

# Children’s Curriculum of Schema Therapy

## Schema Therapy for Children and Adolescents (ST-CA)

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

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

Beside the features of schema theory, the workshops offer many practical demonstrations through picture and video material or life demonstrations, and small exercises allow the participants to transfer the content into their own practice.

	<b>Workshop’s Name</b>	<b>total</b>	<b>didactic</b>	<b>dyadic</b>
ST-CA WS 1 & 2 (2x2 days)	WS 1: Introductory Workshop ST-CA	32 TU*	13 TU	3 TU
	WS 2: Focus on Children and Adolescents		10 TU	6 TU
ST-CA WS 3 & 4 (2x2 days)	WS 3: Immersion Workshop ST-CA Focus: Schema-Coaching for Parents	32 TU	10 TU	6 TU
	WS 4: Case Conceptualization, Inner House, Play Therapy		11 TU	5 TU
	<b>In total</b>	<b>64 TU</b>	<b>44 TU</b>	<b>20 TU</b>

\* TU = Teaching Unit, 45 minutes each

# **Children's Curriculum in ST-CA (64 TU)**

## **Introductory Workshop 1 & 2 with Focus on Children & Adolescents" (2x2 days)**

The introductory workshop (WS 1) illustrates the formation and perpetuating model of maladaptive schemas against the background of age-specific developmental tasks, risk and protective temperamental factors. Relative to the children's age, early maladaptive schemas described by Young are outlined with their typical child and adolescent appearance and coping strategies. Other topics include the multimodal diagnostic techniques (use of exploration, survey, imagery, case conceptualization) and explain the significance of the therapeutic relationship, psychoeducation and empathic confrontation.

As an overview, therapeutic strategies are demonstrated: Working with drawings and pictures, finger and hand puppets, working with stories, metaphors, chair work, imagery, and the use of flash cards.

Video examples or live demonstrations and role-play in groups of two or three participants ensure the consolidation and deepening of following exercises:

- Imagery Parent Interview
- Creating a Mode Sketch
- Conducting a Mode Interview
- Working with (stem) stories
- Working with finger and hand puppets
- Working with chair dialogues (3-Chair dialogue: "Mode driving license")
- Working with mode cards (Mode walk: Feel, Talk, & Walk)
- Working with chair dialogues (2-Chair dialogue: Focus Critic/Punisher)
- Imagery (Fantasy Trip to the Clever & Wise Mode)

## **Workshop 3 & 4 in ST-CA with Focus on Parents & Schema-Coaching, Case Conceptualization, and Play Therapy**

This workshop builds upon the content of the WS 1. Participation in WS 1 is a prerequisite for this immersion workshop. After a brief connection with the content of WS 1, the focus will be laid on the features of the work with parents ("Schema Coaching for Parents"), including psychoeducation, work with chairs, mode flash card, internal dialogue and imagery.

Another goal of this workshop is to apply the schematic therapeutic approaches to their own cases. After the case presentation in the plenary, participants work out in small groups, the schema therapeutic case concept and treatment plan of this patient and their family. Based on already implemented schematic therapeutic treatment, techniques progress and problems in the used interventions are discussed. In the last unit participants will learn, how to work with the "Inner House", and to follow the schema therapeutic approaches in the context of Play Therapy (preschool and primary school age). In particular, the content and methods are:

- Therapeutic relationship with parents: "Limited Grandparenting"
- Education of the schema and mode concept
- Collusion of schemas and modes among the therapist and the patient (child/parents)
- Schema Genogramm
- Working with chair dialogues (2-Chair dialogues: Focus Detached Protector)
- Imagery (Visualizing Caring Parental Modes)
- Imagery Rescripting
- Illustration of the basic approach to case conceptualization
- Conceptualization and treatment planning for their own cases
- Working on the "Inner House"
- Mode-oriented play therapy
- Special problems in the therapy

Video and picture material, life demonstrations, and/or role-play in groups of two or three participants ensure the consolidation and deepening of what has been learnt.

## LITERATURE:

### SCHEMATHERAPY FOR CHILDREN:

- Loose, C. & Graaf, P., (2014). Video-Learning: Schematherapie mit Kindern. DVD. Weinheim: Beltz.
- Loose, C. & Lechmann, C. (2019). Video-Learning: Schematherapie mit Jugendlichen. DVD. Weinheim: Beltz.
- Loose, C., Graaf, P. & Zarbock, G. (2013). Schematherapie mit Kindern und Jugendlichen. Weinheim: Beltz.
- Loose, C., Graaf, P. & Zarbock, G. (2015). Störungsspezifische Schematherapie mit Kindern und Jugendlichen. Weinheim: Beltz.

### SCHEMATHERAPY FOR ADULTS:

- Arntz, A. & Jacob, G. (2012). Schema Therapy in Practice: An Introductory Guide to the Schema Mode Approach. John Wiley & Sons.
- Rafaëli, E., Bernstein, D.P., & Young, J. (2011). Schema Therapy (CBT Distinctive Features). Taylor & Francis.
- Vreeswijk, M. van, Broersen, J. & Nadort, M. (2012). The Wiley-Blackwell Handbook of Schema Therapy: Theory, Research and Practice. John Wiley & Sons
- Young, J., Klosko, J. & Weishaar, M. E. (2006). Schema Therapy: A Practitioner's Guide. Guilford Pubn.

### SCHEMATHERAPY FOR GROUPS:

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

Additional information about ST-CA on [www.schematherapy-for-children.de](http://www.schematherapy-for-children.de) where you can find the "Story of Felix and his Modes".