

Slide
1

Chill Out: Helping Teens and Young Adults with Trich and BFRBs Learn to Manage their Stress and Worries

NJ Center for Tourette Syndrome & Associated Disorders
Webinar, March 12, 2014

Rachel Strohl, Psy.D.
Stress and Anxiety Services of NJ
www.StressAndAnxiety.com

Slide
2

Goals for Today's Presentation

- 1. Learn about stress and worries and how it can increase hair-pulling, BFRBs, and tics.
- 2. Learn to differentiate between common worries for teens and young adults and when those cross the line to become anxiety disorders.
- 3. Learn stress management tools, such as relaxation paced breathing, sensory grounding, cognitive therapy, and exposure tasks to decrease symptoms of stress and worry.
- 4. Learn to master the situations that cause stress and anxiety in their lives.

Slide
3

What causes anxiety?

- 1. Ineffective problem solving
- 2. Distorted thinking
- 3. Difficulty accepting things we can not change
- 4. Lack of coping skills

Slide

4

Stress associated with Adolescents and Young Adults

- Academic pressures
- Planning future directions
- Increasing independence
- Increasing responsibility
- Social demands
 - Peer pressure, "fitting in"
- Relationships
- Developing one's identity
- Financial stress

Slide

5

Consequences of Trich or BFRBs for Adolescents and Young Adults


- Social isolation
 - Shame
 - Increase of low self-esteem and decrease of self-acceptance
 - Withdrawal from peers and activities
- Conflict in the family
 - Tension, arguing
 - Avoiding family members because fear of judgment, punishment
- Academic decline
 - Distracting, time consuming
 - School avoidance

Slide

6

"Just get over it!!!"

- People often ask sufferers of anxiety to "just get over it."
- They suggest things like try to think of something else or just "stop it."
- If it were that easy, people would just stop and I'd be out of a job.



Slide

7

Empirically Supported Treatments for Anxiety Disorders

- 1. Psychoeducation
- 2. Relaxation
- 3. Cognitive Restructuring (Detective Thinking)
- 4. Exposure

Slide

8

Psychoeducation

- You're lookin' at it.
- Explain the causes of anxiety and how treatment works.
- Learn to use tools that help you better understand and cope with anxiety.

Slide

9

Psychoeducation cont.

- Differentiate between normal anxiety and anxiety disorders.
- Anxiety Disorders
 - Create significant distress
 - Impair functioning

Slide
10

Social Anxiety Disorder

- Excessive and persistent fear that others are evaluating you.
- Fear that you will do or say something that is embarrassing, will make you look bad, or will make you the center of unwanted attention.
- As a result, the sufferer will actively avoid social situations where evaluation may occur.
- The sufferer acknowledges that their fear is overblown.
- Affects 2-7% of the population.

Slide
11

Generalized Anxiety Disorder

- Characterized by excessive, uncontrollable and often irrational worry about everyday things that is disproportionate to the actual source of worry.
- Catastrophize, anticipate disaster, and are overly concerned about everyday matters such as health issues, money, death, family or friends problems, or work difficulties.
- They often exhibit a variety of physical symptoms, including fatigue, fidgeting, headaches, nausea, numbness in hands and feet, muscle tension, muscle aches, bouts of difficulty breathing, trembling, twitching, irritability, sweating, and hot flashes.
- Approximately 6.8 million sufferers, about 3% of US population.

Slide
12

Obsessive Compulsive Disorder

Obsessions

- Unwanted thoughts, images, or impulses that cause marked anxiety/distress
- Attempts to ignore, suppress or neutralize
- Not simply excessive worries about real-life problems
- Recognized as the product of one's mind

Slide
13

Obsessive Compulsive Disorder

Compulsions

- Repetitive behaviors or mental acts
- Functionally related to obsessions
- Aimed at reducing distress or preventing dreaded event
- Main feature is *neutralizing*

Slide
14

OCD

<u>OBSESSION</u>	<u>COMPULSION</u>
<ul style="list-style-type: none">• Contamination• Concern about Harm	Washing / Cleaning
<ul style="list-style-type: none">• Need for Symmetry• Fear of losing things	Checking / Reassurance
<ul style="list-style-type: none">• Fear of embarrassment Review	Arranging / Tapping
<ul style="list-style-type: none">• "Just Right" Phenomenon	Hoarding
<ul style="list-style-type: none">• Moral obsessions	Avoidance / Mental Review
	Repeating
	Confessing / Telling

Slide
15

OCD

- **Mental Compulsions**
 - Special words, images, numbers recreated mentally to neutralize anxiety or reduce likelihood of feared outcome
 - Special prayers repeated in a set manner
 - Counting
 - List making
 - Mental reviewing

Slide
16

OCD and Trich/ BFRBs

- Some believe that Trich/ BFRBs is on the OCD spectrum.
- Many people who pull, however, find the experience pleasant. In OCD, compulsions are not viewed as pleasant, rather a way to reduce harm and/or anxiety.

Slide
17

Comprehensive Model for Behavioral Treatment of Trichotillomania (ComB) and other BFRBs

The ComB model has five categories:

- **S**ensory
- **C**ognitive
- **A**ffective (Emotions)
- **M**otor
- **P**lace (Environment)

Slide
18

Fiddling SHEEP

*An assessment conceptualization of Trich and BFRBs,
from [The Hair Pulling "Habit" and You](#), by Golomb & Vavrichek*

- **Fiddling**: Pulling hair and fiddling with it keeps hands busy.
- **Sensation**: Pulling hair because stimulating the scalp or skin.
- **Habit**: Pulling hair automatically, without thinking about it.
- **Environment**: Pulling hair in certain rooms or places, "trigger" pulling.
- **Emotions**: Pulling hair seems to relieve tension created by emotions, for that moment.
- **"Perfectionistic"**: Hair pulling increases from frustration or disappointment with hair that is not perfect.

Slide
19

Fiddling SHEEP

*An intervention conceptualization of Trich and BFRBs,
from [The Hair Pulling "Habit" and You](#), by Golomb & Vavrichek*

- **Fiddling:** Instead of pulling, fiddle with "hand and mouth alternatives."
- **Sensation:** Instead of pulling, give your body the attention it needs.
- **Habit:** Find ways to make it hard to pull.
- **Environment:** Instead of pulling, change your environment.
- **Emotions:** Instead of pulling, deal with your emotions in a positive coping way.
- **"Perfectionistic:"** Be more flexible, and challenge the unrealistic standards or thoughts that things have to be one certain way.

Slide
20

Fiddling SHEEP

*An intervention conceptualization of Trich and BFRBs,
from [The Hair Pulling "Habit" and You](#), by Golomb & Vavrichek*

Fiddling: Instead of pulling, fiddle with "hand and mouth alternatives."

Strategies List

- Koosh Ball
- Silly putty
- File/ polish nails
- Chew gum
- Suck on hard candy
- Worry beads
- Rub a blanket
- Rub knotted dental floss
- Knitting
- Bead jewelry
- Floss your teeth
- Eat sunflower seeds
- Eat gummy bears

Slide
21

Fiddling SHEEP

*An intervention conceptualization of Trich and BFRBs,
from [The Hair Pulling "Habit" and You](#), by Golomb & Vavrichek*

Sensation: Instead of pulling, give your body the attention it needs.

Strategies List

- Use facial scrub
- Rub ice on face or head
- Get a manicure
- Use a loofah sponge
- Brush your hair often
- Use dandruff shampoo
- Use hand cream
- Use a massage brush

Slide
22

Fiddling SHEEP

*An intervention conceptualization of Trich and BFRBs,
from The Hair Pulling "Habit" and You, by Golomb & Vavrichek*

Habit: Increase your awareness / Make it hard to pull your hair.

Strategies List

- Wear band-aids on fingertips
- Wear rubber fingers
- Wear glasses
- Keep your hair wet
- Use a deep conditioner
- Wear tape on fingers
- Wear a hat
- Wear cotton gloves
- Get rid of your tweezers
- Put petroleum jelly on eyelids
- Wear a bracelet with bells on it

Slide
23

Fiddling SHEEP

*An intervention conceptualization of Trich and BFRBs,
from The Hair Pulling "Habit" and You, by Golomb & Vavrichek*

Environment: Instead of pulling, change your environment.

Strategies List

- Lower the lights
- Place reminder notes around
- Keep the door open
- Sit on the floor
- Sit in a different place
- Rearrange the furniture
- Cover / remove the mirror

Slide
24

Fiddling SHEEP

*An intervention conceptualization of Trich and BFRBs,
from The Hair Pulling "Habit" and You, by Golomb & Vavrichek*

Emotions: Instead of pulling, deal with your emotions in a positive coping way.

Strategies List

- Talk about how you feel
- Exercise
- Take a shower/ bath
- Meditate
- Do something fun
- Learn to compromise
- Call a friend
- Write your feelings down
- Keep a journal
- Take a break
- Do relaxation exercises
- Go for a walk

Slide
25

Fiddling SHEEP

*An intervention conceptualization of Trich and BFRBs,
from [The Hair Pulling "Habit" and You](#), by Golomb & Vavrichek*

“Perfectionistic.” Be more flexible, and challenge the unrealistic standards or thoughts that things have to be one certain way.

Strategies List

- Look at your progress, not just the “slips”
- Use the strategies that are working for you
- Remember that pulling hair will not “fix” it
- Expect that hair will grow back uneven at first
- Try one step at a time
- Practice being imperfect (and being ok with it)
- Remind yourself that hair will grow back imperfectly at first

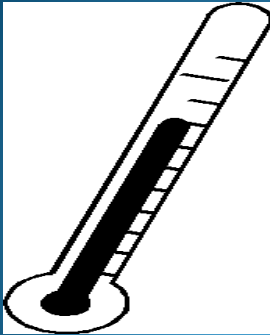
Slide
26

Standing up to the Trich or BFRBs

- Anthropomorphize the Trich or BFRBs
 - Create “The Other”
 - Become the Aggressor
- Recognize the propaganda
 - (Should I try?)
Don't even try to control it- “You will fail!”
 - (Yes! I'm starting to fight back!)
Even if you get started... “You are too weak- if you engage in resisting the urge or postponing the behavior, you won't be able to ‘handle it’ and you will soon give in!”
 - (I got through it successfully!)
Disqualification: “What you have done doesn't count! These were special circumstances! You won't be able to consistently fight me!”

Slide
27

The Fearmometer




- 10 Out of control!
Ballistic!
- 9 Can't handle it.
- 8 Really tough.
- 7 Pretty tough.
- 6 Getting tough.
- 5 Not too good.
- 4 Starting to bother.
- 3 Just a little uneasy.
- 2 A little twinge.
- 1 Piece of cake!

Slide
28

Relaxation Techniques


- Diaphragmatic Breathing
- Put one hand just above your belly button and another across your collar bone.
- Take in slow even breaths.
- Imagine that your stomach is a balloon that fills up as you breath in and empties as you breath out.
- Bottom hand should always move more than the top hand.



Slide
29

Relaxation Techniques


- Progressive Muscle Relaxation
 - Tense and relax different muscle groups
- Practice Diaphragmatic Breathing
- Practice Paced Breathing
- Incorporate relaxing visualizations



Slide
30

Relaxation Techniques

- Mindfulness Meditation
- Trying “not” to think a thought makes us think it more.
- Trying to block a thought can produce a lot of anxiety and discomfort.
- Instead, we learn to tolerate our thoughts.



Slide
31


Relaxation Techniques

- **Sensory Grounding**

Treatment: Three one-minute exercises or drills (grounding) twice a day.

- **First minute - Sensory / Tactile**
Take an object and without looking at it, describe to yourself the features of the object (e.g., size, shape, marks, etc.). Don't name the object.
- **Second minute - Visionary**
Look at the object and describe it (e.g., size, shape, marks, color, etc.).
- **Third minute - Auditory**
Sit in a comfortable chair and listen to the sounds around you and describe them to yourself (e.g., car starting, dog barking, etc.).

Important to practice these routines when you are NOT anxious so that when you feel an episode coming on you can intervene.



Slide
32

Be patient and non-perfectionistic with relaxation



Copyright 2006 by Randy Glasbergen. www.glasbergen.com

"I'm finally learning how to relax.
Unfortunately, relaxation makes me tense."

Slide
33

Cognitive Restructuring (Detective Thinking)


- Our emotional states are a result of how we think about a situation. Thus, we link thoughts and feelings.
- Our "go to" thoughts are called "Automatic Thoughts."
- People with anxiety disorders often have errors in thinking that we call "Cognitive Distortions."
- We teach clients to identify their "Automatic Thoughts," the "Cognitive Distortion" being used, and have them challenge their thoughts.

Slide
37

Detective Thinking

Event

What am I worried about?	
What is the evidence? What happened when I was worried before? What are the facts? What else could happen?	
What is my calm thought? What will really happen?	



Slide
38

Cognitive Distortions

From [Feeling Good](#), by David D. Burns, M.D.

- **ALL-OR-NOTHING THINKING**
 - You see things in black and white categories. If your performance falls short of perfect, you see yourself as a total failure.
- **OVERGENERALIZATION**
 - You see a single negative event as a never-ending pattern of defeat.
- **MENTAL FILTER**
 - You pick out a single negative detail and dwell on it exclusively so that your vision of all reality becomes darkened, like the drop of ink that discolors the entire beaker of water.
- **DISQUALIFYING THE POSITIVE**
 - You reject positive experiences by insisting they "don't count" for some reason or another. In this way you can maintain a negative belief that is contradicted by your everyday experiences.
- **JUMPING TO CONCLUSIONS**
 - You make a negative interpretation even though there are no definite facts that convincingly support your conclusion.
 - **Mind Reading:** You arbitrarily conclude that someone is reacting negatively to you, and you don't bother to check this out.
 - **The Fortune Teller Error:** You anticipate that things will turn out badly, and you feel convinced that your prediction is an already established fact.

Slide
39

Cognitive Distortions

- **MAGNIFICATION (CATASTROPHIZING) OR MINIMIZATION**
 - You exaggerate the importance of things (such as your goof-up or someone else's achievement) or you inappropriately shrink things until they appear tiny (your own desirable qualities or the other fellow's imperfections). This is also called the "binocular trick."
- **EMOTIONAL REASONING**
 - You assume that your negative emotions necessarily reflect the way things really are: "I feel it, therefore it must be true."
- **SHOULD STATEMENTS**
 - You try to motivate yourself with shoulds and shouldn'ts, as if you had to be whipped and punished before you could be expected to do anything. "Musts" and "oughts" are also offenders. The emotional consequence is guilt. When you direct should statements toward others, you feel anger, frustration, and resentment.
- **LABELING AND MISLABELING**
 - This is an extreme form of overgeneralization. Instead of describing your error, you attach a negative label to yourself: "I'm a loser." When someone else's behavior rubs you the wrong way, you attach a negative label to him: "He's a no good louse." Mislabeling involves describing an event with language that is highly colored and emotionally loaded.
- **PERSONALIZATION**
 - You see yourself as the cause of some negative external event which in fact you were not primarily responsible for.

Slide
40

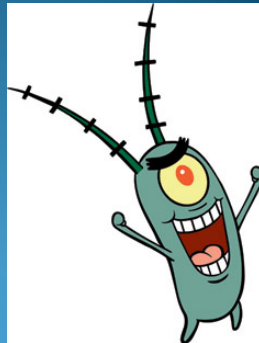
“Detective Thinking” for Social Phobia

- Focus on the automatic thoughts related to the fear.
- Child: “I will look stupid and everyone will make fun of me”
- Therapist: “What will happen next?” “What happened when other people did something similar?” “What is likely to happen a week later?” “What happened another time you were embarrassed?” “How long did that feeling last?” “When was the last time you thought about that?” “How did that event impact your life?”

Slide
41

Exposure

- Teach clients to see their fears as a “Bully” that is bossing them around.
- Teach the client to “boss back.”
- We “boss back” by ignoring the Bully or doing the opposite of what he/she/it tells us to do.



Slide
42

Exposure


There are three goals to exposures:

- Learning that you can deal with things.
- Seeing that feared consequences are unlikely to occur, if the fear is irrational.
- Identifying skills deficits that need to be worked on.

Slide
43

ERP


- Question: Why would I do something that makes me feel bad?
- Answer: Because it helps.
- By facing our fears, we get used to them.
- Our bodies get used to the uncomfortable sensations and we acclimate to them.



Slide
44

“Don’t feed the cats!”


- Our fears behave like meowing cats asking to be fed.
- If we feed the cat, it comes back the next day and brings its friends.
- When we stop feeding the cats, initially, they will meow more.
- If we stick to our guns, eventually, they go away.



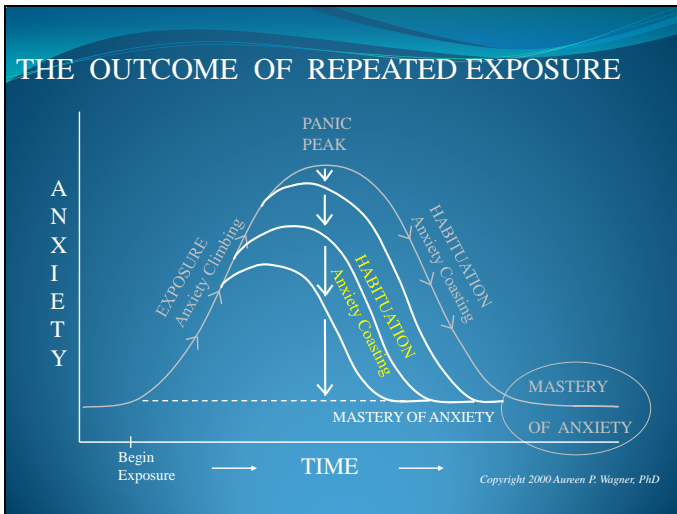
Slide
45

How we do ERP

- We form a hierarchy of fears, start at the bottom and work our way up.
- The key is to expose the client to fears and prevent rituals designed to reduce them.
- Show and Tell!



Slide
46



Slide
47

Dealing with Motivation Issues

- Recommend that the family, friends, roommates, etc. will no longer make certain accommodations.
- Use Motivational Interviewing.
 - Anxiety stops me from...
 - Not being able to do these things makes me feel...
 - Some things I'd like to do when I am less anxious are...
- Empathize!
 - Have the confidence to get better and your support people will help in that process.

Slide
48

And if that fails, bribery ain't so bad!

Name: _____

For: _____

Although we prefer to call it reinforcement!

Slide
49

Difficulties in the School

- Being surrounded by peers is very difficult for sufferers of Social Phobia.
- Anxiety can make it hard to focus on lectures, school work, etc.
- OCD symptoms like perfectionism can cause homework tasks to take much longer than usual.
- These issues often lead to School Refusal/Phobia.

Slide
50

Strategies for Dealing with Anxiety Issues in School Settings

- Use Assistive Technologies where applicable
 - Computers can help address compulsive erasing and having to re-write to achieve perfect letter formation
 - Audio books for students who count lines and letters in text books, etc.
- Provide extended time for test taking and assignments.
- Allow students to have alternate assignments if presenting in front of class is a major problem.

Slide
51

Strategies for Dealing with Anxiety Issues in School Settings

- Creative methods for keeping track of assignments:
 - Teacher signing assignment book
 - Emailing assignments home or leaving message on home voicemail each day
 - Providing an assignment and activity plan for the coming week
- Extra set of books at home
- Breaking down large assignments into more manageable subtasks
- Reducing workload: Quality vs. Quantity
 - The primary goal is to master the material

Slide

52

Strategies for Dealing with Anxiety Issues in School Settings

- Preferential seating
- Allow the student to exit the room and go to a safe place to work on relaxing, if highly anxious.
- Set up a signal for student and teacher to use when there is a need to leave the classroom
- Allow student to leave class early to avoid crowded hallways
- Build schedule around student's most productive times of the day

Slide

53

Strategies for Dealing with Anxiety Issues in School Settings

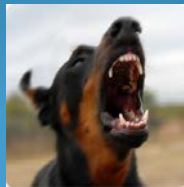
- Going home/staying home should be the absolute last option.
- If the student stays home, home should not be a fun environment (i.e. no TV, computer, cell phone, etc.)
- Involve the student!
- Educate the students, teachers, and support staff
 - Compassion and assistance come through understanding

Slide

54

In conclusion.....

- In dealing with anxiety, we work to help the client challenge irrational thoughts or problem solve if the source of their anxiety is a realistic fear.
- The hope is that the client learns to manage fears so they can take this...



Slide
55

In conclusion...

- And make it look more like this...



Slide
56

For further information on finding treatment providers who use empirically supported treatments for anxiety disorders...

- The International Obsessive Compulsive Foundation
 - www.ocfoundation.org
- The Association of Behavioral and Cognitive Therapies
 - www.abct.org
- Anxiety and Depression Association of America
 - www.aada.org
