Agenda:

1. Do First (10 minutes)
2. Definition Cognitive Behavior Therapy (CBT) & Multicultural Component (3 minutes)
3. Students & Benefits (2 minutes)
4. Terms and Basic Concepts (10 minutes)
5. CBT Overview & Understanding the students you serve (20 minutes)
6. Evidenced Based Research, Student Stages & Common Goals (15 minutes)
7. CBT Implementation & Classroom Scenarios (20 minutes)
8. Resources & next steps (5 minutes)
9. Questions (5 minutes)
Do First:

1. Complete the steps in the video as they are given.

2. Share take-away from Automatic Thoughts with your neighbor

http://www.youtube.com/watch?v=m2zRA5zCA6M
Definition of Cognitive Behavior Therapy (CBT)

- CBT is an extended combination between cognitive therapy and behavior therapy.

- “Cognitive behavior therapy and social learning theory now represent the mainstream of contemporary behavior therapy.” (Corey, 2009, pg. 236)

- CBT is a problem focused and goal oriented approach that is most knowingly used with clients who exhibit maladaptive behaviors and disorders associated with moods, depression or anxiety, personality, substance abuse, etc.
Multicultural counseling competence is an essential component of counselor education programs (Rowell & Benshoff, 2008). Multicultural counseling competencies provide a framework of attitudes, beliefs, knowledge, and skills which are critical for the training of effective counselors (Rowell & Benshoff, 2008).

In ________________, it is essential that counselors understand their own biases and to become aware of their own assumptions and values. Counselors should also understand culturally different clients and develop appropriate techniques and intervention strategies.
AMCD Multicultural Counseling Competence

Attitudes and Beliefs, Knowledge & Skills

- Counselor Awareness of Own Cultural Values and Biases
- Counselor Awareness of Client’s Worldview
- Culturally Appropriate Intervention Strategies
Who are the students?

Students with:

- __________ Concerns
- __________ Concerns
- Students with _____ history of behaviors

Students with:

- Anxiety Disorder
- Depression
- ADHD

- Eating Disorder
- Conduct Disorder
- Oppositional Defiant Disorder
Benefits of using CBT Interventions with Students

- Effective
- Short-term
- Solution focused
- Can be used in school and home
Terms and Basic Concepts
CBT Overview

- Cognitive behavior therapy (CBT) assumes behaviors are learned, and with learning processes, different behaviors can be learned. (Hecker & Wetchler, 2003)

- The goal of CBT is to ____________ symptoms (negative behaviors) and promote appropriate behavioral responses using various methods or interventions such as: systematic desensitization, relaxation, positive and negative reinforcement, cognition modification, assertiveness training, stress management, and problem-solving. (Leichsenring, Hiller, Weissberg, & Leibing, 2006)

- The key concepts of CBT are the view of human nature and emotional disturbance and the A-B-C framework according to Corey (2009).
CBT Overview

- ___________ and ___________ are connected to the situation that occurred or the comment that was made (Mennuti & Christner, 2012).

- It is based on the student’s perception and interpretation.
There is not always a cause and effect; instead, it may be situational (Mennuti & Christner, 2012).

CBT focuses on how the student perceives his/her experiences and how his/her perceptions influence the student’s behavior (Mennuti & Christner, 2012).
CBT Overview

- CBT is has a lot of ___________________ and requires a great deal of student participation.

- CBT techniques and interventions are taught and practiced in school, and then given as homework to the student to carry out and practice at home.
  - _____________ Involvement

- There are no set number or specifically identified approaches or interventions.
CBT Overview

(Mennuti, Christner, & Freeman, 2012)
CBT Overview

Things to consider:
- Environmental Influences
- Cultural Influences
- Chronological Age versus Developmental Age
- Risk Factors
- Motivation to Change
- Desired Outcome
CBT Overview

Process:

- Combine ____________ and ________________ components to understand the student.

- Explore _________________ influences (i.e. past trauma, parental interaction, teacher interaction, peers, etc.)

- Explore the option of the problem being the result of a student with socially awkward behaviors due to underdeveloped social skills.

- Develop strategies or interventions that will address the issue
Common Distortive Thoughts

- Dichotomous thinking
- Overgeneralization
- Mind reading
- Emotional reasoning
- Disqualifying the positive
- Catastrophizing
- Personalization
- Should/Must statements
- Comparing
- Selective abstractions
- Labeling

(Mennuti, Christner, & Freeman, 2012)
Understanding the Students You Serve

- SES
- ___________ Dynamic
  - Parents (married), Mom/Dad (divorced)
  - Grandparent(s), other family members
  - Adopted
- ___________ Style
  - Authoritative/Permissive/Authoritarian/Hands-off
- Student’s place in family genogram
  - Only child/middle child/oldest child/youngest child
- ___________ abuse seen by child
- Child abuse
- Drug/alcohol related activity
- ___________ of close loved one
Evidenced-Based Research says:

- Cognitive Behavioral Parent Programs for the Treatment of Child Disruptive Behavior

- Therapist emotional reactions and client resistance in cognitive behavioral therapy

- Group cognitive behavior therapy for children with high-functioning autism spectrum disorders and anxiety: A randomized trial
Students’ Stages

Thoughts ~ Behaviors ~ Feelings

- Pre-contemplation
- Contemplation
- Preparation for Action
- Action
- Maintenance
- Relapse
Common Goal

- Individualize Approach
- Establish a relationship
- Session/Classroom structure
- Case Conceptualization

Student/Teacher/Counselor Common Goal

(Mennuti, Christner, & Freeman, 2012)
Classroom Implementation & Scenarios
Classroom Implementation

- _______ a rapport that leads to a trusting relationship is important in CBT.
  - Not only should you get to know your students’ academic history, but also their environmental and cultural influences (see slide 18).
  - This takes time, but it will benefit all parties.

- _______ with students to create classroom rules, expectations, and consequences.
  - Students tend to honor rules, expectations, and consequences when they help create them.
  - Take time at the beginning of the year/semester to solicit feedback from your students on how to contribute to their learning and own their actions in the classroom.
  - Post the rules, expectations, and consequences in multiple places around the room as a reminder.
  - Teach students key terms and use them throughout the day. (off-tasks, irrational, self-monitoring, re-thinking, etc.)
  - Consistency in key for the success of CBT strategies.
  - Teach and refer (often) to the steps that challenge their irrational thoughts or behaviors.
Classroom Implementation

Create a ______ place for students to share their thoughts or feelings.

- For example—students can write their thoughts on a note card or the worksheet/assignment given to the teacher (see attached resources).

- Share this as an option, but explain there should be signs of an attempt to complete the task.

- For those who choose to abuse the process, let them know they may have an alternate assignment which requires more time and attention.
Classroom Implementation

- Make time to ________ the needs of the student.

  - Make time to follow up with the students who has expressed ________ thoughts. (Before school, after school, phone call home, etc.)

  - Have a color coded system that students can use to address what their ________ needs are at the time.

  - If student is uncomfortable with using the color coded system, you may be able to create other signs that communicate certain needs.
Classroom Implementation

- Involvement is important with CBT.
  - Inform parents of the classroom rules, expectations, and consequences created by their student.
  - Inform parents of the different ways they can support the use of CBT at home.
    - Asking parents to help students identify irrational thoughts/behaviors.
    - General problem solving, communication, and social skills.
    - Developing household rules with the help of student
    - Desired behaviors
    - Helping students complete CBT homework assignments (for example the if, then worksheet).
Classroom Implementation

- Other classroom supports
  - Peer Buddy
  - Remove obstacles and/or distractions
  - Provide classroom based incentives
  - Close communication between home and school
  - Close communication with school counselor(s)
Classroom Implementation

- Counselor and __________ Partnership
  - Keep counselor informed regularly.
  - Ask counselor to teach a guidance lesson on CBT strategies (to students and teachers)
  - Ask counselor to observe the class to ensure strategies are being implemented correctly.
  - _________________ with counselor if individual students need additional support for their behavior.
Classroom Implementation

**Steps**
- What am I suppose to do? (Identify the problem)
- I need to figure out what to do (at least three alternatives)
- What will happen if I do this?
- Make a __________
- Find out how I did

**Solutions**
- Self Talk
- Relaxation
- Problem Solving
- __________
- Think of benefits of positive behavior/thoughts
Implementing CBT with Students

Thoughts ~ Behaviors ~ Feelings

Changing from:

- I’m a failure. I can’t do this so I give up!
- I can’t touch anything without breaking it.
- Bad things ALWAYS happen to me. It means I’m a bad person.
- She didn’t speak to me when she passed by me. She doesn’t like me.

Changing to:

- I didn’t get it this time, but if I keep trying then eventually I will.
- I need to be more careful, pay attention and watch my surroundings. Then I won’t break as many things.
- Some people have it worse than I do, and I always get through what happens to me. So that makes me a strong person.
- Maybe she didn’t see me or she has something on her mind. It has nothing to do with me.
Resources & Next Steps

- See hand-outs

- Protocol of interventions & next steps
  1. Try using CBT with students in the classroom or Content mastery setting
  2. Contact School Counselor
  3. Contact Parent
In most cases, you don’t need to go far to change your life around...

Many times, all it takes is to shift slightly and take one step in another direction.
Watch your thoughts; they become words.
Watch your words; they become actions.
Watch your actions; they become habits.
Watch your habits; they become your character.
Watch your character; it becomes your destiny.
"The greatest discovery of my generation is that a human being can alter his life by altering his attitudes."

~William James
Whether you think you can, or think you can't, you're right.

(Henry Ford)
References


