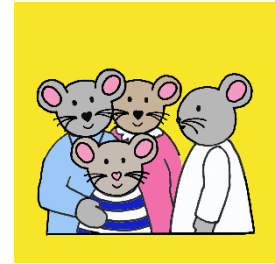


## Wrap Up (Anxiety)

### Use This:

To conclude a course of treatment for anxiety.



### Goals

- The child will review skills learned and discuss how to apply them to anticipated future challenges.
- The child will prepare a TV advertisement for the child's treatment programme
- The child will engage in a fun activity that leaves the child feeling positive and successful about the progress that he or she has made
- The parent will make plans to help the child maintain and generalise his or her newly acquired skills
- The family will ensure that practice will continue after meetings with you are over and plan for using specific skills in the future

### Materials

- ***Fear Thermometer and Fear Ladder*** (2 unrated copies, for anxiety/trauma), ***Feelings Thermometer*** (for depression) (pp. 305, 307, 329)
- Any useful worksheets from previous sessions
- ***Weekly questionnaires*** and ***Monitoring sheet*** (see pages 268 – 285)
- ***Therapist Note Taking Sheet*** (p. 267)

*⌚ If time is tight: Review the skills and tools that the child has acquired during treatment and celebrate the gains that have been made together.*

### Main steps

- |   |   |
|---|---|
| <input type="checkbox"/> <b>Set an Agenda</b>         | Remember to start by setting an agenda together and by reviewing any practice assignments.  |
| <input type="checkbox"/> <b>Obtain Weekly Ratings</b> | If the main focus is traumatic stress or anxiety, use the 0 to 10 scale of the <b><i>Fear Thermometer</i></b> to obtain <b><i>Fear Ladder</i></b> ratings from both the child and his or her parent. If the main focus is depressed mood, use the <b><i>Feelings Thermometer</i></b> to take a rating. Review the <b><i>Weekly questionnaires</i></b> and <b><i>Monitoring sheet</i></b> in detail. |

<input type="checkbox"/> <b>Assess the Child's Feelings About Termination</b>	<p>In a positive way, check in to get a sense of how the child is thinking and feeling about termination.</p>
<b>Example script</b>	
<p><i>Well, here we are at our last meeting. I am really impressed with the good work you've done in our meetings and in the practice assignments. And I have really enjoyed getting to know you in these meetings. How about you - how are you feeling about finishing up?</i></p>	
<input type="checkbox"/> <b>Address Any Concerns</b>	<p>Explore any issues that the child brings up about termination, answer any questions, and make sure that you devote sufficient time to address concerns that the child may have. Be sure to frame the discussion in a positive manner, pointing out the gains that have been made and that are expected to continue.</p>
<input type="checkbox"/> <b>Review Main Points and How They Apply</b>	<p>See if the child can review the main points of treatment, highlighting specific skills or tools that he or she has learned during the course of treatment. Try to allow the child to do as much of the talking as possible. Get examples of how these skills or tools fit the child's real-life everyday problems and concerns.</p>
<input type="checkbox"/> <b>Emphasise Continued Use of Skills</b>	<p>Emphasise to the child the importance of continuing to practise applying his or her new skills, and to persevere in the face of challenges.</p>
<input type="checkbox"/> <b>Predict Challenges</b>	<p>At this time, you should point out that there will probably be some failed attempts to apply new skills and tools in the future, and there may even be an occasional return of sad feelings, worries, or fears. This information is not intended to frighten or worry the child, but rather to establish realistic expectations and to avoid feelings of panic, failure, or disappointment when challenges inevitably arise. Experience and research tell us that occasional lapses are likely among individuals who have experienced anxiety or depression.</p>
<b>Example script</b>	
<p><i>Kids who go through this programme and get better find that it doesn't solve all their problems, and sometimes they feel bad again. But what's different now is that you have new skills to use if any problems come back. Let's think more about what skills you might want to use in the future.</i></p>	
<p>The message to the youth should be that lapses are normal and common, that almost no one can expect to have no bad feelings ever. But one needn't worry when one has good skills and strategies to use when sad feelings or worries arise. Reassure the child that by using the strategies and skills that he or she has acquired in treatment, he or she can have more control over those bad feelings than before, and make them go away faster than before.</p>	

<input type="checkbox"/> <b>Plan Solutions</b>	<p>If you have not done so in previous sessions, plan how the child will use the tools and skills he or she has learned during treatment to deal with possible difficult situations and events in the future (i.e., those events or situations most likely to elicit symptoms of anxiety or depression). This part of the session should be highly interactive with lots of input from the child as to which specific ways of applying the skills will be likely to really work.</p>
<input type="checkbox"/> <b>ACTIVITY</b> <b><i>Advert</i></b>	<p>This exercise involves working together with the child to record an “advert” for the child's treatment programme. This activity is useful both for improving the child's memory of the skills that he or she has learned during treatment and for personalising the programme. Encourage the child to star in his or her own videotaped or audio-taped advertisement for the programme. Examples of what can be included are:</p> <ul style="list-style-type: none"> <li>• A review of the main concepts that the child has learned during treatment. Have the child summarize the main ideas of the treatment programme as he or she remembers them.</li> <li>• What is good about the treatment programme – e.g., why other kids would benefit from learning and being able to use the skills that the child has learned.</li> <li>• "Greatest hits of practice." Have the child discuss one or two of the most effective practice assignments that he or she has completed. Be sure that the child talks about the effect of the practice assignment on his or her mood.</li> </ul> <p>First, have the child rehearse the advert while you serve as an "audience member," offering support and encouragement. Next, if possible, video or audio record the advert for the child. If possible, view or listen to the advert with the child and parent during the final portion of the session. The tape can be sent home with the child and parent, or a copy can be made and sent to them.</p>
<input type="checkbox"/> <b>ACTIVITY</b> <b><i>Celebration</i></b>	<p>During the very last session, engage in a fun activity with the child (typically planned during the previous session), such as having a "party" with snacks and drinks, playing a game, making a goodbye card, going for a walk (these interests and activities will differ widely by child and by age). This opportunity can focus on upcoming positive events for the child (e.g., an approaching birthday, an upcoming social event with peers, summer holiday, a special trip, a promotion to a new grade with the chance to make new friends). The general idea is to make this a celebration with a "positive future" orientation.</p>

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<input type="checkbox"/> <b>Say Your Goodbyes and Thank the Family</b>	<p>Thank the parent for his or her help and support during treatment. Let the parent know that you have enjoyed getting to know him or her, and that you are now passing the baton along, as formal treatment is ending. Point out that the progress was due primarily to the child and family's efforts, not to your own. It is important that the child takes responsibility for the success that was experienced and attributes gains to his or her own effort.</p>
	<p>Confirm date and time of the first booster session (approx. 1 months' time).</p>
<input type="checkbox"/> <b>Summarising</b>	<p>Ask if they would like you to summarise the session, if they want to summarise or if you should do it together.</p>

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## Helpful Tips

- For many children, the review of concepts and the planning of the celebration activity may have been going on for several sessions already. In those cases, it might be possible to move more quickly through the first steps of this module and spend more time on the advert or celebration. Even when moving quickly, it is usually hard to perform the advert and the celebration in the same session.
- Another way to commemorate the child's success is to write a letter or card to the child, detailing all of his or her progress and your happiness at his or her success in treatment. It does not need to be long or elaborate, but it should be genuine. The letter should be something that the child will keep and can look at to remember what treatment was like and what he or she learned from treatment. You may choose to present the letter in the final session or to send it soon afterwards as a transitional experience for the child.
- Another idea is to provide the child with a few stamped envelopes, addressed to you at your workplace. You can invite the child to send a note every now and then to let you know how things are going for him or her. This gesture allows the child to leave the last session knowing that contact with you and the clinic has not ended completely, and provides him or her with an opportunity to stay in touch.
- In order to assist the child in his or her continued application of newly acquired skills to everyday situations, you might wish to make extra copies of any worksheets they would like to use regularly. The child and parent can then use these worksheets to resume formal practices if challenges arise after treatment has ended. This is particularly important if you feel that the child has made good use of the practice assignments throughout treatment.
- Although video or audio taping equipment may not always be available, the exercise of creating and presenting an advert for the treatment programme is a valuable component of the final session with the child. By making a clear statement in favour of the program, the child is more likely not only to remember his or her statement, but also more likely to believe in it. If it is not possible to record an advert, consider having the child develop an advertisement or brochure that the child can present and explain to you, and possibly his or her parents, in order to help the child remember and understand the main points of his or her treatment programme.
- In addition to engaging in fun activities with the child during the last session, you might also consider awarding a certificate of completion for his or her participation in the programme.
- If the child or parent is particularly concerned about ending treatment, you can plan to check in over the phone at a schedule that seems appropriate.

## 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?