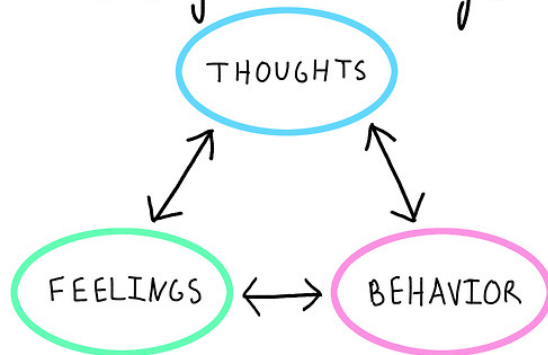


The Cognitive Triangle



# FROM THE CLINIC TO THE CLASSROOM: ADAPTING CBT FOR CLASS-WIDE IMPLEMENTATION

Advancing School Mental Health Conference 2015

Imad Zaheer, PhD.

Kirra Guard, PhD.

Viviana Gonzalez, M.A., BCBA

# OBJECTIVES

## ◉ For you

- Learn about research and conceptual frameworks for CBT in schools
- Learn about a model for adapting CBT for classrooms
- Review a case study applying this model
- Discuss special considerations and challenges when looking to implement CBT in schools (including technology)

## ◉ For me

- Try not to talk to fast
- Elicit feedback throughout the presentation and at the end
- Be mildly entertaining

# CHILDHOOD MENTAL HEALTH CONCERNS

- Approximately one out of five children has a diagnosable mental health disorder (CDC, 2010; Davis, Young, Hardman, & Winter, 2011; Merikangas et al., 2010).
  - Most youth do not receive adequate services to address their mental health needs (Kataoka, Zhang, & Wells, 2002).
- Schools are ideal context to intervene
  - 75% of all childhood mental health services are provided in schools (Ringel & Sturm, 2001; Huan et al, 2005).
- However, quality of services is often **unverified** (Atkins, Frazier, Adil, & Talbott, 2003; Langley, Nadeem, Kataoka, Stein, & Jaycox, 2010).

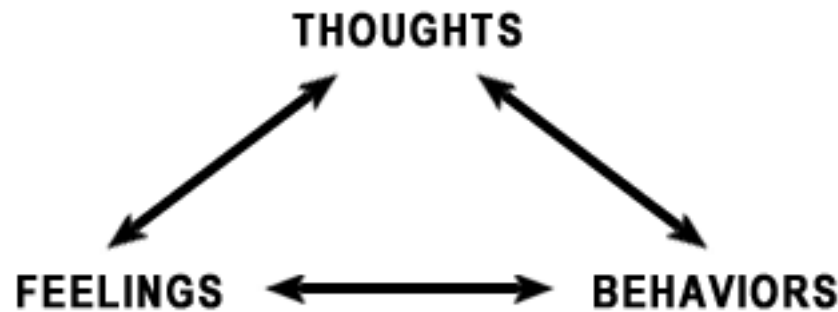
# COGNITIVE BEHAVIOR THERAPY

- ◉ Cognitive behavior therapy is one of the most well-established treatment for children and adults (Kendall, 2000; Kendall, Suveg, & Kingery, 2006; Gresham, 2005)
- ◉ What is cognitive behavior therapy?
  - Not one treatment but a large group of treatments that incorporate components of cognitive and behavioral therapies



# COGNITIVE BEHAVIORAL MODEL

- ◉ The CBT approach is intended to provide participants with the skills they need to recognize, understand, and manage their thoughts, feelings, and behaviors for improved well-being
- ◉ Our thoughts, feelings, and behaviors all influence each other.



- ◉ Focuses on thoughts
  - Core beliefs and thinking patterns (automatic thoughts)
- ◉ And address feelings and behaviors



# COGNITIVE BEHAVIORAL THERAPY IN SCHOOLS

Classroom Models

# RESEARCH ON CBT IN SCHOOLS

- CBT can and has been successfully applied in school settings at all three tiers (Reynolds & Coats, 1986;

Lamb et al., 1998; Shirk et al., 2009)

- Variety of setting (classroom, counseling room, school health clinics)
- Various professionals (counselors and nurses)

- Effect size is typically lower in schools (Bernstein et al., 2008; Kavanagh et al., 2009)

- Some review studies indicate a ranged from 0.11 to 1.37
- Others indicate a range from 0.15 to 0.27.

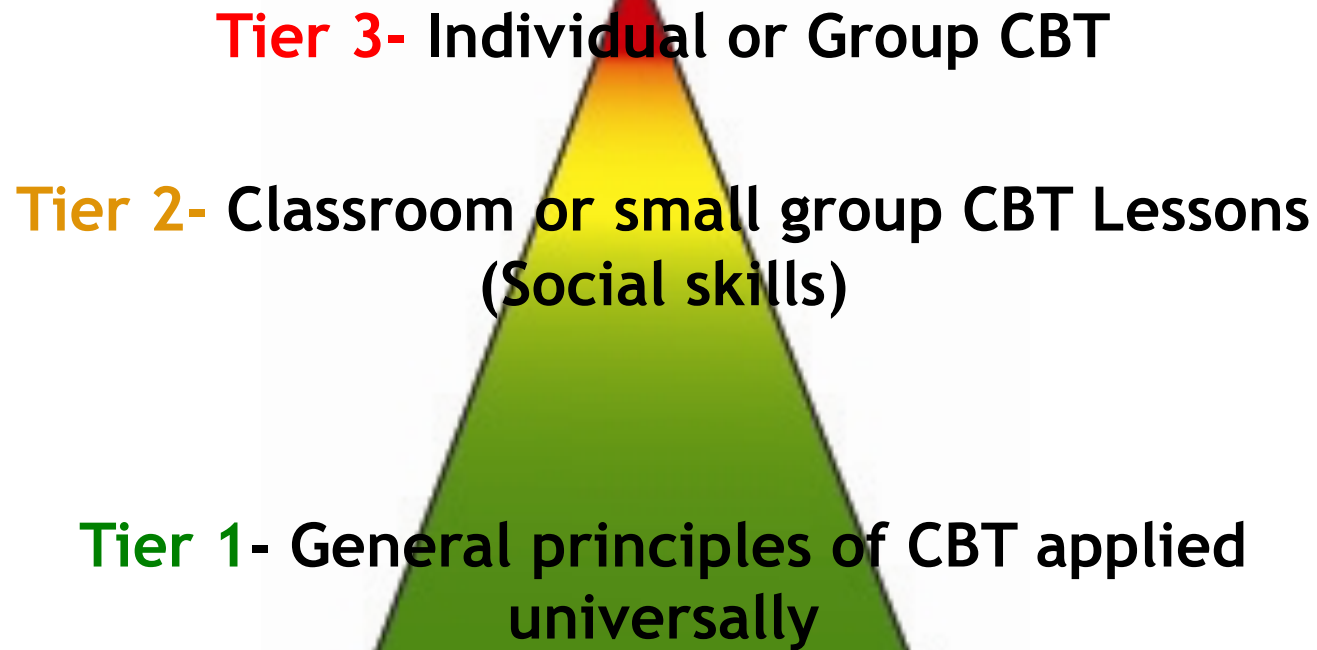
# CHALLENGES OF CBT IN THE CLASSROOM

- ◉ There are over 500 CBT manuals!
  - Each targets a specific condition
- ◉ There is no overall agreement on essential components of CBT
  - Some suggest there are 4, others 6 or 8.
- ◉ Not designed for comorbid concerns
- ◉ CBT is often criticized for not incorporating enough emotional regulation training, which is core of many social emotional learning programs
- ◉ Finding the appropriate context and personnel to deliver high quality CBT services

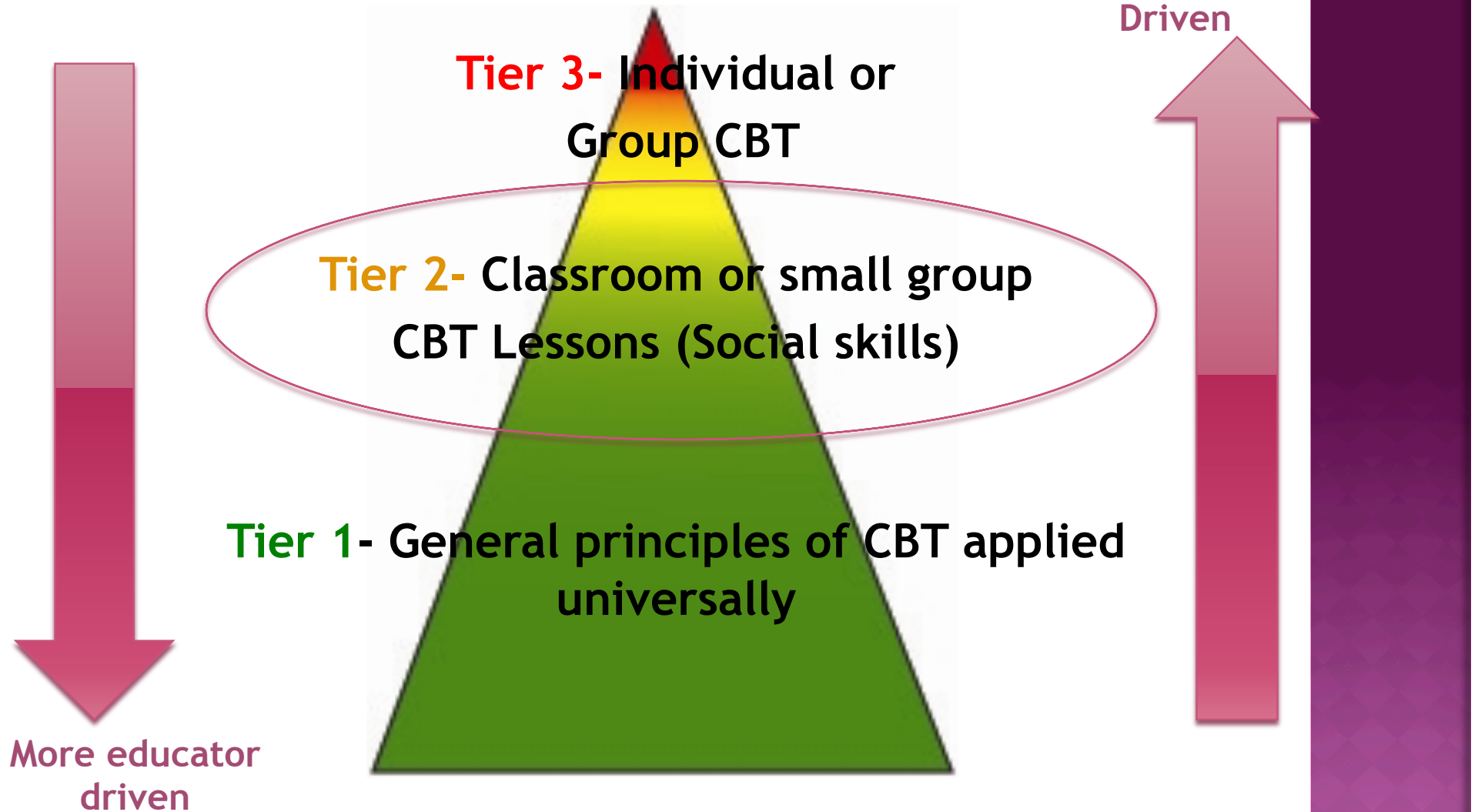
# POTENTIAL SOLUTIONS

- ◉ Place within a tiered systems framework
- ◉ Targeting core processes (principles of change) to build general cognitive behavioral skills
  - Focus on key elements that can be adapted with flexibility
  - Can apply to variety of problems
- ◉ Target general capability for emotional regulation
- ◉ Deliver in the classroom by special service staff or teachers (other MH professionals if available)

# ADAPTING CBT TO FIT IN SCHOOL CONTEXT: TIERED APPROACH



# WHO SHOULD BE IMPLEMENTING: MH PROFESSIONALS OR EDUCATORS?



# ESSENTIAL COMPONENTS

## ◉ Modular or principle based approach (Kendall et al, 2006; Gosch et al., 2006; Velting et al., 2004)

- Psychoeducation
- Somatic management
- Cognitive restructuring
- Problem solving
- Exposure
- Relapse prevention
- Homework
- Parent involvement
- Emotional Learning
- Behavioral activation



# BARLOW'S UNIFIED MODEL

- ◉ David Barlow's transdiagnostic approach to Emotional Disorders proposes four categories that incorporate essential components
  - Psychoeducation
  - Cognitive appraisal
  - Emotional acceptance
  - Behavior change (practice)



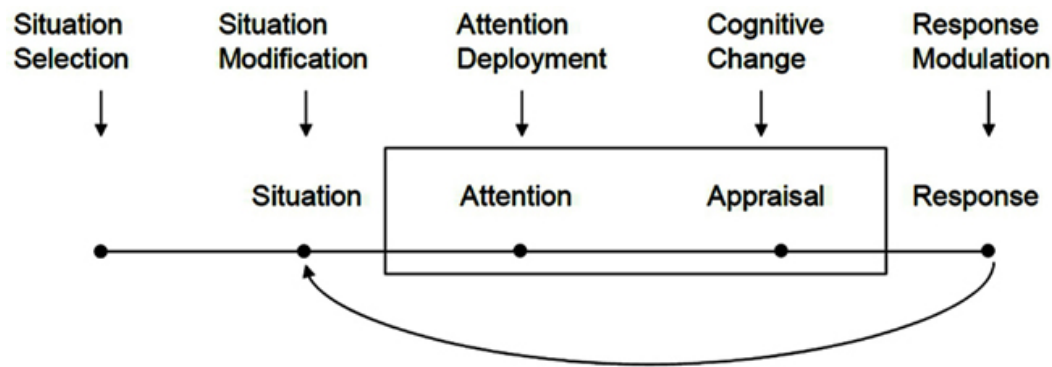
# BARLOW: ESSENTIAL COMPONENTS OF CBT

- **Psychoeducation**
  - Normalize & understand emotional responses
  - Identify triggers
  - Understand the cognitive triangle
- **Cognitive appraisal**
  - Identify maladaptive/automatic thoughts
  - Develop strategies for challenging maladaptive thoughts
- **Emotional acceptance**
  - Develop strategies to manage negative emotions
- **Behavior change (practice)**
  - Provide guided practice managing difficult situations

# EMOTIONAL REGULATION

## Overall model

- James Gross- emotion science
- Sequential ordering of regulation strategies, each providing a different point for interventions



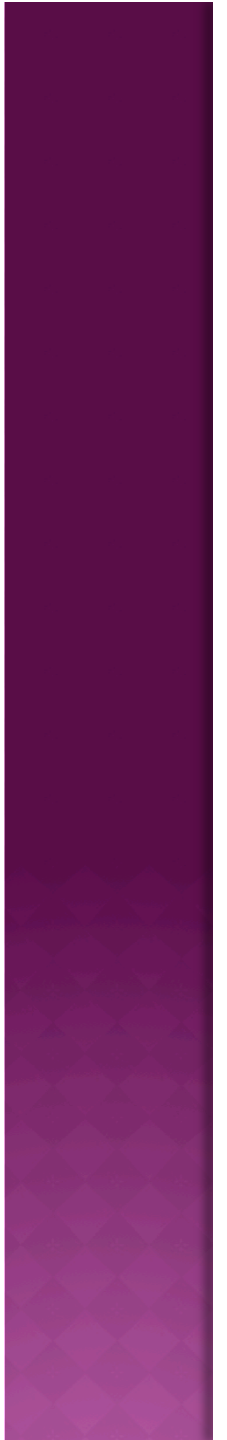
## Explaining CBT as part of this process

# EMOTIONAL REGULATION

- Using CASEL Standards as targets



# AN INTEGRATIVE MODEL OF CLASSROOM BASED CBT



# TYPICAL SEQUENCE

- ◉ Designed primarily for classroom instruction (however MH professionals can do it as well and collaborate)
- ◉ Typically 8 weeks, 16 sessions (roughly a school quarter)
  - Can be as long or short as needed
  - Covers 4 components
  - 50 minute sessions
- ◉ Embedded within social skills curriculum

# SOCIAL & EMOTIONAL SKILLS TRAINING

- ◉ Social Skills: Focus on skill deficits
  - Can't do
  - Social skills curriculums
- ◉ Emotional Skill: Focus on motivation
  - Won't do- (Scare to do)
  - Classroom CBT

# INSTRUCTIONAL APPROACH

- ◉ **Tell** (coaching)
- ◉ **Show** (modeling)
- ◉ **Do** (role play)
- ◉ **Practice** (behavioral rehearsal)
- ◉ **Monitor Progress** (feedback)
- ◉ **Generalize** (apply in multiple settings)

# INCREASING INVOLVEMENT

- ◉ Reward activities!



*“Earn a chance to win a mystery prize!”*

- ◉ Motivates students to do work between sessions
  - Provides an informal “assessment” to see if students are understanding the content
  - Improve rate of homework completion

# EVALUATION

## ◉ CASEL Criteria-5 criteria

- Self-management
- Self-awareness
- Social awareness
- Relationship skills
- Responsible decision making



## ◉ Phase assessments

- At the end of each phase, informally assess if the content of the phase was successfully acquired
- For example, giving a homework assignment that requires students to list and give examples of each emotion and associated behaviors

# CASEL based Rating scale

Parent Name \_\_\_\_\_  
 Student Name \_\_\_\_\_

Date \_\_\_\_\_  
 Evaluation # \_\_\_\_\_

<b>Scoring Guide</b> Please mark where you believe your child is in terms of each skill domain listed below, with the lowest score at -5 (below expectations) to the highest score at +5 (above expectations). Note, the numbers are just for a guide, you can mark in between the numbers as well.	
--	--

Domains	RATINGS
<b>Self-awareness</b> <ul style="list-style-type: none"> <li>Identifies and recognizes emotions</li> <li>Accurate self-perception</li> <li>Recognizes strengths and weaknesses"</li> </ul>	
<b>Social Awareness</b> <ul style="list-style-type: none"> <li>Perspective taking</li> <li>Empathy</li> <li>Respect for others"</li> </ul>	
<b>Responsible Decision Making</b> <ul style="list-style-type: none"> <li>Problem Identification and situation analysis</li> <li>Problem solving</li> <li>Evaluation and reflection</li> <li>Personal responsibility</li> </ul>	
<b>Self-Management</b> <ul style="list-style-type: none"> <li>Impulse control and stress management</li> <li>Self-motivation and discipline</li> <li>Goal setting and organization</li> </ul>	
<b>Relationship Management</b> <ul style="list-style-type: none"> <li>Communication, social approach and engagement</li> <li>Working cooperatively</li> <li>Conflict management</li> <li>Help seeking and providing help to others</li> </ul>	

Additional Comments or Notes

Case Study with Children with Emotional and  
Behavioral Challenges

# CENTENNIAL SCHOOL AT LEHIGH UNIVERSITY



# CENTENNIAL SCHOOL

## ◉ Alternative Education Placement

- Serves local school districts and Intermediate Units in the Lehigh Valley
- Students ages 6-21
  - ◉ Primarily ED diagnosis
  - ◉ Secondary SLD, Autism
- Enrollment: Approximately 80 to 100 students

## ◉ School Wide Positive Behavior Support System in place

- Completely eliminated use of restraint and seclusion.

# PARTICIPATING STUDENTS

- ◉ Elementary and Middle School students
- ◉ In middle school, across 3 classrooms:
  - Grouped according to academic grade level
  - Classroom sizes of 8-12 students
  - Majority males

# INTRODUCING THE GROUP

- ◉ Explaining what will happen and what is expected
  - Group coherence
  - Ice breakers
  - Building the “bridge”!
- ◉ Confidentiality and respect
- ◉ Explaining reward system
- ◉ Setting up values and goals up front

# SETTING VALUES AND GOALS

- ◉ Values include

- Honesty
- Intelligence
- Friendship
- Love

- ◉ Activity:

- Ideal self versus real self

- ◉ Goals and sub-goals

- Concrete steps towards the value

# FOUR COMPONENTS

Psychoeducation

Cognitive  
Appraisal

Emotional  
Acceptance

Practice

# PSYCHOEDUCATION

# PSYCHOEDUCATION

1. Help students identify their personal bodily reactions to emotions
2. Facilitate the identification of events/ triggers that lead to those emotions
3. Emphasize that strong emotional reactions to certain situations are normal
4. Introduce and reinforce the cognitive triangle

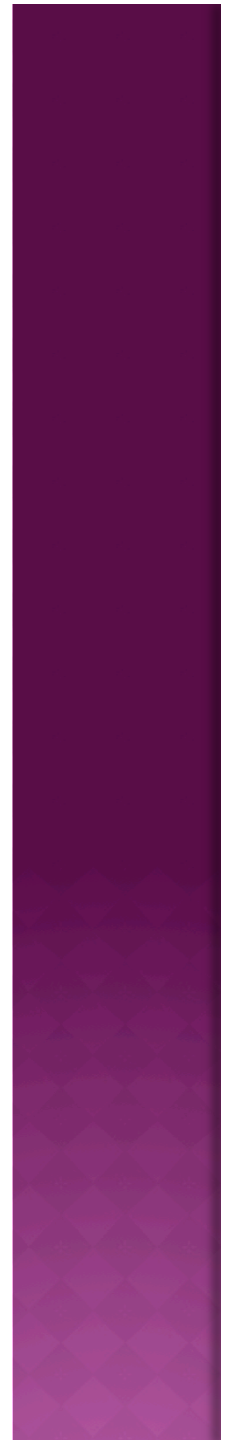
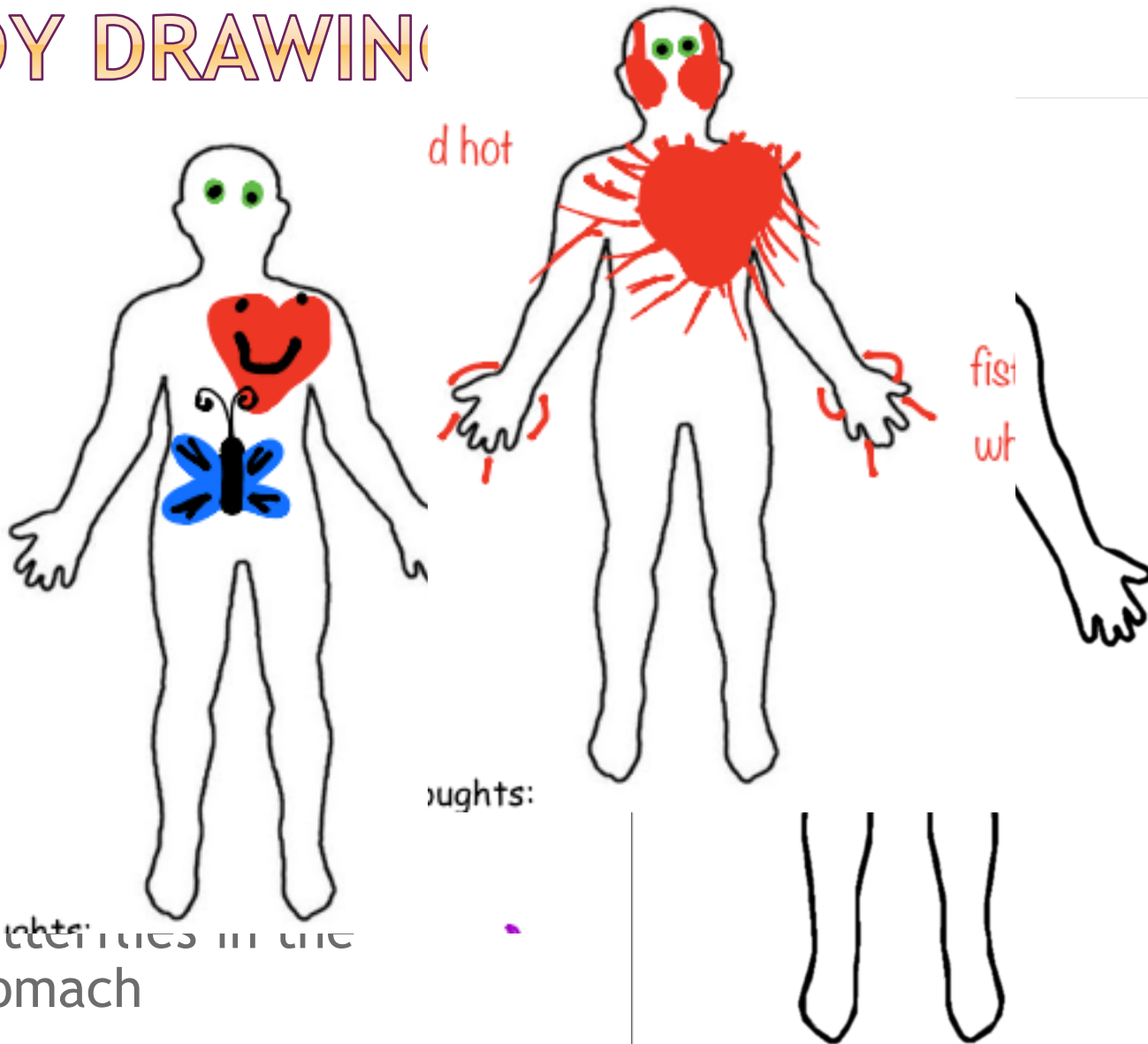
# BODY DRAWING

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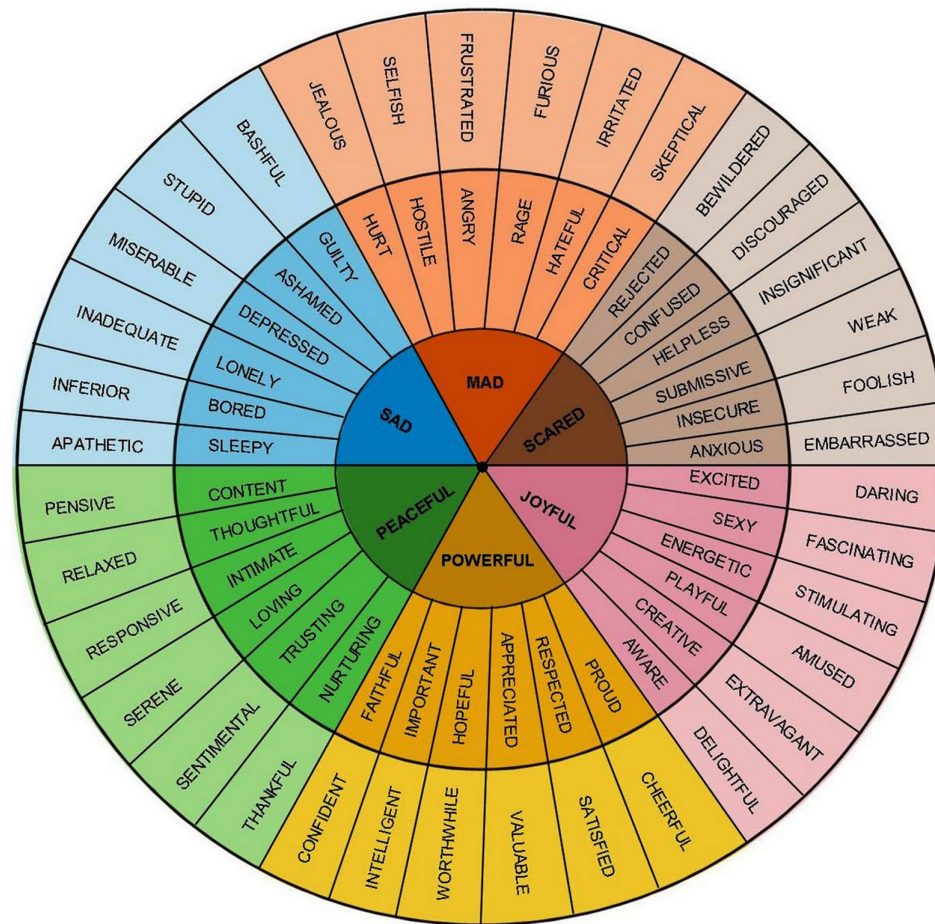
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- thoughts in the stomach



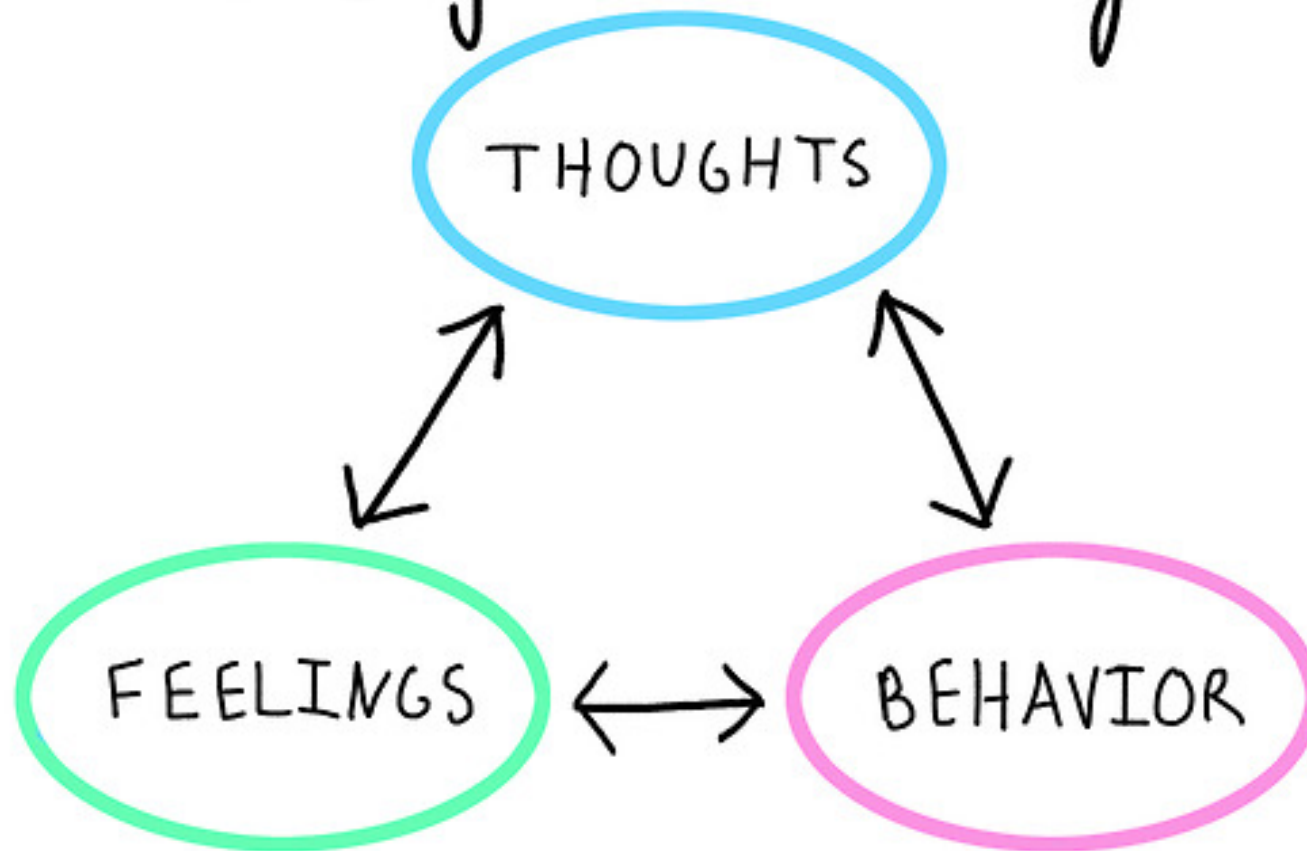
# EMOTIONAL CHARADES

- ◉ Having students act out emotions and have other students guess what emotion it is.
- ◉ Review cues and signals that led them to the correct answer



## TEACHING THE

# The Cognitive Triangle



## EVENT

Michelle walks by a table full of boys in the cafeteria and they all begin to laugh

I know they're laughing at me. They think I look like a big fat pig in these jeans—I never should have worn them.

## THOUGHTS

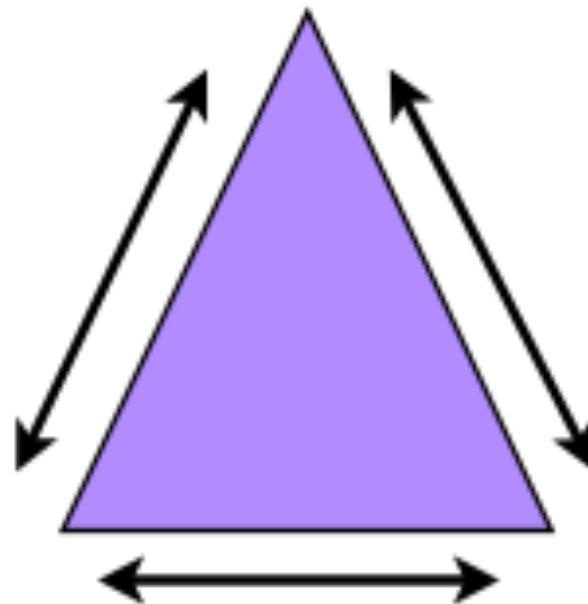
Buys two lunches and quickly eats both while sitting alone

(withdrawing and overeating)

## BEHAVIOR

Sad  
Embarrassed

## FEELINGS



# HUNTING THE SNIPE



## EVENT

Russell comes to Mr. Frederickson's door looking for an elderly person to help. He interrupts Mr. Frederickson's program and starts reading from a script.

Allows off the mark thoughts to occur:

"This kid is just like all the other kids who come to my door - they just want me to buy something!"  
(Repetitor)

## THOUGHTS

Rolls his eyes

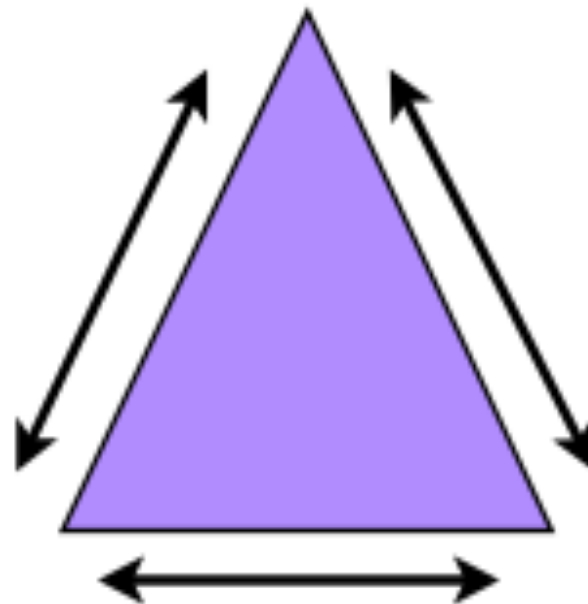
Shuts the door on Russell

Lies to Russell about the Snipe in order to get rid of him

## BEHAVIOR

Annoyed  
Frustrated  
Mad

## FEELINGS



## EVENT

Russell comes to Mr. Frederickson's door looking for an elderly person to help. He interrupts Mr. Frederickson's program and starts reading from a script.

## Interrupts off the mark thoughts:

"Hmmm...this young man looks like a Wilderness Scout. He may want me to buy something, or he may be here for some other reason. I'll listen to what he has to say to find out."

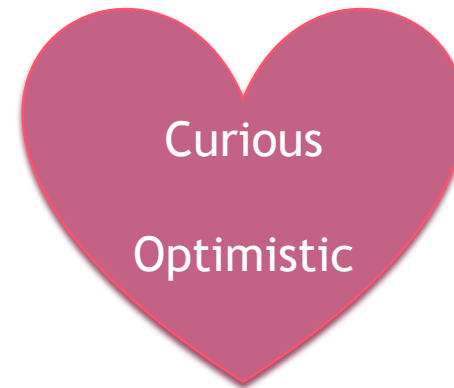
## THOUGHTS

Holds open the door and says, "Hello."

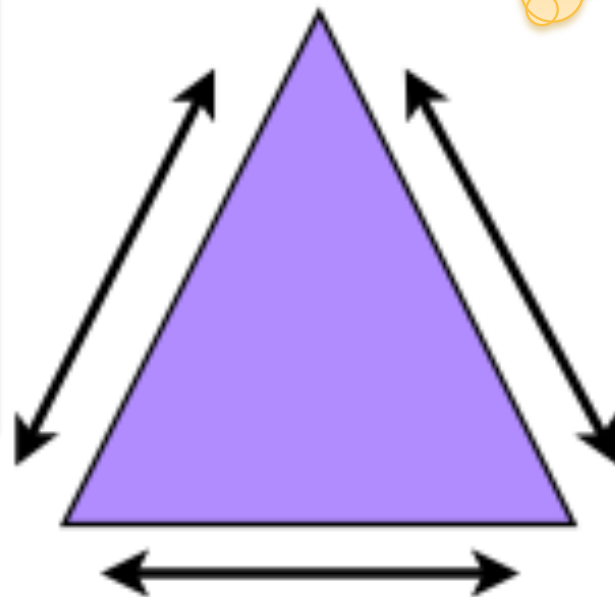
Listens to Russell politely

Finds a way for Russell to help him so he can earn his badge.

## BEHAVIOR

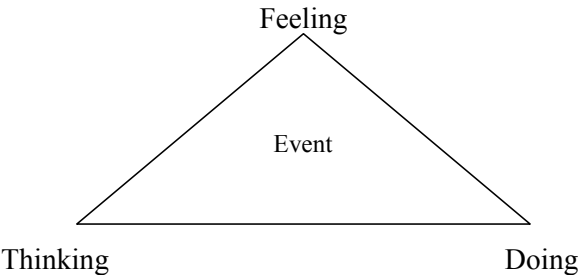


## FEELINGS



# ASSESSMENT

Cognitive Triangle Worksheet



EVENT “Something Happens”	THOUGHTS “I tell myself something”	FEELINGS “I feel something”	BEHAVIORS “I do something”

# COGNITIVE APPRAISAL

# COGNITIVE APPRAISAL

1. Fostering greater flexibility
2. Cognitive distancing through catching and noticing thoughts
3. Changing automatic responses to thoughts



# COGNITIVE RESTRUCTURING

Thinking Traps	Description	Examples
<b>The fortune teller</b>	Predicting what will happen in the future- and usually predicting things will go badly	"I know today is going to be a bad day, just like every other day; I won't have fun if I hang out with my friends so I might as well not go"
<b>The mind reader</b>	Reading minds (not in the good way); jumping to conclusions that someone is thinking bad things about you	"I know my classmates don't like me, even if they don't say it; She bumped into me on purpose to make me mad, she doesn't like me"
<b>The perfectionist</b>	Setting expectations for yourself that are too high, or saying things to yourself like	"I'm going to fail; my teacher will think I'm not smart if I get one thing wrong; I'm not good enough unless I do everything perfect"
<b>The catastrophe</b>	Always thinking the "worst ever" is going to happen	"I don't have any friends and I will never have any friends; I'm going to fail all my classes and not be able to graduate"
<b>Walking with blinders</b>	Not thinking about all the possible good things that could happen in a situation, just thinking something unwanted is going to happen.	"ONLY bad things happen to me, nothing good ever happens; My brother ALWAYS gets the the best things, I ALWAYS get the worst"
<b>The repetitor</b>	If it happened once it is always going to happen that way	"I did bad in school before and I will always do bad in school"
<b>The pessimist</b>	Expecting things to always turn out badly	"Nothing ever goes right for me, even if I get something nice, it's just taken away anyways..."
<b>Pick, pick, pick</b>	Missing the good parts but picking out the potential dangers in a situation	"If I perform in the talent show, people might make fun of me (not considering how the talent show maybe fun as well)"
<b>The avoider</b>	Avoiding or staying away from situations or things you think are scary without trying first and seeing if it is really dangerous or as scary as you think	"I could never go on stage, that seems so scary...I would just freeze"
<b>The should</b>	Should' thinking, thinking about how things should be rather than how they are	"I SHOULD always get all my responses right on my homework. I SHOULDN'T feel nervous"

# THE FORTUNE TELLER!



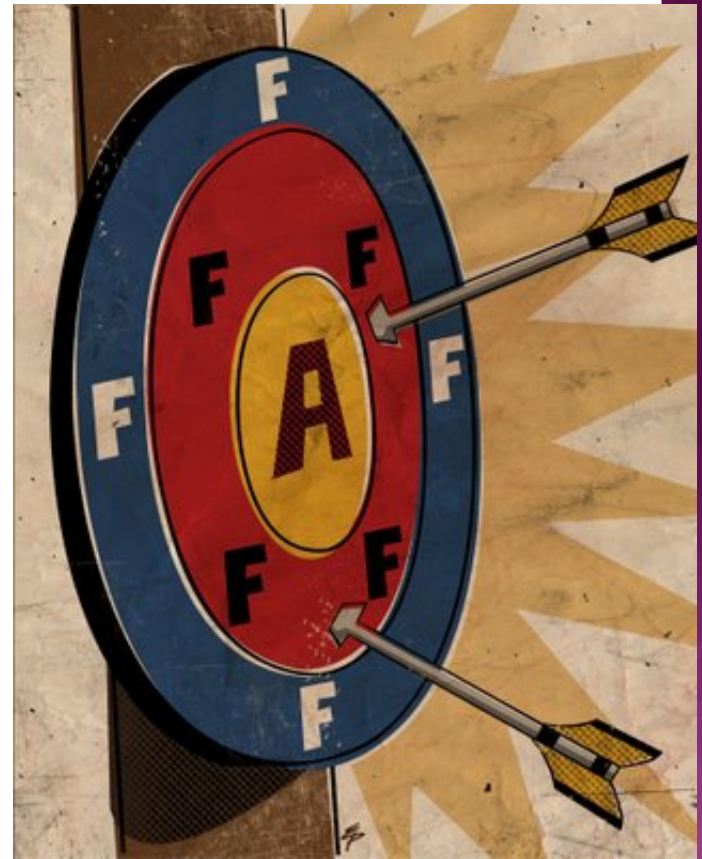
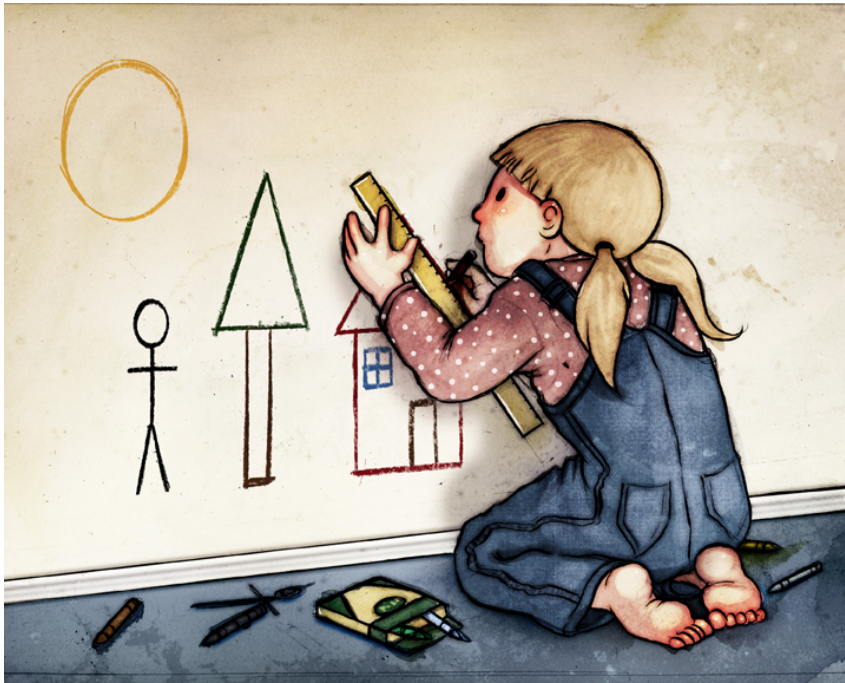
# FORTUNE TELLER

**Predicting what will happen in the future- and usually predicting things will go badly**

“I know today is going to be a bad day, just like every other day”

“I won’t have fun if I hang out with my friends so I might as well not go”

# THE PERFECTIONIST!



# THE PERFECTIONIST

**Setting expectations for yourself that are too high, or saying things to yourself like**

“I’m going to fail”

“My teacher will think I’m not smart if I get one thing wrong”

“ I’m not good enough unless I do everything perfect”

# THE CATASTROPHIZER!



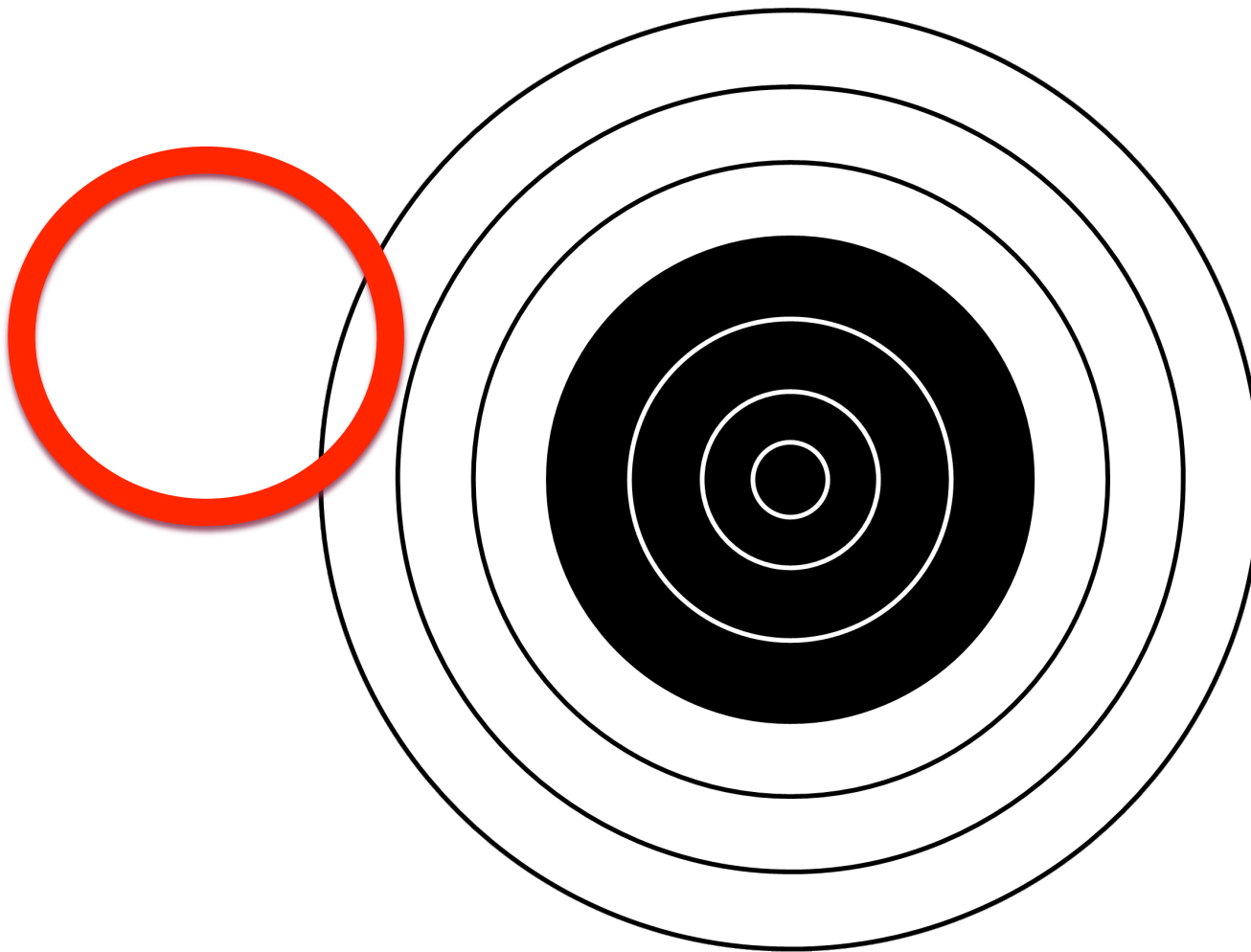
# THE CATASTROPHIZER

**Always thinking the “worst ever” is going to happen**

“I don’t have any friends and I will never ever have any friends”

“I’m going to fail all my classes and not be able to graduate”

# ON THE MARK & OFF THE MARK THOUGHTS



# THOUGHTS DARTS!



Way off the mark

Off the mark

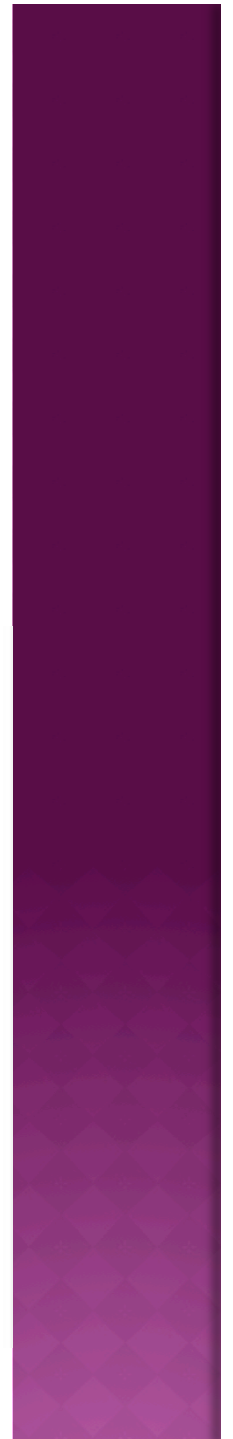
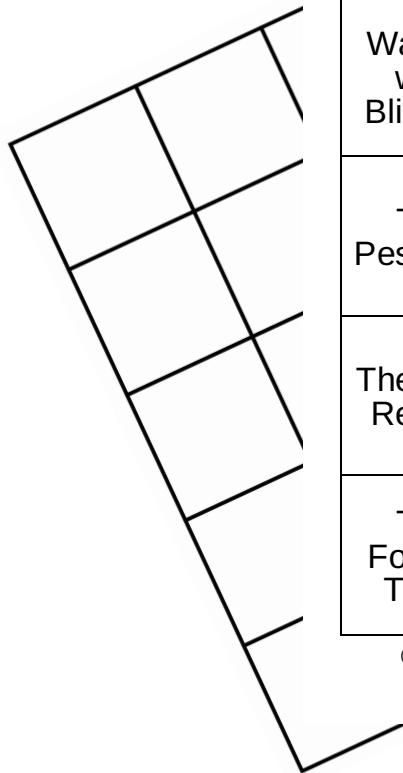
On the mark

# ASSESSMENT

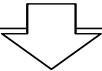
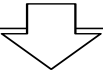
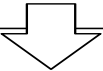
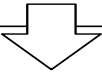
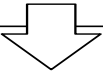
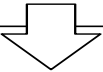
## Thoughts Bingo

B	I	N	G	O
The Mind Reader	The Repetitor	The Perfectionist	The Mind Reader	Walking with Blinders
Walking with Blinders	The Should	The Avoider	The Catastrophizer	The Fortune Teller
The Pessimist	The Perfectionist	Free Space!	Pick pick pick	Pick pick pick
The Mind Reader	The Catastrophizer	The Avoider	The Perfectionist	The Pessimist
The Fortune Teller	The Should	The Repetitor	The Fortune Teller	The Catastrophizer

(c) BingoCardApp 2013. Visit <http://www.bingocardapp.com> ! Cards printed with the full version have no footer



# ASSESSMENTS

Describe a situation that was difficult for you, either at school or outside of school		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
Way Off Target Thought	Off Target Thought	On-Target Thought
 Feeling	 Feeling	 Feeling
 Behaviors	 Behaviors	 Behaviors



Managing Emotions

# EMOTIONAL ACCEPTANCE

# EMOTIONAL ACCEPTANCE

1. Strategies to train distress tolerance
  1. Willingness to experience uncomfortable internal experience
2. Undercut avoidance patterns to allow for new skill building to occur
3. Learn ways to lower emotional distress (somatic management)

# SAMPLING EXERCISE

- ◉ Offer students the opportunity to try one or more relaxation strategies.
  - Play the audio for students
  - Provide 5-10 minutes of contact with strategies
  - Ask students for feedback on the strategies
  - Discuss with the class
- ◉ Dartmouth Free Audio Exercises
  - <http://www.dartmouth.edu/~healthed/relax/downloads.html#mindful>



# RELAXATION AND EMOTIONAL ACCEPTANCE STRATEGIES

- ◉ Encourage the use of a wide range of relaxation strategies
  - Breathing
  - Imagery
  - Progressive Muscle Relaxation
- ◉ Meditation



# SESAME STREET EXERCISE

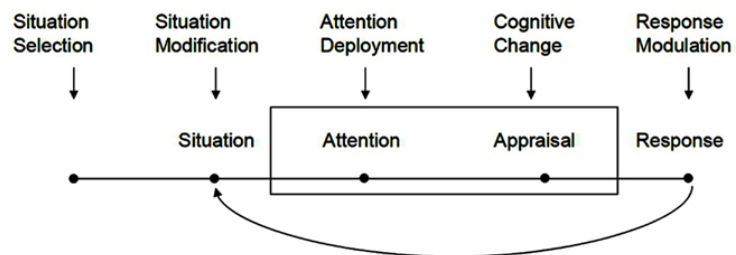
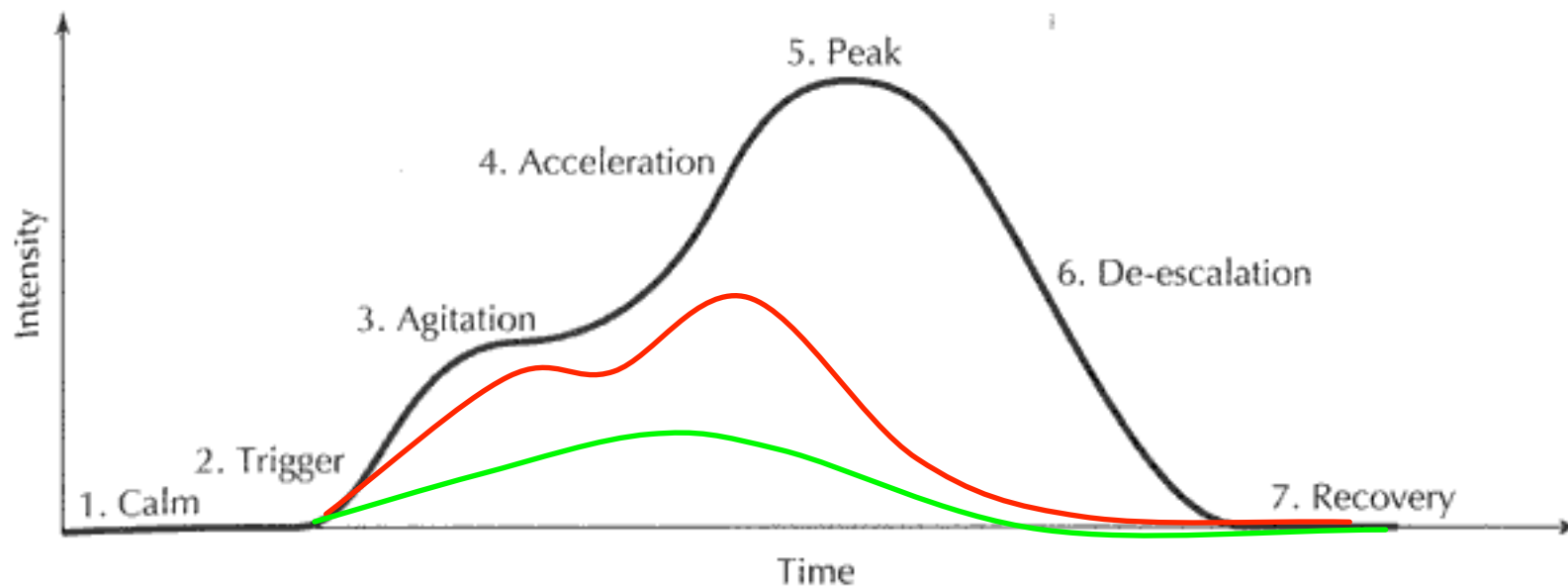
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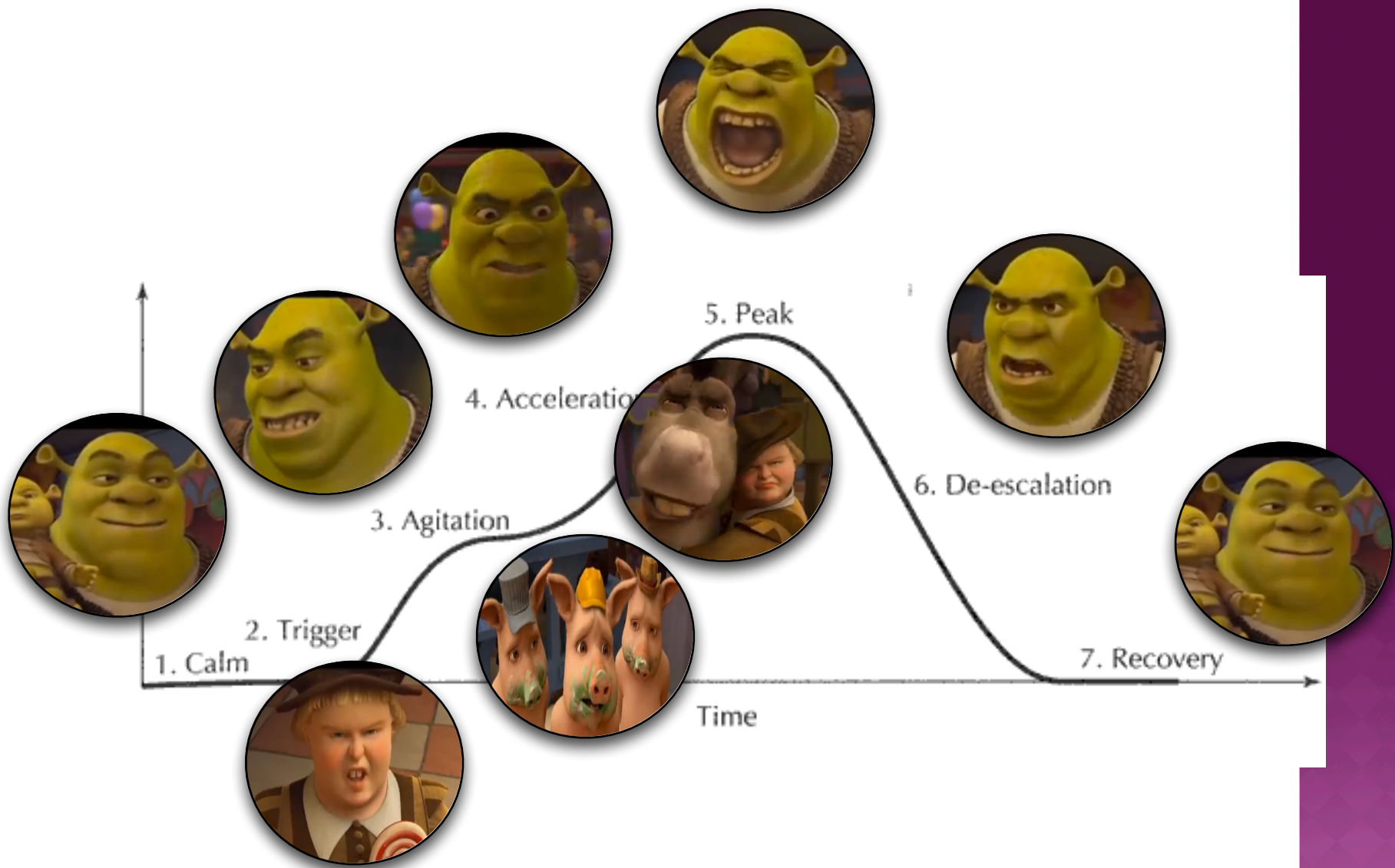
# ESCALATION AND DEESCALATION



SHREK: DO IT

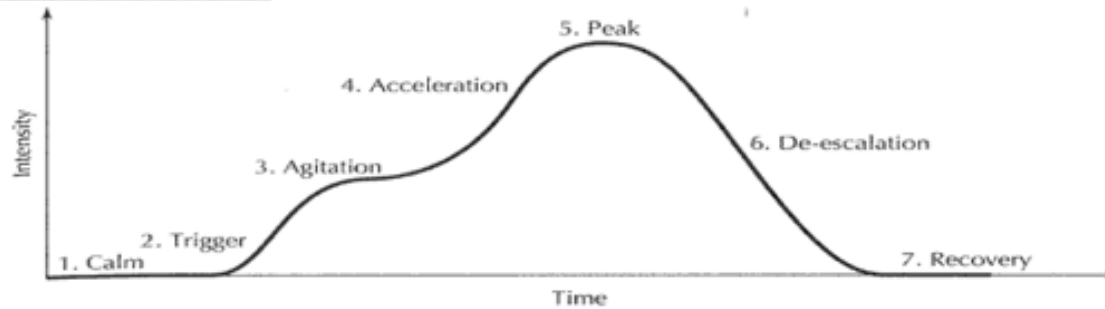


DO IT



# ASSESSMENT

Name: \_\_\_\_\_



Describe a **trigger or event** that made you very sad or angry: \_\_\_\_\_

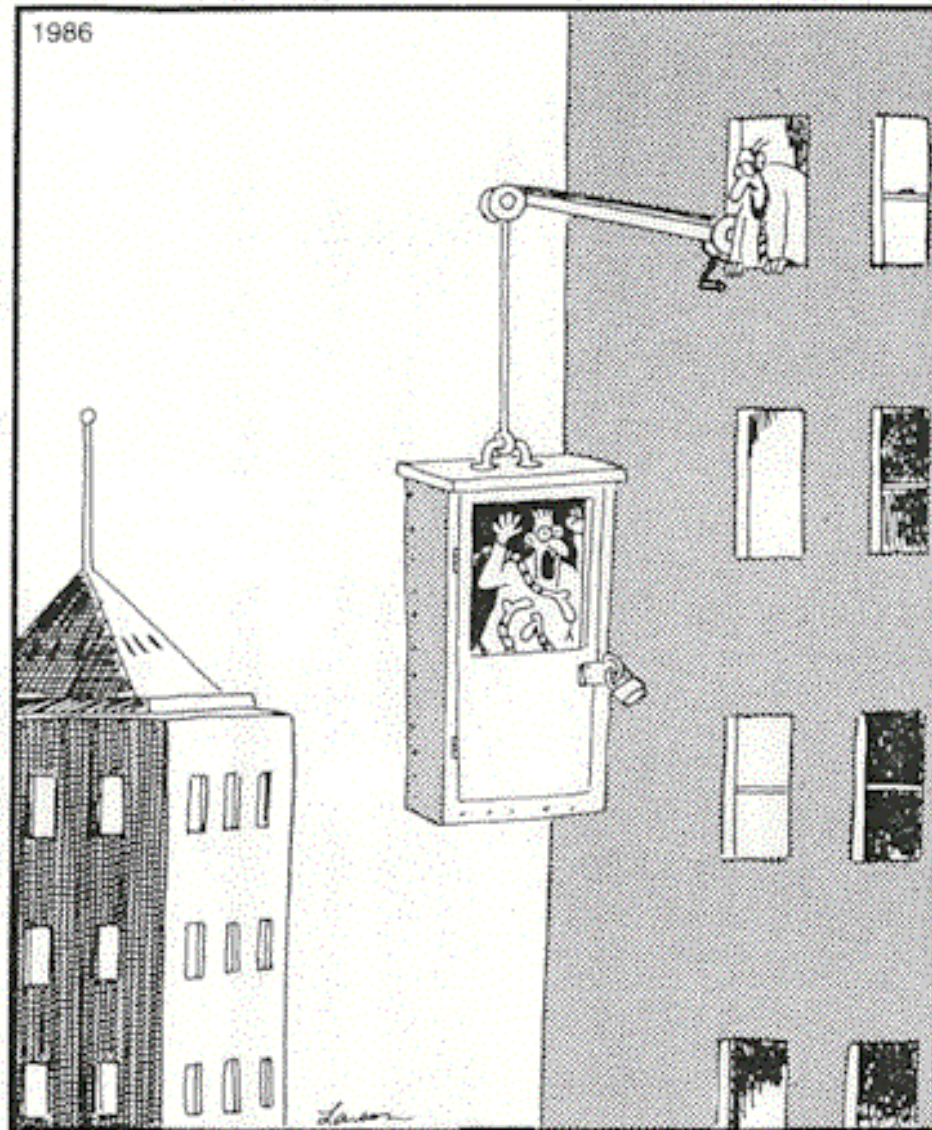
List your **thoughts, feelings, and behaviors** at each stage of the cycle of escalation for this trigger:

	Calm	Trigger	Agitation	Acceleration	Peak	De-escalation	Recovery
Thoughts							
Feelings							
Behaviors							

Generalization

PRACTICE

EXP

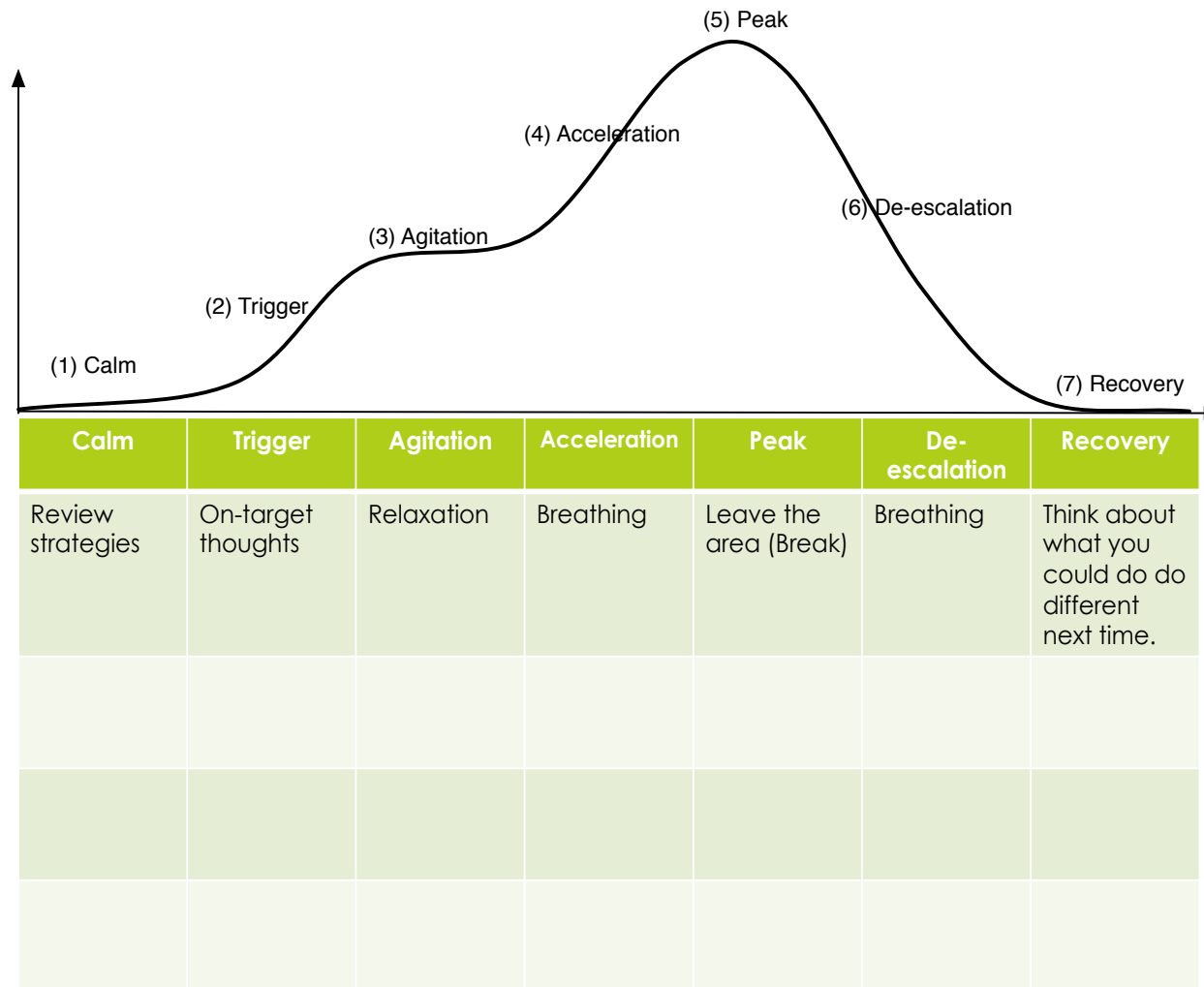


Professor Gallagher and his controversial technique of simultaneously confronting the fear of heights, snakes, and the dark.

# EXPOSURE/PRACTICE

- ◉ Move from more abstract/hypothetical to practice
    - Hypothetical situations
      - Mr. Fredrickson getting a visit from Russell
    - Temporally and/or contextually removed events
      - Yesterday my Mom took my computer privileges away
- Video modeling
    - Creating projects demonstrating desired outcome
  - Live practice
    - During upsetting/frustrating situations as they present themselves

# EXPOSURE/PRACTICE



# LIVE ROLE PLAY

- ◉ Have students select a scenario, or give students a scenario
- ◉ In pairs, have them brainstorm the appropriate and inappropriate way to react
  - Creating an action plan for problem solving
- ◉ Role play these scenarios for other students
- ◉ Discuss with the class



# VIDEO MODELING



- ◉ Have students select a scenario, or give students a scenario
- ◉ Students will script out the appropriate and inappropriate way to react
  - Talking through the problem vs. flipping a desk over
  - Accepting there is a new opportunity for earning points or reinforcers
- ◉ Both situations will be recorded and edited into a movie
- ◉ Movies will be played and shared with the rest of the class
- ◉ Discuss with the class

# ASSESSMENT

- ◉ Video project can serve as a good assessment for this stage and successful understanding
- ◉ School data indicating that students are improving target concerns
- ◉ Specific behavior collection methods developed in collaboration with students

# Were we successful?

Parent Name \_\_\_\_\_  
Student Name \_\_\_\_\_

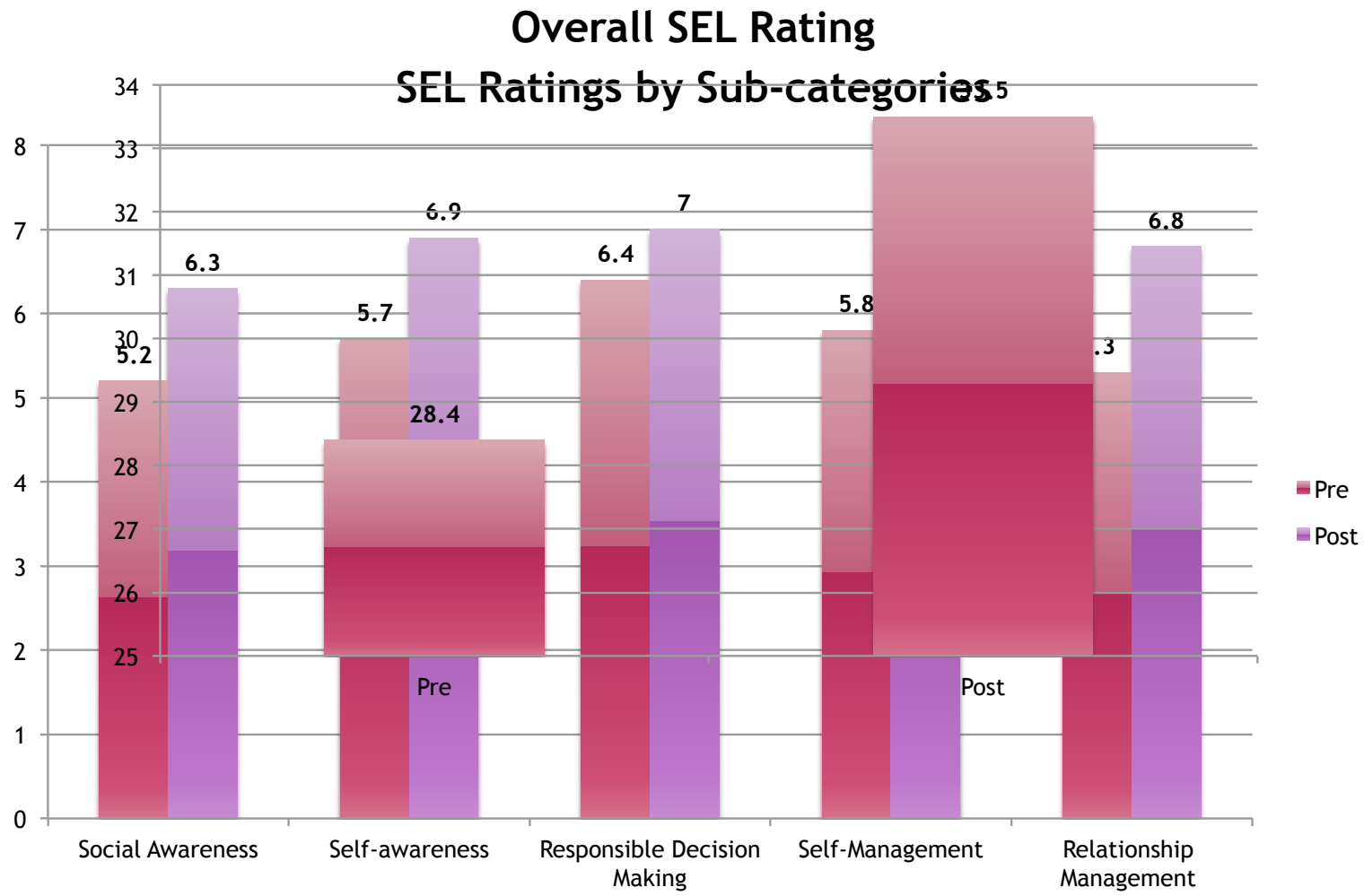
Date \_\_\_\_\_  
Evaluation # \_\_\_\_\_

<p><b>Scoring Guide</b> Please mark where you believe your child is in terms of each skill domain listed below, with the lowest score at -5 (below expectations) to the highest score at +5 (above expectations). Note, the numbers are just for a guide, you can mark in between the numbers as well.</p>	
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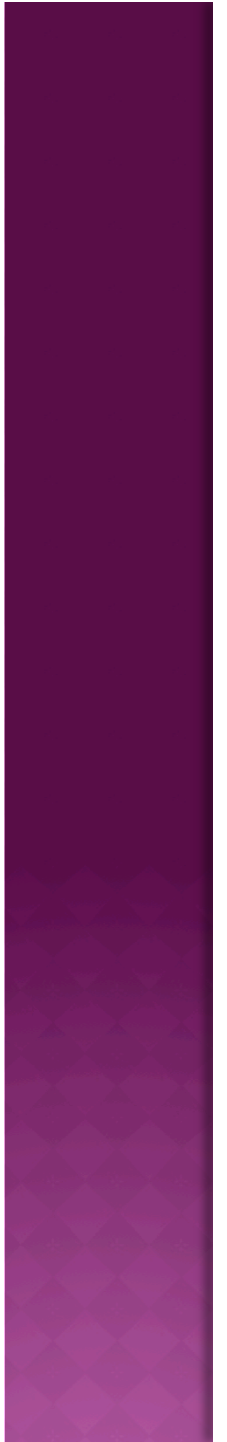
Domains	RATINGS
<p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>Identifies and recognizes emotions</li> <li>Accurate self-perception</li> <li>Recognizes strengths and weaknesses"</li> </ul>	
<p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>Perspective taking</li> <li>Empathy</li> <li>Respect for others"</li> </ul>	
<p><b>Responsible Decision Making</b></p> <ul style="list-style-type: none"> <li>Problem Identification and situation analysis</li> <li>Problem solving</li> <li>Evaluation and reflection</li> <li>Personal responsibility</li> </ul>	
<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>Impulse control and stress management</li> <li>Self-motivation and discipline</li> <li>Goal setting and organization</li> </ul>	
<p><b>Relationship Management</b></p> <ul style="list-style-type: none"> <li>Communication, social approach and engagement</li> <li>Working cooperatively</li> <li>Conflict management</li> <li>Help seeking and providing help to others</li> </ul>	

Additional Comments or Notes

# DATA FROM CASE STUDY



# DISCUSSION



# SPECIAL CONSIDERATIONS

- Principle based approach v. Manuals

- Modify examples around evidence based principles
- Making sure examples and activities are engaging for your students
- Fidelity with flexibility

- Challenges

- Not based on homogenous group (not by disorder or diagnosis)
- Keeping students engaged
- Addressing classroom behavior
- Training teachers to implement

# MODIFICATIONS

- ◉ Different models used over the past three years.
  - Adjusting delivery method and activity to students
  - Applying student and teacher feedback
  - Keeping students engaged by adjusting developmental levels of concepts
- ◉ Older students (high school)
  - Using health class rather than social skills
  - Targeting depression for high school more directly

# USING TECHNOLOGY

- ◉ Smart board integration
  - Creating PDF documents so that facilitator can work on the board
- ◉ Ipads instead of paper worksheets
  - Helps with organizational skills
  - Easy access to permanent products
- ◉ Keeping students engaged
  - Many students reported greater enjoyment with the use of ipads
- ◉ Final products
  - Video modeling
  - Green screen

- ◉ Questions



- ◉ Resources

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