

A Parent's Guide to Evidence-Based Treatment

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What is Evidence-Based Treatment?

EBT consists of three components:

- **It is practice guided by the best available research evidence**
 - **Not all mental health treatments are equally effective**
- **Takes into consideration patient's values and preferences**
 - **Psychological treatment should be a collaborative process that respects your own experiences, needs, and values.**
- **It is conducted by someone with the appropriate clinical expertise**
 - **It is your therapist's job to interpret the best evidence from systematic clinical research (the first leg) in light of your preferences, values, culture, and daily life realities. Therapists rely on their own clinical expertise in figuring out how to integrate these different pieces of information to formulate your individual treatment plan.**



Children's Mental Health Matters!

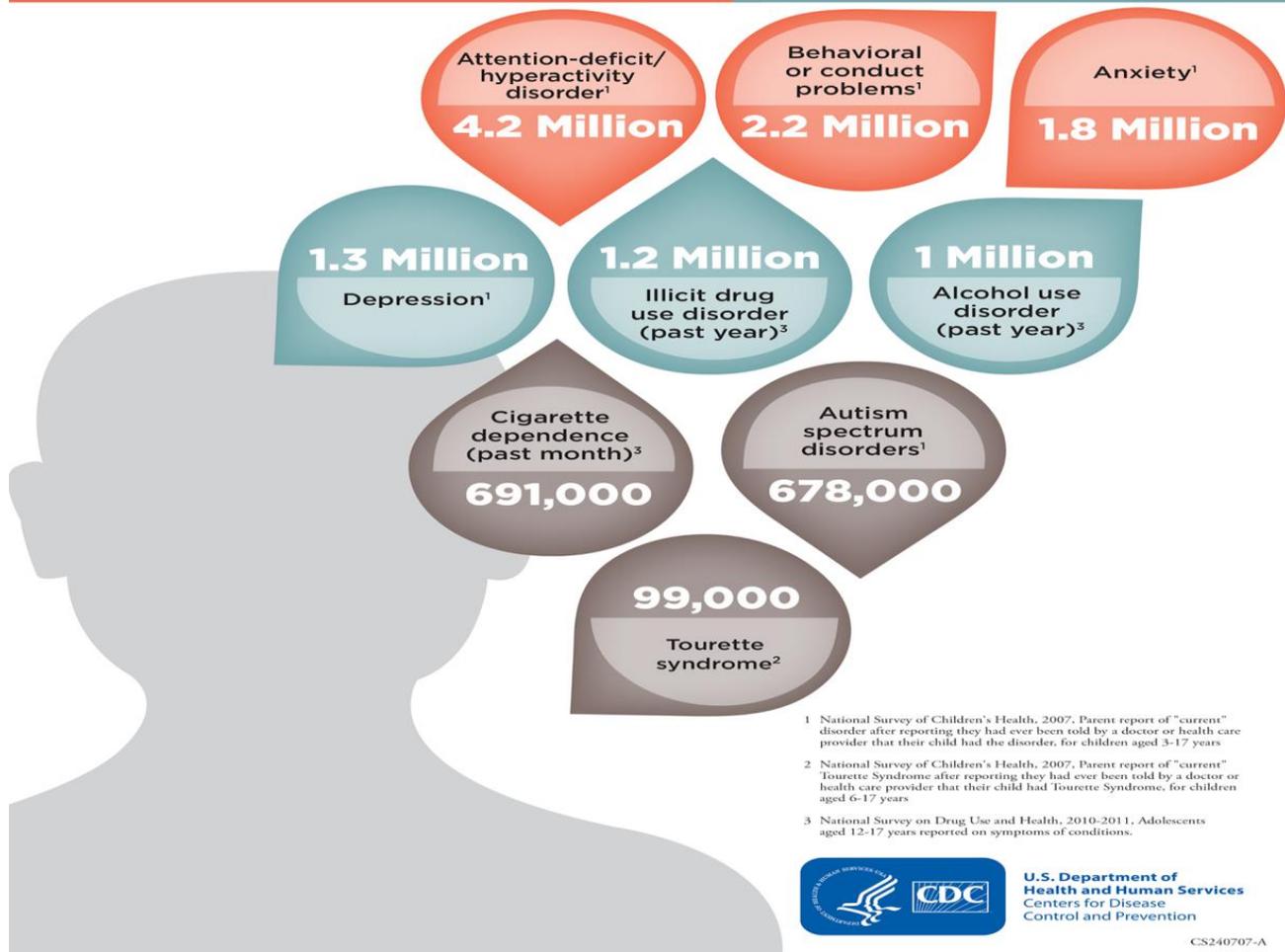
Common Disorders Seen in Children, Adolescents, and Young Adults

- Anxiety
 - Social Anxiety
 - School Refusal
 - Performance Anxiety (sports, presentations)
 - OCD
 - Body-Focused Repetitive Behaviors (BFRBs)
- Depression
- Eating Disorders
- Mood Dysregulation
- Self-Injury
- ADHD



ESTIMATES OF U.S. CHILDREN

with Mental Disorders



¹ National Survey of Children's Health, 2007, Parent report of "current" disorder after reporting they had ever been told by a doctor or health care provider that their child had the disorder, for children aged 3-17 years

² National Survey of Children's Health, 2007, Parent report of "current" Tourette Syndrome after reporting they had ever been told by a doctor or health care provider that their child had Tourette Syndrome, for children aged 6-17 years

³ National Survey on Drug Use and Health, 2010-2011, Adolescents aged 12-17 years reported on symptoms of conditions.



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

- CBT: Cognitive Behavioral Therapy
 - ERP: Exposure & Response Prevention
 - ME: Mirror Exposure
- DBT: Dialectical Behavior Therapy
 - SIB: Self-Injurious Behaviors
 - SI: Suicidal Ideation
- RO DBT: Radically Open Dialectical Behavior Therapy
- ACT: Acceptance and Commitment Therapy
- FBT: Family Based Therapy (Maudsley Family-based Treatment)
- MI: Motivational Interviewing



EBTs for Anxiety: CBT & ERP

- General Anxiety
- Social Anxiety
- Performance Anxiety
- School Refusal
- OCD
- BFRBs

- CBT:

- Cognitive Restructuring/Reframing
- Increasing effective engagement with triggers causing distress
- Tolerating Distress
- Using ERP:
 - Prolonged exposures to distressing situations
 - Preventing habitual responses that actually increase distress



Buzz words I should be hearing from either my kid or my kid's therapist...

- Exposure Homework
- Thought Reframing
- Response Prevention
- Distress tolerance skills
- Thought records/logs
- Mindfulness
- SUDs
- Fear Hierarchy
- Habit Reversal Training

EBT for OCD: ERP

- Exposure and Response Prevention
 - Is used for increasing toleration to anxiety-based triggers (obsessions) and interrupting ritualized behaviors (compulsions)
 - Prolonged, graduated, repetitive, and consistent exposure to situations and thoughts that provoke anxiety and distress
 - Situational/In vivo exposure
 - Imaginal exposure
 - Exposures are considered challenges by choice
 - Hierarchies are developed with clients using a 7-point Likert scale rating subjective units of distress



ANXIETY RATING SCALE



0	1	2	3	4	5	6	7
HAVE TO RESIST				TRY AS HARD AS POSSIBLE TO RESIST			
	<i>LOW ANXIETY & URGE TO RITUALIZE</i>			<i>MEDIUM ANXIETY & URGE TO RITUALIZE</i>		<i>HIGH ANXIETY & URGE TO RITUALIZE</i>	
CALM NO ANXIETY NO URGES TO RITUALIZE AT ALL	"It bothers me" "Don't want to do it but know it will be easier than I think." A few urges to use safety behaviors.	Anxiety is bothersome, yet manageable. A little bit harder to resist urges but can still do it.	Difficult to resist urges. "Wish I didn't have to do it, but can do it. Glad when it's over!" Come close to safety behaviors but can still resist.	Challenging Unsure if able to resist ritualizing. Very hard to resist urges to use safety behaviors.	Challenging Extremely hard to resist urges to use safety behaviors. Start feeling symptoms of panic.	Near panic	Panicking Fear of dying.
<u>EXAMPLE:</u> GOING TO THE DENTIST	A few weeks before appointment. Think about not wanting to go, but no worries, really.	Dreading going. Really don't want to, but know it will be ok if I go.	Think about 'faking being sick.' Trying to make excuses. Go to it, but glad when it's over.	Can't imagine making it through the appointment. Think about leaving in the middle of the appointment. Strong relief when I make it.	Don't know if I can make it. Feel some panic symptoms starting.	Refuse to go. Feeling panicky.	PANIC Fear of dying if I go.

Buzz words I should be hearing from either my kid or my kid's therapist...

- Exposure Homework
- Fear Hierarchy
- Prolonged Exposure(s)
- Cognitive reappraisal
- Subjective Units of Distress (SUDS)
- Imaginal Exposure(s)
- In Vivo Exposure(s)

EBT for Depression: CBT, ACT, & DBT

- CBT:
 - Effective for increasing behavioral and mood activation and restructuring thought(s) dictated by pervasive and negative automatic thoughts, intermediate beliefs, and core beliefs
- ACT:
 - Effective for increasing acceptance of distress, while also employing skills to increase separation from thoughts, feelings, and behaviors that evoke negative mood(s)
- DBT:
 - Effective for decreasing emotion dysregulation and acting out behaviors, as well as increasing distress tolerance due to depressive symptoms



Buzz words I should be hearing from either my kid or my kid's therapist...

- CBT:

- Thought records
- Thinking errors/Cognitive Distortions
- Behavioral Activation
- Automatic thoughts, intermediate beliefs, core beliefs

- ACT:

- Thought diffusion
- Mindfulness
- Goals and Values associated with reducing distress

- DBT:

- Emotion regulation through: reducing vulnerabilities, opposite action, problem solving
- Mindfulness: observe, describe, participate, effectively, non-judgmentally
- Distress Tolerance: self soothing, TIPP skills, checking the facts, STOP skill
- Interpersonal Effectiveness: Validation, DEAR MAN, GIVE, FAST
- Skills Class
- Phone coaching

AUTOMATIC THOUGHT RECORD

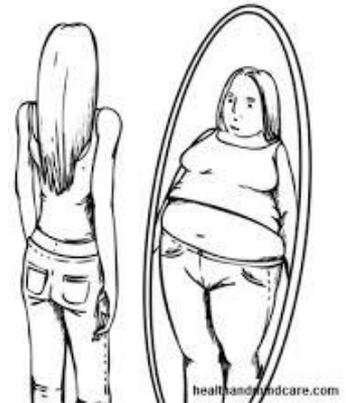
When you notice your mood getting worse, ask yourself, "What's going through my mind right now?" As soon as possible, fill in the table below.

Date, Time	Situation	Automatic Thoughts (ATs)	Emotion/s	Adaptive Response	Outcome
	<ul style="list-style-type: none">• What led to the unpleasant emotion?• What distressing physical sensations did you have?	<ul style="list-style-type: none">• What thought/s or image/s went through your mind?• How much did you believe the thought at the time (0-100%)?	<ul style="list-style-type: none">• What emotion/s did you feel at the time?• How intense was the emotion (0-100%)?	<ul style="list-style-type: none">• Which thinking styles did you engage in?• Use questions below to respond to the automatic thoughts/s.• How much do you believe each response (0-100%)?	<ul style="list-style-type: none">• How much do you now believe your ATs (0-100%)?• What emotion/s do you now feel? At what intensity?

Questions to compose an Adaptive Response: (1) What is the evidence that the automatic thought is true? Not true? (2) Is there an alternative explanation? (3) What's the worst that could happen? What's the best that could happen? What's the most realistic outcome? (4) If a friend were in this situation and had this thought, what would I tell him/her?

EBT for Eating Disorders/Disordered Eating: FBT

- Family Based Therapy (Maudsley Model)
 - Based on THREE phases:
 - Phase 1: Empower and encourage parents to take complete control to refeed the child, reduce blame, externalize ED, reorganize family structure as needed
 - Phase 2: Maintain parental control of ED symptoms, return of food and weight control to adolescent as appropriate, explore relationship between child developmental issues and ED
 - Phase 3: Review child difficulties with parents and how to support and model effective problem solving, check in with parent for how they are doing, delineate and explore themes of child development, plan for future issues (relapse prevention), termination



EBT for Eating Disorders/Disordered Eating: CBT

- CBT & CBT-E

- Used to challenge inaccurate thoughts and behaviors patterns that lead to engagement in dysfunctional behaviors such as bingeing and/or purging.
- Primarily focuses on what is keeping the eating problems “going”
- Is mainly concerned with the present and the future, however, does address the origins of the eating problems as needed
- Includes using techniques such as employing nutrition services, regular eating, stimulus control, exploration of triggers and ways to mediate, habit reversal, distress tolerance, and thought restructuring to increase the ability to break the cycle of ineffective behaviors
- Mirror Exposure:
 - Exposure via non-judgemental observations of body
 - Acceptance-based intervention (tolerance, accepting, compassion for body image)

Buzz words I should be hearing from either my kid or my kid's therapist...

- All foods are healthy foods
- Cognitive Distortions/Thinking Errors
- Food Log
- Exposure meals
- Body acceptance

EBT for Mood Dysregulation/SIB: DBT

- 4 Components Treatment
 - Individual Therapy
 - Multifamily Skills Class
 - Phone Coaching
 - Therapist Consultation

- 4 Targeted Modules for Effectiveness:
 - Mindfulness
 - Distress Tolerance
 - Emotion Regulation
 - Interpersonal Effectiveness

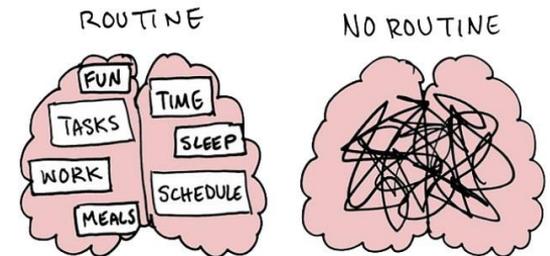


Buzz words I should be hearing from either my kid or my kid's therapist...

- Biosocial Theory
- Mindfulness, Distress Tolerance, Emotion Regulation, Interpersonal Effectiveness
- Effective and Ineffective behaviors
- Skills
- Diary Card
- Behavior Chain Analysis

EBT for ADHD/ADD: CBT & Behavioral Modification

- Psychological Testing
 - Differential diagnosis with learning disability, anxiety, etc.
- Behavior Modification
 - Behavior modification is a form of therapy in which parents, teachers, and children are taught skills by a therapist. Parents and teachers then employ those skills in their daily interactions with their children with ADHD to improve the children's functioning in the key areas
- Parent coaching
 - ABCs - Antecedents, Behaviors, and Consequences
 - Parents should be taught to modify antecedents and consequences
 - Consistently changing the ways one responds to children's behaviors, adults teach the children to learn new ways of behaving
- Behavior tracking
- Self management



Buzz words I should be hearing from either my kid or my kid's therapist...

- Parent Training
 - Behavioral approach
 - Parenting skills
- School Interventions
- Child Interventions
 - Behavior Modification
 - Self-Monitoring
 - Behavior Tracking Forms
 - Behavioral contingencies

How to find the best fit for your child...

- Assess willingness
- Assess severity of symptoms
- Interview several providers
- Internet search for “evidence based treatment for....”
- Word of mouth referrals
- Early intervention is best!

What questions should you ask your child's therapist?

At the initial session:

- What is the diagnosis and treatment choice?
- What is the “order of operations” for each of the presenting problems
- Do you use manualized treatment or “informed”, “integrated” or “eclectic” approaches?
- Are parents/family involved in your treatment approach?
- How severe are the concerns we are addressing?

What questions should you ask your child's therapist?

After each session:

- What is the homework?
- Should be tracking any symptoms?

After 6-8 sessions/weeks of working together:

- Did he/she complete an outcome measure?
- Do we see an improvement in symptoms?

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"Sure, there's traditional therapy, Mr. Wayne, but how about this? You get a costume, some gadgets, maybe a sidekick, and you fight crime. See how that works."

When psychopharmacology should be considered...

- Medication is an evidence based treatment for several conditions:
 - Anxiety
 - OCD
 - Depression
 - ADHD
- Many disorders can be treated without the help of medication
- Assess your personal beliefs about medication use and identify pros and cons
- Consider medications as short terms aids to treatment

Should I stay or should I go?

- Many EBTs are manualized and require a 12-week commitment
- Attendance at therapy should be routine (weekly at minimum)
- Assess your own willingness to engage in treatment (changing behavior is hard work!)
- Assess your relationship and trust with the provider
- Assess if your relationship is leading you to stay with the provider even if changes/improvements aren't observable
- Have an open discussion with your provider about the effectiveness of treatment. Setting this precedent early allows for easier transition or termination of treatment

Referral Links:

Anxiety/OCD/Depression:

<http://iocdf.org/>

<http://www.abct.org/Home/>

Eating Disorders:

<https://www.aedweb.org/home>

<https://www.nationaleatingdisorders.org/>

<http://www.feast-ed.org/>

BFRBs:

<http://www.bfrb.org/>

Self-injury, Suicidal Ideation:

<https://behavioraltech.org/>

ADHD:

<http://www.chadd.org/NRC.aspx>



For any further question, comments, or concerns.. Please do not hesitate to reach out to LCPS student services contacts: Jennifer Wall, LPC or Dr. Heather Applegate or feel free to contact us at:

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