



UNIVERSIDAD DE CHILE



The mentalizing background of the rupture-resolution episodes during adolescents psychotherapy: a little process-research contribution for clinicians in trouble



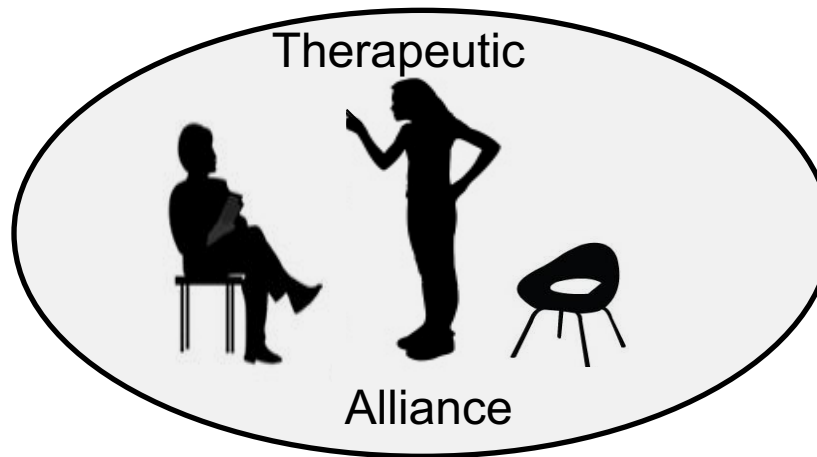
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FONDECYT Project 1150639: Mentalization in psychotherapeutic processes with patients diagnosed with personality disorders: Its role in mutual regulation and association with therapeutic change

Empirical and theoretical background

Weaker and more unstable compared to adults (Horvath, Del Re, Flückiger & Simons, 2011)

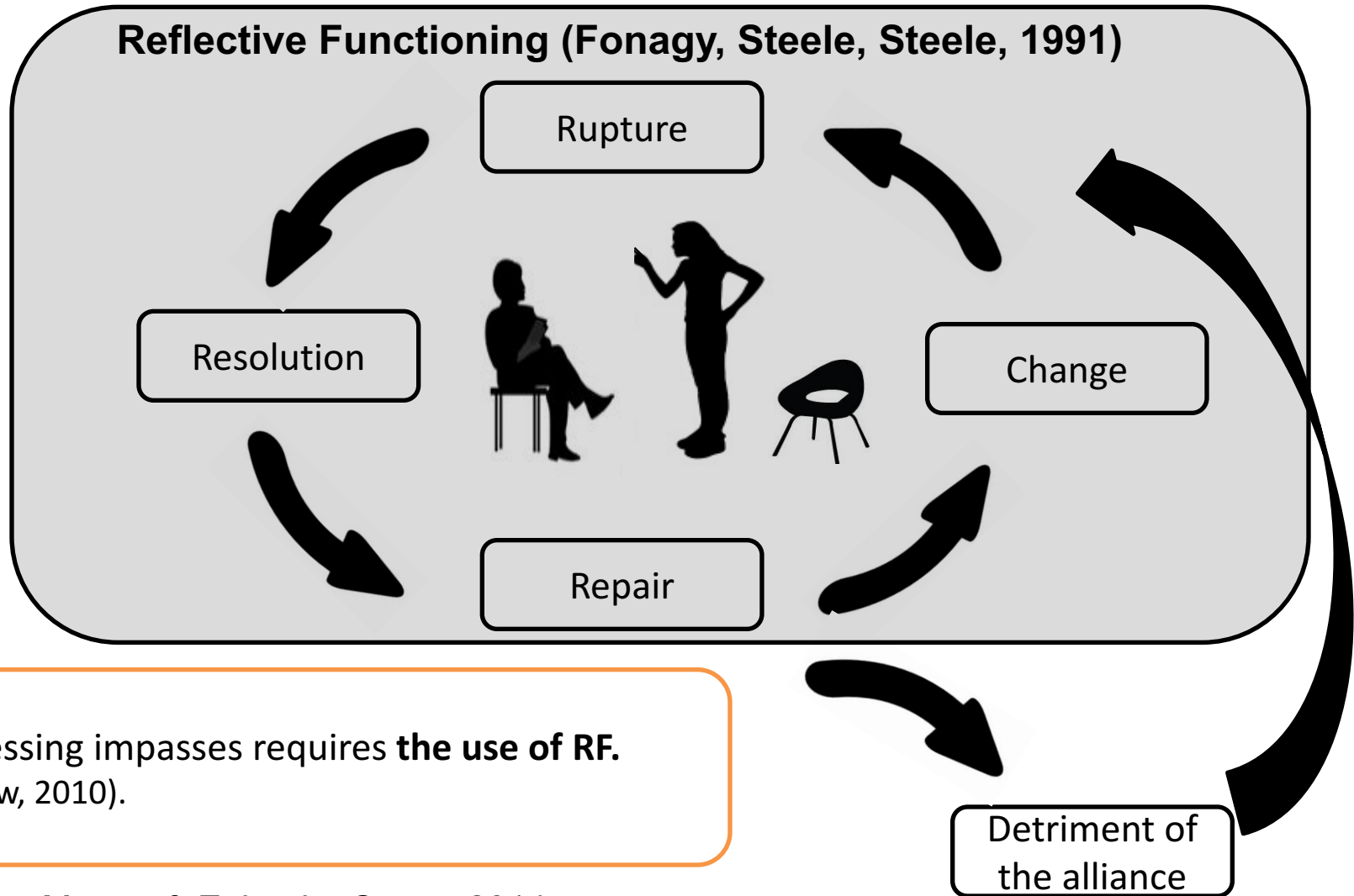
Therapeutic alliance has to be **permanently addressed** due to the typical relationship difficulties on interventions with adolescents (Shirk, Karver, & Brown, 2011).



Therapeutic alliance with **several members** (Shirk & Karver, 2011)

Therapeutic alliance in psychotherapy with adolescent **could be a change** factor even more relevant than with adults (Kazdin, 1990; Bhole, & Kapur, 2013)

Empirical and theoretical background

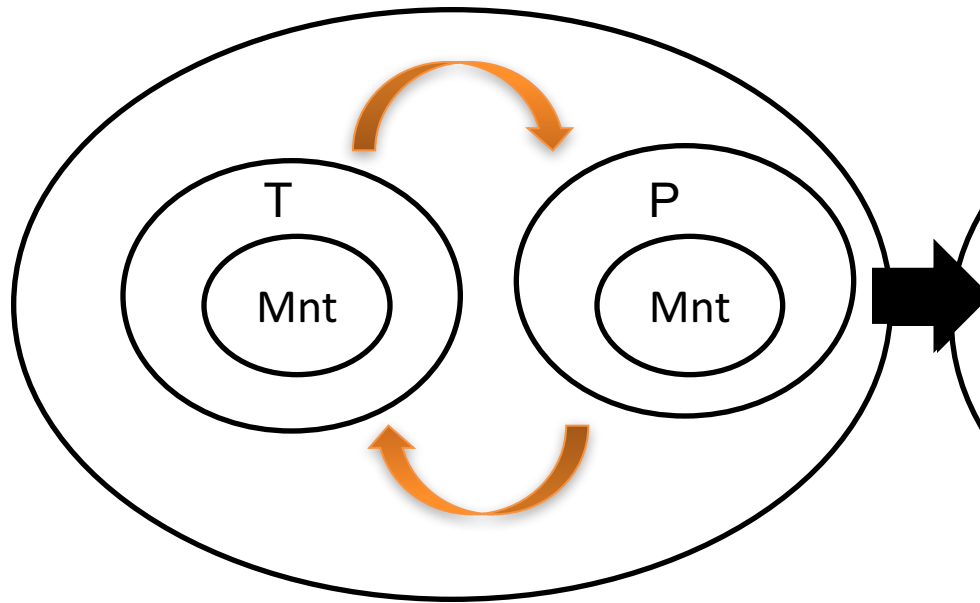


Addressing impasses requires **the use of RF**.
(Katzow, 2010).

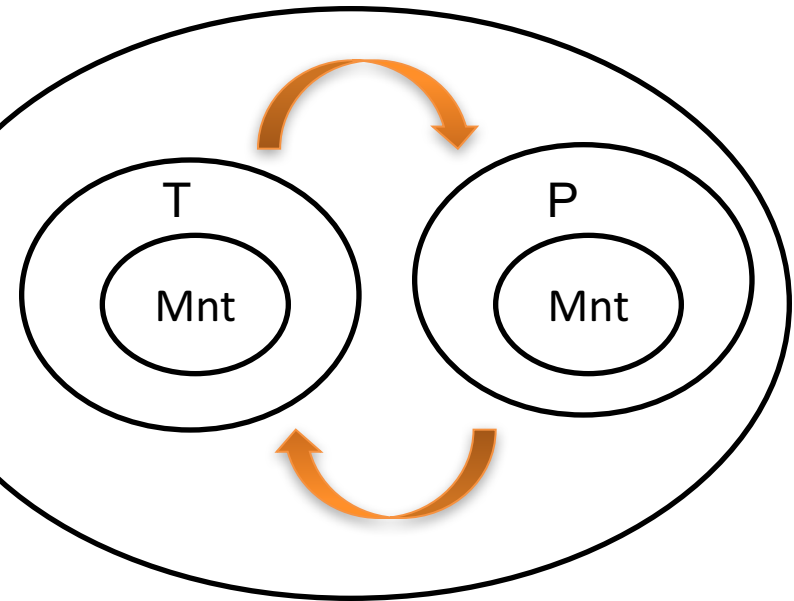
Research questions

What types of mentalizing interactive patterns between therapist and patient emerge in sequences of rupture-resolution in psychotherapy with adolescents.

Rupture



Resolution



Method

Longitudinal exploratory study of psychotherapy process

Participants

Inclusion criteria

- Adolescents between 15 and 19 years old.
- Advice of psychotherapy
- Therapists with at least 3 years of experience

Exclusion criteria

- Without an adult responsible for the patient

Method: Longitudinal exploratory study of psychotherapy process

Therapy	Sex P - T	Age	Termination	Sessions	R-R sequences	Therapeutic approach
A4	F - F	14	Discharge	10	12	TAU
A5	F - F	15	Dropout	15	13	CBT
A8	F - F	17	Dropout	8	10	CBT
A9	M - M	18	Discharge	9	9	Integrative
R2	F - M	19	Discharge	54	17	Psychodynamic
TOTAL				96	61	

Method

Audio/video recording and transcription



Rupture:
withdrawal or
confrontation

Resolution



Repair

3RS coding system (Eubanks-Carter, Safran & Muran, 2014).



Independent
coding by 2
pair judges:

Mentalization during
therapeutic interaction
(6 dimensions)

Therapist				
1	2	3	4	5



1	2	3	4	5
Patient				

Method

Focus on mental states



Capacity to establish and maintain a consistent focus on mental states (cognitions and affects) linked to descriptions of observable behavior and events

Therapist is excessively focused on observable and external aspects such as behavior or concrete events, so that mental states are not considered. As a result, an important opportunity to enhance mental states for the patient is lost.

1

2

3

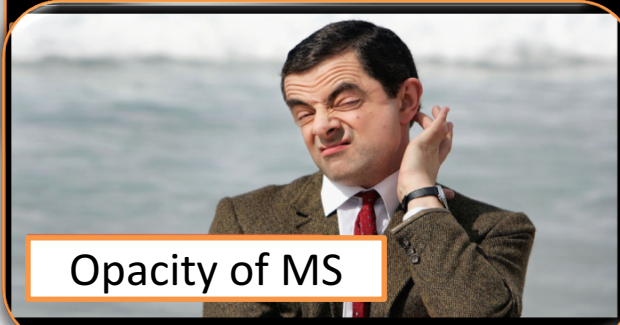
4

5

Therapist can clearly be described as actively enhancing the usage of mental states in the patient by elaborating questions and performing interventions that demand reflecting about cognitions and affects on self and others. Events and behavior can be integrated as an important complement that enriches reflection. As a result, the usage of mental states could be clearly and deeply enhanced.

Method

Focus on mental states



Opacity of MS

Capacity to establish and maintain a consistent focus on mental states (cognitions and affects) linked to descriptions of observable behavior and

Explicit effort to mark out the separateness of minds in a dialogical stance which reflects that one can't be sure of the experience of others

Patients seems to know for sure what is going on in others minds and "how things really are", experiencing its own mental states as the only truth. It is possible to appreciate an increase of the arousal, manifested to as overflowing affection and non-integrated, inaccurate or even bizarre speech.

1

2

3

4

5

Impossibility to get to know for sure how others (therapist included) experience reality is tolerated and integrated in the discourse as a normal issue. There is an explicit and complete recognition that experience belongs only to the patient and it does not represent "how things really are". Speech can be described by openness and curiosity on other mental states and a general "perhaps-quality".

Method

Focus on mental states

Capacity to establish and maintain a consistent focus on mental states (cognitions and affects) linked to descriptions of observable behavior and

ICC:,80

Explicit effort to mark out the separateness of minds in a dialogical stance which reflects that

ICC:,70

Ability to establish a collaborative and emotionally-attuned interaction in which, regardless of the role, one can work together to build a coherent shared narrative

ICC:,79

Contingency



Method

Focus on mental states

Capacity to establish and maintain a consistent focus on mental states (cognitions and affects) linked to descriptions of observable behavior and

ICC:.,80

Explicit effort to mark out the separateness of minds in a dialogical stance which reflects that

ICC:.,70

Ability to establish a collaborative and emotionally attuned interaction in which

ICC:.,79

Capacity to take into account that there is not only one version of a particular mental state. This dynamic aspect can be discursively identified by: a) the consideration of different points of view, b) the capacity to recognize, tolerate and integrate contradictions within mental states (including the existence of blending emotions) and; c) the recognition of their changing nature across time.

ICC:.,74

Dynamism

Method

Focus on mental states



Imagining causality

Capacity to establish and maintain a consistent focus on mental states (cognitions and affects) linked to descriptions of observable behavior and

ICC:.,80

Explicit effort to mark out the separateness of minds in a dialogical stance which reflects that

ICC:.,70

Ability to establish a collaborative and emotionally attuned interaction in which

ICC:.,79

Capacity to take into account that there is not only one version of a particular mental state. This dynamic aspect can be discursively identified by: a) the consideration of

ICC:.,74

Capacity to consider in a coherent and plausible manner the multiple ways in which MS can influence some other mental states, relational dynamics, psychological development, and behavior; or vice-versa.

ICC:.,71

Method

Focus on mental states

Capacity to establish and maintain a consistent focus on mental states (cognitions and affects) linked to descriptions of observable behavior and

ICC:.,80

Explicit effort to mark out the separateness of minds in a dialogical stance which reflects that

ICC:.,70

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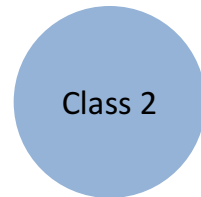
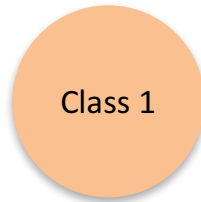
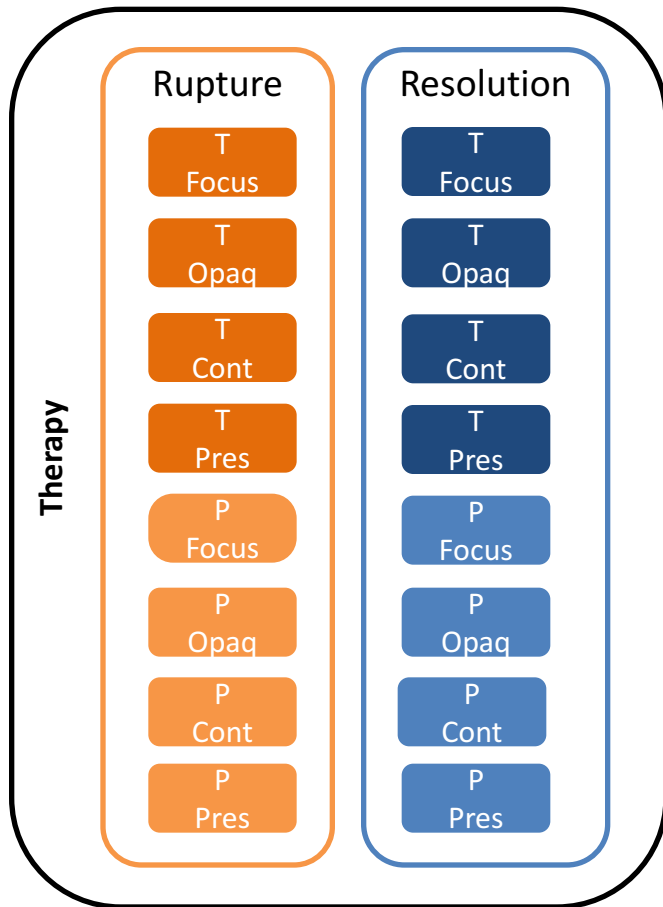
The capacity for being focused in the present moment can be considered as a basic pre-condition for Reflective Functioning in terms of its intimate relation to arousal suppression, an index of self-regulation.

ICC:.,62

Present moment

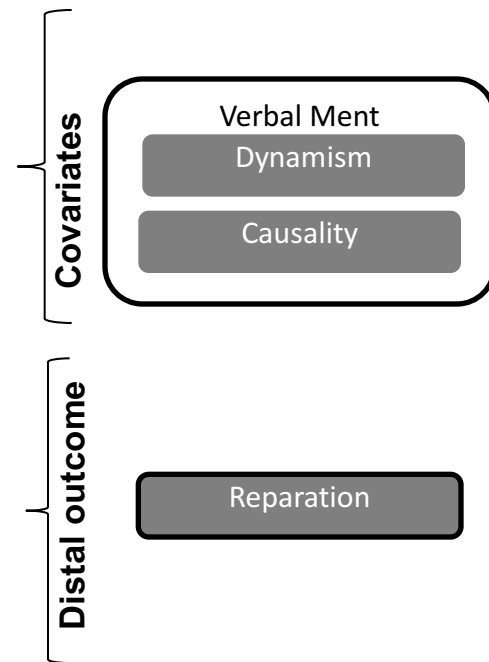
Analysis

Multilevel LCA



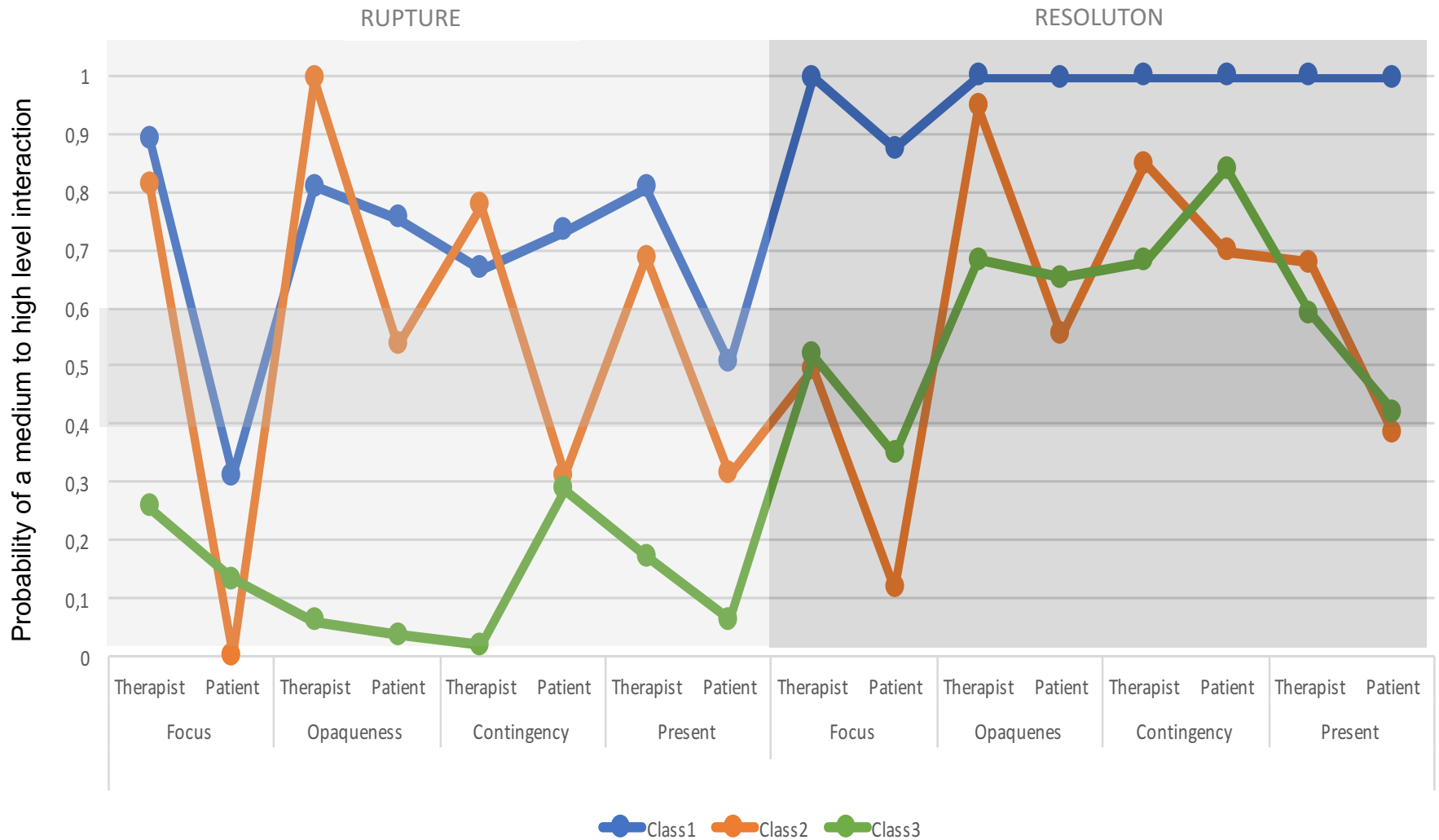
BIC (LL)= 1087,80

Covariates & Distal outcome



*All variables were dichotomized as: "0" when T or P score was 1 or 2 and "1" when T or P score was 3,4 or 5"

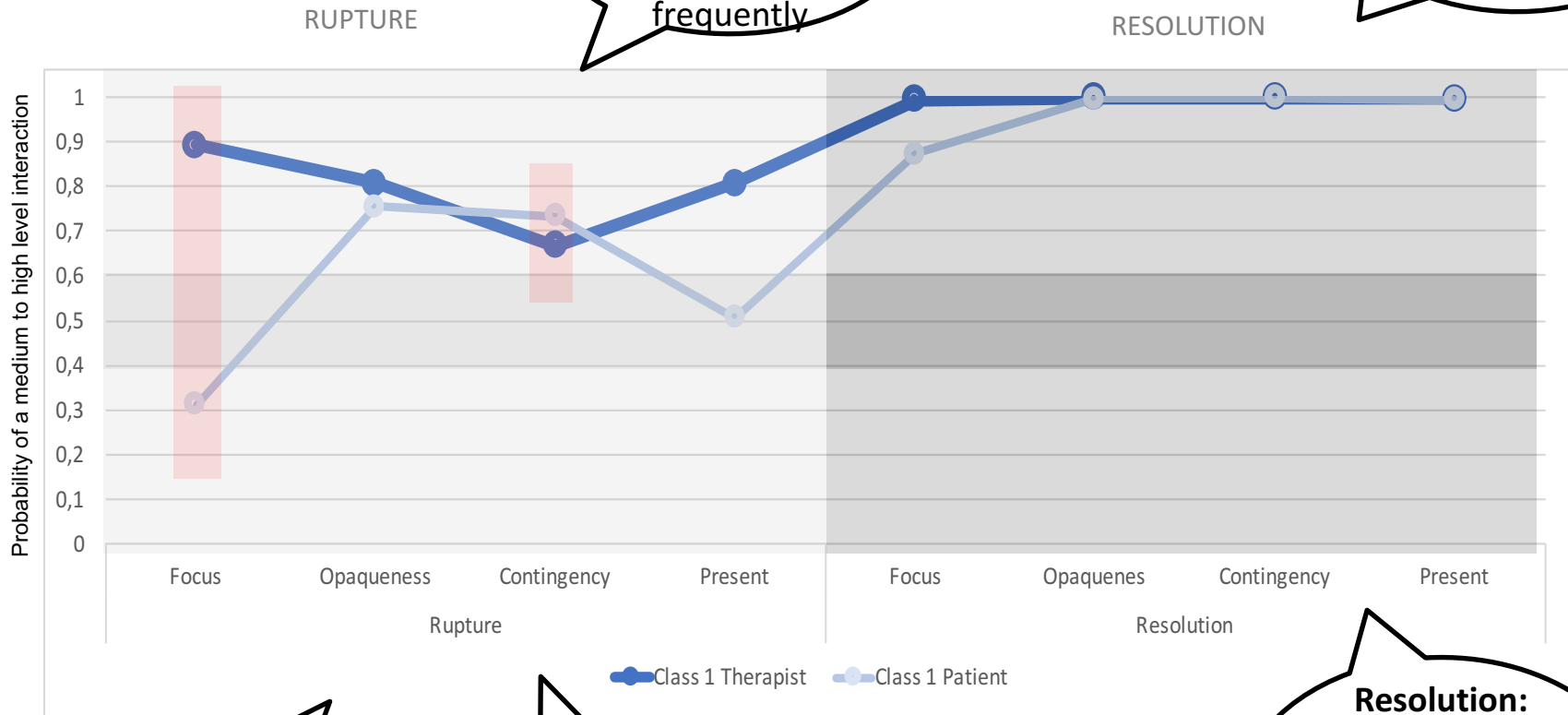
Results



Class 1: Parent-teen argument

Rupture:
 "Causality" and
 "dynamism"
 are used more
 frequently

Resolution:
 The chance of
 solving this
 rupture is the
 highest, with a
 chance of 98%



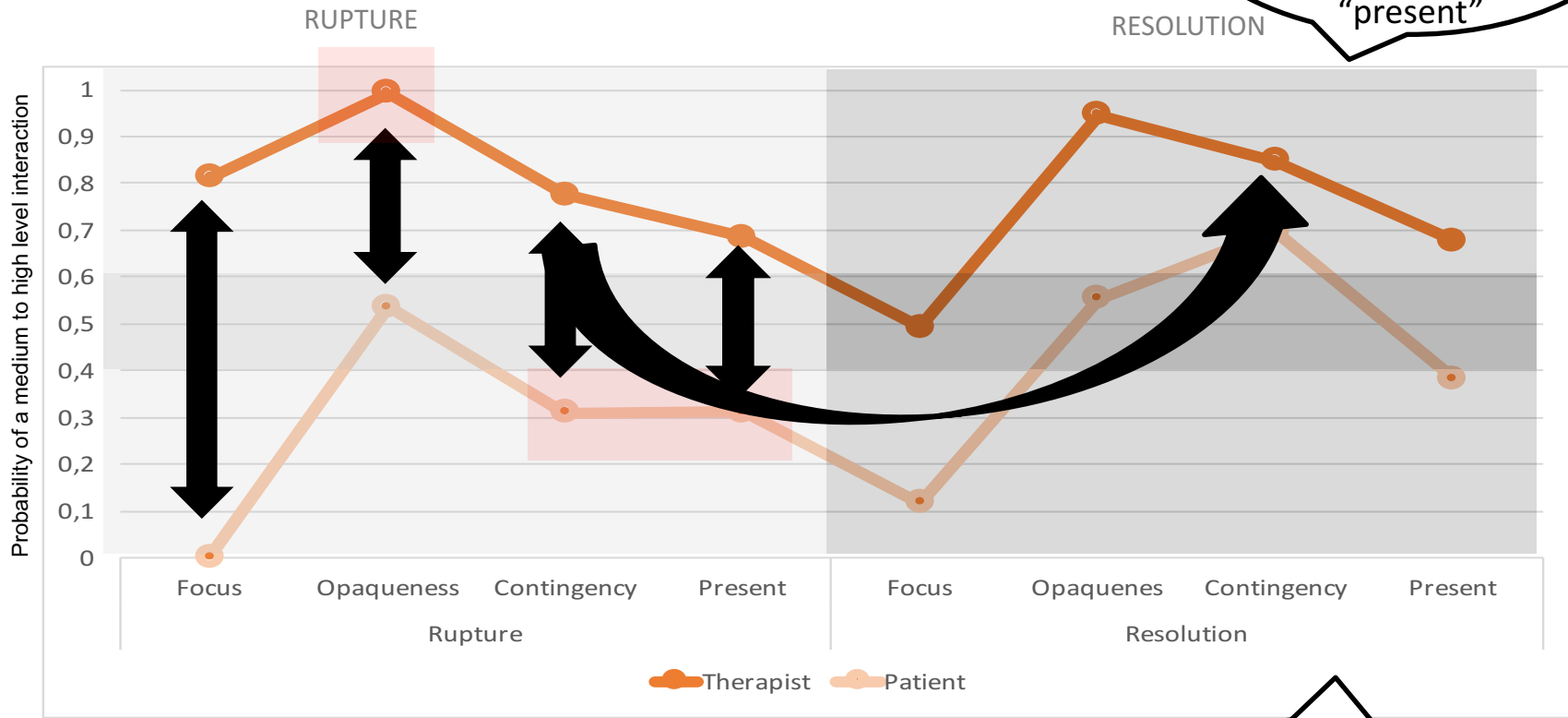
Rupture:
 ¿Self serving P's
 mentalization?

Rupture:
 "Causality" and
 "dynamism"
 are used with a
 higher level

Resolution:
 In both T and P a
 high level of
 "causality" and
 "dynamism" is
 observed

Class 2: (not) Recognition of the adolescent's immediate experience

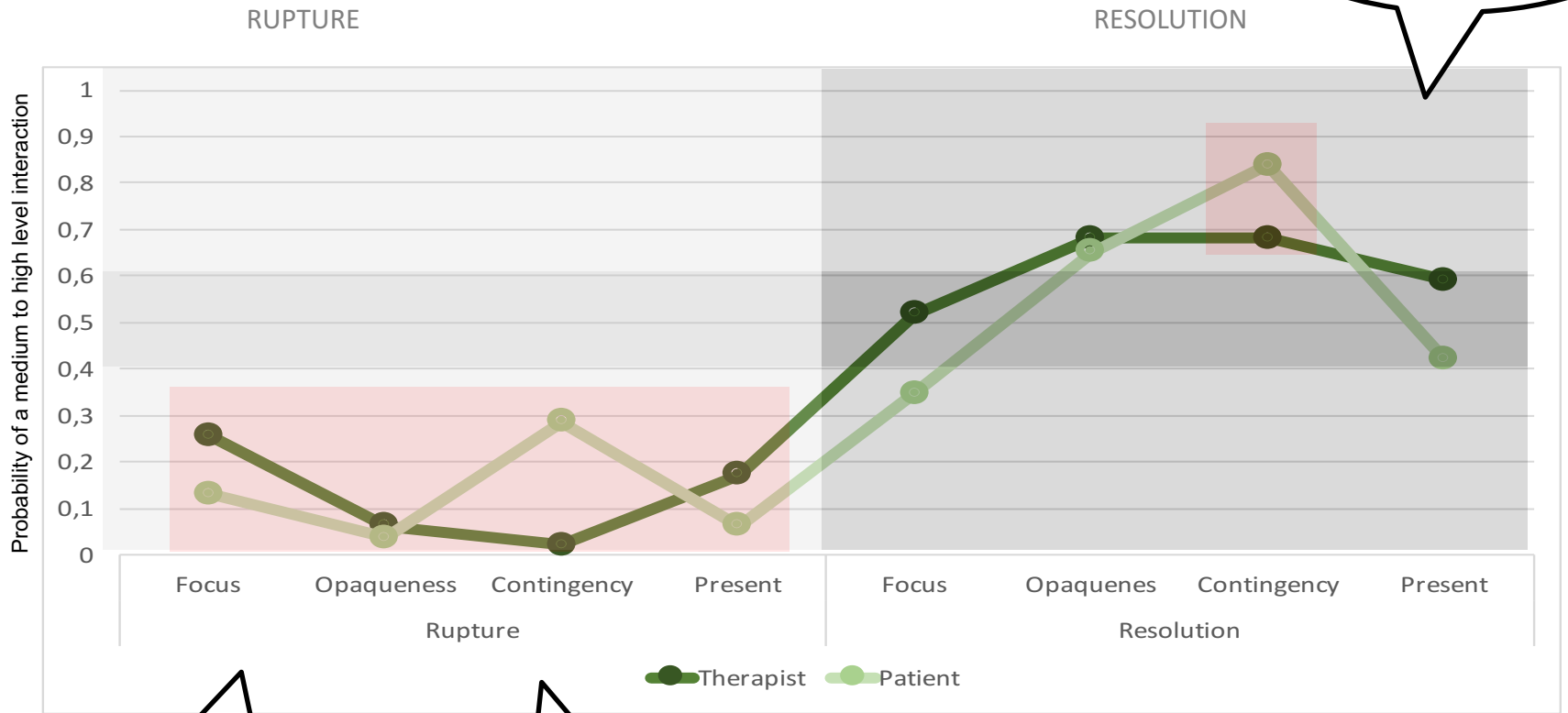
Resolution:
T increasing in "contingency" is correlated to P increasing in "contingency" and "present"



Resolution:
The chance of solving this rupture: 63%

Class 3: Control-Submission

Resolution
This class is less likely to be repaired



Rupture:
The chance of confrontation is the highest (33,3%)

Rupture:
Dynamism is used with a low level

Contribution to the gap in psychotherapy research with adolescents (Kazdin, 1990 ; Lambert, 2013)

Pioneer study on RF/Mentalization in process of psychotherapy with adolescents

Integration of knowledge in psychotherapy: rupture-resolution model and RF/Mentalization (Lingiardi & Colli, 2015)

Assesment of a valuable hypotesis for psychotherapy with adolescents (Martínez et al, 2013)