



Vinnustofa á vegum FHAM 8.-9. janúar 2014 kl. 9-17 (báða daga) á Icelandair Hotel Natura

Strategies within empirically-based treatment for youth with anxiety

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Á vinnustofunni verður fjallað um grunnatriði þeirra kenninga sem eru undirstaðan að gagnreyndum meðferðarinnngripum við kvíða barna og unglunga ásamt því sem farið verður ítarlega yfir grunnatriði í eðli og einkennamynd kvíða meðal barna og unglunga.

Gerður verður greinarmunur á því hvenær kvíði er þróunarfræðilega rökréttur og hvenær hann má skilgreina sem vandamál. Fjallað verður um kvíða út frá hugrænum, atferlislegum og tilfinningalegum þáttum ásamt því sem þættir sem snúa að fjölskyldu og uppeldi verða ræddir.

Vinnustofan er hugsuð fyrir hverja þá sem vinna með börnum og unglungum (7-17 ára) sem þjást af kvíða. Sálfræðingar sem og aðrar fagstéttir sem koma að vinnu með börnum eru velkomnir á vinnustofuna. Vinnustofan fer fram á ensku.

Vinnustofan byggir á fræðslufyrirlestrum, hlutverkaleikjum, þjálfun og umræðum og fá þátttakendur dreifirit með innihaldi vinnustofu auk leiðbeininga til úrfærslu á þeim atriðum sem farið verður yfir í hlutverkaleikjum.

Nánari lýsing á vinnustofunni og upplýsingar um Philip Kendall, Ph.D. fylgja hér aftar (á ensku).

Skráning er hjá Helenu Jónsdóttur: helenajons@gmail.com
Vinsamlegast gefið upp **kennitölu** og **vinnuveitanda** (ef hann er greiðandi) við skráningu



Félag um hugræna atferlismeðferð

Nánari lýsing á vinnustofu:

The workshop will provide an initial description of the theory that guides the intervention and an overview of the nature, symptoms, and experience of anxiety in children. We will consider when anxiety is developmentally reasonable and when it is disordered. Cognitive, behavioral, family (parenting), and emotional factors will be addressed.

The bulk of the workshop will address intervention strategies that comprise treatment for anxiety in children (e.g., the *Coping cat program*; the *Camp Cope-A-Lot* computer-assisted program) and adolescents (e.g., the *C.A.T. Project*). Each of the intervention strategies (e.g., coping modeling, changing self-talk, affect education, exposure tasks) will be described in detail and illustrated with (a) case examples (b) samples from the child-participant's workbook and (c) descriptions in the therapist's treatment manuals. A flexible implementation of the manual-based approach will be described and encouraged.

Sample videos of actual sessions and re-enacted sessions will be available to be played and discussed, and workshop participants (in groups of 3) will engage in multiple role-play activities. A discussion of both (a) the "strategies" that were described on the Day 1 and (b) the session-by-session features of the manual-based approach to the treatment of child anxiety will be considered. There will be 5 role-play activities.

Issues facing the field include alternate approaches to treatment, such as computer-assisted programs, and the presentation we consider computer-assisted programs (a) for anxious youth (samples from the computer-assisted CBT treatment program entitled *Camp Cope-A-Lot*), and (b) for helping parents of anxious youth (*Child Anxiety Tales*). Other issues that will be addressed include the struggle to identify pretreatment characteristics that predict a favorable/unfavorable treatment outcome, and to provide beneficial services for those youth who are treatment nonresponders.

Related issues include identifying and understanding the mediators of change, and the process variables (e.g., flexibility) that unfold within treatment and predict to better outcomes. Variations in strategies for working with parents will be addressed.

Nánari upplýsingar um Philip C. Kendall, Ph.D., ABPP

Dr. Kendall has been a productive researcher, scholar, and clinician. His CV lists over 450 publications, including over 30 books and over 20 treatment manuals and workbooks. His treatment programs have been translated into dozens of languages, and he has had 30 years of uninterrupted grant support from various



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agencies. Having received many thousands of citations per year, he placed among an elite handful of the most “Highly-Cited” individuals in all of the social and medical sciences. In a recent quantitative analysis of the publications by and citations to all members of the faculty in the 157 American Psychological Association approved programs in clinical psychology, Dr. Kendall ranked 5th.

Dr. Kendall has garnered prestigious awards: Fellow at the Center for Advanced Study in the Behavioral Sciences, inaugural Research Recognition Award from the Anxiety Disorders Association of America, “Great Teacher” award from Temple University, identified as a “top therapist” in the tristate area by Philadelphia Magazine, and a named chair and Distinguished University Professorship at Temple University. He has been president of the Society of Clinical Child and Adolescent Psychology (Division 53) of APA as well as President of the Association for the Advancement of Behavior Therapy (AABT, now ABCT). Recently, ABCT recognized and awarded him for his “Outstanding Contribution by an Individual for Educational / Training Activities.”

Dr. Kendall’s contributions include seminal work on the treatment of anxiety disorders in youth, cognitive-behavioral theory, assessment, and treatment, research methodology, and in the conceptualizing and understanding of the psychopathology and treatment of children and adolescents.

Dr. Kendall’s doctorate in clinical psychology is from Virginia Commonwealth University where his work emphasized research in clinical child and adolescent psychology. He has been honored with the Outstanding Alumnus Award from this institution.

Dr. Kendall is known for his clinical sensitivity, rigorous research methodology, creative and integrative approaches, and commitment to graduate mentoring.

OUTLINE

DAY 1

The workshop day begins with a consideration of the theory that guides the intervention, and discussions of the nature, symptoms, and experience of anxiety in youth.

--- AM Break

The presentation includes an overview of the methods and measures used in the assessment of anxiety in youth and the “mental attitude” that guides the therapist working with anxious youth.



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The bulk of the rest of the day, starting in the morning, addresses specific intervention strategies. For example, (a) coping modeling, (b) changing self-talk, (c) affective education, (d) self-regulation and self-reward, (e) problem-solving, and (f) exposure tasks will all be addressed.

--- Lunch

CBT strategies continue for the bulk of afternoon, and specific treatment strategies will be described and illustrated with case examples.

--- Mid-afternoon break

Research outcomes will be briefly summarized in terms of how they inform clinical decisions. The findings will be reviewed to illustrate both what we know and what we do not yet know.

Day 2

Day 2 contains a series of “hands-on” activities.

Day 2 begins with a review of the highlights of Day 1. A portion of the time will be spent reviewing a diagnostic interview and a few measures that are used to identify youth with anxiety problems. Participants will get hands-on experience with some of the measures.

--- AM break

A discussion of both (a) the “strategies” that were described in the Day 1 workshop and (b) the session-by-session features of the manual-based approach to the treatment of child anxiety will be considered. There will be role-play activities to be conducted by attendees in groups of 3. Videos of treatment sessions with real cases (and some reenactments) will be shown.

--- Lunch

Additional role-play activities for the strategies that comprise cognitive-behavioral therapy (CBT). For example, (a) coping modeling, (b) changing self-talk, (c) affective education, (d) problem-solving, and (f) exposure tasks. Videos of treatment sessions with real cases (and some reenactments) will be shown.

---Mid-afternoon break

We will review samples from the computer-assisted CBT program for child anxiety (i.e., *Camp Cope-A-Lot*). There will be a wrap-up discussion including consideration of how to handle implementation issues and answering any remaining questions.