

Adolescents with Medical Issues Group

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Guidelines



GUIDELINES FOR AMIG SKILLS TRAINING GROUP

1. Information obtained during sessions (including the names of other group members) must remain confidential and will not be shared with family or friends.
2. All group members must attend all the weekly sessions. If you miss 4 group sessions (absences), you may not remain in the group. You can reapply once a new cycle begins again.
3. If you are more than 15 minutes late, you will be allowed in but will be considered absent.
4. People are not to come to sessions under the influence of drugs or alcohol.
5. People may not form sexual relationships with one another while they are in AMIG.
6. People may not act in a mean or disrespectful manner towards other group members.

Chapter 1: Introduction & BioPsychoSocial Theory

Introduction:

Name

Age

School

Grade

Illness

Favorite Fun Fact

What are some of the types of Medical Issues Teens face?



- Allergies, Asthma & the Immune System
- Arthritis & Rheumatologic Conditions
- Asthma
- Blood Disorders
- Cancer & Tumors
- Ears, Nose, Throat/Speech & Hearing
- Genetic, Chromosomal, & Metabolic Conditions
- Growth, Hormones & Diabetes
- Heart & Cardiovascular System
- Kidneys & Urinary System
- Lungs & Respiratory System
- Overweight and Obesity
- Sexual Health & Reproductive System
- And More...

What is the purpose of this group?

Some teens who have medical issues...

- Have trouble relaxing
- Worry
- Have problems sleeping
- Become withdrawn or isolated
- Have difficulty concentrating
- Lack energy
- Lose interest or pleasure in activities that were once enjoyed
- Don't want to go through treatment
- Have feelings of hopelessness or helplessness
- Become easily annoyed



What are you going to learn?

- Understand how emotions, thoughts, and behaviors can affect us
- Achieve an understanding of emotion and reason simultaneously
- Learn relaxation strategies
- Learn to regulate emotions
- Try to accept what we cannot change
- Understand skills to help us follow medical recommendations



BioPsychoSocial Theory:

What Makes Us “Us”?

Biology

- “Hard wired” aspects of who we are that are difficult to change
- Includes physical attributes (e.g. how we look, hair color, eye color, etc.)
- Genetic predispositions and vulnerabilities, which can be identified through family history, including medical issues

Psychological

- Emotional make up (e.g. easily bothered, calm, aggressive, impulsive, perfectionistic, pessimistic, etc.)
- How we cope
 - by taking emotions and holding them inside
 - by expressing them outwardly, in a way that can sometimes get people in trouble

Social

- Background
 - where and when someone grows up
 - who they grow up with
- Characteristics of their parents
- Trauma

Homework Session 1

1. What is the prevalence rate of the illness that you have been diagnosed with?

2. What is one question you want to ask your primary medical provider?

Ask your provider and write down their response...

3. What makes you similar to the other group members?

4. What makes you different?

5. What is the one thing you would like to get out of being in this group?

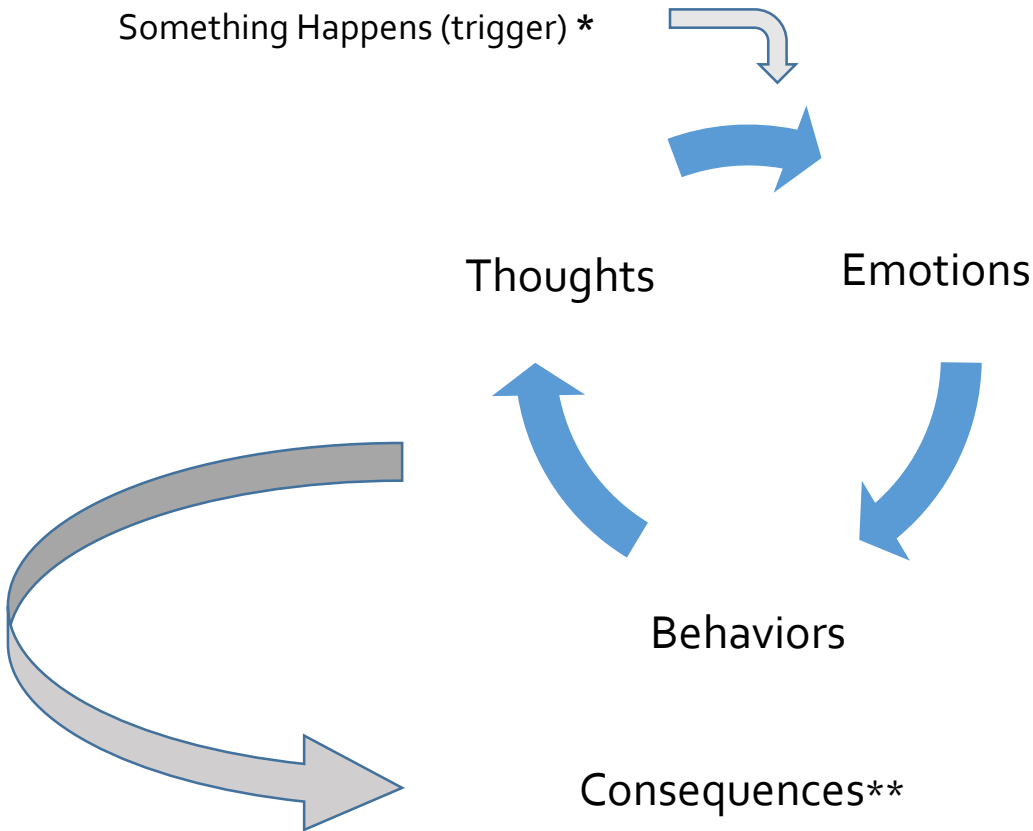
Chapter 2

Thoughts, Emotions & Behaviors

What are Thoughts? _____

What are Emotions? _____

What are Behaviors? _____



**Once "something happens", either good or bad, thoughts may form. Sometimes emotions are triggered. And other times actions are our first response.*

***Consequences can be good or bad!*

Example 1:

Colleague contacts me on the phone and is very short.
She interrupts me and very quickly hangs up...

Thought

Did I say something wrong?

Emotion

Sad, frustrated, and worried

Behavior

When I pass her by at work, I (either purposefully or not fully aware of it) do not make eye contact, cross my arms, frown slightly and act in a negative manner (e.g. don't say hello)*

Consequence

My relationship with the colleague is negatively affected

** Turns out the colleague was extremely stressed that day and later contacted me (before I saw her at work) asking me for coffee to discuss our shared cases. I had missed the text!*

When does this “Work for us” and “Work against us”?

You get a follower on tumblr from a peer you have a crush on...

Works for Us

Thought → “Cool”, “Yes!”

Emotion → Happy, Excited

Behavior → Making eye contact, chest and head up, smiling and treating others well

Consequence → Build relationships with others, feel good

Works against Us

Thought → “Why?”, “This is a joke”, “He/She is going to tease me”

Emotion → Sad, Annoyed, Worried

Behavior → Withdraw, responding rudely to loved ones, ignore others

Consequence → Disconnect from others, bad mood



How do we get our Thoughts, Emotions and Behaviors to Work for Us?

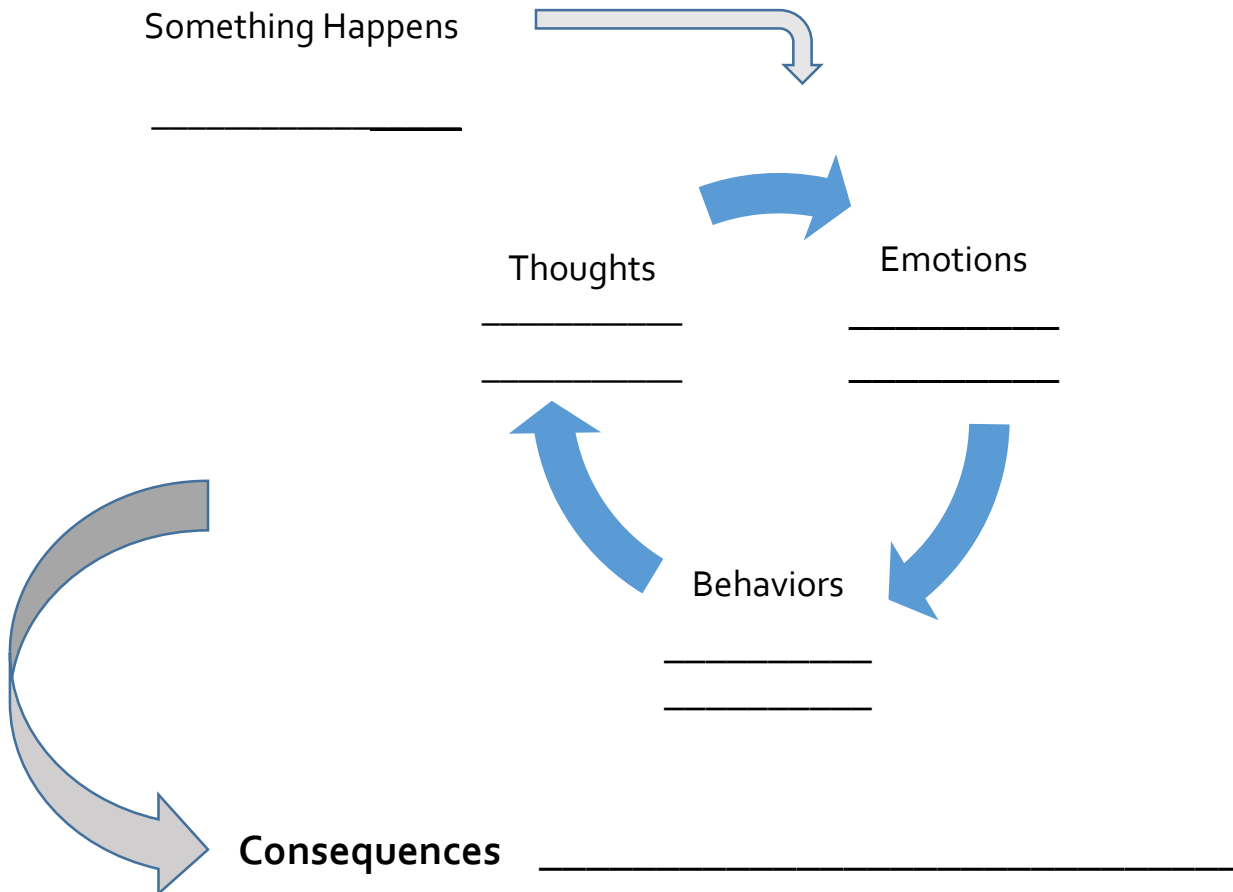
Be a detective (or lawyer) & find evidence to support your thoughts, behaviors, and actions.



1. Be aware of triggers and consequences
2. Look for evidence to support or deny thoughts
3. Change negative and irrational thoughts to positive and rational thoughts

Let's Practice!

Something Happens



Remember to get your Thoughts, Emotions, and Behaviors to Work for you!

Cognitive Distortions¹

These are “thinking traps” which can get in our way. People of all ages, get caught in these traps!

All-or-Nothing Thinking

Catastrophizing

Mind Reading

Fortune Telling

Can't and Won't/Should and Must

Disqualifying the Positive

Emotional Reasoning



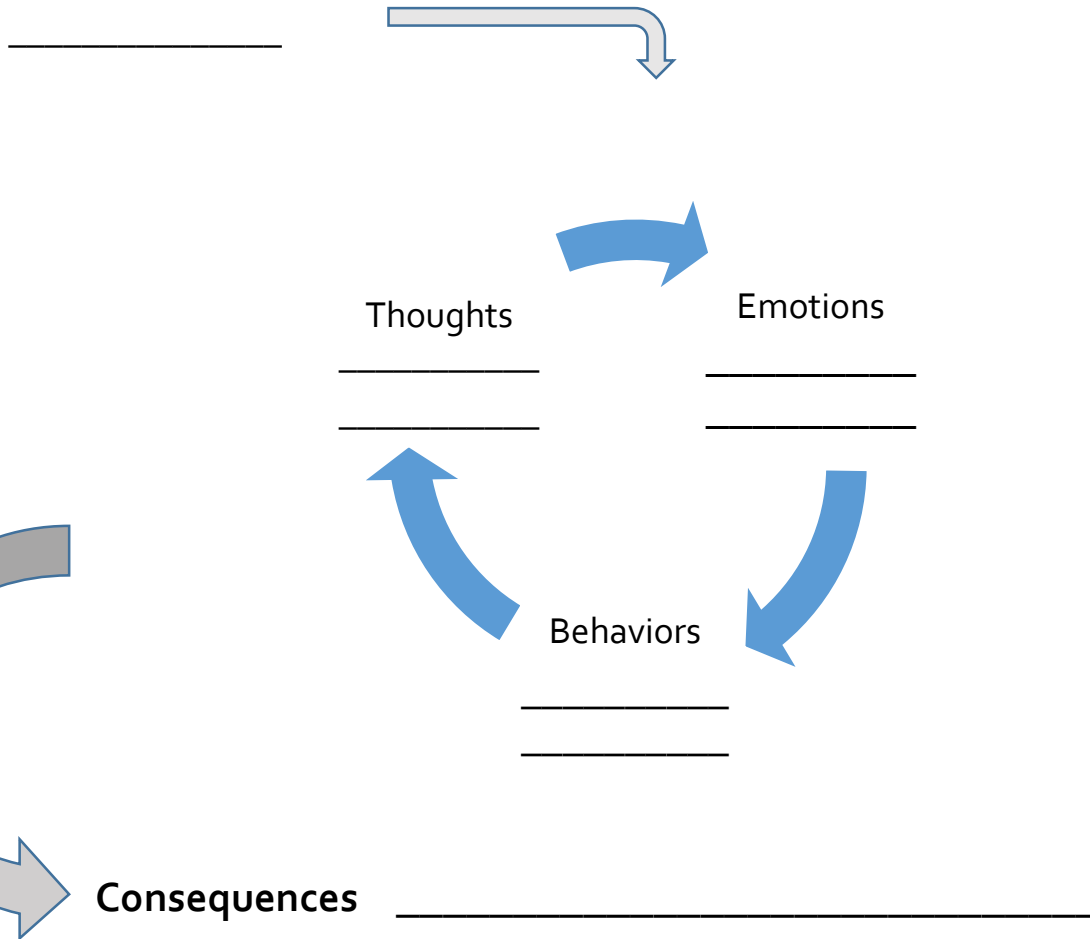
Which trap do you fall for the most?

Name other traps which you gotten in your way?

Homework Session 2

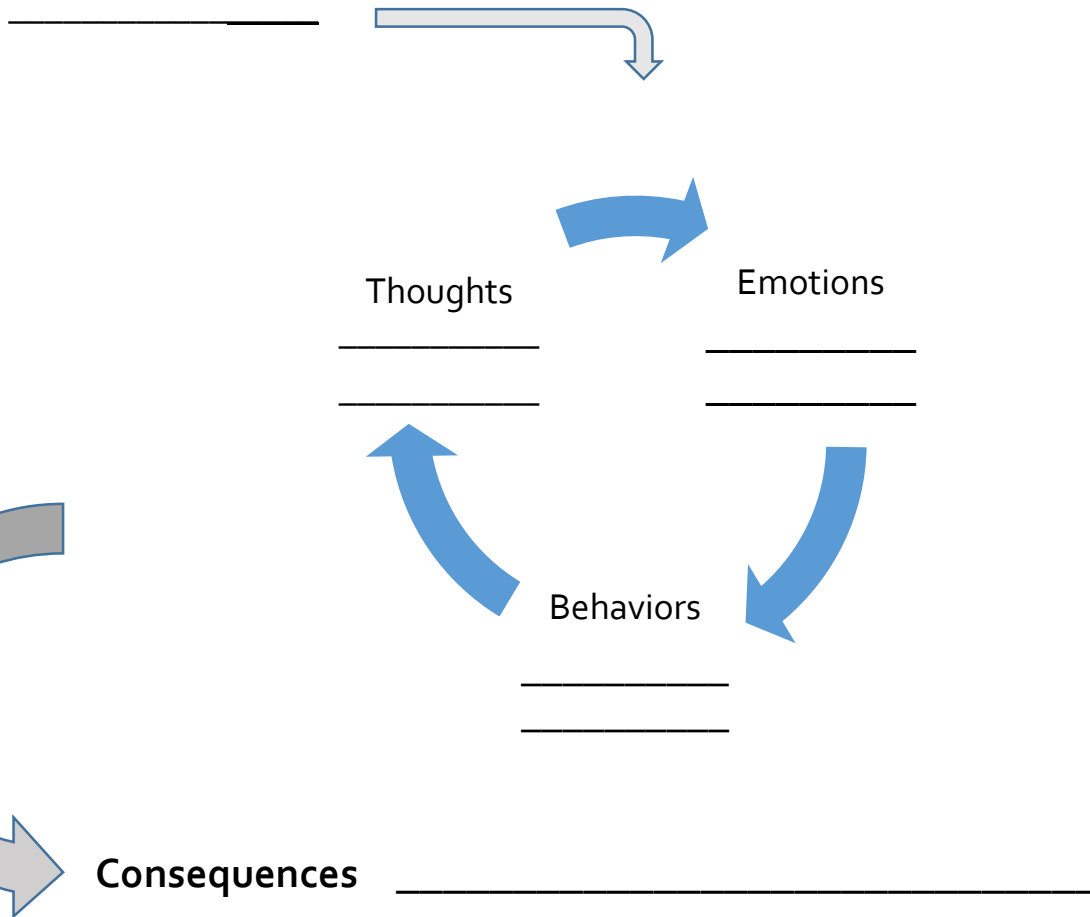
Give an example when the model worked FOR you:

Something Happens



Give an example when the model worked AGAINST you:

Something Happens



Chapter 3 - Relaxation

Relaxation



Everyone goes through stressful times. Some days, weeks, months, and even years are more stressful than others.

There are times in the past which may have been extremely stressful for you. You may be under a lot of stress right now. And we can all think of times in our future which will be stressful.

List some upcoming events which will likely be stressful either directly (because of the event) or indirectly (because of how others will react to the event)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Relaxation Strategies – The Why, When and What

Why?

So you can reduce negative emotions! (e.g. anxiety, anger, sadness, fear)²

Induce a physiologic state that is incompatible with negative emotional or physical sensations²

Relaxation Response” → decrease the activity of sympathetic nervous system resulting in fewer symptoms of anxiety such as headaches, nausea, rash and diarrhea³

When?

Wake-Up

During the Day

Before a Stressful Event

Before Going to Sleep



What?²

Imagery Based Relaxation

You visualize a favorite activity, scene, or pleasant image that will occur in the future.

Autogenic Training

The goal is to reach a state of relaxation and peace. You accomplish this by inducing changes in your body such as warmth, heaviness and heart rate. This can be done alone, but you will need to meet with a specialist to teach you the process first.

Meditative Breathing

A simple process of controlled breathing such as breathing in through your nose and out through your mouth.

Diaphragmatic Breathing

Similar to meditative breathing but you focus on your stomach. An example is called belly breathing, which is controlled breathing with one hand on your stomach and one hand on your chest.

Progressive Muscle Relaxation

Tensing and relaxing different muscle groups of the body to help promote a relaxed state.

Biofeedback

With the assistance of different medical devices, you use signals from your body (e.g., muscle tension, skin temperature, brain wave activity), to help promote certain states (e.g. relaxed). Similar to Autogenic training, you will need a specialist to help with this.

Homework Session 3

1. During this week and when feeling stressed, pick one of the relaxation strategies presented last week and use it for five minutes.

Record Your Stress Level!

** Before and after the relaxation exercise, write down your level of stress**

What was your level of stress before engaging in the activity? _____

What was your level of stress after engaging in the activity? _____

Which activity did you choose?

2. During this week and when NOT feeling stressed, pick one of the relaxation strategies presented last week and use it for five minutes.

Record Your Stress Level!

** Before and after the relaxation exercise, write down your level of stress**

What was your level of stress before engaging in the activity? _____

What was your level of stress after engaging in the activity? _____

Which activity did you choose?

0 = Complete absence of stress

5 = Medium amount of stress

10 = So much stress you are going to explode

Chapter 4⁴ – Mindfulness, Dialectics & Wise Mind

Mindfulness

Being in control of your mind rather than letting your mind be in control of you

Living life with your eyes wide open

Two main aspects of mindfulness are:

Open Mind

Being fully aware, in the current moment, of your thoughts, feelings, and actions without judgment and without trying to change it

Focused Mind

Attentional control. Staying focused on one thing at a time



Adapted from Jill H. Rathus and Alec L. Miller DBT Skills Manual for Adolescents, Guilford Press, 2014

Mindfulness

What Skills

- Observe
 - Just notice what is occurring in the present moment
 - Wordless watching – watch your thoughts and feelings come and go, as if they are on a conveyor belt
 - Don't push them away, let them happen, even if they are painful
 - Observe both inside and outside yourself

- Describe
 - Wordful watching: label what you observed with words
 - Put words on the experience "I feel sad", "My heart is beating quickly"
 - Describe only what you observe, try not to interpret, just label

- Participate
 - Don't worry about yesterday or tomorrow, jump into the "NOW", fully and without regrets or judgment
 - In addition to NO regrets and NO judgment, try to participate without self-consciousness
 - Use your HOW Skills



Adapted from Jill H. Rathus and Alec L. Miller DBT Skills Manual for Adolescents, Guilford Press, 2014

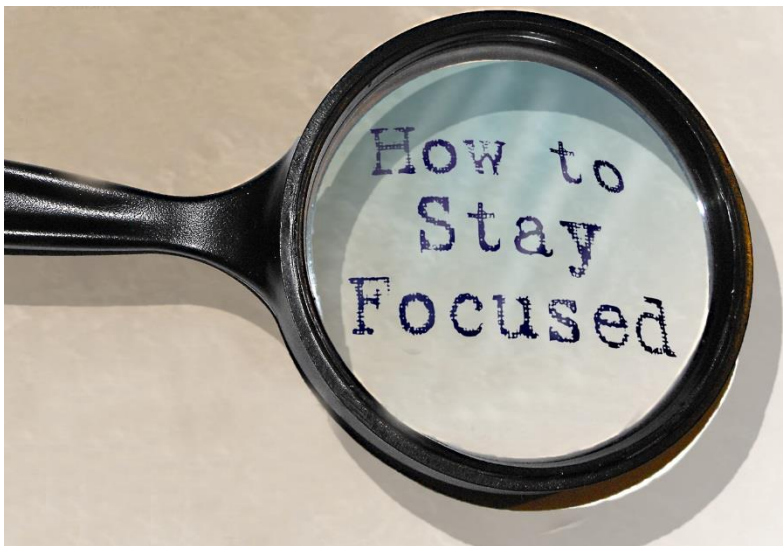
Mindfulness

How Skills

- Don't Judge
 - Be aware, but don't evaluate as good or bad
 - Acknowledge what is occurring, including the positive and negative, but again, try not to judge
 - The goal of not judging is not always realistic, if you are judging, catch them and stop them from controlling your responses
 - Don't judge your judging

- Stay Focused
 - Do one thing at a time (e.g. observe, describe, or participate)
 - Let go of distractions (e.g. yesterday, later today, or tomorrow)
 - Try not to multi-task

- Do What Works
 - Focus on what works
 - Play by the rules
 - Try to use your skills (which you will soon learn)
 - Do what you need to achieve your goals
 - Let go of negative feelings (e.g., anger, frustration, bitterness) that can hurt and make things worse



Adapted from Jill H. Rathus and Alec L. Miller DBT Skills Manual for Adolescents, Guilford Press, 2014

Dia-WHAT?

Dialectics

- Two things that seem like (or are) opposites, can both be true
- Dialectics help us find a “new way” of seeing and things
- Taking the opposites of an issue or problem and combining them to form a new, more accurate truth

What can we learn from Dialectics?

- Two things that seem (or are) opposites can both be true
- The world is not “black and white” or “all or nothing”
- Change is the only constant

How can Dialectics help us?

- Dialectics help us understand a greater, deeper truth
- They help expand our thoughts and the way we think about things
- Help us move from “black and white” to “grey”



Adapted from Jill H. Rathus and Alec L. Miller DBT Skills Manual for Adolescents, Guilford Press, 2014

How to think and act Dialectically

- Move from “either-or” thinking to “both-and” thinking
- Practice looking at all sides of a situation
- No one has the absolute truth
- Focus on yourself, use “I feel” instead of “You are”
- Accept that different opinions can be valid, even if you do not agree with them
- Do not expect or assume that you know what others are thinking or they know what you are thinking

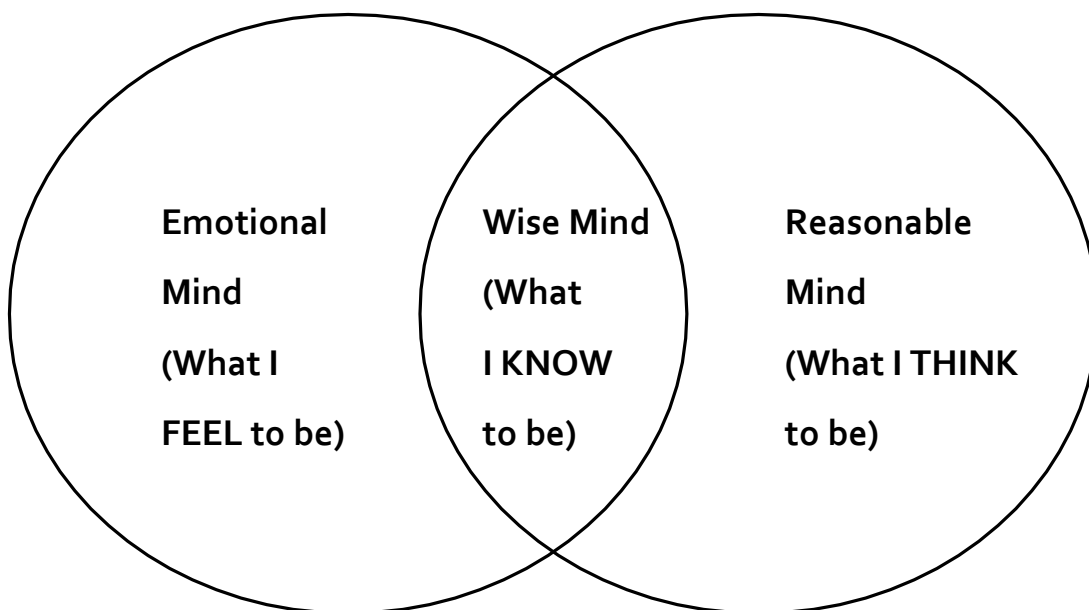


A Very Important Dialectic

- **Acceptance and Change** →

Acknowledging that there are certain things we must **accept** (being diagnosed with a medical issue) and there are also certain things we can change **change** (my attitude toward the illness, caregivers, and treatment)

Wise Mind – 3 States of Mind



Emotional Mind is:

When I am in Emotion Mind, I (describe what you do, think and/or feel)

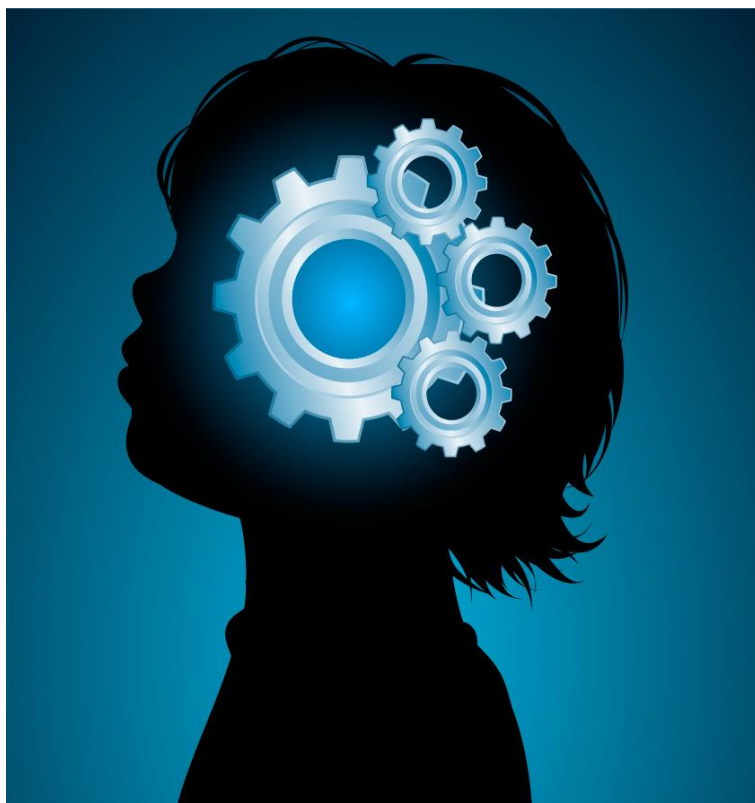
Some triggers that send me into Emotion Mind

Adapted from Jill H. Rathus and Alec L. Miller DBT Skills Manual for Adolescents, Guilford Press, 2014

Reasonable Mind is:

When I am in Reasonable Mind, I (describe what you do, think and/or feel)

Some triggers that send me into Reasonable Mind are



Wise Mind is:

When I am in Wise Mind, I (describe what you do, think and/or feel)

Some factors that will help me get into Wise Mind are



Adapted from Jill H. Rathus and Alec L. Miller DBT Skills Manual for Adolescents, Guilford Press, 2014

Homework Session 4:

Mindfulness - Observing yourself in each of the 3 States of Mind

Emotional Mind

Give one example of Emotional Mind this week
(describe emotion, thoughts, and behaviors):

Reasonable Mind

Give one example of Reasonable Mind this week
(describe emotion, thoughts, and behaviors):

Wise Mind

Give one example of Wise Mind this week
(describe emotion, thoughts, and behaviors):

Getting into Wise Mind:

Pick 1 What Skill and 1 How Skill

What Skills:

- *Observe*
- *Describe*
- *Participate*

How Skills:

- *Don't Judge*
- *Stay Focused*
- *Do What Works*

Adapted from Jill H. Rathus and Alec L. Miller DBT
Skills Manual for Adolescents, Guilford Press, 2014

Briefly describe your experience using each skill during the week (include when and where you used them):

Briefly describe if the skills affected thoughts, feelings or behaviors. If so how:



Adapted from Jill H. Rathus and Alec L. Miller DBT Skills Manual for Adolescents, Guilford Press, 2014

Chapter 5 – Radical Acceptance & Validation⁴

Dialectics

Dialectics – A Review

- Two things that seem like (or are) opposites, can both be true
- Dialectics help us find a “new way” of seeing and understanding things. Taking the opposites of an issue or problem and combining them to form a new, more accurate truth.
- How can Dialectics help us?
 - Dialectics help us understand a greater, deeper truth
 - They help expand our thoughts and the way we think about things
 - They help us move from “black and white” to “grey”
- **Acceptance and Change** →
 - Acknowledging that there are certain things we must **accept** and there are also certain things we can **change**



Adapted from Jill H. Rathus and Alec L. Miller DBT Skills Manual for Adolescents, Guilford Press, 2014

Radical Acceptance

Sometimes in life we can do something to change the situation we are in

AND

Sometimes in life we can't change the situation we are in

Radical Acceptance is a skill that is used when we need to accept things in life you can't change

Radical Acceptance

- Radical = complete and total
- Acceptance = acknowledge and recognize; seeing reality for what it is, even if you don't like it (e.g. Things are as they are)
- "Life can be worth living, even when there is pain"

****Acceptance does not mean approval****

How do I Radically Accept something?

- First notice that you are not accepting (e.g. anger, bitterness, sadness)
- Make a commitment to move towards "Radical Acceptance" and away from "Rejecting Reality"
- Engage in one of the Radical Acceptance skills (below)
 - this will take practice – you may need to radically accept something numerous times (even for the same situation)

Adapted from Jill H. Rathus and Alec L. Miller DBT Skills Manual for Adolescents, Guilford Press, 2014

Three Myths of Acceptance

1. If you refuse something, it will magically change
2. If you accept your painful situation, you will become soft and just give up
3. If you accept your painful situation, you are accepting a life of pain

Willfulness vs. Willingness

Willfulness

- Refusing to tolerate a situation
- Trying to change or fix a situation that can't be changed or fixed
- Refusing to change something that must not be changed
- Sitting on the sidelines of life
- Clues that you are being willful include extreme thoughts, like “no way” and muscle tightening

Willingness

- Allowing the world to be what it is and participating in it fully
- Listening carefully to your Wise Mind and deciding what to do
- Doing just what is needed, no more and no less.
- Being effective

Radical Acceptance Skills

- Accepting reality, as it is, can require an act of Choice
- Breathe mindfully to be in the moment and to help develop a more accepting mindset
- Use your face! (e.g. half-smile)
- Think through what you would do if you really did accept reality as it is
- Practice willingness
- Continue to move back to “Accepting Reality” and away from “Rejecting Reality”

Validation

What is Validation?

- Communicates to someone that their feelings, thoughts and actions make sense and are understandable to you in a particular situation
- **SELF-VALIDATION** involves perceiving your own feelings, thoughts, and actions as accurate and acceptable in a particular situation
- What is the difference between:
 - Validation _____
 - Empathy _____
 - Sympathy _____
- Validation does not necessarily mean that you agree with what the person is doing, saying or feeling. It means that you understand where they are coming from

WHAT can we validate?

Feelings, thoughts, and behaviors in:

- Ourselves
- Other people

Validate the valid, not the invalid. You can still validate the feeling without validating the behavior

(e.g., Validate someone feeling sick even though you know they didn't take their medication; Don't validate the act of not taking the medication which led to the feeling poorly)

WHY should we validate?

- It improves relationships!
- Validation can show that:
 - You are listening.
 - You understand.
 - You are being non-judgmental.
 - You care about the relationship.
 - Conflict is possible with decreased intensity. Agree to disagree.



HOW can we validate others?

With Words

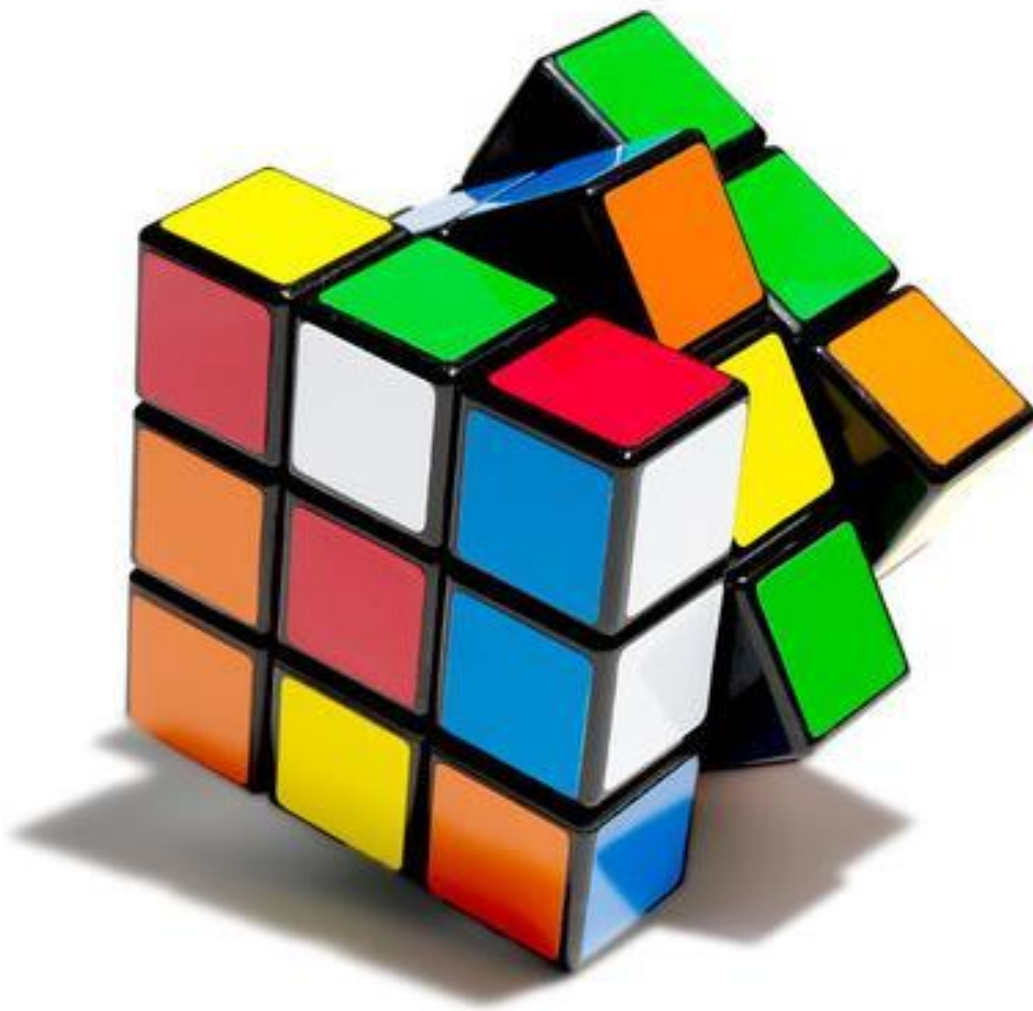
- Observe what the other person is feeling in the moment.
- Look for a word that describes the feeling.
- Reflect the feeling back without judgment. The goal is to communicate that you UNDERSTAND how the other person feels
 - AVOID “Yes, but”
 - Think about what your best friend in wise mind would say to you.
 - “It makes sense that you’re angry”, “I understand that you are having a tough time right now.”

Without Words

- Actively listen. Make eye contact and stay focused.
- Be aware of your reactions in order to avoid invalidation (e.g., rolling eyes, sucking teeth, walking away, responses or saying “that’s stupid”, “don’t be sad”, “I don’t care what you say”).
- Show tolerance! Think about how the feelings, thoughts or actions make sense given their (or your) history and current situation, even if you don’t approve of the behavior, emotion, or action itself.
- Respond in a way that shows that you are taking him/her seriously (with or without words) (e.g. If someone is crying, give a tissue or a hug. If someone is presenting a problem, start problem-solving immediately (maybe?))

HOW can we validate ourselves?

- Observe what you are feeling in the moment. Look for a word that describes the feeling.
- Reflect the feeling back without judgment.
- Show tolerance! Think about how the feelings, thoughts or actions make sense given your history and current situation, even if you don't approve of the behavior, emotion, or action itself.



Adapted from Jill H. Rathus and Alec L. Miller DBT Skills Manual for Adolescents, Guilford Press, 2014

Homework Session 5

1. Radical Acceptance

Describe a situation during the week (or in the past) in which you were distressed and there was no way to change the situation right away.

Rate your distress prior to the situation from 1 – 10 (10 being the worst) ____

If you couldn't solve the problem right away, what did you choose to do?

1. Stay miserable (refuse to accept situation)
2. Accept the situation

If you tried to radically accept the situation, what exactly did you do or say to yourself?

Did you notice that you had to “turn your mind” back to radical acceptance?

If **yes**, how?

If **no**, what did you say to yourself or did you do to stay miserable?

Rate your distress after you turned your mind toward acceptance from 1 – 10
(10 being the worst) _____

2. Validation

Write down 1 self-invalidating statement:

Write down 2 self-validating statements:

Write down 1 invalidating statement:

Write down 2 validating statements:

Adapted from Jill H. Rathus and Alec L. Miller DBT Skills Manual for Adolescents, Guilford Press, 2014

Choose a situation during the week in which you used validation skills with someone else or yourself. Write down the situation here:

Who did you validate?

What exactly did you say or do to validate yourself or someone else?

What was the outcome?

How did you feel afterward?

What would or could you say or do differently next time?

Adapted from Jill H. Rathus and Alec L. Miller DBT Skills Manual for Adolescents, Guilford Press, 2014

Chapter 6 – Emotion Regulation⁴

Understanding Anger & Other Emotions

Identify Feelings →

Primary and Secondary Emotions

Understanding anger →

Anger (as a secondary emotion)

How Can You Tell When You Are Mad?

Physical Symptoms

Thoughts

Behaviors (may be too late)

List your specific triggers:

How to manage?

Address the Primary Emotion (if you can):

or

Try One of These Skills:

Belly Breathing

PMR

Guided Imagery

10/10/10

Pleasant Activities List (below)



Emotion Regulation

Long term and consistent work we do to prepare for difficult moments

Why do I need to regulate my emotions?

Because when we don't regulate our emotions:

- There can be negative consequences (natural or logical)
- We can feel "out of control"
- We are less likely to get what we want or need
- Our emotions are likely going to be "more intense"

How do we regulate our emotions?

Step 1: Take care of yourself

- Sleep Well
- Eat Healthy
- Exercise Often
- Treat Physical Illnesses
- Avoid Drugs

Step 2: Remember Your ABCs

- Accumulate Positive Experiences
- Build Mastery
- Cope Ahead of Time with Emotional Situations

Accumulate Positive Experiences

Short Term

- Do positive/fun/safe activities RIGHT NOW
- Make sure that these events lead to positive emotions
- Be mindful of positive experiences (make pleasant activities list)

Long Term

- Make changes so positive events will occur, naturally and more often.
- Work toward goals by listing out small steps to reach final, large goal and TAKE the first step.
- Remember Relationships - create new, repair old, and maintain current relationships.
- AVOID AVOIDING and AVOID GIVING UP.

Build Mastery

- Conquer one task each day, that you will make you feel effective, proud, and in control of your life.
- Remember to work towards a large goal by completing small, easily achievable goals.



Adapted from Jill H. Rathus and Alec L. Miller DBT Skills Manual for Adolescents, Guilford Press, 2014

Cope Ahead

- Be prepared, have a plan, and know how you will get through the moment while staying emotionally regulated and without making the difficult situation worse

Opposite Action

- Try to change your emotions by using the Opposite Action skill
- Certain emotions generally lead to common responses... avoid the common response and try the Opposite!

FEELING → Action Urge -----OPPOSITE ACTION

FEAR/ANXIETY → Avoid ----- ACT OPPOSITE & APPROACH

Whatever you are afraid of, do it, over and over, look to achieve control and mastery

ANGER → Attack -----ACT OPPOSITE & GENTLY AVOID

Do something nice (as opposed to mean or attacking), put yourself in the other person's shoe and try to imagine rather than blame

SADNESS → Withdraw-----ACT OPPOSITE & GET ACTIVE

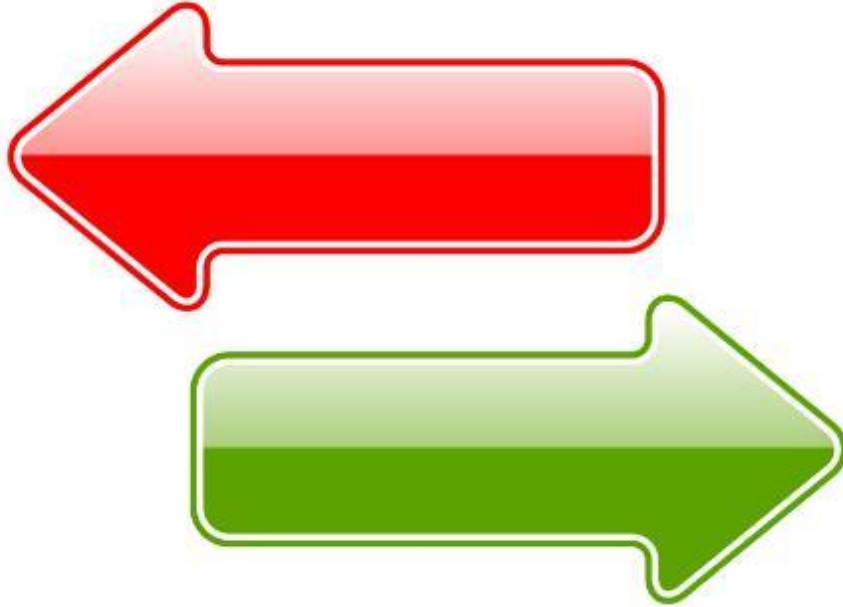
Again, approach, do not avoid; do things that make you feel effective and self-confident

GUILT/SHAME → Hide/Avoid-----ACT OPPOSITE & FACE THE MUSIC

When the guilt and shame is justified, repair the mistake, say you are sorry, make up for what you did to hurt the person you hurt; avoid making the same mistake in the future; accept the consequences for what you did; let it go

**If the emotion, including guilt and/or shame is not justified, Wise Mind can help you use skills already learned (e.g., Making our thoughts, emotions and behaviors work for us)*

Adapted from Jill H. Rathus and Alec L. Miller DBT Skills Manual for Adolescents, Guilford Press, 2014



How to use Opposite Action?

- First** → Figure out the emotion and confirm that it is justified
- Second** → What is the action that goes with the emotion?
- Third** → What is the OPPOSITE ACTION?
- Fourth** → Do you want to change the emotion?
- Fifth** → Do the OPPOSITE ACTION – ALL THE WAY!

Homework Session 6

Did you Regulate Your Emotions by Taking Care of Yourself? Y/N

Confirm two of the following which you did over the past week:

- Sleep*
- Eat Healthy*
- Exercise Often*
- Treat physical illness*
- Avoid Drugs*

Build Mastery

List two ways that you built mastery this week

1:

2:

Coping Ahead of Time with Emotional Situations

Describe your plan to effectively manage a future emotional situation. Include skills you will use:

(Use this to guide you through opposite action)

Observe and Describe the emotion

- What is the current emotion you are having? _____
- What is your action urge? _____

Do the Opposite Action (ALL THE WAY)

How did you feel after acting opposite to your emotion?



Adapted from Jill H. Rathus and Alec L. Miller DBT Skills Manual for Adolescents, Guilford Press, 2014

Chapter 7 – Adherence

Adherence History

When do you take your medications?

Do any of your medications have side effects you do not like? If yes, list them

What do you hate the most about taking the medication?

If 1 represents someone who never takes their medication and 5 represents someone who always take their medication, where would you see yourself? _____

- When was the last time you forgot your medication? _____
- And how often in the last week did you forget your medication? _____
- Does anyone remind you to take your medication? _____

Write about your treatment regimen...what medications? How often? **Side effects?** Consequences (positive and negative) from treatment? Any part of your treatment regimen that you find particularly difficult?

Validation – Yourself & Others

Write Down one self-validating statement and one validating statement for another peer in the room.

Yourself:

Someone Else:

How can we express these to your health care providers? To your parents? To your family? To your friends?

TAKE CONTROL!

In what way can you receive more control over your life and treatment recommendation?

At home with parents?

With Health Care Professionals?

At School?

Educational – Write down specific information about your illness (including course and prognosis), treatment (required doses, daily schedule and side effects) and importance of the proposed treatment

Have you and your family expectations, related to treatment, been addressed? (Write down the ways they have or have not been addressed)

Strategies

- Organizational Strategies
 - Cluster appointments
 - Work with parents to reduce missing school and social events
 - Ways to make medical regimen as simple as possible
 - Reminders (via technology such as cell phones, email, alarms, texts)

- Behavioral Strategies
 - Visual Reminders
 - Leaving medication where it is sure to be noticed
 - Marker on the mirror
 - Post it Notes
 - Match Medication (or other mandated behaviors) with established behaviors (eating meals, brushing teeth, putting on make-up, etc.)

Peer and Family Support

- How can we increase support?

- Who, specifically, can you ask for more support?

- Sometimes asking for support means asking for space? If this is the case for you, who can you politely ask for space?

- Sometimes when asking for something, we need to give something...what can you give to those who support you?

Homework Session 7

Review the information gathered from the Session 1 Homework (e.g. prevalence rate of the illness that you have been diagnosed with)

What is the course and prognosis treatment of the illness that you have been diagnosed with?

Describe the treatment (e.g. medications, therapies) of the illness that you have been diagnosed with?

Bring the information gathered

Write down one behavioral strategy and one organization strategy that you can use, or you use, to help you with the medical issues -

Behavioral Strategy:

Organizational Strategy:

Chapter 8 – Motivational Interviewing for Adherence

Exploration of your Lifestyle

What does the word *lifestyle* mean?

People's lifestyles can have effects on someone's health, mental health, money, relationships, and achievement.

How does your lifestyle affect you? Specifically, your relationships with friends, with your parents, with your health, and with meeting YOUR goals?

When thinking about this and sharing this, try not to blame or be judgmental

As we continue to discuss this topic, some of you may decide there are things you want to change, or you may decide that you want to stay as you are. You are the best judge of what is right for you. The group, I, and you should validate and respect that.

Stages of Change

What are your thoughts and feelings about the stages of change?

Think about things you have changed in the past. In fact, share with the group one thing you changed and when or what stage of change you might have been in.

It may help to focus on small, minor changes you made.

The Good Things and Not-So-Good Things

Sometimes, we get into habits without ever realizing it. These habits can be harmless, and other times, these habits can have consequences that we do not want.

For example, studying for a test:

What are some good things about NOT studying for a test? What do you like about NOT studying for this test?

How has NOT studying helped you?

What about the other side?

What are some of the less good things about NOT studying for a test?

In what ways does NOT studying affect you? Write down some examples:

Now that you are seeing both the good things and the not-so-good things about not studying for tests, how are you reacting to this topic? How are you feeling in general about exploring these issues?

As we discussed earlier, sometimes habits form without us ever really thinking about it. Consequences can be both good and bad. They can also be significant or insignificant. Let's do the same thing we just did, except let's talk about the good things and not-so-good things about deciding to NOT follow your medical treatment recommendations.

Before we begin, why is it important to think about the "good things?"

So Let's Begin...

What are some good things about NOT following medical recommendations?

What do you like about NOT following medical recommendations?

What about the other side?

What are some of the less good things about NOT following your medical recommendations?

What do you not like about NOT following medication recommendation?

In what ways does this affect you? Write down some examples:

What is your reaction? Your thoughts & feelings?

Awareness Window:

Complete & Summarize

Homework Session 8

If you did not already:

1. Complete Awareness Window
2. Be prepared to discuss and introduce your Awareness Window



Chapter 9 – Motivational Interviewing for Adherence

Looking Forward

Review: The Good Things and Not-So-Good Things & Awareness Window

Let's start by going back into our childhood. Think for a minute about what you wanted to do as an adult.

How did you imagine your life would be?

What were your dreams about your future? For example, you might say, when I was a kid, I wanted to be _____

We also know that each one of you has been affected by health and medical issues, so how have your dreams about the future changed?

What about your...

Imagined Occupation _____

Lifestyle _____

Most important values _____

- | | |
|--|---|
| <input type="radio"/> <i>Reliable</i> | <input type="radio"/> <i>Motivated</i> |
| <input type="radio"/> <i>Loyal</i> | <input type="radio"/> <i>Positive</i> |
| <input type="radio"/> <i>Open-minded</i> | <input type="radio"/> <i>Optimistic</i> |
| <input type="radio"/> <i>Consistent</i> | <input type="radio"/> <i>Inspiring</i> |
| <input type="radio"/> <i>Honest</i> | <input type="radio"/> <i>Passionate</i> |
| <input type="radio"/> <i>Efficient</i> | <input type="radio"/> <i>Respectful</i> |
| <input type="radio"/> <i>Innovative</i> | <input type="radio"/> <i>Athletic</i> |
| <input type="radio"/> <i>Creative</i> | <input type="radio"/> <i>Courageous</i> |
| <input type="radio"/> <i>Humorous</i> | <input type="radio"/> <i>Respected</i> |
| <input type="radio"/> <i>Fun-loving</i> | <input type="radio"/> <i>Loving</i> |
| <input type="radio"/> <i>Adventurous</i> | <input type="radio"/> <i>Nurturing</i> |

Looking Forward Worksheet

- What are some of your hopes for the future?
- What are you doing now that's helping you make these things come true?
- What other things could you do (or do more of) to help your hopes come true?

What might be a small change that you could try before the next session?

Motivation

What is motivation?

What is ambivalence?

Pros and Cons

When we think about making changes, most of us don't really consider all sides in a complete way. Instead, we often do what we think we should do, avoid doing things we don't feel like doing, or just feel confused or overwhelmed, and give up thinking about it at all. Thinking through the pros and cons of both changing and not making a change is one way to help us make sure we have fully considered a possible change. This can help us "hang on" to our plan in times of stress or temptation.

Next page, write in the pros and cons that you can think of in each of the boxes.

	PROS	CONS
MAKING A CHANGE		
NOT CHANGING		

Self-Efficacy & Strengths

Sometimes in the midst of coping and fighting with a medical or health issue, our identities can get lost

“Coat of Arms”

- Something important from my past
- Something I hope to be doing in the future
- Something I enjoy doing
- Something I do well

My LIFE MOTTO:

Change

Change Plan Worksheet

If you need help thinking of a change, review the *Looking Forward Worksheet*

Importance, Confidence and Desire to Change Worksheet

Write down the main problem which brought you to group
(even if you did not or do not identify this as a problem)

What stage of change are you in? _____

What is your guess on the stage of change you were in during the first day of group?

Review Importance, Confidence and Desire to Change Worksheet

“What makes your response X and not a 0?”

“What might make your mark 2 points higher on the scale?”

“How can your family and friends help increase your confidence (or desire) for making this change?”

Homework Session 9

If you have not already, complete the following sheets:

1. Looking forward
2. Pros and Cons
3. "Coat of Arms" Activity
4. Change Plan Worksheet
5. Importance, Confidence and Desire to Change



Citations

1. *Albano, A.M., & DiBartolo, P.M. (2007). Cognitive behavioral therapy for social phobia in adolescents: Stand Up, Speak Out Therapist Guide. New York: Oxford University Press.*
2. *Spirito & Kazak, 2006*
3. *Camic & Knight, 2003*
4. *Miller, Rathus & Linehan (2006) Dialectical Behavior Therapy: Multi-Family Skills Training Group*
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6. *Ingersoll, K.S.; Wagner, C.C.; and Gharib, S. (2002)*

AMIG

thank you