

# Core Components of Effective Treatment for Youth with Depression

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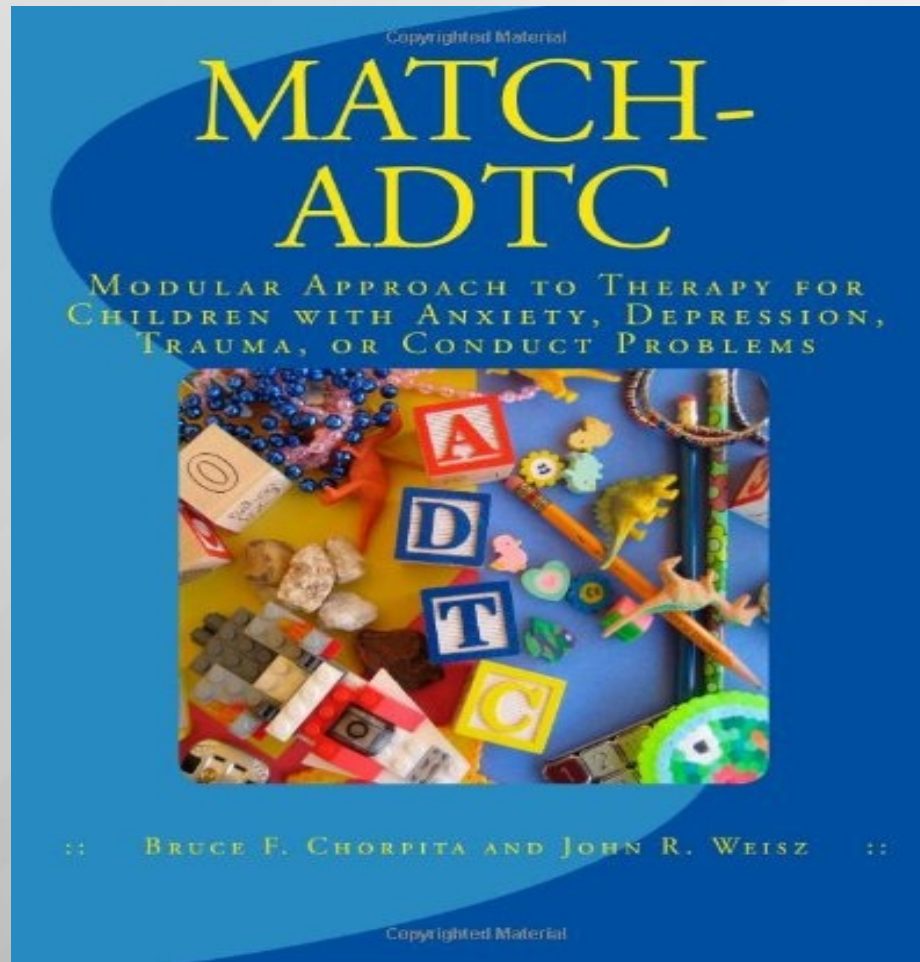
# Agenda

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- ▶ **Overview of MATCH for Depression**
- ▶ **Use of Measures with Youth**
- ▶ **Key Depression Practice Elements**
- ▶ **Q&A**

# MATCH for Depression

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# Chat in:

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- ▶ **What do you think are the most common elements used to treat depression in children and adolescents?**
- ▶ **What do you think are the most common processes used within treatment to convey knowledge and skills?**

# Depression Elements (Chorpita & Daleiden, 2009)

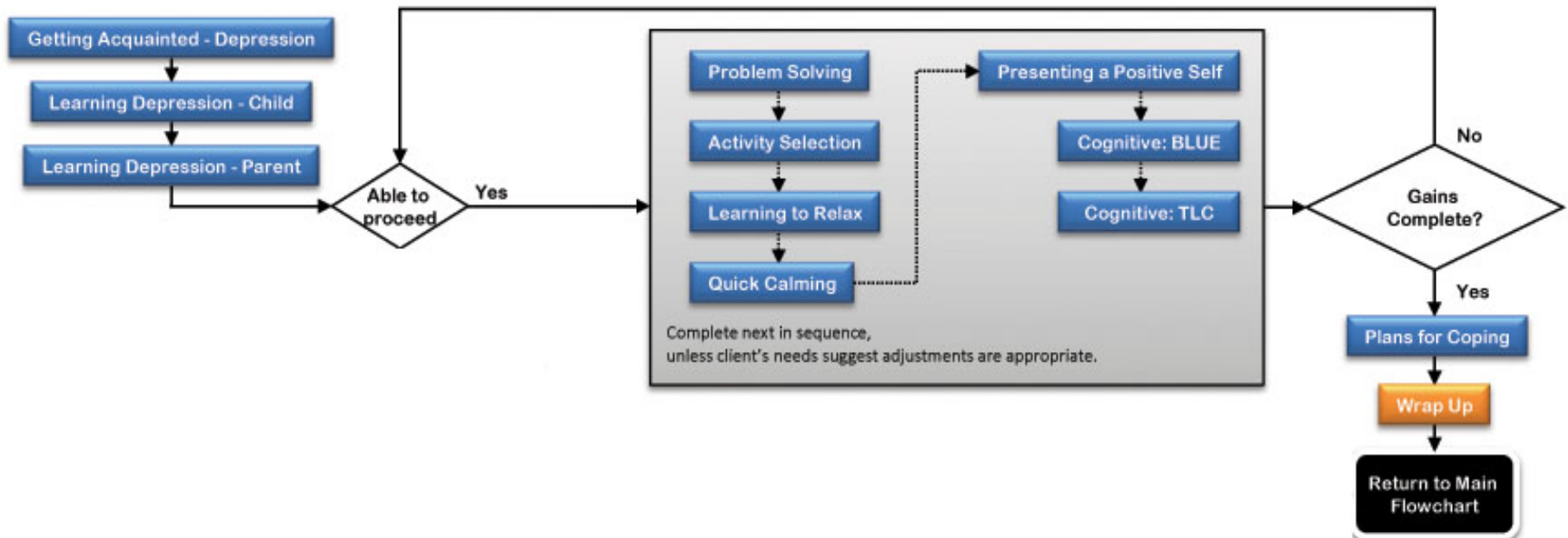


# MATCH ADTC

(Chorpita & Weisz, 2009)

## Depression

MATCH 2.0



# Case

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- ▶ **Benny is an 11 year old Asian male who presented for treatment with issues of sadness, isolation, decrease in appetite, and disrupted sleep. He complained of lack of friends and loneliness, disinterest in activities, and increasing irritable mood. He comes from an intact family with one sibling (who is functioning well). Over the past school year his grades have dropped and parents are concerned about his academic and social functioning further deteriorating. Moreover, his challenges have impacted his parents and overall family functioning.**

# Assessing Baseline and Progress Monitoring

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# Chat in:

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- ▶ **What are the benefits of assessing baseline functioning and ongoing monitoring?**
- ▶ **What are some of the challenges of assessing baseline functioning and ongoing monitoring?**

# Free Depression Measures

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- ▶ **Center for Epidemiological Studies Depression Scale for Children (CES-DC)**
- ▶ **Revised Childhood and Depression Scales (RCADS)-Depression Subscale**
- ▶ **PhQ9- Adolescents**

# Depression Monitoring

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- Key points to making it work:
  - For measures, read through the items to make sure what is being assessed “maps” on to the child’s difficulties! Some measures may be better than others
  - If you notice a particular item on a measure that is problematic, use it as a single item to be asked (and rated) on a more frequent basis (before every session)
  - Self-identified goals or behaviors (or from parents) to improve
    - ✓ placed on a ten point rating scale
    - ✓ with anchors
    - ✓ 2-3 at most
    - ✓ positive and negative
    - ✓ and not too difficult to change
  - Behavior: Engaging in activities with parents/siblings
  - 1= No interaction; 5= a good amount of interaction; 10= a lot of interaction

# The Practice (Common) Elements

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# Getting Acquainted: Depression

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- ▶ **Why?** To ensure that there are clear expectations
- ▶ **Key Goals:**
  - Work closely with child and parent to understand perspectives and clarify process and roles and expectations

# Steps and Goals

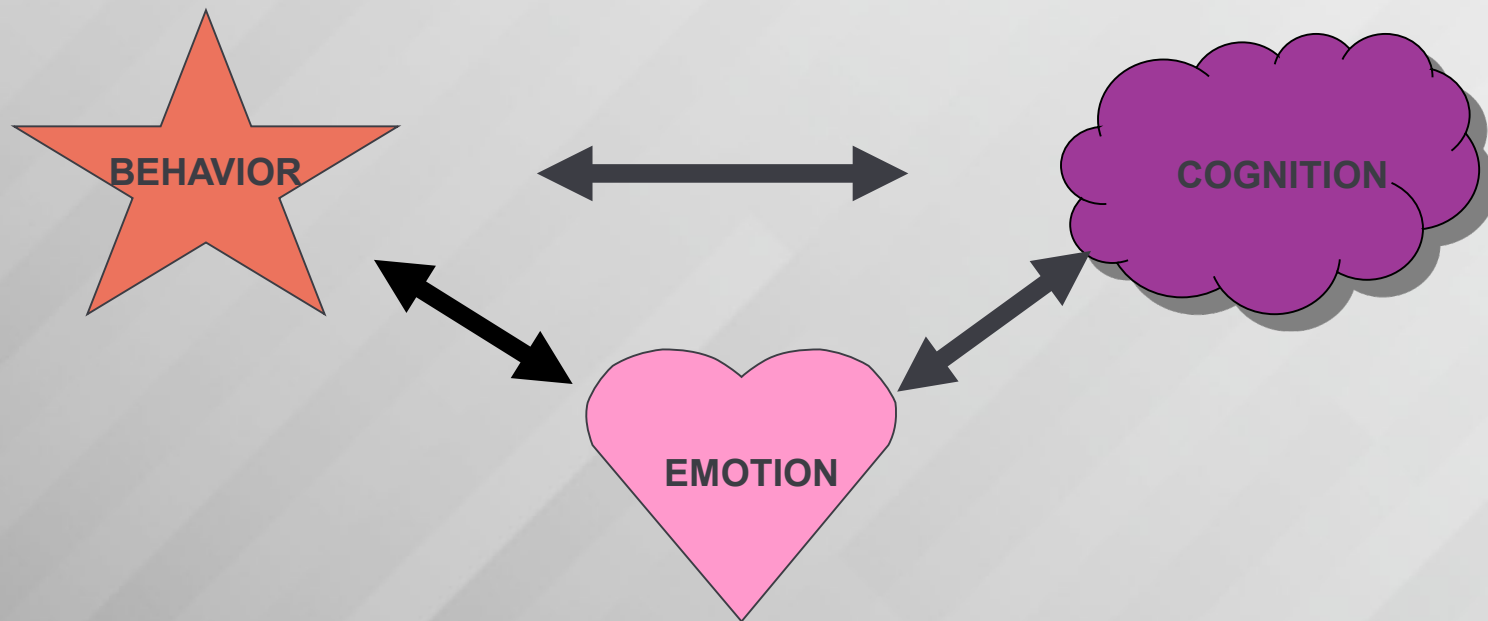
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- **Overview and Rationale**
- **Child's Perspective and Goals**
- **Encourage Participation**
- **Treatment Structure and Process**
- **Getting Practice Started in Session and Outside Session**

# Learning About Depression- Child & Parent

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- ▶ Why? To foster an understanding of the framework used for treatment
- ▶ Key Goals:
  - To discussing the Triad Model



# Steps and Goals

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- ▶ **Feeling-Thinking-Doing**
- ▶ **Normalize**
- ▶ **Toolbox**
- ▶ **Existing tools**
- ▶ **Importance of Practice**
- ▶ **How feelings “Look”**
- ▶ **Monitoring (Feeling Thermometer but use what is most sensitive and relevant)**



# Problem Solving

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- ▶ **Why? To provide children with a systematic way to negotiate problems and to consider alternative solutions to situations**
- ▶ **Key Goal:**
  - To teach a method of problem solving that involves clearly defining the problem, generating possible solutions, examining the solutions, implementing a solution and evaluating its effectiveness

# Problem Solving

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## ▶ How?

- Normalize Problems
- Teach 5 Steps (STEPS) to Problem Solving
  - **S**ay what the problem is
  - **T**hink of solutions
  - **E**xamine the solutions
  - **P**ick one and try it out
  - **S**ee if it worked
- Practice the problem solving STEPS
- Elicit personal example from child and practice
- Review STEPS technique
- Take home work
- Share with Parent

# Activity Scheduling

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- ▶ **Why? To introduce mood-elevating activities in to the child's day**
- ▶ **Key Goals:**
  - Linking positive actions and feeling good
  - Importance of doing activities with people we like increases enjoyment of the activity
  - We can make life busy in order not to deal with how we are feeling
  - Helping others makes us and them feel good

# Activity Scheduling

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## ▶ How?

- Educate youth in different types of mood-lifting activities
- Connect between activities and feelings
- Make the connection between fun/pleasant activities and mood
- Identify a list of pleasant activities
- Take home
- Share and Enlist Help from Parent

# Chat in:

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- ▶ **What kinds of activities have you found to be helpful for children and adolescents to help elevate mood?**

# Learning to Relax

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- ▶ **Why? To assist the child in understanding situations that may elicit tension or difficulties and to use methods to relax the body.**
- ▶ **Key Goals:**
  - Child can identify somatic cues that show when he or she is tense
  - Child will understand that staying calm and relaxed are good ways to affect feelings
  - Child will use self-calming methods to address somatic cues

# Learning to Relax

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## ▶ How?

- Discuss feelings and how it affects the body, how it feels in the body
- Discuss muscle relaxation
- Practice muscle relaxation
- De-brief after activity
- Take home...
- Share with parents
- In subsequent session can include other methods (body map, imagery, deep breathing, etc.)

# Cognitive Strategies

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- ▶ **Why?** To fully address the relationship between thinking and feeling and modifying these factors to influence functioning
- ▶ **Key Goals:**
  - Child will understand relationship between thinking and feeling
  - Identify negative automatic thoughts
  - Evaluate evidence for automatic thoughts
  - Generate more realistic thoughts



# Cognitive Strategies

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## ▶ How to:

- Looking through the world with dark glasses?
- B.L.U.E. thoughts?
  - Blaming myself
  - Looking for bad news
  - Unhappy guessing
  - Exaggerating
- Connecting B.L.U.E. (or other unrealistic thoughts) to Feelings
- Challenging & Realistic thoughts
  - Identify the problematic thought.
  - Challenge:
    - ✓ What's the evidence?
    - ✓ Is there another way to look at it?
    - ✓ What would you tell a friend who had this thought?
    - ✓ What if it's true - would that really be so bad?
- Finding social support (friends and family)
- Finding other activities to distract (Pleasant Activities- see Activity Scheduling Guide)

# Q & A

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# Resources

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- ▶ Friedberg, R. D., & McClure, J. M. (2015). *Clinical practice of cognitive therapy with children and adolescents: The nuts and bolts* (2nd ed.). New York, NY: Guilford Press.
- ▶ Chorpita, B. F., & Weisz, J. R. (2009). *Modular approach to therapy for children with anxiety, depression, trauma, or conduct problems*. Satellite Beach, FL: PracticeWise. This is a text version and also an electronic version:  
[http://www.practicewise.com/portals/0/MATCH\\_public/purchase.html](http://www.practicewise.com/portals/0/MATCH_public/purchase.html)

# Upcoming CTAC Events

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**Adaptive Leadership in Organizational Change -  
Rescheduled**

**Thursday, April 11 - 12:00 PM**

**The Importance of Parent Involvement in Child Welfare**

**Thursday, April 25 - 12:00 PM**

**[www.ctacny.org](http://www.ctacny.org)**

# Contact Us

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