

Cognitive-Behavior Therapy for Depression and Mood Disorders

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The Facts

- As many as one in every 33 children and one in 8 adolescents may have depression.
- Two-thirds of children with mental health problems do not get the help they need.
- Treatment for Depression is as effective for children as adults
- Suicide is the third leading cause of death for 15 to 24 year olds, and sixth for 5 to 15 year olds.

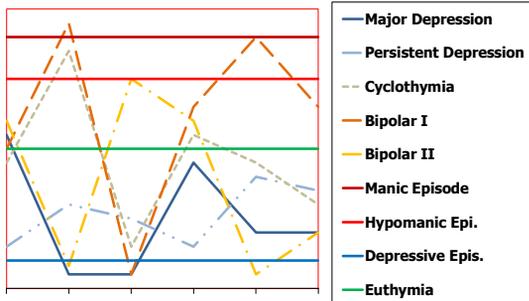
Mood Disorders

- Major Depressive Disorder
 - Single Episode
 - Recurrent
- Persistent Depressive Disorder
- Premenstrual Dysphoric Disorder
- Substance-Induced Depressive Disorder
- Depressive Disorder due to Another Medical Condition
- Other Specified Depressive Disorder
- Unspecified Depressive Disorder
- Unspecified Depressive Disorder

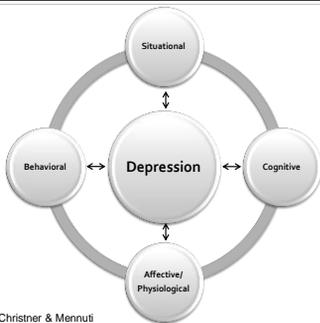
Mood Disorders (cont.)

- Disruptive Mood Dysregulation Disorder
- Bipolar I Disorder
- Bipolar II Disorder
- Cyclothymic Disorder
- Bipolar Disorder due to Another Medical Condition
- Other Specified Bipolar and Related Disorder
- Unspecified Bipolar and Related Disorder
- Adjustment Disorder with Depressed Mood

Mood Disorders of DSM-5 and ICD-10



Multidirectional Model of CBT



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Situational

- Negative psychosocial situations can “lead to” or exacerbated negative mood
 - Family conflict (i.e., divorce)
 - Loss of loved one
 - Academic failure
 - Failure to live up to expectations
 - Physical, emotional, and verbal abuse
 - Change in surrounding (e.g., frequent moves)

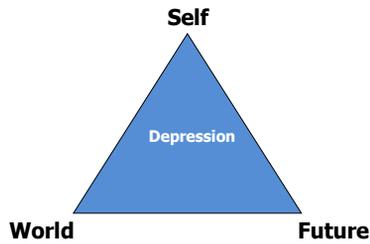
Affective and Physiological

- Negative affectivity
 - Similar to what is found with anxiety
 - Temperament
 - Personality
- Genetic vulnerability
 - Neurotransmitters??
- Physiological stressors
 - Medical conditions
 - Health and wellness
 - Physical symptoms of depression can further the depressed mood

Behavioral

- Loss of reinforcement and motivation
- Positive v. negative reinforcement
- Conditioning
 - Can you be conditioned to be depressed?
- Learned helplessness
 - Experiencing negative, uncontrollable situations is linked to feelings of helplessness and apathy.
- Social skills deficits

Cognitive Triad (Aaron T. Beck)



Cognitive

Cognitive distortions

- **Dichotomous thinking**
 - Black and white or all-or-nothing thinking
- **Overgeneralization**
 - Negative conclusions that go beyond a specific situation
- **Labeling**
 - Use a global label to a specific event
- **Overvaluation (selective attention)**
 - Focus attention to one negative aspect and overlook the whole
- **Catastrophizing**
 - Negative events are seen as a tragedy
- **Minimization**
 - Magnify the negative and minimize the positive
- **Personalization**
 - Attribute self to be the cause of an event
- **Mind reading**
 - Believe he or she knows what others are thinking

Cognitive

Cognitive deficits or deficiencies

- Lack of concentration
- Problem solving difficulty
- Fixation
- Deficits in emotional regulation
 - What comes first?
- **Dysfunctional schema**
 - Serve as filters that guide what an individual attends to, how he or she perceives it, and what meaning he or she takes from it

Modular-Based Interventions

Cognitive Interventions
Psychoeducation
Activity Scheduling
Maintenance
Problem Solving
Self-monitoring
Goal Setting

Social Skills Training
Communication skills
Self-reward/Praise
Relaxation
Behavioral Contracting
Modeling
Assertiveness Training

Manual-Based Programs

- Primary and Secondary Control Enhancement Training for Youth Depression (PASCET)
- Penn Prevention Program (PPP)
- Self-Control Therapy (SCT)
- Adolescent Coping with Depression Course (CWD-A)

Small Strategies for Lasting Positive Life Change



Activity Scheduling

- **There are benefits to being scheduled!!**
 - Assists individuals in engaging and reengaging in goal-directed and pleasurable activities
 - e.g., walk dog, movie with friends, dinner with family, play a game
 - Provides individuals with the opportunity to feel more effective as they complete tasks
- Individuals need educated about the relationship between involvement in an activity and improvement in mood and life functioning
- Physical activity and sleep are important to include

How Much Physical Activity Do Youth Need?

- 30 to 60 minutes of physical activity daily.
- Should include:
 - Aerobic Activities
 - Muscle-strengthening Activities
 - Bone-strengthening Activities
- Activities should be age-appropriate, enjoyable, and offer variety.

Sleep: Yes, this should be part of your schedule!

- Getting enough sleep helps to combat some of the fallout of stress, and poor sleep has been linked to significant problems, including: greater risk of depression and anxiety, increased risk of heart disease and cancer, impaired memory, reduced immune system functioning, weight gain and a greater likelihood of accidents.
- Practice good sleep hygiene!!!

Acts of Kindness: Did you know?

- Research shows that practicing acts of kindness is not only good for the recipient but also good for the doer. (Lyubomirsky, 2007)
- Simply witnessing or hearing about a kindness leads people to feel “elevated” and increases their desire to perform good deeds. (Lyubomirsky, 2007)
- People, who perform acts of kindness or altruism, experience a boost in their level of happiness. (Post, 2005)

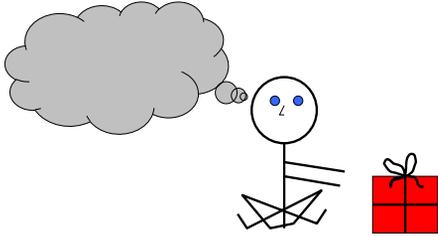
Samples of Acts of Kindness

- Smile at one extra person
- Eat lunch with someone new
- Share your umbrella
- Volunteer on clean up day
- Bake cookies for someone
- Give someone a hug
- Buy someone a cup of coffee
- Tell someone how much you appreciate them
- Say hello
- Open a door for someone
- Read to a child
- Leave flowers
- Etc.

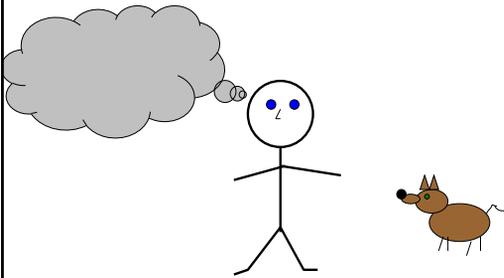
Cognitive Interventions: Restructuring

- Change cognitive distortions (irrational negative thoughts and beliefs someone has about different situations) and to increase positive self talk
- Steps:
 - Recognize and get rid of negative self talk
 - Counter the negative thoughts with realistic positive self talk
 - Believe the positive self talk!
- New Thoughts—New Feelings—New Behaviors

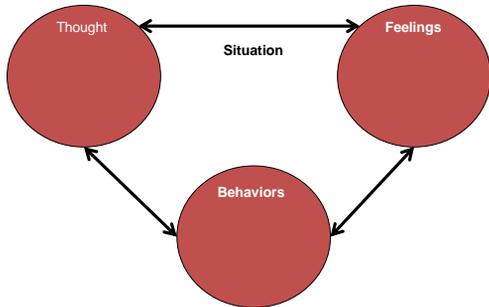
Socializing CBT to Children



Socializing CBT to Children



Use of Thought Records



Cognitive Interventions: Reframing/Reattribution

- I can do it!
- I did it last time; I can do it again.
- Be brave.
- Everyone makes a mistake sometimes.
- It is not likely that something bad will happen.
- I'll get through it.

Attending to Gratitude

"The willingness to recognize the unearned increments of value in one's experience, whether the emotional response of gratitude is present or not, by thought and action suitable to the value received"

(Bertocci and Millard, 1963)

Attending to Gratitude

- Recall your day
 - Everyday pleasures, small things, important people
- Think about 3 good things--3 things that went well recently
 - Be creative, not repetitive
- Associate each item with the word *gift*. Take time to reflect on why this was a "gift" for you.
- Think of ways you could use this to give back to others in response to the gratitude.
- Develop a practice that is best for you
 - Daily, several times a day, weekly, etc.

Journaling

What You Need:

- *Time* - some periods of time when you are fresh and unhurried (morning or evening)
- *Materials* - a comfortable pen and notebook, or computer
- *A Place* – that is quiet and where you won't be disturbed

Privacy is essential!!

Journaling

What to write about:

- Your day
- A person who is important to you
- A favorite vacation
- Your earliest memory
- A place you really love
- Something you feel passionate about
- If you won the lottery
- Your goals – Be explicit (This can be self-fulfilling?)

Relaxation

- Diaphragmatic Breathing
 - Ten Candles
 - Bubble Breathing
 - Pinwheel
 - 4-7-8
- Progressive Muscle Relaxation
- Guided Imagery
- Mindfulness/MBSR
- "Pause on Purpose"



Power of the Body: Pitfalls

- Slouching
- Invading space
- Hovering over the listener
- Looking blank
- Looking stern
- Displaying threatening gestures
- Folding your arms
- Exhibiting distracting habits

Assertiveness

Assertiveness is about...

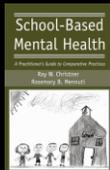
- Being clear about your needs and rights, asking for what you want, saying no to what you don't want
- Using direct, open & honest communication, taking responsibility, respecting others and not violating their rights

When you are assertive...

- Others will feel comfortable, know where you stand and respect you for your honesty
- Your needs get met, you experience less stress and more satisfaction with life in general

Assertiveness

- Takes responsibility
- Takes initiative
- Listens actively
- Speaks up, is direct and constructive
- Shows sincerity
- Is solutions focused
- Assumes a confident voice and body language
- Addresses concerns directly to the source
- Requests needs



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Questions and Answers
