

Child and Adolescent Curriculum of Schema Therapy (ST-CA)

(3 workshop units: 1x2 days, 2x3 days; in total 48 hrs)

Schema Therapy (ST) developed by Jeffrey Young is an enhancement and further development of cognitive behavioral therapy as well as psychodynamic psychotherapy, 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 – as an integrated approach with cognitive-behavioral, psychodynamic, and developmental roots – 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 3 workshop units (WS 1-3) 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 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. Last but not least the basic principles of ST-CA in groups are outlined.

	Workshop's Name	total	didactic	dyadic
ST-CA WS 1	Children's Curriculum Workshop 1 Introductory Workshop	12hrs*	9 hrs	3 hrs
ST-CA WS 2	Children's Curriculum Workshop 2 Focus: ST for Children & Adolescents; ST for Parents (1)	18 hrs	12 hrs	6 hrs
ST-CA WS 3	Children's Curriculum Workshop 3 Focus: ST for Parents (2) and Schema Therapeutic Case Conceptualization	18 hrs	12 hrs	6 hrs
	In total	48 hrs	33 hrs	15 hrs

* 1 hour =60 minutes

Child and Adolescent Curriculum Workshop 1 ("Introductory WS")

2 days, 12 hours, 60 min each (16 TU - teaching units, 45 min each)

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.

Review of the contemporary concepts and research results on the Physical, Cognitive and Social-Emotional Development of both Children and Adolescents provides a wider understanding of the manifestation of needs and emotional reactions in young patients.

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, templates, 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, templates, wooden figures, 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.

Child and Adolescent Curriculum Workshop 2

3 days, 18 hours, 60 min each (24 TU - teaching units, 45 min each)

Focus: Children and Adolescents (12 hrs, 16 TU) and Schema-Coaching for Parents (6 hrs, 8 TU)

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 3).

Exception: Participants, who attended the 2-day introductory WS for adult's Schema therapy or a WS equivalent to this, can join in directly in the children's curriculum.

The goal of this workshop is to learn the techniques of schema therapy with children and adolescents specifically. Additionally, there will be an introduction into the work with parents. Special attention is paid to the specific problems facing adolescents today: suicide as the 2nd cause of deaths in adolescents, alcohol, drugs, unprotected sex, eating **disorders**, **gender dysphoria**, **bullying**, **cyber bullying**, **peer pressure**, etc. **Also important to separate maturational issues from behavioral problems.**

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 storytelling (eg. 'stem stories')

The first part of the parental work includes:

- 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

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.

Child and Adolescent Curriculum Workshop 3

3 days, 18 hours, 60 min each (24 TU - teaching units, 45 min each)

Focus: Schema-Coaching for Parents, Case Conceptualization and more specific techniques

This workshop is based upon the content of the introductory and immersion workshop (WS 1 and WS 2), whose participation is a prerequisite for this immersion workshop (WS 3).

The goal of this workshop is to learn the techniques of schema therapy with parents (continuation of WS 2) and to apply the schematic therapeutic approaches to their own cases. After a brief connection with the theory of WS 1 und WS 2, the focus will be laid on the features of the work with parents including practical exercises. The parental mode work with chairs, finger puppets, templates, imagery, schema and mode flash card, internal dialogue and schema diary are the central point of the first day of WS 3.

The second part of the parental work includes: (first part was in WS 2):

- Creating a schematic therapeutic and systemic disturbance model
- Adjustment of the parental schemas and modes
- Mode feedback among family members
- Collusion of schemas and modes among the therapist and the patient (child/parents)
- Usage of parental Mode-Cycle-Clash-Cards

Case Conceptualization: Case studies of the participants and role play in groups of two or three participants ensure the deepening of what has been learnt. 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, how to follow the schema therapeutic approaches in the context of self-awareness, self-disclosure and supervision groups.

The following content (including practice) will be covered in the second and third day of this workshop:

- Illustration of the basic approach to case conceptualization
- Conceptualization and treatment planning for their own cases
- Schema therapeutic supervision, self-experience and certification
- Special problems in the therapy
- Mode-oriented play therapy
- Working on the "Inner House"
- Working with therapeutic board games
- Application of art-therapy techniques
- Basics of ST-CA in Groups (e.g. Training in Self-Assertiveness)

LITERATURE:

SCHEMATHERAPY FOR CHILDREN AND ADOLESCENTS:

Lockwood, G. & Shaw, I.A. (2012). Schema Therapy and the Role of Joy and Play. In M. van Vreeswijk, M. Nadort & J. Broersen (Eds) Handbook of Schema Therapy. Wiley-Blackwell.

Loose, C. & Graaf, P., (2014). Video-Learning: Schematherapie mit Kindern. DVD. Weinheim: Beltz.

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Loose, C., Graaf, P. & Zarbock, G. (2015). Störungsspezifische Schematherapie mit Kindern und Jugendlichen. Weinheim: Beltz.

SCHEMATHERAPY FOR ADULTS:

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

Farrell, J.M., Reiss, N., & Shaw, I.A. (2014). The Schema Therapy Clinician's Guide: A Complete Resource for Building and Delivering Individual, Group and Integrated Schema Mode Treatment Programs. John Wiley & Sons.

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

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

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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.