**Internalizing Disorders**

- **Depression**

**Depression/Dysthymia/Melancholy/Sadness**

- **Affective**
  - dysphoria, mood change, weepiness, apathy
- **Cognitive**
  - low self-esteem, guilt, indecision, pessimism
- **Motivational**
  - escape/avoidance, passivity, low energy, decreased socialization
- **Vegetative & Psychomotor**
  - sleep &/or appetite disturbance, somatic complaints

**Depression Interventions**

- Social Skills Training
- Activity-Level Increase Programs
- Attribution Retraining
- Cognitive Therapy
- Self-Control Therapy

**Depression: Social Skills Training**

- Shaping
- Modeling
- Direct Training

**Depression: Activity Increase Program**

- Baseline mood and activity level
- Identify activities associated with positive mood and those associated with negative mood
- Increase the activities associated with positive mood
- Decrease the activities associated with negative mood
- Set up environmental contingencies to reinforce increased “positive” activity and decreased “negative” activity
**Depression: Attribution Retraining**

- Environmental enrichment
- Personal control training
- “Resignation” training
- Attribution retraining

**Depression: Cognitive Therapy**

- Recognizing connection between cognition, emotion, and behavior.
- Monitoring negative automatic thoughts.
- Examining evidence for and against distorted automatic thoughts.
- Substituting more reality oriented interpretations for distortions.
- Learning to identify and modify dysfunctional beliefs.

**Depression: Special Issues with Children**

- Involve family of origin
  - Parents as co-therapists
  - Parents’ own cognitive distortions
- Take into account child’s level of cognitive development

**Depression: Self-Control Therapy**

- Increase behaviors/cognitions associated with improved mood
- Identify immediate and delayed consequences of own actions
- Set more reasonable self-standards
- Make more appropriate attributions
- Make more contingent self-reinforcement

**Anxiety**
<table>
<thead>
<tr>
<th>Age</th>
<th>Fear</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6 months</td>
<td>Loss of support, loud noises.</td>
</tr>
<tr>
<td>7-12 months</td>
<td>Fear of strangers, fear of sudden, unexpected, and looming objects.</td>
</tr>
<tr>
<td>1 year</td>
<td>Separation from parent, toilet, injury, strangers.</td>
</tr>
<tr>
<td>2 years</td>
<td>Many fears including loud noises, animals, dark rooms, separation</td>
</tr>
<tr>
<td></td>
<td>from parent, large objects/machines, change in personal environment.</td>
</tr>
<tr>
<td>3 years</td>
<td>Masks, dark, animals, separation from parent.</td>
</tr>
<tr>
<td>4 years</td>
<td>Parent separation, animals, dark, noises (including at night).</td>
</tr>
<tr>
<td>5 years</td>
<td>Animals, “bad” people, dark, separation from parent, bodily harm.</td>
</tr>
<tr>
<td>6 years</td>
<td>Supernatural beings, bodily injuries, thunder and lightning, dark,</td>
</tr>
<tr>
<td></td>
<td>sleeping or staying alone, separation from parent.</td>
</tr>
<tr>
<td>7-8 years</td>
<td>Supernatural beings, dark, fears based upon media events, staying</td>
</tr>
<tr>
<td></td>
<td>alone, bodily injury.</td>
</tr>
<tr>
<td>9-12 years</td>
<td>Tests and examinations in school, school performance, bodily injury,</td>
</tr>
<tr>
<td></td>
<td>physical appearance, thunder and lightning, death, dark (low</td>
</tr>
<tr>
<td></td>
<td>percentage).</td>
</tr>
</tbody>
</table>

- **Motor Reactions**
  - avoidance, escape, tentative approach, trembling voice, crying, stuttering
- **Cognitive/Verbal Reactions**
  - reports discomfort/distress/terror, self-deprecatory thoughts, thoughts of inadequacy
- **Physiological Reactions**
  - faster heart rate, heart palpitations, sweating, rapid breathing, nausea, headache

**Anxiety Interventions**

- Systematic Desensitization and Variations
- Prolonged Exposure
- Modeling
- Contingency Management
- Cognitive-Behavioral Approaches

**Anxiety: Systematic Desensitization**

- Develop Anxiety Hierarchy
- Relaxation Training
- Exposure Sessions

**Anxiety: Prolonged Exposure**

- Imaginal Exposure
- *In Vivo* Exposure
- Implosion
- Reinforced Practice

**Anxiety: Modeling**

- Live Modeling
- Symbolic Modeling
- Covert Modeling
- Participant Modeling
Anxiety: Contingency Management

- Positive Reinforcement
- Shaping
- Stimulus Fading
- Extinction

Anxiety: Cognitive/Behavioral Approaches

- Self Instruction Training (SIT)
  - cognitive modeling
  - overt, external guidance
  - overt, self-guidance
  - faded, overt self guidance
  - covert self-instruction

Anxiety: Cognitive/Behavioral Approaches

- Cognitive Therapy (CT)
  - Identify dysfunctional thoughts
  - Challenge dysfunctional thoughts
  - Replace then with beneficial thoughts

Anxiety: Cognitive/Behavioral Approaches

- REBT
  - Assessment
  - Teaching REBT Principles
  - Modifying Specific Irrational Beliefs
  - Closure