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Treating Severely Depressed Adolescents With Integrated, Relational, Cognitive Therapy

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Treating Severely Depressed Adolescents

With Integrated, Relational, Cognitive Therapy

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Characteristics of Chronic Depression

- Long-standing history of Dysthymic Disorder with multiple, superimposed Major Depressive Episodes
- Multiple Major Depressive episodes, each lasting several years
 - Some never fully recover and remain in partial remission
- Many have comorbid disorders, including anxiety disorder, addictions, and personality disorders

Typical Treatment History

- Long periods of untreated depression before seeking first treatment
- Previously misdiagnosed
- Antidepressant only at inadequate doses and/or length of treat
- Those receiving therapy derived little to no benefit
- Few will have received combined medication and psychotherapy

Characteristics of Chronic Depression

- Highly treatment resistant to nearly all treatment modes:
 - Medication
 - Psychotherapy
 - CBT
 - IPT
 - STDP
 - Biblical Counseling

Psychosocial Profile

- History of early—sometimes complex— *psychological insults*, relationship trauma//attachment trauma
- Neurocognitive deficits → Pre-operational thinking → a pre-causal view of world-not informed by new information about self, world others
- Longstanding interpersonal/relational avoidance
- Stuck in *Interpersonal Sameness*
- Chronic mood dysregulation → does not respond to information/disputation/insight/cognitive restructuring
- Ineffective, self-defeating patterns of social behavior
- Submissive/hostile IP Style—pulls therapist into dominant/hostile role- → recapitulates previous relationships → helplessness

Profile

- Neurocognitive deficits → Pre-operational thinking → a pre-causal view of world-not informed by new information about self, world others
 - ToM—theory of mind
 - Mentalization
 - Within the context of an interpersonal interaction:
 - The ability to accurately infer another persons beliefs, feeling states and intentions
 - Understand how one's current behavior is affecting another person
 - To stand out self and view self in a “non-egocentric social context.”

Neurocognitive Deficits

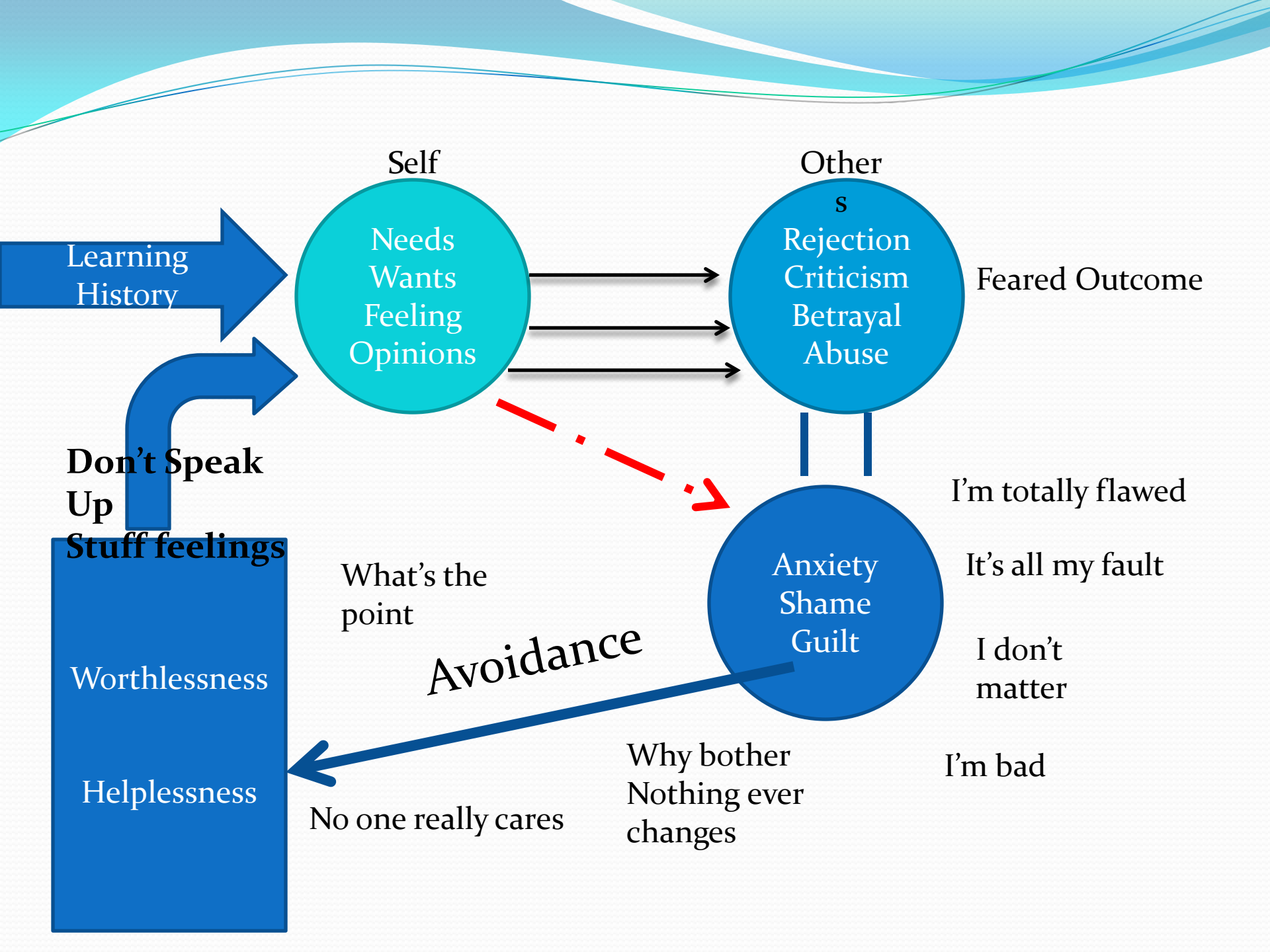
- Chronic dysregulation of limbic system
- Elevated cortisol levels
- Neuro degeneration of integrative neurocircuits linking prefrontal cortex with limbic system—
- Degeneration of middle frontal areas of the brain and hippocampus → responsible for attending to and contextualizing relationship events
 - Consequently, person relates in mindless fashion, repeating same old patterns of relationship experiences—
 - Confirms feelings of hopelessness and helplessness

Psychological and relational characteristic

- Poor emotion regulation skills
- Impaired social functioning
- Low internal locus of control//negative attributional style
 - Helplessness— “I have very little control over what happens to me”//

Characteristics of Chronic Depression

- Usually combined with history of early onset dysthymia
- Each MDE last longer, with lower likelihood of returning to normal mood
- Usually combined with:
 - Heightened social impairment
 - More occupational impairment
- High rates of comorbidity



Learning History

Self

Needs
Wants
Feeling
Opinions

Other's

Rejection
Criticism
Betrayal
Abuse

Feared Outcome

Don't Speak Up

Stuff feelings

What's the point

I'm totally flawed

It's all my fault

I don't matter

Worthlessness

Avoidance

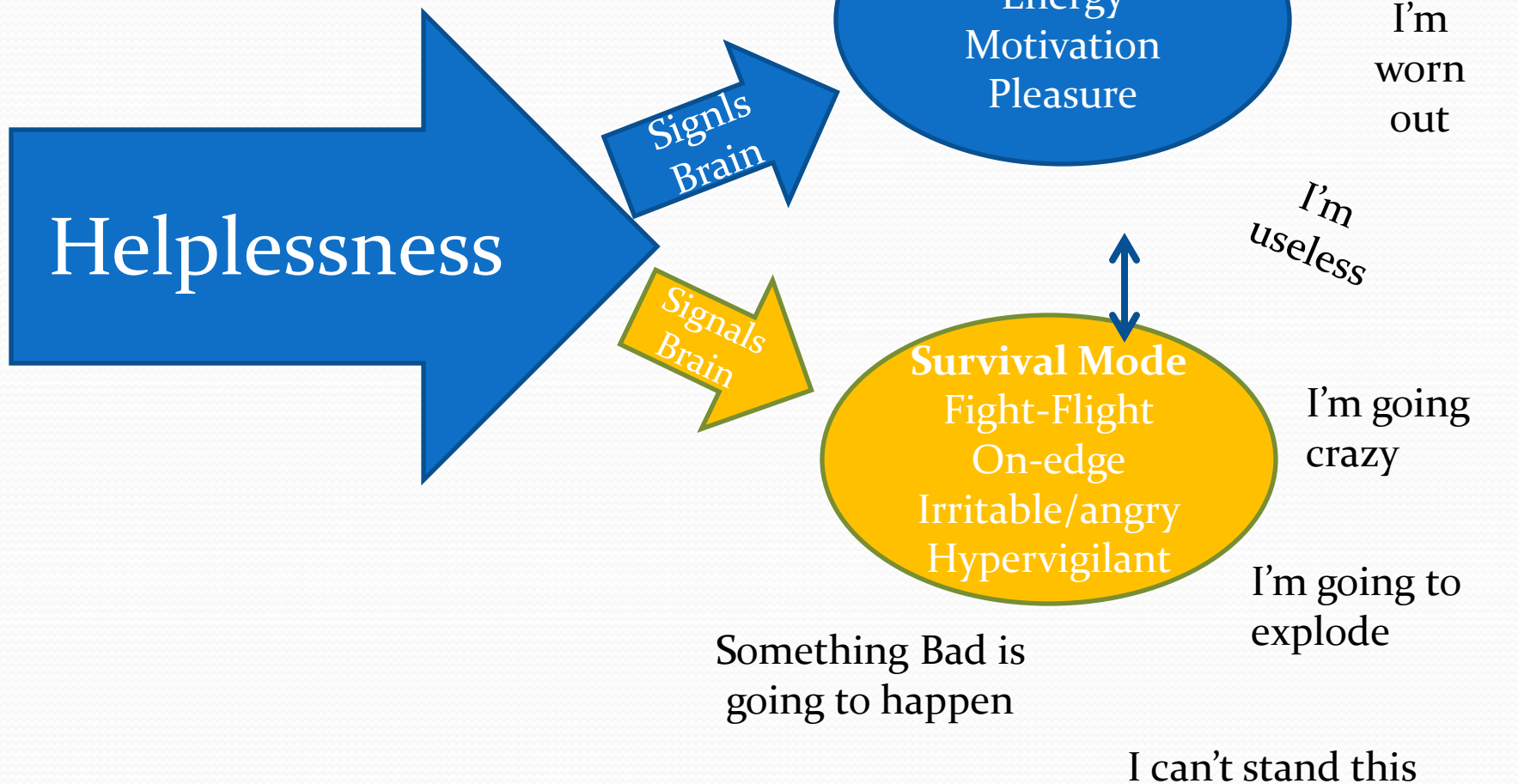
Why bother
Nothing ever changes

I'm bad

Helplessness

No one really cares

Learned Helpless



Emotion Dysregulation

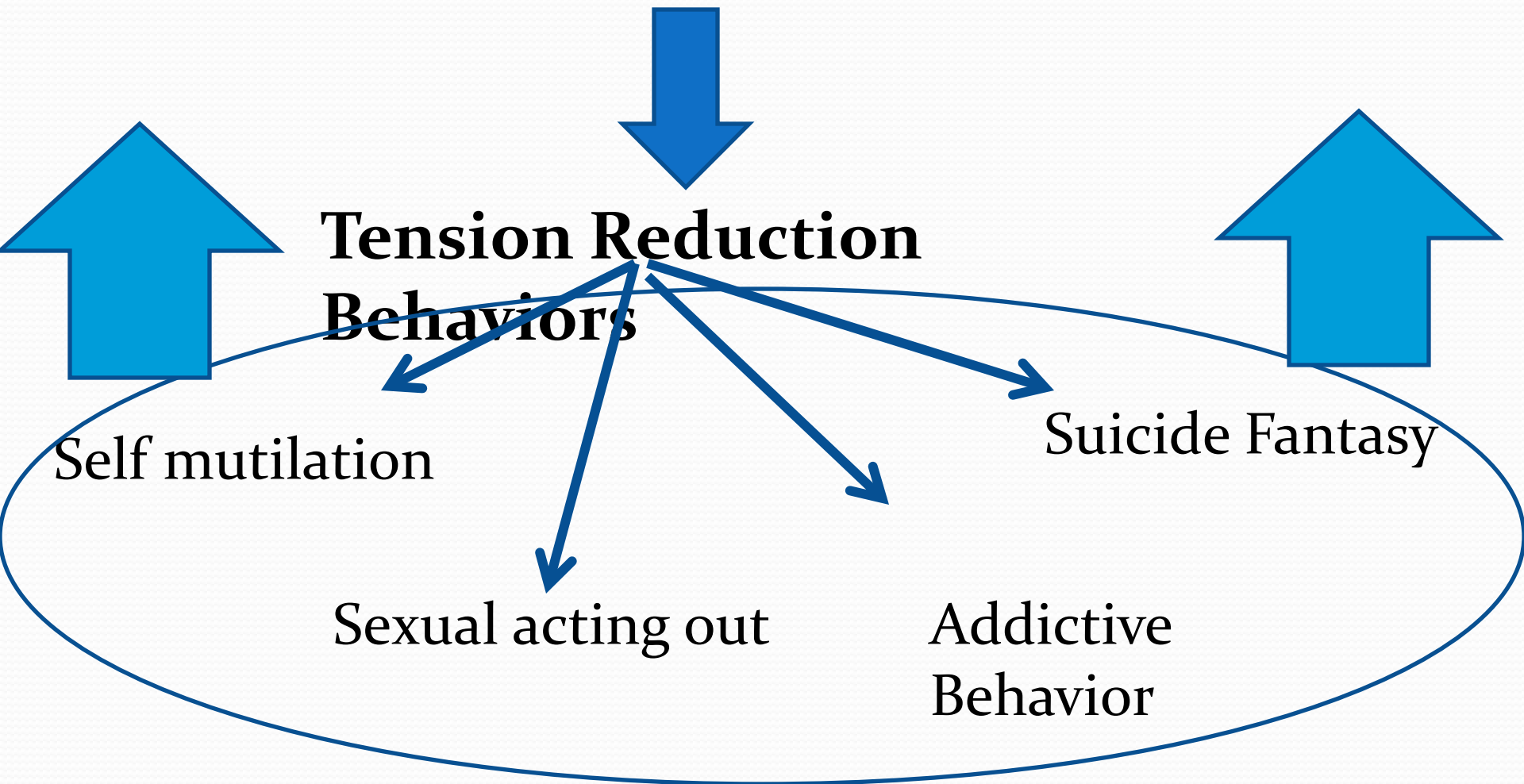
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graph TD; A[Emotion Dysregulation] --> B[Avoidance Behavior]; A --> C[Dissociation]; A --> D[Tension Reduction Behaviors]
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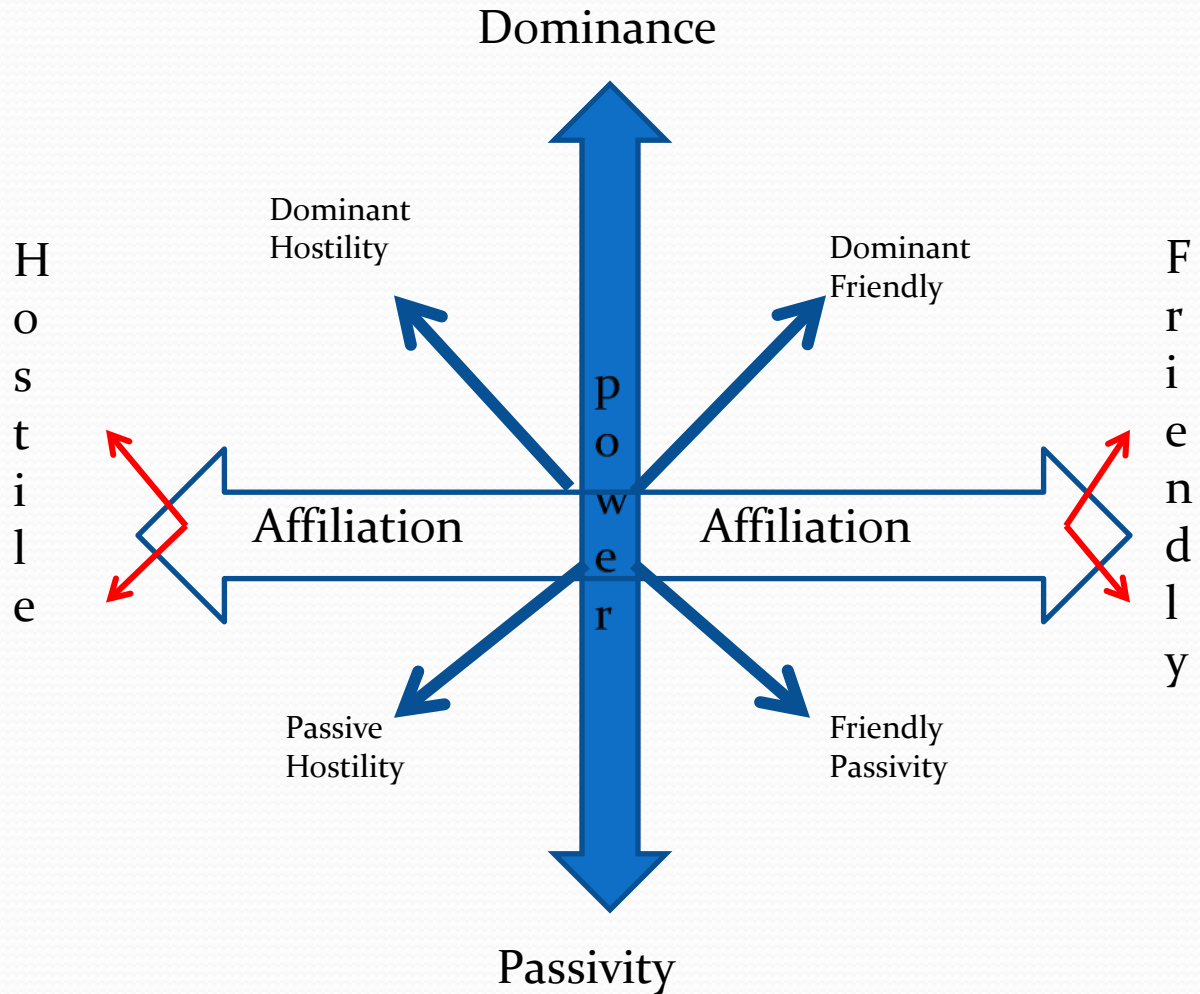
Avoidance Behavior

Dissociation

**Tension Reduction
Behaviors**

Emotion Dysregulation





Steps in Significant Other History

- Identify Key Players
- For each ask:
 - “what was/is it like being around this person?”
 - Get examples of key words
 - “What has been the stamp this person has left on your life?”
- At the end Ask:
 - “Looking back on all these relationships, what is the affect you think they have had on who you are today.”

Transference Hypothesis

- Four Content Domains
 - Relational intimacy
 - Disclosure of private material
 - Mistakes
 - Feeling or expressing negative emotion
- Formulate TH as highly probable interpersonal event (hot spots) which will trigger patient's internal working model

Interpersonal Discrimination Exercises

- Hot spot activated
- Draw attention to it
- Ask how others would react to it
- Ask how “you” reacted to it with them in session
- Compare and contrast to past/others
- Ask about implication for therapy
- Ask about generalization to future

Quick Example:

- Brandi--

The Situation Analysis

- Two phases:
 - Elicitation
 - 7 steps
 - Remediation
 - Evaluation interpretations
 - Replace with self-directed/instructional, reality based cognitions

Elicitation

- Situational description
- Interpretations-
- Behaviors-
- Actual Outcome
- Desired Outcome
- Did you get outcome?
- Why?

Sample Narrative

- My parents don't care or understand me. They are constantly riding my case about everything. They are always up in my business. Mom tracks me on my iphone...but when I need her she doesn't care.

Revised

Sample Narrative

- Yesterday evening I sitting in living room and I was very upset with my boyfriend. I found out he had been texting this girl he met on vacation. We were arguing (text). My mom came into the room while I was doing this. Out of the blue she says, you need to get off that thing. I said, “wait a second I’m doing something.” Next thing you know she says, get of that ^0/\$**&^0/ phone!” I gave her an evil look and stomped off to my room, slammed the door and locked it.

SA

- Interpretations
 - She's such a (*^*&^
 - She never understands me
 - She's doesn't care about what I want
- Behaviors—
 - Angry, (?) glared, stomped off and slammed door
- Actual Outcome: I gave her an evil look and stomped off to my room, slammed the door and locked it
- Desired Outcome: ?
- Did you get DO?
- Why?



The Power of Role Plays

Integrative Treatment Model

Focus on
Relationships

Complete
Relationship
Event
Worksheet

Enhance
Motivation:
Will Set

Revise
Communication

Psychoeducation:
•Self observation
•Empathy
•Assertiveness
•Respect

Enhance Motivation Will Set

- Redefine Intimacy—
 - Willingness to endure negative feelings you will get when you get close to another person
- Decision Making
 - Continue trying to change other
 - Leave the relationship
 - Stay and focus on changing the way you communicate
- Giving up
 - Blame
 - The need to be right

Skill Set #1

Engaging the Observational Self—

- Hippocampus and Prefrontal Cortex
- Relationship Events
 - Place, time, context
 - Beginning, middle, end
 - Narrow Focus--Snippet

Skill Set #3

The “EAR”

- Empathy
 - Accurately Acknowledging feelings and thoughts
 - Adding Humility
- Assertiveness
 - Expressing your feelings and thoughts
 - “when you....I feel
 - Expressing your core needs
- Respect
 - Bringing out the best
 - Giving benefit of the doubt

Back to Susan

He/She Said:	You Said:	He/She Said:
<p>You overreact to everything...you blow everything out of proportion</p>	<p>I really need to you understand my feelings and take me seriously</p> <p>(Did your statement make things better or worse?)</p>	<p>You need to get a life</p>
	<p>Rate: 0-5</p> <p>Empathy</p> <p>Assertiveness</p> <p>Respect</p>	



Dealing with Resistance

- Two Kinds of Resistance
 - Process
 - Outcome
 - “Its not fair...he’s such a jerk”
- Modeling EAR

Paradoxical Cost Benefit Analysis

- Magic Botton
- If you could hit this magic button and your husband made a dramatic transformation, would you hit it?

Skill Set #2

“Will Set”

- Redefine Intimacy—
 - Willingness to endure negative feelings you will get when you get close to another person
- Decision Making
 - Continue trying to change other
 - Leave the relationship
 - Stay and focus on changing the way you communicate
- Giving up
 - Blame
 - The need to be right

Skill Set #3

The “EAR”

- Empathy
 - Accurately Acknowledging feelings and thoughts
 - Adding Humility
- Assertiveness
 - Expressing your feelings and thoughts
 - “when you....I feel
 - Expressing your core needs
- Respect
 - Bringing out the best
 - Giving benefit of the doubt

Back to Susan

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Cost	Benefit

Intervention Plan

Two Skill Sets

Will Set

- Redefine Closeness/intimacy
- Three Choices
 - Stay—status Quo
 - Leave
 - Stay—change communication
- Give-up:
 - Blame

Social Skill Set

- Self-Monitoring Relationship Events
- Empathy
- Respect