



UNDERSTANDING TREATMENT AT COMPASS HEALTH CENTER

Partial Hospitalization
Program (PHP)

Intensive Outpatient
Program (IOP)

The Partial Hospitalization and Intensive Outpatient Programs provide short-term stabilization for adolescents between the ages of 14 -18 with difficult emotional challenges such as anxiety and depression. The primary purpose is to provide a safe and therapeutic environment for adolescents who are at risk and having difficulty managing daily life stressors. During the course of treatment, we provide evidenced-based therapies that will improve their level of functioning by helping them gain strategies and learn how to utilize them effectively. Individualized treatment plans are developed by our multi-disciplinary team to best address your teen's specific needs. Through a combination of group therapy, individual support, family therapy, and expressive art therapy, your adolescent will be empowered with new skills. Our goal is to help teens transition from an intensive level of care and restore them to a level of functioning that allows them to return to their communities and live fulfilling lives.



If you have additional questions or would like to speak directly to your adolescents treatment team please call:

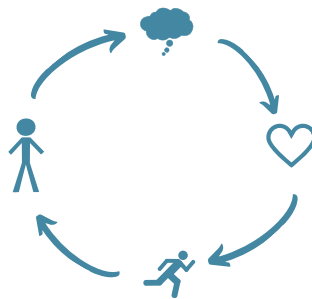
(773) 649-0759



TREATMENT MODALITIES AT COMPASS HEALTH CENTER

Cognitive Behavioral Therapy (CBT)

Cognitive Behavioral Therapy (CBT) focuses on the interplay between our thoughts, emotions, behaviors and physical reactions. CBT teaches teens specific strategies to challenge negative thoughts that are contributing to unpleasant emotions and dysfunctional behavior patterns which effects their physical reactions. Ready with a new mindset, adolescents learn strategies to challenge and reframe their negative thoughts, which lead to an increase in pleasant emotions and adaptive behaviors.



Dialectical Behavior Therapy (DBT)

The basis of Dialectical Behavior Therapy (DBT) is the balance of accepting what is out of our control and changing what is in our control.

There are four tenets of DBT: mindfulness, distress tolerance, interpersonal effectiveness, and emotion regulation. Mindfulness and distress tolerance skills help teens get through difficult situations.

Interpersonal effectiveness and emotion regulation skills teach adolescents how to change their own behaviors in an adaptive way. The aim of DBT is to allow teens to be able to tolerate difficult situations and respond with helpful behaviors.





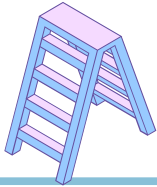
OVERVIEW OF COGNITIVE BEHAVIORAL THERAPY SKILLS

Coping Ladder

A coping ladder is a tool to help identify your mood rating based on the symptoms you are experiencing and details which skills will be most successful at that mood rating.

0 (least amount of symptoms) - 10 (crisis zone all symptoms)

One side of the coping ladder identifies the thoughts, feelings, behaviors and physical reactions experienced at each mood rating while the corresponding column describes skills that are helpful at that mood rating.



Example:

Mood Rating: 5

Symptoms: "I can't do this," feeling frustrated, isolating, headaches

Skills: Opposite Action, Thought Challenging, SMART goals

Thought Challenging

This skill is helpful when teens are struggling with unhelpful or negative thoughts.

To challenge a negative thought, you must first identify the thought and then dispute it by looking at facts and evidence. After weighing all the evidence, we generate a thought that is balanced.

Example:

Unhelpful thought: "I'm a failure"

Thought Challenge: Am I expecting to be perfect?

Balanced thought: "I feel like a failure AND I am doing the best I can"



Thought Defusion

Thought defusion helps adolescents visualize their thoughts drifting or floating away slowly (balloon in the sky, headlights on the highway, etc). This is helpful when teens get stuck on thoughts and challenging them isn't enough.



OVERVIEW OF COGNITIVE BEHAVIORAL THERAPY SKILLS

ABCDE Model

The goal is to raise awareness of how automatic negative thoughts often lead to consequences.

The steps are as followed: Record the **Activating Event** (situation), explain your **Beliefs** on the situation (automatic negative thoughts), **Consequences** of those beliefs (emotions & behaviors), **Dispute** the beliefs (substitute an alternative thought), **Effects** of what you gain from believing the alternative thought



Thought Record

Thought Records are used to track the facts of a situation following automatic negative thoughts. The steps are as followed: Explain the **Situation** (who, what where), **Emotions** and **Mood Rating** at time of situation, **Automatic Thought** (what were you thinking when situation occurred), **Evidence Supporting Thought** (factual support of automatic thought), **Evidence Against Thought** (factual evidence does not support automatic thought), **Balanced Thought** considers all evidence, **Mood Rating** after balanced thought.

Cognitive Distortions

Cognitive distortions are thoughts that are twisted and extreme, but also feel very true. Once we identify the cognitive distortion, we reframe or challenge the thought by using skills. We teach teens to identify three specific kinds of cognitive distortions: **Fortune Telling**: predicting the future in a negative way, **Black and White Thinking**: all or nothing thinking, and **Focusing on the Negative**: only giving attention to the negatives in a situation.

Positive Self-Talk

Positive Self Talk are words or phrases we say to ourselves for encouragement and support. These powerful statements, such as "I can do this!" or "I am strong" give teens the courage to do things when times are tough.



Hot to Cool Thoughts



This skill targets changing automatic negative thoughts (**Hot** Thoughts) to more balanced and realistic thoughts (**Cool** Thoughts). Starting with a hot thought, use a challenge question such as "Am I expecting to be perfect?" or "Am I jumping to conclusions?" to help cool down and challenge the original thought. The answer will help to create a balanced/neutral thought.



OVERVIEW OF DIALECTICAL BEHAVIOR THERAPY SKILLS

Mindfulness



Mindfulness is explained as “paying attention in a particular way; on purpose, in the present moment, and nonjudgmentally.” By focusing on the present moment, we experience only those emotions relevant to the current moment without influence from thinking about the past or the future.

Grounding Techniques

These are helpful mindfulness techniques to use when you are feeling overwhelmed, triggered, or out of control. Some examples are: counting and labeling, Take 10, 5 senses, and ABC Mindfulness.



DEAR WOMAN



DEAR WOMAN is an acronym used to teach effective communication: **D**escribe the situation, **E**xpress your feelings, **A**sk for what you want, **R**einforce by explaining the positives. **W**illingness to not get your way, **O**bserve if you need to use skills, (stay) **M**indful, **A**ppear confident, and **N**egotiate.

Opposite to Emotion Action

Opposite to emotion action is an emotion regulation skill where teens are taught to do an action that is opposite to the unhelpful behavior they want to engage in. The key to opposite action is to break down the action into smaller, more manageable steps. By doing this adolescents can learn to avoid negative consequences.



RESIST

RESIST is a helpful skill for mood ratings 8 through 10. To tolerate these moments of distress, it is encouraged to: first **Recognize** when you are in your crisis zone and pick from the following options; **Exercise** (dance, run, jumping jacks), **Self Care** (take a bath, wash face, positive self talk), **Inspiration** (listen to inspiring music, inspirational quotes/social media), **Support** (call a supportive person, friend, parent, therapist), take a **Time Out** (take 15 minutes away from the situation and come back, use skills during break)





OVERVIEW OF DIALECTICAL BEHAVIOR THERAPY SKILLS

Ride the Wave

Ride the Wave teaches teens that no emotion lasts forever. Using coping skills before, during, and after an intense emotion does not completely take the unpleasant emotion away, but rather, makes the emotional experience more manageable.



TIPP

TIPP is a helpful skill for mood ratings 8 through 10. To tolerate difficult emotions adolescents are encouraged to use: **Temperature change** (holding ice, splashing cold water on face), **Intense exercise** (running in place, planks, jumping jacks), **Progressive Muscle Relaxation** (body scan, push pull dangle, pencil squeeze), and **Paced breathing** (timed breathing exercises)



Wise Mind

Wise mind balances our emotional mind and our rational mind. The integration of these two states of mind helps adolescents to think more clearly, make more intuitive decisions, and think in a more balanced way. For example, "I feel anxious AND I can use coping skills to go to school today."



Radical Acceptance

Radical acceptance focuses on not fighting what is out of our control and changing what is in our control. When teens fight things that are out of their control, they increase their emotional suffering and nothing changes. Radical acceptance does not mean we like or approve of a situation, it just means we accept it and use skills to get through it.



Communication Styles

Communication styles teaches teens about some of the common problematic communication styles, as well as how to effectively communicate and problem solve. There are four communication styles: passive aggressive, passive, aggressive, and assertive. Teens learn that assertive communication is the ability to express thoughts and feelings in a healthy and respectful manner.





OVERVIEW OF DIALECTICAL BEHAVIOR THERAPY SKILLS



HALT

HALT is an acronym used to check in with yourself when you start to feel the increased presence of symptoms or increased mood rating. If you are **Hungry**, **Angry**, **Lonely**, or **Tired**, you are more vulnerable to acting on impulses and/or feeling low.

SEEDS

Adolescents are taught to take care of themselves through SEEDS, an acronym that helps teens to reduce their vulnerability to react to emotions and increase probability of responding to them by participating in these 5 foundational needs which impact our functioning short term and long term. Sleep, Eating, Exercise, Doctor's Orders, Self-Care/Sobriety.



Willingness vs. Willfullness

Willingness vs. Willfullness is a skill used to lessen emotional distress and practice advanced radical acceptance. To be willing is to do what needs to be done, without dragging your feet, even if it's not what you want to do. To be willful is to refuse to accept or tolerate the moment and trying to control things we don't have control over.

GIVE FAST

GIVE FAST is a communication skill that helps adolescents keep relationships and maintain self respect. This acronym stands for: **Gentle** - be courteous and temperate, **Interested** - listen to the other person, **Validate** - acknowledge the other persons feelings, **Easy Manner** - use humor, smile, **Fair** - to yourself and to the other person, **Apologies** - do not apologize for making a request or having an opinion, **Stick** - to your own values, **Truthful** - don't lie or exaggerate.



Emotion Regulation

Emotion regulation skills help us understand how our emotions work, and the skills we need to manage our emotions instead of being managed by them, to reduce how vulnerable we are to negative emotions, and to build positive emotional experiences.

Lemons to Lemonade

Lemons to lemonade helps teens to understand the concept of reframing negative thoughts or "lemons". Lemons to lemonade is about finding a glimmer of positivity in a difficult, negative, and/or challenging situation.



Mood Rating Scale

