

Promoting Healthy Habits in Early Adolescence: Sleep, Physical Activity, and Emotion Regulation

Implementation Manual for Early Adolescence (10 – 13 years)

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General Session Structure

The general structure for each session follows these steps:

- 1. *Check-in:***
At the beginning of each session, the coach asks the child (and caregivers if they are participating) to report on their physical activity, sleep, or emotion management over the past week. The coach asks if there were any issues or problems the child or caregivers want to discuss at today's session.
- 2. *Debrief:***
The coach explores the child's and caregiver's experiences related to the previous session. For example, "What was helpful about our last session?" "Was there anything that didn't make sense or was unhelpful?" "What worked out well for you/what did you like?" "What did you try?" "What didn't work?" "What got in the way?"
- 3. *Set an agenda for the session:***
The coach establishes the collaborative set for the session by stating the agenda based on the child and parent feedback goals, any concerns that were brought up during the check-in or debrief and the agenda for the given treatment module (i.e., physical activity, sleep, emotion regulation). DeRubeis and Feeley (1990) found that the use of concrete and symptom-focused methods, which include having a clear structure within and between sessions, predicts positive treatment outcomes.
- 4. *Review experiment or practice activity:***
The coach reviews the experiment or new practice from the previous session. The coach praises the child (and caregiver) for any efforts toward completing their experiment/practice or even attempting it. Remember to reinforce that these experiments and practice are an important part of every session and that completing them is essential for moving the session material into daily life. This is accomplished by asking the child (and parent), "Did you know these things before you did this experiment?" "Any thoughts about how you might use this information?" "What did you learn about yourself by doing this experiment/practice?"
- 5. *Body of session:***
The coach addresses the main concerns and problem areas on the agenda. This is the main body of the session and includes exploring child and caregiver concerns, progress and lack of progress, as well as delivering psychoeducational, motivational, and skills-building practice components. Coaches use well-established therapeutic strategies, including active listening, open-ended questions, role plays, motivational interviewing techniques and summarizing. Coaches are encouraged to use white board and colored

pens or pencils and paper when relevant, and ask the child to summarize the session/main point he/she has learned. Each session is highly collaborative, and requires coaches to regularly check in with the young person asking, 'What do you think?' etc.

6. ***Collaboratively choose an experiment or practice activity:***

The coach and family brainstorm about possible experiments/practice activities and choose one to work on for the next session. The coach writes a copy for the child or encourages the child to write it down. It is important to clarify how the experiment and/or practice relate to feedback and session goals. The coach carefully assesses the appropriateness of the experiment/practice for the child's (and caregiver's) level of motivation, developmental level, and readiness to change. It is important for the child to begin the activity during the session so that the coach can provide encouragement, anticipate potential problems, and ask questions like, "What might get in the way of you doing this?" and then "What could we plan now that might help you overcome that problem?"

7. ***Closing:***

Ask the child and caregiver about what was helpful and not helpful from today's session. For example, the coach might ask, "Did we cover anything that particularly stood out to you this session?" The coach summarizes the key points of the session and clarifies the relative role of the child and parent in carrying out the goals and practice activities for the next week. At the closing, invite the child and/or caregivers to call between now and the next session if any problems arise or if they have questions.

Promoting Healthy Sleep Habits

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Session 1: Benefits of Sleep/Motivation to Improve Sleep

Pre-session preparation:

- Review the child and caregiver sleep-related feedback goals and assessment information.
- Use the information from the assessment and feedback to formulate a case conceptualization and hypotheses about factors contributing to the child's sleep habits.
- Bring handouts such as the mood thermometer and sleep log.

Goal:

The goal of this session is to examine, engage, and further develop the child's and caregiver's internal motivation for improving healthy sleep.

Components of Session 1:

- General discussion about healthy sleep to capture interest
- Benefits of sleep and regular schedule
 - Physical benefits
 - Psychological/Emotional benefits
 - Appearance
 - Link to specific child and caregiver goals
- Making healthy sleep habits a regular part of life
- Effects of sleep deprivation
- Develop collaborative statement on the importance of sleep
- Identify problems areas
- Establish goals and incentives for participation

Methods:

- Motivational interviewing
- Cognitive-behavioral skills building, including:
 - Emotion ratings
 - Sleep logs

Session Structure:

Check-in:

At the beginning of this session, review the sleep goals from the feedback as well as the sleep log/diary with the child (and caregivers if they are participating) and ask questions about his/her sleep over the past week. Ask questions about areas identified by the family as problematic, include weekday and weekend patterns, and ask about additional issues or problems to discuss. Remember to explore child and family strengths.

Debrief:

Ask if the child or caregivers have any questions from the feedback session. Ask the child and caregiver what was helpful and if they have any questions to address.

We covered a lot of information last time. Is there anything that you'd like to talk about before we continue?

Set an agenda for the session:

The coach sets the agenda and summarizes both the session module and the concerns noted during the check-in. For example:

Today, we're going to be talking about how to make healthy sleep habits a regular part of life. We'll discuss the benefits of sleep, what happens when you don't get enough sleep, and how to set a regular sleep schedule.

We'll also be talking about how to fall asleep easier at night and how it can help you achieve other goals that are important to you. Some examples of goals might include joining other activities, improving your appearance, having more energy, doing better in school, or just feeling better every day. A first step might be to help you figure out what is most important to you right now and how improving your sleep would help you achieve those goals.

Is there anything you'd like to make sure we cover today?

Review experiments and practice activities:

The first item on the agenda is a review of previous practice activities/experiments with the exception of the first intervention session.

Body of session:

Address as much material as the child and family would like. This includes making healthy sleep habits a regular part of life, the benefits of sleep, the science of sleep and the brain (to the degree that this helps to engage and intrigue the child and family), and how to establish a regular sleep schedule. Utilize motivational interviewing and sleep logs to facilitate learning and discussion.

Many sleep-incompatible/interfering behaviors used by children are rewarding (such as text messaging with friends into the night and freely surfing the internet once parents have gone to bed). As children transition to adolescence, parental influence over bedtime and bedroom activities decreases. We begin the intervention with a motivational component designed to assist the child with finding his/her internal motivation for enhancing sleep.

Increasing motivation

The goal of this session is to stimulate the child and caregiver's internal motivation for improving the child's sleep habits. It involves exploring the pros and cons of developing healthy sleep habits, supporting self-efficacy, and eliciting "self-motivational statements," generating solutions to potential barriers, and identifying social supports. The goal is to capture the young person's interest in improving her/his own sleep.

Exploration of child's sleep experience

This session begins with a general discussion about sleep to capture interest. Several possible entry points include:

- How have you been sleeping in the last week?
- How do you feel when you don't get enough sleep? How do you feel when you sleep well?
- Sometimes I see children who have difficulties with:
 1. going to bed early enough to get sufficient sleep
 2. getting to sleep at the beginning of the night
 3. staying asleep
 4. getting enough sleep
 5. feeling rested in the morning
 6. feeling rested throughout the day
 Are any of these problems that you have experienced? If yes, please tell me more about that.
- Use materials prepared from reviewing the pre-intervention assessment about the child's sleep problems and concerns.

From your sleep diary, it looks like you have some difficulty falling asleep at night? Can you tell me more about this?

- Ask questions such as: Why are you here? What about your life do you really want to make different? What don't you want to change?
- Use appealing pictures/toys with a sleep theme to begin the discussion and then link these to examples from the child's life.

Helpful follow-up questions

1. What would be the advantages of/good things about you of feeling well-rested during the day?
2. What are the disadvantages for you of changing your sleep?
3. Do you have any ideas about why you feel sleepy? Or have trouble waking up for school, feel tired, and/or irritable during the day.
4. Is it possible that using the computer late at night might contribute? (Accept whatever they say, i.e., if they say 'no' go with that, don't get into a debate/battle)

Rationale for healthy sleep

Next, move to building a rationale for increasing sleep. Aim to eventually funnel this discussion down to:

1. Create a collaborative statement on the importance of sleep. This provides the rationale for why we are focusing on sleep. For this, draw on the child's own examples/observations as well as research and clinical experience (i.e., tell them about the effects of sleep on weight, learning, memory, happiness, etc). Write out this collaborative statement on attractive/colorful paper.
2. Sleep has many benefits both physical and psychological. Benefits of sleep include:
 - Looking less tired and more attractive
 - Feeling more energetic and stronger
 - Pursuing sports or hobbies with better focus
 - Getting along better with others
 - Feeling happier and more alert
 - Losing weight
 - Improving overall health
 - Performing better on school work/focusing better in school
 - Helps your brain develop and remember what you learn

The psychological benefits of sleep include increases in self-esteem/self-confidence and improving one's mood. This is a good time to try an experiment in-session where the child notices his/her mood before and after sleep with the use of a "mood thermometer."

Identify problem areas

This process helps the child and caregiver identify possible target areas (e.g., 2 hours of afternoon napping, staying up late on the internet).

- Ask the child and caregiver about the child’s struggles with sleep.
 - What times/days/situations are problematic?
 - Refer to feedback goals
 - Use check-in questions to determine target areas

- Ask child and caregivers about the benefits they expect to receive (i.e., setting goals for the intervention) by improving the child’s sleep. This will help coach and family set realistic goals and have reasonable expectations.

Collaboratively choose an experiment or practice activity:

Brainstorm with child and family about possible experiments and choose one for the next session. Write a copy for the child or encourage the child to write it down. It is important to clarify how the experiment/practice activity relates to feedback and session goals. Carefully assess the appropriateness of the experiment/practice activity for the child and parent’s motivation, developmental level, and readiness to change. It is important for the child to begin the experiment during the session to identify potential problems and provide encouragement. Ask, “What might get in the way of you doing this?” “What could we plan now that might help you overcome that problem?”

Bryce, we’ve talked a bit about sleep, such as what you like about it and how it keeps you healthy. Right now, I want you to think about something that you can do between now and the next time I visit that will give you a chance to test some of these ideas. What are some of your ideas? What do you think you’d like to try? What would make this fun?

Suggested practice activities/experiments:

1. Explain the content/conclusion of the session to caregivers (child as expert/educator).
2. Generate a list of advantages (“benefits”) for improving sleep (perhaps in collaboration with caregivers).
3. Brief sleep diary or monitoring task, such as monitoring specific problem area(s) identified by the child and/or caregivers.. This will be useful in the next session.

It is important to review this activity at least once during the session to make sure that the child understands. This also provides the opportunity identify problems that might arise and pre-teach strategies to overcome those problems. Offer encouragement and positive modeling during this review and asks questions such as:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

Closing:

Summarize the main points from the session and highlights the child and caregiver's strengths and motivational strategies. Asks the caregiver and child what was helpful from today's session and what wasn't. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver's role to support and scaffold the child's efforts. Remind caregiver's that their support should be guided by the child's needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. Review the session goals before closing. Review the session goals before closing.

Thank you for the time you spent talking with me today. We reviewed much material. For example, we looked at how much you sleep now and how you feel when you fall asleep easily. Bryce, you mentioned that after you have a good night sleep, you often feel happier and better about yourself. Mom and Dad are really glad to support you in improving your sleep. Bryce, you set a goal that you want to come up with a list of other benefits (e.g., how you might benefit from getting more sleep or other fun things you might be able to do) if you felt more rested. Let's plan to review that the next time I visit.

Please call me if you have any questions. If you have any problems or difficulties with your goals, you can call me and we'll talk about it.

Session 2: Overcoming Barriers to Sleep: Focus on the night

Pre-session preparation:

- Review home practice/experiment from session one.
- Review information from assessment and feedback that relates to barriers.

Goal:

The goal of this session is to help the child and family identify and solve barriers to healthy sleep habits.

Components of Session 2:

- Identify barriers to sleep
- Problem solving skills

Methods:

- Exploring barriers
- Teaching problem-solving skills

Session Structure:**Check-in:**

At the beginning of each session, review the sleep log/diary with the child (and caregivers if they are participating) and ask questions about his/her sleep over the past week. Ask questions to monitor change in areas identified by the family as problematic, include weekday and weekend patterns, and ask about additional issues or problems to discuss. Remember to explore child and family strengths.

To get us started this week, I'm wondering if any of you have a question or a problem, or just something you want me to know about since our last session.

Debrief:

Ask if the child or caregivers have any questions from the previous session. Ask the child and caregivers what was helpful or not helpful from that session. For example,

What are your thoughts about our last session? What was helpful? What didn't work out so well?

Set an agenda for the session:

Set the agenda and summarize both the session module and the concerns noted during the check-in. For example:

Today, we're going to be talking about what prevents Taylor from getting good sleep, problem solving around those issues, and creating a sleep-friendly environment.

Is there anything else you'd like to make sure we cover today? Is there anything from the last session?

Review experiments and practice activities:

The first item on the session agenda is always a review of the previous week's experiment/practice activity. This communicates to the child and family the importance of the practice activity/experiment and that the coach cares about the progress.

At the end of our session last week, Taylor, we practiced coming up with more benefits of healthy sleep. Did you get a chance to add more to that list? What did you notice?

Body of session:

Address as much material the child and family would like. The material for the second session includes: identifying barriers to sleep, reviewing what happens on a typical evening, developing the "lights out cue," administering stimulus control information, and building and maintaining healthy sleep habits throughout the week and weekend. Utilize motivational interviewing, handouts, exploration of problem areas, and psychoeducation.

Common barriers to sleep

When discussing the barriers to sleep, the focus is placed on normalizing the experience of setbacks and helping the child understand barriers to sleep. Provide basic psychoeducation about the most common barriers to sleep: sleep onset problems, overactive mind, and irregular sleep-wake schedule.

Problem-solving skills

Teach problem-solving skills to the child (and caregivers if they are participating) and practice using these skills with at least one of the child's identified barriers during the session.

1. Identify the problem
2. Describe a typical evening
3. Develop lights out "cue"
4. Create the best environment for sleep
5. Maintain schedule on weekdays and weekends
6. Build healthy sleep habits

1. Identify the problem

Through discussion with the child and family, work to identify the nature of the sleep difficulties. This may include difficulties falling asleep, procrastinating bedtime with sleep-incompatible behaviors such as talking to friends, watching a late TV show, text-messaging friends or the use of caffeinated substances. Assess these behaviors through functional behavioral analysis (below) and investigation of sleep incompatible cognitions such as bedtime worry, rumination, and vigilance.

Vigilance, worry, and rumination

Worry interferes with sleep because it activates distress and physiological arousal. This treatment component includes: diary writing or scheduling a 'worry period' to encourage the processing of worries several hours prior to bedtime, creating a 'to do' list prior to getting into bed to reduce worrying about future plans/events, training child to disengage from pre-sleep worry and redirect attention to pleasant (distracting) imagery, and scheduling a pre-sleep 'wind down' period prior to bedtime.

Our approach to reducing worry is to (1) provide education and increased awareness of vigilance, and (2) provide training for actively directing attention to de-activating stimuli in the bedroom environment. An additional element is to break the worry/rumination cycle and reduce heightened emotions by teaching children to cultivate positive emotions. This is accomplished by coaching children to shift their attention from worries and concerns to positive experiences. Children are then encouraged to savor or reflect upon these positive emotional experiences to facilitate the transition to sleep.

2. Functional behavioral analysis

This approach identifies the circumstances, thoughts, and emotions that precede a sleep-interfering behavior. The rationale is that the behavior occurs in a context of circumstances, cues, and motivation and that it serves a function. A goal of functional

behavioral analysis is to help the child think of behaviors as choices that make sense in certain situations, which can also be changed if the child wishes to change them. Using this technique allows the coach and child to consider options for sleep-related behaviors. Developing hypotheses about the function of the identified behavior will help guide proposals for alternative behaviors.

Once the context has been described in sufficient detail, alternative thoughts, emotions, and behaviors can be identified in order to understand how the outcome could have been different. Functional behavioral analysis is designed to address an unwanted behavior and also to help the child and coach develop strategies for avoiding the behavior in the future. Once the analysis has been conducted, the coach and child can collaborate on identifying points at which different choices might have been made.

To apply this approach, work backwards from the sleep-interfering behavior. Identify thoughts and emotions that occurred just before the behavior. Identify the functions the behavior might have had. Finally, identify the cues, triggers, or background events that preceded the thoughts and emotions.

For example, if the sleep-interfering behavior involves staying up late to send instant messages to friends, the child might be feeling happy about communicating with friends, thinking that it's more fun to talk to friends than to sleep. Alternatively, she might be distracting herself from concerns about a test the next day by engaging in this social activity. Finding out who started the messaging and how it developed over the time period will provide clues to how events might have unfolded differently and can help the child examine what her other options might have been.

3. Develop a lights out “cue:” Sleep and circadian(clock) education

Circadian rhythms reflect an internal biological “clock” that helps to regulate and re-set 24 hour biological rhythms. Driven by a small structure in the brain, this system influences several, body rhythms including the levels of blood hormones, like melatonin and cortisol, and in core body temperature, across a 24-hr day. The internal “clock” system also influences sleep in complex ways (this is why it is difficult to sleep when experiencing jet lag or adjusting to changing schedules associated with shift work.

Circadian rhythms are strongly influenced by light (Dement, 1999). For example, bright light and sunlight have been reset biological clocks and sleep-wake cycles. Most importantly, there are specific times of the day when the biological clock is most sensitive to even dim light. In the evening, this can shift our circadian rhythms towards a later bedtime. Simple activities such as checking e-mail or reading may delay the biological onset of sleepiness (Dement, 1999). This is particularly important as children move into adolescence, a period where multiple sleep-interfering factors converge, such as increased use of electronic devices at bedtime along with a pubertal phase delay in the circadian system, causing a tendency to shift toward later bedtimes. Resetting can also occur in the opposite direction, such as at earlier times to enhance sleep onset. By decreasing exposure to light in the early evening hours (e.g., lights out “cue”), light can be used effectively to induce sleepiness and facilitate the transition to bedtime.

Developing a lights out cue is a technique designed to capitalize on the effects of light on inducing sleep. This consists of selecting a particular time prior to the targeted bedtime when children alter the light to which they are exposed to facilitate the transition to bedtime. Parents can work with their children to set this time and then to turn down the lights and refrain from the use of electrical activities. Parents can also increase the child's exposure to bright light in the morning. While reducing exposure to light in the evening is important for facilitating the onset of sleep, increasing exposure to bright or natural light in the morning is an important biological cue for enhancing alertness.

Adolescence is characterized by a biologically based tendency toward a more delayed sleep phase. It is important to help adolescents understand that regular sleep patterns on weekends and holidays is essential to establishing good sleep on school nights. This intervention component has two aims: to correct unhelpful sleep habits and to develop and maintain new healthy sleep habits.

Typical behaviors to address include:

- use of electronic devices in the bedroom during the pre-sleep period
- vastly different sleep-wake schedules that are adopted on weekdays relative to weekends/holidays
- daytime naps and caffeine use
- the need to obtain morning exposure to bright light to counter the developmental shift toward later sleep cycles (e.g. outdoor sunshine or bright artificial light)

After the initial session, utilize the following to enhance healthy sleep behaviors:

- behavioral contracts
- daily monitoring of healthy sleep behaviors and sleep-unfriendly habits/environments

The maintenance of healthy habits is achieved by 1) regular check-ins on progress throughout the remaining sessions, and 2) including tools for healthy sleep during relapse prevention.

4. Creating the best environment for sleep

The goal is to help the child adopt a regular sleep-wake pattern, and increase cues for sleep-compatible and to limit sleep-incompatible behavior within the bedroom environment. Suggestions include:

- using the bed and bedroom *only* for sleep (i.e., no TV watching, cell phone talking, or text messaging while in bed)
- getting out of bed and going to another room when unable to fall asleep within approximately 15-20 minutes, and returning to bed only when sleepy
 - For example, with anxious youth who are out of bed because they can't fall asleep, encourage a diary writing task. The goal is to reduce the attraction of sleep-interfering activities such as the internet and television.

5. Maintain schedule on weekdays and weekends

Provide psychoeducation about the importance of maintaining a regular sleep-wake schedule on both weekdays and weekends. Making large schedule changes across weekdays and weekends confuses the body and makes it harder to feel well-rested and alert. Discuss the importance of getting up in the morning at the same time (or at least no later than plus 2 hours on weekends) and gradually moving closer to a regular schedule 7 days a week. It is recommended that the child doesn't sleep more than 2 extra hours on the weekend.

6. Building healthy sleep habits: Targeting media use and social activities

A central issue influencing bedtime is the use of electronic media (internet, cell phones, MP3 players) for entertainment and social interaction at night. A crucial aspect of getting to sleep earlier requires a behavioral contract by the child in which he/she voluntarily *chooses* a time for turning off all of these devices.

Collaboratively choose an experiment or practice activity:

Brainstorm with child and family about possible experiments and choose one for the next session. Write a copy for the child or encourage the child to write it down. It is important to clarify how the experiment/practice activity relates to feedback and session goals. Carefully assess the appropriateness of the experiment/practice activity for the child and parent's motivation, developmental level, and readiness to change. It is important for the child to begin the experiment during the session to identify potential problems and provide encouragement. Ask, "What might get in the way of you doing this?" "What could we plan now that might help you overcome that problem?"

Suggested practice activities/experiments:

1. If unable to get to sleep in 15-20 minutes (estimate, don't watch clock), get out of bed and write in sleep journal.
2. Wake up on the weekend within two hours of weekday time. Plan what can be completed (e.g., new opportunities/activities) during in the extra morning time. Discuss whether to ask parents for assistance to achieve this goal.
3. Try lights out cue.

Taylor, last week you practiced new bedtime habits that helped you to fall asleep earlier and more quickly. You learned that this helped you get ore sleep, wake up more easily for school, and that you feel happier the next day. I have some new ideas for what you might practice this week. For example, you could try to write in a sleep journal if you can't sleep, or wake up earlier on the weekends, or try the lights out "cue." What do you think you'd like to work on for our next session? What are your ideas?

It is important to review this activity at least once during the session to make sure that the child understands. This also provides the opportunity identify problems that might arise and pre-teach strategies to overcome those problems. Offer encouragement and positive modeling during this review and asks questions such as:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

Closing:

Summarize the main points from the session and highlights the child and caregiver's strengths and motivational strategies. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver's role to support and scaffold the child's efforts. Remind caregiver's that their support should be guided by the child's needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. Review the session goals before closing. Review the session goals before closing.

Thank you for the time you spent talking with me today. We reviewed much material. For example, we looked at how much you sleep now and how you feel when you fall asleep easily. Taylor, you mentioned that after you have a good night sleep, you often feel happier and better about yourself. Taylor, you set a goal that you want to try the lights out cue. Let's plan to review this the next time I visit.

Please call me if you have any questions. If you have any problems or difficulties with your goals, you can call me and we'll talk about it.

Session 3: Barriers to Good Sleep: Focus on the Day

Pre-session preparation:

- Review child's home practice/experiment.
- Bring handouts on sleep journal and identifying sources of support.

Goal:

The goal of this session is to educate the child and family healthy daytime habits and increase his/her level of family and social support.

Components of Session 3:

- Identify nature of sleep-associated difficulties
- Functional analysis of evening (Review typical evening activities)
- Daytime habits
 - Building healthy sleep habits
 - Waking up in the morning
 - Putting out energy to feel better
 - Avoiding caffeine
 - Avoiding naps
 - Benefits of daytime physical activity

Methods:

- Questionnaires to identify unhealthy sleep habits
- Establish brisk wake-up routine
- Examine cognitions surrounding wake up
- Identify energy boosting activities

Session Structure:**Check-in:**

At the beginning of each session, review the sleep log/diary with the child (and caregivers if they are participating) and ask questions about his/her sleep over the past week. Ask questions to monitor change in areas identified by the family as problematic, include weekday and weekend patterns, and ask about additional issues or problems to discuss. Remember to explore child and family strengths.

To get us started this week, I'm wondering if any of you have something that's on your mind, a question or a problem, or just something you want me to know about since our last session.

Debrief:

Ask if the child or caregivers have any questions from the previous session. Ask the child and caregivers about what was helpful or unhelpful from that session.

Do any of you have a question or something that you've been thinking about from our last session that you'd like to talk about before we move on?

What are your thoughts about our last session? What was helpful? What didn't work out so well?

Set an agenda for the session:

Set the agenda and summarize both the session module and the concerns noted during the check-in. For example:

Today, we're going to be talking about healthy daytime habits and the benefits of having support from others.

Is there anything else you'd like to make sure we cover today? Okay, and please ask me questions as we go along, especially if something we talk about doesn't seem like it will work for you.

Review experiments and practice activities:

The first item on the session agenda is always a review of practice activities/experiments from the prior week. This communicates to the child and family the importance of the practice activity/experiment and that the coach cares about the progress.

At the end of our session last week, Byron, you decided to use the lights out cue to work on one of the barriers to getting to sleep at night. Did you get a chance to try that out on your own? What did you discover?

Body of session:

Address as much material the child and family would like. The material for the third session includes: identifying unhealthy sleep habits, developing healthy sleep habits, waking up in the morning, and energy generating morning activities. Utilize motivational interviewing, handouts, exploration of problem areas, and psychoeducation.

Identify unhealthy daytime sleep habits

Review the nighttime goals set in session one. Work together to identify the nature of any difficulties and complete a functional analysis of the typical evening. Next, focus on daytime habits that can be used to enhance healthy sleep behaviors. Building healthy sleep habits begins by first identifying unhealthy sleep habits. This is facilitated by the use of questionnaires.

Strategies for improving sleep

Next, draw attention to morning behaviors. Some children may engage in sleep “inertia” by repeatedly hitting the snooze button on the alarm clock. Rather than engaging in this behavior, children can be encouraged to establish a “brisk wake-up routine.” To do this, identify the child’s thoughts, feelings, and behaviors surrounding the morning. Does the child anticipate an awful day ahead, feel tired upon awakening, or engage in sleep prolonging versus alerting behaviors (e.g., hitting the snooze button of the alarm)?

Provide information about strategies for enhancing sleep and incorporating this into a regular weekly schedule. This component includes information on stimulus control. Present the child with a menu of options to choose from and facilitate a discussion about the benefits of healthy daytime habits. Below are some suggestions.

- 1) Engage the child in a discussion about how (s)he can improve his/her morning sleep related behaviors. “What ideas do you have about how we could make it easier for you to get up?” This encourages the child to take responsibility for waking up. The child can ask the caregiver for assistance and support rather than placing responsibility on the parent (which may backfire through parental micromanaging or badgering). Review plan so that both the parent and child are clear about their responsibilities and mutually agreed upon roles.
- 2) The alarm clock could be set to a loud volume and placed out of reach. This will require the child to get out of bed to turn it off. They are encouraged to keep moving and remain vertical (rather than returning to bed). This can be achieved by going to the shower or having breakfast before school.
- 3) Review strategies for increasing energy levels to facilitate the transition from sleep to wakefulness. This may involve engaging in physically active behavior.

The role of support

In terms of social support, discuss the benefits of social support and how to ask for help from supportive others. Have the child make a list of potential helpers and identify the type of support each person can offer. Encourage a family meeting, and describe the benefits of family meetings. Discuss and explore the role of support for increasing motivation.

Collaboratively choose an experiment or practice activity:

Brainstorm with child and family about possible experiments and choose one for the next session. Write a copy for the child or encourage the child to write it down. It is important to clarify how the experiment/practice activity relates to feedback and session goals. Carefully assess the appropriateness of the experiment/practice activity for the child and parent's motivation, developmental level, and readiness to change. It is important for the child to begin the experiment during the session to identify potential problems and provide encouragement. Ask, "What might get in the way of you doing this?" "What could we plan now that might help you overcome that problem?"

Well, Byron, we've talked about a lot today, including different daytime habits that can help you get better sleep, the idea that certain behaviors in the morning can help you stay awake and give you more energy, and the kinds of support you might want to help you stay on track with your goals. What area would you like to practice with this next week?

That's great, what do you think about keeping your activity log to track which days you get up out of bed and go directly to the shower? We can look at your tracking form together next week.

Suggested experiments and practice activities:

- Make a list of morning energy-generating activities
- Make a list of supportive people
- Make a plan to engage in one of your energizing morning behaviors
- Ask one person to help you reach your goals

It is important to review this activity at least once during the session to make sure that the child understands. This also provides the opportunity identify problems that might arise and pre-teach strategies to overcome those problems. Offer encouragement and positive modeling during this review and asks questions such as:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

How might your parents or other support person help you to achieve some of your goals?

Closing:

Summarize the main points from the session and highlights the child and caregiver's strengths and motivational strategies. Asks the caregiver and child what was helpful from today's session and what wasn't. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver's role to support and scaffold the child's efforts. Remind caregiver's that their support should be guided by the child's needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. Review the session goals before closing.

Byron, you did an excellent job on your home experiment last week. I was very impressed with your use of the lights out cue, which made it is easier to fall asleep. This week, you've chosen to make a list of energizing behaviors to try out in the morning, and I'm looking forward to reviewing these with you. Do you have any last questions before we end today?

Please call me if you have any questions. If you have any problems or difficulties with your goals, you can call me and we'll talk about it.

Sessions 4 & 5: Regularizing Sleep-Wake Cycles and Targeting the use of Media and Electronic Devices

Note:

The next two sessions are designed with maximal flexibility to adjust for the needs of the particular child and family and to address in greater depth the specific areas that are most problematic for this child and family. In some cases the major focus may be on erratic sleep/wake schedules (especially weekend patterns); in some cases the primary focus will be on use of electronic devices, media, or peer interactions at night. In other cases, the focus may be bedtime worries/rumination, difficulties getting up on time for school, or habitual naps after school. In some cases both sessions may be devoted to a single difficult issue, while in other situations, the sessions may be used separately to address different targets.

Pre-session preparation:

- Review child's home project from previous session.

Goal:

The goal of this session is to explore ways that the child can regularize his/her sleep-wake cycles by targeting individual obstacles to progress.

Components of Session 4 and 5:

- Examine difficulties with regularizing sleep/wake schedules
- Examine use of media and electronic devices (TV, internet, videogames, MP# players, cell phone, etc.) that interfere with going to bed and/or going to sleep. Consider goals to:
 - Remove devices from the sleeping environment
 - Explore advantages of seeing a specific "electronic curfew"
- Examine nighttime social habits that may interfere with bedtime and sleep
- Examine problems with bedtime worries/ruminative thoughts
- Eliminate daytime naps

Methods:

- Discuss daily sleep/wake schedules
- Relate the specific problem area with the medium and long term goals of the child using MI techniques
- Explore costs and benefits of target behaviors
- Problem-solving
- Explore strategies for change

Check-in:

At the beginning of each session, review the sleep log/diary with the child (and caregivers if they are participating) and ask questions about his/her sleep over the past week. Ask questions to monitor change in areas identified by the family as problematic, include weekday and weekend patterns, and ask about additional issues or problems to discuss. Remember to explore child and family strengths.

To get us started this week, I'm wondering if any of you have something that's on your mind, a question or a problem, or just something you want me to know about since our last session.

Debrief:

Ask if the child or caregivers have any questions from the previous session. Ask the child and caregivers about what was helpful or unhelpful from that session.

Do any of you have a question or something that you've been thinking about from our last session that you'd like to talk about before we move on?

What are your thoughts about our last session? What was helpful? What didn't work out so well?

Set an agenda for the session:

Set the agenda and summarize both the session module and the concerns noted during the check-in. For example:

Today, we're going to be talking about different problems you may be having developing healthy sleep habits.

Is there anything else you'd like to make sure we cover today? Okay, and please ask me questions as we go along, especially if something we talk about doesn't seem like it will work for you.

Review experiments and practice activities:

The first item on the session agenda is always a review of the previous week's experiment or practice activity. This communicates to the child and family the importance of the experiments and practice activities and that the coach cares about the progress.

Nicole, last week you decided to make a list of energizing morning activities. What behaviors did you choose?

Body of session:

Address as much material as the child and family would like and help family set priorities based on what is most important for the child. These sessions are a great opportunity to use the objective data (SenseWear or actigraphy) to show the child and family examples of the impact that the target behavior has on sleep patterns. The material for the fourth and fifth sessions includes common problem areas such as: difficulty regularizing sleep/wake schedules, intense worry/rumination, and after school naps. The child and family may identify any problems that they have with meeting their sleep-related goals. It may be the case that the goals need to be re-defined at this stage, based on the child and family's level of success, motivation, and contextual factors. This is an opportunity for the child and caregiver to trouble-shoot any problem areas with the expert assistance of the coach. Utilize motivational interviewing, handouts, exploration of problem areas, functional behavior analysis, behavioral contracts, and psychoeducation.

Difficulty regularizing sleep/wake schedules

- Review stimulus control and “biological clock” concepts
- Emphasize the relevance of weekend schedules on weekday sleep and why
- Problem-solve
- Explore barriers to change

Use of media and electronic devices that interfere with sleep

- Examine child's use of media and electronic devices
- Explore pros and cons of media/electronic device use
- Problem-solve
- Explore barriers to change

Intense worry/rumination

- Positive emotion regulation coaching
- Problem-solve
- Explore barriers to change

After-school naps

- Review engagement in energy generating activities
- Problem-solve
- Explore barriers

Lead the child and family through a detailed exploration of the problems – where, when, and how – to expand their understanding of the problem situation. Encourage the child and caregivers to utilize the problem-solving steps discussed in detail in Session 2.

Collaboratively choose an experiment or home practice activity

Brainstorm with child and family about possible experiments and choose one for the next session. Write a copy for the child or encourage the child to write it down. It is important to clarify how the experiment/practice activity relates to feedback and session goals. Carefully assess the appropriateness of the experiment/practice activity for the child and parent's motivation, developmental level, and readiness to change. It is important for the child to begin the experiment during the session to identify potential problems and provide encouragement. Ask, "What might get in the way of you doing this?" "What could we plan now that might help you overcome that problem?"

Well, Nicole, today we talked about what gets in the way of you meeting your goals for sleep. You did a great job of exploring these with me and I'm wondering, based on the problem-solving that we did together, what would you like to practice with this next week?

That's great, making a daily list of positive thoughts and experiences at bedtime is a good start. I'm glad you asked for your mom's help, too. She can give you the reminder about the positive experiences of the day.

Suggested practice activities and experiments:

- Make a list of daily positive thoughts and experiences for bedtime.
- Plan strategies for regularizing sleep-wake cycles.
- Engage in physical activity (outside if possible) to prevent naps.
- Enlist the help of a caregiver.
- Try using the lights out cue.
- Keep a log to track how you feel every day; notice the difference in how you feel (alert, awake, tired, sleepy, cranky, happy) on days when you sleep well versus days when you don't sleep well.

It is important to review this activity at least once during the session to make sure that the child understands. This also provides the opportunity identify problems that might arise and pre-teach strategies to overcome those problems. Offer encouragement and positive modeling during this review and asks questions such as:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

Closing:

Summarize the main points from the session and highlights the child and caregiver's strengths and motivational strategies. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver's role to support and scaffold the child's efforts. Remind caregiver's that their support should be guided by the child's needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. Review the session goals before closing. Review the session goals before closing.

Nicole, you did an excellent job on your home experiment last week, I was very impressed with your list of energy-generating activities. This week, you've chosen to try listing positive experiences and have asked your mom to give you a reminder.

Do you have any last questions before we end today? Remember that you can call me if you have any questions or run into problems between now and the next time I visit.

Session 6: Maintaining Success (Relapse Prevention)

Pre-session preparation:

- Review practice/experiment from previous week.
- Review child and family progress and note the highlights.
- Be prepared to offer a summary of the family's progress.

Goal:

The goals of this session include: reinforce child /family progress and learning, discuss relapse prevention, identify sustainable healthy sleep habits and lifestyle changes, and determine follow-up plans.

Components of Session 6:

- Reinforce and review progress and learning
- Relapse prevention
- Identify sustainable healthy sleep habits
- Consider impact of summer and/or holiday schedules on sleep patterns
- Decide on a follow-up plan

Methods:

- Summarize child and family progress
- Review goals
- Explore what worked and what didn't
- Discuss health-maintenance plans

Session Structure:

Check-in:

At the beginning of each session, review the sleep log/diary with the child (and caregivers if they are participating) and ask questions about his/her sleep over the past week. Ask questions to monitor change in areas identified by the family as problematic, include weekday and weekend patterns, and ask about additional issues or problems to discuss. Remember to explore child and family strengths.

This session brings us to the end of our program for healthy sleep. I'd like to hear about how this experience has been for you (parents and child). Can you tell me a bit about what you learned?

We can talk about the next steps for you with this goal and also re-visit your goals from the feedback to see if you want to stop meeting with me or keep meeting with me to work more on this or another goal.

To get us started this week, I'm wondering if any of you have something that's on your mind, a question or a problem, or just something you want me to know about since our last session.

Debrief:

Ask if the child or caregivers have any questions from the previous session. Ask the child and caregivers about what was helpful or unhelpful from that session.

What did you like about our session last week? What did you learn about your own thoughts at bedtime and how they make you feel... if you want to change your thoughts, etc.

Set an agenda for the session:

The coach sets the agenda with the family and summarizes both the session module and the concerns noted during the check-in. For example:

Today, we're going to be talking about all of the progress you made and how you can keep making progress toward your goals for healthy sleep habits.

Is there anything else you'd like to make sure we cover today? Please ask me questions as we go along, especially if something we talk about doesn't seem like it will work for you.

Review experiments and practice activities:

The first item on the session agenda is always a review of the previous week's home practice. This communicates to the child and family the importance of the home practice and that the coach cares about the progress.

Jayla, you said that you really wanted to practice remembering and thinking about positive daily experiences at bedtime. How was that? What was hard about it? What did you like about it? What part of this do you want to keep practicing?

Body of session:

Address as much of the material as the child and family can attend to during the visit. The material for the sixth session includes: reviewing progress and goals, identifying sustainable lifestyle habits, preventing relapse, and determining a follow-up plan.

Review sleep goals and progress

Begin the session with a review of the initial sleep goals and a summary of the child's and family's progress. This step is important for affirming the child's self-efficacy and a sense of accomplishment. Invite the child and family to share their feelings about their progress and also to talk about what they learned along the way.

Discuss healthy sleep habits

Next, engage the child and family in a discussion of healthy sleep habits with a focus on changes that are both sustainable and fun. Encourage them to think creatively about ways to keep their healthy sleep schedule and to notice the benefits.

Discuss relapse prevention

- What plans does this child and family need to make to help them continue their progress?
- Do they need to have monthly meetings or phone calls with the coach?
- What are the tools and skills they learned that are important to continue using, such as sleep diaries, sleep logs, holding family meetings, seeking support from friends and family, etc.
- Brainstorm a relapse prevention plan with the family.

Lastly, review the original goals from the feedback to determine the child's and family's interest and/or need to continue treatment with this area or one of the other health-related treatment modules.

Collaboratively choose an experiment or practice activity:

The home practice/experiment for this session should include plans for keeping on track with their healthy sleep goals.

Suggested home projects:

- Make a plan for regularized sleep-wake schedules
- Determine sources of ongoing support
- Continue having family meetings
- Continue to utilize sleep journal
- Plan to use the problem-solving steps when problems arise
- Plan a follow-up session with the coach (phone or in person)

As in previous sessions, when the child and family develop their plan for practice, ask these questions:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

Closing:

Summarize the main points from the session and highlights the child and caregiver's strengths and motivational strategies. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver's role to support and scaffold the child's efforts. Remind caregiver's that their support should be guided by the child's needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. Review the session goals before closing.

Nicole, you did an excellent job on your home experiment last week, I was very impressed with your list of energy-generating activities. This week, you've chosen to try listing positive experiences and have asked your mom to give you a reminder.

Do you have any last questions before we end today? Remember that you can call me if you have any questions or run into problems between now and the next time I visit.

Description of Treatment Techniques

Motivational Interviewing and Young People

Motivational Interviewing (MI; Miller & Rollnick, 2002) is an approach to behavior change that emphasizes the acceptance of ambivalence and the appreciation that several elements must be in place before change occurs. In other words, just because a person is experiencing unpleasant consequences of current behavior, believes that change is important, is willing to change, and has the resources to change does not mean that he or she *will change* behavior. MI does not assume that people are wholeheartedly in favor of changing their behavior, even when current circumstances are creating problems for them.

MI has been described as client-centered therapy with an agenda. At heart, the approach focuses on communicating “in a way that elicits change talk and thereby nudges a person toward change” (Miller & Rollnick, 2002, p. 24). MI includes examination of the rewards of the current behavior, as well as exploration of the pros and cons of changing. Using MI as a prelude to another treatment typically focuses on assessing (1) the *importance* of change to the client and (2) the client’s *confidence* that change can occur.

The five core methods of MI are (1) asking open-ended questions, (2) listening reflectively, (3) affirming, (4) summarizing, and (5) eliciting change talk. MI is deliberately non-confrontational, and by supporting the reasons for maintaining the status quo, it aims to push the client to generate reasons for changing.

For example, in a young person who is staying up late to chat with friends online, an MI prelude to treatment could include exploring what is fun about chatting online and validating the young person’s interest in keeping up with friends. Summarizing the advantages of the current staying-up-late behavior in a strategic way can encourage the young person to endorse the importance of changing. Such a summary statement might be the following: “It feels awful when you wake up tired and cranky, and that makes it hard to concentrate at school, but at the same time it’s really fun to hang out with friends while the rest of your family is asleep.”

Functional Behavioral Analysis

This approach identifies the circumstances, thoughts, and emotions that precede a sleep-interfering behavior. The rationale for examining the behavior in this way is that the behavior occurs in a context of circumstances, cues, and motivation and that it serves a function in this context. A goal of functional behavioral analysis is to help the child think of behaviors as choices that make sense within his/her context but that could also be changed if the child wishes to change them. Using this technique allows the coach and child to consider options for sleep-related behaviors. Developing hypotheses about the function of the identified behavior will help guide proposals for alternative behaviors.

Once the context has been described in sufficient detail, alternative thoughts, emotions, and behaviors can be identified in order to understand how the outcome could have been different. Functional behavioral analysis is designed to address an unwanted behavior and also to help the child and coach develop strategies for avoiding the behavior in the future. Once the analysis has

been conducted, the coach and child can collaborate on identifying points at which different choices might have been made.

To apply this approach, work backwards from the sleep-interfering behavior. Identify thoughts and emotions that occurred just before the behavior. Identify the functions the behavior might have had. Finally, identify the cues, triggers, or background events that preceded the thoughts and emotions.

For example, if the sleep-interfering behavior involves staying up late to communicate with friends by instant messages, the child might be feeling happy about communicating with friends, thinking that it's more fun to talk to friends than to sleep. Alternatively, she might be distracting herself from concerns about a test the next day by engaging in this social activity. Finding out who started the messaging and how it developed over the time period will provide clues to how events might have unfolded differently and can help the child examine what her other options might have been.

Behavior Contracts

The purpose of behavior contracts is to promote behavior change. This is done by setting concrete goals for manageable, concrete behavior change in collaboration with the client. Part of creating behavior contracts is also planning how goals will be reached, identifying factors that will facilitate or block progress toward goals, and applying problem-solving methods to challenges before they occur.

Reviewing behavior contracts provides an opportunity to reward successes and analyze challenges. The coach can communicate that difficulty with behavior goals is not a failure and can, in fact, provide important information on how to modify the goals or the strategy for reaching them.

Reviewing the Sleep Diary

Reviewing the child's sleep diary is a good first step for each session. It allows the coach and child to check in about sleep functioning during the past week, gives the child a chance to note how experiment or practice activity worked out, and provides material for the session. If the coach and child decided to target a particular behavior, the sleep diary can be a way to examine how that plan went.

An important function of the sleep diary is that of collecting data on change and improvement during treatment. The coach should refer to past sleep diaries when examining progress toward goals with the child. If the child has negative or self-defeating cognitions about progress in treatment or ability to carry out behavior change, the sleep diary can be used to provide counter evidence or to evaluate the accuracy of those cognitions.

The sleep diary is intended to be helpful for therapy, not to be an aversive or burdensome activity. For that reason, time required to fill out the sleep diary should be a few minutes per day at most.

The sleep diary is intended to cover general areas that apply to the sleep treatment, but it also should be tailored to each child's sleep difficulties. For that reason, blank areas are included for adding particular behaviors that the coach and child have agreed to track (e.g., caffeinated beverages per day).

Setting an Agenda

This is a regular practice in intervention sessions. It involves a collaborative effort to plan the contents of each session at the beginning of the session. The coach introduces this technique as a strategy for ensuring that material important to the child gets covered and for using therapy time efficiently.

Each session's agenda is outlined, but the agenda will also be tailored somewhat to each child's sleep difficulties. For example, if limiting television-watching in bed is especially challenging for a child, that topic would receive more attention in Session 2 than would other sleep-interfering behaviors. Sessions 4 and 5 are especially individualized to the child and/or caregivers needs, and the agendas set for those sessions will be particularly tailored to the issues raised in treatment so far.

Developing Hypotheses

Hypotheses about treatment targets follow naturally from gathering information in the initial stages of treatment. The child and caregiver concerns about sleep, reports about sleep habits, and behavioral analyses of sleep-related behavior can all yield hypotheses about where therapeutic efforts should be directed. Hypotheses should be developed in collaboration with the child using the child's words and statements to define problem areas. Providing some education about sleep might be valuable in helping the child to identify treatment targets. Functional behavioral analysis can also be useful in generating possible functions of sleep difficulties, and hypotheses will sometimes address the functions of sleep-interfering behaviors.

Assigning Experiments and Practice Activities

Experiments and practice activities are designed to be feasible, interesting, and not burdensome for clients. They offer an opportunity to try out changes discussed during sessions and to test hypotheses about sleep difficulties. For some techniques, such as relaxation, they allow the child to start to generalize changes from the therapeutic setting to natural settings. Since much of the important work of treatment occurs outside of session, experiments and practice activities facilitate improvement in sleep, physical activity, and affective domains.

Ideally, experiments and practice activities will follow from ideas the child expresses in session. For example, during a discussion of wake-up routines, a child may wonder whether it might be useful to make an agreement with a parent, so that the parent will assist in waking up the child if he/she is not up by a certain time. Suggesting a home project in which the child discusses this possibility with a parent and sets up a plan to try this approach for a week would follow logically from this material.

Children should be rewarded for completing experiments and practice activities. Praising the child's efforts to carry out the projects, drawing attention to the information obtained from the

projects, and emphasizing the ways that the projects contribute to treatment progress are all useful in this regard.

Identifying Sleep-Unfriendly Behaviors

These can include a variety of behaviors, including those related to anxiety:

- worrying at bedtime
- having high physiological arousal at bedtime
- going to bed without feeling tired
- lying in bed worrying after waking during the night

These can also include developmentally specific behaviors such as:

- engaging in social activities with peers (e.g., text messaging, e-mailing, talking on cell phone)
- staying up to complete homework or school projects
- engaging in media use late into the night

Additional sleep-interfering behaviors include:

- long daytime naps
- high caffeine intake
- sleeping in on weekends

Identifying sleep-interfering behaviors can start with a review of the sleep diary to determine typical bedtime and variability in sleep behaviors during the past week. If there were particularly late nights, it is useful to review the events of those nights with functional behavioral analysis to determine what contributed to the late bedtime on those nights. Discussing the events and behaviors associated with a “typical” night might also be useful.

Identifying Sleep-Friendly Behaviors

Focusing on positive aspects of sleep is essential because it creates a foundation for changing other behaviors and helps the child to see what is already effective. For this reason, it is important to identify current sleep-friendly behaviors in addition to promoting new sleep-friendly behaviors.

One approach to promoting new sleep-friendly behaviors is to review a list of sleep-friendly behaviors. In the course of reviewing the list, the coach and child can determine the behaviors that are currently part of the child’s routine. New sleep-friendly behaviors from the list can be identified, and the coach and child can engage in problem-solving around how to incorporate these new behaviors into daily routines.

Some examples of sleep-friendly behaviors:

- no computer, cell phone, or television use in bed
- wind-down routine at bedtime
- consistent bedtime
- sleeping in own bed
- sleeping without television or music in background

- consistent wake time (within 2 hours on weekends)
- exercise during the day
- avoiding caffeine use near bedtime
- scheduling worry for other times of day/avoiding worry at bedtime

Identifying Sleep-Interfering Cognitions

Research on adults with insomnia indicates that they are more likely than others to have maladaptive thoughts about sleep (citation). For example, they may believe that they must obtain 8 hours of sleep per night or will be unable to function the next day if they haven't slept through the night.

Possible Benefits Gained from Changing Sleep Habits

A list of benefits should be developed in collaboration with the child and caregiver(s), but it is useful for the coach to be aware of the range of possible benefits that families might identify. This will allow the coach to develop hypotheses about the benefits that changing sleep habits will have for the child's functioning.

Benefits might include the following:

- feeling more alert
- feeling less sleepy
- feeling less cranky
- feeling less stressed-out or on edge
- feeling more energetic
- managing emotions more effectively
- paying better attention in class
- performing better academically
- pursuing sports or hobbies with greater focus
- getting along better with others
- staying awake in class
- looking less tired or more attractive
- enjoying time with friends more
- reducing unwanted attention from parents and teachers

Positive Emotion Regulation Coaching (PERC)

This treatment aims to increase the balance of positive affect and negative affect in young people by teaching skills for savoring positive emotions. PERC emphasizes the maintenance of pleasant mood states after a positive event. In the current treatment, PERC will be applied to bedtime affect and cognitions.

Brisk Wake-Up Routine

- No snooze button
- No “resting” in bed after awakening
- Planned wake-up time
- Appropriate help from adults (i.e., initiative comes from child, not adult)

Sleep Intervention References

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Promoting Healthy Physical Activity Habits

Primary author: Dana Rofey, Anne Gill

Session 1: Benefits of Physical Activity

Pre-session preparation:

- Review the child and caregiver goals as they relate to physical activity.
- Review the assessment and feedback information so that child and caregiver can set realistic goals.
- Use the information from the assessment and feedback to begin case conceptualization and to develop hypotheses about the factors contributing to the child's barriers related to physical activity.
- Bring handouts for the mood thermometer and activity log.

Goal:

The goal of this session is to assist the child and caregivers in identifying the child's internal motivation for increasing physical activity.

Components of Session 1:

- Benefits of exercise
 - Physical health benefits
 - Psychological/Mood benefits
- Making physical activity a regular part of life
- National recommendations for amount of exercise
- Collaborative goal setting on realistic amount of exercise
- Exercise safety
- Sedentary behavior

Methods:

- Motivational interviewing
- Cognitive-behavioral skills building, including:
 - Activity logs for active behavior and sedentary behavior
 - Experiments in-session with different exercises
- Goal-setting: Make a plan to incorporate exercise in the next week

Session Structure:

Check-in:

At this initial treatment visit, the coach reviews the physical activity goals from the feedback session and asks both child and caregivers about the child's physical activity. The coach uses this opportunity to explore any particular problems or concerns that the child and caregivers have related to the physical activity goal. It is important to ask about the child's strengths and relevant family strengths as well as any concerns.

Last time, Bryce mentioned that he'd like to be more active and join a sports team at school. Have you thought about this goal since we met for the feedback session? ...taken steps toward reaching this goal?

Is there anything you'd like to add about your goal here, Bryce?

What are some of the reasons you have for wanting Bryce to increase his level of physical activity?

Bryce, I heard your mom say that she's impressed at the way you pay attention to the sports teams on TV and she's noticed that you really like to play videogames that are about sports, too. Is there a kind of sport that you think you'd like to try?

Bryce, what would you like to change about your physical activity?

Debrief:

Ask if the child or caregivers have any questions from the feedback session. Ask the child and caregiver about what was helpful from that session or if they have any questions or additional concerns they want to address.

We covered a lot of information the last time we met at the feedback session. Do any of you have a question or something that you've been thinking about that you'd like to talk about before we move on?

Set an agenda for the session:

The coach sets the agenda and summarizes both the session module and the concerns noted during the check-in. For example:

Today, we're going to be talking about the benefits of exercise, how to make physical activity a regular part of life, what the national recommendations are for how much you should exercise and how to be safe. We're also going to take a look at what we call sedentary behavior. Remember that we're a team, so I want you to feel comfortable

being honest. For example, Bryce, if you hear something that you know you're not going to do, just let me know. I'll be your support person, and you can always tell me if something doesn't sound fun. Okay?

Then, we'll be talking about how to get Bryce involved with some more enjoyable activities, for example, a team sport at school. A first step here might be helping you, Bryce, figure out what kinds of sports team would be the best match for you. Then we can complete a list of pros and cons and make a list of all of the people who would help you make this goal happen.

Is there anything else you'd like to make sure we cover today? Okay, and please ask me questions as we go along.

Review experiment or practice activity:

The first item on the agenda is always the review of previous homework, with the exception of the first treatment session.

Body of session:

The coach addresses as much of the material as the child and family can attend to during the visit. The material for the first session includes: exploring the benefits of exercise (both physical and psychological), making physical activity a regular part of life, information about the national recommendations for exercise, types of exercise (light, moderate, vigorous), exercise safety, and reviewing sedentary behaviors. The coach can utilize motivational interviewing, activity logs, and experiments in-session with different exercises to facilitate learning and discussion.

Build a rationale for increasing physical activity

This session begins with the building of a rationale for increasing physical activity. Physical activity has many benefits, both physical and psychological. The physical benefits of physical activity include:

- Losing weight
- Improving overall health
- Strengthening your heart, lungs, muscles and blood vessels
- Increasing energy
- Having deeper breathing ability and more oxygen
- Increasing the “feeling good” chemicals in the brain

The psychological benefits of exercise include increasing self-esteem/self-confidence and improving one's mood. This is a good time to try an experiment in-session where the child notices their mood before and after exercise with the use of a “mood thermometer.” Emphasize how physical activity can be a lot of fun and how we can brainstorm alternatives if the child feels bored. It should also be noted to the parent that even taking a brisk walk can be important in increasing activity.

National recommendation for physical activity

The national recommendation for amount of physical activity is 150 minutes per week. Making physical exercise a regular part of life is challenging, so it's important to break it down into small steps, to talk briefly about the different kinds of physical activity that the child is already doing, and to figure out new activities he/she might like to try. For example, 150 minutes sounds like a lot of exercise, but this breaks down into 30 minutes a day only 5 days a week.

Coaches ask the child (and parents if they are participating) to complete an activity log to get a sense of how much exercise he/she is currently getting. While 30 minutes a day may be ideal, utilizing shaping behaviors will be important so that the family doesn't feel overwhelmed.

Exercise safety

When talking with children and parents about increasing their exercise, it's helpful to address exercise safety. Exercise safety means:

- Wear the right shoe for the activity
- Drink plenty of cool water before exercising and ½ cup every 15 minutes during exercise
- Stretch before exercising to warm up your body
- Wear a helmet when riding a bike, rollerblading, or playing contact sports
- Wear layers to make sure you don't get too hot or cold
- Don't stay outside after dark

Collaboratively choose an experiment or practice activity:

Coaches and family brainstorm about possible experiments or activities to practice and choose one to work on for the next session. The coach writes a copy of the experiment/practice for the child or encourages the child to write it down. It is important to clarify how the experiment or practice relates to the feedback and session goals. The coach needs to carefully assess the appropriateness of the experiment/practice for the child's (and parent's) level of motivation, developmental level, and readiness to change.

Bryce, we've talked a bit about exercise, what you like about it and how it keeps you healthy. Right now, I'd like you to think about something that you can do between now and the next time I visit that will give you a chance to practice what you've just learned.

We talked about the idea for you to keep an activity log and experimented with using a mood thermometer: What are some of your ideas? What do you think you'd like to do?

Suggested experiments/practice activities:

- Make a physical activity plan
 - be as specific as possible: Where, when, accompanying people
- Keep an activity log
- Practice using a mood thermometer before and after exercise
- Identify several different exercise ideas for light, moderate, and vigorous exercise
- Identify indoor and outdoor exercises

It is important to practice this activity at least once during the session to make sure that the child can identify the benefits. This practice also gives the coach the opportunity to identify problems that might arise and to pre-teach ways to overcome these barriers. Coaches offer encouragement and positive modeling during practice. We also have the opportunity to bring a few “tools” to assist the child in having fun while exercise (e.g., Videos for Kids, basketball, soccer ball, paddle with ball, assistance with YMCA scholarship). Practice during the session gives the coach the opportunity to provide encouragement, anticipate potential problems, and ask questions like:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

Closing:

The coach summarizes the main points from the session and highlights the child’s and caregiver’s strengths and motivational strategies. The coach asks the caregiver and child about what was helpful from today’s session and what they did not like. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver’s role to support and scaffold the child’s efforts. Remind caregivers that their support should be guided by the child’s needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. Review the session goals before ending.

Thank you for the time you spent talking with me today. We talked about a lot of material, for example, we looked at how much you exercise now and what you notice about how you feel when you do and don’t exercise. Bryce, you mentioned that after you play ball with your friends, you often feel better about yourself, you feel happier. It also seems that your [caregiver(s)] are really glad to support you and they’re going to make a few phone calls this week to find out about the different sports teams at your school. Bryce, you set a goal to play ball with your friends three times between now and the next time I visit, in addition to taking 2 purposeful family walks.

Please call me if you have any questions between now and the next time I visit. If you happen to run into any problems or if you’re having a difficult time with your goals, you can call me to talk about it and see what we can figure out.

Session 2: Overcoming Barriers to Exercise

Pre-session preparation:

- Review home activity assignment from last session.
- Review information from assessment and feedback that relates to barriers.
- Bring handouts for activities on social support and problem solving skills.

Goal:

The goal of this session is to help the child and family identify barriers to exercise and to learn and apply problem- solving skills.

Components of Session 2:

- Identify barriers to exercise
 - Time management
 - Motivation
 - Weather
 - Self-confidence
- Problem solving skills
- Experiment with decreasing sedentary behavior

Methods:

- Exploring barriers
- Teaching problem-solving skills
- In-session practice for reducing sedentary behavior

Session Structure:**Check-in:**

The coach asks about any particular problems or concerns that the child and caregivers have from the last session or related to the physical activity goal. Remember to explore the child's strengths and relevant family strengths as well as any concerns.

To get us started this week, I'm wondering if any of you have something that's on your mind, a question or a problem, or just something you want me to know since our last session.

Debrief:

Ask if the child or caregivers have any questions from the previous session. Ask the child and caregivers about what was helpful or not as helpful from that session. For example,

What are your thoughts about our last session? What was helpful? What didn't work out so well?

Set an agenda for the session:

The coach sets the agenda and summarizes both the session module and the concerns noted during the check-in. For example:

Today, we're going to be talking about the things that get in the way of Taylor being more active, how to problem solve around those issues, and something called sedentary behavior.

Is there anything else you'd like to make sure we cover today, maybe something that you mentioned in our last session?

Review experiment or practice activity:

The first item on the session agenda is always a review of the previous week's experiment/practice activity. This communicates to the child and family the importance of the experiment/practice and that the coach cares about the progress.

At the end of our session last week, Taylor, we practiced how to use the mood thermometer. Did you get a chance to try that out on your own? Tell me about your experience with the mood thermometer.

Body of session:

The coach addresses as much of the material as the child and family can attend to during the visit. The material for the second session includes: identifying barriers to exercise (time management, motivation, weather, and self-confidence), problem solving skills, and decreasing sedentary behavior. The coach can utilize motivational interviewing, handouts, exploration of problem areas, and psychoeducation.

Barriers to exercise

When discussing the barriers to exercise, the focus is placed on normalizing the experience of set-backs and helping the child to learn about and understand the barriers that get in his/her way. The coach provides some basic psychoeducation and exploration around the most common barriers to exercise: time management, motivational issues, the weather, and lack of self-confidence.

Problem solving skills

The coach then teaches problem solving skills to the child (and parents if they are participating) and practices using these skills with at least one of the child's identified barriers during the session.

Problem solving skills:

1. Identify the problem
2. Brainstorm ideas to solve the problem
3. Compare different solutions
4. Develop a plan
5. Put the plan into action
6. Evaluate the results

Sedentary behavior

Lastly, the coach talks with the child about sedentary behavior – what it is and creative ways to decrease sedentary behaviors. The coach can experiment with the child in-session about utilizing behavioral techniques to increase physical activity while decreasing sedentary behavior. For example, if a child loves video games, encourage the family to incorporate physical activity into the games (Dance Dance Revolution) or if the child watches a lot of TV, design a behavior modification chart that makes TV viewing dependent upon a certain amount of physical activity beforehand.

Collaboratively choose an experiment or practice activity:

Coach and family brainstorm about possible experiments or activities to practice and choose one to work on for the next session. The coach writes a copy for the child or encourages the child to write it down. It is important to clarify how the experiment/practice relates to feedback and session goals. The coach carefully assesses the appropriateness of the experiment/practice for the child's (and parent's) level of motivation, developmental level, and readiness to change.

Suggested experiments/practice activities:

- Write down/list barriers to exercise.
- Practice problem solving skills with barriers to exercise.
 - Writing about it or talking through the steps with a parent
 - Write down problem solving solutions, bring to share at next session
- Practice using the solution generated during the in-session practice to overcome a barrier.
- Activity log.
- Set goals for physical activity.

Taylor, last week you practiced using a mood thermometer and learned that you actually feel happier after you go for a walk with your dog. I have some ideas for what you might practice this week. For example, you could talk through the problem-solving exercise with your mom, or you could increase the number of days you walk your dog. Let's see, we also talked about what might get in the way of you meeting your goals to be more active and your sedentary behavior. You could choose to do something with those areas, too. What do you think you'd like to work on for our next session? What are your ideas?

It is important to practice the chosen experiment or activity at least once during the session to make sure that the child understands it. This practice also gives the coach the opportunity to identify problems that might arise and to pre-teach ways to overcome those problems. Coaches offer encouragement and positive modeling during practice. Practice during the session gives the coach the opportunity to provide encouragement, anticipate potential problems, and ask questions like:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

Closing:

The coach summarizes the main points from the session and highlights the child's and caregiver's strengths and motivational strategies. The coach asks the caregiver and child about what was helpful from today's session and what wasn't. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver's role to support and scaffold the child's efforts. Remind caregivers that their support should be guided by the child's needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. It can be helpful to review the session goals one last time before closing.

Session 3: Increasing Physical Activity

Pre-session preparation:

- Review child's experiment/practice assignment
- Bring handouts on types of exercise, activity log, identifying sources of support

Goal:

The goal of this session is to educate the child and family about physical activity and to help the child increase his/her level of family and social support.

Components of Session 3:

- Describe types of physical activity
- Psychoeducation about energy balance
- Identify sources of support
 - From family
 - From friends and other social connections
- High-risk situations that may serve as barriers

Methods:

- Psychoeducation
- Experiment in-session with different types of exercise
- Discussion and exploration about the benefits and sources of support
- Menu of options for type of exercise
 - Light, moderate, vigorous

Session Structure:**Check-in:**

The coach asks about any particular problems or concerns that the child or caregivers have from the last session or related to the physical activity goal. Remember to explore the child's strengths and relevant family strengths as well as any concerns.

To get us started this week, I'm wondering if any of you have something that's on your mind, a question or a problem, or just something you want me to know about since our last session.

Debrief:

Ask if the child or caregivers have any questions from the previous session. Ask the child and caregivers about what was helpful or unhelpful from that session.

Do any of you have a question or something that you've been thinking about from our last session that you'd like to talk about before we move on?

What are your thoughts about our last session? What was helpful? What didn't work out so well?

Set an agenda for the session:

The coach sets the agenda and summarizes both the session module and the concerns noted during the check-in. For example:

Today, we're going to be talking about the different types of physical activity, the benefits of having support from others and how you (child) can get more support to help you be successful with your goals.

Is there anything else you'd like to make sure we cover today? Okay, and please ask me questions as we go along, especially if something we talk about doesn't seem like it will work for you.

Review experiment or practice activity:

The first item on the session agenda is always a review of the previous week's experiment or practice activity. This communicates to the child and family the importance of the experiment/practice and that the coach cares about the progress.

At the end of our session last week, Byron, we practiced using the problem solving steps to overcome one of your barriers. Did you get a chance to try that out on your own? What did you discover?

Body of session:

The coach addresses as much of the material as the child and family can attend to during the visit. The material for the third session includes: describing types of physical activity, learning about the energy balance, and identifying the benefits and sources of support (family, friends). To facilitate learning, the coach can utilize motivational interviewing, discussion and exploration, various handouts, practice in-session with different exercises, and a menu of options for type of exercise.

Types of physical exercise

The coach provides psychoeducation about the types of physical exercise and ways to incorporate them into a weekly schedule. This component includes information about light, moderate, and vigorous activity. The coach presents the child with a menu of options to choose from and facilitates a discussion about the benefits of different levels of exercise and which ones appeal to this child and family.

Exercise examples:

Light Activity: vacuuming, washing the car, golf (with a cart), lifestyle activities (taking the stairs instead of the elevator, cleaning your room, walking to school)

Moderate Activity: slow bicycling, walking for exercise, table tennis, Frisbee

Vigorous Activity: playing basketball, football, soccer, racquetball; running, kickboxing, jumping rope

Energy balance

The concept of energy balance is discussed. Energy balance refers to the balance of calories consumed versus calories burned in a day. A person gains weight when the calories consumed are greater than the calories burned; weight-loss occurs when a person burns more calories than they consume; a person maintains their weight when there is a balance of calories consumed and burned.

Social support

In terms of social support, the coach provides psychoeducation about the benefits of support from friends and family and how to ask for help from supportive others. The coach asks the child to make a list of potential helpers and to identify the particular kind of help or support each person can offer to the child. Encourage a family meeting and describe the benefits of family meetings and how to set them up. The role of support for increasing motivation is discussed and explored.

Collaboratively choose an experiment or practice activity:

Coach and family brainstorm about possible experiments or activities to practice and choose one to work on for the next session. The coach writes a copy of the experiment for the child or encourages the child to write it down. Remember to clarify how the experiment/practice relates to feedback and session goals. The coach carefully assesses the appropriateness of the experiment/practice for the child's (and parent's) level of motivation, developmental level, and readiness to change.

Well, Byron, we've talked about a lot today, including different types of exercise and what appeals to you, the notion of energy balance, and the kinds of support you might want to help you stay on track with your goals. What area would you like to practice with this next week?

That's great! What do you think about using your activity log to track which days you play catch with your dad and which days you play softball after school? We can look at your tracking form together next week.

Suggested experiments/practice activities:

- Select one form of exercise from each category that the child can do.
- Plan an exercise schedule for the next week.
- Keep track of daily energy balance (calories eaten vs. calories burned).
- Talk with support people about the kind of help needed. Plan to share about this experience at the next session.
- Make a list of possible support people.
- Hold a family meeting.

It is important to practice this activity at least once during the session to make sure that the child understands it. This practice also gives the coach the opportunity to identify problems that might arise and to pre-teach ways to overcome those problems. Coaches offer encouragement and positive modeling during practice. Practice during the session gives the coach the opportunity to provide encouragement, anticipate potential problems, and ask questions like:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

Closing:

The coach summarizes the main points from the session and highlights the child's and caregiver's strengths and motivational strategies. The coach asks the caregiver and child about what was helpful from today's session and what wasn't. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver's role to support and scaffold the child's efforts. Remind caregivers that their support should be guided by the child's needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. It can be helpful to review the session goals one last time before closing.

Byron, you did an excellent job on your home activity last week, I was very impressed with your creative solutions to your barriers. This week, you've chosen a more active experiment/practice and I'm looking forward to hearing about how it goes next week.

Do you have any last questions before we end today? Remember that you can call me if you have any questions or run into problems between now and the next time I visit.

Session 4: Daily Lifestyle Activity

Pre-session preparation:

- Review child's experiment/practice from previous session.
- Bring SenseWear and pedometer – be sure you know how to use these and are able to provide a demonstration for the child/family.

Goal:

The goal of this session is to explore ways that the child can increase his/her daily level of activity.

Components of Session 4:

- Examine existing level of daily activity
- Explore ways to increase daily activity level
- Re-set goals for increasing physical activity and decreasing sedentary behavior
- The benefits of planning ahead about physical activity
- Discuss tools such as a pedometer and SenseWear

Methods:

- Discussion and exploration of daily activity
- Create a daily schedule for activity
- Re-visit sedentary behavior habits

Session Structure:

Check-in:

The coach asks about any particular problems or concerns that the child or caregivers have from the last session or related to the physical activity goal. Remember to ask about the child's strengths and relevant family strengths as well as any concerns.

To get us started this week, I'm wondering if any of you have something that's on your mind, a question or a problem, or just something you want me to know about since our last session.

Debrief:

Ask if the child or caregivers have any questions from the previous session. Ask the child and caregivers about what was helpful or unhelpful from that session.

We covered a lot of information the last time we met. Do any of you have a question or something that you've been thinking about that you'd like to talk about before we move on?

What are your thoughts about our last session? What was helpful? What didn't work out so well?

Set an agenda for the session:

The coach sets the agenda and summarizes both the session module and the concerns noted during the check-in. For example:

Today, we're going to talk about your regular daily activities as well as increasing your general activity level. This includes setting some goals to try new activities and reduce your amount of sedentary activity. We'll also be talking about some of the tools you can use to monitor your level of activity, including making a plan and using a pedometer or SenseWear.

Is there anything else you'd like to make sure we cover today? Okay, and please ask me questions as we go along, especially if something we talk about doesn't seem like it will work for you.

Review experiment or practice activity:

The first item on the session agenda is always a review of the previous week's experiment/practice. This communicates to the child and family the importance of the experiments and practice activities and that the coach cares about the progress.

Nicole, last week you decided to make a list of people who could support you and to talk with them about your goals. How did that work out? Were you surprised by anyone's response?

Body of session:

The coach addresses as much of the material as the child and family can attend to during the visit. The material for the fourth session includes: learning about existing level of daily activity, exploring ways to increase the daily activity level, setting goals for the physical activity and sedentary behavior, planning ahead, and teaching about the tools for monitoring activity (pedometer and SenseWear). The coach can utilize motivational interviewing, activity logs, experiments in-session with different exercises, and demonstrations in-session with the monitoring tools.

Explore child's level of activity and sedentary behavior

This session begins with an exploration of the child's existing level of activity. What does a typical weekday / weekend day look like for him/her? What kinds of light exercise are already part of his/her daily routine?

When exploring the child's daily routine, it's important to discuss his/her sedentary activities in more detail and to provide some additional education about the usefulness of limiting sedentary behaviors. Sedentary behaviors prevent the child from being as active as he/she wants to be (or needs to be) and increase the likelihood of poor eating behaviors. Typical sedentary activities include: watching TV, napping, talking on the phone, using the computer/internet, and playing video games. It can be helpful to generate a list of more active behaviors that can be done indoors.

Increasing physical activity

Next, the coach can talk about the importance of planning ahead for staying active and healthy. Planning ahead can mean creating a daily or weekly schedule and/or making a daily list of the kinds of physical and sedentary activities that the child wants to do. There are a number of ways to increase physical activity without making big lifestyle changes, including taking the stairs instead of the elevator and walking short distances instead of taking the bus. Additionally, handouts are provided for recording the type of activity (both sedentary and physically active) and the amount of time spent in these activities each day.

Setting goals for physical activity

When the child has learned more about his/her own typical activity level and habits, it's time to set more goals for limiting sedentary behavior and increasing physical activity. This step may call for re-visiting the barriers to exercise and problem solving steps from session two. The coach encourages the child to identify and try out one new physical activity this week. This activity might be an extension of something that the child already knows s/he likes or it could be a totally new activity. In both cases, it is useful to spend some time explicitly planning for how the child will incorporate this activity. Motivational interviewing techniques are helpful to get the child invested in the new activity.

SenseWear/Pedometer introduction and demonstration

The last component of this session is a demonstration in-session of the pedometer or the SenseWear, depending on the child's preference and the availability of the monitoring devices. The coach can ask the child to wear the monitoring device and practice with different behaviors in the session, and then read the data from the device. Handouts should be provided for the child to track his/her progress during the week if they choose to use one of these tools.

Collaboratively choose an experiment or practice activity:

Coach and family brainstorm about possible experiments or activities to practice and choose one to work on for the next session. The coach writes a copy of the experiment/exercise for the child or encourages the child to write it down. It is important to clarify how the experiment/practice relates to feedback and session goals. The coach carefully assesses the appropriateness of the experiment/practice for the child's (and parent's) level of motivation, developmental level, and readiness to change.

Nicole, you seem pretty excited about wearing the SenseWear this week. What are the goals you would like to set for your sedentary activity? For your physical activity?

Suggested experiment/practices:

- Monitor activity level using the pedometer or SenseWear.
- Track progress on activity goals (sedentary and physical activity).
- Try out a new form of physical activity.
- Use a mood thermometer before and after physical activity and/or sedentary activity.
- Complete problem solving steps for any barriers that are identified in the session.

It is important to practice this activity during the session to make sure that the child understands it. This practice also gives the coach the opportunity to identify problems that might arise and to pre-teach ways to overcome those problems. Coaches offer encouragement and positive modeling during practice. Practice during the session gives the coach the opportunity to provide encouragement, anticipate potential problems and ask questions like:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

Closing:

The coach summarizes the main points from the session and highlights the child's and caregiver's strengths and motivational strategies. The coach asks the caregiver and child about what was helpful from today's session and what wasn't. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver's role to support and scaffold the child's efforts. Remind caregivers that their support should be guided by the child's needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. It can be helpful to review the session goals one last time before closing.

Nicole, you did a really great job of listing your sedentary behaviors and setting goals for reducing those. You sound pretty excited to start wearing the SenseWear, too, to see how you do with your new plan to play tennis after school with your friend Tanya.

Session 5: Self-Talk and Motivation

Pre-session preparation:

- Review child's experiment/practice from previous session.
- Bring copies of handouts for self-talk practices.

Goal:

The goal of this session is for the child to learn about self-talk, their own patterns of self-talk, how self-talk is related to motivation, and the connections between thoughts, emotions, and behavior.

Components of Session 5:

- Self-Talk: definition, types, and role in motivation and success.
 - Positive self-talk
 - Negative self-talk
- Understanding the connection between emotions, thoughts, and behaviors.
- In-session practice to identify self-talk patterns.
- Importance of reinforcement strategies for health behaviors.

Methods:

- Definition, type, and consequences of self-talk
- Discuss the role of self-talk in motivation and success.
- Explain the interconnectedness of emotion, cognition, and behavior.
- In-session practice with positive/negative self-talk.

Session Structure:**Check-in:**

The coach asks about any particular problems or concerns that the child or caregivers have from the last session or related to the physical activity goal. Remember to discuss the child's strengths and relevant family strengths as well as any concerns.

To get us started this week, I'm wondering if any of you have something that's on your mind, a question or a problem, or just something you want me to know about since our last session.

Debrief:

Ask if the child or caregivers have any questions from the previous session. Ask the child and caregivers about what was helpful or unhelpful from that session.

We covered a lot of information the last time we met. Do any of you have a question or something that you've been thinking about that you'd like to talk about before we move on?

What are your thoughts about our last session? What was helpful? What didn't work out so well?

Set an agenda for the session:

The coach sets the agenda and summarizes both the session module and the concerns noted during the check-in. For example:

Today, we're going to be talking about something called "Self-Talk" especially as it links up with your physical activity. We're going to learn about what self-talk is, how it affects your motivation and success, and also how to identify the kinds of self-talk that you do the most. We're going to be doing a lot of practice with this, experimenting with the different kinds of self-talk and how they make you feel. We'll also be talking about how your emotions, thoughts, and feelings are all connected.

Is there anything else you'd like to make sure we cover today? Okay, and please ask me questions as we go along, especially if something we talk about doesn't seem like it will work for you.

Review experiment or practice activity:

The first item on the session agenda is always a review of the previous week's experiment or practice activity. This communicates to the child and family the importance of the experiment/practice and that the coach cares about the progress.

Tony, last week you decided that you wanted to wear the SenseWear for a week to monitor your activity level. How did that go? What did you learn about your level of activity? Were you surprised? What would you like to do differently this week, based on what you learned last week?

Body of session:

The coach addresses as much of the material as the child and family can attend to during the visit. The material for the fifth session includes: learning about self-talk and its impact on motivation and goal attainment, types of self-talk, identifying patterns of self-talk, and the connections between emotions, thoughts, and behavior. The coach can utilize cognitive behavior therapy, motivational interviewing, psychoeducation, discussion, and experiments in-session with self-talk.

Self-Talk: Positive and Negative

The coach begins this part of the session by discussing the concept of “being your own cheerleader.” The importance of being able to motivate one's self is key for success, and yet most of the time, people (grown ups and kids) find themselves engaging in self-talk that's not as helpful. The definition of self-talk is “the thoughts and beliefs we tell ourselves about our own thoughts, feelings, and behavior that can either motivate us to keep trying or get in the way of our success.”

Self-talk can be either positive or negative. Self-talk that motivates you to keep trying and that helps you to feel good about yourself is positive self-talk. Self-talk that stops you in your tracks or gets you stuck and feeling bad about yourself is negative self-talk. Coaches ask the child to give examples of positive and negative self-talk. The coach then shares a handout on the different types of negative self-talk, some of which are listed here:

Negative self-talk examples:

- Overgeneralization
- “Should” statements
- Discounting the positives
- Magnification
- Emotional reasoning
- Jumping to conclusions

In this discussion, the coach talks with the child about the effects of negative self-talk, including: less self-confidence, caring too much about what others think, feeling hopeless, withdrawing from others, giving up on your goals.

Next, discuss positive self-talk. Positive self-talk leads to more self-confidence, motivation, and success.

Positive self-talk statements begin with the words:

- I can
- I will
- I am good at

Once it is clear that the child understands the concept of self-talk, there are several practice exercises for this session.

1. Ask the child to begin identifying some of their own self-talk, both positive and negative. It can be helpful to ask them to think of situations where they felt confident and situations where they felt worried or upset about their behavior.
2. Ask the child to experiment with making a negative self-talk statement in the session with you. Ask them to notice how they feel about themselves.
3. Ask the child to experiment with making a positive self-talk statement in the session with you, and then ask them to notice how they feel.
4. Ask the child to pick one of their negative self-talk statements and turn it around into something positive and encouraging. Talk about the differences in these statements and how they feel for the child.

Thoughts, feelings, behavior are connected

Now, the coach transitions to another educational piece about the interconnectedness of emotions, thoughts, and behavior. Use the handout designed to practice noticing the connections between thoughts, emotions, and behavior.

Example:

Stressful situation: _____
 Thought: _____ =>
 Emotion: _____ =>
 Behavior: _____

Debrief with the child what they have learned from this experiment.

Collaboratively choose an experiment or practice activity:

Coach and family brainstorm about possible experiments or practice activities and choose one to work on for the next session. The coach writes a copy for the child or encourages the child to write it down. It is important to clarify how the experiment/practice relates to feedback and session goals. The coach carefully assesses the appropriateness of the experiment/practice for the child's (and parent's) level of motivation, developmental level, and readiness to change.

We've practiced a lot today with self-talk and learning about how what you tell yourself affects your mood and your thoughts, and your actions, too. It's time for you to choose something to work on for next week. Do any of these activities sound like something you'd like to try? Or maybe you have an idea of your own that you'd like to try?

Suggested experiments/practice activities:

- Identify the types of negative self-talk the child uses.
- Write down positive self-talk statements that will help the child stay on task with goals.
- Ask child to keep a journal of his/her self-talk and plan to discuss it at the next session.
- Continue pursuing physical activity or sedentary activity goals from previous week and note self-talk around successes and slips.

Practice this activity at least once during the session to make sure that the child understands it. This practice also gives the coach the opportunity to identify problems that might arise and to pre-teach ways to overcome those problems. Coaches can offer encouragement and positive modeling during practice. Practice during the session gives the coach the opportunity to provide encouragement, anticipate potential problems, and ask questions like:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

Closing:

The coach summarizes the main points from the session and highlights the child and caregiver's strengths and motivational strategies. The coach asks the caregiver and child about what was helpful from today's session and what wasn't. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver's role to support and scaffold the child's efforts. Remind caregivers that their support should be guided by the child's needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. It can be helpful to review the session goals one last time before closing.

Session 6: Maintaining Success

Pre-session preparation:

- Review experiment/practice from previous week.
- Review child and family progress and note the highlights. Be prepared to offer a summary of the family's progress.

Goal:

The goals of this session include: reinforce child/family progress and learning, discuss relapse prevention, identify sustainable physical activity habits and lifestyles changes, and determine follow-up plans.

Components of Session 6:

- Reinforce and review progress and learning
- Relapse prevention
- Identifying sustainable healthy lifestyle habits
- Decide on a follow-up plan

Methods:

- Summarize child and family progress
- Review goals
- Exploration of what worked and what didn't
- Discuss health-maintenance plans

Session Structure:

Check-in:

The coach asks about any particular problems or concerns that the child or caregivers have from the last session or related to the physical activity goal. Remember to explore the child's strengths and relevant family strengths as well as any concerns.

This session brings us to the end of our program for physical activity. I'd like to hear about how this experience has been for you (parents and child). Can you tell me a bit about what you learned?

We can talk about the next steps for you with this goal and also re-visit your goals from the feedback to see if you want to keep meeting with me to work more on this or another goal.

Debrief:

Ask if the child or caregivers have any questions from the previous session. Ask the child and caregivers about what was helpful or unhelpful from that session.

What did you like about our session last week? What did you learn about your own self-talk and how it makes you feel... if you want to change your self talk, etc.

Set an agenda for the session:

The coach sets the agenda and summarizes both the session module and the concerns noted during the check-in. For example:

Today, we're going to be talking about all of the progress you made and how you can keep on making progress toward your goals for physical activity.

Is there anything else you'd like to make sure we cover today? Okay, and please ask me questions as we go along, especially if something we talk about doesn't seem like it will work for you.

Review experiment or practice activity:

The first item on the session agenda is always a review of the previous week's experiment/practice. This communicates to the child and family the importance of the experiment/practice and that the coach cares about the progress.

Jayla, you said that you really wanted to practice making positive self-talk statements this week. How was that? What was hard about it? What did you like about it? What part of this do you want to keep practicing?

Body of session:

The coach addresses as much of the material as the child and family can attend to during the visit. The material for the sixth session includes: reviewing progress and goals, identifying sustainable lifestyle habits, preventing relapse and determining a follow up plan.

Review initial physical activity goals and summarize child and family progress

The coach begins this session with a review of the initial physical activity goals and a summary of the child's and family's progress on that goal and any subsequent goals. This step is important for affirming the child's self-efficacy and a sense of accomplishment. The coach can invite the child and family to share their feelings about their progress and also to talk about what they learned along the way.

Sustainable lifestyle habits

Next, the coach engages the child and family in a discussion of lifestyle habits and changes that are both sustainable and fun. Encourage them to think creatively about ways to keep the activities fulfilling and ways to revitalize exercise. For example, the family could go to the Sports Center at the Carnegie Science Center to give everyone an incentive for staying active. Another idea would be to join a local YMCA and ask one of the trainers there to work with the child once a month.

Relapse prevention

Discuss relapse prevention. Discuss the difference between a lapse and a relapse and brainstorm high-risk situations that may trigger lapses. What plans do this child and family need to make to help them continue their progress? Do they need to have monthly meetings or phone calls with the coach, or would they benefit from enrolling in a local gym or hiking club, etc. What are the tools and skills they learned that are important to continue using, such as behavioral contracts, activity logs, holding family meetings, support from friends and family, etc. Brainstorm a relapse prevention plan with the family.

Review feedback goals

Lastly, review the original goals from the feedback to determine the child's and family's interest and/or need to continue treatment with this area or one of the other health-related treatment modules.

Collaboratively choose an experiment or practice activity:

The experiment/practice for this session should include plans for keeping on track with physical activity goals.

Suggested experiments/practice activities:

- Make a plan for revitalizing exercise.
- Determine sources of ongoing support.
- Continue having family meetings.
- Join the YMCA or a local gym.
- Brainstorm high-risk situations and plan ahead
- Plan a follow-up session with the coach (phone or in person).

It is important to identify this activity during the session to make sure that the project is a good fit for the child and parents. It may be important to do some problem-solving regarding potential problem areas. The coach continues to ask these questions:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

Closing:

The coach summarizes the main points from the session and highlights the child's and caregiver's strengths and motivational strategies. The coach asks the caregiver and child about what was helpful from today's session and what wasn't. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver's role to support and scaffold the child's efforts. Remind caregivers that their support should be guided by the child's needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. Review the session goals before closing. It can be helpful to review the session goals one last time before closing.

Promoting Healthy Emotion Regulation Skills

Primary author: Tina Goldstein, Anne Gill

Session 1: Emotions Education

Pre-session preparation:

- Review the child and caregiver goals as they relate to healthy emotional habits.
- Review the assessment and feedback information so that child and caregiver can set realistic goals.
- Use the information from the assessment and feedback to begin forming a case conceptualization and hypotheses about the factors contributing to the child's problems related to emotion regulation and distress tolerance.
- Bring handouts: "How Are You Feeling?" and "Emotions Diary"
- If desired, bring movie or television clips or magazines demonstrating emotions

Goal:

The goal of this session is to assist the child and caregivers with understanding, labeling, and recognizing emotions. Additionally, increasing the child's and caregiver's motivation for enhancing healthy emotional habits is an important part of the initial session.

Components of Session 1:

- Label emotions
- All emotions are OK (don't judge emotions)
- Importance of emotions
- Action urges
- Link between emotions, thoughts, and behaviors

Methods:

- Motivational interviewing
- Role play, charades
- Television and video clips
- Goal-setting: Monitor emotions in the coming week

Session Structure:

Check-in:

At this initial treatment visit, the coach reviews the goals for the development of healthy emotional habits from the feedback session and asks both child and caregivers about the child's habits regarding the expression and management of emotions and ability to tolerate distress. The coach can take this opportunity to ask about any particular problems or concerns that the child or caregivers have related to healthy emotional habits. It is important to explore the child's strengths and relevant family strengths as well as any concerns.

Last time, Lauren mentioned that sometimes when she doesn't understand her math homework she will throw her books and stomp around the house yelling. Lauren said that she doesn't like it when this happens and would like to be able to do her math homework without getting so upset. What have you thought about this goal since we met for the feedback session? Is there anything you'd like to add about your goal here, Lauren?

What are some of the reasons you have for wanting to help Lauren develop healthy emotional habits?

Debrief:

Ask if the child or caregivers have any questions from the feedback session. Ask the child and caregiver about what was helpful from that session or if they have any questions or additional concerns they want to address.

We covered a lot of information the last time we met at the feedback session. Do any of you have a question or something that you've been thinking about that you'd like to talk about before we move on?

Set an agenda for the session:

The coach sets the agenda and summarizes both the session module and the concerns noted during the check-in. For example:

Today, we're going to be talking about emotions. We are going to talk about the different emotions people feel, the fact that all emotions are OK, and discuss why people have emotions. We'll talk about the connection between emotions, thoughts, and behaviors, and learn about action urges (or what emotions tell us to do).

We'll also be talking about how we can use what we learn today about emotions to help Lauren with her goal related to her math homework. A first step here might be helping you, Lauren, figure out what emotion(s) you are experiencing when you try to do math homework.

Is there anything else you'd like to make sure we cover today? Okay, and please ask me questions as we go along, especially if something we talk about doesn't seem like it will work for you.

Experiment or practice activity review:

The first item on the agenda is always the review of previous experiments or practice activities, with the exception of the first treatment session.

Body of session:

The coach addresses as much of the material as the child and family can attend to during the visit. The material for the first session includes the “How Are You Feeling?” and “Emotions Diary” handouts.

The coach can utilize motivational interviewing, favorite television and movie clips, emotion diaries, and experiments in-session with different exercises and skills (i.e., charades, role play) to facilitate learning and discussion about emotions.

Rationale for building healthy emotional habits

This session begins with the rationale for building healthy emotional habits. Learning to label, identify, manage, and tolerate emotions are critical life skills that help us:

- Feel good
- Know when something is wrong
- Figure out how to solve problems
- Get along with others
- Make good decisions
- Get help and support from others

Labeling emotions

The ability to name a feeling is the first step towards being able to manage it. For example, if I recognize I am angry, I can then apply the skills I know for dealing with my anger. Without a name for the feeling, it is much harder to decide on a course of action, and I am much more likely to end up acting on the feeling in a way that could be harmful or have negative consequences.

This is a good time to try experiments in-session with labeling emotions. The family can play emotions charades (a family member acts out a feeling and the rest of the family has to guess what it is), watch a clip from a favorite movie or television show and identify what emotions the characters may be feeling, or look at magazines and identify the emotional expressions in photographs. It is important to highlight for the child that people can feel more than one emotion at a time. Ask the child and caregivers what emotions they are feeling in-session. The use of the “How Are You Feeling Today?” handout may be used as an aid.

All emotions are OK

Because of the social undesirability of inappropriate expressions of anger and other negative emotions, some children may have the impression that certain emotions are “bad.” Part of teaching children an emotional vocabulary is teaching them that all emotions are OK.

However, acting on those emotions in certain ways may not be OK. Discuss with the child and caregivers any ideas they may have about “bad” emotions. Encourage them to consider why those “bad” emotions might be important. For example, sometimes anger tells us that someone is treating us in a way that we don’t like.

What good are emotions?

Emotions are critical for us to survive.

1. Emotions motivate us to do things.

Many times, we act on our emotions even before we realize what we are feeling. This is because emotions help us save time in figuring out what to do. If we have a certain emotion, it tells us to act in a certain way. Strong emotions may help us do things that we might otherwise not do.

For example: Let’s say you are camping and you come out of your tent and see a bear. What would you do? Probably run! What would you be feeling? Probably fear. But, because emotions motivate us to do things, your body would start running before your brain has the chance to think about the fact that you are feeling scared. This is an example of how our emotions motivate us in ways we may not even realize.

2. Emotions communicate things to other people.

Your facial expression tells others how you are feeling. It lets people know to move away or to come closer. How you communicate your emotions (with words and body language) influences how other people treat you.

For example: Pretend that you are in math class and you don’t understand the problem the teacher is reviewing. How might you look? Perhaps you’d have a puzzled look on your face. This would communicate to the teacher that you don’t understand what she is teaching. This might tell her to slow down, or perhaps ask you if you have a question.

3. Emotions reward us.

Emotions give us important information about other people and situations.

For example: we can “read” others’ emotions and get information about how they are feeling.

They help us feel good.

For example: Let’s say you studied really hard for a test and then got an A+. How would you be feeling? Maybe proud or happy. These pleasant emotions are a reward to you for your hard work studying.

Discuss and use role play to consider examples of how emotions may perform each of these functions.

The emotions, thoughts, and behaviors triangle

Discuss with the child how emotions, thoughts, and behaviors are interrelated, and how any one may influence the other two. For example, pretend you are walking into school and pass a girl that you know in your class named Heather. You say “Hi” to Heather but she walks right

past you. What might you think in this situation? (Elicit the child’s automatic thoughts and link to emotions and actions.) For example, you might think, “Heather doesn’t like me,” in which case you might feel an uncomfortable emotion (e.g., sad), and then behave in a way that is negative (e.g., withdraw or cry). On the other hand, if you think, “Heather just didn’t see me,” then what emotion would you feel? And how might you act if you had that thought and emotion? Use examples from the child’s experience to highlight this triangle.

Action Urges

All emotions come with “action urges” that tell us to do something in response to how we are feeling—the “urge to act.” It can help to know what urge is a common response to each emotion. For example, the action urge associated with fear is often hide or withdraw; anger--attack; sadness--withdraw; guilt--avoid. Talk with the child about action urges associated with emotions he/she commonly experiences. For example, how does the child know that his/her caregiver is happy (i.e., the caregiver’s happy action urge may be to hum, smile, or laugh). Remind the child that just because you experience a strong action urge to act in a certain way, you do not *have to* act this way. Instead, we have choices about how we act in response to feelings.

Have you ever had an emotion that told you to do something that could have gotten you into trouble? We call these action urges. Can you think of a time when you had a strong feeling that led you to do something that turned out to not be so good in the long run? It’s important to remember that everyone has these urges. The trick is not to act on them, at least not until you’ve had a chance to think through the consequences.

Collaboratively choose an experiment or practice activity:

The coach and family brainstorm about possible experiments or practice activities and choose one to work on for the next session. The coach writes a copy for the child or encourages the child to write it down. It is important to clarify how the experiment or practice activity relates to feedback and session goals. The coach carefully assesses the appropriateness of the experiment or practice activity for the child’s (and caregiver’s) level of motivation, developmental level, and readiness to change.

Lauren, we’ve talked a lot today about emotions and why they are important. Right now, I want you to think about something that you can do between now and the next time I visit that will give you a chance to practice what you’ve just learned. One idea is to keep an Emotions Diary; another is to practice labeling your own and others’ emotions during the week. What are some of your ideas? What do you think you’d like to do?

Suggested experiments or practice activities:

- Keep a daily Emotions Diary
- Practice labeling emotions throughout the week
- Identify thoughts associated with emotions
- Identify action urges associated with emotions

It is important to practice this activity at least once during the session to make sure that the child understands it. This practice also gives the coach the opportunity to identify problems that might arise and to pre-teach ways to overcome those problems. Coaches offer encouragement and positive modeling during practice. Practice during the session gives the coach the opportunity to provide encouragement, anticipate potential problems, and ask questions like:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

Closing:

The coach summarizes the main points from the session and highlights the child and caregiver's strengths and motivational strategies. The coach asks the caregiver and child about what was helpful from today's session and what wasn't. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver's role to support and scaffold the child's efforts. Remind caregivers that their support should be guided by the child's needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. Review the session goals before closing. It can be helpful to review the session goals one last time before closing.

Thank you for the time you spent talking with me today. We talked about a lot of material. For example, we talked about different emotions people experience, why people have emotions, and action urges associated with emotions. Lauren, you set a goal to write down the emotions you experienced during the day in an Emotions Diary every night before you go to bed. Mom and dad agreed to sit down with you at bedtime and review your day with you to help you identify your emotions.

Please call me if you have any questions between now and the next time I visit. If you happen to run into any problems or if you're having a difficult time with your goals, you can call me and we'll talk about it and see what we can figure out.

Session 2: Taking Your Emotional Temperature

Pre-session preparation:

- Review experiment or practice activity from last session.
- Review information from assessment and feedback that relates to barriers.
- Bring “Emotions Thermometer” handout.
- If desired, bring movie or television clips demonstrating emotional expression.

Goal:

The goal of this session is to help the child and family learn to regulate emotions. This is accomplished through the metaphor of an “Emotions Thermometer.” Family members learn how to “take their emotional temperature” and learn steps for “lowering” the temperature prior to reaching the “boiling point.”

Components of Session 2:

- Emotions the child has difficulty regulating or tolerating
- How difficult emotions are expressed to others
- Consequences of different strategies for emotional expression and regulation
- Emotions Thermometer

Methods:

- Emotions Thermometer
- In-session practice
- Role play, charades
- View television and video clips

Session Structure:

Check-in:

The coach asks about any particular problems or concerns that the child or caregivers have from the last session or related to healthy emotional habits. Remember to explore the child’s strengths and relevant family strengths as well as any concerns.

To get us started this week, I’m wondering if any of you have something that’s on your mind, a question or a problem, or just something you want me to know about since our last session.

Debrief:

Ask if the child or caregivers have any questions from the previous session. Ask the child and caregivers about what was helpful or unhelpful from that session. For example,

What are your thoughts about our last session? What was helpful? What didn’t work out so well?

Set an agenda for the session:

The coach sets the agenda and summarizes both the session module and the concerns noted during the check-in. For example:

Today, we're going to be talking about emotions that are difficult to control. We are going to learn about a tool for understanding emotions that are hard to control called the "Emotions Thermometer."

Is there anything else you'd like to make sure we cover today, maybe something that you mentioned to me earlier or from last session?

Experiment or practice activity review:

The first item on the session agenda is always a review of the previous week's experiment or practice activity. This communicates to the child and family the importance of the experiment or practice activity and that the coach cares about the progress.

At the end of our session last week, Lauren, we practiced naming our emotions. Did you get a chance to try that out on your own using your Emotions Diary? Tell me about what you noticed.

Body of session:

The coach addresses as much of the material as the child and family can attend to during the visit. The material for the second session includes: the Emotions Thermometer handout. The coach can use emotions handouts, motivational interviewing, favorite television and movie clips demonstrating emotional expressions, role play, charades, and other activities to cover the material.

Identify emotions the child has difficulty tolerating or regulating

Together with the family, identify emotions that are particularly difficult for the child to control. The child may be able to identify emotions that "get him/her into trouble." It is very common for families to identify anger and frustration.

Understand how these difficult emotions are expressed to others

Discuss with the family how emotions that are difficult to control get expressed. What are the associated action urges? How do others know that the child is angry or frustrated? What behaviors will he/she display?

Consequences of different strategies for emotion expression and regulation

How we behave in response to our emotions and our action urges has consequences. For example, a child who has difficulty regulating anger may have problems socially (e.g., peer rejection) and receive consequences at school (e.g., detention) and home (e.g., losing privileges). Discuss with the child and caregiver any consequences that they have noticed associated with difficulty controlling emotions. The use of role play and movie and cartoon clips may be helpful to identify consequences of poor emotion regulation for characters.

The Emotions Thermometer

Introduce the concept of the “Emotions Thermometer.” The idea is that we can think of our emotions like the temperature outside. Use the “thermometer” idea to help teach the child to notice and label his/her “emotional temperature.” Explain that this helps us become more skillful at noticing what situations “increase” our temperature and helps us determine our “boiling point.”

Specific steps for teaching the Emotions Thermometer:

1. Start by using a blank 0-10 thermometer. Ask the child to name the way he or she feels when he/she is about to lose control (i.e., “stressed,” “frustrated,” “furious”). Label one end of the Emotions Thermometer with this term and the opposite end with “feeling in control” or “relaxed” or another term the child identifies.
2. Ask the child for situations that are associated with that feeling (“What makes you furious?”) and ask him/her to remember when he/she last felt that angry (“When was the last time you were furious?”). Have the child identify associated thoughts (e.g., “I’m going to lose it”), physical sensations (e.g., feeling hot, balling up my fists), and other cues associated with each successive level of the emotions thermometer. Muscle tension, talking loudly, agitated behaviors, tantrums, heart beating faster, and slamming doors are some examples.
3. Identify and mark on the thermometer the highest point on this scale in which the child is upset, but can still stay in control (e.g., “5”). The markers for “5” are identified. Next, mark the “boiling point” on the thermometer (e.g. 6-10) and identify specific steps for avoiding the “boiling point” (this can be illustrated by using a red marker to “color in” the boiling point).
4. Then ask the child to identify the “Action Point.” This is the point at which he/she is still able to use skills to avoid an outburst or explosion. At the action point, the child needs to do something to calm down to prevent getting to the “boiling point.” Label the action point on the thermometer (there may be more than one).
5. Explain that you will continue to work with the child to identify specific skills he/she can use at the action point to prevent getting to the boiling point. For now, try to identify one skill the child can agree to try at the action point. This may include a skill the child already knows, like taking a time-out or counting to 10.

Collaboratively choose an experiment or practice activity:

Coaches and family brainstorm about possible experiments or practice activities and choose one to work on for the next session. The coach writes a copy for the child or encourages the child to write it down. It is important to clarify how the experiment or practice activity relates to feedback and session goals. The coach carefully assesses the appropriateness of the experiment or practice activity for the child's (and caregiver's) level of motivation, developmental level, and readiness to change.

Suggested experiments or practice activities:

- Write down triggers for emotions that are difficult to control
- Rate emotions daily using the Emotions Thermometer
- Practice identifying nearness to “boiling point”
- Identify consequences of difficulty controlling emotions during the week
- Practice implementing a skill at the “action point”

Lauren, last week you practiced using an Emotions Diary to label how you were feeling every day and learned that you actually have many different emotions over the course of a day. You were also able to identify that the emotion that is associated with math homework for you is often frustration. And today we learned that sometimes you have difficulty controlling your frustration. I have some ideas for what you might practice this week. For example, while you are working on your math homework, you could rate your frustration on the Emotions Thermometer. What do you think about that idea? Do you have others that you'd like to try?

It is important to practice this activity at least once during the session to make sure that the child understands it. This practice also gives the coach the opportunity to identify problems that might arise and to pre-teach ways to overcome those problems. Coaches offer encouragement and positive modeling during practice. Practice during the session gives the coach the opportunity to provide encouragement, anticipate potential problems and ask questions like:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

Closing:

The coach summarizes the main points from the session and highlights the child's and caregiver's strengths and motivational strategies. The coach asks the caregiver and child about what was helpful from today's session and what wasn't. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver's role to support and scaffold the child's efforts. Remind caregivers that their support should be guided by the child's needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. Review the session goals before closing. It can be helpful to review the session goals one last time before closing.

Session 3: Managing Emotions: Learning to Manage or Change How You Feel

Pre-session preparation:

- Review child's experiment or practice activity.
- Bring Emotion Regulation handouts: "HEAR ME" and Pleasant Imagery.
- If desired, bring a windmill, bubbles, or other objects for "breathing games."
- If desired, bring tape recorder and blank tape to record Progressive Muscle Relaxation tape.

Goal:

The goal of this session is to help the child and family learn skill(s) for managing emotions.

Components of Session 3:

- Understand how to improve control of emotions (HEAR ME)
- Learn skill(s) for managing emotions. May include any one or more of the following:
 - Acting Opposite
 - Deep Breathing
 - Progressive Muscle Relaxation
 - Pleasant Imagery

Methods:

- Psychoeducation
- Teaching and practicing in-session menu of emotion regulation skills
- Role play

Session Structure:

Check-in:

The coach asks about any particular problems or concerns that the child or caregivers have from the last session or related to healthy emotional habits. Remember to explore the child's strengths and relevant family strengths as well as any concerns.

To get us started this week, I'm wondering if any of you have something that's on your mind, a question or a problem, or just something you want me to know about since our last session.

Debrief:

Ask if the child or caregivers have any questions from the previous session. Ask the child and caregivers about what was helpful or unhelpful from that session.

Do any of you have a question or something that you've been thinking about from our last session that you'd like to talk about before we move on?

What are your thoughts about our last session? What was helpful? What didn't work out so well?

Set an agenda for the session:

The coach sets the agenda and summarizes both the session module and the concerns noted during the check-in. For example:

Today, we're going to be talking about more skills to help you control your emotions.

Is there anything else you'd like to make sure we cover today? Okay, and please ask me questions as we go along, especially if something we talk about doesn't seem like it will work for you.

Experiment or practice activity review:

The first item on the session agenda is always a review of the previous week's experiment or practice activity. This communicates to the child and family the importance of the experiment or practice activity and that the coach cares about the progress.

At the end of our session last week, Lauren, we practiced using the Emotions Thermometer to rate your frustration while working on your math homework. Did you get a chance to try that out on your own? What did you discover?

Body of session:

The coach addresses as much of the material as the child and family can attend to during the visit. The material for the third session includes: discussing how to improve control of emotions (HEAR ME), and introducing new skill(s) for managing emotions. New skills may include any one or more of the following: Acting Opposite, Deep Breathing, Progressive Muscle Relaxation, and Pleasant Imagery and can be chosen based on the child's needs, developmental level, or

preference. The coach can utilize motivational interviewing, discussion and exploration, various handouts, and practice in-session with different exercises to facilitate learning. There is no expectation that every skill will be introduced to the family. It is more likely that one or two will prove most helpful.

How to improve control over emotions (“HEAR ME”)

The coach explains that we can stay more in control of our emotions by taking good care of ourselves. When we take good care of ourselves, we are less likely to get to the “boiling point.” Some of the factors that make us more likely to become out of control are not getting enough sleep, not eating properly, and not taking care of our physical health. Ask the family for examples of times they may have been more likely to become cranky or angry because they had not taken good care of themselves (e.g., “When I stay up late, I feel more cranky the next day.”). Review the HEAR ME handout with families.

Acting opposite

Explain to families that there is a link between how we act and how we feel. For example, have the child ball up his/her fists and say out loud, “I am so mad.” Ask how he/she is feeling. Explain that most people find that if they make a mad face and also make their body language consistent with feeling mad, they actually do feel mad. The muscles in their face and body send the signal to their brain that they are angry. Now ask the child to try another experiment: Now that you are mad, smile, take some deep breaths, and relax your fists and open your palms. Ask what he/she experienced. Explain that most people find that it does take the edge off of anger, and may make it less likely to give in to strong “action urges” that often go with anger. Use this practice to justify the acting opposite technique. Acting Opposite is a skill that helps change emotions by changing our posture and facial expressions.

Suggestions for teaching opposite action include:

1. Gently touch or pet an object rather than throw it or punch it.
2. Whisper when you want to yell.
3. Breathe deeply and slowly rather than breathing fast and shallow.
4. Smile instead of frown.

It is important to review with the child that there is nothing wrong with feeling angry. In fact, anger, like all emotions, tell us important things (e.g., someone may be treating us in a way we don’t like). The acting opposite skill helps us avoid the behaviors that can get us into trouble or those that cause harm to ourselves or others when we are angry. Acting opposite does not teach you to deny how you feel. It is a way of bringing your emotional temperature down to a level where you can make choices about how you want to act.

Deep breathing

Explain that breathing slowly and deeply can have a calming effect. Deep breathing is a very helpful skill because it is a simple and quick way to relax, and something we can do any where at any time. Model deep diaphragmatic breathing by placing one hand over your stomach; exaggerate the movement of the hand to demonstrate the action of breathing. Explain that we breathe in through the nose, filling the lungs completely. Then breathe out through the mouth in a steady manner.

Encourage the child to add a cue word or a sentence, saying it aloud softly. Examples include “relax,” “it’s ok,” “stay calm.” Have the child repeat this process, and give feedback and guidance. The coach can also play “breathing games” with the child to help promote the skill. For example, have the child lie on the floor and place a toy or other object on the child’s stomach. Encourage deep breaths. The movement of the stomach during deep breathing should make the toy move up and down. Alternatively, have the child lie on the floor and place a feather or tissue near his/her face, and encourage the child to blow the object away from the face. Use of windmills and bubbles can also make this skill more interactive.

Progressive Muscle Relaxation (PMR)

Explain that many people tense their muscles when they are stressed or upset, and that this is a normal response to uncomfortable emotions. Ask each individual how they notice tension in their muscles when they are stressed. Is it in their shoulders? Neck? Back? Inquire about headaches or stomachaches when they are stressed or upset. Explain that PMR helps us calm our bodies by focusing on muscle tension. By relaxing our muscles, we can calm down and get our bodies back under control. Now, take the family through a PMR script:

First settle into a comfortable position. Let all your muscles relax; they should feel loose and heavy. Close your eyes and take 3 deep, slow breaths. As you breathe in slowly, concentrate on the air as it fills your lungs, and as you breathe out slowly, notice your breath rushing out through your nose and mouth. Breathe in slowly, thinking about the feeling of the air passing in and out of your body. Now, I want you to clench your right fist as tight as you can, and hold it while I count down from 5. Pay attention to the tight feeling in your fist as I begin to count ...5...4...3...2...1...Relax your fist and notice the warmth and relaxation that flow through your finger into your arm...Pay attention to the feeling of relaxation that fills your arm...Now clench your left hand into a fist and hold it while I count down from 5...pay attention to the tight feeling in your arm...5...4...3...2...1...Release your fist and notice how the tight feeling leaves your arm and is replaced by the warm heavy feeling of relaxation. Now hunch your shoulders so they press against your head and neck, and pay attention to the tight feeling this causes as I count down from 5...4...3...2...1...As you relax your shoulders, pay attention to the warm soothing feeling of relaxation that runs down your head, neck, and shoulders. Now I want you to scrunch up your face like you bit something really sour like a lemon. Wrinkle up your forehead, and hold it while I count down from 5...Pay attention to the tightness in your forehead while I count down...5...4...3...2...1...Relax your forehead now, smoothing out all the wrinkles. Notice how smooth and relaxed your face feels. Now clench your jaws. Bite your teeth together and hold it while I count

down...5...4...3...2...1...Now relax. Now I want you to tense up your whole body, from your scrunched up face to your hunched shoulders, to your tight fists and arms, stiff back and tight stomach, tight legs and curled up toes. Make your whole body tense and stiff as a board and hold it while I count down 5...4...3...2...1...Now let go and relax. Just relax and feel how warm and heavy your whole body feels. Enjoy the relaxing feelings in your body. [Let the family sit quietly for a minute.] OK, now I would like you to open your eyes and start bringing your body back to normal. Stretch if you need to.

Ask family members how the exercise felt. Explain that it takes some practice to get the hang of PMR, but it is a very effective way to reduce stress. Like all of the skills, PMR takes practice. You can make an audiotape of your voice leading them through the exercise that they can play at home for practice. Suggest that they practice before bedtime, and pay attention to how it makes them feel.

Pleasant Imagery

With this skill, children use their imagination to calm their body by thinking about a very relaxing and peaceful scene. This works best if you can use all of your senses to make the scene as real as possible in your mind. Different people will find different things soothing. Ask each family member for their ideas about a relaxing scene. Where is it? What can you see? What time of day is it? What temperature is it? Who are you with? What can you hear? What can you smell? What can you feel? Have them write down their scene on the handout and even draw it if they like. Practice having them close their eyes and “go” to their relaxing place in their mind. Inquire about how they feel afterwards. When might they need to use this skill? Encourage them to practice during the week.

Collaboratively choose an experiment or practice activity:

Coach and family brainstorm about possible experiments or practice activities and choose one to work on for the next session. The coach writes a copy for the child or encourages the child to write it down. It is important to clarify how the experiment or practice activity relates to feedback and session goals. The coach carefully assesses the appropriateness of the experiment or practice activity for the child’s (and caregiver’s) level of motivation, developmental level, and readiness to change.

Well, Lauren, we’ve talked about a lot today, including a few skills for managing difficult emotions. What area would you like to practice with this next week?

Suggested experiments or practice activities:

- Focus on one HEAR ME vulnerability each day
- Practice acting opposite
- Practice deep breathing
- Practice PMR with a tape
- Practice going to peaceful place in his/her mind

It is important to practice this activity at least once during the session to make sure that the child understands it. This practice also gives the coach the opportunity to identify problems that might

arise and to pre-teach ways to overcome those problems. Coaches offer encouragement and positive modeling during practice. Practice during the session gives the coach the opportunity to provide encouragement, anticipate potential problems and ask questions like:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

Closing:

The coach summarizes the main points from the session and highlights the child's and caregiver's strengths and motivational strategies. The coach asks the caregiver and child about what was helpful from today's session and what wasn't. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver's role to support and scaffold the child's efforts. Remind caregivers that their support should be guided by the child's needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. Review the session goals before closing. It can be helpful to review the session goals one last time before closing.

Lauren, you did an excellent job on your experiment last week, I was very impressed with how well you were able to rate your frustration during math homework using your Emotions Thermometer. This week, you've chosen to practice PMR every night before bed by listening to your tape.

Do you have any last questions before we end today? Remember that you can call me if you have any questions or run into problems between now and the next time I visit.

Session 4: Distress Tolerance: Getting Through Without Making It Worse

Pre-session preparation:

- Review child's experiment or practice activity from previous session.
- Bring Distraction and Self-Soothing handouts.
- If desired, bring movie or television clips or games, etc., to demonstrate distraction.
- If desired, bring examples of self-soothing objects like hand lotion, flowers, etc.

Goal:

The goal of this session is to help the child and family learn distress tolerance skills.

Components of Session 4:

- Explain the concept of distress tolerance
- Review the difference between liking and accepting the situation
- Learn skill(s) for distress tolerance. May include any one or more of the following:
Distraction
Self-Soothing

Methods:

- Psychoeducation
- Teaching and practicing in-session menu of distress tolerance skills

Session Structure:

Check-in:

The coach asks about any particular problems or concerns that the child or caregivers have from the last session or related to emotional habits. Remember to explore the child's strengths and relevant family strengths as well as any concerns.

To get us started this week, I'm wondering if any of you have something that's on your mind, a question or a problem, or just something you want me to know about since our last session.

Debrief:

Ask if the child or caregivers have any questions from the previous session. Ask the child and caregivers about what was helpful or unhelpful from that session.

We covered a lot of information the last time we met. Do any of you have a question or something that you've been thinking about that you'd like to talk about before we move on?

What are your thoughts about our last session? What was helpful? What didn't work out so well?

Set an agenda for the session:

The coach sets the agenda and summarizes both the session module and the concerns noted during the check-in. For example:

Today, we're going to be talking about ways that you can get through a tough situation or emotion(s) when you can't change the situation or change how you feel about it right then.

Is there anything else you'd like to make sure we cover today? Okay, and please ask me questions as we go along, especially if something we talk about doesn't seem like it will work for you.

Review experiment or practice activity:

The first item on the session agenda is always a review of the previous week's experiment or practice activity. This communicates to the child and family the importance of the experiment or practice activity and that the coach cares about the progress.

Lauren, last week you decided to practice your PMR every night. How did that work out? What did you notice about how your body felt? What about your emotions?

Body of session:

The coach addresses as much of the material as the child and family can attend to during the visit. The material for the fourth session includes: discussing the concept of distress tolerance and introducing new skill(s) for distress tolerance. New skills may include distraction and/or self-soothing. The coach can utilize motivational interviewing, discussion and exploration, various handouts, and practice in-session with different exercises to facilitate learning. Both skills need not be introduced to the family. Coaches are encouraged to select the skills that may be the most helpful.

Distress tolerance

This session begins with a discussion of the concept of distress tolerance. Explain that these skills are for times when you can't change the situation or how you feel about it right then, and really just need to get through it without making it worse. Elicit from the child and family examples of times that distress tolerance might be needed. What situations are distressing for the child? It is especially important to highlight for the child that because you choose to practice distress tolerance, it does not mean that you *like* what is going on or how you are feeling, it just means that you have chosen to *accept* that it is how things are for that moment.

Next, the coach introduces skills for distress tolerance.

Distraction

Explain that distraction can be a powerful technique for temporarily "removing" oneself from upsetting thoughts or feelings. Use the handout "ACCEPTS," to review different means of distraction. For each of the different modalities, ask the child to identify one thing that he/she can and would be willing to try. For an in-session practice, ask the child to think about a situation that is sad or upsetting to him/her. Try

to induce a negative mood as thoroughly as possible. Next, have the child throw him/herself into another activity. The child might choose to watch a funny TV show, color or draw, look at a magazine, or play a game. Now ask the child how he/she feels. Link the fact that he/she became distracted with the notion that he/she is no longer focused on the upsetting thoughts.

Self-soothing

Another way to distract oneself from upsetting thoughts or feelings is to think about soothing the senses. Ask the child to identify his/her senses. What are some ways to take care of our senses? Review the self-soothing handout and encourage the child to identify something soothing for him/her for each sense. Practice in-session with behaviors and activities that would be soothing for the child. For example, you can bring scratch-n-sniff stickers, hand lotion, flowers, a piece of hard candy, soft music, etc.

Collaboratively choose an experiment or practice activity:

Coaches and family brainstorm about possible experiments or practice activities and choose one to work on for the next session. The coach writes a copy for the child or encourages the child to write it down. It is important to clarify how the experiment or practice activity relates to feedback and session goals. The coach carefully assesses the appropriateness of the experiment or practice activity for the child's (and caregiver's) level of motivation, developmental level, and readiness to change.

Lauren, it seemed like you really liked practicing the distress tolerance skill of self-soothing today. What are the goals you would like to set for yourself about distress tolerance? Would you be willing to select one or two self-soothing techniques to try this week?

Suggested experiments or practice activities:

- Identify potentially distressing situations in the upcoming week and plan for skills use
- Practice distraction skills
- Practice self-soothing skills

It is important to practice this activity at least once during the session to make sure that the child understands it. This practice also gives the coach the opportunity to identify problems that might arise and to pre-teach ways to overcome those problems. Coaches offer encouragement and positive modeling during practice. Practice during the session gives the coach the opportunity to provide encouragement, anticipate potential problems, and ask questions like:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

Closing:

Here, the coach summarizes the main points from the session and highlights the child's and caregiver's strengths and motivational strategies. The coach asks the caregiver and child about what was helpful from today's session and what wasn't. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver's role to support and scaffold the child's efforts. Remind caregivers that their support should be guided by the child's needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. Review the session goals before closing. It can be helpful to review the session goals one last time before closing.

Session 5: Increasing Positive Emotions

Pre-session preparation:

- Review child's experiment or practice activity from previous session.
- Bring copies of handouts for "Pleasant Activities."

Goal:

The goal of this session is to help the child and family increase positive emotions.

Components of Session 5:

- Rationale for increasing positive emotions
- Identify activities the child enjoys
- Schedule pleasant activities
- Problem-solve obstacles to engaging in pleasant activities
- Introduce "happy kit"

Methods:

- Psychoeducation
- Teaching and practicing pleasant activities in-session
- Scheduling pleasant activities
- Problem-solving barriers to engaging in pleasant activities
- Psychoeducation about use of the "happy kit"

Session Structure:

Check-in:

The coach asks about any particular problems or concerns that the child or caregivers have from the last session or related to emotional habits. Remember to explore the child's strengths and relevant family strengths as well as any concerns.

To get us started this week, I'm wondering if any of you have something that's on your mind, a question or a problem, or just something you want me to know about since our last session.

Debrief:

Ask if the child or caregivers have any questions from the previous session. Ask the child and caregivers about what was helpful or unhelpful from that session.

We covered a lot of information the last time we met. Do any of you have a question or something that you've been thinking about that you'd like to talk about before we move on?

What are your thoughts about our last session? What was helpful? What didn't work out so well?

Set an agenda for the session:

The coach sets the agenda and summarizes both the session module and the concerns noted during the check-in. For example:

Today, we're going to be talking about the importance of positive emotions and ways to increase the amount of positive emotions that you feel.

Is there anything else you'd like to make sure we cover today? Okay, and please ask me questions as we go along, especially if something we talk about doesn't seem like it will work for you.

Experiment or practice activity review:

The first item on the session agenda is always a review of the previous week's experiment or practice activity. This communicates to the child and family the importance of the experiment or practice activity and that the coach cares about the progress.

Lauren, last week you decided that you wanted to practice self-soothing in a distressing situation during the week. How did that go? What did you try? What did you notice about how you felt when you practiced your skills? Were you surprised?

Body of session:

The coach addresses as much of the material as the child and family can attend to during the visit. The material for the fifth session includes: learning about the importance of positive emotions and ways to increase positive emotions. The coach can utilize motivational interviewing, psychoeducation, discussion, and experiments in-session with increasing positive emotions.

Pleasant activities

Discuss with the child that increasing pleasant activities is a basic skill that he/she can easily learn to help him/her cope with uncomfortable emotions. In explaining the rationale, the coach reminds the child of the "triangle" of emotions, thoughts, and behaviors. Explain to the child that making changes in behavior can have an impact on emotions and thoughts. Using examples to illustrate the relationship between mood and behavior is helpful. The coach and the child together should generate a list of potential pleasant activities that the child enjoys. Refer to the list of pleasant activities handout and identify ones that the child enjoys. A worksheet may be useful to track the number of times the target activities are practiced between sessions. The goal of using the worksheet is to give the child a visual representation of the relationship between the number of activities and improved mood.

Special problems with increasing pleasant activities.

Together with the child anticipate obstacles that could potentially "get in the way." Possibilities include: not enough time, not "feeling like" doing the activity, can't decide what to do, etc.

“Happy Kit”

Sometimes when we are upset, it can be hard to remember the things that make us happy. The coach suggests that the child make a “Happy Kit” (this name can be modified using any other title the child prefers). The “kit” serves as a memory aid to be used in a time when he/she feels badly or wants to increase positive feelings. The kit is a box or other container that holds items that remind the child of what he/she enjoys and what makes him/her happy. Examples include photographs of important people (wallet sized photos of family members, a favorite aunt/uncle, pet, etc.), drawings or magazine clips of other important things (e.g., a car, a sports figure they admire), religious objects/articles (e.g., prayer cards, religious icons), meaningful letters or cards from friends or family, and reminders of the child’s strengths (e.g., awards).

Children are encouraged to decorate the outside of the box with happy words and pictures. Next, discuss where the child will put the box in his/her room/home. Review the strategy that he/she should use the kit in a time when he/she wants to increase happy emotions. This can be a good experiment or practice activity for the session. A more portable version is to create an index card or piece of paper on which the child draws or glues pictures of things that make him/her happy. This can be a good supplemental strategy that the child can use if he/she is somewhere with no access to the kit (e.g., at school).

Collaboratively choose an experiment or practice activity:

Coach and family brainstorm about possible experiments or practice activities and choose one to work on for the next session. The coach writes a copy for the child or encourages the child to write it down. It is important to clarify how the experiment or practice activity relates to feedback and session goals. The coach carefully assesses the appropriateness of the experiment or practice activity for the child’s (and caregiver’s) level of motivation, developmental level, and readiness to change.

We’ve talked a lot today about positive emotions and learned ways that we can all feel more positive emotions. It’s time for you to choose something to work on for next week. Do any of these activities sound like something you’d like to try? Perhaps you want to start making your own happy kit? Or maybe you have an idea of your own that you’d like to try?

Suggested experiments or practice activities:

- Have the child work on his/her happy kit
- Choose and engage in one pleasant activity from the list each day
- Keep track of positive emotions using the Emotions Diary

Practice this activity at least once during the session to make sure that the child understands it. This practice also gives the coach the opportunity to identify problems that might arise and to pre-teach ways to overcome those problems. Coaches can offer encouragement and positive modeling during practice. Practice during the session gives the coach the opportunity to provide encouragement, anticipate potential problems and ask questions like:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

Closing:

Here, the coach summarizes the main points from the session and highlights the child's and caregiver's strengths and motivational strategies. The coach asks the caregiver and child about what was helpful from today's session and what wasn't. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver's role to support and scaffold the child's efforts. Remind caregivers that their support should be guided by the child's needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. Review the session goals before closing. It can be helpful to review the session goals one last time before closing.

Session 6: Problem Solving and Maintaining Success

Pre-session preparation:

- Review experiment or practice activity from previous week.
- Bring handout on Problem-Solving Method.
- Review child and family progress and note the highlights. Be prepared to offer a summary of the family's progress.

Goal:

The goals of this session include: introduce and practice problem-solving model, reinforce child/family progress and learning, identify sustainable healthy emotional habits and skills the family has learned and implemented, determine follow-up plans.

Components of Session 6:

- Introduce and practice problem-solving method
- Reinforce and review progress and learning
- Identify sustainable healthy emotional habits and skills
- Decide on a follow-up plan

Methods:

- Psychoeducation about problem solving method
- In-session practice with problem solving
- Summarize child and family progress
- Review goals
- Exploration of what worked and what didn't
- Discuss plans for maintaining gains

Session Structure:

Check-in:

The coach asks about any particular problems or concerns that the child or caregivers have from the last session or related to goals. Remember to explore the child's strengths and relevant family strengths as well as any concerns.

This session brings us to the end of our program on emotions. I'd like to hear about how this experience has been for you (caregivers and child). Can you tell me a bit about what you learned?

We can talk about the next steps for you with this goal and also re-visit your goals from the feedback to see if you want to stop meeting with me or keep meeting with me to work more on this or another goal.

Debrief:

Ask if the child or caregivers have any questions from the previous session. Ask the child and caregivers about what was helpful or unhelpful from that session.

What did you like about our session last week? What did you learn about distress tolerance?

Set an agenda for the session:

The coach sets the agenda and summarizes both the session module and the concerns noted during the check-in. For example:

Today, we're going to be talking about a model for solving problems, as well as reviewing all of the progress you made and how you can keep on making progress toward your goals for healthy emotional habits.

Is there anything else you'd like to make sure we cover today? Okay, and please ask me questions as we go along, especially if something we talk about doesn't seem like it will work for you.

Experiment or practice activity review:

The first item on the session agenda is always a review of the previous week's experiment or practice activity. This communicates to the child and family the importance of the experiment or practice activity and that the coach cares about the progress.

Lauren, you had some great ideas last week about items you might put in your happy kit. How did you do with that? What was hard about it? What did you like about it?

Body of session:

The coach addresses as much of the material as the child and family can attend to during the visit. The material for the sixth session includes: introduce and practice the problem solving model, review progress and goals, identify sustainable healthy emotional habits, and determine a follow up plan.

Problem solving

Explain to the child and caregivers that having a method for solving problems may help to reduce stress about problems and open up discussion about difficult problems in the family. Using the handout, take the family through the 5-step Problem Solving method. Explain that we think of problem solving as having 5 steps:

1. *Identify the problem.* What is the problem? Different people may have different ways of defining the problem. The more specific you can be, the better.
2. *Brainstorm all possible solutions.* What are all of the things I could do about the problem? Do not evaluate any of the options at this point. Consider all solutions, no matter how silly they may seem.
3. *Evaluate the pros and cons of all options.* What will (probably) happen if I do each of these things?
4. *Decide on one solution and explore potential barriers.* Which solution do I think will work best? What could go wrong with that solution?
5. *Put the plan into action.* After I tried it, how did it work?

Once the method has been taught, encourage the child to practice the skill by applying the method to a practice problem. It is helpful to first practice with a problem that is relatively simple and straightforward in order to help the child build mastery with the skill. Encourage the child and caregiver to use this skill at home. What types of problems might come up for the child and family during the course of the week that could be solved using this method?

Review progress

The coach then reviews the initial goals for healthy emotional habits and provides a summary of the child's and family's progress on that goal and any subsequent goals. This step is important for affirming the child's self-efficacy and a sense of accomplishment. The coach invites the child and family to share their feelings about their progress and also to talk about what they learned along the way.

Discussion of new skills and planning for success

Next, the coach engages the child and family in a discussion of skills they have learned that they think they will continue to use. Encourage them to think creatively about ways to keep applying their skills. Inquire about any upcoming stressors or events that could put their emotion regulation and distress tolerance skills to the test.

What do they need to continue their progress?

Do they need to have monthly meetings or phone calls with the coach?

What are the tools and skills they learned that are important to continue using, such as the Emotions Diary, Emotions Thermometer, PMR tape, or distraction skills?

Review Feedback Goals

Lastly, review the original goals from the feedback to determine the child's and family's interest and/or need to continue treatment with this area or one of the other health-related treatment modules.

Collaboratively choose an experiment or practice activity:

The experiment or practice activity for this session should include plans for keeping on track with healthy emotional habits and skills.

Suggested experiments or practice activities:

- Continue having family meetings about emotions
- Plan a follow-up session with the coach (phone or in person)

It is important to identify this activity during the session to make sure that the project is a good fit for the child and the caregivers. It may be important to do some problem-solving regarding potential problem areas or stuck points. The coach continues to ask these questions:

What might get in the way of you doing this?

What could we plan now that might help you overcome that problem?

Closing:

Here, the coach summarizes the main points from the session and highlights the child's and caregiver's strengths and motivational strategies. The coach asks the caregiver and child about what was helpful from today's session and what wasn't. Clarify the role of each (child and caregiver) in working on the goals and emphasize the caregiver's role to support and scaffold the child's efforts. Remind caregivers that their support should be guided by the child's needs and requests. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. Review the session goals before closing. It can be helpful to review the session goals one last time before closing.