

Developing Brief Early Interventions for Depression in Young People

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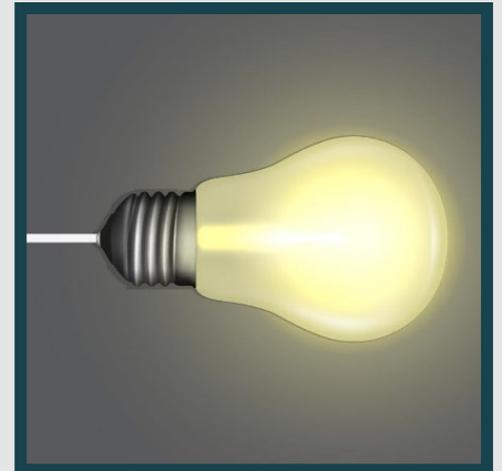
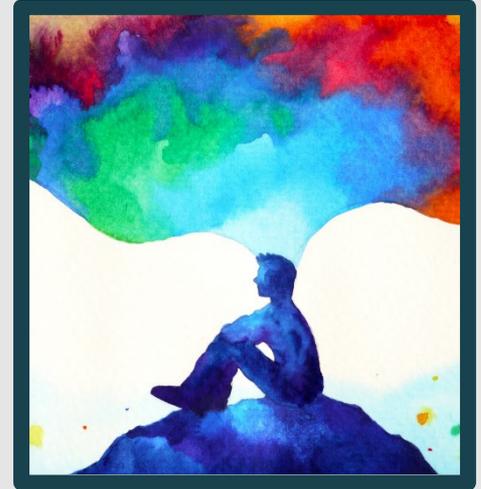
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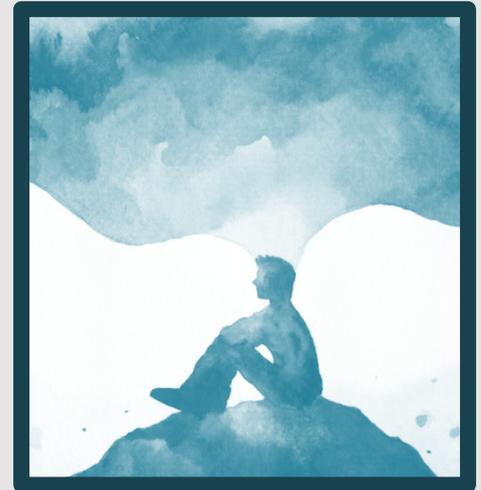
Outline

- Background
- IMAGINE
- My Memory Forest
- Next steps



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5%

75%

10x

7x



Practitioners



Young people with depression

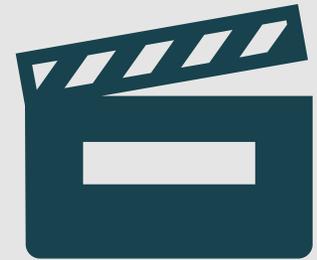
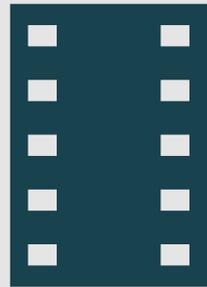
The ability to simulate and manipulate multisensory experiences within the “mind’s eye” by using your own internal representations (e.g. memories of events, images of the future).

**Mental imagery
as powerful
mental evidence**

*"If you can
imagine it...it is
easier to believe."*

*"I think imagery has more
power [than words]
because I have it in my
internal screen, I see it
projected as if it's actually
in front of me. It has more
power, it's scary and its
more difficult to get rid of
this image."*

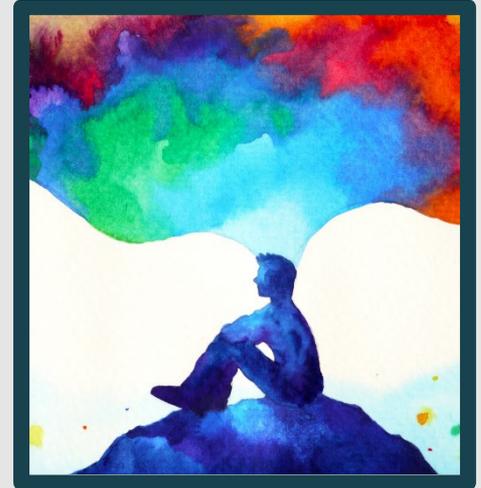
In therapy...



“What appear to be long-standing negative beliefs can get changed quite quickly using imagery. There is real potential to make big breakthroughs.”

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IMAGINE





IMAGINE



"I have images of being bullied at school. This makes me feel useless and hopeless."



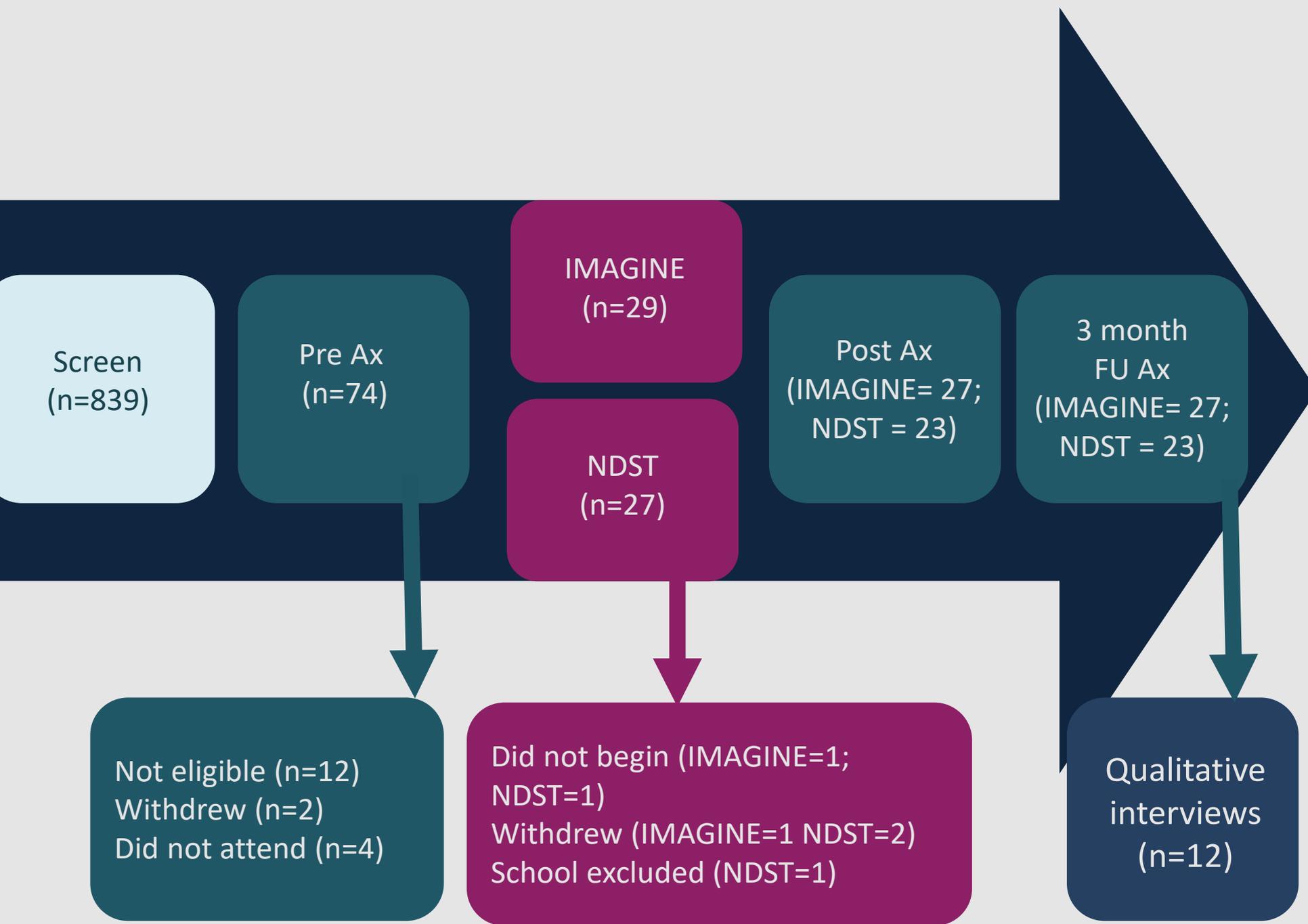
"Because I feel trapped, positive images don't really exist."



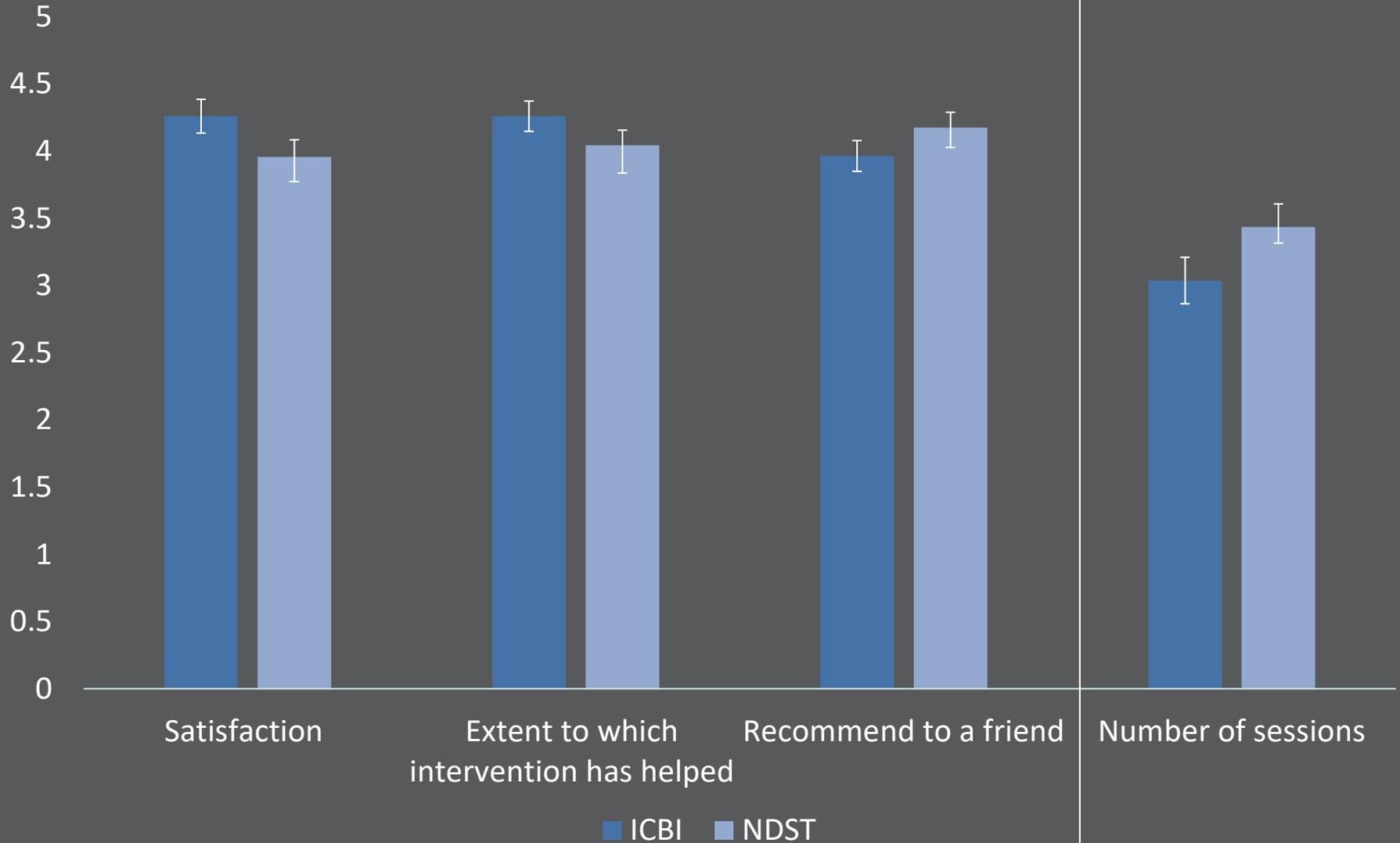
"I don't have clear memories, I feel like I can't express myself, I just don't know what words to use"

IMAGINE: Intervention techniques

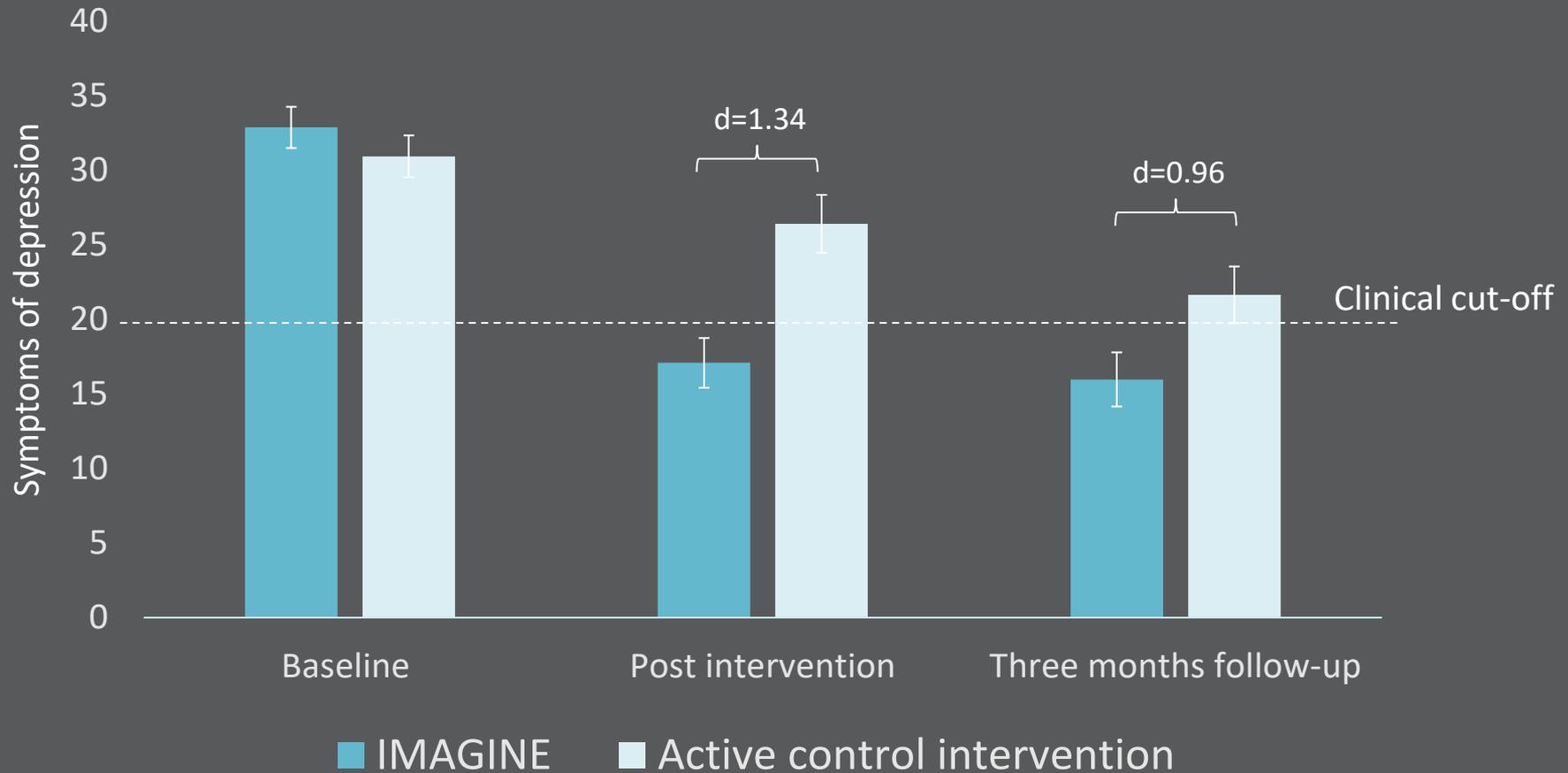
- (A) Imagery rescripting to reduce the distress associated with negative images.
- (B) Imagery generation to build positive future images.
- (C) Memory specificity training to increase specificity and access to memories.



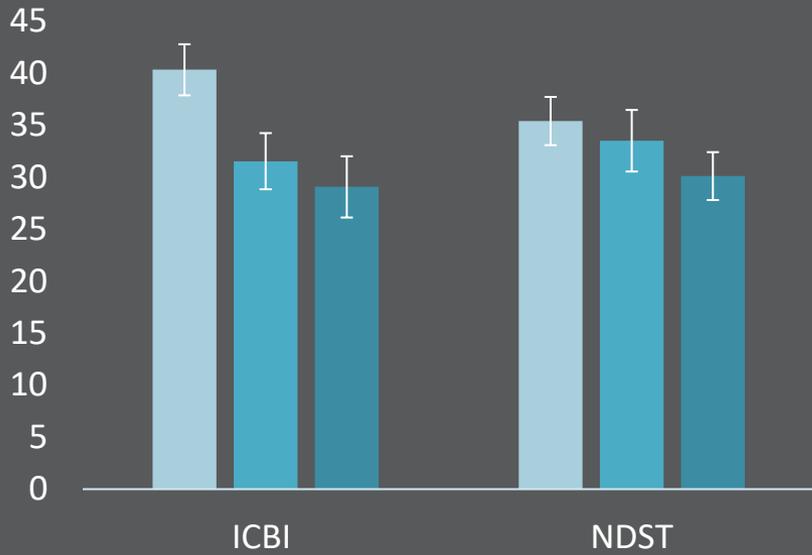
Acceptability



Depression (n=56)

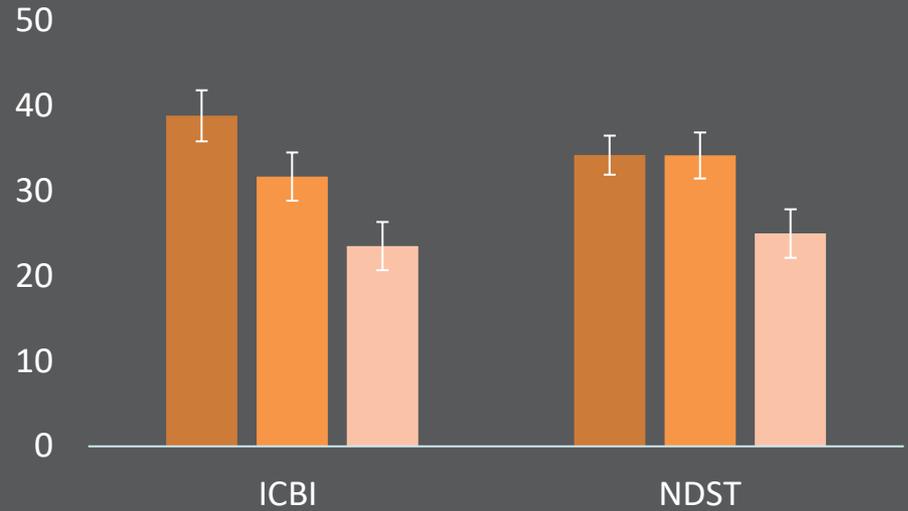


Anxiety



Post: $d = -0.51, [-0.89, -0.12]$
Follow-up: $d = -0.40 [-0.88, 0.08]$

PTSS



Post: $d = -0.35 [-0.82, -0.12]$
Follow-up: $d = -0.34 [-0.86, 0.18]$

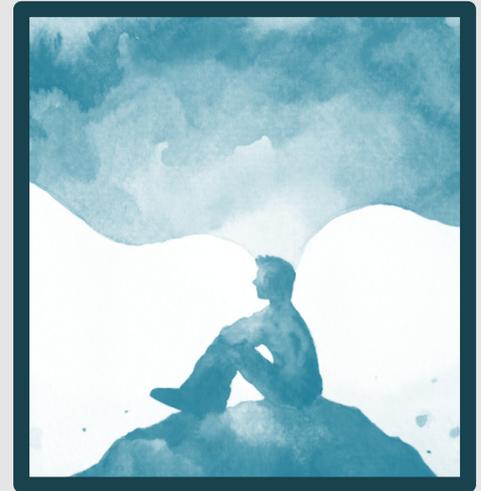
Self Esteem



Post: $d = 0.34 [-0.05, 0.73]$

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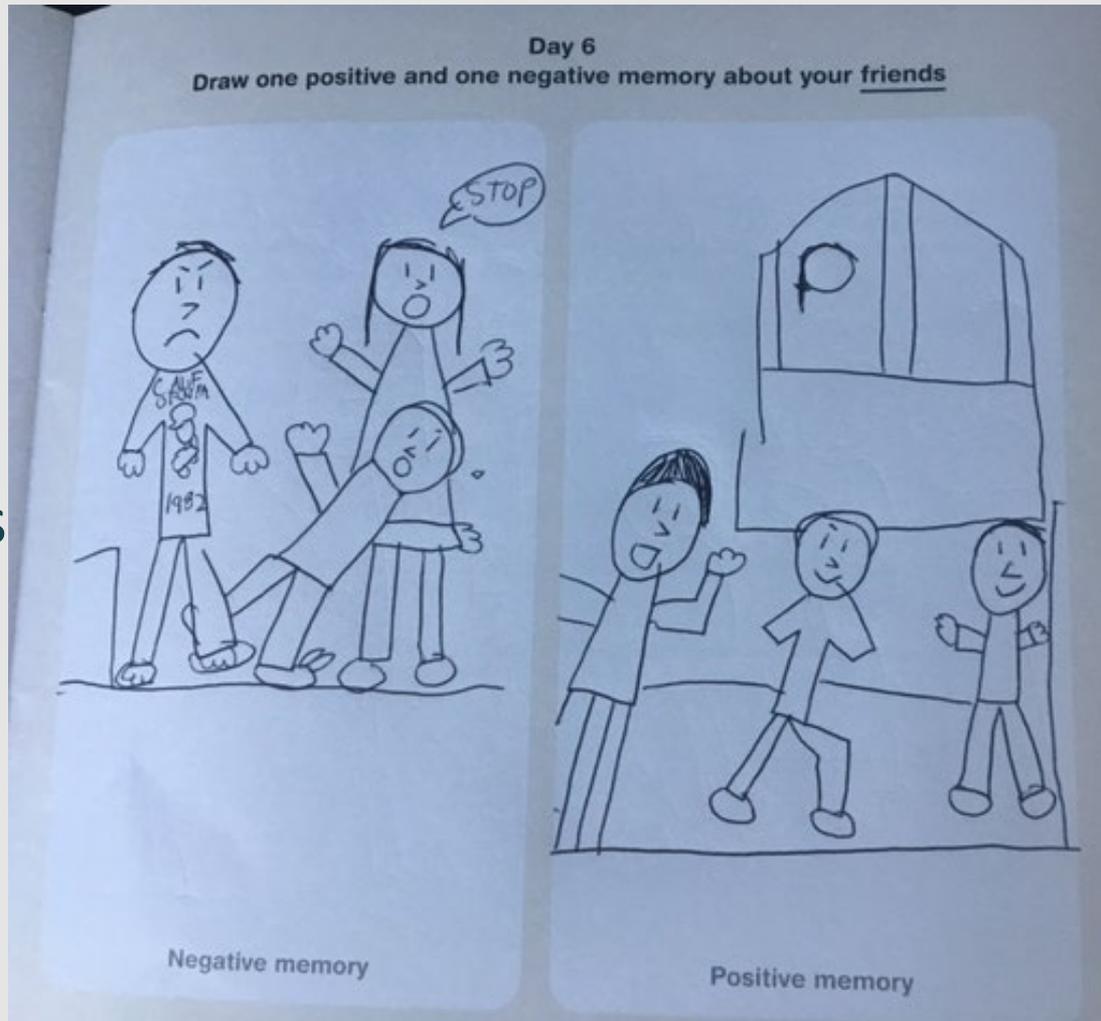
My Memory Forest

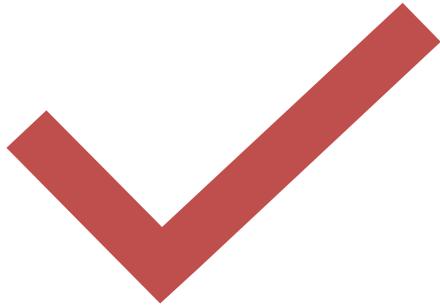
Intervention: Story

- The story is about a central character ('Sam') and how he plants positive and negative memories/trees in his memory forest.
- Low mood is associated with the dark part of the forest where Sam remembers negative memories.
- Sam meets two characters along the way, one representing self-criticism and one self-compassion.
- The story includes how maladaptive responses to negative memories (such as avoidance) are unhelpful and promotes alternative positive responses (such as building detailed memories).

Intervention: Workbook

- Complete six tasks, including drawing images of detailed positive and negative memories
- For example, school; home; activities.





My Memory Forest



by
Dr Victoria Pile and Ali Winstanley

A Walk In The Woods



by
Dr Victoria Pile and Ali Winstanley

Invited
(n=200)

Pre Ax
(n=59)

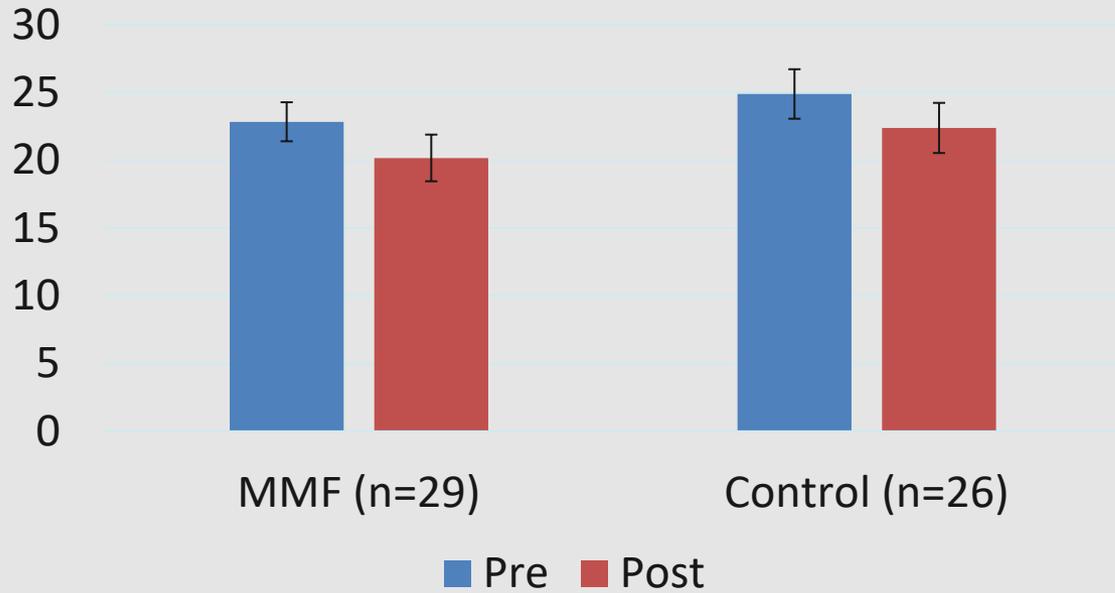
My Memory
Forest
(n=29)

Walk in woods
(n=27)

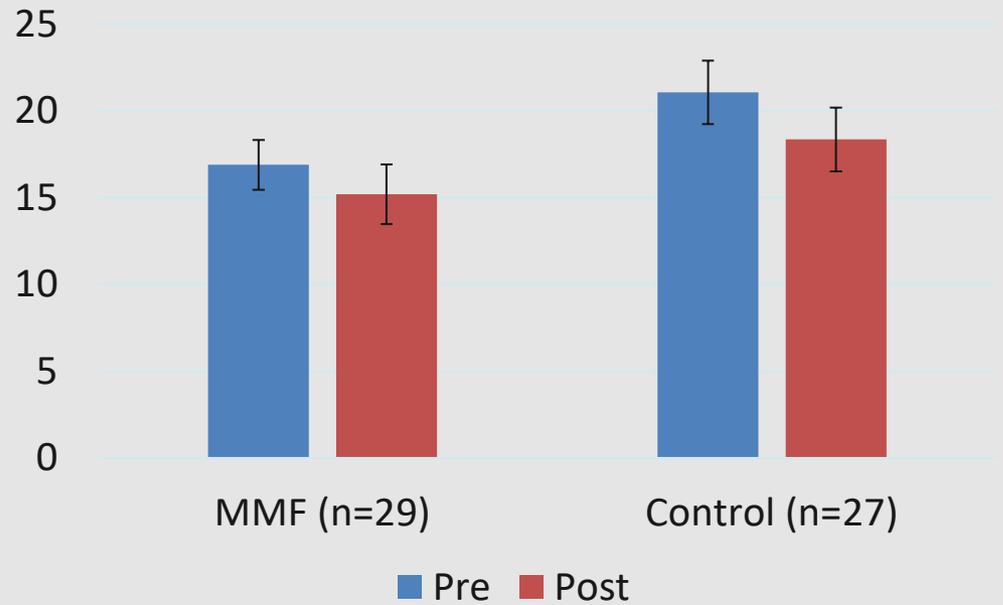
Post Ax
(MMF= 29;
WW = 27)

Parent
questionnaire
returned (MMF=16;
WW=19)

Depression



Anxiety

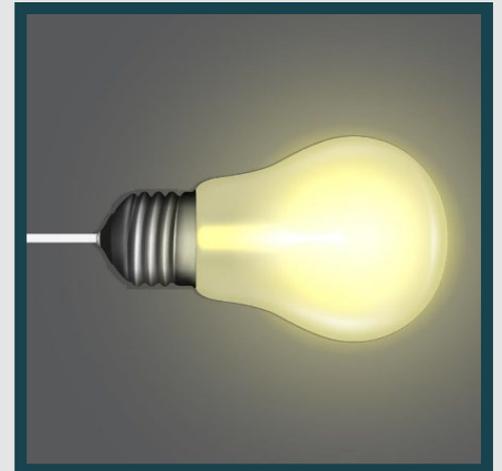
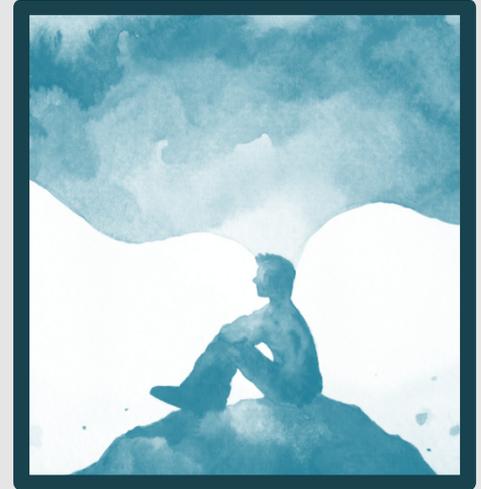


Discussion

- Recruitment/retention strategy
- Workshop for parents?
- Measures?

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- **IMAGINE**

- The intervention was feasible to deliver in a school setting and acceptable to participants.
- Initial evidence indicates clinical promise.
- Techniques targeting mental imagery and memory specificity could provide novel avenues for psychological treatment of adolescent depression.
- These results suggest conducting a definitive RCT to further assess the intervention in schools.

- **My Memory Forest**

- Thinking about how to deliver/methodology
- Do we need to address negative images first?
- Adaptation before further evaluation

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