



UNDERSTANDING TREATMENT AT COMPASS HEALTH CENTER

Partial Hospitalization Program (PHP)

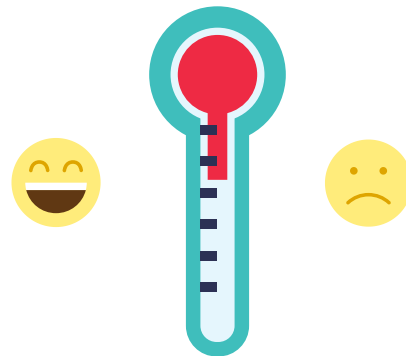
Monday - Thursday
8:45 am - 2:45 pm
Friday
8:45 am - 2:15 pm

Intensive Outpatient Program (IOP)

Monday - Friday
3:30 pm - 5:30 pm

The Partial Hospitalization and Intensive Outpatient Programs provide short-term stabilization for children between the ages of 9 and 14 with difficult emotional challenges such as anxiety and depression. The primary purpose is to provide a safe and therapeutic environment for children 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 child's specific needs. Through a combination of group therapy, individual support, family therapy, and expressive art therapy, your child will be empowered with new skills. Our goal is to help children 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.

Each day your child will be asked to "check in" and "check out" using a mood rating. Our mood rating scale is from 0 - 10 (0 = calm, 10 = out-of-control emotions). Children are also encouraged to name an emotion that corresponds with their mood rating in order to expand their emotional vocabulary.

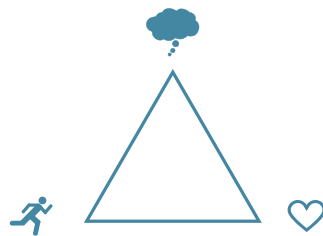




TREATMENT MODALITIES AT COMPASS HEALTH CENTER

Cognitive Behavioral Therapy (CBT)

Cognitive Behavioral Therapy (CBT) focuses on the interplay between our thoughts, emotions, and physical actions. CBT teaches children specific strategies to challenge negative thoughts that are contributing to unpleasant emotions and dysfunctional behavior patterns. Ready with a new mindset, children 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 children get through difficult situations. Interpersonal effectiveness and emotion regulation skills teach children how to change their own behaviors in an adaptive way. The aim of DBT is to allow children to be able to tolerate difficult situations and respond with helpful behaviors.





OVERVIEW OF COGNITIVE BEHAVIORAL THERAPY SKILLS

ANTs



ANTs are defined as automatic negative thoughts. This acronym will be frequently used to describe any unhelpful thought that typically leads to an increase in mood rating. Identifying negative thoughts is the first step to then applying CBT skills.

Feelings ID

Feelings ID focuses on expanding children's emotional vocabulary. When we learn how to identify and explain our feelings, we are more likely to get the help we are looking for and get our needs met.



Physiological Symptoms



Physiological symptoms are bodily reactions that tell us how our body is responding to unpleasant emotions such as anxiety. For example: headaches, stomach pains, trembling, racing heart, etc. These symptoms are typically "warning signs" that it may be time to use a coping skill.

Lemons to Lemonade

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



Clue Snooping



Clue snooping is a form of challenging negative thoughts. Challenging thoughts involves identifying and then disputing irrational thoughts by looking at facts and evidence. After weighing all the evidence, we generate a thought that is balanced.



OVERVIEW OF COGNITIVE BEHAVIORAL THERAPY SKILLS

Positive Self-Talk



Positive self-talk or cheerleading statements are the words or phrases we say to ourselves for encouragement and support. These powerful statements, such as "I can do this!" give children the courage to do things when times are tough.

Cognitive Distortions

Cognitive distortions are thoughts that are twisted, extreme, and feel very true. Once we identify the cognitive distortion we reframe or challenge by using skills. We teach children 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.

STOP (Change the Channel)

STOP helps children when they are experiencing racing, negative thoughts. Children are encouraged to tell themselves "stop" and visualize a stop sign. Once they put the brakes on the ANT, they "change the channel" by visualizing a positive memory or imaginative place, such as a favorite vacation.



Anger Iceberg



Anger iceberg focuses on identifying anger as a secondary emotion experienced during difficult situations. Children learn how to identify the underlying emotions experienced before anger and identify coping skills they can use to prevent an angry explosion from occurring.

Cognitive Defusion

Cognitive defusion helps children visualize their thoughts drifting or floating away slowly (balloon in the sky, headlights on the highway, sand getting washed away, etc). This is helpful when children are getting stuck on thoughts and can simply imagine the thoughts drifting away.





OVERVIEW OF COGNITIVE BEHAVIORAL THERAPY SKILLS

POPS



POPS is a problem solving method used to help children make more helpful choices and stop making the same unhelpful choice repeatedly. The POPS acronym stands for: **Problem** (identify the problem), **Options** (what options do you have), **Pick one** (pick an option to try), **See if it works** (test it out; if it doesn't work pick a new option).

Growth Mindset

Growth mindset is the belief that skills and abilities can be developed and improved through dedication and hard work. Practicing a growth mindset empowers us to keep trying even when we make mistakes or things are difficult (ex: instead of "I can't do this," try thinking "I can't do this YET").



Behavioral Activation



Behavioral activation is focused on the theory that as children become more depressed they tend to isolate and engage in avoidance behaviors. The goal is to increase engagement in activities that have been shown to improve their mood. The quote, "move a muscle, change a thought" helps illustrate this skill.

Emotional Reasoning

Emotional reasoning is a cognitive distortion with the specific ANT: "I feel it, therefore it must be true". The metaphor of "The Boogeyman" is discussed as an example of when our emotions take over, even though logically we know the Boogeyman is not real we are still scared and might avoid various things that scare us.



Thinking in Shades of Gray



This skill helps teach children to challenge black and white cognitive distortions by reframing thoughts to be more balanced and less extreme. Children are taught to identify key "extreme" words (ex: everyone, nothing, always, etc) and look at evidence to help evaluate things in a range from black to white with "shades of gray" in between.



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." Children are encouraged to practice this with "mini skills" such as ABC Mindfulness, Take 10, 4x4 Breathing, Labeling, Counting and Guided Relaxation.

5 Senses

Mindfulness can be practiced by engaging in different activities that involve each of the five senses: smell, taste, touch, sight, and sound. Children are encouraged to focus on bringing all of their attention to one sense at a time, such as touching various objects or eating certain flavorful foods.



DEAR



DEAR is a communication skill that helps us get our needs met assertively. The DEAR acronym stands for: **Describe** the situation (using only facts), **Express** your emotion (using an "I" statement), **Ask** for what you need (ensure it is realistic), **Reward** the listener (say thank you).

Opposite Action

Opposite action is an emotion regulation skill where children are taught to do an action that is opposite to the emotion they are feeling. The key to opposite action is to break down the action into smaller, more manageable steps. By doing this children can learn to avoid negative consequences.



DISTRACT

When children are feeling low and need a quick break from their distressing thoughts, DISTRACT helps them do something that is engaging and will occupy their mind for a short period of time. The acronym DISTRACT stands for: **Do** something else, **Imagine** feel good events, **Stop** thinking about it, **Think** about something new, **Remind** yourself of positive experiences, **Ask** others for help, **Count** things, and **Take** a break.



OVERVIEW OF DIALECTICAL BEHAVIOR THERAPY SKILLS

Ride the Wave



Ride the Wave teaches children 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.

TIP

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



Wise Mind



Wise mind balances our emotional mind and our rational mind. The integration of these two states of mind helps children 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."

ACCEPTS

The ACCEPTS skill helps children stay in their wise mind and out of their emotional mind. This acronym stands for: **Activities**: doing an activity you enjoy, **Contributing**: doing something helpful for others, **Comparisons**: choosing a person you look up to, **Emotions**: challenge difficult emotions with coping skills, **Put your thoughts on something new**: think about something calming or positive, **Thoughts**: use positive self-talk, **Senses**: use your 5 senses to ground yourself.

Radical Acceptance

Radical acceptance focuses on not fighting what is out of our control and changing what is in our control. When children 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.





OVERVIEW OF DIALECTICAL BEHAVIOR THERAPY SKILLS

Communication Styles



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

SEEDS

Children are taught to take care of their SEEDS to stay out of emotional mind. This acronym stands for: **Sleep** (10.5 hours for ages 9 – 12), **Eat** (a balanced diet), **Exercise** (20 minutes a day for an improvement in mood), **Doctors** (take medications as prescribed by your doctor), **Self-Care** (engaging in leisure activities and proper hygiene practices).



STOP



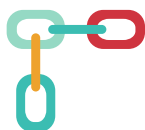
The DBT version of STOP helps children with impulsive behaviors. Children are taught to take a moment before they act, in order to ensure they are choosing the best response to each situation. STOP stands for: **S**top don't move a muscle, **T**ake a step back, **O**bserve the situation, and **P**roceed mindfully.

ABC

ABC provides a concrete system for building up and enjoying feel-good events. ABC stands for: **A**ccumulate positive emotions (by doing activities that help you feel good), **B**uild mastery (by practicing and improving a skill), **C**ope ahead (to plan for a difficult situation and set yourself up for success).



Behavior Chain



Behavior chaining helps children identify and understand unhelpful patterns in behavior. By looking at precipitating events and behaviors that led to a challenging situation or destructive behavior, children can identify coping skills and strategies to make better choices and cope with challenging emotions in the future.



OVERVIEW OF DIALECTICAL BEHAVIOR THERAPY SKILLS

Pros and Cons



This skill teaches children to list out and weigh the benefits and consequences of acting on emotional responses and help them make more purposeful choices. Often this skill is paired with the problem solving skill POPS.

GIVE FAST

GIVE FAST is a communication skill that helps children 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 person's 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).

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

(773) 649-0759



Thank you!