



International workshop



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

## Curriculum for ISST-certification

- Presenter:** Christof Loose, Advanced Level Schema Therapist and Supervisor-trainer in Child-adolescent Schema Therapy (ISST e.V.):  
Institute of Experimental Psychology, Department of Clinical Psychology, Düsseldorf
- Place:** Tieteiden talo, Kirkkokatu 6, Helsinki. <http://www.tieteidentalo.fi/>
- Dates:** Mo-Tu 13.-14.2.2017 (13.2. 9-17 and 14.2. 8-16)  
Th-Sa 11.-13.5.2017 ( 11.5. 9-17 and 12.-13.5. 8-16)  
Th-Sa 7.-9.9.2017 (7.9. 9-17 and 8.-9.9. 8-16).  
Supervision needed for certification application can be arranged by Christof Loose or his colleagues, also possible to use skype or GotoMeeting for online supervision. Needed individual supervision hours are 20, group supervision is also possible then more hours are needed (converting table at the ST-CA Guidelines and contents).  
How to organize the supervision is discussed at first training session in February.  
List of certified supervisor can be found:  
You can also attend only the workshops if you are not applying for ISST-certification <http://www.schematherapysociety.org/Child-and-Adolescent-Certification>
- To whom:** Psychotherapists (CBT, CT, Cognitive-integrative and Cognitive-analytic)  
Maximum number of participants 20 and minimum 15 for workshops.  
For ISST certification the requirement is that you are officially allowed in your country to do psychotherapy with children.
- Price:** Workshops (8 days) 2150 €+ vat 24%  
Members of FACBT Workshops (8 days) 1750 €+vat 24%.  
+ (to those who want to be able to apply the ISST certification) Supervision costs – the fee for supervision is approximately 100-130 €/50 min for individual supervision. Total costs depend on how much online supervision or group supervision is used.
- NOTE!** It can happen that the minimum number of participants will not be reached, so - if you book a flight or a hotel already now - please chose a rate with refund options.
- Registration:** Please contact [luote@luote.fi](mailto:luote@luote.fi) 20.1.2017 latest. After your contact we will send you a registration form.
- Info:** [luote@luote.fi](mailto:luote@luote.fi) or [anna-maija.kokko@luote.fi](mailto:anna-maija.kokko@luote.fi) +35850 3631213 or [Christof.Loose@uni-duesseldorf.de](mailto:Christof.Loose@uni-duesseldorf.de) (specially for requirements for certification)

Summary:

## **Schema Therapy with Children/Adolescents (ST-CA) and their Parents**

(3 workshop units: 1x2 days, 2x3 days; in total 64 TU  
TU=tutor units =45 min)

Schema Therapy (ST) developed by Jeffrey Young is an enhancement and development of cognitive behavioral therapy (CBT), and particularly integrates emotions, but also developmental aspects centrally in their diagnostic and therapeutic considerations. In addition, ST is based on a model of schemas, modes and the basic needs and "their fate" during the life course. Therefore, ST - in terms of technical and strategic variant of CBT – seems to be also and especially in the field of child and adolescent therapy particularly suited to generate action-guiding, diagnostic and therapeutic concepts. In total 3 workshop units (WS 1-3) of the "Children's Curriculum", first the schema therapeutic conceptual model (schemas, modes, coping strategies), the underlying theory (central importance core needs in the context of developmental tasks), possible diagnostic means (eg, projective methods) and requirements in the therapeutic attitude (eg, concept of "limited reparenting" and "empathic confrontation") are outlined, put on the ground of temperament and personality factors in childhood and adolescence. However, in the center of the workshop series are training and practice units, encompassing schema therapeutic strategies that have proven successful in 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" or "Systemic Schema Therapy" that include schema or mode specific transactional processes between child and parent and shed a light on mutual reinforcement's processes of child's and parent's maladaptive schemas. Last but not least the basic principles of ST-CA in groups are outlined.

### **Children's Curriculum Workshop 1 ("Introductory WS"; 16 TU)**

The introductory workshop illuminates the formation and perpetuating model of maladaptive schemas against the background of age-specific developmental tasks, risk and protective temperamental factors. Related to the children's age the 18 schemas described by Young are outlined with their typical child and adolescent appearance and coping strategies. Other topics include the multimodal diagnostic techniques (use of exploration, survey, imagery, case conceptualization) and explain the significance of the therapeutic relationship, psychoeducation and empathic confrontation.

As an overview therapeutic strategies are demonstrated: Working with drawings and pictures, mode-based play therapy, working with stories, finger and hand puppets, small figurines, metaphors, chair work, imagery, templates, the use of flash cards and homework.

An important part of the introductory workshop is to work with parents, which is also outlined in an overview. Contents are typical parental mode constellations, mode cycle flash cards, investigation of parental schemas and modes, and the practical implementation in mode work with parents (working with chairs, templates, wooden figures, drawings, etc.).

Beside the introductory in schema theory the workshop offers many practical demonstrations by picture and video material, and small exercises allow the participants transferring the content into their own practice.

### **Children's Curriculum Workshop 2 (three days, 24 TU)**

**Focus: ST for Children and Adolescents (16 TU) and  
ST for Parents (8 TU)**

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

This workshop is based upon the content of the introductory workshop (WS 1). The goal of this workshop is to learn the techniques of schema therapy with children and adolescents specifically. Additionally, there will be an introduction into the work with parents.

After a brief connection with the schema theoretical introduction and sharing of some experiences in practice (WS 1), the focus will be laid on the features of the particular therapeutic relationship, including the concepts of limited reparenting, empathic confrontation and practical working with the special schema therapeutic techniques. Video examples and role-play in groups of two or three participants ensure the consolidation and deepening of what has been learnt. In particular, the content and methods are:

- Working on close relationships with children and adolescents
- Working with finger and hand puppets
- Imagery
- Use of flash cards and homework
- Working with (stem) stories

**The first part of the parental work includes:**

- Therapeutic relationship with parents: "Limited Grand-Reparenting"
- Investigation of parental resources, needs and family structures
- Testing of questionnaires
- Education of the schema and mode concept in the context of parenting with exercises in groups

Beside the features of schema theory the workshop offers many practical demonstrations by picture and video material, and small exercises allow the participants transferring the content into their own practice.

### **Children's Curriculum Workshop 3 (three days, 24 TU) Focus: ST for Parents (8 TU), Schema Therapeutic Case Conceptualization (8 TU), Group Schema-Therapy for Children and Adolescents (8 TU)**

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

The goal of this workshop is to learn the techniques of schema therapy with parents (continuation of WS 2) and to apply the schematic therapeutic approaches to their own cases.

After a brief connection with the theory of WS 1 und WS 2, the focus will be laid on the features of the work with parents including practical exercises. The parental mode work with chairs, finger puppets, templates, imagery, schema and mode flash card, internal dialogue and schema diary are the central point of the first day of WS 3.

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

- Creating a schematic therapeutic and systemic disturbance model
- Adjustment of the parental schemas and modes
- Mode feedback among family members
- Schema pedagogy approaches (working with caregivers, teachers and so on)
- Collusion of schemas and modes among the therapist and the patient (child/parents)
- Usage of parental Mode-Cycle-Clash-Cards

**Case Conceptualization:** Case studies of the participants and role play in groups of two or three participants ensure the deepening of what has been learnt. After the case presentation in the plenary, participants work out in small groups the schema therapeutic case concept and treatment plan to this patient and his family. Based on already implemented schematic therapeutic treatment techniques progress and

problems in the used interventions are discussed. In the last unit participants will learn, how to follow the schema therapeutic approaches in the context of self-awareness, self-disclosure and supervision groups. The following content will be covered in the second and third day of this workshop:

- Illustration of the basic approach to case conceptualization
- Conceptualization and treatment planning for their own cases
- Schema therapeutic aspects of formal reporting to health insurance companies and planning schema therapeutic supervision, self-experience and certification

Special problems in the therapy

- Working on the "Inner House"
- Mode-oriented play therapy.