Behavioural Therapy for beginner participants

Thursday 9 June 2022, 10:00-13:00

Tic treatment – Learn how to become a tic therapist or enhance your skills

Exposure and Response Prevention

Cara Verdellen, PhD
Parnassia Group, PsyQ, the Netherlands
c.verdellen@psyq.nl
• **Habit reversal training** (HRT; Azrin & Nunn, 1973; CBIT Woods ea, 2008)
  - Treats tics one by one
  - Awareness training
  - Competing response training

• **Exposure and response prevention** (ERP; Hoogduin, Verdellen & Cath, 1997; Verdellen, vd Griendt ea, 2011)
  - Targets all tics at once
  - Resisting tics for a long period of time
  - Exposure to premonitory urges
  - Habituation?
Exposure & response prevention

2 practice sessions: training response prevention

10 sessions: exposure is “added” to response prevention

Weekly sessions

Homework
Explain the rationale

• Is it possible to habituate to the urge?
  • Probably not..

• Can you learn to endure / tolerate the urge?

• **Intervention:** prolonged exposure to the sensations while controlling tics
Start: practice sessions

• Train to control tics
  • Act like a coach: motivate, encourage, praise!
  • Like a goalkeeper/ learning to run the marathon

• Stop the time as soon as a tic is expressed

• Set new records! Longer times – Less tics

• At this stage, everything is allowed to prevent the tics from occurring
Practice session

- Same tic 3 times in a row?
  - Focus on that specific tic!
  - control for 5 minutes? Then control all again

- Homework assignments: when/ how long?
  - Registration

- Consider a reward system for good practicing
Worksheets practice sessions

Appendix 2 • Record form practice sessions

<table>
<thead>
<tr>
<th>Date:</th>
<th>Practice session 1 – 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Expressed tic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix 2.1 Worksheet suppressing tics

<table>
<thead>
<tr>
<th>Record time suppressing tics</th>
<th>What tic came through?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Next – exposure sessions

• Repeat the rationale

• Strive for complete tic control

• No pause – if a tic is expressed, control again!

• Identify tic-alerts (sensations)

• Focus on tic-alerts!
  • Location
  • Use metaphors (‘running mice’, ‘kiwi’, ‘onions’)
  • Ask for (changes in) severity (0-4)

• Provoke tic-alerts
Optimizing exposure

• Try to provoke urges, without doing tics!
  – Talk about tics and tic-alerts
  – Describe tics and tic-alerts
  – Take a tic posture
  – Watch video of (own) tics
  – Mimic the tic
  – Do the tic in imagination
  – Do the beginning of a tic and then stop
  – Imagine situations, use objects, play games!

  – Watch out: focus on the tic-alerts!
  – Watch out: response prevention!

• Give compliments and encourage!
Optimizing exposure

- If no tic-alerts are present:
  - Imagine a situation in which the patient has many tics
  - Let the patient bring tic-eliciting objects in the session
  - Go outside!

- Remember:
  - High urges
  - No tics!
Appendix 2.3 Worksheet suppressing tics and observing tic-alerts

Name: ..............................................................................................................................................

Week: from .................................................. (date) to ...........................................................(date)

Follow-up to session: .........................................................................................................................

In this worksheet you can keep track of how your practice went.

<table>
<thead>
<tr>
<th>Day</th>
<th>How long did you practice</th>
<th>How many tics did you let slip through?</th>
<th>In general, how strong were the tic-alerts? Check this for yourself at the start of your practice (=0) and every five minutes after</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Example</td>
<td>15 minutes</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Worksheets exposure sessions
ERP@Home: BT-Coach

- For Apple (iOS)/Android
- Tic registration
- **Homework exercise**
- Record times
- Tic frequency/ urge severity
- Minigames for new record times

- **BT-Coach 2.0**!
Generalization

- Practice ERP in many different situations/ contexts
- Only start this if tics are controlled in the presence of high urges
- For example during reading, walking, eating
- Make a hierarchy

- Are tics still being controlled?
- What about the tic-alerts?

- Make compliments and encourage!

Video
Thank you for your attention!