



## CBT in Primary Care: "Not Lost in Translation"

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## CBT in Primary Care

- A 13 year girl followed since birth comes in for a health maintenance visit. She is due for her second HBV shot. In the past this teen's fears of injections has presented a challenge for the nursing and physician staff as well as this teen's parent.

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## CBT in Primary Care

### CBT Application

- Pediatrician reduces the overall autonomic arousal of the patient by eliciting activating events that produce cognitions associated with relaxed states so that gradual de-conditioning can occur

### Practice Translation

- Pediatrician talks to this teen in a relaxed way about school, friends and family

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### CBT Application

- A supportive positive role model is introduced who can help generate positive coping responses and confidence building self-talk

### Practice Translation

- As discussed at the previous visit the teen has brought her Uncle with her to the visit because he often can soothe her through moments of anxiety

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## CBT in Primary Care

### CBT Application

- Cognitive restructuring is utilized to help reframe the experience from one that is out of control to that of one where she is in control

### Practice Translation

- The pediatrician gives the teen options/suggestions on how to proceed - choice of arm, taking deep breaths, that the shot will not be given without her assent, brief massage of the arm and then quickly the shot

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### CBT Application

- Stress inoculation training is scripted to reinforce coping responses and to practice behaviors desired in the exposure trial. A clear delineation of negative versus coping response is established

### Practice Translation

- The teen participates in decision of acceptable options - squeezing Uncle's hand, allowing a bear hug, and agreeing not to strike the staff

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<p><b>CBT Application</b></p> <ul style="list-style-type: none"> <li>Rapid response by the staff is scripted to avoid the build-up of anticipatory anxiety and associated "catastrophizing" cognitions that have become automatic thoughts associated with initial phases of the response sequence</li> </ul>	<p><b>Practice Translation</b></p> <ul style="list-style-type: none"> <li>Staff is prepared to do this quickly since in the past delay has increased anxiety</li> </ul>
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- A 5 year old boy is brought in by his grandmother as a new patient to your practice. You learn that this child is still in diapers. The child's evaluation does not yield any neurologic or development reason for his delayed toilet training.

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## CBT in Primary Care

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<p><b>CBT Application</b></p> <ul style="list-style-type: none"> <li>Positive expectancy is generated in the caregiver by cognitive restructuring of automatic assumptions associated with the problem behavior and shaping of targeted behaviors through gradations of social reinforcement</li> </ul>	<p><b>Practice Translation</b></p> <ul style="list-style-type: none"> <li>Pediatrician reassures the GM that she can successfully toilet train her grandson since he is developmentally ready</li> </ul>
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<p><b>CBT Application</b></p> <ul style="list-style-type: none"> <li>Imaginal behavioral rehearsal, based on a behavioral functional analysis of prior approximations to the target behavior, is conducted. Operationalization of guiding constructs are repeated to generate functional autonomy of the behaviors.</li> </ul>	<p><b>Practice Translation</b></p> <ul style="list-style-type: none"> <li>Pediatrician reviews the principles that no coercion or threats should be used</li> </ul>
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<p><b>CBT Application</b></p> <ul style="list-style-type: none"> <li>Principles of behavior therapy are reviewed and caregiver is shaped through selective reinforcement to modify endorsement of beliefs about behavior modification and to dispute cognitions associated with competing behaviors</li> </ul>	<p><b>Practice Translation</b></p> <ul style="list-style-type: none"> <li>Positive reinforcement - such as praising any effort and stating what a big boy he is will encourage autonomy and self control</li> </ul>
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<p><b>CBT Application</b></p> <ul style="list-style-type: none"> <li>The caregiver provides instruction to increase the competency of the caretaker and outlines the premack sequencing of the response</li> </ul>	<p><b>Practice Translation</b></p> <ul style="list-style-type: none"> <li>Pediatrician reviews the gastro-colic reflex and how the GM should take the child briefly to the bathroom after every meal</li> </ul>
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<p><b>CBT Application</b></p> <p>The caregiver reviews expectations to promote realistic self-reinforcement. The importance of consistency in the stimulus-response paradigm is stressed. A classical conditioning paradigm is introduced to produce the desired association between the desired behavior and the associated pleasure associated with mastery of the experience. Response costs are minimized to extraneous behaviors. Positive coping responses are identified if the target behavior is not achieved.</p>	<p><b>Practice Translation</b></p> <ul style="list-style-type: none"> <li>• Pediatrician instructs the GM to anticipate about 2 weeks to achieve success, absolute consistency in effort once process has begun, to remove the diaper, not to reprimand with accidents but allow child to help</li> </ul>
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<p><b>CBT Application</b></p> <ul style="list-style-type: none"> <li>• A gradual time table for shaping of the target behavior is established based on an estimate of the time needed to establish the behavior and the skills of the trainer.</li> </ul>	<p><b>Practice Translation</b></p> <ul style="list-style-type: none"> <li>• Pediatrician schedules a f/u 2 week visit</li> </ul>
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○ An 8 year old boy is brought in for his regular health maintenance visit. His mother tells you that he is physically well, doing excellent work academically, but she is very concerned that he appears to not care at all about the feelings of others - his brother, his classmates or her.

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<p><b>CBT Application</b></p> <ul style="list-style-type: none"> <li>• An applied behavior analysis of the child's existing interpersonal effectiveness and impression management skills is conducted.</li> </ul>	<p><b>Practice Translation</b></p> <ul style="list-style-type: none"> <li>• Pediatrician reviews this child's strengths</li> </ul>
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<p><b>CBT Application</b></p> <ul style="list-style-type: none"> <li>• Target behaviors are clearly distinguished from competing responses. Automatic thoughts that may interfere with the learning process are disputed.</li> </ul>	<p><b>Practice Translation</b></p> <ul style="list-style-type: none"> <li>• In a calm manner, pediatrician speaks with the boy and mother together and agrees that disregarding someone else's feeling is not OK - but that learning to be respectful and kind is a sign of maturity and expected of this bright child</li> </ul>
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<p><b>CBT Application</b></p> <ul style="list-style-type: none"> <li>• Generalization of the identified behavior response is promoted through trials in multiple situations.</li> </ul>	<p><b>Practice Translation</b></p> <ul style="list-style-type: none"> <li>• The pediatrician discusses opportunities to show maturity when the boy is in class, interacting with his younger brother and in speaking to his mother</li> </ul>
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**CBT Application**

- A hierarchy of behaviors is established with a reinforcement schedule shifting from a gradual to intermittent application
- The caregiver is encouraged to model positive social skills and mediate in the distribution of contingencies. Verbal prompting by the caregiver is reinforced with gradual shaping of the internalization of positive self-attributions.

**Practice Translation**

- Pediatrician speaks with the mother alone and discusses how to reward the child over the next few weeks, with the mother speaking calmly to him and reminding him how to interact with others. She also reassures the mother of this child's many strengths

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## CBT in Primary Care

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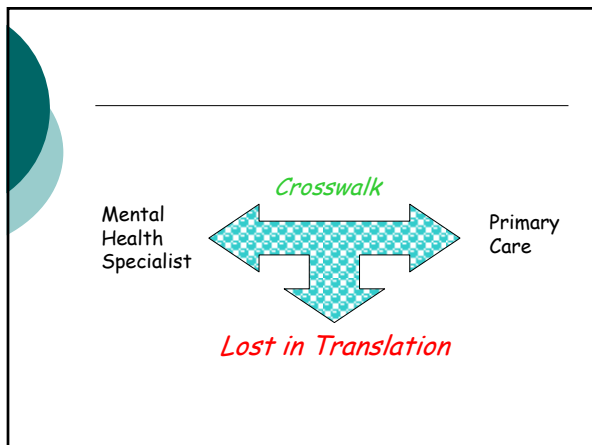
**CBT Application**

- A gradual time table for shaping of the target behavior is established based on an estimate of the time needed to establish the behavior and the skills of the trainer.

**Practice Translation**

- A follow up visit is scheduled for 1 month

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## CBT in Primary Care: Application and Translation of CBT into Your Own Practice...

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- An 11 year old who has shoplifted
- Fear of school
- A teen with irritability and history of depression
- A child who is afraid of the dark
- A child who refuses to sleep in her own bed, despite the parents' wishes

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