

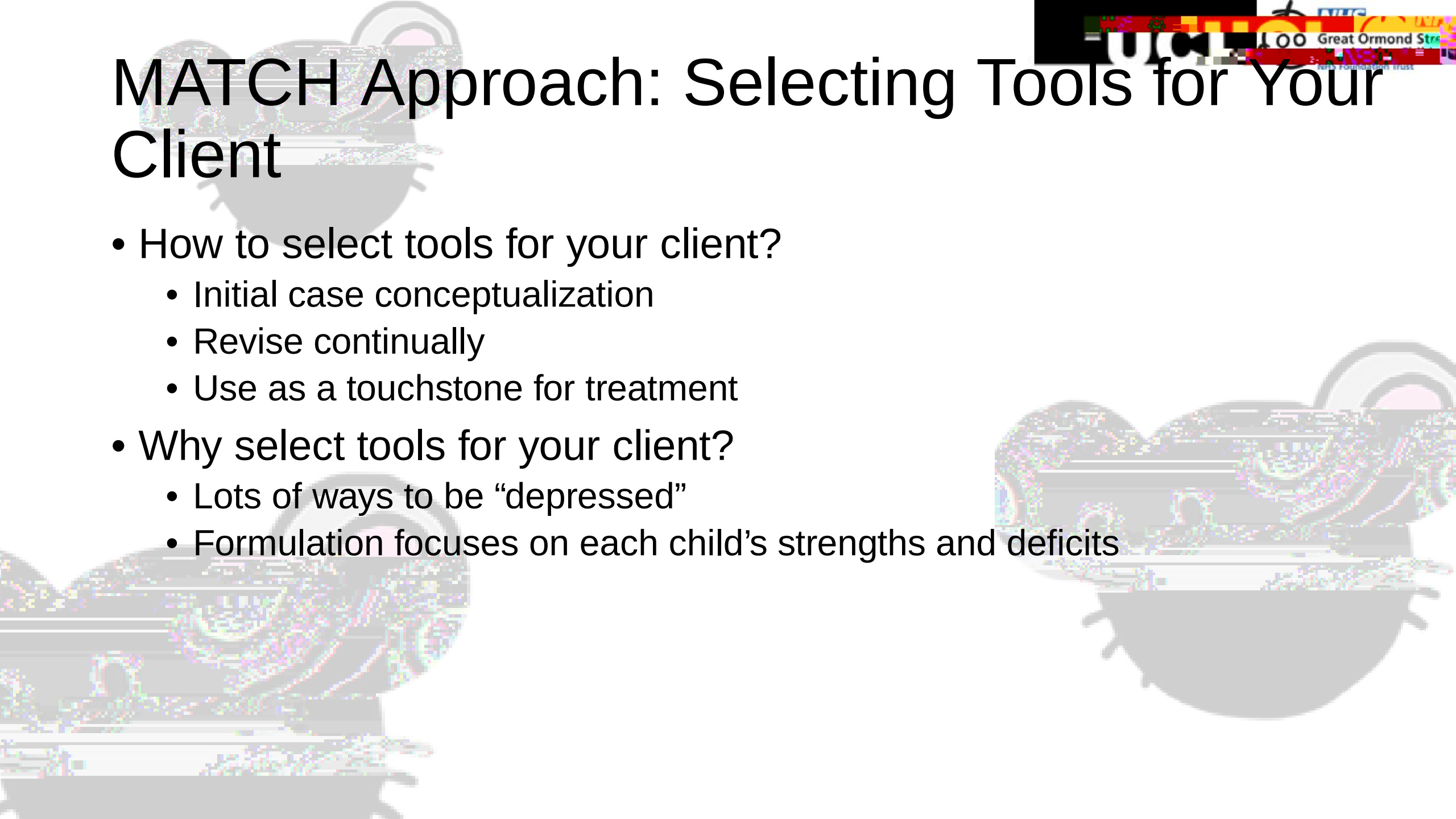
MATCH: Modular Approach to The a • f • Ch





MATCH Approach: Toolbox Concept

- Do you have a toolbox at home?
 - How many tools are in it?
 - How many have you used in the past year?
- Goal of treatment program: Develop tools
 - Learn to be good with a few tools
 - Learn a bit about the others, just in case



MATCH Approach: Selecting Tools for Your Client

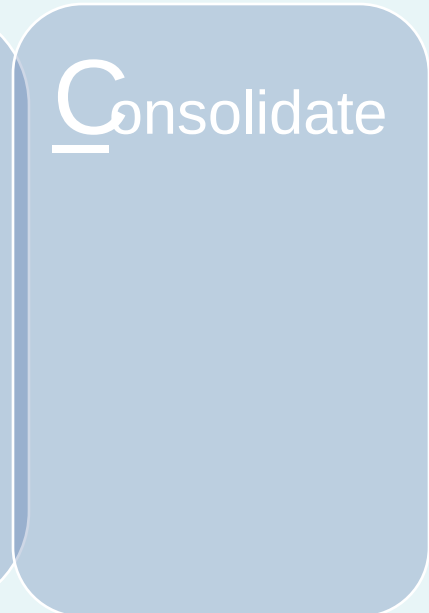
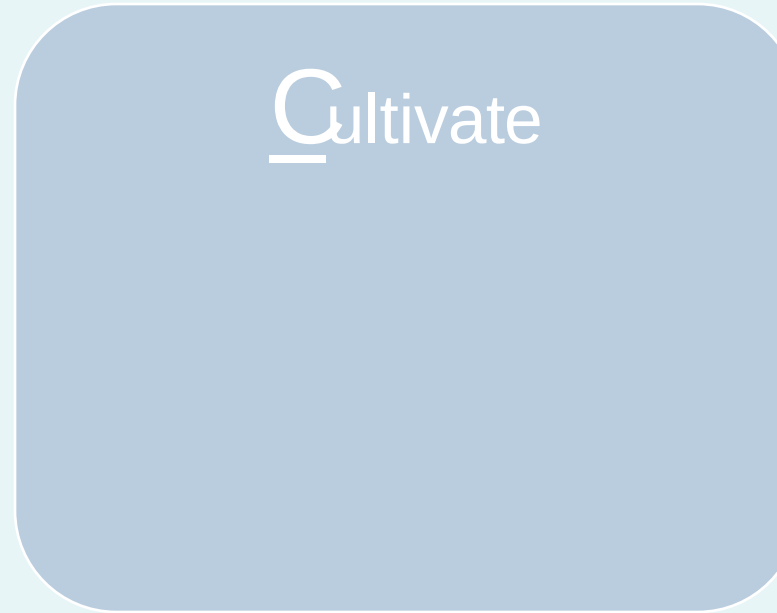
- How to select tools for your client?
 - Initial case conceptualization
 - Revise continually
 - Use as a touchstone for treatment
- Why select tools for your client?
 - Lots of ways to be “depressed”
 - Formulation focuses on each child’s strengths and deficits

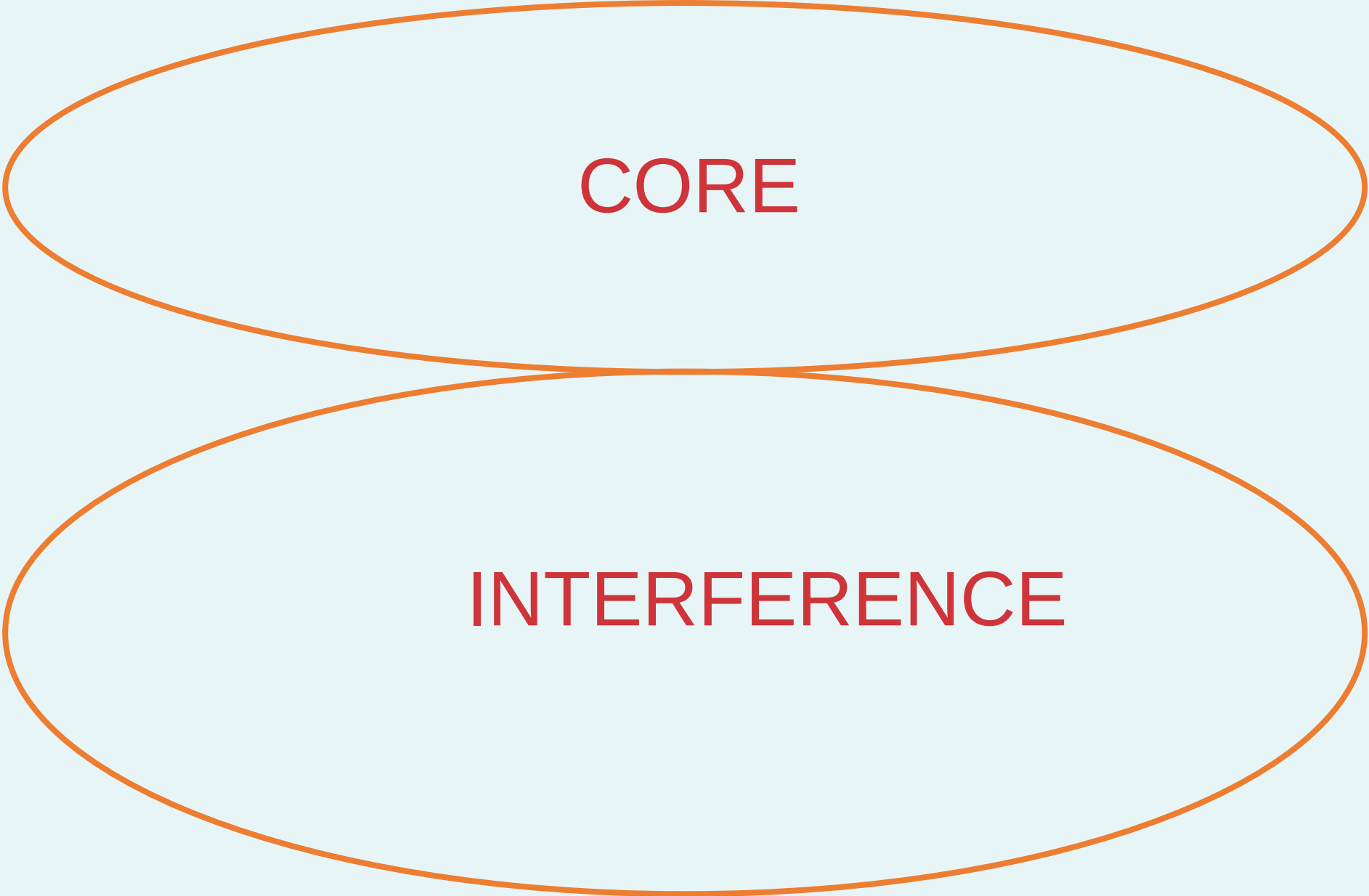
MATCH Depression Modules

1.



Depression Flowchart





CORE

INTERFERENCE

Overview of Getting Acquainted

- What is similar?
 - Relationship building exercises
 - Program overview and rationale
 - “Coach” metaphor
 - Practice!
 - Introduce monitoring tool
 - Child’s perspective and goals
 - What are the child’s goals for treatment?
 - End-of-session games



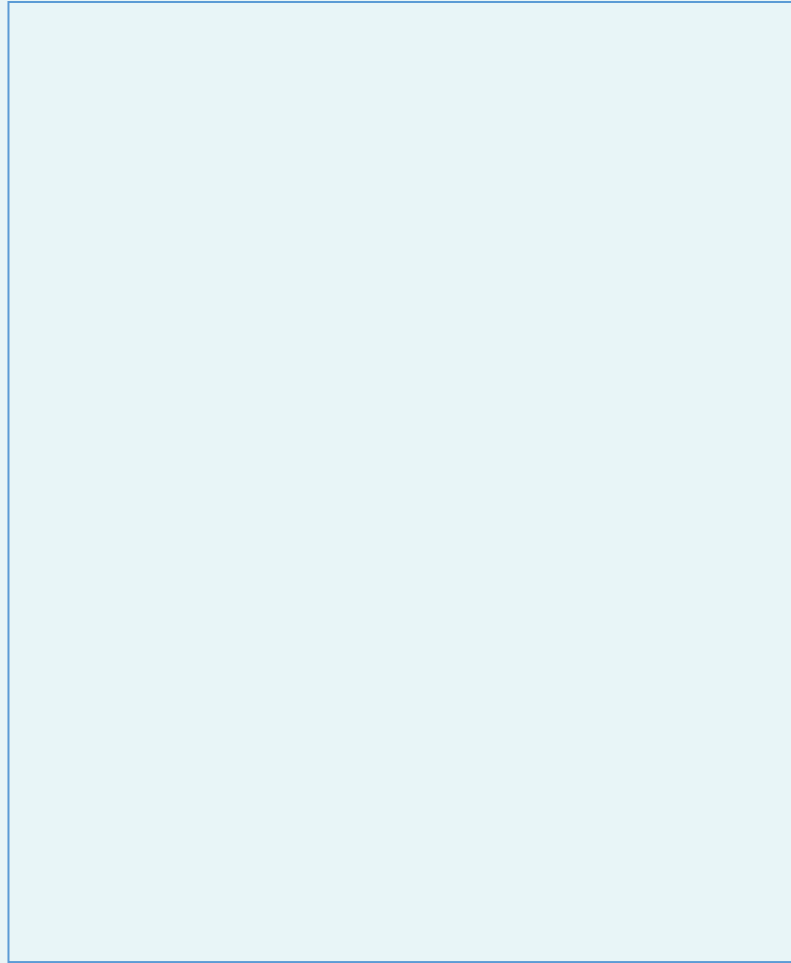
Child's Perspective and Goals

- What are child's expectations for therapy?
- What are some goals the child would like to achieve?
- Help the child articulate these goals so they relate to improving mood...
 - Help us reword these goals. . .
 -

Overview of Getting Acquainted

- What is different?
 - Goals of Program
 - Knowing when you feel sad, down, cranky
 - Knowing how to get “unstuck” from those feelings
 - Monitoring tool: the Feelings Thermometer
 -

Introduce Feelings Thermometer

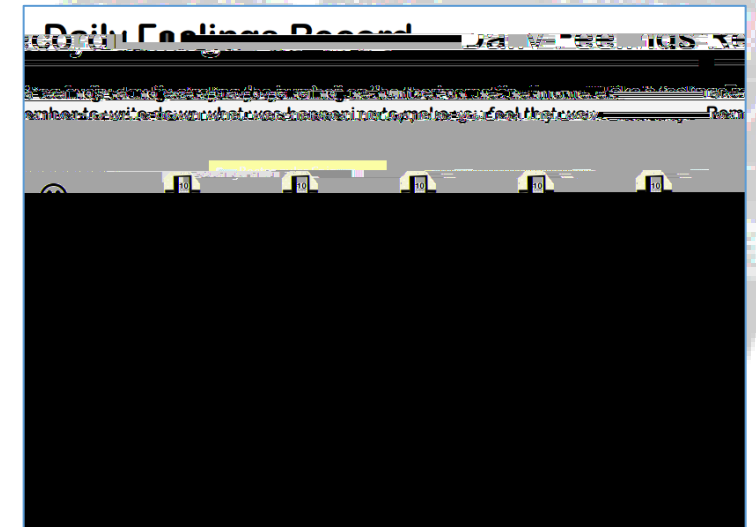


Introduce Feelings Thermometer

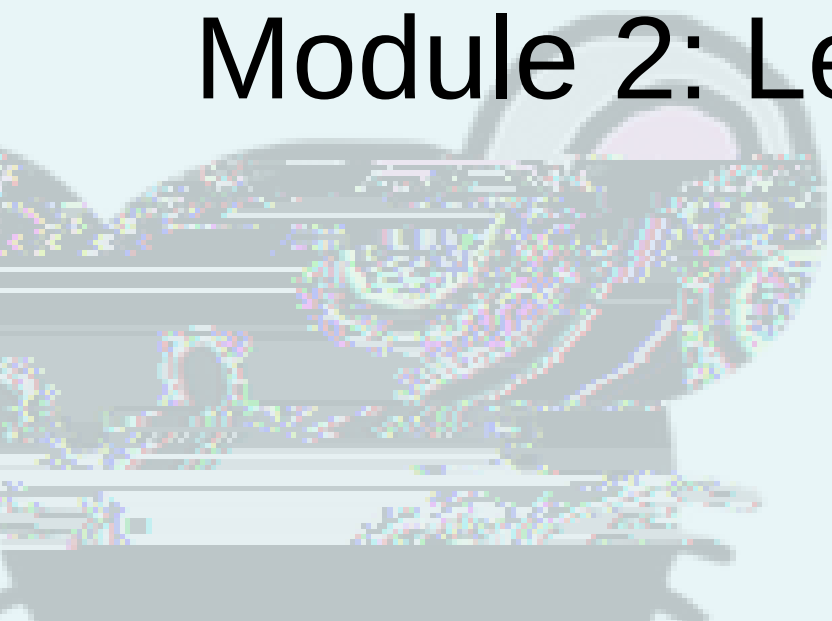
- Make sure child has a working definition for the different levels on the feelingsthermometer
- Not every day will be a 10 or a 0
- Come up with examples to illustrate the gradations
- Use examples from your own life!

Practice Assignment

- Have child complete “Daily Feelings Record”
 - This gets child into the habit of monitoring mood
 - Child should start to pay attention to “clues” about how they are feeling and why

A screenshot of a 'Daily Feelings Record' form. The form has a header with the title 'Daily Feelings Record' and a date field. Below the header, there are several rows of text for recording feelings and reasons. At the bottom, there is a row of five colored boxes (yellow, green, blue, red, and purple) for rating the mood. The form is partially obscured by a large, faint, stylized illustration of a child's face in the background.





Module 2: Learning about Depression in a Child



ThinkingFeelingDoing

- Try to generate example from the child's own life
 - Is there a time when you felt upset?
 - What happened to start these >>BDC /TT0544054405EMC / /L1 (4054) ha

How I Show My Feelings

- All people look, feel and act slightly different when they are sad, mad, or upset
- What is it like when I feel bad...
 - What do I usually do?
 - How do I look and sound?
 - What do I think about myself and my world?
 - How does my body feel?
 - How do I act around others?
- What is it like when I feel good...
 - What do I usually do?
 - How do I look and sound?
 - What do I think about myself and my world?
 - How does my body feel?
 - How do I act around others?

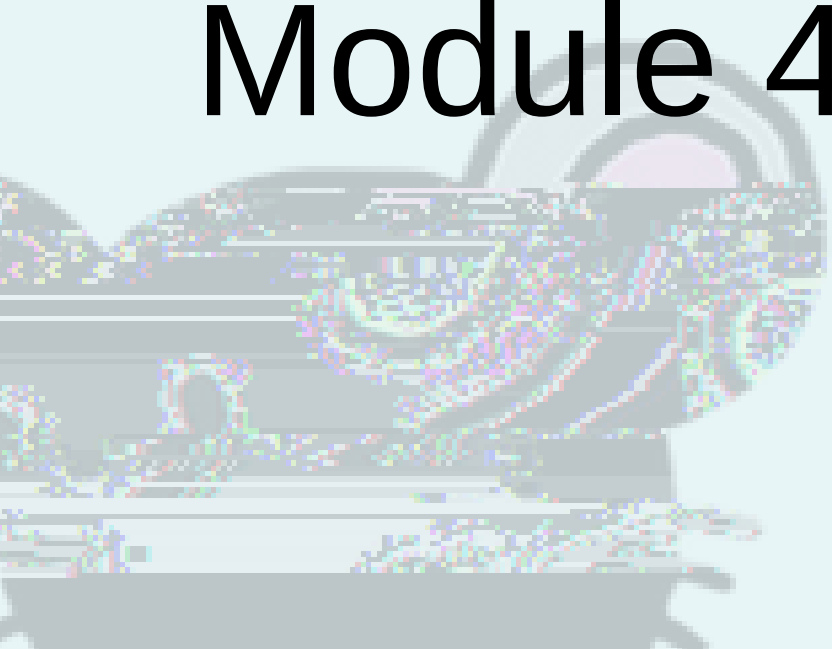


Homework for Child

- Gathering clues and evidence
 - Understanding what makes us feel good and what makes us feel bad is like solving a mystery
 - Need to look for clues
 - Practice completing “ThinkingFeelingDoing” worksheet over upcoming week when you feel bad in order to gather clues



Module 4: Problem Solving



Problem Solving

- Why problem solving?
 - Depressed children
 - Often feel hopeless or helpless in the face of challenges
 - Have difficulty coming up with solutions and following through
- Problem solving
 -

S-T-E-P-S to Problem Solving



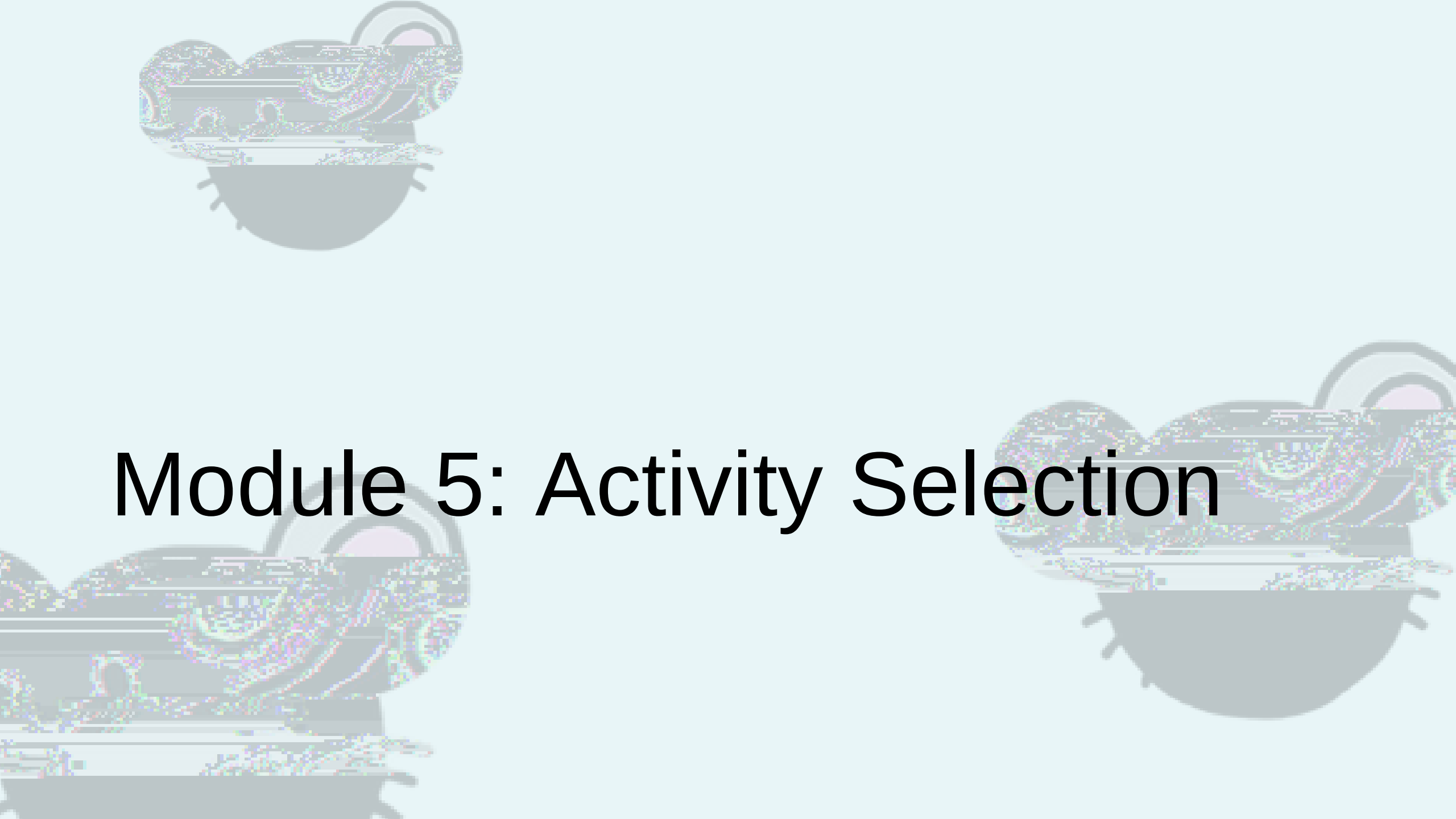
See if it
worked

Applying STEPS

- Use STEPS to solve a fun problem
 - Something you can solve in session together
 - E.g., Move an object across the room without using hands
 - Appropriate self

Problem Solving STEPS: Common Pitfalls

- Problem is too large in scope or not “solvable”
 - E.g., Socioeconomic status, health condition
 - Something beyond child’s control
 - “I don’t live with my mom” vs. “I feel sad about my mom”
- Evaluating during the brainstorming phase
 - Allow less preferable solutions to go on the list



Module 5: Activity Selection

Activity Selection

- Why activity selection?
 - Depressed children withdraw from reinforcing activities
 - Depressed children experience physical lethargy
 - The aim is to reintroduce reliably mood enhancing activities and make them part of the child's routine
 - The goal is to demonstrate how engaging in pleasant activities can improve mood
 - By using thermometer ratings to show that it works

Activity Selection Exercise

- Provide client with “Doing Something Fun to Feel Better” worksheet
- Have several activities to choose from that you can do in session
- Practice taking ratings
- Debrief about activity afterwards; point out to child that activity
 - Only took a few minutes
 - Wasn’t even their favorite activity

Four Types of Activities

- As much as possible, all activities should be simple and free and feasible at almost any time/place
- Activities that use energy are especially good
 1. Things we enjoy
 2. Social
 3. Helping someone else (altruism)
 4. Staying busy (group or club)



Module 9: Cognitive Coping - BLUE

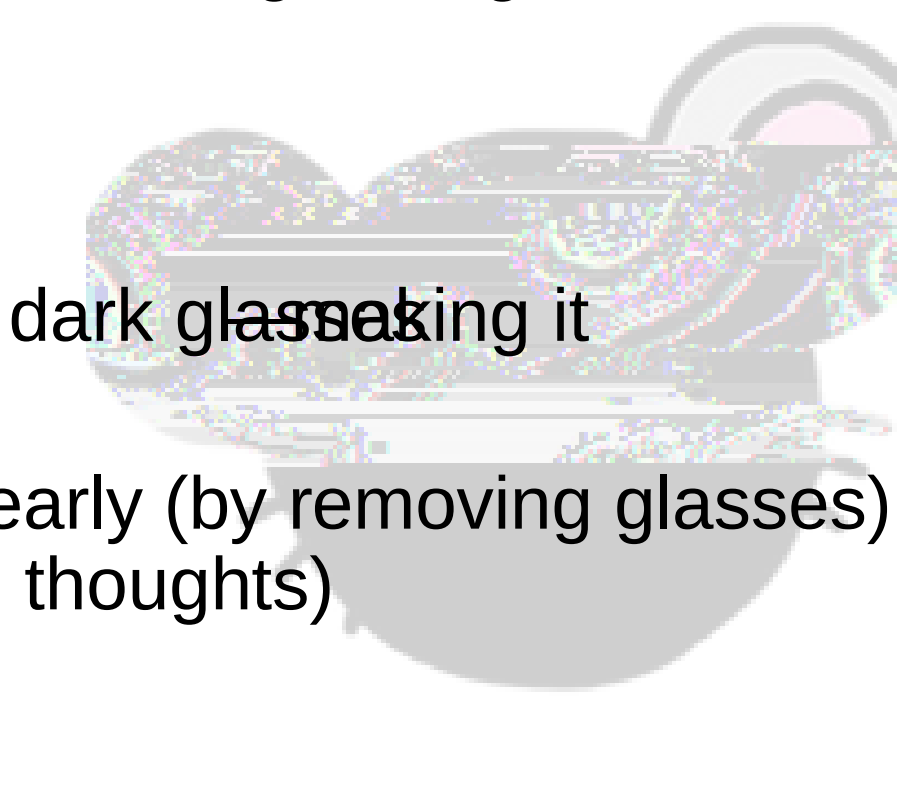


The Core Belief

- What is the Core Belief?
 - A belief based on early life experiences with which child may interpret events and which may influence behaviors
 - It is activated by negative or stressful events
 - Results in “automatic negative thoughts”
- Common Core Beliefs
 - I am unlovable
 - I am helpless
 - I am damaged

Overview: Cognitive Coping BLUE

- Why modify cognitive distortions?
 - Depressed kids filter for negative information, make negative attributions
 - Fail to question how accurate/probable their negative beliefs actually are
 - Over time, questioning automatic negative beliefs becomes easier and may lead to longterm changes in core beliefs



Introducing BLUE to TRUE Thoughts: Blue Glasses

- Can be imaginable or done ~~in~~ *in vivo*
- What does the world look like when you are wearing dark glasses?
 - Dark
 - Blurry
 - Everything looks “the same”
- Having BLUE thoughts can be like wearing dark glasses making it harder to see the world as it really is
- Make a link between seeing things more clearly (by removing glasses) and thinking more realistically (by changing thoughts)

B-L-U-E Thoughts

Blaming myself

- “If I hadn’t misbehaved, my mom would still be taking care of me.”

Looking for the bad news

- “My new school doesn’t have a computer room. It already totally sucks.”

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5 Types of Socratic Questions

- Clarification questions
 - What do you mean by...?
 -

Cognitive CopingBLUE: Common Pitfalls

- Kids who say

Overview: Plans for Coping

- Helps child consolidate and practice applying their three favorite coping skills learned in treatment
- Teaches child perseverance in coping
- Why focus on perseverance?
 - Depressed children give up more easily
 - Big problems require more than one solution
 - Help them identify tools from the toolbox that most reliably improve their mood



Next Up!

- Disruptive behavior Focus

