

Children's Curriculum of Schema Therapy

Schema Therapy for Children and Adolescents (ST-CA)

Schema Therapy (ST) developed by Jeffrey Young is an enhancement and development of cognitive behavioral therapy (CBT), and particularly integrates emotions, but also developmental aspects centrally in their diagnostic and therapeutic considerations. In addition, ST is based on a model of schemas, modes and the basic needs and "their fate" during the life course. Therefore, ST - in terms of technical and strategic variant of CBT – seems to be also and especially in the field of child and adolescent therapy particularly suited to generate action-guiding, diagnostic and therapeutic concepts.

In total 4 workshop units¹ (WS 1-4) of the "Children's Curriculum", first the schema therapeutic conceptual model (schemas, modes, coping strategies), the underlying theory (central importance core needs in the context of developmental tasks), possible diagnostic means (eg, projective methods) and requirements in the therapeutic attitude (eg, concept of "limited reparenting" and "empathic confrontation") are outlined, put on the ground of temperament and personality factors in childhood and adolescence. However, in the center of the workshop series are training and practice units, encompassing schema therapeutic strategies that have proven successful in cognitive behavioral therapy of childhood and adolescence. Another focus is laid on the teaching of advanced and deepened work with parents in terms of "Schema Coaching" or "Systemic Schema Therapy" that include schema or mode specific transactional processes between child and parent and shed a light on mutual reinforcement's processes of child's und parent's maladaptive schemas.

	Workshop's Name	total	didactic	dyadic
ST-CA WS 1	Children's Curriculum Workshop 1 Introductory Workshop	16 TU*	13 TU	3 TU
ST-CA WS 2	Children's Curriculum Workshop 2 Focus: ST for Children & Adolescents	16 TU	9 TU	7 TU
ST-CA WS 3	Children's Curriculum Workshop 3 Focus: ST for Parents	16 TU	9 TU	7 TU
ST-CA WS 4	Children's Curriculum Workshop 4 Focus: Schema Therapeutic Case Conceptualization	16 TU	13 TU	3 TU
	In total	64 TU	44 TU	20 TU

* TU = Teaching Units, each 45 minutes

¹ The contents of the above mentioned 4 workshops can be distributed on request to 5 workshops (WS₅ 1-5), the content and the curriculum's teaching units remain constant.

Children's Curriculum Workshop 1 ("Introductory WS")

The introductory workshop illuminates the formation and perpetuating model of maladaptive schemas against the background of age-specific developmental tasks, risk and protective temperamental factors. Related to the children's age the 18 schemas described by Young are outlined with their typical child and adolescent appearance and coping strategies. Other topics include the multimodal diagnostic techniques (use of exploration, survey, imagery, case conceptualization) and explain the significance of the therapeutic relationship, psychoeducation and empathic confrontation.

As an overview therapeutic strategies are demonstrated: Working with drawings and pictures, mode-based play therapy, working with stories, finger and hand puppets, metaphors, chair work, imagery, visual presentation of the "Inner House", the use of flash cards and homework.

An important part of the introductory workshop is to work with parents, which is also outlined in an overview. Contents are typical parental mode constellations, mode cycle flash cards, investigation of parental schemas and modes, and the practical implementation in mode work with parents (working with chairs, drawings, etc.).

Beside the introductory in schema theory the workshop offers many practical demonstrations by picture and video material, and small exercises allow the participants transferring the content into their own practice.

Children's Curriculum Workshop 2 Focus: ST for Children and Adolescents

This workshop is based upon the content of the introductory workshop (WS 1), whose participation is a prerequisite for the immersion workshops (WS 2 to 4).

Exception: Participants, who attended the introductory WS for adult's Schema therapy can join in directly in the children's curriculum, if they have informed themselves about the specific techniques for children and parents outlined in the book by Loose, Graaf and Zarbock (see literature).

This workshop is based upon the content of the introductory workshop (WS 1). The goal of this workshop is to learn the techniques of schema therapy with children and adolescents specifically. After a brief connection with the schema theoretical introduction and sharing of some experiences in practice (WS 1), the focus will be laid on the features of the particular therapeutic relationship, including the concepts of limited reparenting, empathic confrontation and practical working with the special schema therapeutic techniques.

Video examples and role-play in groups of two or three participants ensure the consolidation and deepening of what has been learnt. In particular, the content and methods are:

- Working on close relationships with children and adolescents

- Working with finger and hand puppets
- Imagery
- Use of flash cards and homework
- Working with (stem) stories (with exercise)
- Working on the "Inner House"

Beside the features of schema theory the workshop offers many practical demonstrations by picture and video material, and small exercises allow the participants transferring the content into their own practice.

Children's Curriculum Workshop 3

Focus: ST for Parents

This workshop is based upon the content of the introductory workshop (WS 1), whose participation is a prerequisite for the immersion workshops (WS 2 to 4).

Exception: Participants who attended the introductory WS for adult's Schema Therapy can join in directly into the children's curriculum, if they have informed themselves about the specific techniques for children and parents outlined in the book by Loose, Graaf and Zarbock (see literature).

Content: This workshop is based upon the content of the introductory workshop (WS 1). The goal of this workshop is to learn the techniques of schema therapy with parents specifically.

After a brief connection with the theory of WS 1, the focus will be laid on the features of the work with parents including practical exercises.

The parental mode work with chairs, finger puppets, imagery, schema and mode flash card, internal dialogue and schema diary are the central point of WS 3.

Case studies of the participants and role play in groups of two or three participants ensure the deepening of what has been learnt. In particular, the content and methods are:

- Therapeutic relationship with parents: "Limited Grandparenting"
- Investigation of parental resources, needs and family structures
- Testing of questionnaires
- Education of the schema and mode concept in the context of parenting with exercises in groups
- Creating a schematic therapeutic and systemic disturbance model
- Adjustment of the parental schemas and modes
- Mode feedback among family members
- Schema pedagogy approaches (working with caregivers, teachers and so on)
- Collusion of schemas and modes among the therapist and the patient (child/parents)

Children's Curriculum Workshop 4

Focus: Schema Therapeutic Case Conceptualization (Exercises to own Cases)

This workshop is based upon the contents of the first three workshops (WS 1-3), whose participation is useful but not a prerequisite. The goal of this workshop is to apply the schematic therapeutic approaches to their own cases. After the case presentation in the plenary, participants work out in small groups the schema therapeutic case concept and treatment plan to this patient and his family. Based on already implemented schematic therapeutic treatment techniques progress and problems in the used interventions are discussed. In the last unit participants will learn, what to consider in formal reporting to health insurance companies, and how to follow the schema therapeutic approaches in the context of self-awareness, self-disclosure and supervision groups. The following content will be covered in the workshop:

- Illustration of the basic approach to case conceptualization
- Conceptualization and treatment planning for their own cases
- Schema therapeutic aspects of formal reporting to health insurance companies and planning schema therapeutic supervision, self-experience and certification
- Mode-oriented play therapy
- Special problems in the therapy

LITERATURE:

SCHEMATHERAPY FOR CHILDREN:

Loose, C, Graaf, P, & Zarbock, G. (2013). Schematherapie mit Kindern und Jugendlichen. Weinheim: Beltz (planned to published by Wiley)

SCHEMATHERAPY FOR ADULTS:

Arntz, A. & Jacob, G. (2012). Schema Therapy in Practice: An Introductory Guide to the Schema Mode Approach. John Wiley & Sons.

Rafaeli, E., Bernstein, D.P., & Young, J. (2011). Schema Therapy (CBT Distinctive Features). Taylor & Francis.

Roediger, E. (2011). Praxis der Schematherapie. Stuttgart: Schattauer.

Vreeswijk, M. van, Broersen, J. & Nadort, M. (2012). The Wiley-Blackwell Handbook of Schema Therapy: Theory, Research and Practice. John Wiley & Sons

Young, J., Klosko, J. & Weishaar, M. E. (2006). Schema Therapy: A Practitioner's Guide. Guilford Pubn.

SCHEMATHERAPY FOR GROUPS:

Farrell, J.M. & Shaw, I.A. (2012). Group Schema Therapy for Borderline Personality Disorder: A Step-by-Step Treatment Manual with Patient Workbook. John Wiley & Sons.

PRINCIPLES IN CBT:

Zarbock, G. (2011). Praxisbuch Verhaltenstherapie: Grundlagen und Anwendungen biografisch-systemischer Verhaltenstherapie. Lengerich: Pabst.