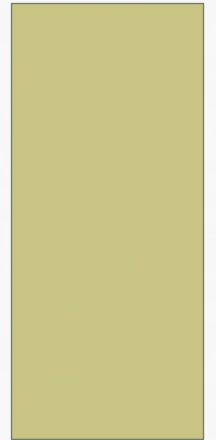


BEHAVIORAL ACTIVATION FOR MAJOR DEPRESSIVE DISORDER

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BEHAVIORAL ACTIVATION THERAPY (BA) FOR DEPRESSION

- BA first shown to be an effective treatment for depression in a component analysis study¹
 - BA, most parsimonious condition, equally effective compared to AT + Bx and full CT.
- BA developed into a standalone manualized treatment²
- Replicated in RCTs^{3,4}
 - BA superior to placebo and comparable to CT and pharma at up to 2 year follow-up

¹Jacobson et al., 1996; ²Martell, Addis and Jacobson, 2001; ³Dimidjian et al., 2006; ⁴Dobson et al., 2008

APPLICATION OF BA TO OTHER PROBLEMS

- Geriatric depression
- Depression with comorbid medical illness (e.g., diabetes, cancer)
- Has been used as an adjunct to treatments for anxiety disorders, substance use disorders, and PTSD

HISTORY OF BEHAVIORAL THEORY AND TREATMENT

- Early Behavioral Theory
 - Functional Analytic Theory¹
 - Theory of Response Contingent Positive Reinforcement²⁻⁴
- Behavioral Treatments:
 - Lewinsohn and colleagues²⁻⁴
 - Behavioral Activation (BA)⁵⁻⁸

¹Ferster, 1973; ²Lewinsohn & Graf, 1973; ³Lewinsohn & Libet, 1972; ⁴MacPhillamy & Lewinsohn, 1974;
⁵Jacobson et al., 1996; ⁶Martell et al., 2022; ⁷Dimidjian et al., 2006; ⁸Dobson et al., 2008.

BEHAVIORAL ACTIVATION THEORY: BASIC CONCEPTS

- Assumes a behavioral explanation for etiology of depression.
- Adverse life events viewed as critical causal factors.
- Focus is on the *functional relationship* between events and the individual's response.
 - The function of a behavior is more important than its form
- Avoidance is a maintaining factor for depression.

SESSION BY SESSION GUIDE^{1,2}

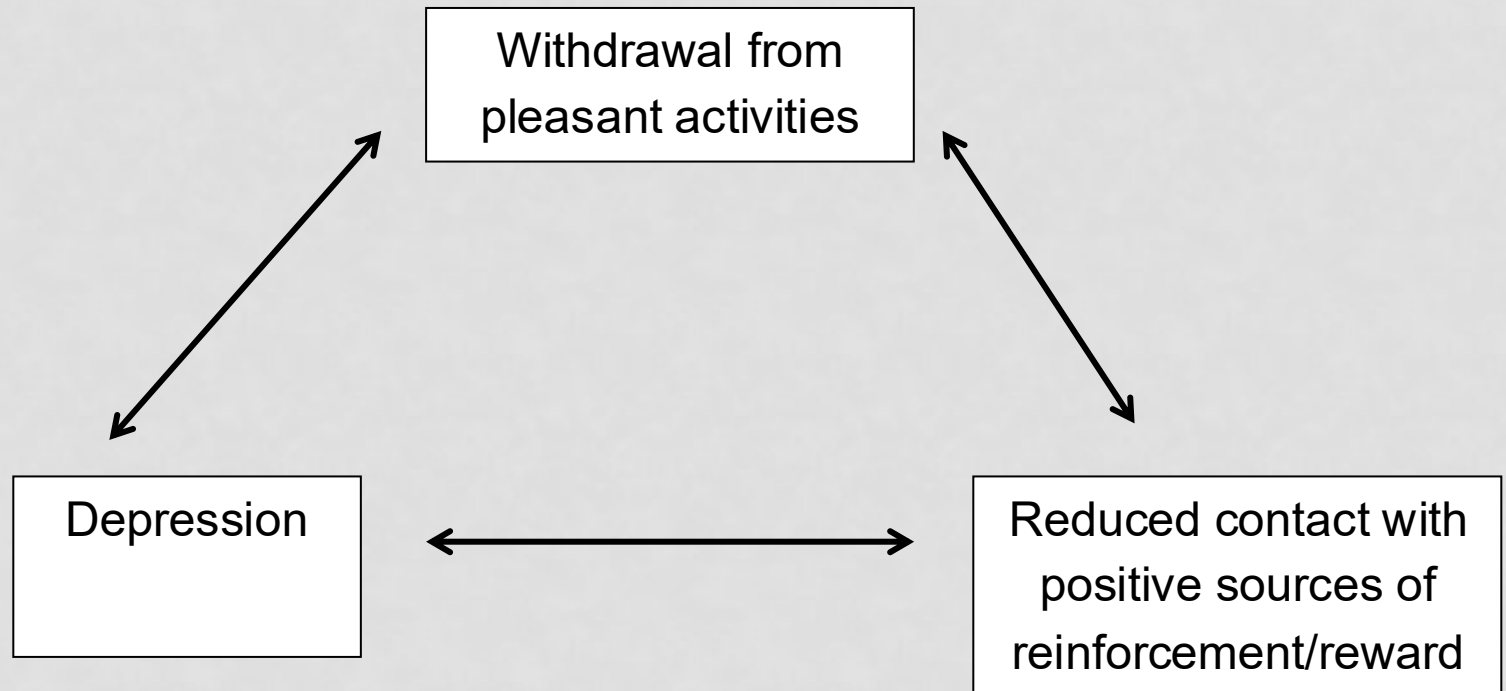
- Session 1:
 - Reviewing depression assessments (QIDS-SR)
 - Orientation to treatment (homework, increasing awareness, experimental testing of hypotheses, etc)
 - Psychoed re: triggers, behavioral consequences of depression
 - Review successful/unsuccessful coping strategies
 - Review patient goals (collaborative, specific, concrete)
- Client workbook: *Overcoming Depression One Step At a Time*

¹Addis & Martell (2004) and Martell et al 2022, ²Gollan, Gortner, Koerner & Jacobson;

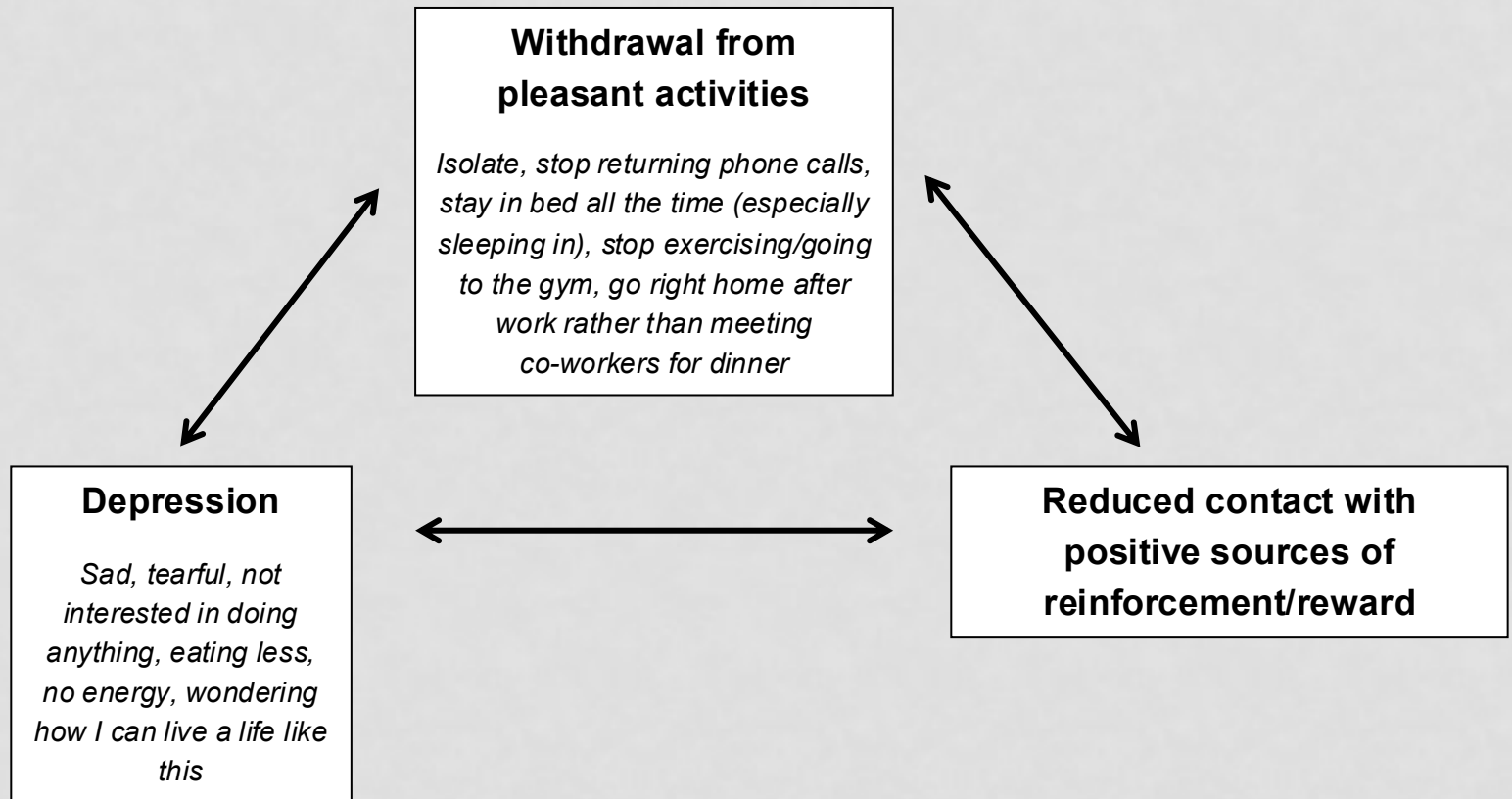
SESSION BY SESSION GUIDE

- Session 2:
 - Conceptualization of depression using BA model
 - BA helps to break the cycle of avoidance, inactivity and depression
 - “Outside in” approach
 - Adaptive routines and positively reinforcing activities are important in reducing depression
 - Introduce activity and mood monitoring

BEHAVIORAL FORMULATION FOR DEPRESSION



BEHAVIORAL FORMULATION FOR DEPRESSION



ACTIVITY AND MOOD MONITORING CHART

Instructions:

Keep a daily record of what you were doing, along with ratings of accomplishment and pleasure.

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6 am							
7 am							
8 am							
9 am							
10 am							
11 am							
12 pm							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							
9 pm							
10 pm							
11 pm							
12 am							
1 am							
2 am							
3 am							
4 am							
5 am							

ACTIVITY AND MOOD MONITORING CHART

Instructions:

Keep a daily record of what you were doing, along with ratings of accomplishment and pleasure.

Time	Sunday
6 am	
7 am	In bed
8 am	In bed
9 am	In bed
10 am	In bed
11 am	Woke up after sleeping in, didn't want to get out of bed, mood 3
12 pm	Stayed in bed, mood 3
1 pm	Got up, forced self to make breakfast, mood 5
2 pm	Sitting at breakfast table, tried to read but couldn't concentrate, mood 4
3 pm	On social media, saw people posting fun activities from their weekends, mood 3
4 pm	
5 pm	Feeling depressed, got back into bed and pulled covers over head, mood 2
6 pm	Got up from nap, watched TV, Mood 4
7 pm	TV
8 pm	Call from best friend, she was supportive, had a good conversation, mood 6
9 pm	
10 pm	
11 pm	

SESSION BY SESSION GUIDE

- Session 3
 - Return to cycle of negative mood → avoidance → lack of accomplishments → worsened mood
 - Role of activity scheduling in breaking this cycle
 - Normalize how difficult this may be especially at first
 - Review accomplishment/pleasure scale
- Homework: schedule two activities in the next week

ACCOMPLISHMENT AND PLEASURABLE ACTIVITIES

ACCOMPLISHMENT

0=None (e.g., losing an argument with my partner)
5=Smaller but important (e.g., cleaning my room)
10=Most Accomplishment (e.g., going on a job interview)

0

1

2

3

4

5

6

7

8

9

10

PLEASURE

0=None (e.g., paying taxes),
5=Smaller but enjoyable (e.g., going for a walk)
10=Most Pleasure (e.g., spending a day with a loved one)

0

1

2

3

4

5

6

7

8

9

10

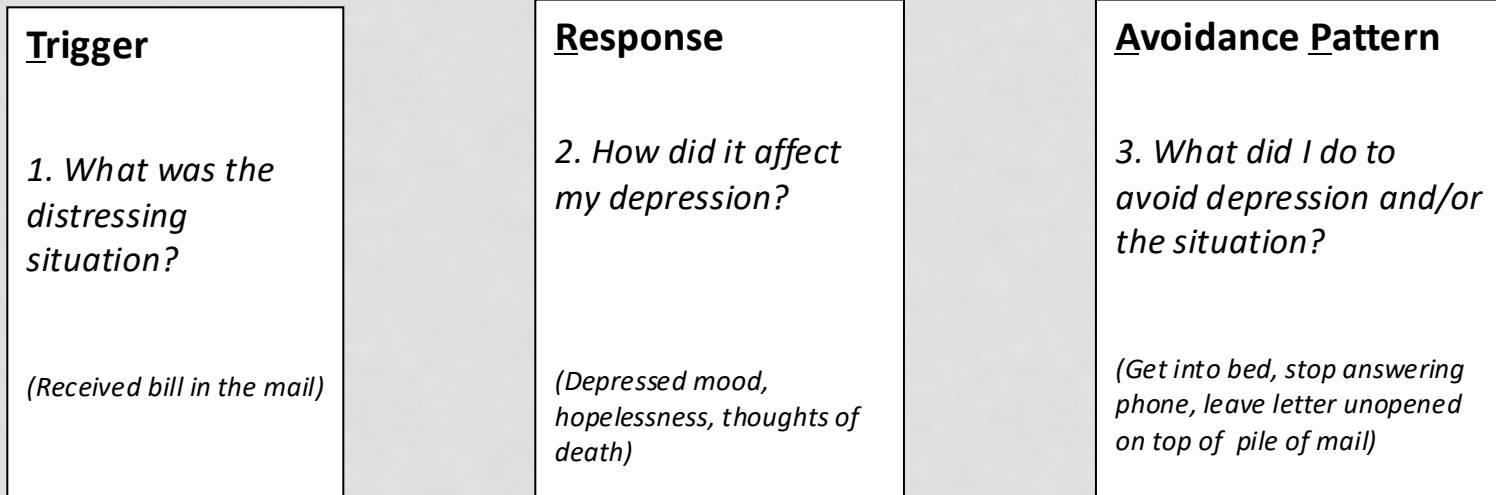
SESSION BY SESSION GUIDE

- Session 4
 - Continue with activity planning, emphasizing move towards more independent scheduling
 - Problem-solve and ensure what they are planning is realistic and small enough
 - Homework: schedule two activities, complete log before (including predictions/expectations) and after (how did it go)

SESSION BY SESSION GUIDE

- Sessions 5-6
 - Beginning to monitor trigger and response patterns for depressed mood
 - Define avoidance
 - Introduce functional analysis
 - TRAP and TRAC worksheets

TRIGGER RESPONSE AVOIDANCE PATTERN



T

R

A P

TRIGGER RESPONSE ALTERNATIVE COPING

Trigger

1. *What was the distressing situation?*

(Received bill in the mail)

Response

2. *How did it affect my depression?*

(Depressed mood, hopelessness, thoughts of death)

Alternative Coping

3. *What can I do about this situation or a similar situation if it happens in the future?*

- Learn to recognize triggers
- Learn to recognize avoidance patterns
- Learn to gradually approach triggers

(Get out of bed, open mail as I receive it)

SESSION BY SESSION GUIDE

- Session 7
 - Review what has been covered so far in treatment
 - Focus on what the client needs/would like to change to alleviate his/her depression
 - Teach ACTION skill
 - **A** – Assess: assess mood and behavior
 - **C** – Choose: choose alternative behaviors
 - **T** – Try: try them out
 - **I** – Integrate: integrate the behaviors by *repeating them*
 - **O** – Observe: observe the results
 - **N** – Never Give Up

CHOOSING ALTERNATIVE BEHAVIORS

Rather than...	I can...
Go on social media during downtime on weekends	Read, take a walk, do chores around the house, call a friend
Eat a frozen dinner, sit in front of TV	Cook a meal I enjoy, or make plans to have dinner with a friend
Fall asleep/zone out in front of TV from 6-8 every night	Watch TV for 1 hour on couch (not in bed) and set a timer to go off in case I doze off
Sleeping in until noon on weekends	Get up at 10, make smoothie, go to gym even if I walk on treadmill for 15 minutes

SESSION BY SESSION GUIDE

- Session 8-9
 - Identify personal stressors and their effect on depression
 - Discuss cycle of life stressors and depression
 - Develop active ways of coping/managing with life stress to decrease the impact on depression
 - Focus on previous ways of coping (whether unsuccessful or successful) and whether they are working now

SESSION BY SESSION GUIDE

- Session 10
 - Graded task assignment
 - Reinforcing role of accomplishment, even small activities
 - Use SUDS scale to develop a hierarchy of steps to achieving goals to help client pick a step that is manageable

GRADED TASK ASSIGNMENT

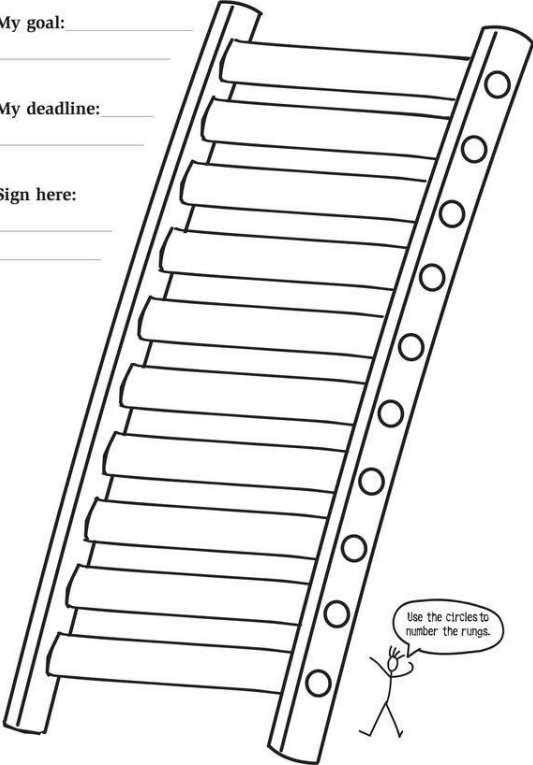
Form #8
Date: _____

My Goal Ladder

My goal: _____

My deadline: _____

Sign here: _____



Photocopy for your goal tracker!!!

Use the circles to number the rungs.

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GRADED TASK ASSIGNMENT

Task before GTA

- Debt to insurance co.
- <get more specific>
- Goal is to pay off bill by August 2016

Task after GTA

- Compile all bills
- Call insurance co to discuss payment plan
- Look at budget and identify areas that could go towards paying off bill
- Calculate how much I need to pay each month to pay it off by August
- Set up automatic payment

SESSION BY SESSION GUIDE

- Session 11
 - Depression and relationships
 - Generate list of supportive vs. unsupportive relationships
 - Use graded task assignment to plan for increasing social support
 - Discuss any difficulty asking for help and how that may affect depression
 - Option to integrate assertiveness training in this session

SESSION BY SESSION GUIDE

- Session 12-14
 - Review and apply skills to specific life problems
 - Review TRAP/TRAC, activity scheduling, ACTION, assertiveness, self care, importance of social support, etc.
 - Positively reinforce use of activities and problem solve around areas of difficulty
 - Practice in session as much as possible, particularly for areas of difficulty for the client

SESSION BY SESSION GUIDE

- Session 15-16
 - Review progress
 - Use objective/subjective assessment to demonstrate changes
 - Connect progress to use of specific techniques
 - Review client strengths, need for safety planning