

Attività Child Training



Fondazione IRCCS Ca' Granda
Ospedale Maggiore Policlinico

Sistema Socio Sanitario



Regione
Lombardia

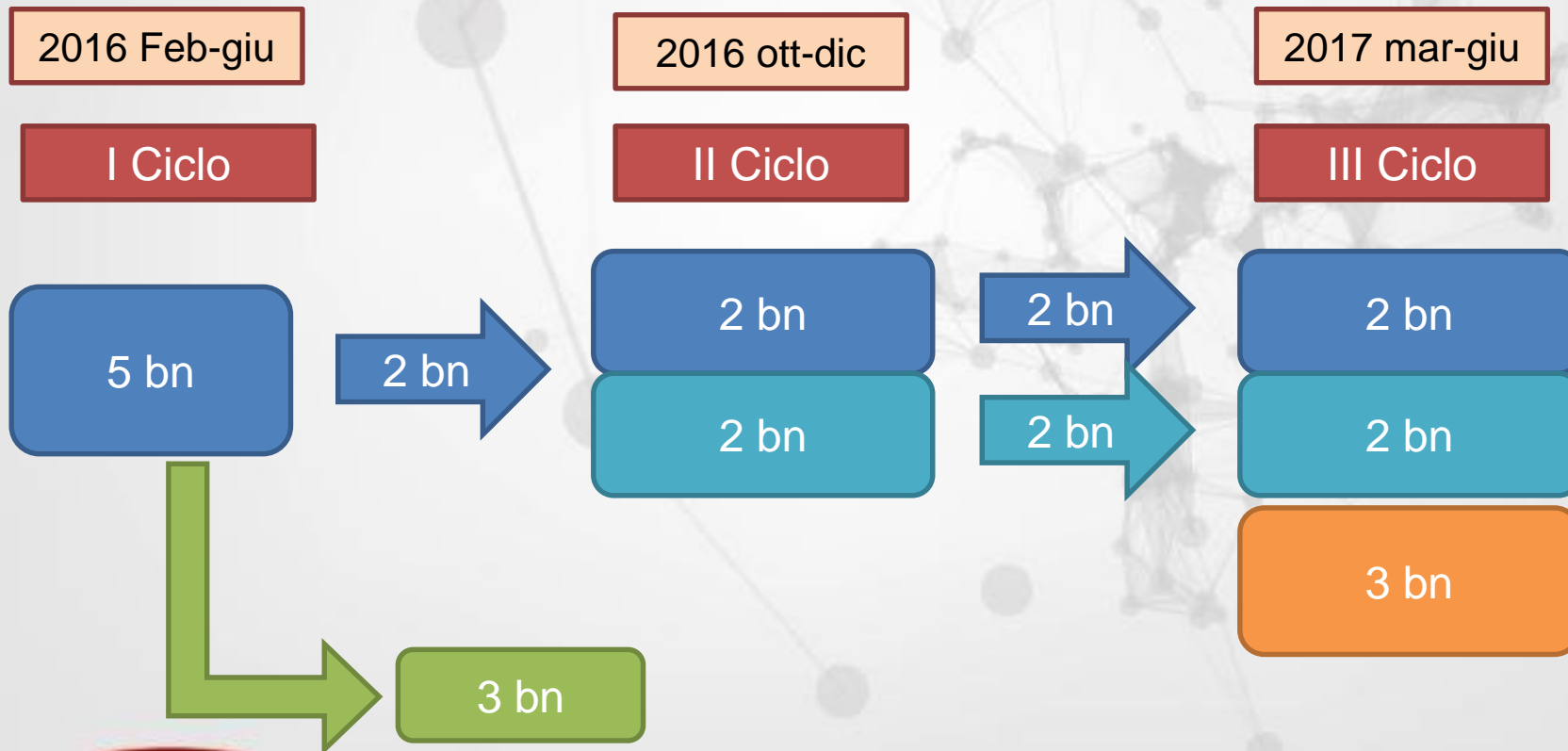


STORIA di un Child training

tra riflessioni cliniche ed esigenze di servizio

	Fino al 2013	2014	2015	2016 (feb- giu)	2016 (ott-dic)	2017 (mar →)
Genitori e Insegnanti	2 PT & TT in parallelo Centro ADHD	2 PT & TT in parallelo Centro ADHD	1 PT & TT in parallelo Centro ADHD	1 PT operatori UONPIA	1PT e TT IESCUM	1 PT & TT in parallelo Centro ADHD in corso
Bambino	Presa in carico individuale	Presa in carico individuale N°3 CT Pilota successivo al PT TT N° utenti= 5 N° incontri= 10	Prese in carico individuale N°3	Presa in carico individuale N°5 (1 inserito nel CT successivo) CT in parallelo al PT N° utenti: 5	Presa in carico individuale N°3 (1 inserito nel CT successivo) CT a "STAFFETTA" N° utenti: 2+2	Presa in carico individuale N°2 CT a "STAFFETTA" N° utenti: 4+3
Modello di riferimento per il CT		Modello Cognitivo Comportamentale		Modello Cognitivo Comportamentale + Pratiche di Meditazione	Modello Cognitivo Comportamentale + Pratiche di Meditazione	Modello Cognitivo Comportamentale + Pratiche di Meditazione
Formazione e Collaborazioni Centro ADHD e Uonpia Policlinico	Formazione Operatori UONPIA su PT & TT	Formazione Operatori UONPIA su PT & TT		PT avviato da operatori UONPIA	Progetto abbattimento liste d'attesa. CT in collaborazione con IESCUM N° tot utenti: 7	
N° CT N° utenti		1 CT centro adhd Tot Pz= 5 pz			2 CT centro adhd 1 CT IESCUM Tot Pz= 11	1 CT centro adhd Tot Pz= 7

Child training «Staffetta»



Child Training ADHD Cognitivo-comportamentale +/- mindfulness



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	COPING POWER PROGRAM	CT a STAFFETTA
destinatari	Bn a moderato/alto rischio di sviluppare un DCD (dop e disturbo della condotta) Previsto nel gruppo 1 bambino con ADHD	Bn con diagnosi di ADHD
età	Versione USA: 10-12 aa (ultimo ciclo delle elementari e primi 2 anni della scuola secondaria primaria) Versione IT: 7-14 aa	6-10 aa ()
N° bn per gruppo	Min 4 max 6	Min 4 max 7 ()
N° conduttori	2	2
frequenza	settimanale	settimanale
Durata incontro	80 min (60 min + 20 min di time free)	120 min
N° incontri	32+ 2 pre/post vacanza e 1 per la festa finale	I ciclo: 10 incontri II ciclo: 10 incontri III ciclo: 10 incontri
Tipo di gruppo	Gruppo Chiuso Con la possibilità di nuovi partecipanti fino alla 12° sessione	Gruppo chiuso Con la possibilità di inserire nuovi partecipanti alla fine di ciascun ciclo
Routine apertura	Ripasso di ciò che è stato fatto e detto nell'incontro precedente	Racconto di 1 episodio "bello" o "brutto" accaduto loro e usarlo come stimolo per un confronto costruttivo in gruppo
Token economy	Token economy con premi e multe dall'inizio alla fine del percorso. Elemento base utilizzato nella gestione del gruppo	Token economy con rinforzo sociale al bisogno.
Pratiche meditative	Non contemplate	Previste a partire orientativamente dal 4 incontro. Inserire almeno una pratica meditativa ad incontro.

Prese in carico individuali

- CGI-S: ≥ 4
- Situazioni familiari di alta conflittualità
- Elevati livelli di aggressività fisica
- Quando possibile, servono anche a “traghettare” verso il gruppo

Criteri di esclusione nel CT

- **Aggressività fisica esplosiva e distruttiva**

(prima dell'inserimento in gruppo è richiesto un preliminare intervento individuale e solo successivamente si può riconsiderare l'opportunità di un inserimento in un gruppo. Questo per garantire sicurezza e tutela a tutti i bambini e per evitare che l'attenzione degli operatori sia catalizzata esclusivamente dall'esigenza di contenimento degli atti esplosivi)

- **Situazioni familiari acute in atto**

(separazioni dei genitori in corso o altri eventi critici richiedono un precedente lavoro individuale prima dell'inserimento in un gruppo per consentire al bambino di sviscerare in uno spazio tutto suo dei nodi estremamente dolorosi)

- **Comorbilità DGS di gravità medio grave**

(abilità sociali minime assenti o scarse)

Criteri di inclusione nel CT

- **Diagnosi di ADHD**

Anche con comorbilità (DSA, DOP, Ansia, Depressione etc).

- **CGI ≥ 3**

- **PT o un percorso di accompagnamento alla genitorialità già effettuato o in parallelo**

Un intervento iniziale solo sul bambino può far passare il messaggio che sia il bambino a dover essere “aggiustato” e porrebbe i genitori in una posizione di passività

- **Età scolare (dai 6 ai 10 anni)**

Strumenti di misurazione dell'efficacia

All'inizio e alla fine di ciascun ciclo

- Genitori: Conners, CBCL
- insegnanti: Conners
- CGI-I e CGI-S



Qual è il target terapeutico?



Difficoltà di autoregolazione

ATTENZIONE

ORGANIZZAZIONE E CONTROLLO DEI PROCESSI COGNITIVI

GESTIONE EMOTIVA
(Consapevolezza dei propri stati emotivi)

COMPORTAMENTO MOTORIO
(Consapevolezza del corpo)

AUTOSTIMA
(Locus of control
Senso di autoefficacia)

MOTIVAZIONE

PIANIFICAZIONE E SOLUZIONE DEI PROBLEMI

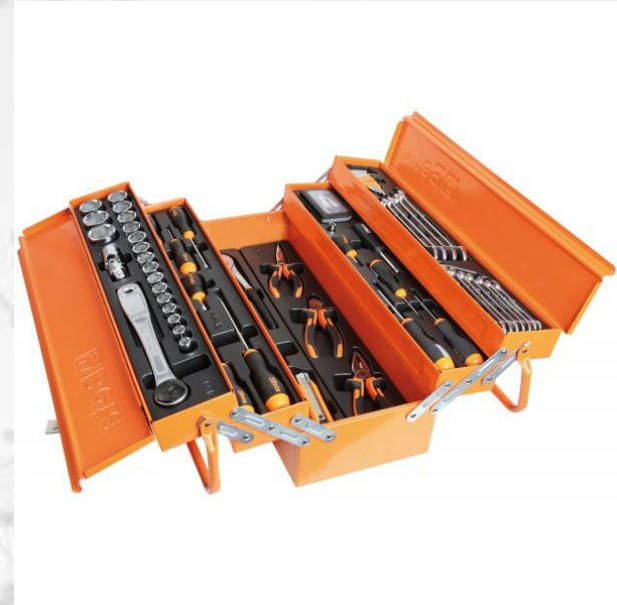
COMPORTAMENTO CON GLI ALTRI
(Assertività, Perspective taking, locus of control)



Vio C., Marzocchi G. MOffredi il bambino con deficit di attenzione/iperattività: diagnosi psicologica e formazione dei genitori F 1999

Strumenti usati sul Modello Cognitivo e Cognitivo-Comportamentale

- Role playing
- Token economy
- Modeling
- Shaping
- Rinforzo soprattutto sociale
- Visione di video
- Ascolto di audio



Strategie declinate in svariate attività ludiche alcuni esempi

Per riflettere sull'utilità delle regole:

- Il gioco del “COSA ACCADREBBE SE...”
- Il gioco del “GIUSTO o SBAGLIATO”
- Il gioco del “POSSO o NON POSSO”
- Gioco del “SE FOSSI IL MAESTRO o la MAMMA/PAPÀ”

Emozioni

- Proiezioni video muto
- La danza delle emozioni
- La “camminata” emotiva

Perché proporre le pratiche meditative?

Dai dati di lettura sappiamo che le pratiche meditative forniscono l'opportunità di agire favorevolmente sulla disattenzione e sulla irrequietezza. Più in generale sulla reazione di stress del bambino.

Consapevolezza nel momento presente del:

- del proprio corpo
- del respiro
- delle proprie emozioni
- dei propri pensieri

Introduzione delle pratiche a partire orientativamente dal 4 incontro

Pratiche meditative declinate in svariate attività ludiche. Alcuni esempi

- gioco sull'attenzione consapevole verso un oggetto dell'ambiente (es. cellulare) o di qualcosa che pensano di conoscere (es. lo scudetto della squadra del cuore)
- Camminare con un bicchiere colmo d'acqua senza versarlo
- Camminare con un libro in testa senza farlo cadere
- Ascolto delle registrazioni: "Calmo e attento come una ranocchia"
- Barattolo della calma
- Facciamo parte della merenda in modo consapevole: ultimo incontro

“Il gruppo dei grilli parlanti alla ricerca della calma stellare”



Vantaggi del CT a “Staffetta”

Il CT a “Staffetta” permette di:

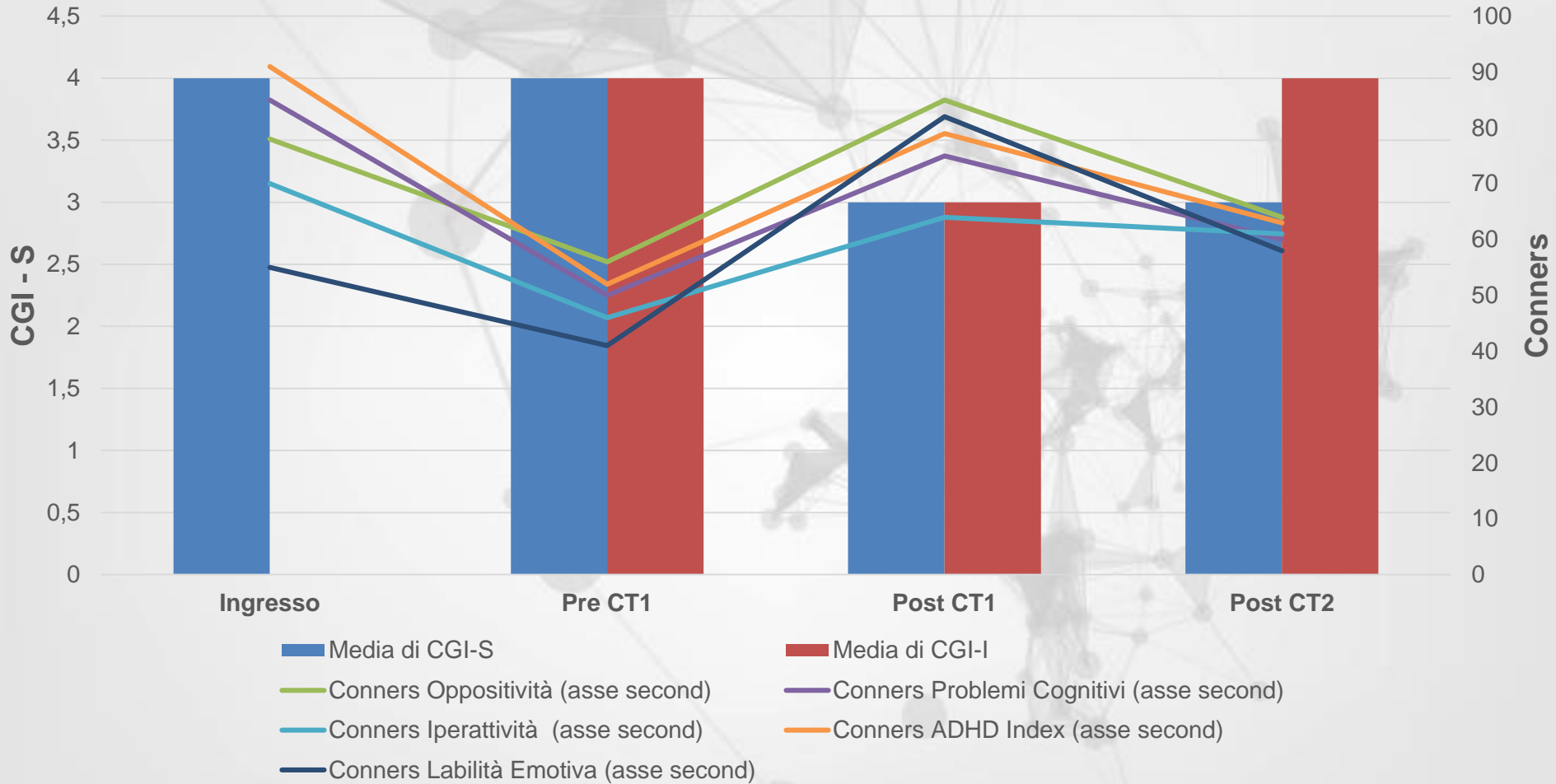
- lavorare in modo più specifico su aspetti clinici
 - Abilità interpersonali e competenze sociali
 - Flessibilità
 - Senso di autoefficacia
 - Presa di coscienza dei propri progressi e/o difficoltà
- Migliorare l’offerta del servizio
 - Permette prese in carico modulari, ma a ciclo continuo
- Gestire un numero più elevato di bambini per gruppo

In base a che cosa si decide se far concludere o far proseguire al bambino il lavoro di gruppo?

- Colloquio e/o Conners genitori, CBCL
- Conners insegnanti
- **Osservazione durante gli incontri da parte degli operatori**
- **Decisione clinica in équipe**

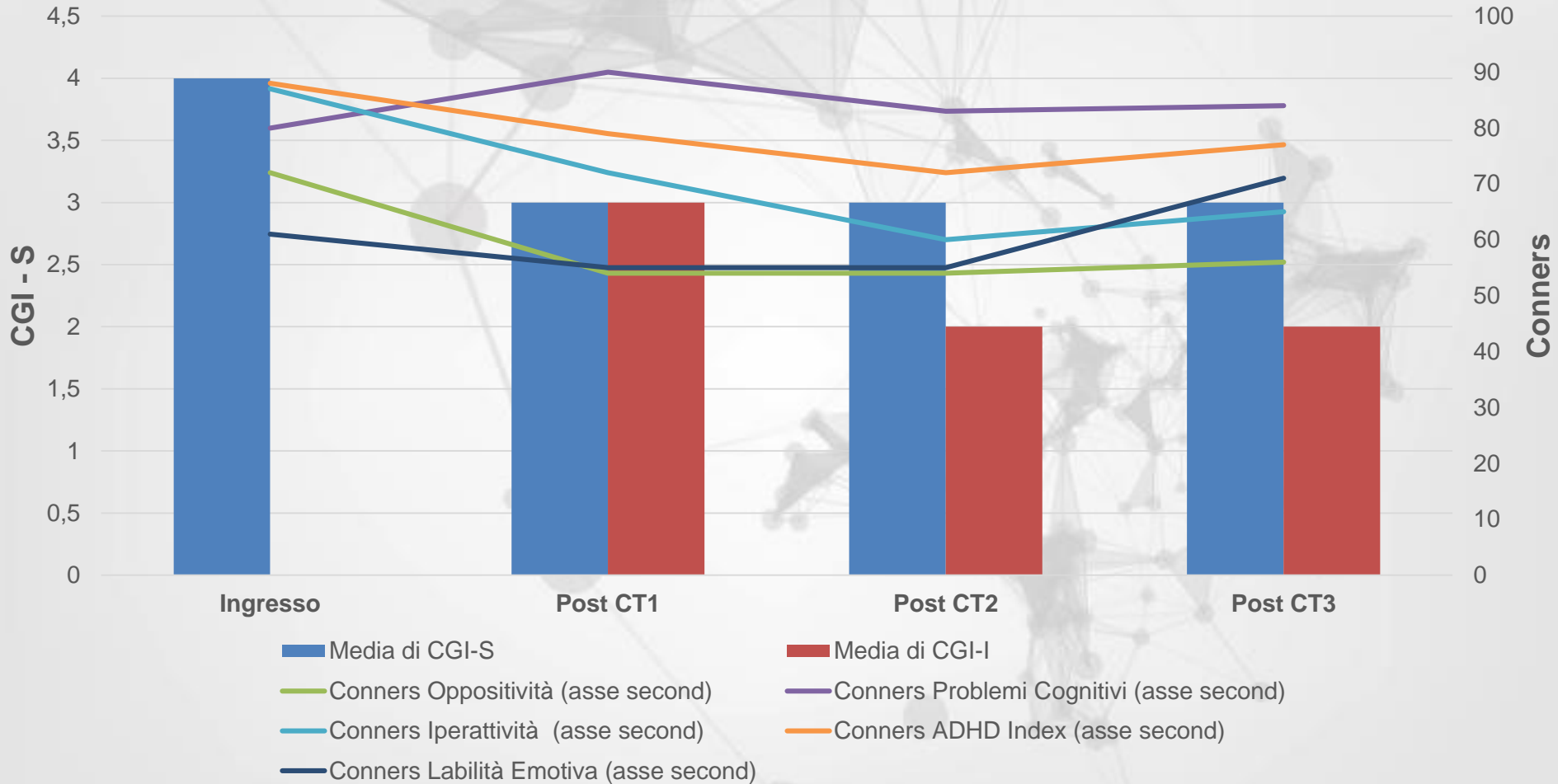
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Operatore VS Genitore



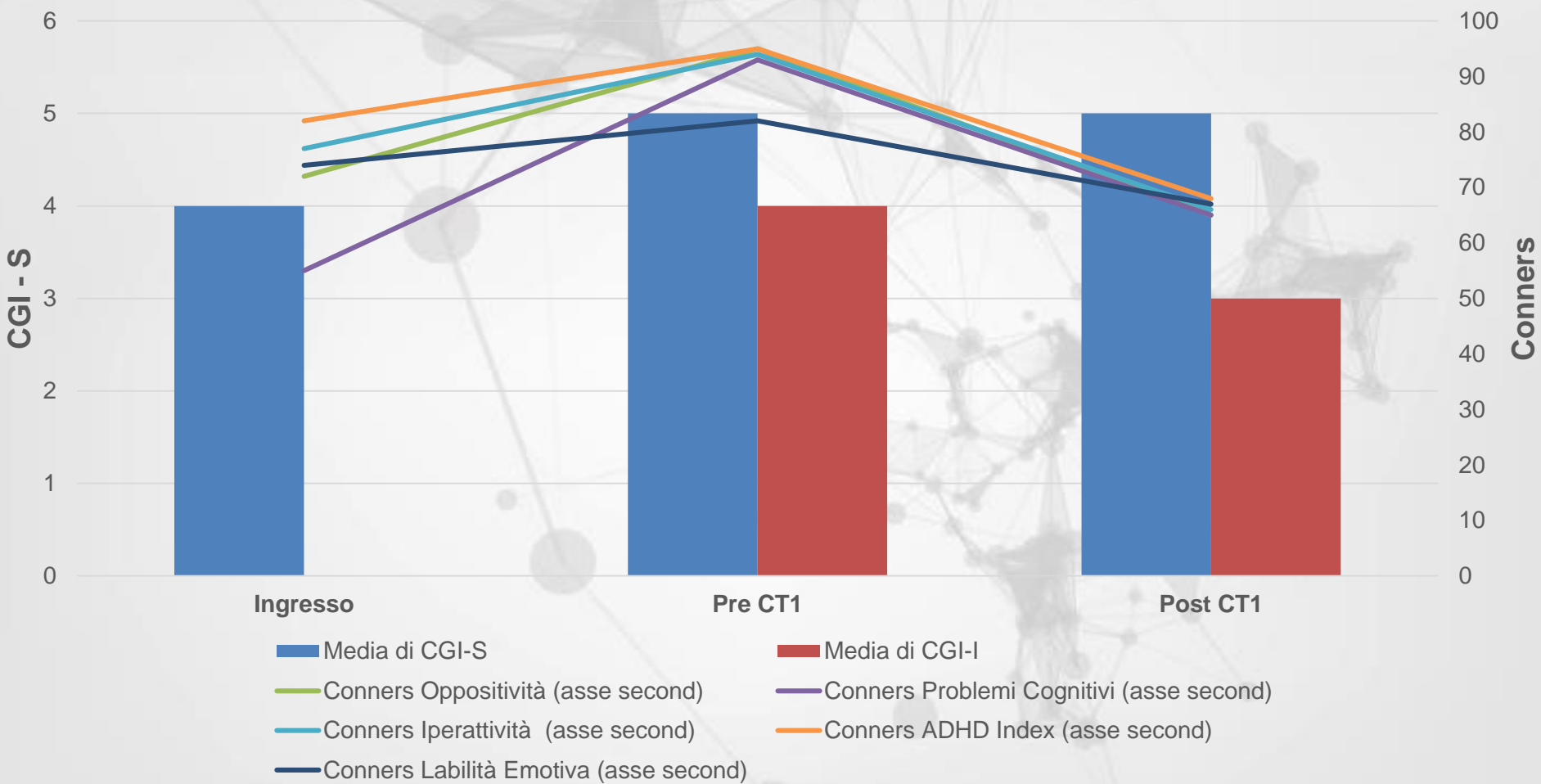
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Operatore VS Genitore



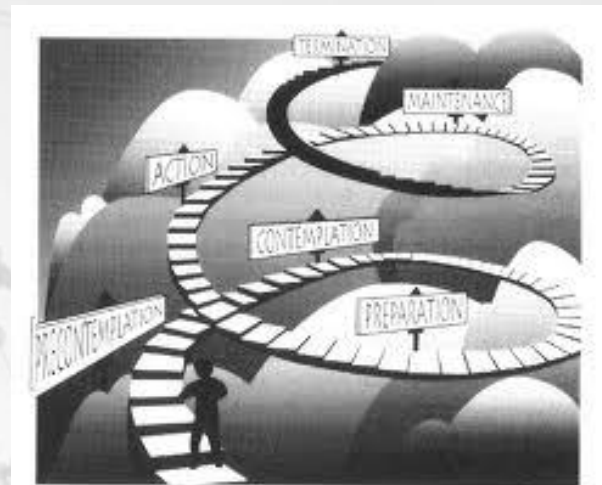
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Operatore VS Genitore



- Media di CGI-S
- Media di CGI-I
- Conners Oppositività (asse second)
- Conners Problemi Cognitivi (asse second)
- Conners Iperattività (asse second)
- Conners ADHD Index (asse second)
- Conners Labilità Emotiva (asse second)

Le “ricadute” sono parte integrante del processo di cambiamento



Non sono di per sé un segnale di fallimento, ma una normale fase del processo di crescita

Importante ridurne l’impatto per facilitare il riavvio del processo di crescita stesso

Modello Transteoretico di Prochaska e Diclemente

Mindfulness-Based Cognitive Therapy for Children: Results of a Pilot Study

Jennifer Lee, PhD

Randolph College, Psychology
Teacher's College, Columbia University

Dinella Rosa, PhD

Teacher's College, Columbia University

Lisa Miller, PhD

Teacher's College, Columbia University

The purpose of this study was to evaluate the feasibility, acceptability, and helpfulness of Mindfulness-Based Cognitive Therapy for Children (MBCT-C) for the treatment of internalizing and externalizing symptoms in a sample of inattentive children. Twenty-five children, ages 10 to 12, participated in the 12-week intervention. Assessments were conducted at baseline and posttreatment. Open trial findings showed preliminary support for MBCT-C as helpful in reducing internalizing and externalizing symptoms while also preserving treatment feasibility and acceptability. Overall, this pilot study showed 78% completion, average 94%, high retention rate (88%), and positive ratings on program evaluations supported treatment feasibility and acceptability. These findings support the use of MBCT-C as a potential treatment for internalizing and externalizing symptoms in children. Further studies are needed to test the effectiveness of this approach with a larger sample of children who meet diagnostic criteria for clinical disorders.

Keywords: mindfulness, meditation, MBCT-C, children

In recent years, there has been a growing interest in innovative treatment approaches that address the chronic nature of psychological disorders and relapse (Segal, Williams, & Teasdale, 2002). Mindfulness-based therapeutic interventions promote the use of meditative practice to increase present-moment awareness of conscious thoughts, feelings, and body sensations in

Mindfulness for Children

As our ever-developing world continues to move forward, it has become clear that we need to find ways to help our children cope with the challenges of this world. One way to do this is to help them develop the skills to manage their emotions and thoughts. Mindfulness is a practice that can help children do this. It is a way of paying attention to the present moment, without judgment. It can help children become more aware of their thoughts and feelings, and more in control of their reactions. This can help them become more resilient and better able to handle the challenges of life.

What does it mean to be mindful? It means to be present in the moment, to be aware of what is happening around you and inside you. It means to observe your thoughts and feelings without getting caught up in them. It means to breathe and to be still. Mindfulness is a practice that can be taught to children. It can help them become more aware of their thoughts and feelings, and more in control of their reactions. This can help them become more resilient and better able to handle the challenges of life. Mindfulness is a practice that can be taught to children. It can help them become more aware of their thoughts and feelings, and more in control of their reactions. This can help them become more resilient and better able to handle the challenges of life.

Mindfulness training for childhood ADHD: a promising and innovative treatment

Attention deficit hyperactivity disorder (ADHD) is characterized by inattention, impulsivity, and hyperactive behavior. It is one of the most common mental health disorders of children and adolescents. Mindfulness training has been shown to be a promising and innovative treatment for childhood ADHD. It can help children become more aware of their thoughts and feelings, and more in control of their reactions. This can help them become more resilient and better able to handle the challenges of life.

Kim D. Kempf
Auburn University

Abstract: Interest in the use of mindfulness-based activities with children and youth is growing. The article outlines empirical evidence related to the use of mindfulness-based activities to facilitate enhanced emotion learning and to support students' psychological, physiological, and social development. It also provides an overview of interventions that lack mindfulness. There is a need to provide children with a way to combine the safety and presence of living in the highly charged world of modern life with the benefits of mindfulness. The implications of a structured school-based mindfulness intervention are discussed and directions for future research are offered.

Keywords: Examples des activités basées sur la pleine conscience pour les enfants et les jeunes atteints de trouble de déficit de l'attention avec ou sans hyperactivité. L'article examine les preuves empiriques concernant l'utilisation des activités basées sur la pleine conscience qui aident les enfants à développer une apparence et à appuyer leur développement psychologique, physiologique, et social. Les implications d'une intervention basée sur la pleine conscience en milieu scolaire sont discutées et des directions de recherche sont offertes.

Children and adolescents are experiencing stress at unprecedented levels (Barnes, Bares, & Trebot, 2006; Fisher, 2006; Mendelson et al., 2010). Increasing rates of anxiety, depression, and externalizing behaviors (e.g., conduct disorder), as well as lowered self-esteem and self-confidence (Barnes et al., 2006; Mendelson et al., 2010; Smith & Womack, 2007). Research suggests that anxiety, depression, and low self-esteem can negatively influence students' school performance by disrupting their thinking and hindering their learning (Barnes et al., 2006; Fisher, 2006; Mendelson et al., 2010). This places schools in the position of influencing students' social, emotional, and behavioral development in ways that educators did not see in previous generations. Teachers need new methods

Mindfulness Meditation Training in Adults and Adolescents With ADHD

Abstract: This study examined the effectiveness of mindfulness meditation training for adults and adolescents with ADHD. The study found that mindfulness meditation training significantly improved attention, working memory, and executive functioning in both groups. The study also found that mindfulness meditation training was associated with reduced levels of stress and improved overall well-being.

Michael D. Zeman, Michael S. Franklin, Dawa Tarcher Phillips, Benjamin Baird, and Jonathan W. Schooler

Abstract: Given that the ability to sustain a task without distraction underlies performance in a wide variety of careers, training in mindfulness may be a useful tool to enhance performance. In a randomized controlled investigation, we examined whether a 2-week mindfulness training course would improve sustained attention and working memory capacity while simultaneously reducing the tendency of distracting thoughts when working memory capacity was taxed. Results showed that the training significantly improved sustained attention and working memory capacity while simultaneously reducing the tendency of distracting thoughts when working memory capacity was taxed. Results also showed that the training significantly improved overall well-being and reduced levels of stress.

Keywords: mindfulness, mind wandering, working memory capacity, working comprehension, attention, cognitive ability, reading, memory

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The Effectiveness of Mindfulness Training on Behavioral Problems and Attentional Functioning in Adolescents with ADHD

Abstract: The effectiveness of 8-week mindfulness training for adolescents with ADHD was evaluated. The study found that mindfulness training significantly improved attentional functioning and reduced levels of behavioral problems. The study also found that mindfulness training was associated with improved overall well-being and reduced levels of stress.

Forbes U. Hoag-Burns, Anne R. Ferenowicz, & Lisa M. Wain

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Keywords: Attention-Deficit/Hyperactivity Disorder, Mindfulness, Mindful Parenting, Attention, Executive Functioning, Behavioral Problems

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Mindfulness with Children and Adolescents: Effective Clinical Application

Abstract: Mindfulness interventions with adult populations are becoming increasingly popular. Research suggests that mindfulness interventions can be effective in the treatment of a wide range of mental health conditions. This article discusses the application of mindfulness interventions with children and adolescents. It highlights the importance of tailoring mindfulness interventions to the needs of this population and provides practical suggestions for implementation.

MILES THOMPSON & JEREMY GAUNTLET-GILBERT
Royal Normal Hospital for Blindness, Boston, UK

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Consciousness and Cognition

Journal of Cognitive Psychotherapy: An International Quarterly

A Randomized Trial of Mindfulness-Based Cognitive Therapy for Children: Promoting Mindful Attention to Enhance Social-Emotional Resilience in Children

Rosalee J. Sengco, Jennifer Lee, Dinella Rosa, Lisa F. Miller

Abstract: Mindfulness-based cognitive therapy for children (MBCT-C) is a manualized group psychotherapy for children ages 10 to 12 years old. This study evaluated the effectiveness of MBCT-C for promoting mindful attention to enhance social-emotional resilience in children. The study found that MBCT-C significantly improved attentional functioning and reduced levels of behavioral problems. The study also found that MBCT-C was associated with improved overall well-being and reduced levels of stress.

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Consciousness and Cognition

Journal of Cognitive Psychotherapy: An International Quarterly

Mindfulness Meditation Improves Cognition: Evidence of Brief Mental Training

Fabrizio Zeman, Susan K. Johnson, Bruce J. Diamond, Zhanna David, Paula Gorkovskan

Abstract: This study examined the effectiveness of brief mindfulness meditation training for improving cognitive function. The study found that brief mindfulness meditation training significantly improved attention, working memory, and executive functioning. The study also found that brief mindfulness meditation training was associated with reduced levels of stress and improved overall well-being.

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Mindfulness Meditation Training in Adults and Adolescents With ADHD

A Feasibility Study

Laila Zylowka, Deborah L. Ackerman, May H. Yang, Nancy L. Hennen, T. Sig Hill

Abstract: This study examined the feasibility of mindfulness meditation training for adults and adolescents with ADHD. The study found that mindfulness meditation training was feasible and associated with improved attention and working memory. The study also found that mindfulness meditation training was associated with reduced levels of stress and improved overall well-being.

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The Effectiveness of Mindfulness Training for Children with ADHD and Mindful Parenting for Their Parents

Natasha van der Stoep, Susan M. Riggs, Donnie Pridemore

Abstract: This study examined the effectiveness of mindfulness training for children with ADHD and mindful parenting for their parents. The study found that mindfulness training significantly improved attention and working memory in children. The study also found that mindful parenting significantly improved parent-child relationships and reduced levels of stress.

Keywords: Attention-Deficit/Hyperactivity Disorder, Mindfulness, Mindful Parenting, Attention, Executive Functioning, Behavioral Problems

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Journal of Cognitive Psychotherapy: An International Quarterly

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ORIGINAL PAPER

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Mindfulness meditation training in adults and adolescents with ADHD

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Abstract: Given that the ability to sustain a task without distraction underlies performance in a wide variety of careers, training in mindfulness may be a useful tool to enhance performance. In a randomized controlled investigation, we examined whether a 2-week mindfulness training course would improve sustained attention and working memory capacity while simultaneously reducing the tendency of distracting thoughts when working memory capacity was taxed. Results showed that the training significantly improved sustained attention and working memory capacity while simultaneously reducing the tendency of distracting thoughts when working memory capacity was taxed. Results also showed that the training significantly improved overall well-being and reduced levels of stress.

Keywords: mindfulness, mind wandering, working memory capacity, working comprehension, attention, cognitive ability, reading, memory

The Effectiveness of Mindfulness Training on Behavioral Problems and Attentional Functioning in Adolescents with ADHD

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Abstract: The effectiveness of 8-week mindfulness training for adolescents with ADHD was evaluated. The study found that mindfulness training significantly improved attentional functioning and reduced levels of behavioral problems. The study also found that mindfulness training was associated with improved overall well-being and reduced levels of stress.

Keywords: Attention-Deficit/Hyperactivity Disorder, Mindfulness, Mindful Parenting, Attention, Executive Functioning, Behavioral Problems