



Zachary Adams, Ph.D., HSPP

# Cognitive Behavioral Therapy (CBT) for Pediatric Depression

# effectivechildtherapy.org

## EFFECTIVE CHILD THERAPY

Evidence-based mental health treatment for children and adolescents

This site was created by the Society of Clinical Child & Adolescent Psychology

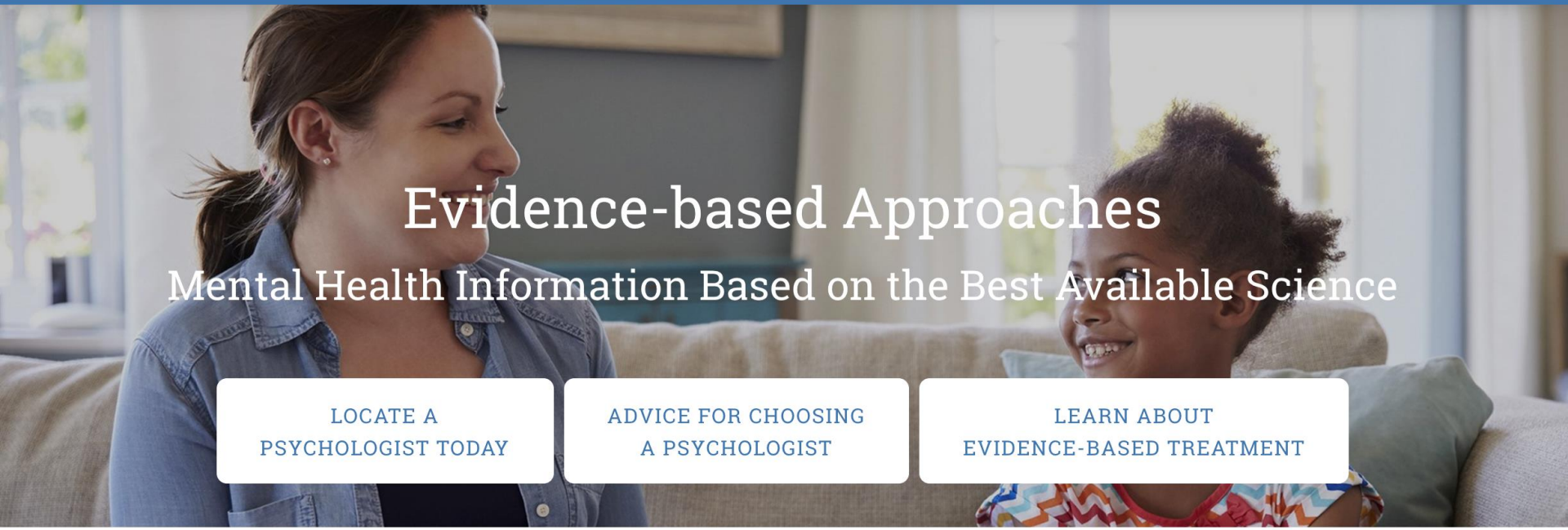


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## Evidence-based Approaches

Mental Health Information Based on the Best Available Science

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EVIDENCE-BASED TREATMENT

# Empirically Supported Psychotherapies for Pediatric Depression

## Children

Level 1: Well-established	Level 2: Probably efficacious	Level 3: Possibly efficacious	Level 4: Experimental	Level 5: Not effective
		Overall CBT	Individual CBT	
		Group CBT	Psychodynamic therapy	
		Technology-assisted CBT	Family-based intervention	
		Behavior therapy		

## Adolescents

Level 1: Well-established	Level 2: Probably efficacious	Level 3: Possibly efficacious	Level 4: Experimental	Level 5: Not effective
Overall CBT	Group IPT	Bibliotherapy CBT	Technology-assisted CBT	
Individual CBT		Family-based interventions		
Group CBT				
Overall IPT				
Individual IPT				

Note: CBT = Cognitive Behavioral Therapy; IPT = Interpersonal Psychotherapy.



## STATEMENT OF ENDORSEMENT

American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

# Guidelines for Adolescent Depression in Primary Care (GLAD-PC): Part II. Treatment and Ongoing Management

Amy H. Cheung, MD,<sup>a</sup> Rachel A. Zuckerbrot, MD,<sup>b</sup> Peter S. Jensen, MD,<sup>c</sup>  
Danielle Laraque, MD,<sup>d</sup> Ruth E.K. Stein, MD,<sup>e</sup> GLAD-PC STEERING GROUP



# Empirical Support

## 1. Reliable positive effects relative to TAU, waitlist, inactive control

- Stronger effects in adolescents than younger children
  - But still effective in children; e.g., weighted effect  $d=1.02$  across 10 RCTs in 8-12 year olds

## 2. Combination therapy generally supported

- TADS - initial: flx+CBT > flx > CBT = placebo; but catch-up at 36 wks
- TORDIA – yes ; ADAPT – no (but attendance was an issue)

## 3. Can be effectively delivered within or in partnership with primary care

- Including among youth who decline pharmacotherapy



# What is Cognitive Behavioral Therapy?

- Focus on connections between **thoughts**, **emotions**, and **behaviors**
- “Short-term” (6-20 sessions)
- Skills training and practice (in-session, home)
- Goal-oriented, progress monitoring
- Empowering, emphasizes choice

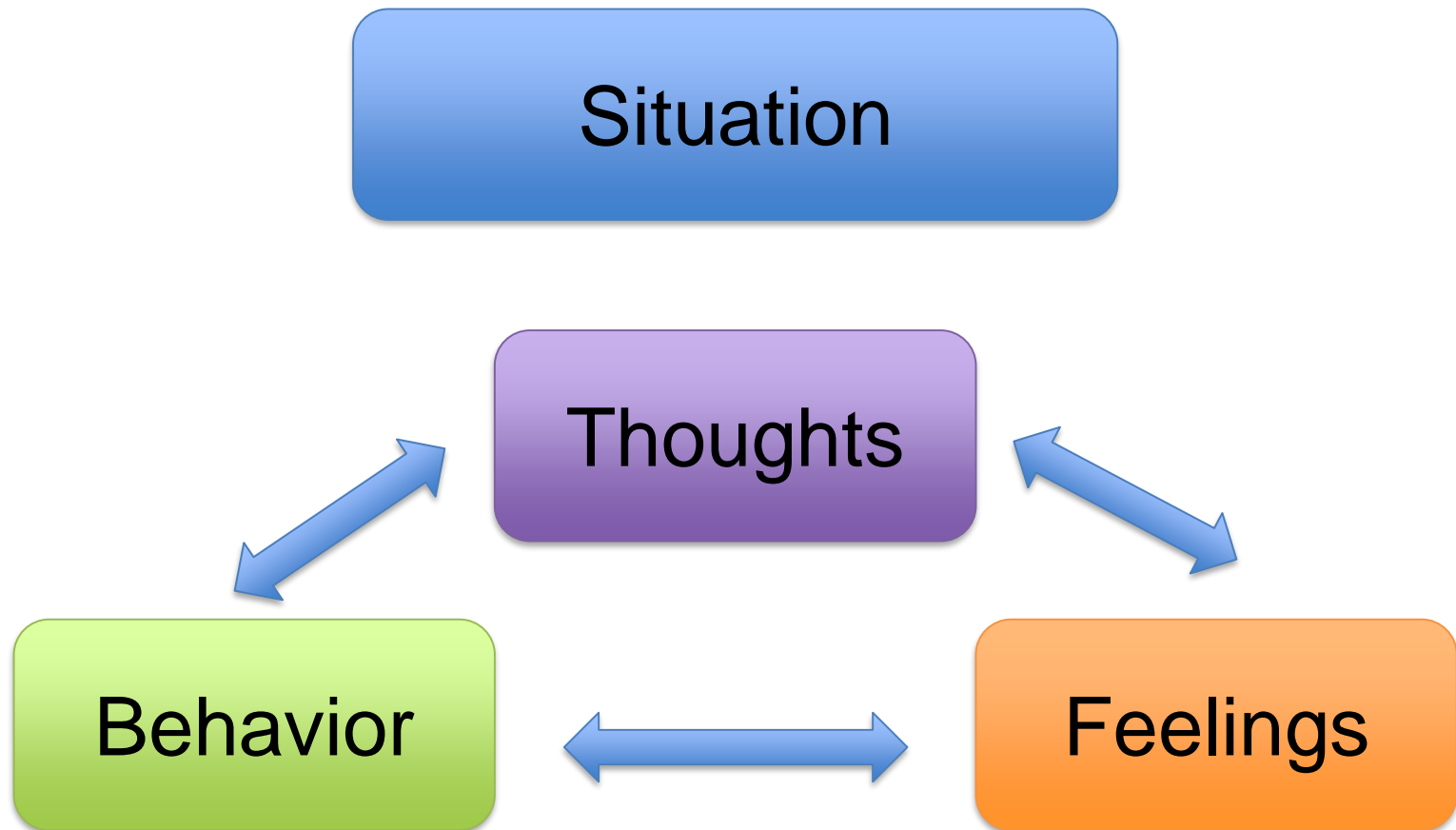


# What do patients learn in CBT?

- Build self-awareness of thoughts, feelings, behaviors
- Identify, label, rate, and accept feelings
- How thoughts (beliefs, interpretations) influence feelings
- Develop skills to notice, interrupt, evaluate, and correct biased (unhelpful, inaccurate) thoughts
- Practice new coping skills in session and day-to-day life
- Social problem solving and effectiveness skills
- Engage in enjoyable and important activities to improve mood



# Cognitive Triangle





# Identifying Unhelpful Thoughts

- Automatic thoughts, core beliefs
- Negative views on **a) Self, b) World, c) Other people**
- Biases, patterns
- Helpful or unhelpful? Accurate or inaccurate? What would you tell a friend?



# Identifying Unhelpful Thoughts

<b>B</b>	<b>Blaming others</b>	<i>“If she would just mind her business then none of this would have happened.”</i>
<b>L</b>	<b>Looking for bad news</b>	<i>“So what if I got an A in math? I got a C in English.”</i>
<b>U</b>	<b>Unhappy guessing</b>	<i>“There’s no way I would ever make the team.” “They think I’m an idiot.”</i>
<b>E</b>	<b>Exaggerating</b>	<i>“I’ll never have any friends.” “You can’t trust anyone.” “I never get to do anything I want.”</i>



# Unhelpful Thinking Patterns

- Black-and-white / either-or
- Emotional reasoning
- Catastrophizing
- Jumping to conclusions
- Missing the positive
- My fault
- Magnifying / minimizing
- Fortune telling
- Shoulds
- Mind-reading
- Labeling
- Perfectionism



# Situation

(Triggering Event)

Julianne didn't return my text.

## Thoughts

## Feelings

## Behavior

## Consequences

She doesn't want to be my friend.

I'm a loser.

Sad 8

Hopeless 5

Stop texting anyone

Stay home

More isolated  
Miss out on fun

Feel worse

She was busy & forgot.

She lost her phone.

I'm not a loser.

Sad 3

Hopeless 1

Calm 5

Try texting again / ask her

Talk to other friends

Normal routine

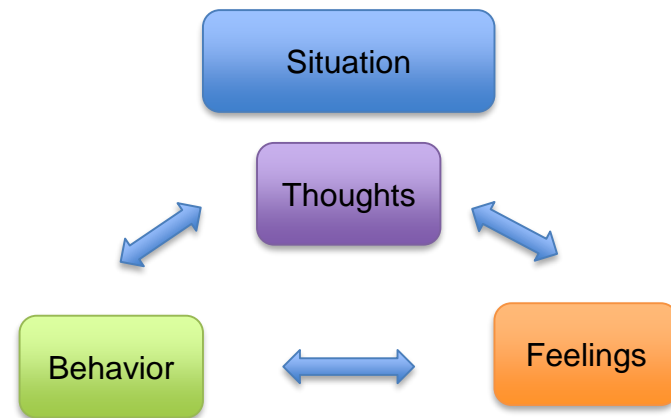
Less isolation

Connect with friends

Feel better

# Behavioral Activation

1. Lack of positive reinforcement; avoidance behaviors
2. Functional analysis of depressive behaviors / coping strategies
3. Identify values – importance, mastery
4. Pleasant activity scheduling
5. Self-monitoring
6. Problem solving



# Other considerations

1. Individual or group
2. In person, telehealth, online (self-paced / therapist guided)
3. Linear vs. modular
4. Caregiver involvement



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