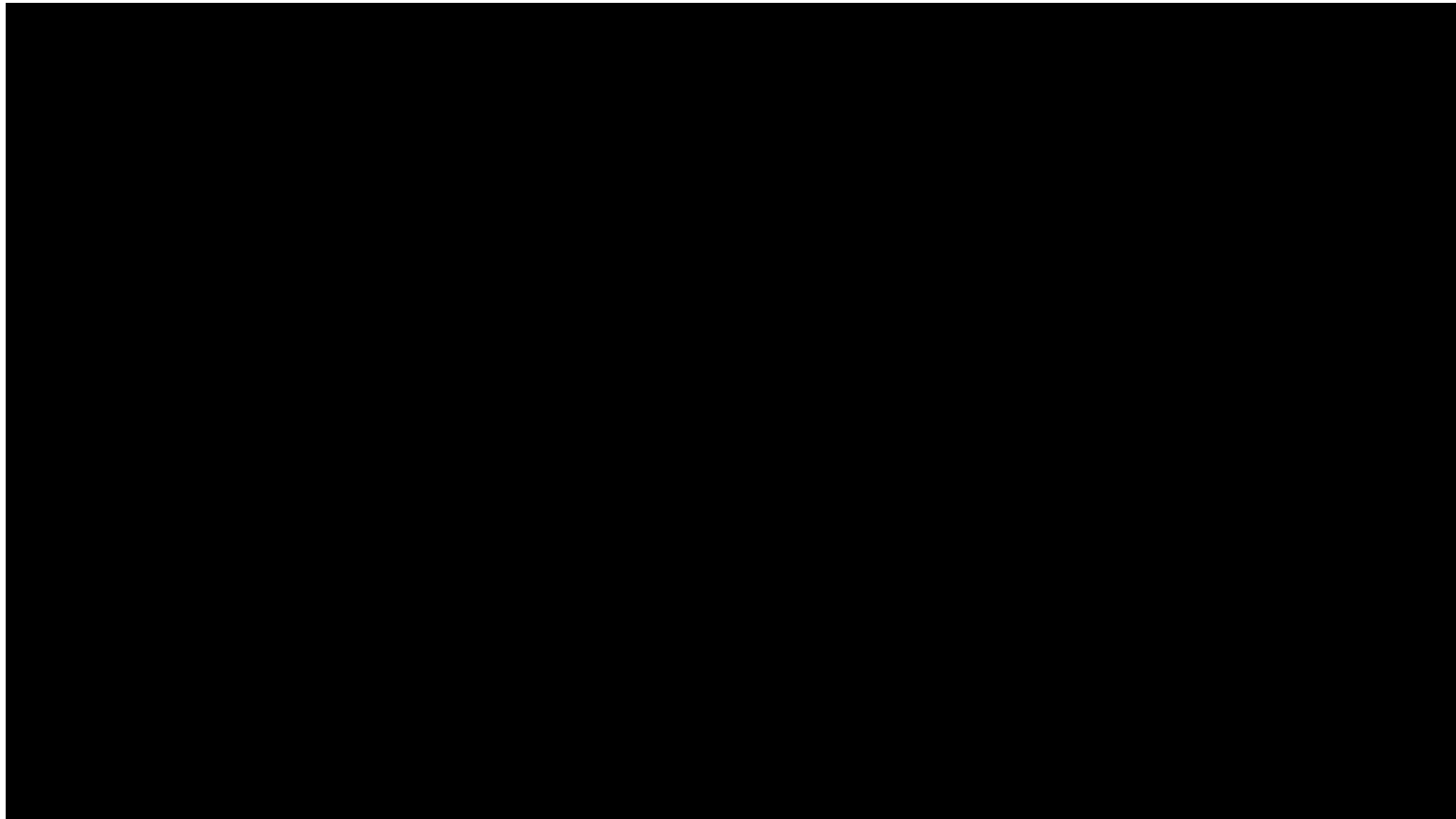
iapt

Improving Access to Psychological Therapies

NHS

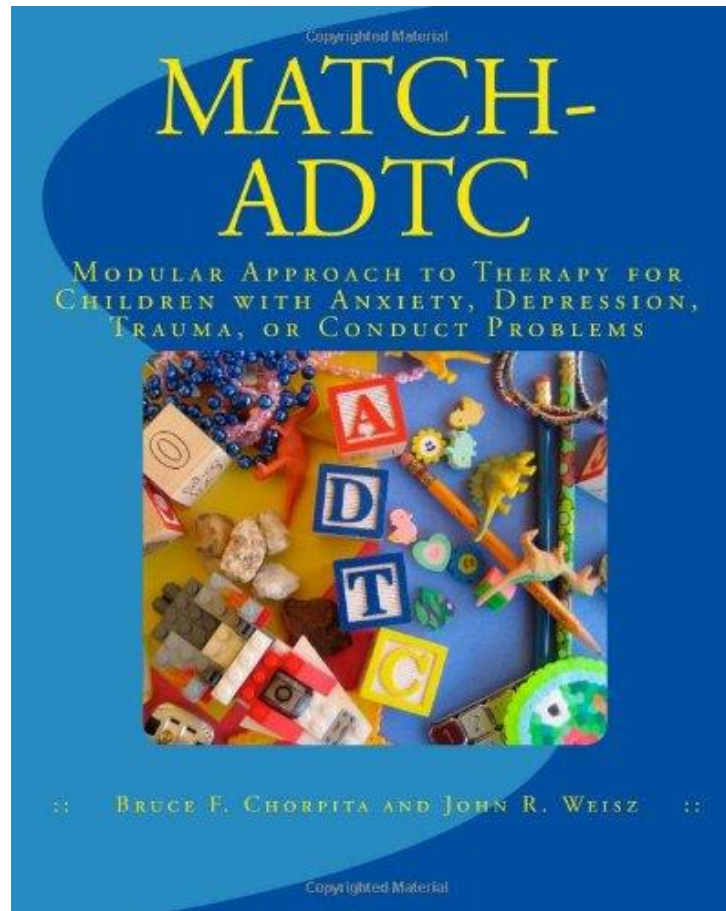
Why is it important to check how the young person is feeling at each appointment?







Over to MATCH



LUNCH



12:45 – 13:30



ESMY: Epilepsy Specific Module for Youth

- To empower the young person and their family to address their mental health difficulties within the context of epilepsy
- To establish rapport with the young person/parent and enlist support in the treatment process
- The young person/parent will be informed of the focus of the intervention and be provided with resources to address other difficulties



Main content:

- Developed in close collaboration with PPI and Health Professionals
- Epilepsy is not just a medical condition
- Road map of resources
- Frequently Asked Questions



Main content 2: Overview of the week

- Using skills discussed, invite family to discuss their week in terms of goals and any epilepsy related factors
- You will come back to this so listen carefully!



Main content 3: Connection between epilepsy and mental health

- Aspirin analogy
- Problem specific associations
 - Brain differences
 - Fear, dependence, feeling different
 - Medication
 - Learning problems
- Spinning around, hangover?



Main content 4: You are not your epilepsy



Homework: the monitoring sheet

Monitoring Sheet (23-04-18)

Situation (details about the episode, duration, what happened before and after)	Your response and response of others	What worked well	What didn't work well	Additional comments (i.e. medication changes, seizure activity, sleep, school)



BREAK



15:00 – 15:30



Epilepsy-Specific Interference modules

- Stigma; Parental mental health; Transition



Parental mental health

- Oxygen mask analogy
- Strategies:
 - Progressive muscle relaxation



Progressive muscle relaxation video

<https://www.youtube.com/watch?v=ihO02wUzgkc> – 15min

<https://www.youtube.com/watch?v=1nZEdqcGVzo> – 6min

<https://www.youtube.com/watch?v=BpCioRUvpRk> – 5min

<https://www.youtube.com/watch?v=xqKljKyElmo> - 3min



Progressive muscle relaxation video



Stigma video



Stigma video



Transition

- Challenges for epilepsy: independence and safety, options for the future, managing age-related activities (e.g. alcohol), mental and physical healthcare transition
- Strategies:
 - Independence - discuss with doctor, problem solving
 - process of transition to adult services -Roadmap of Resources
 - Worries about the future – parental or child mental health module



thanks!

