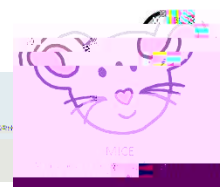
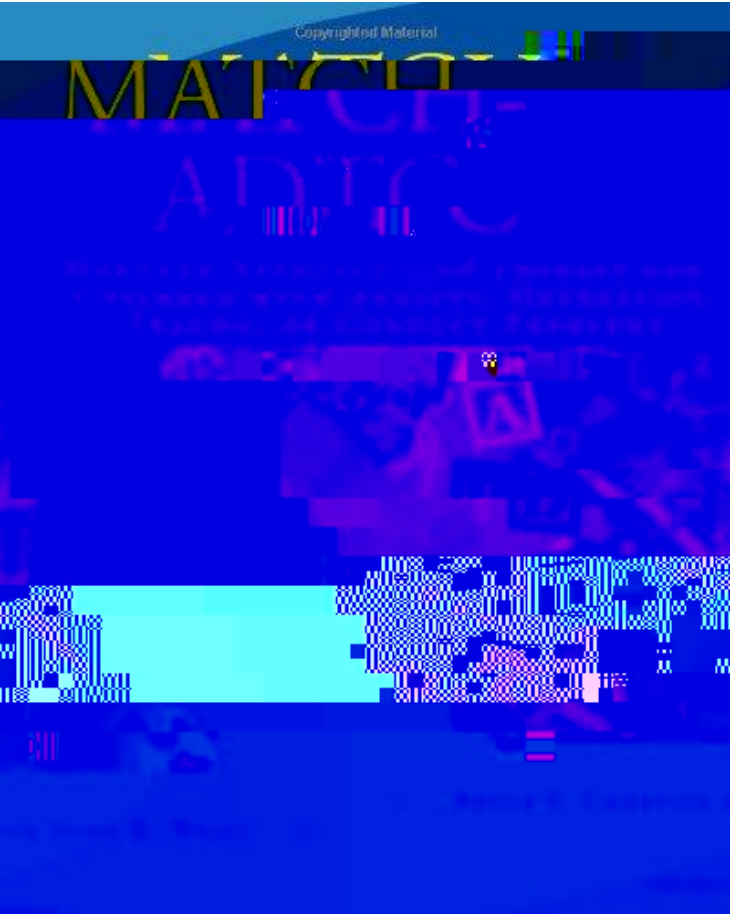


Transforming the Mental Health of Children with Epilepsy (MICE)



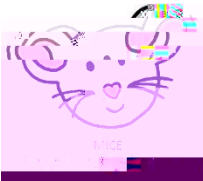
Over to MATCH



BREAK



10:15 10:45



Assessment

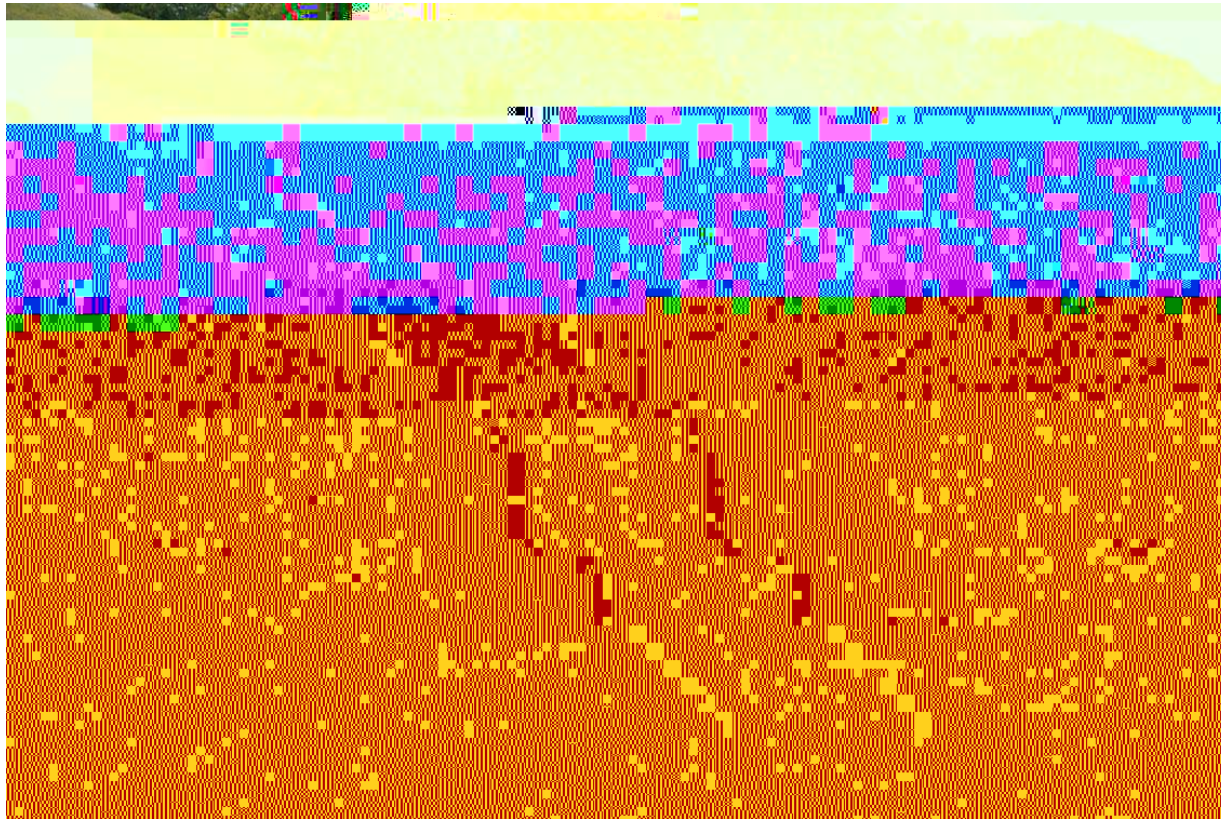
Assessment is in the MATCH materials

Focuses on goals for treatment (main problems)
and maintenance factors (i.e. what keeps the
problems going)

gather some more contextual information (e.g.
who is in the family, learning ability, medical
history etc.)



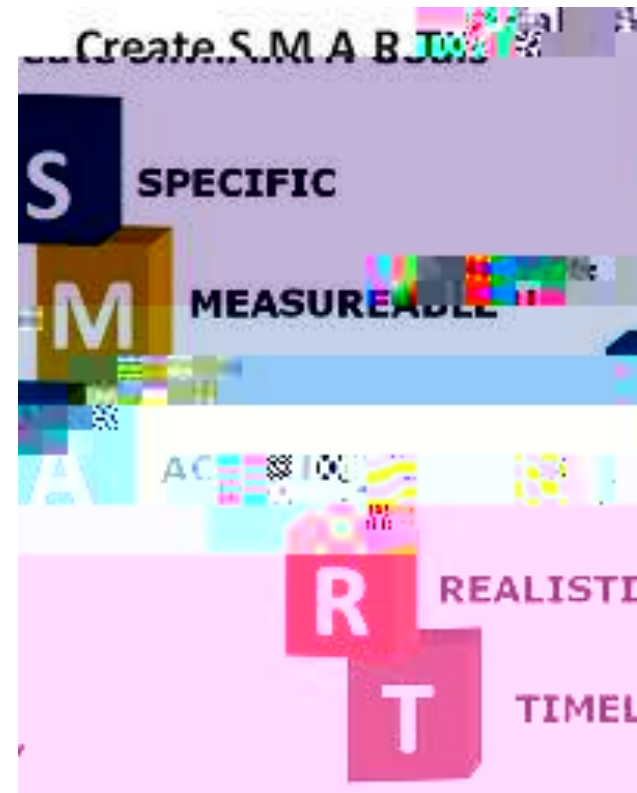
Goal setting



Establishing SMART goals

At assessment, determining what the child and/or parent(s) are hoping for from therapy is an important process

Initially these may be quite loose and are often negatively framed e.g. *“for Andy to stop being so badly behaved”*



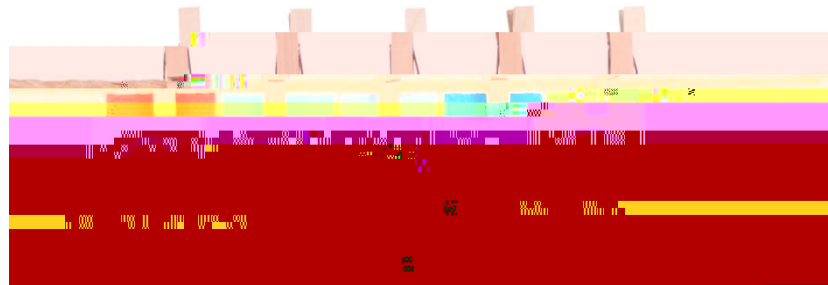
Establishing SMART goals (2)

Establish broad treatment goals and then break this down into some smaller focused goals

Remember: Goals should be those that the young person/parent(s) want to reach

Try to frame them as positives i.e. presence of a new behaviour:

- Establish what life would look like without the difficulties (e.g. solution focused questions)
- What was different about life before the difficulties?



Session by session measurement (1)

The meaningful use of **Routine Outcome Measures**

vs.

The **meaningful** use of Routine Outcome Measures



Session by session measurement (2)

Routine outcome monitoring refers to

practice, using standardised instruments, aiming to evaluate and, if necessary, adapt treatment

An important aid to decision making and also used in consultation



Session by session measurement (3)

Routine outcome measures (ROMs) can help us detect and respond to deterioration

Be overly optimistic about the meaning of lack of progress

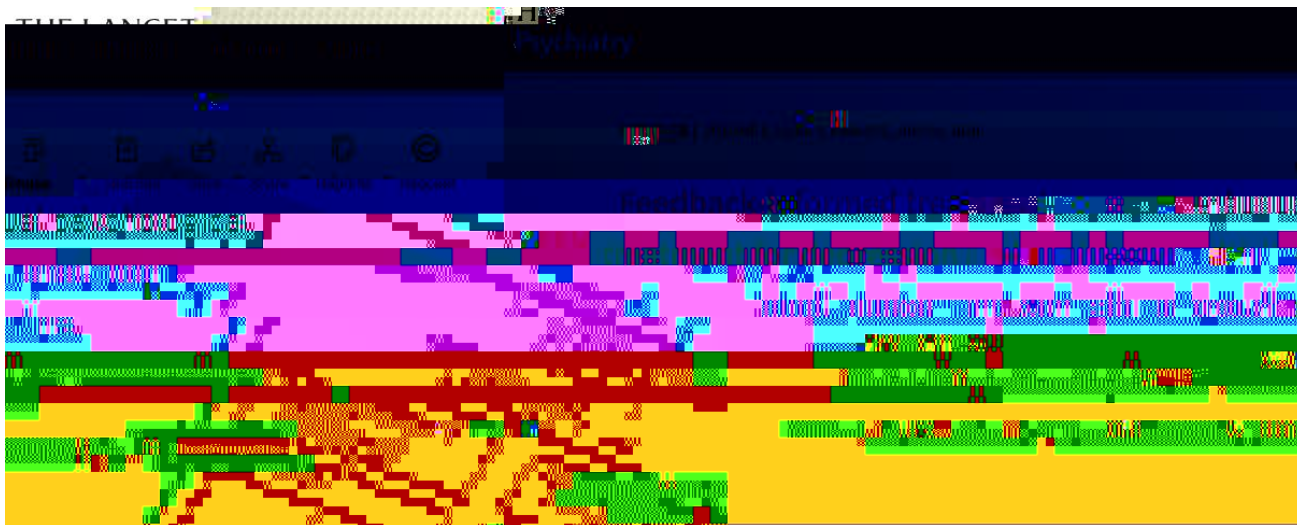
Fail to judge when clients are headed toward a negative outcome



Session by session measurement (4)

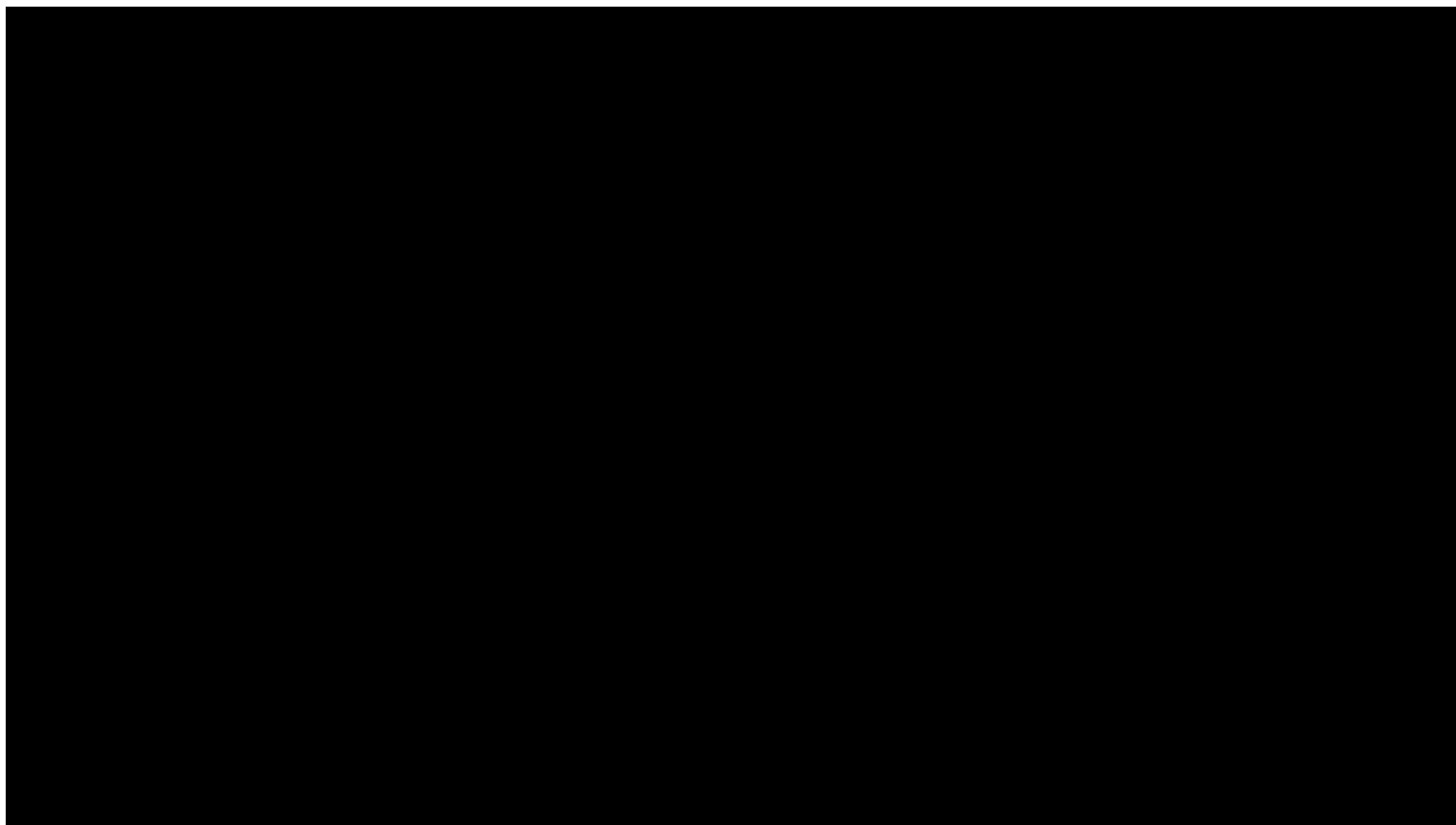
Large multi-site study (across 8 NHS trusts), over 2000 patients with anxiety and depression

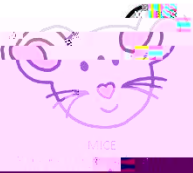
outcomes when allocated to the feedback group, compared to treatment as usual



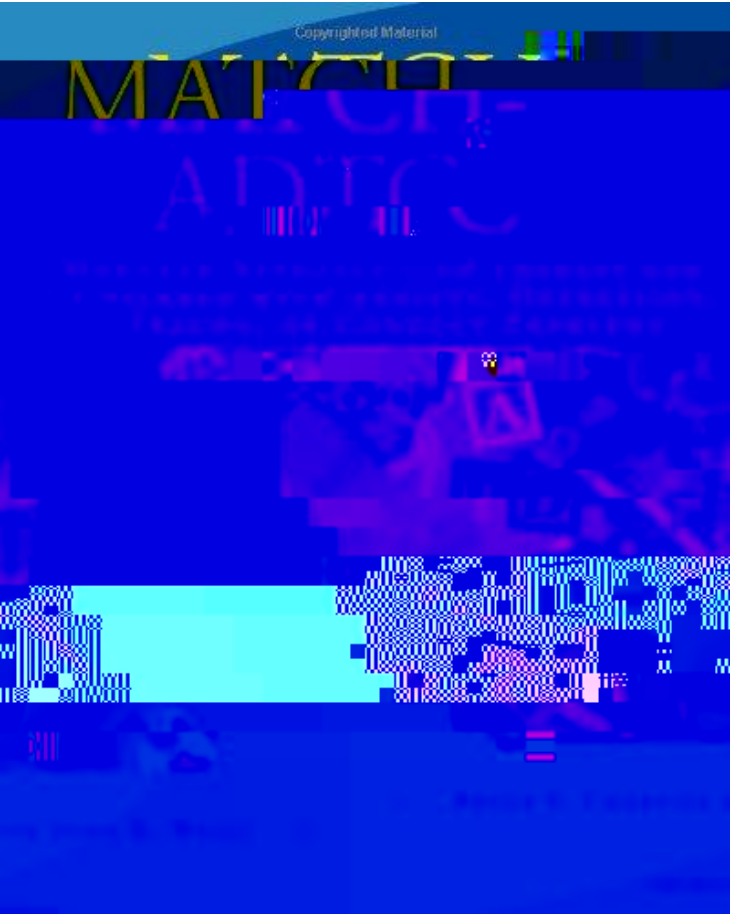
Examples of Good Measurement





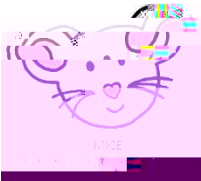


Over to MATCH



LUNCH

12:45 13:30



ESMY: Epilepsy Specific Module for Youth

To empower the young person and their family to address their mental health difficulties within the context of epilepsy

To establish rapport with the young person/parent and enlist support in the treatment process

The young person/parent will be informed of the focus of the intervention and be provided with resources to address other difficulties



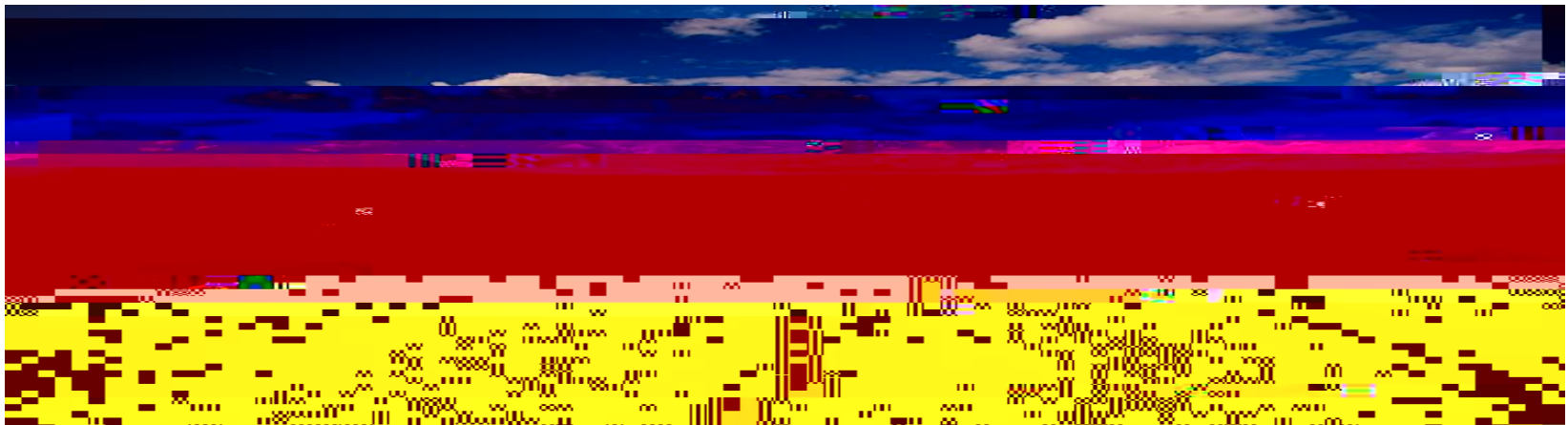
Main content:

Developed in close collaboration with PPI and Health Professionals

Epilepsy is not just a medical condition

Road map of resources

Frequently Asked Questions



Main content 2: Overview of the week

Using skills discussed, invite family to discuss their week in terms of goals and any epilepsy related factors

You will come back to this so listen carefully!



Main content 3: Connection between epilepsy and mental health

Aspirin analogy

Problem specific associations

Brain differences

Fear, dependence, feeling different

Medication

Learning problems

Spinning around, hangover?



Main content 4: You are not your epilepsy



Homework: the monitoring sheet

Monitoring Sheet (23-04-18)

Situation (details about the episode, duration, what happened before and after)	Your response and response of others	What worked well	well	Additional comments (i.e. medication changes, seizure activity, sleep, school)



BREAK

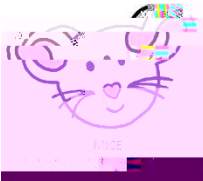


15:00 15:30



Epilepsy-Specific Interference modules

Stigma; Parental mental health; Transition



Parental mental health

Oxygen mask analogy

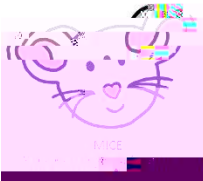
Strategies:

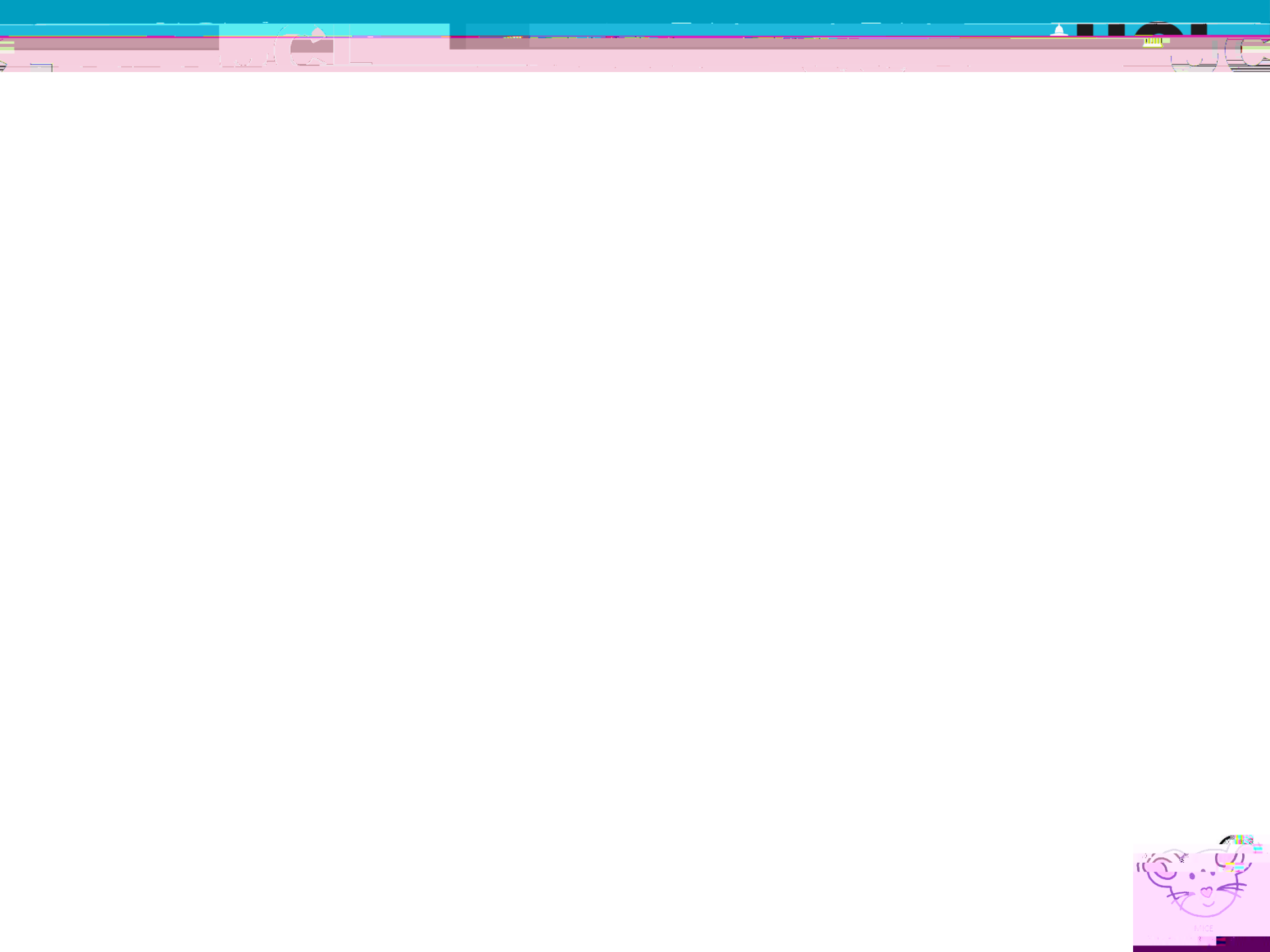
Progressive muscle relaxation



Progressive muscle relaxation video

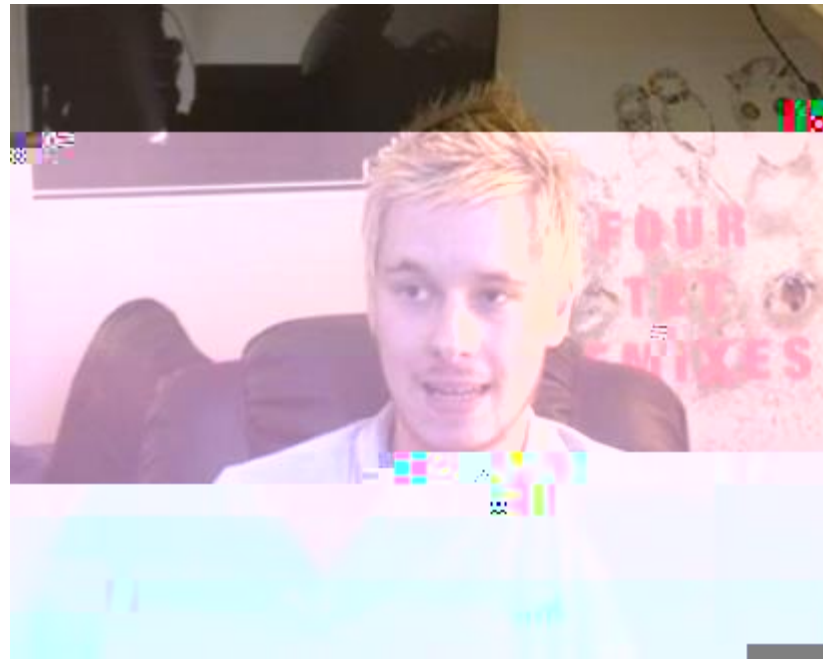
<https://www.youtube.com/watch?v=ihO02wUzgkc>
15min





KUNCE

Stigma video



Transition

Challenges for epilepsy: independence and safety, options for the future, managing age-related activities (e.g.

