Tourette Syndrome
Behavior Therapy Institute (TS-BTI)

Handbook and Program Description

Prepared by members of the TSA Behavioral Science Consortium

The TSA would like to thank the International OCD Foundation (IOCDF) for providing the template for the TS-BTI program.
BACKGROUND/GENERAL INFORMATION

The TS-BTI was created to expand the number of healthcare professionals competently trained in behavior therapy for Tourette Syndrome and other tic disorders. The TS-BTI is supported by the Tourette Association of America Inc. and its contents are guided by a Tourette Association-appointed board of clinical-research experts in TS, including Lawrence Scahill, M.S.N., Ph.D., John Walkup, M.D. and licensed clinical psychologists Alan Peterson, Ph.D., ABPP, Douglas Woods, Ph.D., John Piacentini, Ph.D., ABPP and Sabine Wilhelm, Ph.D.

GOALS OF THE TS-BTI

Based on the best existing evidence for training non-pharmacological treatments; the TS-BTI utilizes a didactic plus follow-up consultation model in conjunction with multi-modal competency based assessments to insure that professionals who complete the training can…

- Adequately recognize TS and differentiate it from other neurological and psychiatric conditions
- Demonstrate adequate knowledge about the disorder (e.g., epidemiology, phenomenology, functional impact)
- Adequately assess TS severity and related symptoms
- Understand common medical interventions for TS
- Conceptualize TS from a behavioral perspective
- Implement the Comprehensive Behavioral Intervention for Tics
- Understand how comorbidities impact treatment planning and implementation

PARTICIPANT QUALIFICATIONS

Individuals participating in the TS-BTI should be health or mental health practitioners licensed or certified to practice in their state/country. Participants must have access to a patient with TS who is willing to serve as a training case. Preference is for participants to have experience with the principles of behavior analysis or cognitive behavior therapy.

PREPAREATION FOR THE INSTITUTE

Upon registration, participants will be mailed a packet of information to enable them to prepare for the Institute. All participants attending the TS-BTI must read the mandatory reading material prior to the TS-BTI. In addition, participants will be asked to bring a case to discuss at the Institute. Assessment Instruments will be sent to participants who should complete these and bring de-identified copies of the assessments, together with other relevant information on the training case to discuss at the Institute. Participants may not use their own children as a training case.

Materials sent to registrants will include:
1. Required assessment instruments
2. A copy of the Mandatory Reading Material
3. TSA Video Guide to Diagnosis
4. TS Educational Material
Mandatory Reading List


Recommended Reading List


**POST-INSTITUTE CONSULTATION REQUIREMENT**

Participants who complete the 2-day training will be required to attend and participate in three consultation calls with training staff. Upon completion of the 2-day training, participants will be asked to schedule their consultation calls directly with the trainers. Upon completion of the third consultation session, the trainer will notify the Tourette Association of America, Inc. that the consultation requirements have been completed and the Tourette Association of America, Inc. will issue a “CERTIFICATE OF COMPLETION” in addition to listing the therapist on their CBIT Therapist Referral List.
INSTRUCTIONAL DESCRIPTION:

The material will be covered primarily through primarily didactic lecture, video clips and PowerPoint presentations. Specific skills will be taught and practiced using role plays between participants and between participants and training staff.

TS-BTI PROGRAM AND LEARNING OBJECTIVES

Day 1:

Summary

*Through didactic presentation, participants will first learn about TS, common co-morbidities and the general strategy for treating TS. In addition, the behavioral model on which CBIT is based will be reviewed. The various assessment tools used to gauge treatment progress will be described. In the afternoon, using didactic instruction, video, and live demonstration, participants will learn many of the core components of CBIT treatment.*

Session 1: Background on TS, Treatment, and Behavioral Theory

*Objectives - Participants will be able to:*

1. Identify TS and other tic disorders.
2. Differentially diagnose TS from other common psychiatric and neurologic conditions including ADHD, OCD, Sydenham’s Chorea, and Dystonia.
3. Discuss the epidemiology and phenomenology pertaining to TS.
4. Describe the biological underpinnings and behavioral model of tic disorders
5. Assess the scope and efficacy of pharmacological, surgical, and non-pharmacological treatment options for TS

Session 2: Review of TS Assessment Instruments and Strategies

*Objectives - Participants will be able to:*

1. Administer, score, and interpret TS-specific assessments including the YGTSS, PTQ and PUTS scales.

Session 3: Training in Core Components of CBIT - Part 1

*Objectives - Participants will be able to:*

1. Outline the overall structure of CBIT
2. State a rationale for Comprehensive Behavioral Intervention for Tics
3. Create Tic Hierarchy
4. Create Inconvenience Review
5. State the rationale for the behavioral reward program
Session 4: Training in Core Components of CBIT - Part 2

Objectives - Participants will be able to:

1. Conduct Functional Assessment
2. Practice function-based treatment implementation
3. Practice abbreviated relaxation training

Day 2:

Training in Core Treatment Components and Case Conceptualization

Summary

At the beginning of the day, participants will learn through didactic presentation, live demonstration and role play with active feedback, how to implement the primary components of habit reversal training (HRT) for various tics. In the afternoon, each participant will be asked to present a patient to the group together with a plan for implementing treatment and assessing improvement. Feedback will be given by other participants and trainers. Finally, common pitfalls in implementing CBIT will be discussed together with solutions for overcoming these potential problems.

Session 5: Training in Core Components of CBIT - Part 3 (Break-out groups)

Objectives - Participants will be able to:

1) Practice Habit Reversal Therapy (HRT)
   a) Conduct Awareness Training
      i. Describing the Tic
      ii. Describing preceding sensations and behaviors
      iii. Acknowledging Self tics
   b) Conduct Competing Response Training
      i. Choosing the Competing Response
      ii. Therapist Simulation of Competing Response
      iii. Teaching the Child the Competing Response
   c) Conduct Social Support
      i. Identifying a Support Person
      ii. Training the Praising and Prompting of Correct Implementation

Session 6: Case Discussion-Case Formulation (Break-Out Groups)

Objectives - Participants will be able to:

1. Plan the assessment and treatment strategy for a current TS case

Session 7: Practice Issues

Objectives - Participants will be able to:

1. Discuss effective ways of seeking reimbursement for CBIT
2. Cite strategies for developing a referral network
3. Describe alternative ways of effective treatment delivery
4. Demonstrate how to communicate effectively with TS patients