

**THE MICHAEL PALIN CENTRE FOR STAMMERING CHILDREN,
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An introduction to Cognitive Therapy with children, young people and parents

Course Aims

This three day course will provide an introduction to the key principles and techniques of Cognitive Therapy. It will link theory to practical therapy techniques which can be used in work with children, teenagers and adults who stammer, as well as in work with any clients where exploring psychological issues such as communication anxiety or emotional responses to having a communication disorder is relevant.

Learning Outcomes

At the end of the course participants will be familiar with:

- core theory and principles of Cognitive Therapy;
- a generic cognitive model, cognitive models of social anxiety, and a systemic cognitive model;
- the levels of cognitions which are targeted in cognitive therapy, including negative automatic thoughts (NATs), underlying assumptions and beliefs;
- the principle of using questions to guide clients' exploration of their thinking patterns and encourage more helpful self-talk;
- the purpose of adding behavioural experiments into therapy and how to get the most out of behavioural experiments.

Course Content

Day 1: Theory and introducing Negative Automatic Thoughts (NATs)

- Overview of the principles of Cognitive Therapy and information processing theory;
- Overview of a generic cognitive model, cognitive models of anxiety and social anxiety and a systemic cognitive model for family or couples work;
- Adapting CBT for younger children and their families;
- Using creativity in work with children and adolescents;
- Experiential work: introducing the generic model to clients and beginning case formulation;
- Identifying NATs; and
- Experiential work: identifying NATs.

Day 2: Working with NATs

- Cognitive case formulation;
- Overview of Socratic questioning;
- Experiential work: working with NATs; and
- Working with children and younger adolescents on developing more flexible thinking, helpful self-talk and coping skills.

Day 3: Setting up successful behavioural experiments

- How to use behavioural experiments effectively in therapy;
- Examples of behavioural experiments, across age ranges and including with younger children, that are relevant to stammering;
- Experiential work: setting up and reviewing behavioural experiments;
- The role of underlying assumptions and beliefs: helping you and your clients understand how their problems have evolved; and
- Planning for the future: use of action plans to promote self-help.

This course does not constitute a formal accredited training in Cognitive Therapy, however the course tutor will be able to advise on this for those who wish to pursue formal training.