



**SPARC IOP
Multi-Family Group**

SPARC

The Suicide Prevention and Resilience at Children's (SPARC) program is an evidence-based, Intensive Outpatient Program (IOP) focusing on reducing risk for self-harm and suicidal thoughts and behaviors.

- Goal of SPARC is to prepare teen and ensure safety for outpatient care

Agenda

- Introduce SPARC Team
- General Overview
- Validation
- Family Skills: CBT Model, Emotions Thermometer
- Take Home Message/Questions
- Reasons for Living

SPARC TEAM

Clinical Programming

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Clinical Therapists

Remy Nadelman, LCSW

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Rebecca Wildman, Psychology Intern

Jess Wright, PsyD

ED Liaison

TBD

Care Coordinator

Phoebe Noel, LCSW

Nurses

Doug Fudge, RN

Recreation Therapist

Katie Derouin, CTRS

Ambulatory Service Rep

Bobbette Steptoe

General Information

CONTACT US

SPARC Care Coordinator:

214-456-3600

Outpatient Psychiatry:

214-456-5900

Please contact us if unable to attend scheduled appointments.

- Attendance is important

AFTER HOURS EMERGENCY CONTACT

214-456-7000

This is the main number for Children's Health. Please let the operator know that you need to reach the SPARC on-call provider. The operator will give the on-call staff the message, and we will get back to you within about 20-30 minutes. If you need more immediate attention, you may call 911 or go to your nearest emergency department.

Parent and Teen Responsibilities

Teen:

- *Teen Group Therapy:*
 - Monday and Thursday
 - 8:30-11:30 am
 - 1:00-4:00 pm
 - Tuesday and Friday
 - 8:30-11:30 am
 - Average length 4-6 weeks
 - Revolving group
- *Multifamily Group:*
 - *Wednesday 3:00-6:00pm*
 - *Scheduled in advance*
- *Individual and Family Therapy:*
 - Weekly individual therapy is required for this program
 - Family therapy is available as needed

Parent:

- *Multifamily Group:*
 - *Wednesday 3:00-6:00pm*
 - *Scheduled in advance*
- *Parent Group:*
 - Friday (virtual)
 - 12:00-1:00pm
- *Individual and Family Therapy:*
 - Weekly individual therapy is required for this program
 - Family therapy is available as needed

SPARC Skills

- **Reasons for Living:** Identify and recall reasons for living to feel more hopeful and less helpless in crisis situations and during other times of distress
- **Mindfulness:** Focus awareness on the present moment, while calmly acknowledging and accepting feelings, thoughts, and bodily sensations
- **Behavioral Activation:** Recognize mood states and how engaging in pleasant activities can improve mood
- **Problem-Solving:** FLIP the problem to look at all sides of the situation to identify solutions and develop a plan for tackling difficulties
- **Emotional Regulation:** Identify emotions and techniques to manage negative emotions
- **Distress Tolerance:** Goal is to survive the stressful situation without resorting to unhelpful behaviors

SPARC Skills

- **Walking the Middle Path:** All people have unique qualities and points of view, and that it is important to avoid “all” or “nothing” thinking or extreme beliefs
- **Socialization and Support:** Expand social network of support, by improving family communication, finding positive peer support, and increasing family and community resources
- **Interpersonal Effectiveness:** Relationships can be stressful at times; when and how to be assertive and how to use effective communication and negotiation strategies
- **Positive Affect:** Strategies for activating and maintaining positive emotional states by engaging in pleasant activities or recalling positive events
- **Wellness/Relapse Prevention:** Wellness is one of the key ingredients in prevention future suicidal thoughts. Identify and focus on strengths and to add tools to increase periods of feeling and behaving “well.”

Home Safety

- One way to support your child at this time is to lock up any potentially dangerous items
- A member of the SPARC IOP team will review these recommendations specific to your home and family
- Work with your child to address safety and their belongings
- Take the same precautions in the homes of close friends and family, as needed

Providing Support

- It is important to support your child by increasing the level of supervision and spending time together
- Parents should monitor all medications used in the home at this time

Preparing for Outpatient Care

- Outpatient care planning begins at start of program
 - List of community providers can be provided by Care Coordinator
 - Appointments with outpatient providers must be setup prior to finishing the program
 - Final group date will be discussed with assigned SPARC therapist
- Contact new provider(s) ASAP!

Continuation of Treatment

Staying in treatment is key!

- We recommend 6 months to 1 year of treatment after graduating the SPARC IOP
- Role of SPARC IOP after graduation
 - If you have questions after group completion, please feel free to call your SPARC IOP therapist or care coordinator.
 - Booster sessions
 - We will call families for 1-month and 6-month follow-up.

You may receive a survey in the mail from National Research Corporation, asking for feedback on your SPARC treatment. We appreciate you taking time to complete this survey to help us continue to improve the treatment we provide!

Psychoeducation for Families: Validation

Validation vs. Invalidation

- **Validation** communicates to another person that his or her feelings, thoughts, and actions **make sense** and are understandable to you in a particular situation.
- **Invalidation** communicates (intentionally or not, through words or actions) that another person's feelings, thoughts and actions in a particular situation make no sense, are “manipulative” or an “overreaction”.

Validation ≠ Agreement

- **Validation is NOT:**
 - Agreement
 - Focusing on the positive
 - Providing a silver lining
 - Problem solving

How to Validate Others:

- Validate feelings, thoughts and behaviors in others.
 - Can validate a feeling without validating the behavior.
 - For example, validate someone feeling upset about a low test grade even though you know he or she didn't study, but don't validate the lack of studying that led to the low grade.
- Actively listen! Make eye contact and stay focused.
- Be mindful of your verbal and nonverbal reactions
 - Avoid rolling eyes, heavy sighing, walking away, making light of serious things, or saying “That's stupid” or “Whatever!”

(Adapted from DBT Skills Manual for Adolescents, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press.)

How to Validate Others:

- Observe what the other person is feeling in the moment. Look for a word that describes the feeling.
 - Reflect the feeling back without judgment.
 - The goal is to communicate that you understand how the other person feels (e.g., “It makes sense that you’re angry”; “I understand you are having a tough time right now”).
- Show tolerance!
 - Look for how the feelings, thoughts or actions make sense from the other person’s perspective or situation, even if you don’t approve of their actions

(Adapted from DBT Skills Manual for Adolescents, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press.)

Validation or Invalidation?

Teen comes home with detention slip for Mother to sign, as she was caught cheating on a test. Teen is crying because it was her first detention, and feels embarrassed and ashamed. She described feeling anxious in the test, blanked out, and was scared to fail the class.

Mother responds:

- Response 1: “I can’t believe you cheated. I raised you better than that. You deserved detention and are going to be punished at home too! You’re grounded for at least 6 months!”
- Response 2: “I understand that you’re really upset right now because you got in trouble. And I hear that you were worried about failing the class. At the same time, this isn’t behavior I can support, and there will need to be consequences. We can talk about that later.”

Validation or Invalidation?

Teen gets several texts from best friend about her recent break-up. Teen secretly did not care for the friend's boyfriend, but does feel bad that her friend is sad. When her best friend calls,

Teen responds:

- Response 1: "I know you are sad right now because he was so important to you. Do you want to come over and watch a movie or go somewhere to focus on something else for awhile?"
- Response 2: "I know it's hard, but I'm sure there is someone better for you out there. He'll regret this soon. You were always too good for him anyway!"

Validation or Invalidation?

Teen asks Father for money to buy a new laptop for school. Father says that he can't afford that right now and money is tight.

Teen responds:

- Response 1: “Uggh. I’m going to be the only person in school without one. Everyone uses it to take notes and message each other. This sucks! You should make more money!”
- Response 2: “I understand that money is tight right now and we won’t be able to afford a laptop for a while. I’m disappointed, but I guess I will need to wait until later this year.”

Validation Practice

Family 1: “I was so excited to get tickets to the concert, and when I logged onto the site, they were sold out!”

Family 2: “I’m sure I failed the test—it was ridiculously hard!”

Family 3: “I can’t stand how my boss treats me—it makes me so angry.”

Family 4: “I’m furious that she came into my room and took my hairbrush!”

Validation Practice: Role Reversal

1. Teen plays parent and gives a statement that can be validated (e.g., Monday at work was stressful because my schedule was slammed.)
2. Parent plays teen and validates (e.g., That does sound like a busy day – it makes sense that you were stressed.)
3. Parent plays teen and gives a statement that can be validated (e.g., I'm upset that my friend is busy this weekend and can't come over)
4. Teen plays parent and validates (e.g., I'd feeling frustrated by that too if I were you – I know you enjoy your time with him.)



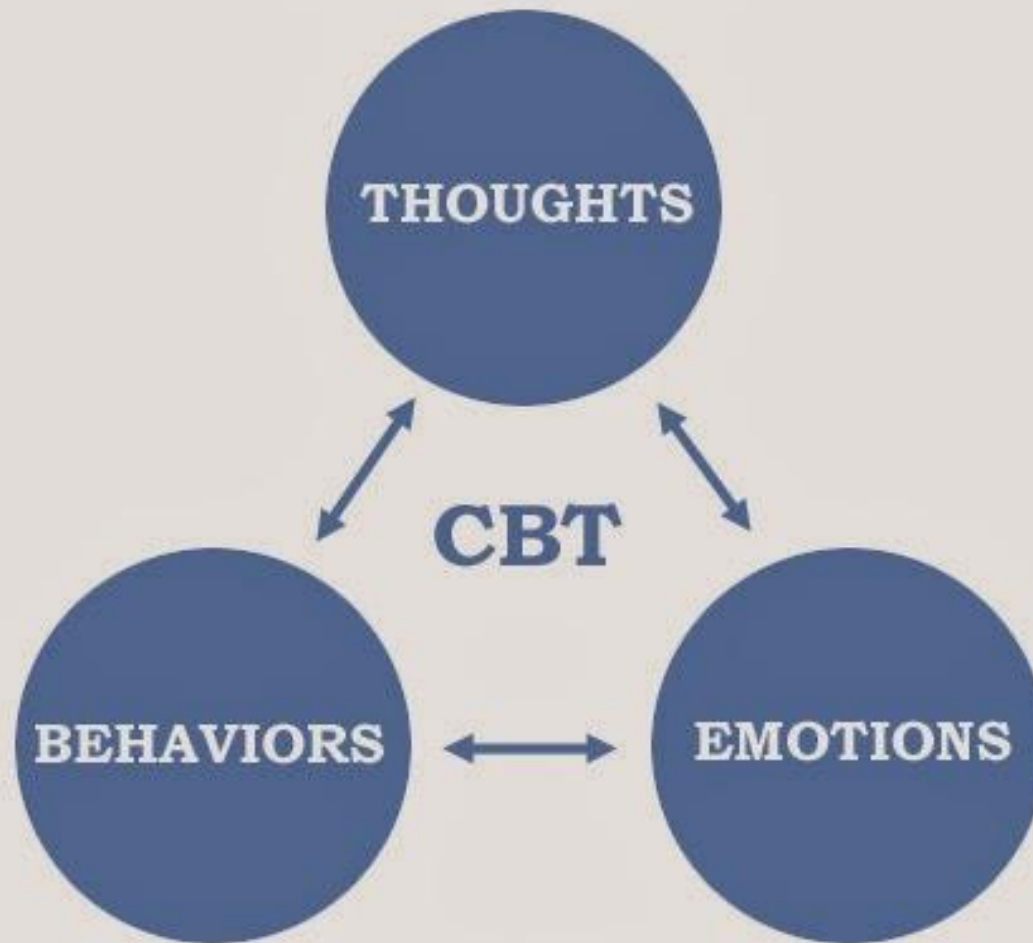
Family Skill Building: Week A

Family Skill Building

Agenda:

1. Understanding the CBT model – how thoughts, feelings/emotions, and actions are related
2. Learn about a strategy to better understand and talk about emotions, using the emotions thermometer
3. Creating an emotions thermometer

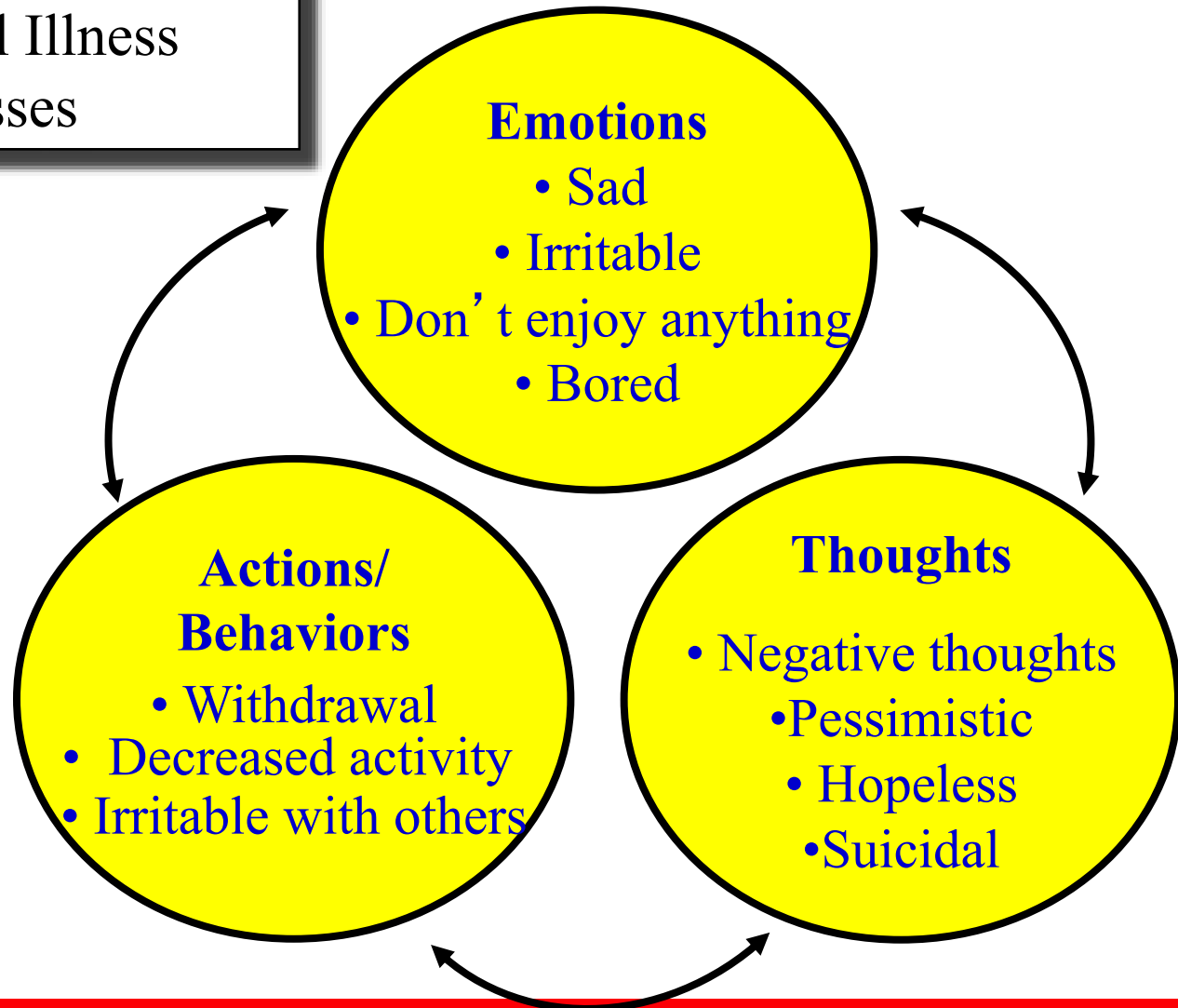
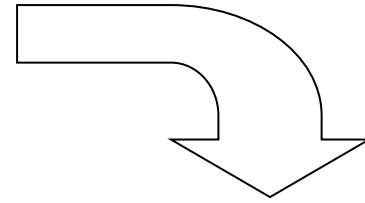
COGNITIVE BEHAVIORAL THERAPY



**Thoughts, Behaviors, and Emotions
all impact each other.**

Stressors

- School/Work Problems
- Problems with Friends
 - Family Problems
 - Medical Illness
 - Losses



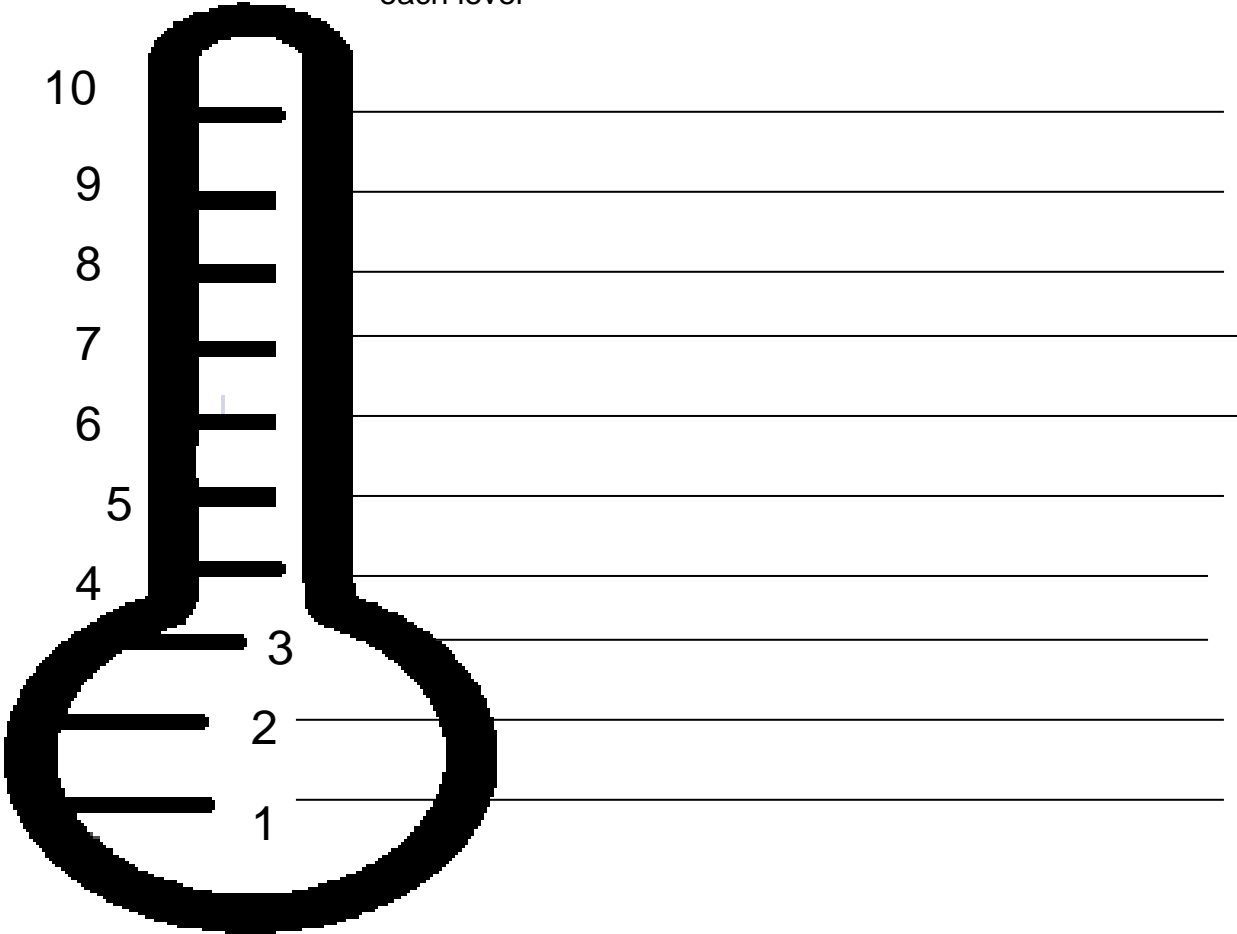
Today, let's focus on emotions. . .

- We often notice the changes in our emotions more quickly than our thoughts
- Important to monitor own emotions and intensity
- Can better understand emotions by noticing
 - Thoughts
 - Feelings
 - Body Sensations
 - Behaviors or Urges

Emotions Thermometer

Identify thoughts, feelings, behaviors, and body sensations at each level

Feeling out of Control



Feeling Calm

Emotions Thermometer

	Situation	Reactions
5	Nothing to do	<p>Thoughts: “I’m bored”</p> <p>Feelings: Feel neutral, a little irritated, restless</p> <p>Behavior: Watch television, call friends or boyfriend</p> <p>Body sensations: no noticeable body sensations</p>
0	Chilling with friends	<p>Thoughts: “This is fun,” “I like my life.”</p> <p>Feelings: Happy, content</p> <p>Behaviors: laughing, talking with friends, doing activities like movies and shopping</p> <p>Body sensations: a lot of energy, feeling light</p>

Emotions Thermometer

	Situation	Reactions
10	Break-up with boyfriend	<p>Thoughts: “I’ll never get another boyfriend,” “I’m worthless,” “If nobody loves me I might as well die”</p> <p>Feelings: Anger, sadness, shame</p> <p>Behaviors: Cry, suicide attempt</p> <p>Body sensations: hot, flushed face, fatigue</p>
7	Doing poorly in school	<p>Thoughts: “I’m stupid,” “I am a loser.”</p> <p>Feelings: Sadness, embarrassment</p> <p>Behaviors: Stay in my room, give up</p> <p>Body sensations: body feels heavy, tired</p>

Parent Support Examples

“It would be helpful if you would...”

- Do something distracting with me (e.g., go for a drive, play a game, watch a TV show, read in the same room, walk outside together)
 - Can specify if you want to delay talking about what’s bothering you
- Let me talk about what’s bothering me (can specify with or without giving advice)
- Let me take a little bit of space, but be nearby (e.g., “I’ll be in living room and you can be in adjoining kitchen. We can do check-ins every 30 minutes”)
- Help me contact a supportive adult
- Tell me you care by (e.g., giving a hug, validating how I’m feeling)

Create Your Own Emotion Thermometer

- Everyone take a handout and create your own emotions thermometer
 - Example: “5” might be feeling a little stressed at work when answering a lot of emails or feeling a little stressed at school when looking at list of projects due next week
 - “0” is usually when you are most relaxed or happy
 - “10” if usually when you are most at-risk for unsafe behavior or feeling extremely overwhelmed

Emotions Thermometer

	Sample Situation	Feelings	Body Sensations	Thoughts	Behaviors/Urges	Support Needed
10	Break-up with boyfriend	Anger, sadness, shame	Hot, flushed face, fatigue	"I'll never get another boyfriend" "I'm worthless" "If nobody loves me I might as well die"	Cry, suicide attempt	I don't want to talk but be nearby, do coping skills with me
9	Friends don't invite me to the party	Sad, hurt, confused	Tense, shaky, fatigue	"Something is wrong with me" "Nobody wants me around"	Cry, isolate from everyone, self-injure	Help me do something distracting, get out of the house, car ride
8	Fight with parents	Frustrated, annoyed, sad, hurt	Hot, shaky, jittery	"They never understand me" "I'm a disappointment to the family"	Yell, stay in my room, stop talking to them, cry	Help me call another supportive adult/friend after a 20 min break
7	Doing poorly in school	Sadness, embarrassment	Body feels heavy, tired	"I'm stupid" "I am a loser"	Stay in my room, give up	Encouraging words from my parents
6	Younger sister takes my stuff	Annoyed, frustrated	Tense, hot	"She always does this"	Yell at sister, go in her room to get my stuff back	Have a parent step in and help me to take a break from situation
5	Nothing to do	A little irritated, restless	Tired, tense, uneasy	"I'm bored"	Watch television, call friends or boyfriend	Parents offer ideas of enjoyable things to do
4	Weekend plans with friends get cancelled	A little disappointed	Sluggish	"I was looking forward to hanging out with them"	Hang out with my sister instead	Do something distracting with my sister
3	Woke up late for school	Worried	Shaky, jittery	"I don't want to get a tardy"	Rushing around to get ready	Take deep breaths
2	Studying for tests	Distracted, annoyed	Tired	"Ugh, I don't want to study"	Staring blankly at paper, looking at social media	A quick brain break
1	Family dinner	Content	No noticeable body sensations	"What needs to get done for tomorrow"	Talking with family, checking my phone	none
0	Chilling with friends	Happy, content	A lot of energy, feeling light	"This is fun" "I like my life"	Laughing, talking with friends, doing activities like movies and shopping	none

Group Observations

- Anything you noticed when creating your Emotions Thermometer?
- How might you use this to help you communicate with other family members about your emotions?

Developing a Family Safety Plan

- Monitor own emotions using “Emotions Thermometer”
- Check-in using “Emotions Thermometer” system
 - Teens:
 - Report any strong emotions or suicidal or self-harm thoughts or urges
 - Let parents know how they can support you (e.g., “sit with me,” “check on me again in a few minutes,” “let’s watch a show to distract me”)
 - Parents:
 - Ask about your child’s emotions if notice any warning signs
 - Ask how you can best support

Developing a Family Safety Plan

- Use Your Safety Plan
 - Teens:
 - Use your Safety Plan from SPARC IOP
 - Call SPARC IOP pager, if needed
 - Parents:
 - Stay calm; use own coping skills
 - Seek own support
 - Monitor your child
 - Call SPARC IOP pager, if needed

Take home message for today

- What are the main points we learned today?
- How can these be applied in your family?
- Practice Assignment?
 - Check-ins using Emotions Thermometer
 - Practice one distraction activity (ACCEPTS)

Reasons for Living (RFL's)

