MAP Direct Services Training Series

Workshop Day 2 (Advanced Slides)

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Basics of Exposure

Identify and rank anxiety provoking situations

Pick a situation and practice it

Fear reduction and habituation

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Types of Exposure

Real Exposure (In Vivo)

- Public Speaking
- Playing with dogs
- Role playing teasing

Imaginal Exposure

- Writing a story about getting a disease
- Simulate a storm
- Visualize teasing

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Basics of Exposure

Identify and rank anxiety-provoking situations

- Create fear ladder

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Fear Ladder: Rationale

- Identifying and ordering feared stimuli makes planning exposure easier and allows client to see progress

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Building a Fear Ladder

- Create a list of the youth's fears using the Fear Thermometer to give a fear rating
  - Rank items from the least (0) to the most feared (10)
  - Have some items in the low, middle, and high range
- Choose items that the youth will actually be able to practice (with you or at home)

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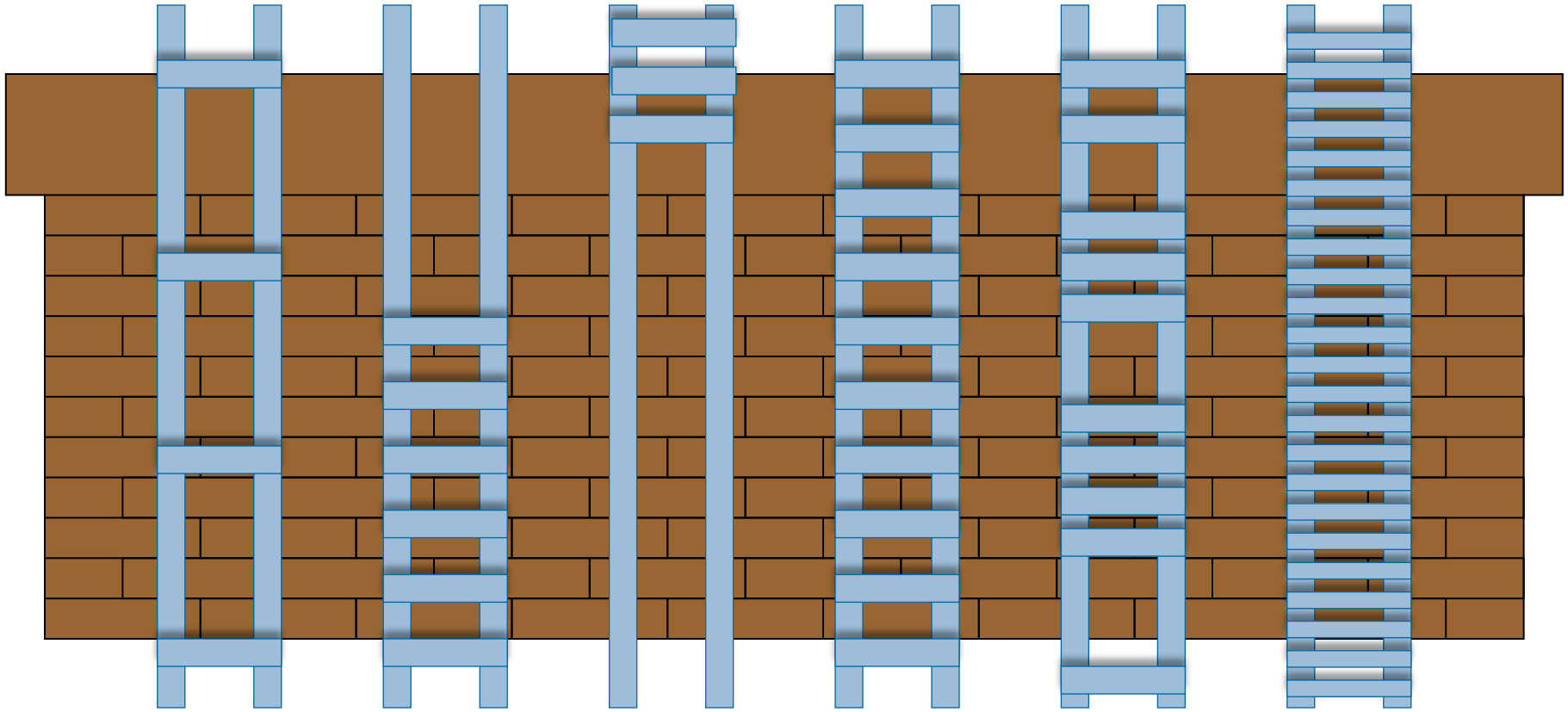
Which Ladder Would You Climb?



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Building a Fear Ladder

- Break the fear stimulus into as many possible scenarios as possible
  - Create a range of feared situations
- Therapist elicits ratings by varying stimulus across relevant dimensions, including:
  - Number
  - Gender
  - Location
  - Age
  - Intensity
  - Proximity

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Social Anxiety Variations

- Age or gender of person you are engaging (adults vs. youth, 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)

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Social Anxiety Example

Rating	Item
10	Organizing game among group of peers on playground
9	Asking unfamiliar peer to play game
8	Asking familiar peer to play game
7	Ordering food from unfamiliar teenager at familiar restaurant
6	Ordering food from familiar teenager at familiar restaurant
5	Approaching unfamiliar adult and asking 3 questions
4	Approaching familiar adult and asking 3 questions
3	Approaching unfamiliar peer and asking 3 questions
2	Approaching familiar peer and asking 3 questions
1	Waving with eye contact at unfamiliar peer

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Group Exercise: Building a Fear Ladder

- 8 year old boy with separation anxiety and school refusal
  - In treatment now for 3 sessions
  - First, you'll work with the youth to generate a list of at least 10 items that would be on a list of things he fears related to the problems listed below

Problems
Slow to get ready for school
Asks over and over if he can stay home with caregiver
Asks what time she's going to pick up him after school
Worries about bad things happening while they are apart
At school, he cries and refuses to get out of the car
Similar problems when it's time to go to soccer practice and refuses to be left with a babysitter

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Group Exercise: Building a Fear Ladder

- 8 year old boy with separation anxiety and school refusal
  - In treatment now for 3 sessions
  - You have generated the list
  - Now as a group you'll guide the youth to provide ratings for each item

Problems
Slow to get ready for school
Asks over and over if he can stay home with caregiver
Asks what time she's going to pick up him after school
Worries about bad things happening while they are apart
At school, he cries and refuses to get out of the car
Similar problems when it's time to go to soccer practice and refuses to be left with a babysitter

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Getting Started

10	Going to school all day long, all by myself
9	
8	
7	
6	
5	Going to school, going into class, Mom comes along, we leave together after 1 hour
4	
3	
2	
1	*Thinking and talking about school with therapist*

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Basics of Exposure

Identify and rank anxiety-provoking situations	• Create fear ladder
Pick a situation and practice it	• Choose situation from fear ladder with the youth • Plan exposure and do exposure
Fear reduction and habituation	• Get ratings throughout • Continue until habituation • Praise effort • Encourage threat reappraisal

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How Exposure Works

- Let’s graph it!

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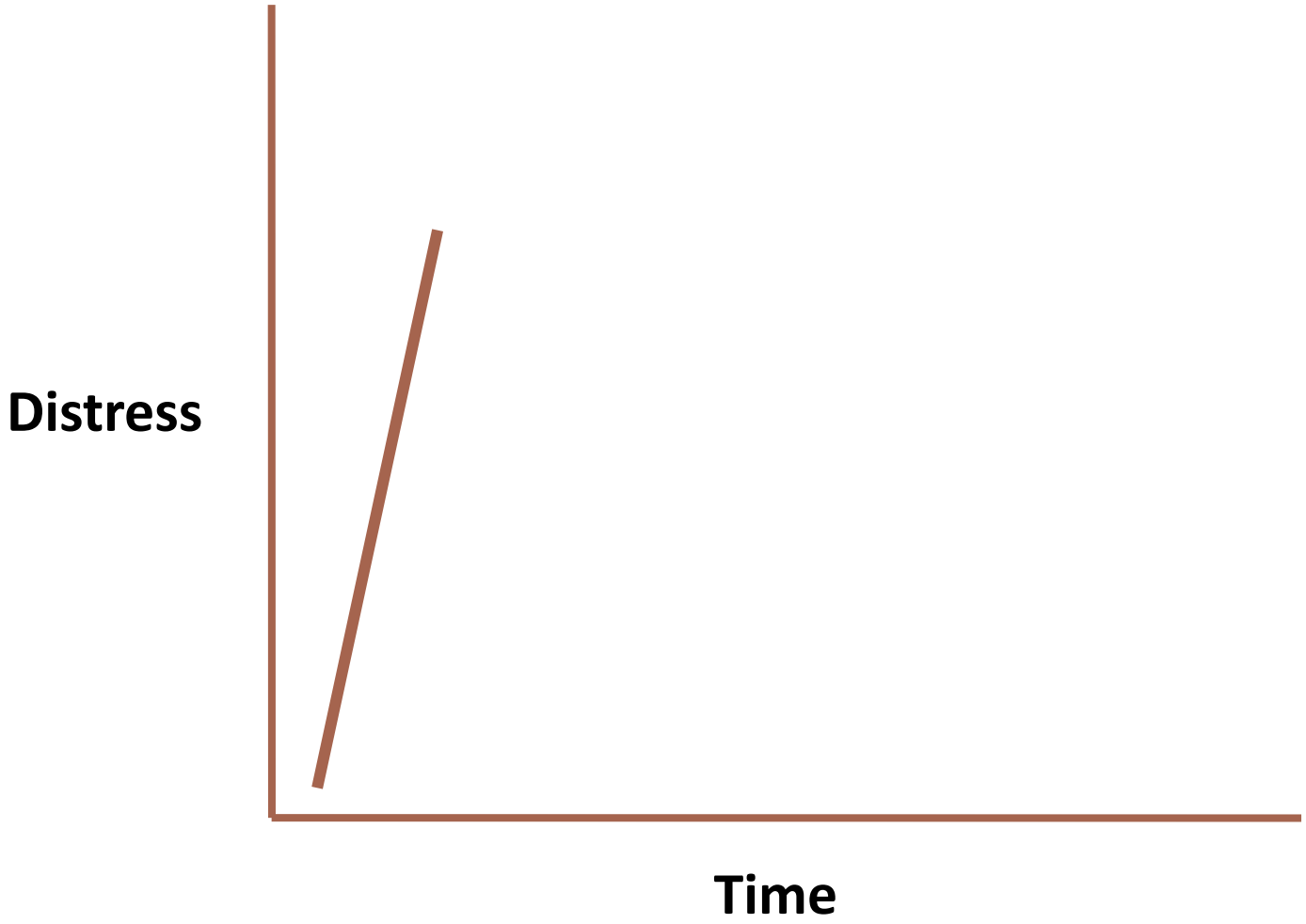
Fear Activation



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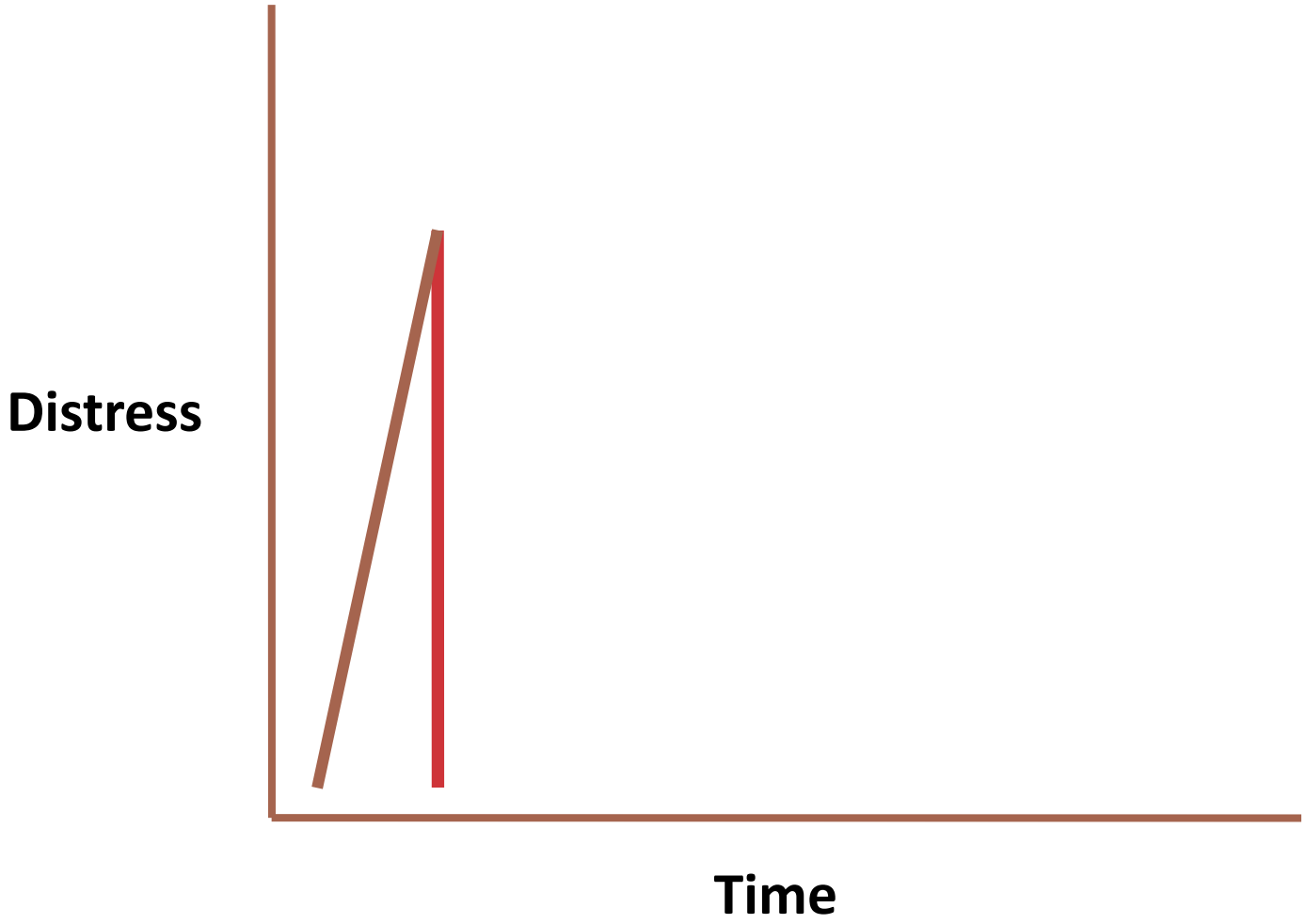
Avoidance



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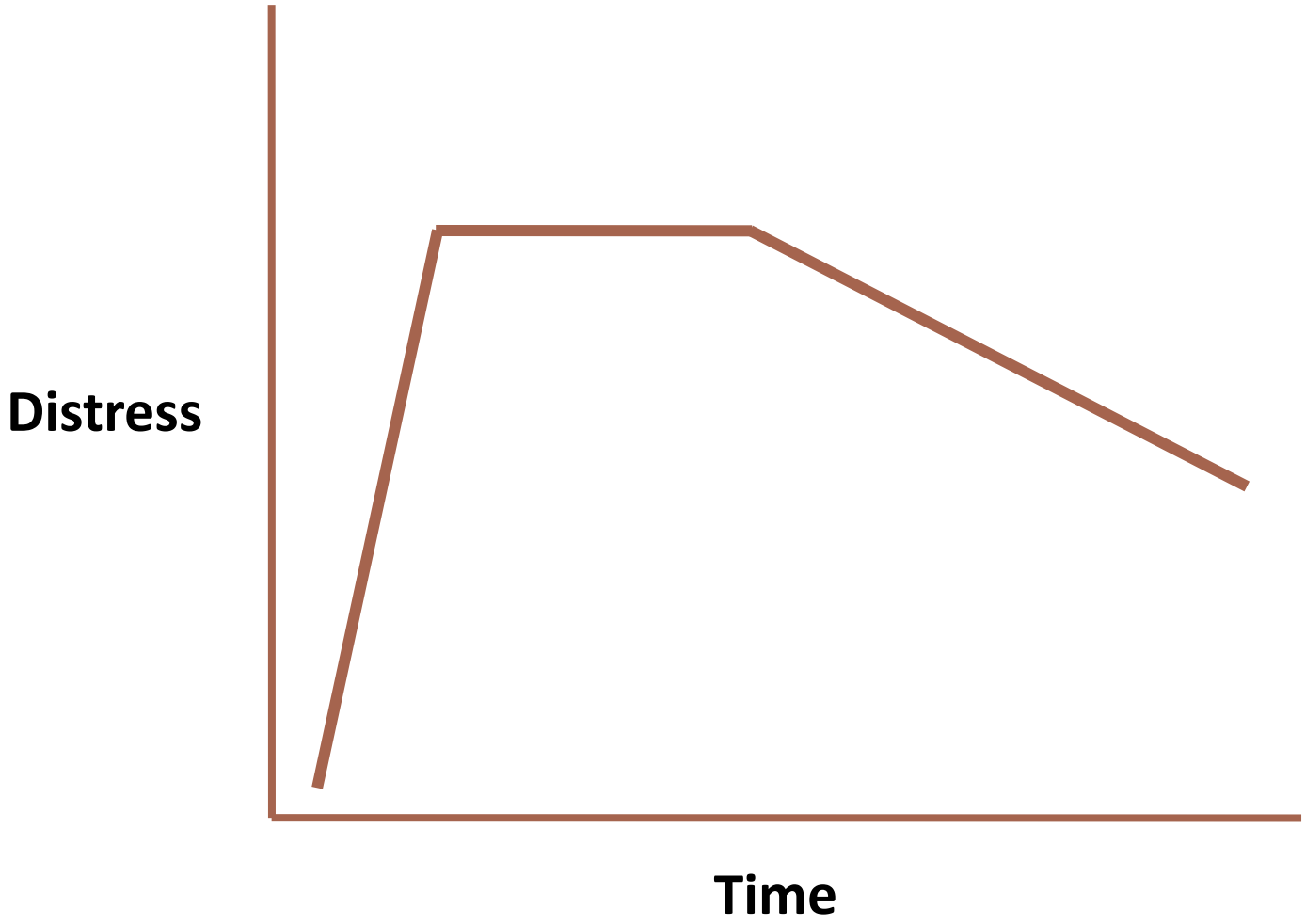
Exposure



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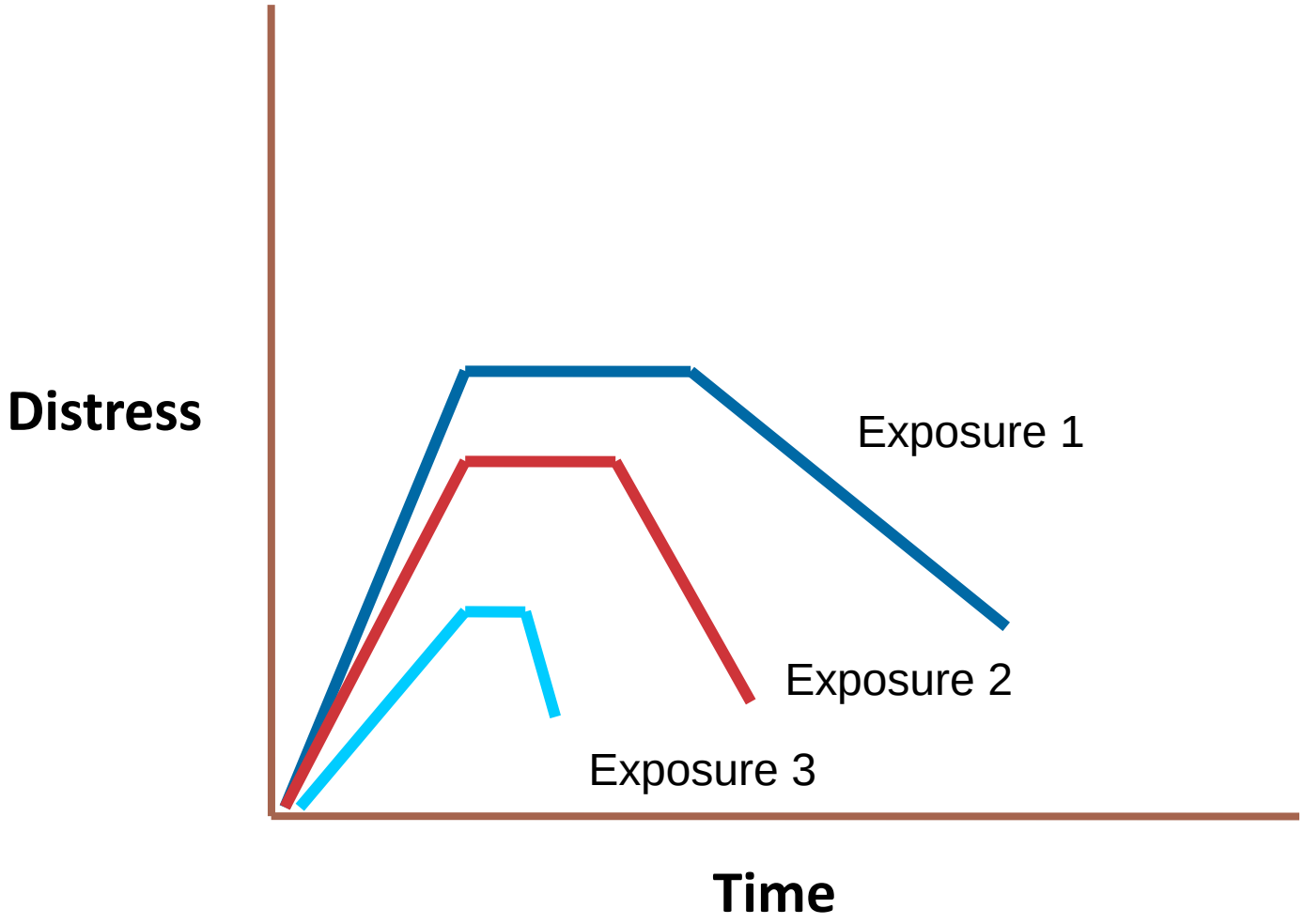
Exposure for Three Trials



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Exposure: Guidelines

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

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Exposure: What It Looks Like in Session

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

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Two Varieties of Habituation

- Within practice habituation
  - Anxiety ratings drop down during each exposure (or set of trials)
- Between practice habituation
  - Anxiety ratings at the start are lower across trials (i.e., across time)
- Both are your goal!

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Two Practice Types

- “Before-and-After Practice Record”
  - Discrete trials of behaviors (e.g., asking someone a question)
  - Rate fear before and after each trial
- “Start-and-Stop Practice Record”
  - Extended or continuous behaviors (e.g., standing in a dark room, touching a feared object, giving a speech)
  - Rate fear when you start and then at one minute intervals during the exercise

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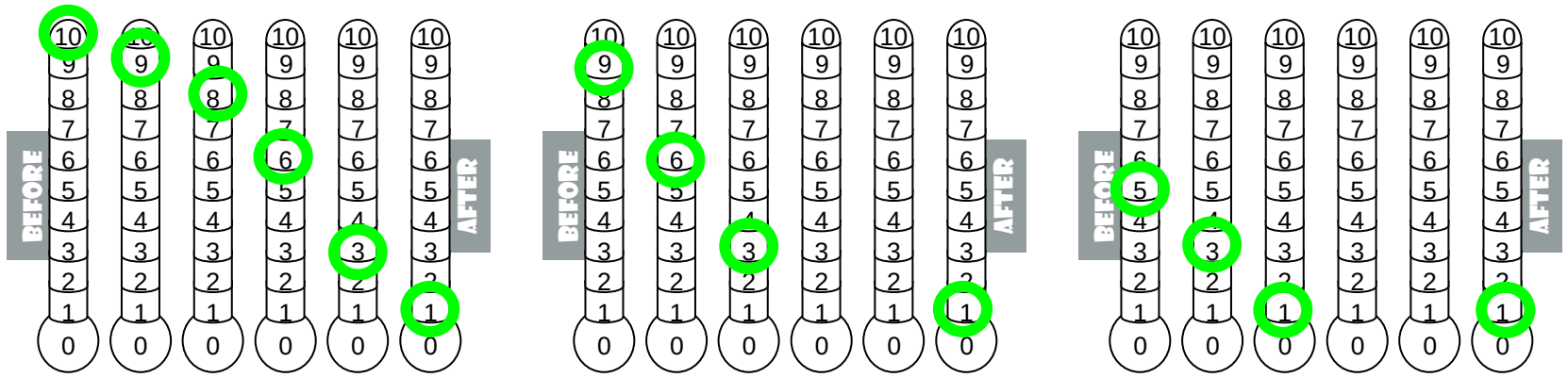
Practice Record

Goal: Each time you practice, take ratings every ____ minutes. Stop after ____ minutes or when your rating comes down to a ____.

Start Date: August 7

Day	Tuesday	Wednesday	Friday
Item	Speech	Speech	Speech



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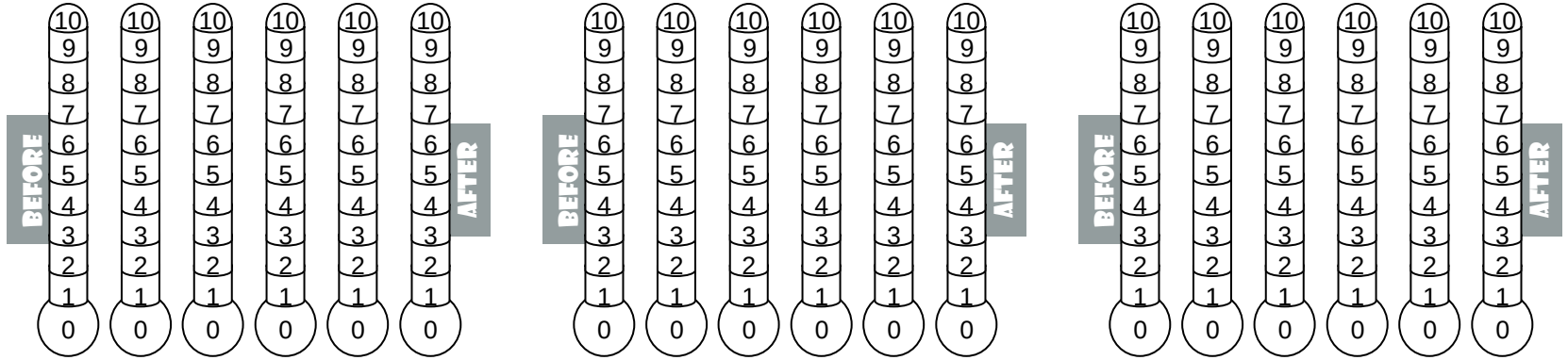

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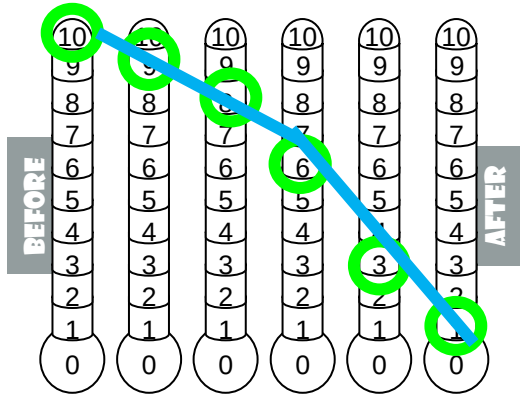

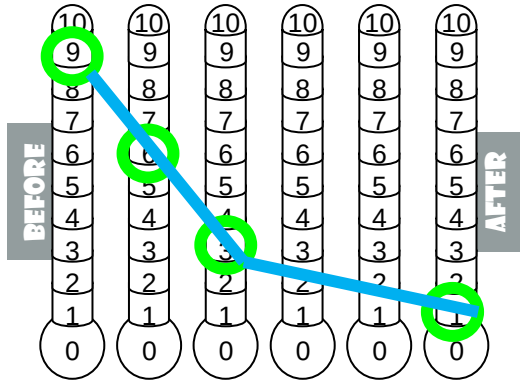

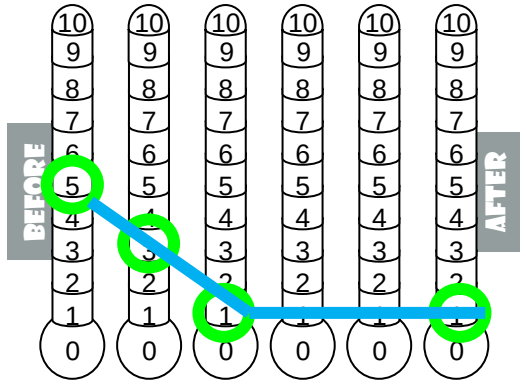

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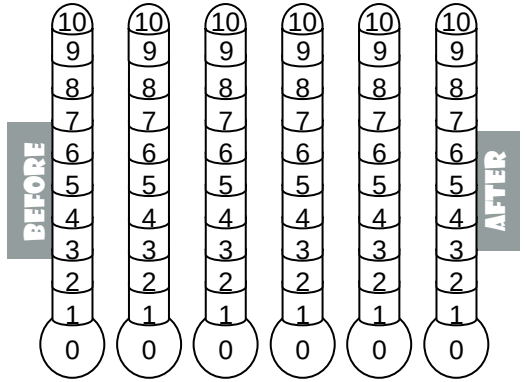

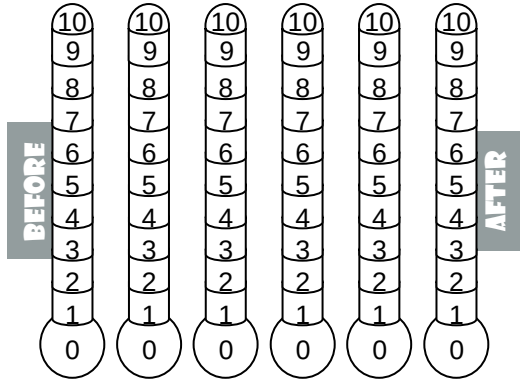

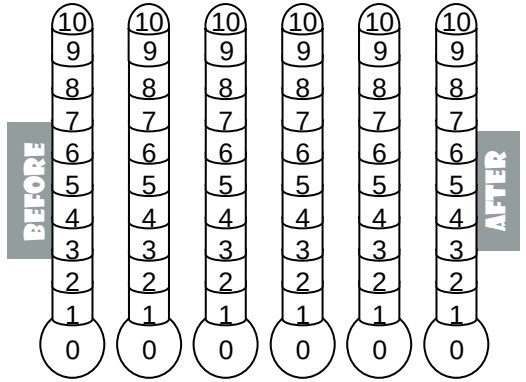

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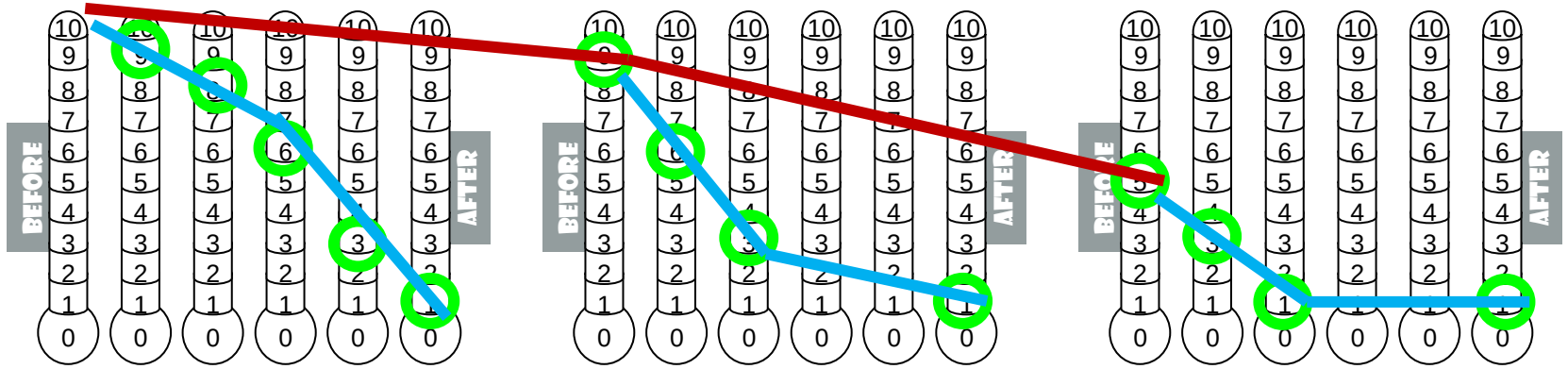

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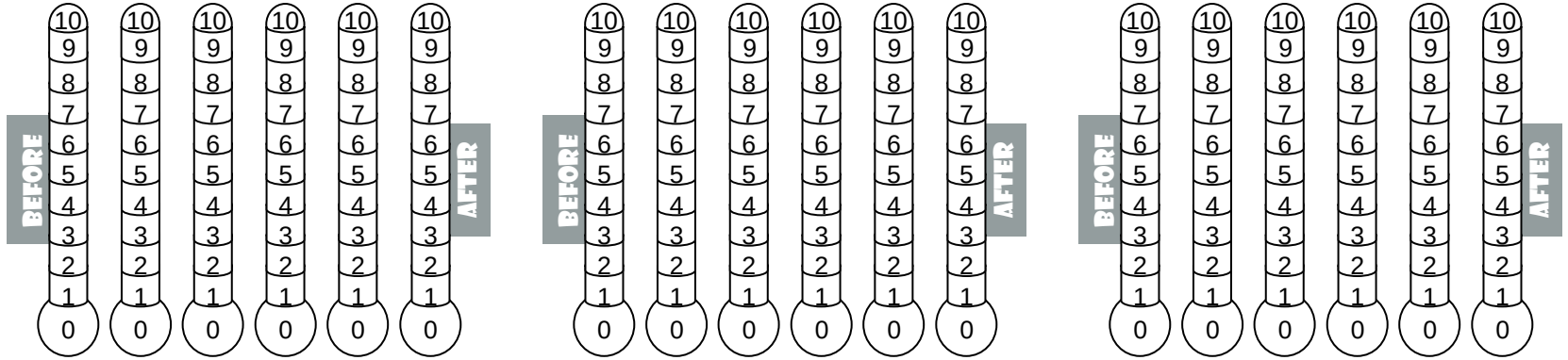

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Thinking About Style

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Socratic Questioning

- Simple yet strong method for exploring ideas or statements in depth and breadth through the use of carefully formulated questions
- Emphasis on exploration versus explanation

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Types of Socratic Questions

- Reasons/evidence probing
  - What is your evidence?
  - What led you to that belief?
  - How often has that happened?
- Viewpoints/perspectives
  - What would someone who disagrees say?
  - What would you tell someone you wanted to help?

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Types of Socratic Questions

- Implications/consequences
  - What effect would this have?
  - What is the worst thing that could happen?
  - What is the best thing that could happen?

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Activity

Modeling Therapist Style

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Therapist Style

- Client: Monique, single mother of 5 children
  - Therapist is attempting to explain Attending intervention
  - They are about two sessions into treatment
  - Rapport is already established, client is relatively engaged
- Watch the therapist for Socratic and non-Socratic actions

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Embracing Diversity

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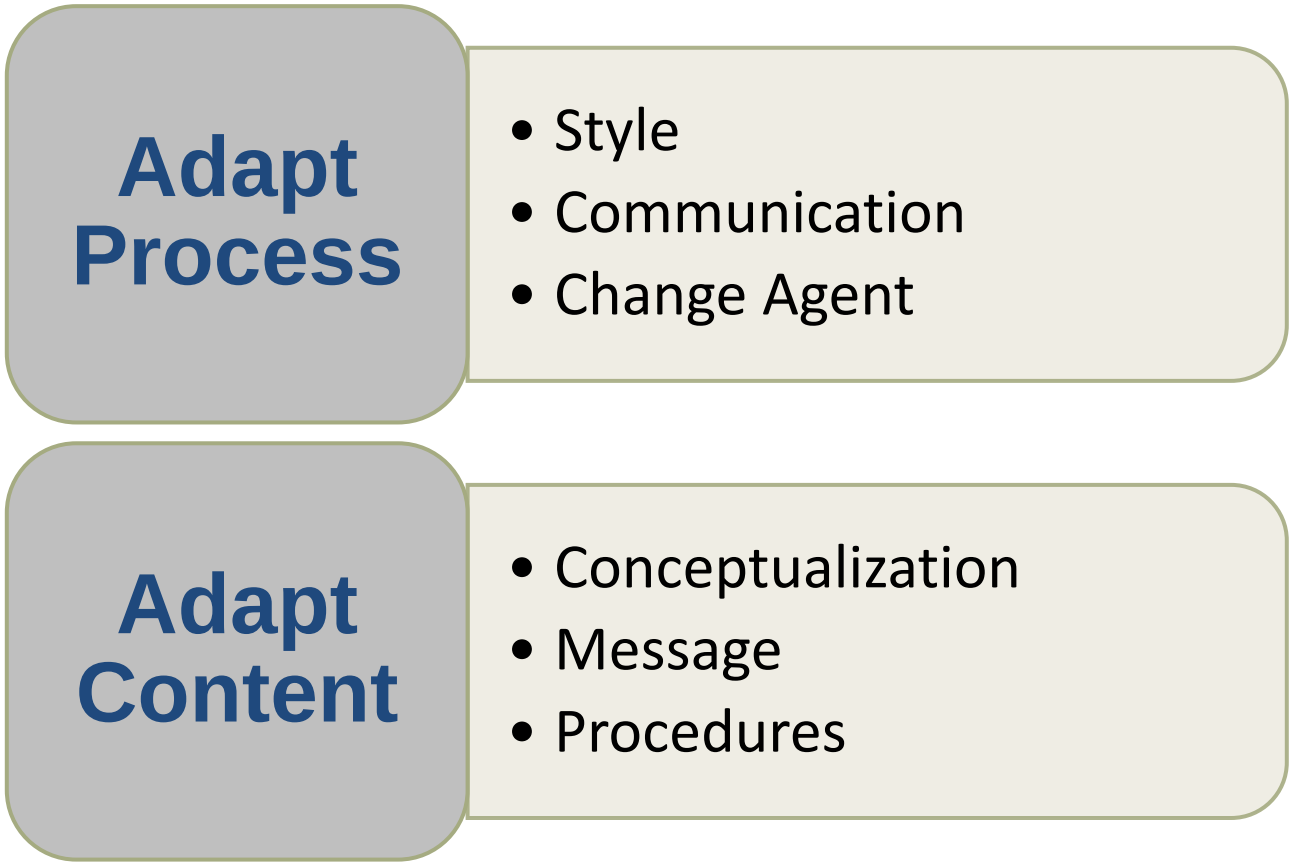
Embracing Diversity



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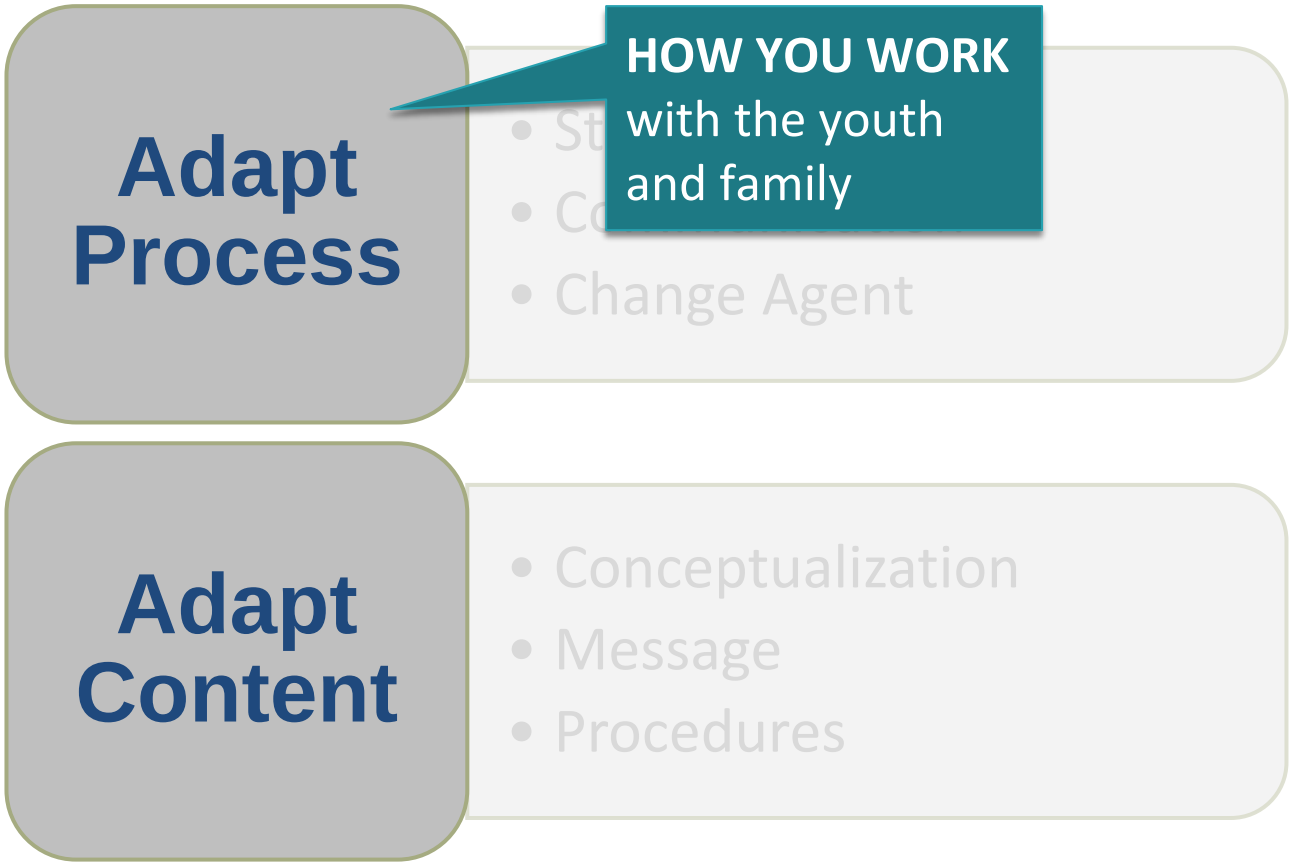

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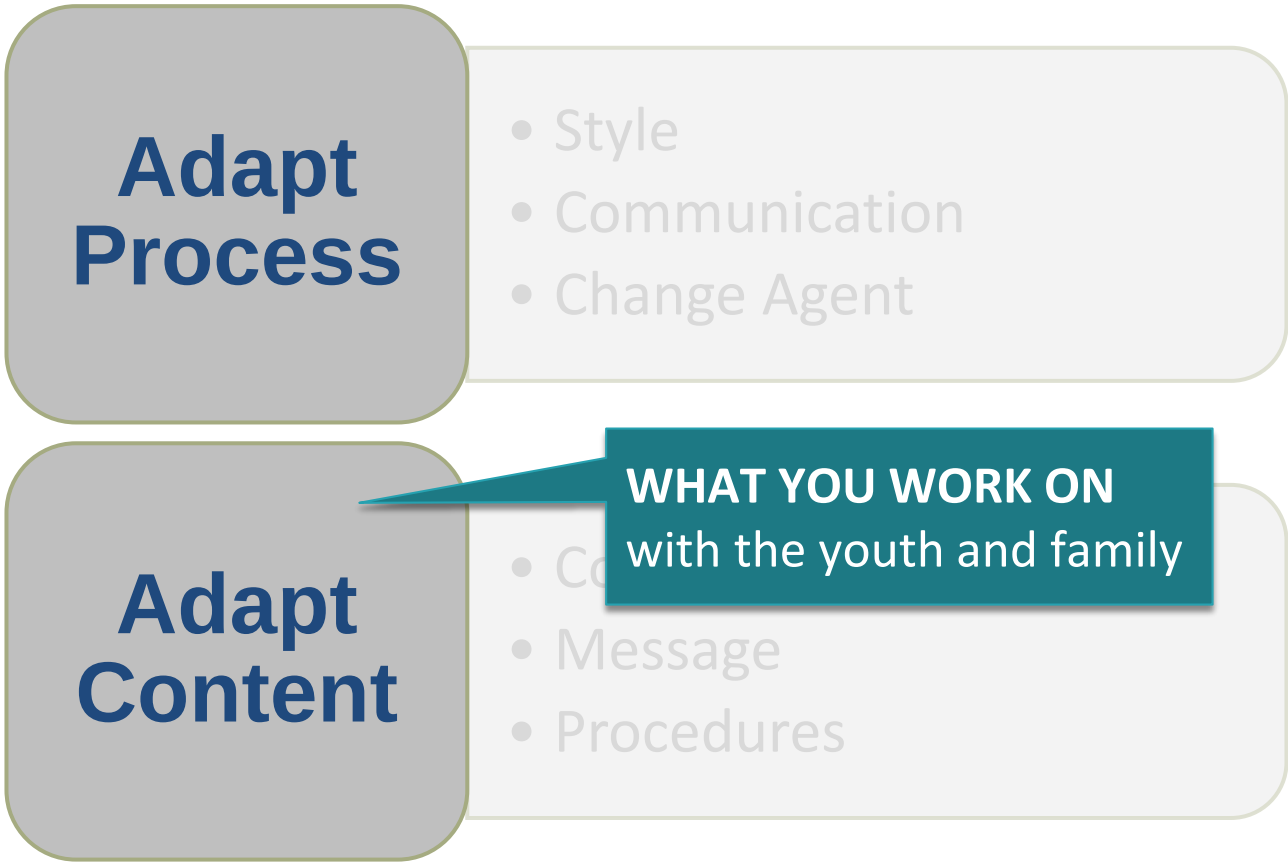

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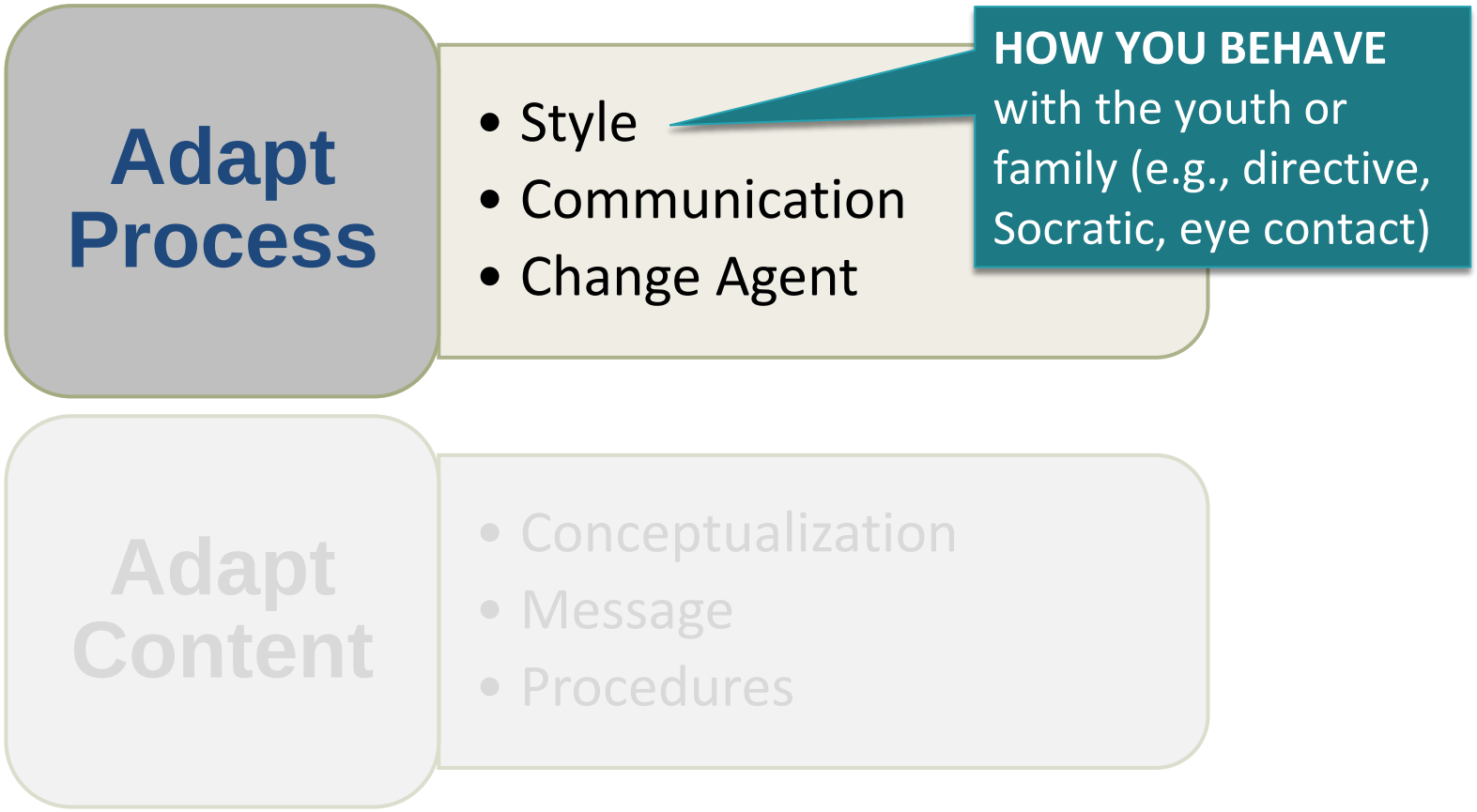

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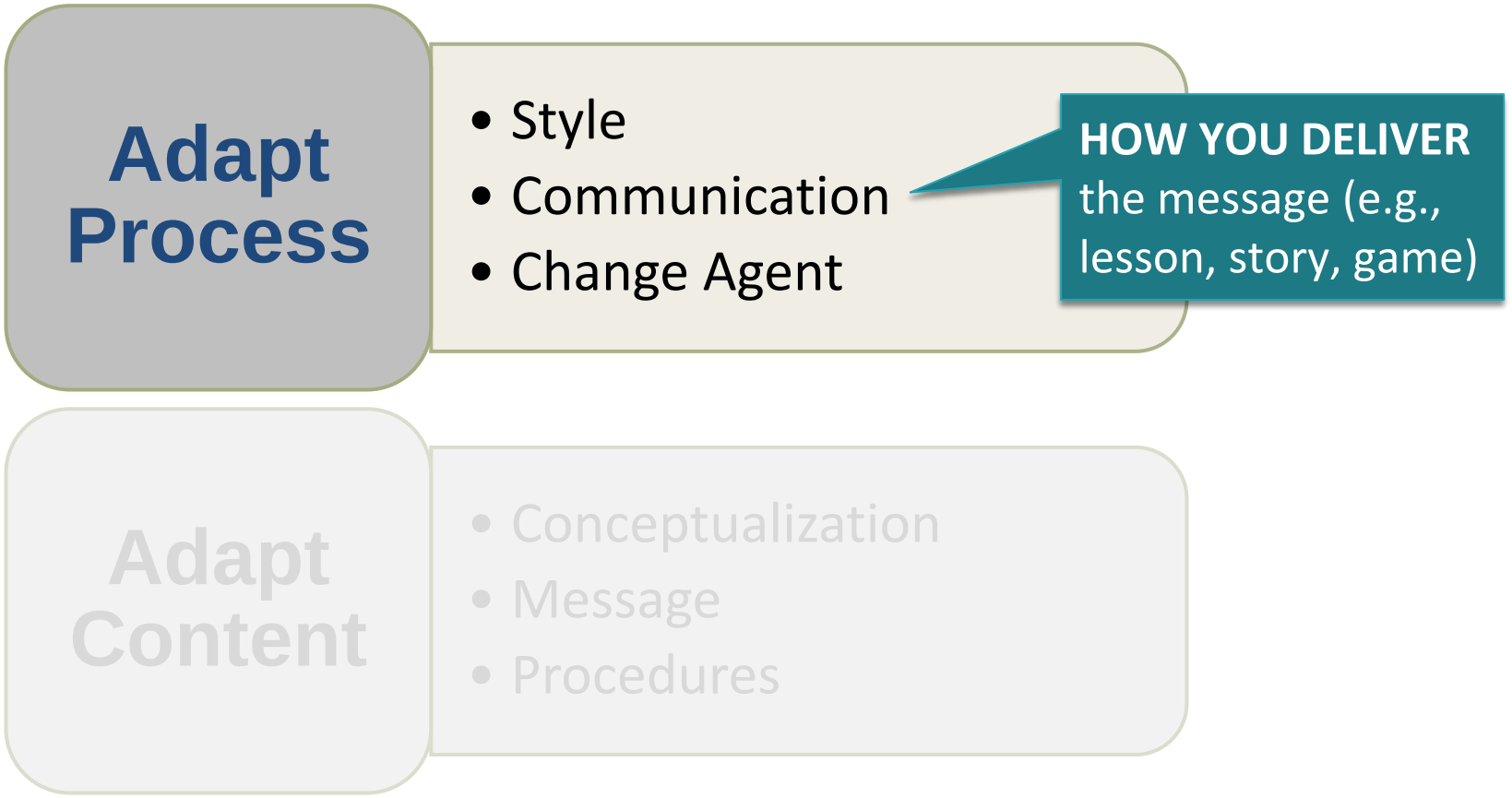

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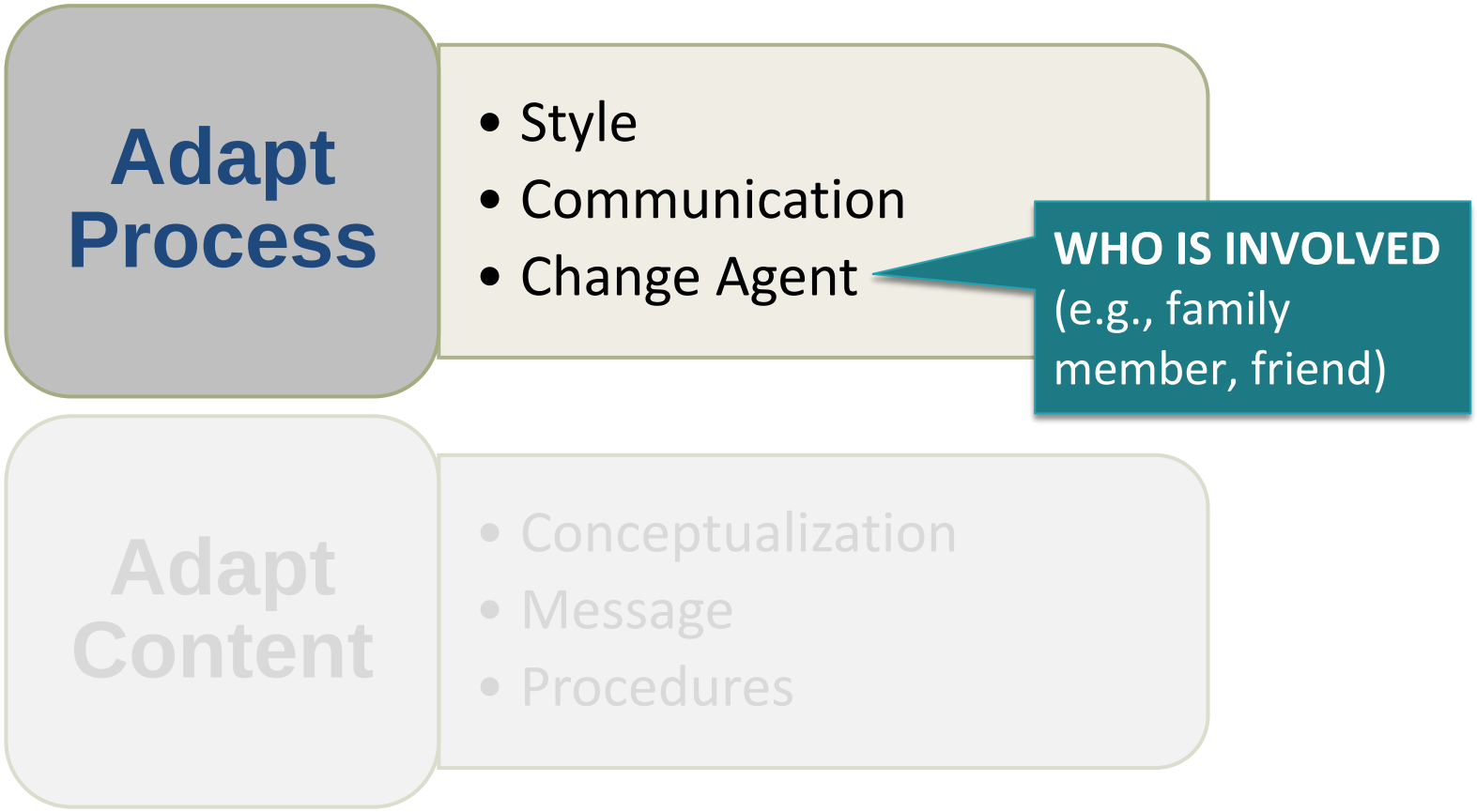

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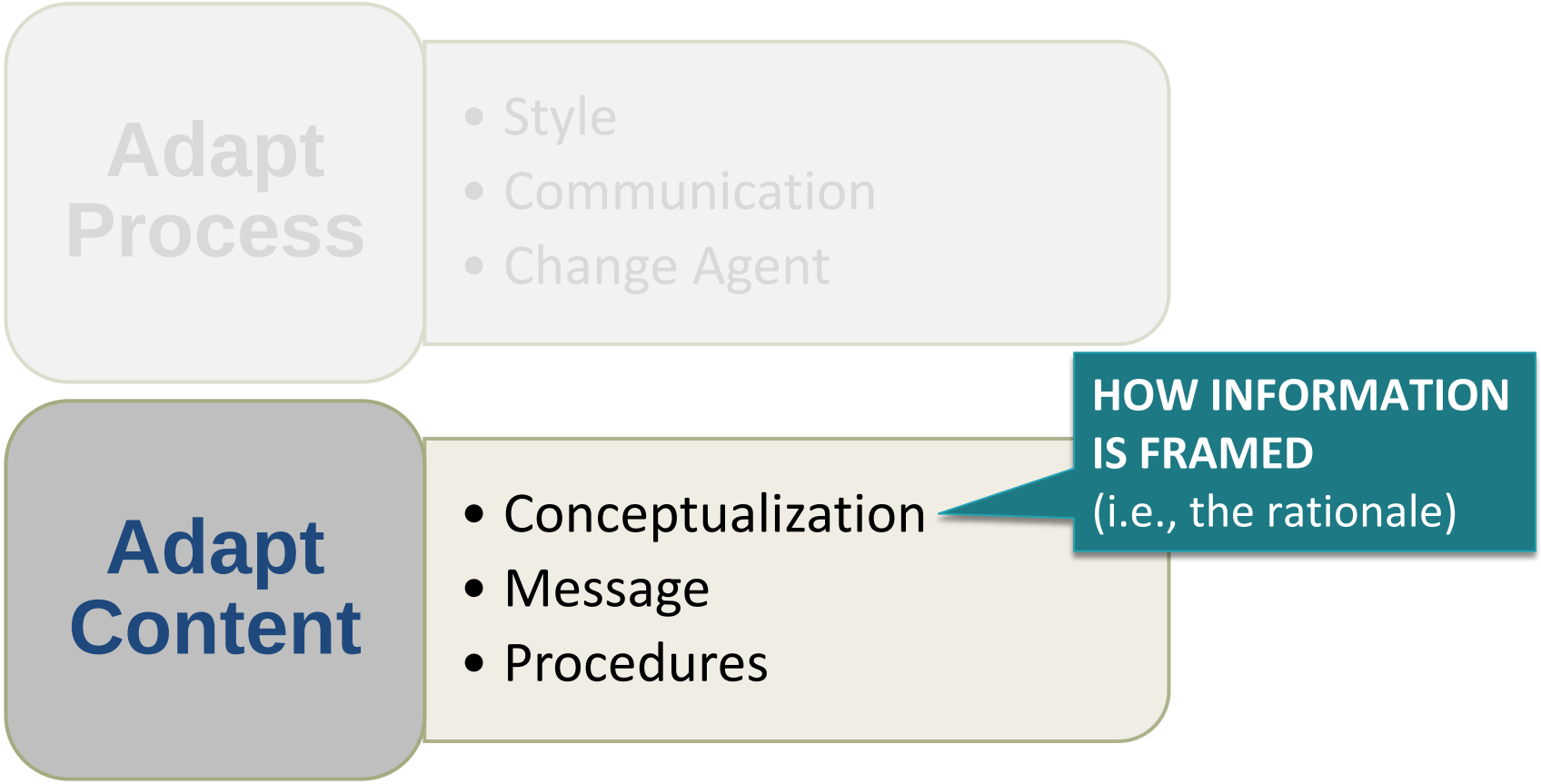

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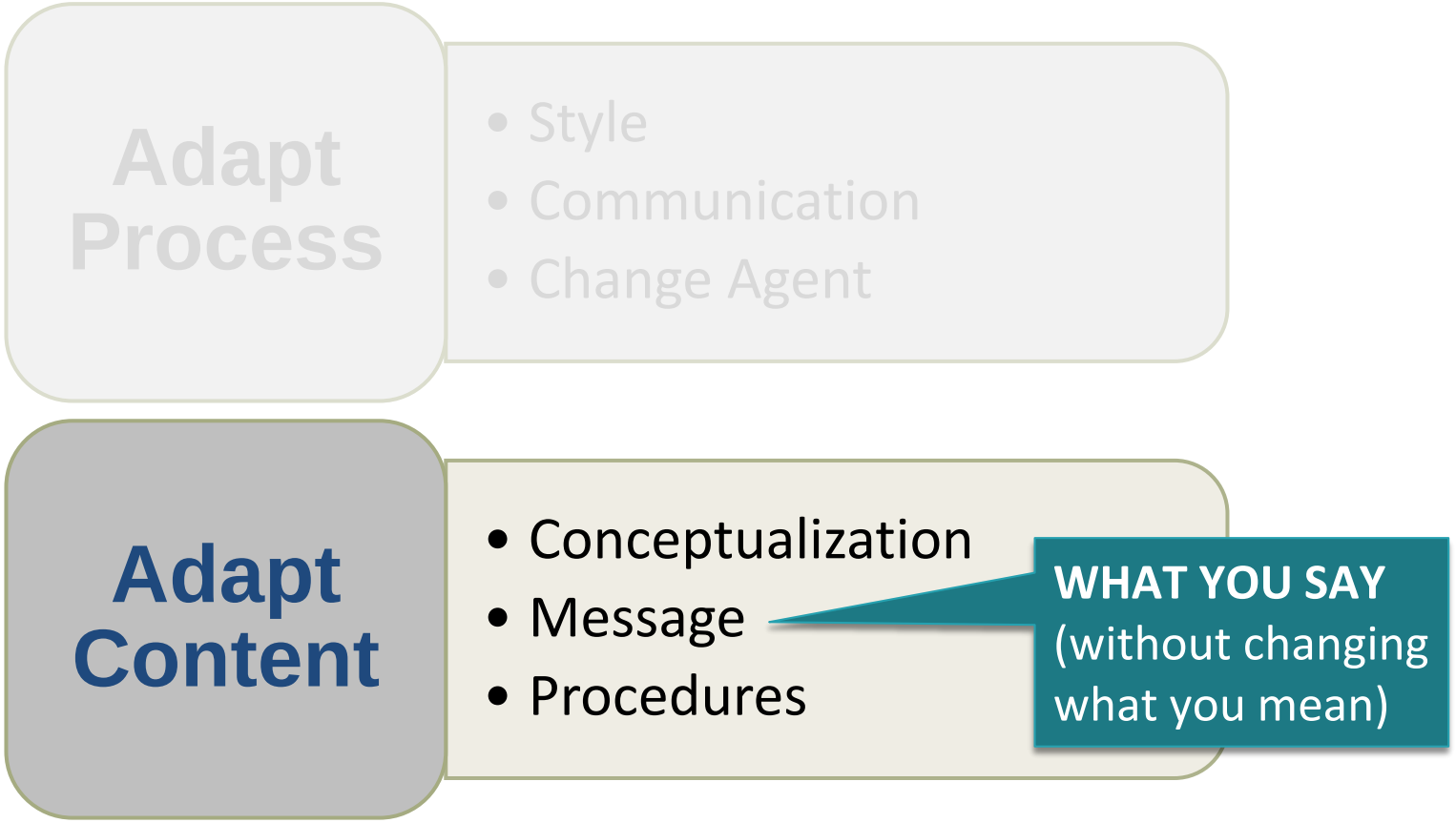

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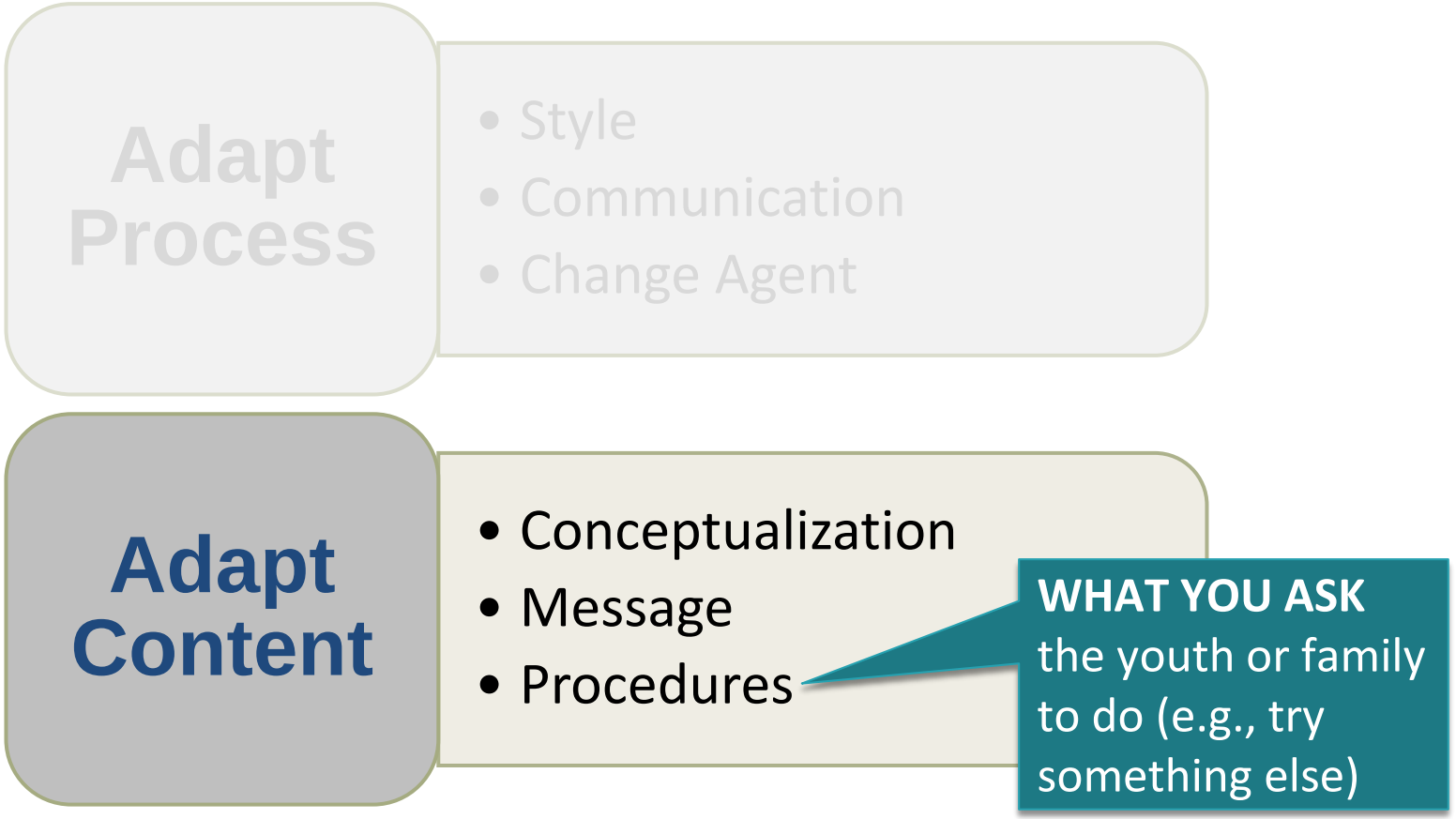

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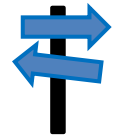
Process Guide

Process Guide

Embracing Diversity

Use This When:

To enhance the fit of client, context, and therapeutic care.



Adapt Process

- Style
- Communication
- Change Agent

Adapt Content

- Conceptualization
- Message
- Procedures

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Case Example

- Maggie
  - 7 years old, female, African American
  - Presents with
    - Depressive Sxs (irritability, daily crying outbursts, suicidal ideation, lack of interest in play)
    - Disruptive Behavior ("attitude," non-compliance with adult commands, aggressive behavior towards siblings)
  - Low-income, hard-working single parent
  - You are teaching the practice of Rewards to mom with the goal of increasing Maggie's compliant behaviors
  - Mom resistant to Rewards because
    - No money
    - Does not want Maggie "spoiled," Mom says she needs to understand "life is hard"

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Embracing Diversity: Maggie's Example

Adapt Process

- Style *Socratic?* _____
- Communication _____
- Change Agent _____

Adapt Content

- Conceptualization _____
- Message _____
- Procedures _____

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Embracing Diversity: Maggie's Example

Adapt Process

- Style *Socratic?* _____
- Communication *Storytelling?* _____
- Change Agent _____

Adapt Content

- Conceptualization _____
- Message _____
- Procedures _____

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Embracing Diversity: Maggie's Example

Adapt Process

- Style *Socratic?*
- Communication *Storytelling?*
- Change Agent *Is there someone who can buy some small things?*

Adapt Content

- Conceptualization _____
- Message _____
- Procedures _____

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Embracing Diversity: Maggie's Example

Adapt Process

- Style *Socratic?*
- Communication *Storytelling?*
- Change Agent *Is there someone who can buy some small things?*

Adapt Content

- Conceptualization *Earning vs getting things for nothing*
- Message
- Procedures

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Embracing Diversity: Maggie's Example

Adapt Process

- Style *Socratic?*
- Communication *Storytelling?*
- Change Agent *Is there someone who can buy some small things?*

Adapt Content

- Conceptualization *Earning vs getting things for nothing*
- Message *How can we make Maggie work harder?*
- Procedures

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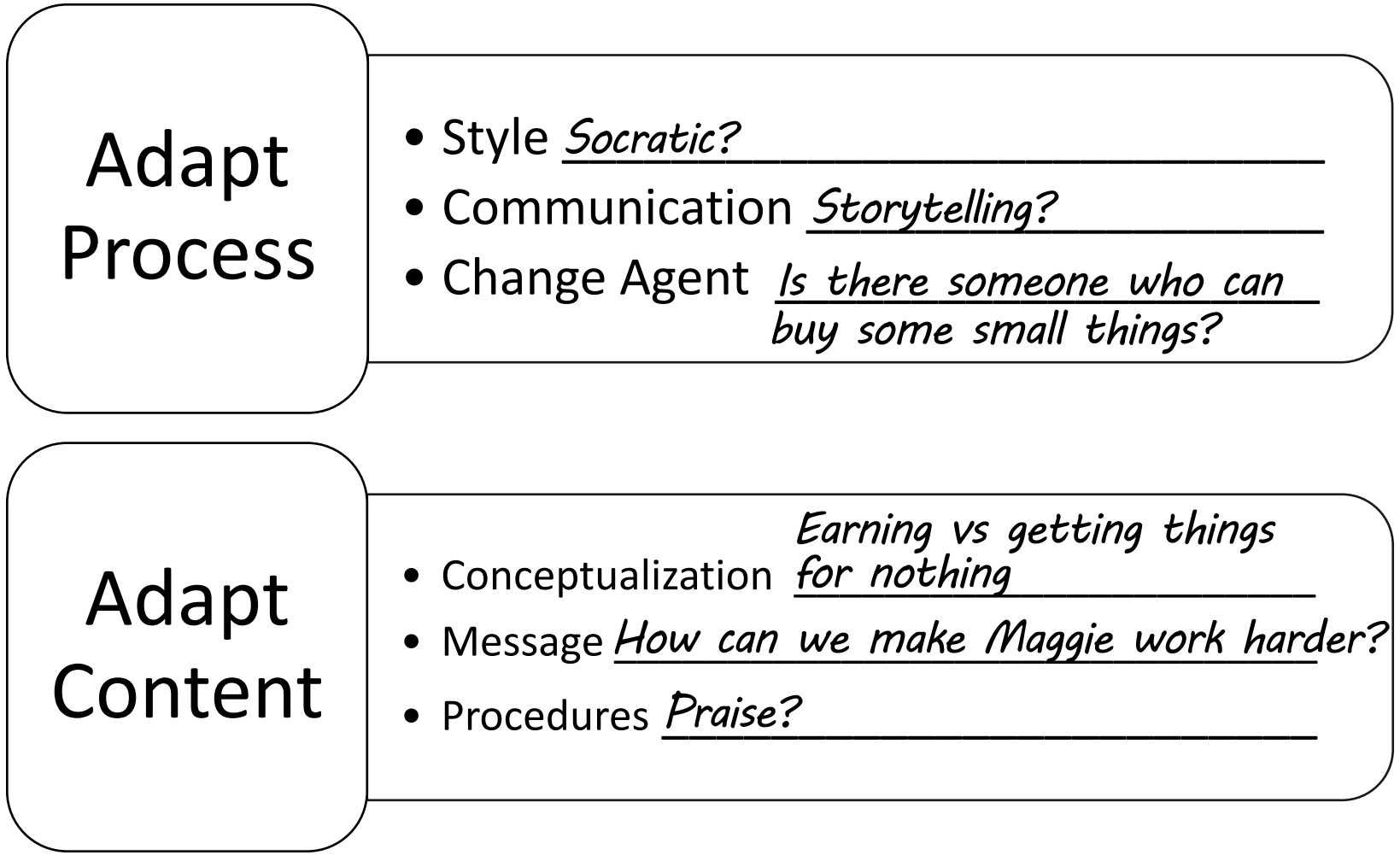
Embracing Diversity: Maggie's Example



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The Role of Culture in Treatment Research

- Not all groups tested for all problems/treatments
- Most evidence is that treatments are robust across different ethnic groups (Huey & Polo, 2008)
- What to do when there is limited/no evidence to guide us with a particular ethnic/cultural group?
  - Try what's worked for anyone as a starting point
  - Proceed carefully (i.e., measure how things are going)
  - Consider thoughtful adaptation of treatments

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About the Embracing Diversity Guide

- Remember: the purpose is to slow down and engage in a deliberate reasoning process to elaborate the possible options
- You are trying to improve the fit of the intervention to the family and context
- It is not necessary to classify all of the options into the six categories; they are merely to push you to think of things you might not otherwise come up with

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Review

- Concepts
  - EBS System Model
  - Focus-Interference
  - Connect-Cultivate-Consolidate
  - Clinical Event Structure
  - Embracing Diversity
- Resources
  - PWEBS Database
  - Practitioner Guides
    - Exposure
    - Goal Setting
    - Fear Ladder
- Applications
  - Monitoring
  - Assessment

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Thank you!

- Thank you, Gracias, Hahoo, Dank u wel, Dua netjer en etj, Vinaka, Kiitoksia, Merci, Aayya, Danke, Efcharisto, Toda, Takk, Go raibh maith agat, Arigato, Gratia, Webale, Grazzi, Laengz zingh, Nihedebil, Bayarlalaa, Tusen takk, Dzieki, Obrigado, Da-wah-eh, Spasibo, Multumesc, Tapadh leibh, Hvala, Sha ja non, Gracies, Inwali, Tack, Khawp khun, Diolch

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