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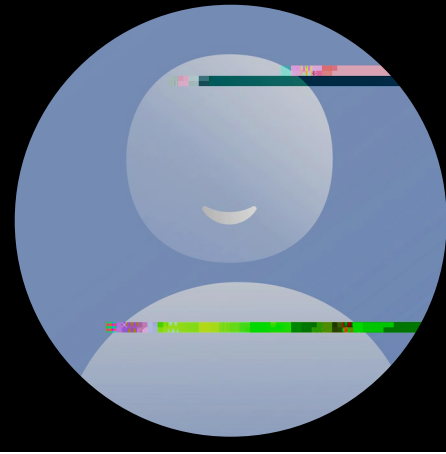
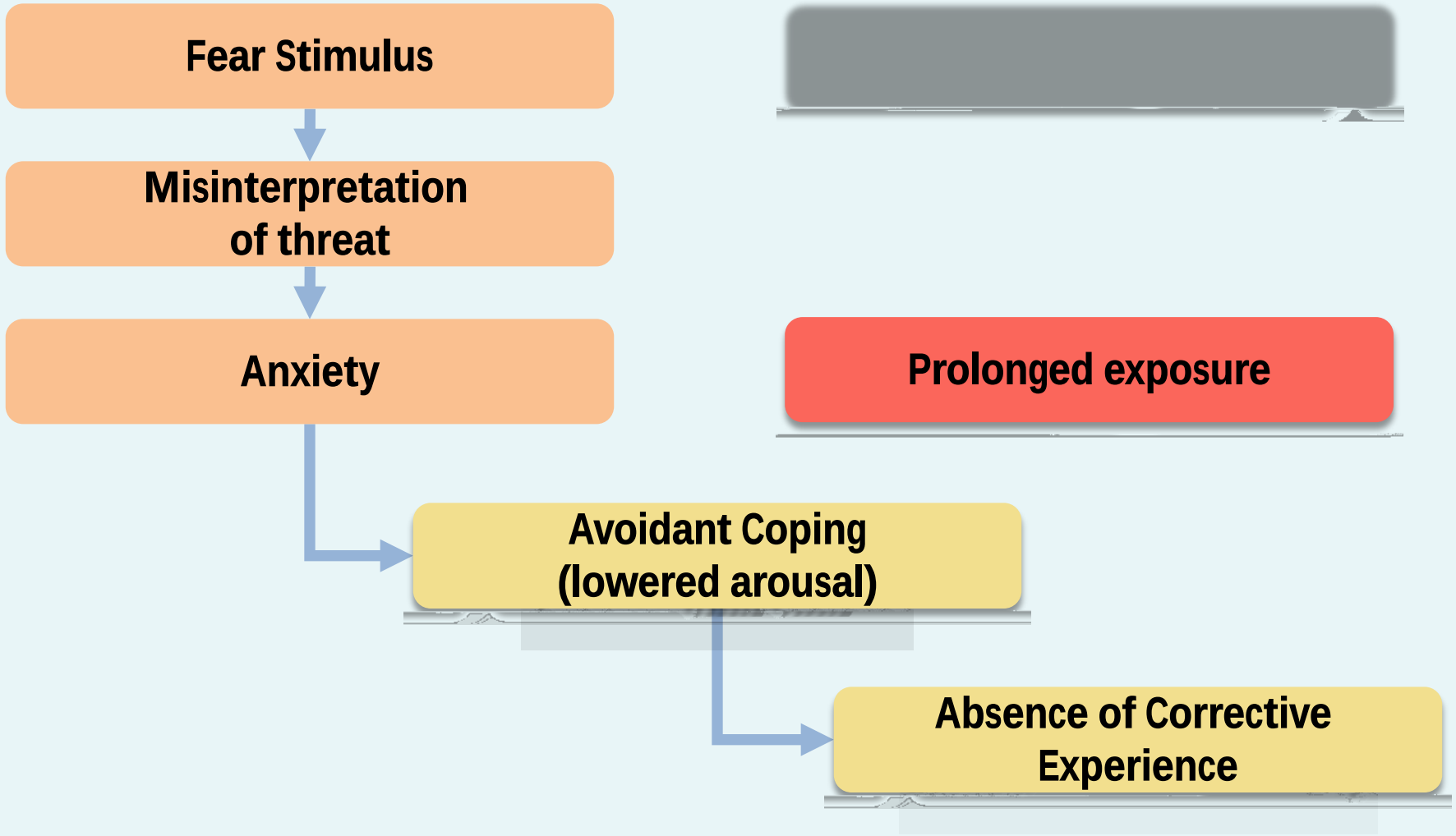


Basic Anxiety Treatment Model



MATCH-ADTC Modules for Anxiety Disorders

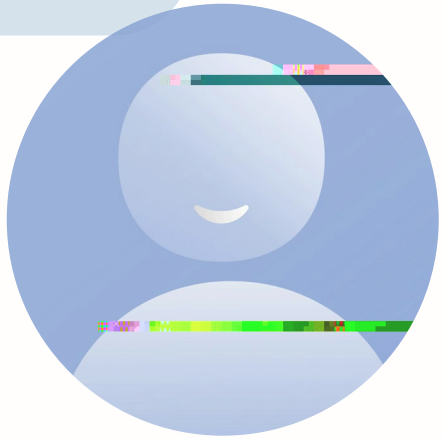
- Getting Acquainted
-

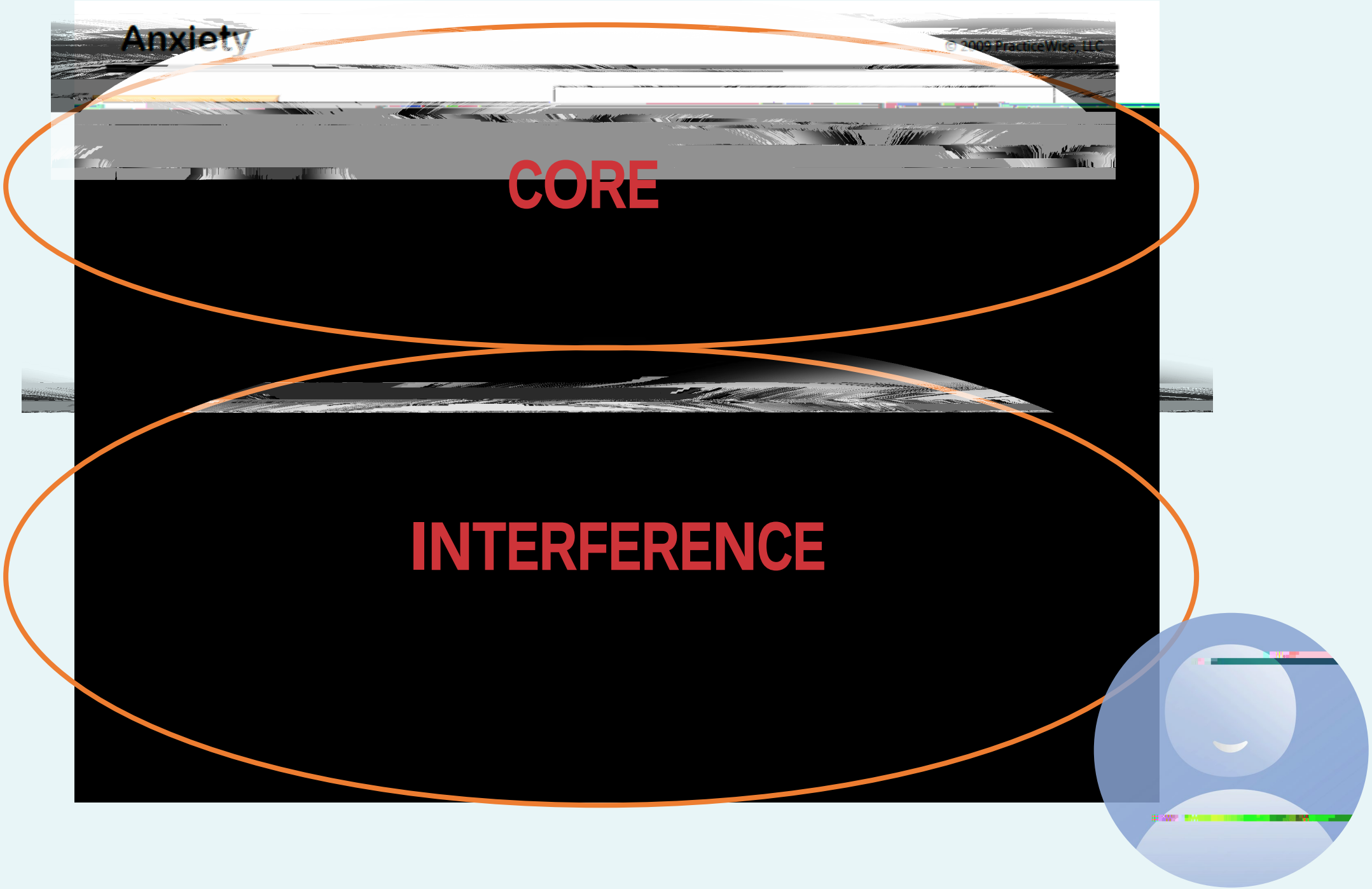
Anxiety Flowchart

Connect

Cultivate

Consolidate




Anxiety
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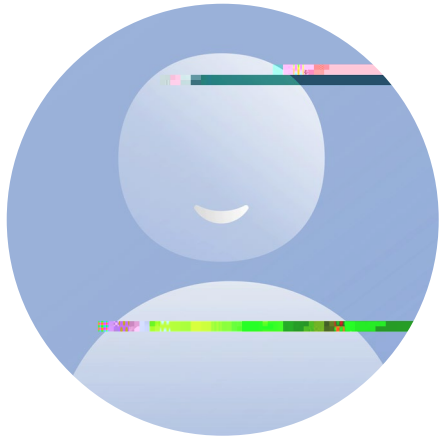
CORE
INTERFERENCE

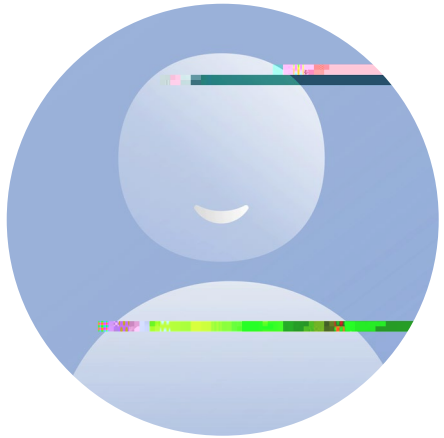
Getting Acquainted: Building a Relationship

- Establish with child that therapy involves information-sharing
- Personal Facts Game
  - Rule: Any question I ask, I also have to answer
  - Remember what child shares for later
  - Ideas for questions?

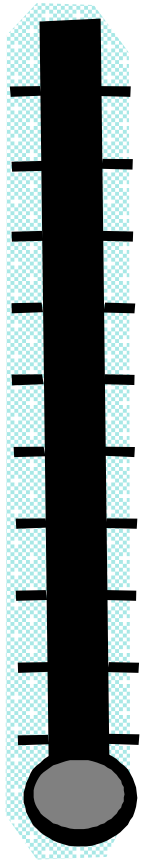


Getting Acquainted: Orientation to Program

- Therapist as a “coach”
- Importance of active child participation
- Goals of program:
  - Knowing When You’re Anxious
  - Knowing What to Do About It
- Homework assignments and rewards
  - Homework at each session
  - Earn rewards for bringing and completing homework
- Introduce “Fear Thermometer” to child



Introduce Fear Thermometer



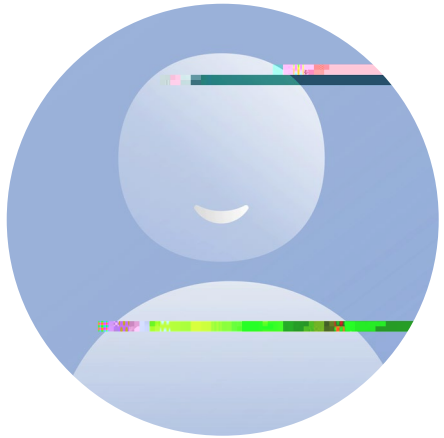
Getting Acquainted: Things to Remember

- Orientation to Program
  - “Coach” metaphor
- Anxious children are often:
  - ANXIOUS
  - Avoidant
  - -0 0 24Bdidantt

Fear Ladder

Fear Ladder: The Basics

- Identifying and ordering feared stimuli makes planning exposure easier and allows client to see progress
- Use the “Fear Ladder” worksheet
  - Will also need Fear Thermometer and index cards



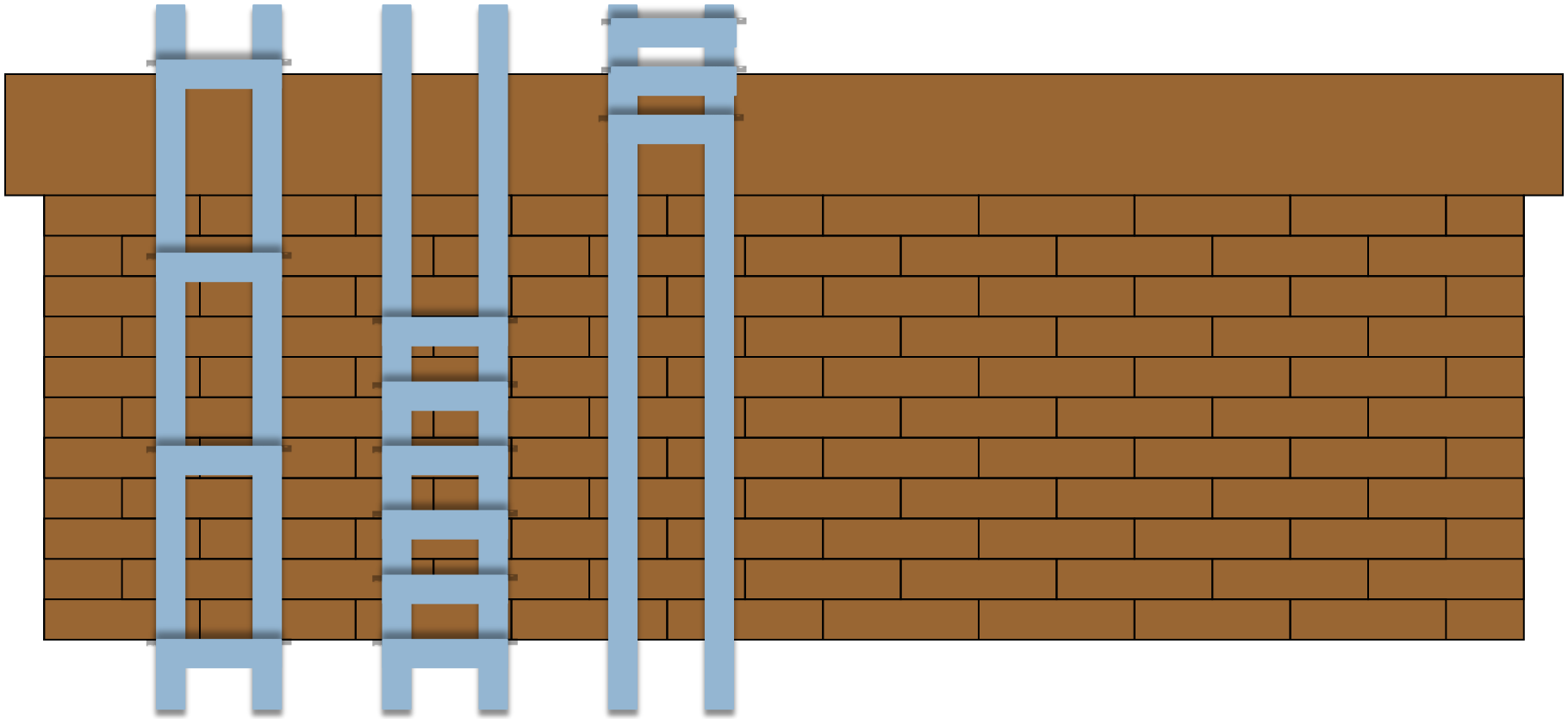
Building a Fear Ladder-1

- Create a list of 10 or more feared situations in the primary domain of concern
  - Write each scenario on a separate index card
-

Building a Fear Ladder-2

- Ask child to give each situation a fear rating using the Fear Thermometer
  -

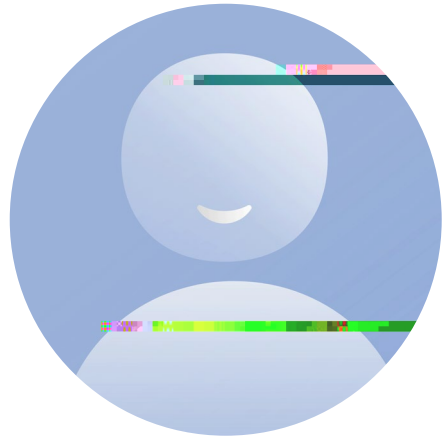
Which Ladder Would You Climb?



Social Anxiety Variations

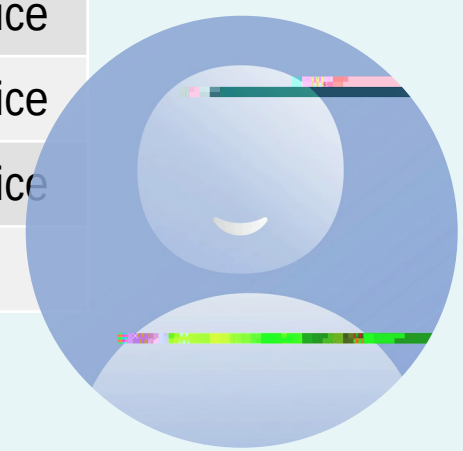
Possible branches might include:

- Age or gender of person you are engaging (adults vs. youths, girls vs. boys)
- Size of group (big vs. small)
- Social setting (school vs. recreation vs. community vs. unfamiliar place)
- Type of interaction (greetings, requests, conversations, placing orders/making purchases)



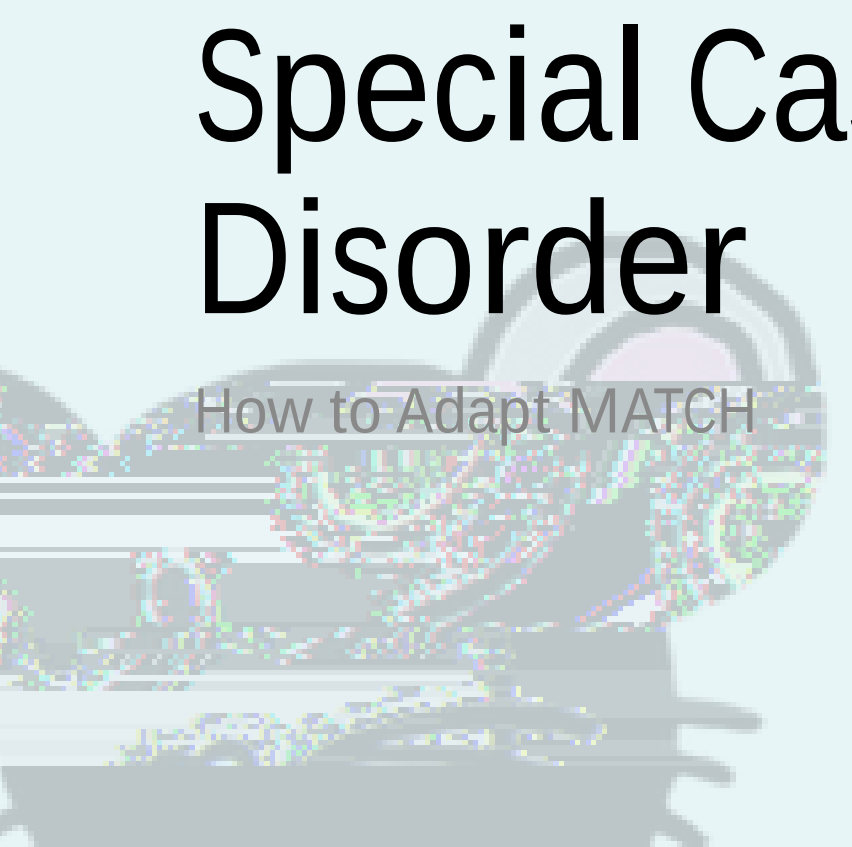
Separation Anxiety Example

Rating	Item
10	Parents late 15 min for school pick-up
9	Parents late 10 min for school pick-up
8	Child waits in one aisle of a store while parent/therapist is in a separate aisle
7	Child waits inside home while parent take outs trash
6	Child stays in a separate room from parent at home for 5 min
5	Scavenger hunt in the clinic
4	Sits in therapy room alone for 5 min with therapist outside of office
3	Sits in therapy room alone for 3 min with therapist outside of office
2	Sits in therapy room alone for 1 min with therapist outside of office
1	Imagines being alone in therapy room



Special Cases

- Trauma
  - Fear ladder used to help guide the creation of the trauma narrative
- Panic disorder
  - Fear ladder includes interoceptive exposure
- OCD
  - Fear ladder includes focus on ratings without the compulsions
- GAD
  - Exposure to worry itself
  - Helping child to gain control over worry cycle



Special Cases: OCD and Panic Disorder

How to Adapt MATCH

How to Adapt MATCH to OCD

- Same basic format as any other anxiety
  - In addition to learning about fears, will need to gather information about behaviors that are used to neutralize anxiety
    -

How to Adapt MATCH to Panic Disorder

- With panic, the feared stimuli are the child's own harmless bodily sensations
  - May be difficult for the child to separate each of those sensations in order to create a fear ladder
- Use an interoceptive assessment to isolate each of the bodily feelings and rate them on the fear thermometer
- Now you have a fear ladder and can practice

Interoceptive Assessment

	How Strong?	How Anxious?	How Similar?
Move your head side to side (30 seconds)			
Hold your head low b/w your legs (30 seconds), then lift quickly			
Run in place (1 minute)			
Hold your breath (45 seconds)			
Tense all your muscles or hold push-up position (1 minute)			
Spin in a swivel chair (1 minute)			
Hyperventilate (1 minute)			
Breathe slowly through a small straw or as slowly as possible (2 minutes)			

Module 3: Learning About Anxiety (Child)

Learning About Anxiety (Child)

- There are 3 parts to anxiety:
  - What we FEEL!
  - What we THINK!
  - What we DO!
- Anxiety is normal and can be helpful!
  - A built-in alarm
  - Helps motivate us to do something
  - Sometimes, there is real danger!
- “Anxious Thoughts and Feelings” worksheet
- “Learning About Anxiety” worksheets

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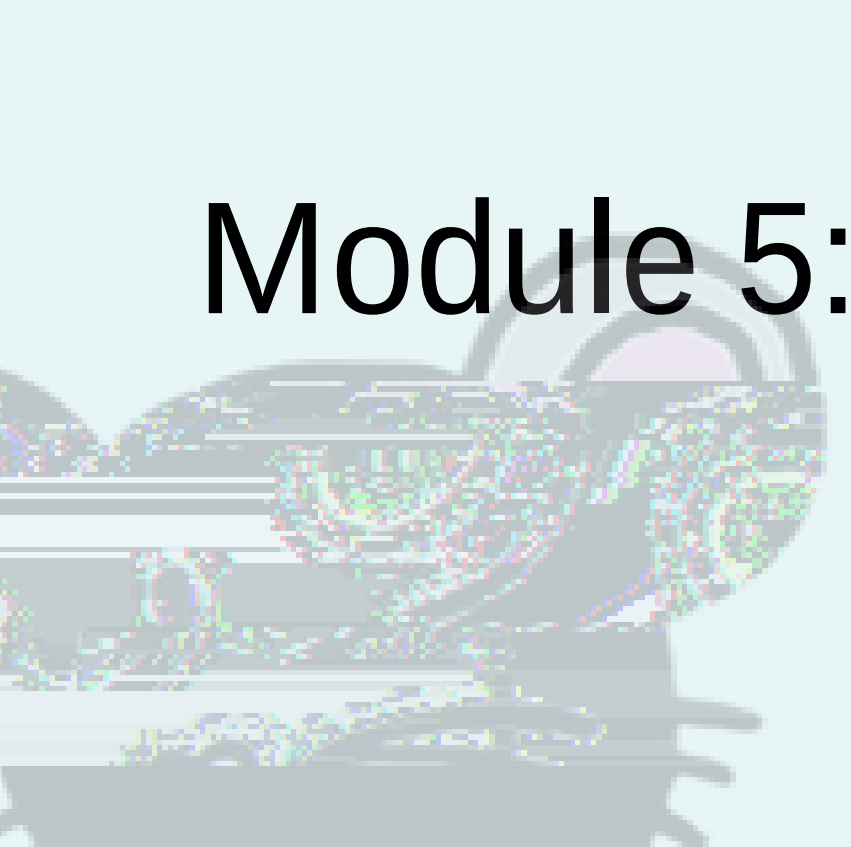
False Alarm Detection

- How to identify a “false” alarm?
  - False alarms scary, but not dangerous
  - False alarms can get in our way
- Sometimes, our alarms are too sensitive and go off when there is no real danger
  - Can modify slightly for Panic, OCD, PTSD
- In session, we will work to help you learn the difference
  - By looking for clues
  - Testing out situations
  - Practicing, small steps
  - “We can go slow, but we will always be moving forward.”

Module 4: Learning About Anxiety (Parent)

Learning About Anxiety (Parent)

- Nature of anxiety in children
- What works/what doesn’t



Module 5: Practicing

Basic Behavioral Exposure Practicing

- What works/what doesn’t
  - Talkh9-Mct ∓ (do29 (e)29 s∓ sn’ h(e)29 (l)-1 p ml)-1 uce

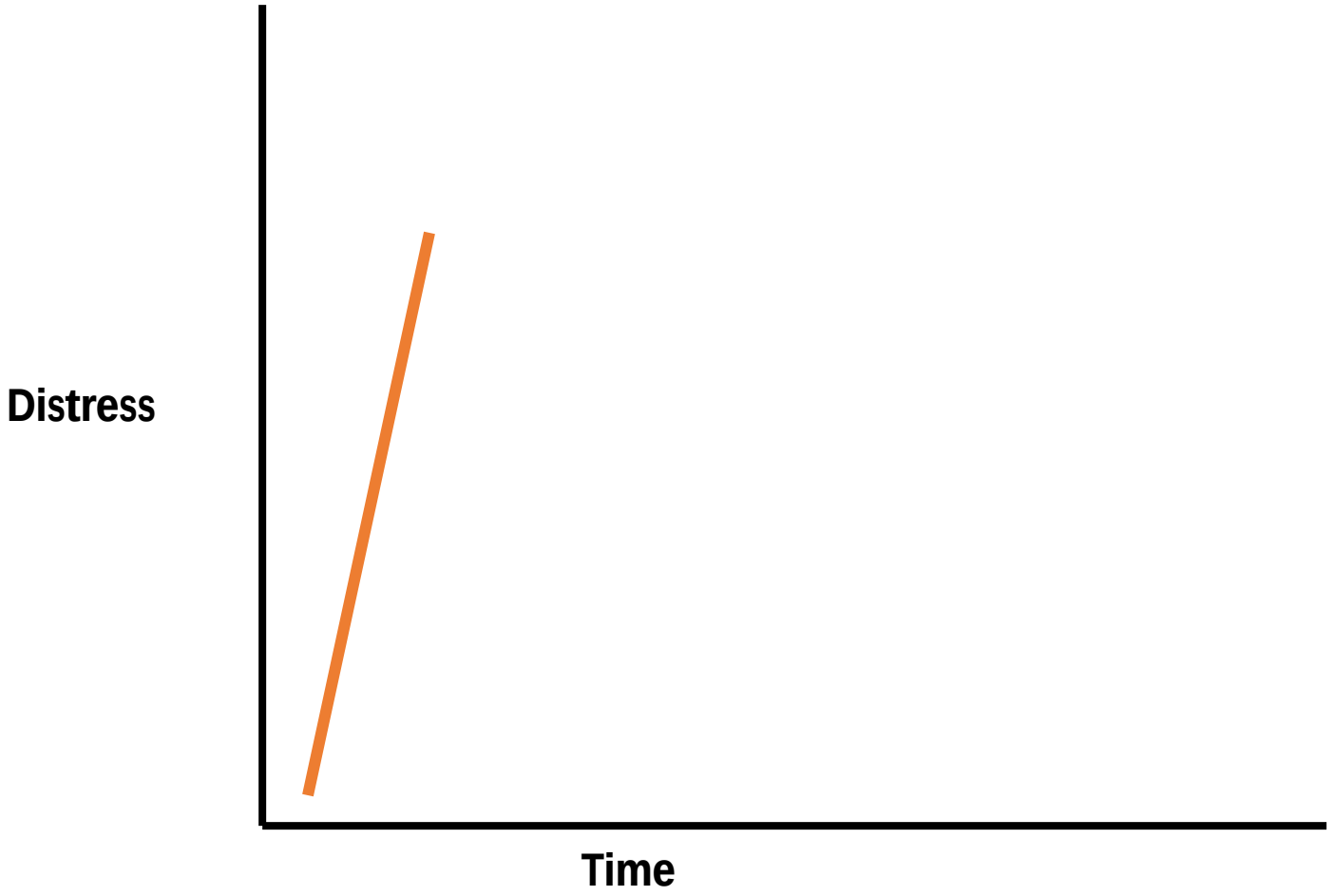
Top 10 Reasons Therapists Don’t Do Exposure

- It’s going to hurt the child
-

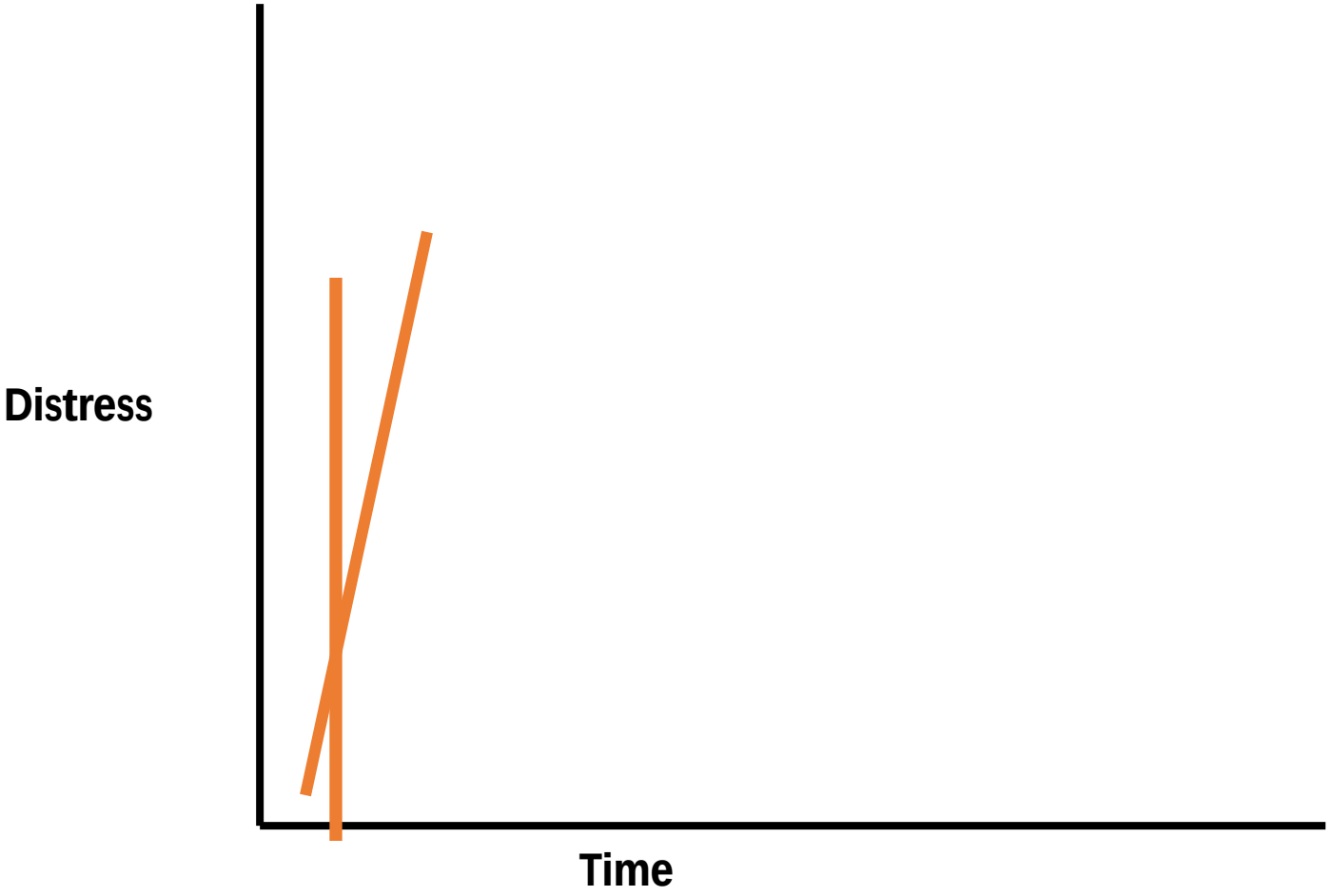
What Happens with Repeated Confrontation of the Feared Stimuli?

- Anxiety initially increases
- Anxiety naturally decreases over time
- Individual learns that the situation/memory is not dangerous
- Individual learns that the distressing feelings (emotional and physiological) decrease
- Individual learns that they can handle the fear/anxiety and feel more in control
- If the individual repeatedly confronts anxiety-producing situations, the distress gradually decreases and they can become relatively comfortable in that situation.

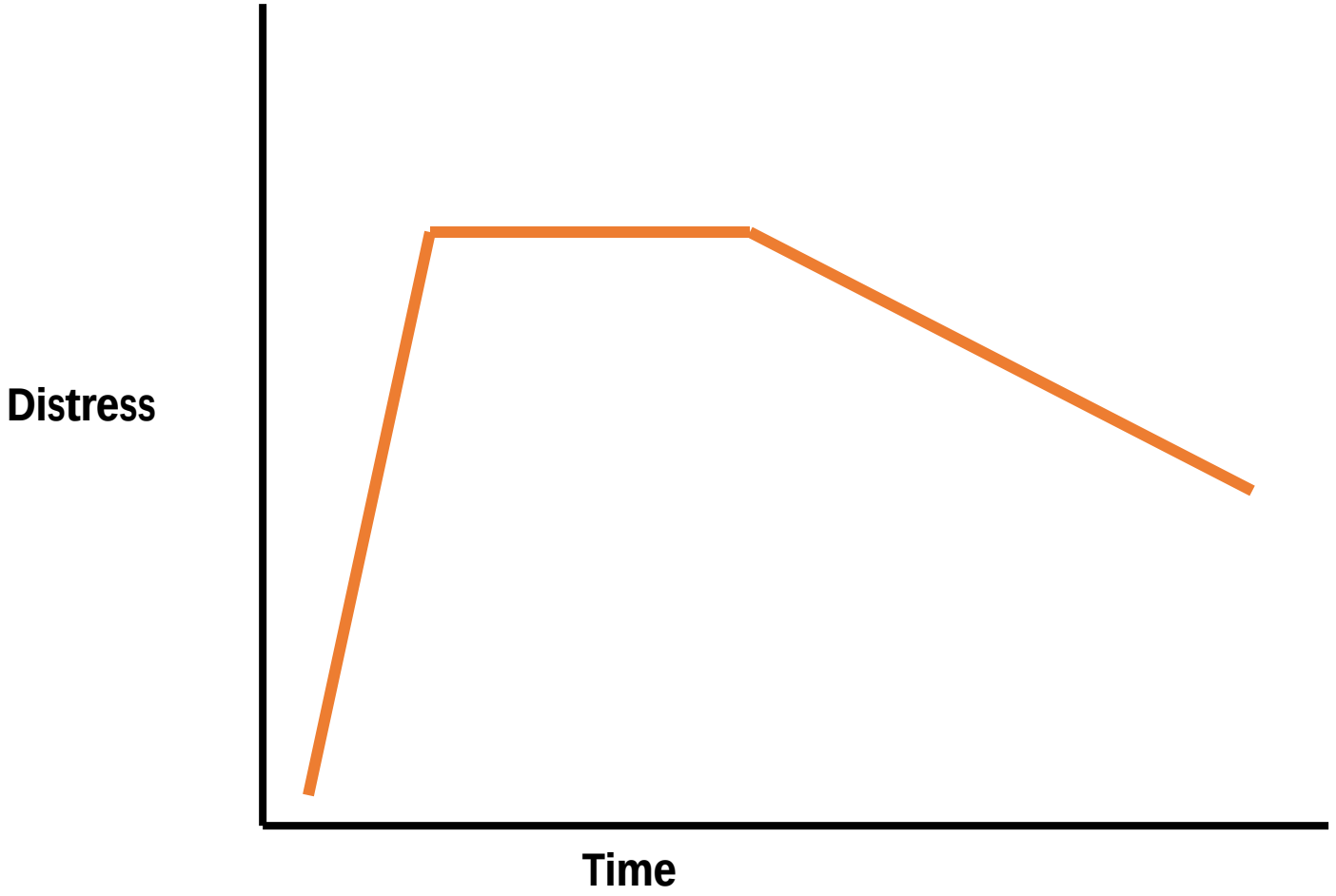
Fear Activation



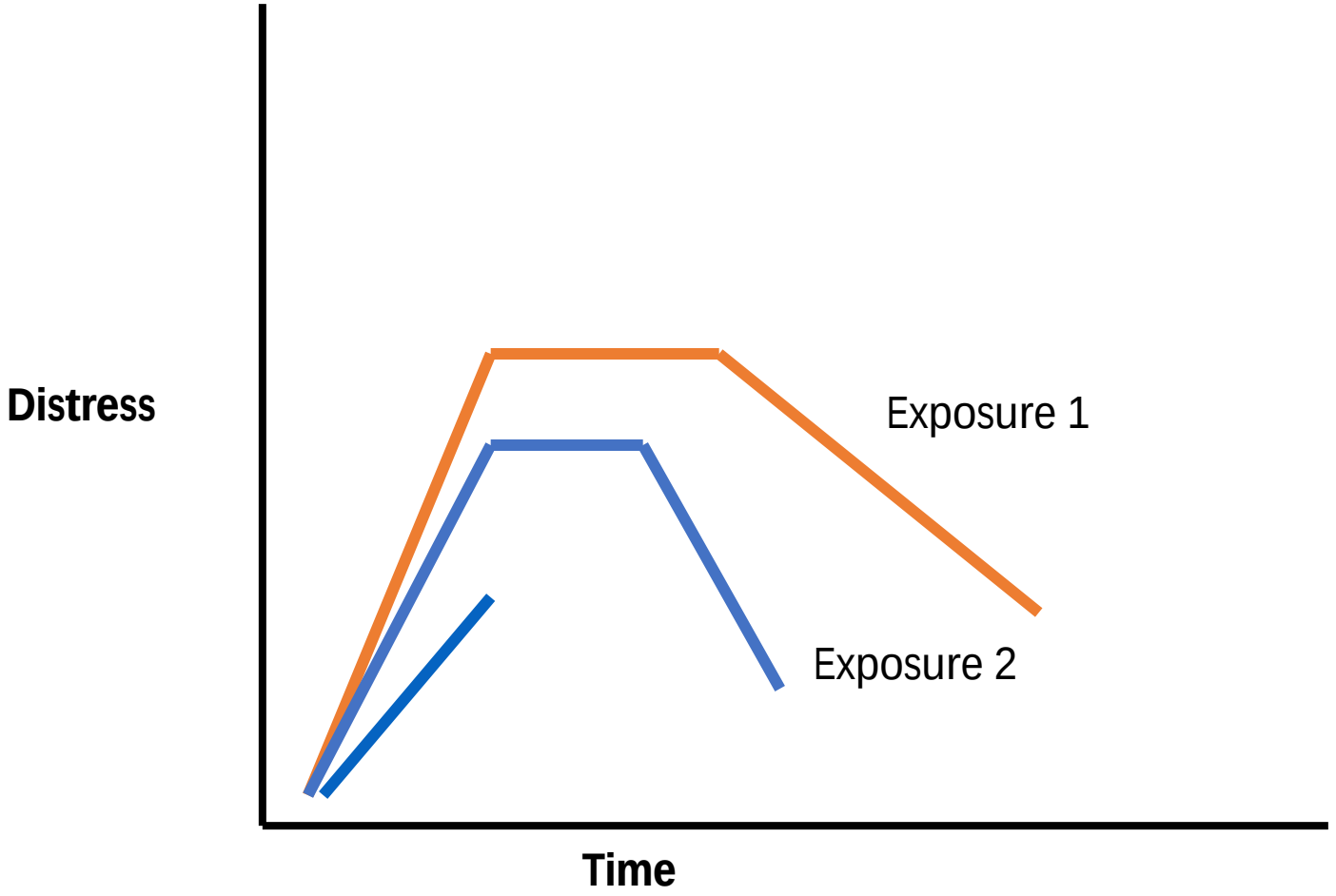
Avoidance



Rationale for Exposure



Rationale for Exposure



Practicing: Guidelines

- Set the occasion for success
- Adequate preparation with child
- Situation must be anxiety provoking
- Take ratings
- Pay attention to behavior cues
- Habituation
- Debrief

Practicing: What it Looks Like in Session

- Start low and go slow!
- Therapist exudes confidence in child
  - Reminds child of previous successes
- Talk about it
- Do it
- Talk about it
- Do it some more!

About Habituation

- Two varieties:
  - Within practice habituation
    - Anxiety ratings drop down during each exposure (or set of trials)
  - Between practice habituation
    -

Practicing: Common Pitfalls

- Ending too soon
  - Letting kid bargain or cry to get out
  - Therapist gets scared/uncomfortable
- Going too fast
- Talking to kid
- Allowing distraction
- Too intense
-

Practicing: Stepping Back Without Backing Down

- What to do if exposure begins, child is very upset, and you decide exposure was too intense
  - Comment on observed difficulty to child
  - Two choices:
    - Take a break and resume and use coping skills
    - Choose a less difficult but related exposure
    - But do something!
  - Re-engage in revised exposure
  - Praise effort

Maintenance

- Accessing the guides
  - Interactive version
- Introduce Maintenance
  - “Maintaining Success” parent handout
  - “What’s New?” child worksheet
- Review importance of continued practice
- Quiz child on new application of skills
- Predict challenges for child
  - Difference between anxiety set-back and anxiety relapse
  - How to apply what the child has already learned
- Review progress (“What’s New?” worksheet)
- Start planning last sessions (Wrap-Up) and final session

Final Exercises

-

Difference Between Set-Back and Relapse

-

Module 7: Wrap-Up

Wrap-Up

-

Next Up!

- Depression Focus