

## *Cognitive-Behavioral Strategies: Evidenced-Based Interventions for the School Setting*

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**Missouri Association of School  
Psychologists  
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## Workshop Objectives

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### Participants will:

- Review the underlying theoretical foundations of CBT
- Learn specific strategies to assess and help change cognitive distortions
- Learn specific strategies to assess and help change behavioral outcomes related to maladaptive cognitions.
- Learn specific strategies to help facilitate adaptive problem solving
- How to integrate and generalize skills to the educational setting and academic instruction
- Participate in small group discussions to apply the specific skills learned in the workshop

2

## Assumptions of cognitive-behavioral theory

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- The way individuals construe or interpret situations moderates how they feel and behave
- Interpretation of events is active and ongoing
- Individuals develop idiosyncratic belief systems that guide behavior
- Stressors and belief systems contribute to impaired cognitive processing and activate maladaptive, overlearned coping responses

3

## Assumptions of cognitive-behavioral theory

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- Interacting perspectives:
  - cognitive & behavioral
- Emotions and accompanying behaviors are results of:
  - connection between the situation,
  - child's belief system (through which he/she interprets situation)
  - child's thoughts about event (+ or -)
- Multi-directional interaction

4

## Cognitive schemata

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- Cohesive and persistent internal representations, formed from past cognitive and emotional reactions and memories
- Not in conscious awareness
- Means of assimilating incoming information
- Changed through accommodation

5

## Attributions

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- Cognitive products
- Emerge from interaction of information, cognitive structures, content, and processes
- Example: depressed persons tend to attribute negative events to internal, negative, and stable causes ("I am a bad person")

6

## View of normal and psychopathological functioning

- Cognitions and beliefs are the most identifiable cause of disturbance
- Thinking patterns
  - Irrational thinking → anxiety, depression, anger
  - Rational thinking → concern, sadness, annoyance
- Elements of irrational beliefs
  - Illogical
  - Inconsistent with empirical reality
  - Inconsistent with accomplishing one's long-term goals

Beck

[Handout: Common Irrational Beliefs](#)

7

## Basic tenets and goals of (CBT)

### Basic Tenets

- Emphasizes the learning process
- Individual's information processing style is central
- Integrationist perspective

### Goals:

- To demonstrate, teach, and hone problem-solving skills to better prepare individuals for the inevitable difficulties of life
- To help movement toward successful adjustment and to reduce negative thoughts
- Offer exposure to multiple behavioral events with concurrent cognitive processing to build new cognitive schemata

8

## Pros of CBT

- Offers techniques for treating problems with children
- Can easily include caregivers/family systems
- Greatest strength is its insistence on observing what happens and then measuring change
- Developed many reliable assessment methods
- Teaches general problem solving, cognitive and communicational skill (addresses distorted cognitions)
- Modular tx interventions organized to meet the specific and changing needs of the individual and family

9

## Research on CBT - Effectiveness

- More effective than no treatment or placebo treatment
- Effective for all types/severities of child problems
- More effective with older children (11-13) than younger children (5-11)
- More therapy sessions and more experienced therapists associated with larger effect sizes
- Changes in cognition do not lead to changes in behavior

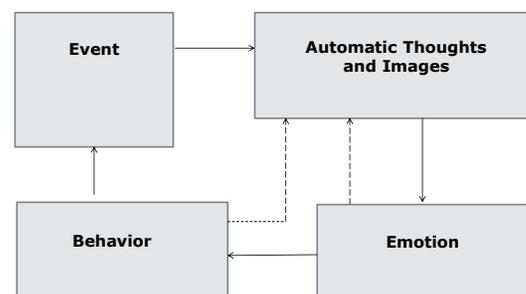
10

Mennuti, Christner, & Freeman (2012); Mennuti, Freeman, and Christner (2006)

## COGNITIVE & BEHAVIORAL TECHNIQUES

11

## General Cognitive Model



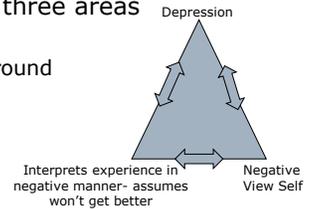
## BECK – 3 GENERAL COMPONENTS

1. Identify dysfunctional thoughts and maladaptive assumptions causing debilitating emotions
  - Visualization exercises and easily answerable questions
2. Counteract dysfunctional thought
  - Reality checking or hypothesis testing
3. Test hypothesis through homework assignments
  - Role rehearsal, observation and recording,

13

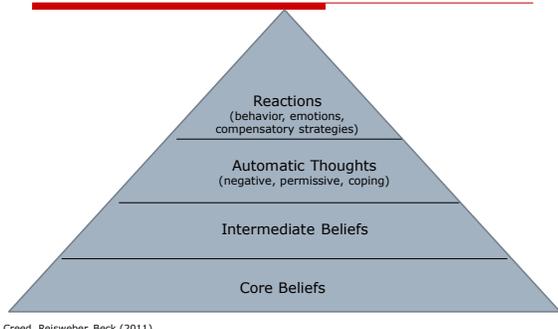
## Beck's Cognitive Triad

- Thoughts and views can be described and assessed in three areas
  - Self
  - Others/World Around
  - Future



14

## Cognitive Errors



Creed, Reissweber, Beck (2011)

## Typical distortions and irrational beliefs encountered in schools

- Dichotomous thinking
- Global condemnation of worth/overgeneralization
- Mind reading/Fortune telling
- Emotional reasoning
- Disqualifying the positive
- Catastrophizing/awfulizing\*
- Personalization
- Demandingness/Should statements/Absolutes
- Comparing
- Selective abstraction/deletion
- Labeling
- Condemning

Christner & Stewart-Allen (2004); Mennuti, Freeman, & Christner (2006)

16

## Thinking Traps (Cognitive Errors):

- **The Repetitor**
  - If happened once always going to happen
- **It's all about me**
  - Blaming self for bad things that happen, even if had nothing to do with you
- **The pessimist**
  - Always thinking the worst is going to happen
- **Selective Sight**
  - Not seeing the good parts of a situation but pick out all the dangerous or bad things that could/did happen
- **Ignoring evidence**
  - Pick out evidence that tells you worst is going to happen, instead of looking at all evidence to decide what is going to happen

17

Creed, Reissweber, Beck (2011)

## Thinking Traps (Cognitive Errors):

- **The Jumper**
  - Jumping to conclusions about person/thing/situation without the facts
- **The Mind Reader**
  - Decide someone is thinking something bad about you without any evidence
- **The Shoulds**
  - I SHOULD start a fight if someone crossed me. I SHOULDN'T ever get mad.
- **The Crystal Ball**
  - Predicting what will happen in the future and things will probably go wrong
- **The Perfect Disaster**
  - Setting expectations that are too high.
  - Perfection is not a human option

18

Creed, Reissweber, Beck (2011)

## Cognitive Techniques ...

- Disputing Irrational Thoughts
  - e.g. Socratic Dialogue
- [Thought Stopping](#)
- Reattribution of thoughts
- Decatastrophizing
- Refocusing
- Desensitization Imagery
- Coaching
- Self-Instructional Training
- Problem Solving Training
- Evaluating Pros and Cons

(Bob Newhart video)

19

## Socratic Dialogue

[Socratic Dialogue Activity Sheet](#)

5 part process:

1. Elicit and identify the automatic thought.
2. Tie the thought to the feeling and behavior
3. Help link the thinking-feeling-behavior sequence together with empathetic response
4. Collaborate with client on first three steps and reach agreement
5. Test the belief

20

## Cognitive Techniques

- Need to explain and show how thoughts cause feelings and how irrational thoughts create disturbed emotions
  - Younger children: concrete activities
  - Adolescents: focus more on insight
- Disputing Irrational Thoughts
  - **Logic Questions:** leads to evaluating consistence of clarity in their thoughts
  - **Reality-testing questions:** ask to gauge if their beliefs are consistent with reality
  - **Pragmatic Questions:** assess value of their belief system (pleasure or pain)

21

## Cognitive Strategies

- Thought bubbles
  - Think of two different thoughts and how impacts outcome/behavior
- Cognitive triangle
- [Three C's Thought Record](#)
  - Catch, check, change
- Coping cards
- Motivation card
- [Road map to success](#)
- Air, land, water analogy

Creed, Reisweber, Beck (2011); Newman (2010)

22

## **RATIONAL-EMOTIVE BEHAVIOR THERAPY (REBT):** Basic Tenets (Ellis)

- We have choices
- We control our ideas, attitudes, feelings, actions and arrange our lives according to our own dictates
- Have little control over what actually happens or what exists...but
- We have choices and control over how we view world and react to difficulties, regardless of how we've been taught to respond

23

## REBT – Belief Systems

- Development of beliefs is similar to speech development
- Learn by imitation and modeling
- Largely reflection of significant people in their lives
- Just as we build and modify one's speech, we also can change and replace belief systems

24

## ABCs of REBT

- ABCs
  - A = activating event [ABC Self-Analysis Form](#)
  - B = Beliefs about event
  - C = Consequences resulting from irrational beliefs
- Focus on C (emotional reaction that is problematic)
- Teach connection between B and C
- Assess irrational beliefs
  - Question clients about these thoughts to find the underlying belief
- Link irrational belief with emotional disturbance
- Dispute the irrational belief
  - Engage in deliberate, ongoing process of dissection
- A, B, C, D, E, F, Theory of Personality

[Charlie's ABC's of Emotions](#)

25

## REBT – A,B,C, D,E

- **A, B, C = problems develop; D, E = treatment steps**

A	Activating event	Something unpleasant happens: I failed my math test.
B	How you evaluate event Irrational vs. irrational message	Evaluate event: Irrational: I failed the test, I am a total failure. Rational: I failed this test and it stinks but I just need to study more efficiently for the next test.
C	Consequences/feeling resulting from B	Irrational message = depressed, upset, nervous Rational message = won't feel great, but not overwhelmed
D	Use disputing arguments to attack irrational self- statements	Help student question irrational self-statements 1. Is it really as awful as I believe? 2. What evidence do I have to support beliefs? 3. Are these beliefs helping or hurting me?
E	Answers developed to questions regarding rationality of self- messages	Answer: 1. It is a disappointment. 2. It is a set back but not a disaster. 3. I can handle it. 4. I would like things to be better but it doesn't mean I am going to fail.

## REBT – Solutions

- Practical – use problem or skill development
- Emotional - change reaction to the event
- Seek emotional solution first by changing core belief

27

## Rational Emotive Behavioral Education

- Teach how:
  - Feelings develop
  - Discriminate between valid and invalid assumptions
  - How to think rationally in anti-awful and anti-perfectionistic ways
- E.g.
  - I don't like school, but I can tolerate it.
  - I made a bad choice, I am not a bad person.
  - I don't like being called bad names but it is now awful.
  - Just because someone calls you stupid doesn't mean you are.

28

## Rational Emotive Behavioral Education

- Counter irrational belief they have to be thoroughly competent, adequate, and achieving in all respects
1. Teach to enjoy games or fun.
  2. Significant achievements rarely come easy.
  3. You are not bad if don't meet goal.
  4. Teach difference between needs and wants.

29

## Guided Discovery

- Coach student to do own thinking and draw on conclusion
  - Empathy
  - Socratic questioning
  - Behavioral experiments
  - Homework
- \*cast doubt on certainty of beliefs and encourage more adaptive and functional explanations

30

## Problem Solving Training

- Goal: fear/depression become manageable
  - Break overwhelming tasks into more manageable tasks
- Steps:
  1. Define the Problem
  2. Set limits on parameters
  3. Focus attention to task at hand
  4. Generate all potential solutions
  5. Select the most suitable solution
  6. Test the solution
  7. Evaluate it's success

31

A. Wagner

## ITCH to solve a problem

- **I**dentify the problem
- **T**hink about possible solutions
- **C**hoose a solution to try
- **H**ow well does it work?

32

Munoz, Ippen, Rao, Le, Dayler, 2000; Creed, Reisweber, Beck (2011)

## 4 Stage model of RET/REBT with younger populations

1. **Relationship Building**
2. **Assessment**
  - Problem Identification (4 types)
    - Practical, Manipulative, Vocational, Emotional
  - Secondary Emotional Problems
  - Problem Analysis –assess irrational thoughts/beliefs
3. **Treatment/Goals**
  - Cognitive Change Method
    - Disputing
    - Rational Self-Statements
    - Rational Emotive Imagery
  - Cognitive Rehearsal and Role Play
    - Assign homework
4. **Evaluation**

33

Bernard (n.d.)

ROLE PLAY DEMO: REBT - Jeff

## Behavioral Techniques cont...

- |  |  |
|--|--|
| □ Shaping                                    | □ Classical Conditioning                 |
| □ <a href="#">Systematic Desensitization</a> | □ Contingency Contracting                |
| ■ In-vivo                                    | □ Extinction                             |
| ■ Imaginal                                   | □ Positive Reinforcement                 |
| □ Time-Out                                   | □ Contingency Management                 |
| □ Grounding                                  | ■ Quid Pro Quo "something for something" |
| □ Relaxation Training                        | □ Premack Principle                      |
| □ Social Skills Training                     | □ Reciprocity                            |
| □ Self-Monitoring                            | □ Modeling and Role Playing (rehearsal)  |
| □ Charting                                   |  |
| □ Activity Scheduling                        |  |

34

[www.interventioncentral.org](http://www.interventioncentral.org)

## Case Conceptualization

## CBT Case Conceptualization Approach

1. Problem List
2. Assessment Data
3. Developmental Considerations
4. Working Hypothesis
  - "heart of the formulation"
5. Origins of Working Hypothesis
6. Antecedents/Precipitating Factors

36

Mennuti, Freeman, &amp; Christner ( 2006)

## CBT Case Conceptualization Approach

7. Maintaining Factors/Impediments to Change
  - Individual
  - Family
  - Systemic
  - Teacher/Classroom
8. Protective and Resiliency Factors
9. Diagnostic Impressions/Educational Classification
10. Intervention Plan

Mennuti, Freeman, & Christner (2006)

37

## Role of therapist & insights to develop

### Therapist

- Bringing out the best in a person with opportunities, support, and feedback
- "Coach"
  - Consultant/co-investigator
  - Diagnostician
  - Educator

### Insights

- Beliefs, not events, cause disturbance
- Regardless of how one learns beliefs, one continues to believe in them due to rehearsal/acceptance of beliefs
- Insight alone will not change beliefs
  - Need repeated, effortful attempts to challenge beliefs

38

## GOALS

39

## Anchoring Goals

- Focus on
  - changing thinking and behavior patterns or deeper seated change of underlying beliefs
  - goals that meet the student's needs
  - how their thinking, feeling, and behaving is contributing to current problems?

Creed, Reisweber, Beck (2011)

40

## Identify the need

1. Behavior performance inconsistency
  - Student is able to perform the desired behavior but does so inconsistently - "externalizers"
2. Emotion regulation difficulty
  - Inability to regulate emotions is affecting educational progress - "internalizers"
3. Social skill deficit
  - Student lacks skills that need to be taught and practiced in a controlled environment
4. Learning strategies/academic behavior needs
  - Organization, homework completion, etc.

Kuhn, Flinn, Alexander(2013)

41

## What is the Need?

- Jordan doesn't turn in assignments that are supposed to be completed outside of class
- Carly cries easily in class, refuses to complete work, and puts her head down
- Christine is frequently disrespectful toward adults (rolls her eyes, mutters under her breath)
- Jeremy is unable to join conversations with peers, sits alone at lunch, and students tend to avoid initiating conversations with him

42

## Consistent Structure of Sessions

- **Pre-session Quick Sheet**
  - A worksheet completed by student before session
- Check in
- Agenda
- Discussion of agenda items
- Homework assignment
- Summary and feedback

43

Creed, Reissweber, Beck (2011)

## David- 9<sup>th</sup> grade – Bullying Issues

Clip #1:

1. What stage(s) of RET/REBT is evident?
2. What is the therapist beginning to identify?

Clip #2

3. What stage is evident here?
4. What concepts of CBT and REBT are evident?

Clip #3

5. What techniques is the therapist now using?
6. What is he trying to accomplish?

Clip #4

7. What therapeutic techniques are now being used?

44

Creed, Reissweber, Beck (2011)

## Depression

## Affective Education: Sadness vs. Depression

	Sadness	Depression
<b>Feelings</b>	Sad, down, discouraged	Despair, hopeless
<b>Duration</b>	Temporary - minutes, a few hours, or a day	Lasts weeks, months, or longer
<b>Mood State</b>	Temporary loss of interest in activities or desire	Long-term loss of energy, motivation, concentration
<b>Impact</b>	Can move past feelings, see joy in life	Negatively and significantly interferes with life activities; inability to enjoy life

## Affective Education: Signs of Depression

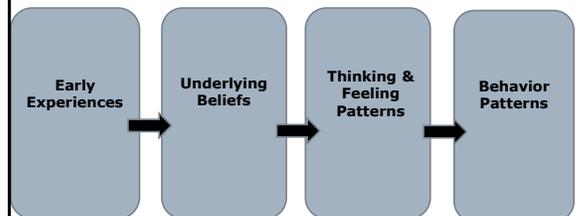
- Negative feelings and mood
- Negative thinking
- Low energy and motivation
- Trouble concentrating
- Physical Symptoms
- Social Withdrawing



47

Creed, Reissweber, Beck (2011)

## Early Experience Influences



48

Creed, Reissweber, Beck (2011)

### Specific Strategies for Specific Problems: **Depression** – Cognitive Distortions

- ❑ Cognitive Distortions
- ❑ Attribution errors
- ❑ Self-evaluation
- ❑ Perceptions of past and present events
- ❑ External locus of control
- ❑ Low self-esteem
- ❑ Perceived inability to succeed academically and socially
- ❑ "Negative Triad"

49

### Affective Education: Depression misunderstood/missed

- ❑ Think of self as:
  - Failure
  - Bad student
  - Slacker
  - Loser
  - Bad person
- ❑ As a bad attitude
- ❑ Lack of effort
- ❑ Are more argumentative  
"anger turned inward"
- ❑ Extreme mood changes
- ❑ See only as situation based – ignore chemicals in the brain

50

### Depression: Self-Evaluation

- ❑ Self-Evaluation exercises



[1/2 full, 1/2 empty activity](#)

51

### Depression: Cognitive restructuring

- ❑ Altering automatic thoughts
  - Identify the negative thought
  - Come up with another way to think about it
  - Look for evidence that disputes the thought
  - Model more adaptive thought

52

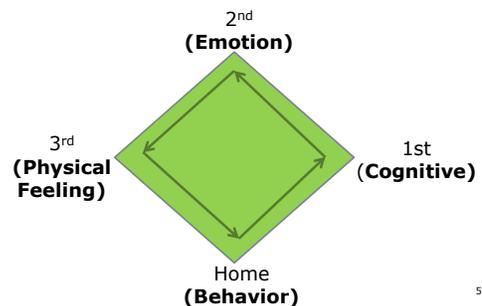
### Depression: Self-Control Strategies

- ❑ Teach link between thoughts, feelings, and behaviors - encourage them to identify body, brain, and behavior response when depressed
- ❑ Catch negative thoughts and change them to more positive, realistic ones
  - Use self-instructional training
    - ❑ Teach children to be "thought detectives"
    - ❑ Talk back to the "muck monster"
    - ❑ Change "caterpillar thoughts into butterfly thoughts"



53

### Linking Thoughts-Feelings-Behavior "Cover the Bases" Technique



54

## Depression: Feeling Good About Myself



### Build self-esteem

1. Blow up 6 or more balloons
2. [Write question on each balloon](#)
3. Try and keep two balloons up in air for one minute
4. Then catch one
5. Answer question

### Sample Questions:

1. One time I felt good about myself was when \_\_\_\_\_.
2. Something I do well is \_\_\_\_\_.
3. Once I found math difficult but I did it by \_\_\_\_\_.
4. If feel good when \_\_\_\_\_.

55

Liana Lowenstein "Creative Counseling Interventions for Children of Divorce"

## Depression: Social Skills

- Maintain control over emotions:
  - Relaxation
  - Imagery
- Initiating and maintaining interactions
- Conflict resolution
- Assertiveness
- Establish goals and monitor progress

56

## Depression: Coping skills

- Learn coping strategies
  - If undesirable situation cannot be changed, use a **coping strategy**
  - If undesirable situation can be changed, use **problem-solving**
- Core coping strategies
  - Use cognitive techniques to identify and challenge cognitive distortions
  - Do something fun and distracting
  - Distraction techniques:
    - Focus on object
    - Sensory awareness
    - Mental exercises
    - Pleasant memories and fantasies

57

## Depression: Coping Skills

- Do something soothing and relaxing
- Do something that expends energy
- Talk to someone
- Change the way you think about it
- Behavioral
  - Activity scheduling
  - Graded task assignment
- Prepare for future

58

## Depression: Activity Scheduling

- Monitor current activity level
- Rate pleasure of activities (0 to 100)
- Schedule pleasant activities
  - Enlist parental support
- Identify impediments and problem-solve
- Self-monitor completion of activities

59

## Depression: Problem solving

- Develop plan for changing an undesirable situation
- Problem-solving steps
  - Identify problem
  - Psych up
  - Generate alternative solutions
  - Predict likely outcomes for each possible solution
  - Review possible solutions, choose and enact best one
  - Evaluate

60

## Depression: Examples of individualizing goals/interventions for specific symptoms

Symptom	Intervention
Trouble Sleeping	Education on healthy sleep Relaxation training
Hopelessness	Problem-solving Cognitive restructuring
Poor self-esteem	Self-monitor positive qualities Cognitive restructuring
Social withdrawal	Cognitive restructuring Activity scheduling Teach skills

61

## Depression: Teacher consultation

- Educate teachers on depression
- Work with teacher to praise child for using newly learned skills
- Design ways that teacher can facilitate cognitive restructuring
- Praise student when using newly learned skills

62

## Depression: Treatment outcome research

- Multicomponent cognitive-behavioral interventions have been found to be efficacious with nonclinically and clinically depressed children
- Medication and CBT results in the best outcomes, followed by medication alone, followed by CBT

63

Mennuti, Ray &amp; Freeman (2012); National Institute of Mental Health - www.nimh.nih.gov

## Special considerations in group treatment for depression

- Keep groups small (4-5 members) to attend to individual needs
- Depressed children can be difficult to engage in group process (may complain of boredom, fatigue)
  - Focus on engaging activities and experiencing enjoyment
  - Use games as springboards for discussion about emotions, link between affect and behavior
    - Emotion vocabulary
    - Emotion charades
    - Sculptures

64

## Anxiety

10 sec clip

## Anxiety: Cognitive Distortions

- Information processing
- Memory biases for distressing events
- Hypersensitivity to threat cues
- Bias towards interpreting unambiguous situations as threatening

Vasey &amp; McCloud (2001)

66

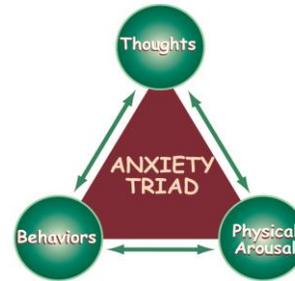
### Anxiety: Triple Vulnerability Model

- a) A general genetic vulnerability
- b) General psychological vulnerability concerning a sense of impending uncontrollable and unpredictable threat
- c) Specific psychological vulnerability resulting from early learning experiences

Barlow (2000)

67

### The Anxiety Triad



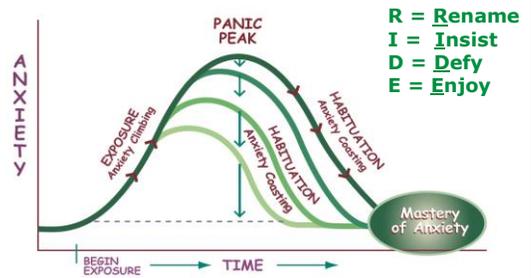
WMM TT1 Copyright© 2002, 2005 Aureen P. Wagner, Ph.D.  
"Worried No More -2nd Ed." Curriculum

### The Vicious Cycle of Avoidance



WMM TT6 Copyright© 2002, 2005 Aureen P. Wagner, Ph.D.  
"Worried No More -2nd Ed." Curriculum

### Practice Makes It Easier



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"Worried No More -2nd Ed." Curriculum

### Anxiety: CBT techniques for anxiety

(Coping Cat Program)

- Somatic management
  - Muscle relaxation
  - Deep breathing
- Cognitive imagery – graded exposure
  - systematic desensitization
- Problem solving
- Contingency management
- **Coping Cat Program**
  - Ages 7-13
  - "Robot/Ragdoll"
- **Camp Cope-A-Lot**
  - CD Rom – 12 sessions
- **The C.A.T Program**
  - Ages 14-17
- **Worried No More**
  - "Thermometer"
  - "Facing My Fears"

<http://www.workbookpublishing.com>

Video: Example of Exposure Therapy

71

Kendall (1993); Kendall & Hedtke (2006)

### SELF INSTRUCTIONAL TRAINING MODEL (Meichenbaum)

1. Recognize anxious self-talk and "catch" it quickly
2. Replace negative or danger-oriented talks - emphasizes coping ability, decreases worrying, boosts self-confidence, and reinforces effort and success
3. Counselor models each step and then has student practice – provides feedback
4. Use coping statements in imaginary settings
5. Use coping statement in real life settings
6. Learn how to evaluate and reward self

A. Wagner; Corneir & Nurius (2003)

72

**Kimochis:**  
<http://kimochiseducation.tumblr.com/curriculum>

**The Fourth R - Relationships**



**THE KIMOCHIS' EDUCATOR'S TOOL KIT**

- 296-page Kimochis Feel Guide Teacher's Edition
- 5 Kimochis Characters (Bug, Cat, Cloud, Hugtopus, Lovey Dovey)
- Mixed Bag of Feelings—includes 33 feeling pillows

**THE KIMOCHIS' MIXED BAG OF FEELINGS**

- Includes 33 feeling pillows each with a word on one side and a facial expression on the other
- Use in the classroom, principal's office, at recess, and in the psychologist, counselor, and SLP's office with the downloadable PDF: *Kimochis Feelings for Schools—Build a Positive School Culture and Climate One Feeling at a Time*
- Includes: Happy, Mad, Sad, Brave, Left Out, Curious, Cranky, Silly, Frustrated, Hopeful, Proud, Optimistic, Disappointed, Sensitive, Insecure, Jealous, Loved, Grateful, Scared, Shy, Kind, Hurt, Sorry, Uncomfortable, Friendly, Sleepy, Surprised, Embarrassed, Clueless, Excited, and 3 Blank Make-Your-Own (works with any washable marker)

**KIMOCHIS' PICTURE BOOKS**

Three hardcover picture books to help extend the learning:  
*Cloud's Best Worst Day Ever*  
*Bug Makes a Snow!*  
*Cat's Not So-Perfect Snowcastle*

**Kimochis**



**CLOUD** is a bit moody and unpredictable.

**BUG** is a caterpillar who is shy and afraid of change.

**CAT** is a decisive leader, but she can be a bit bossy.

**HUGTOPUS** is friendly, affectionate and sometimes too silly.

**LOVEY DOVEY** is nurturing and patient, but can get overly worried.

**BELLA ROSE** is sensitive and sweet and closes up like a bud when her feelings get hurt.

**ELEVER** is a bit absent-minded, but is resilient and bounces back.

**Behavioral Regulation: Zones of Regulation**



- **Red Zone:** extremely heightened states of alertness and intense emotions.
  - May be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone.
  - A person is described as "out of control" if in the Red Zone
- **Yellow Zone:** heightened state of alertness and elevated emotions; has some control
  - May be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness
- **Green Zone:** calm state of alertness;
  - May be as happy, focused, content, or ready to learn
  - Zone where optimal learning occurs.
- **Blue Zone:** low states of alertness; one feels sad, tired, sick, or bored.

<http://www.zonesofregulation.com>



**Stress Free Kids Curriculum**

- Lessons, books, songs, movement, worksheets
- Targeted age group: elementary (but could modify for middle school)
- Whole class, small group, or individual
- Structured format each class:
  1. Movement activity (song melodies are familiar)
  2. Explanation
  3. Story time/lesson
  4. Discussion
  5. Worksheet and relaxation music
  6. Certificate of completion for each lesson



Lori Lite - [www.StressFreeKid.com](http://www.StressFreeKid.com)

**ANXIETY**

[Case Study: Taylor](#)

77

[Case Study: Taylor](#)

1. Problem Identification
2. Anxiety Triad
3. Vicious Cycle of Avoidance
4. Socratic Dialogue/Questioning
5. Fear Ladder
6. Facing My Fears
7. Ride Up and Down the Worry Hill
8. Self-Instructional Training
9. Problem Solving Training

78

## Socratic Dialogue: Taylor

Counselor (C): *Why is it hard to go to school?*  
 Taylor (T): I want to be near my mom.  
 C: *Why is it so important to be near your mom all day?*  
 T: Because something might happen to her while I am at school.  
 C: *What do you think could happen to her while you are at school?*  
 T: She could die of a car accident or something.  
 C: *What makes you think she's in a car accident?*  
 T: Sometimes she's late picking me up. I get scared she's been in an accident.  
 C: *Has she been late before?*  
 T: Yeah, she's been late.  
 C: *How many times has she been late before?*  
 T: About 4 times.  
 C: *What she in a car accident any of those times?*  
 T: No.

79

## Socratic Dialogue: Taylor

C: *Why was she late those 4 times?*  
 T: She had to stop at the store to get groceries once. Another time there was construction so there was a traffic jam, and the other two times she was late leaving work.  
 C: *Ok, so each time she was late there was a reason for it? How long has your mother been driving, Taylor?*  
 T: I don't know. Maybe 25 years.  
 C: *Has she ever been in an accident in those 25 years?*  
 T: I guess not. At least I never heard her say she was but there are accidents all the time mentioned on TV.  
 C: *So she's never been in an accident in 25 years of driving. Will you help me with the math here? How many months is 25 years?*  
 T: Maybe like 200.  
 C: *Close enough! Let's say she been driving for 200 months and that a lot of months. And she's never been in an accident. So what are the changes she will be in an accident this month?*  
 T: Nothing I guess. Ahh so chances are really small?

80

## Socratic Dialogue: Taylor

C: *And could there be other reasons why she is late sometimes?*  
 T: Yeah, rush hour traffic.  
 C: *Right! But you know we can't be 100% sure she would never be in an accident but we know the chances are very, very smalls. So what do you choose to focus on - the very small chance she'll be in an accident or the very big chances she's not in an accident?*  
 T: I guess that she's not in an accident.  
 C: *Great! You figured it out! So what could you say to yourself when she's late?*  
 T: I guess my minds playing tricks on me again and mom's running late because of work. Or she got stuck in traffic. I need to wait before I start worrying.  
 C: *Now let's pretend you wanted to be absolutely sure she has never been in an accident ever. What would you have to do to make sure of that?*  
 T: (laughing) I guess mom would have to stay in the house the rest of her life and never go out again!  
 C: (laughing) *Let's ask your mom if she would like to stay in her house the rest of her life!*

81

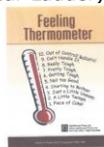
## Thinking Traps: Anxiety "Coping Cat Program"

- **Walking with Blinders**
  - Only see negative and overlook good (e.g. horse blinder)
- **The Repetitor**
  - If happened once always going to happen
- **The Catastrophiser (or pessimist):**
  - Always thinking the worst is going to happen
- **The Avoider**
  - Staying away from situations you think are scary without trying first
- **The Mind Reader** (fortune teller, using the crystal ball):
  - Jumping to conclusions about person/thing/situation without the facts
- **The Shoulds (having the shoulds is like having a "cold")**
  - I SHOULD always be perfect. I SHOULDNT make mistakes.
- **The Perfectionist**
  - Setting expectations that are too high.

82

## Behavioral Strategies

- Exposure
  - Habituation: Natural and Automatic
  - The Worry Hill (A. Wagner: *Worried No More*)
    - R.I.D.E acronym
- Worry exposure
  - Gradual Exposure (Fearmometer; Fear Ladder)
  - Systematic Desensitization
- Modeling
- Physical techniques: Relaxation
- Rebuild social skills



83

## RIDE Up and Down the Worry Hill- Taylor

- Using a combination of cognitive and behavioral strategies, how will you help Taylor ride up and down the worry hill?
  - What would your activities and dialogue look like at each phase of the acronym?

**Practice Makes It Easier**

## Skill Mastery for Anxiety

- Identify fears, worries, anxieties
- Identify body changes connected with anxiety
- Connect thoughts with feelings and physical symptoms
- Identify specific triggers
- Label and correct sources of anxiety
- Take charge of feelings and behaviors
- Develop realistic thinking and self-talk
- Learn relaxation and self-calming skills
- Confront fears via gradual exposure
- Augment problem-solving and coping skills
- Build confidence and optimism
- Use appropriate assertiveness and social skills

85

A. Wanner

## Children exposed to trauma

## Trauma-Focused Interventions

### Empirically Studied & Effective Interventions

- Trauma-Focused CBT (CF-CBT)
- Imaginal and In Vivo Exposure Therapy
- Cognitive-Behavioral Approaches: Schools
  - School-Based Group Interventions
  - Anxiety Management Techniques

Child Welfare Information Gateway (2012); Feeny et al. (2004); Nickerson, Reeves, Brock, Jimerson (2009)

87

## Trauma-Focused CBT (TF-CBT)

- Conjoint child and parent psychotherapy approach
  - Children ages 3-18
- Trauma-sensitive interventions with cognitive behavioral, family, and humanistic techniques.
- Learn new skills to help: *Trauma Narrative is critical*
  - process thoughts and feelings related to traumatic life events
  - manage and resolve distressing thoughts, feelings, and behaviors related traumatic life events
  - enhance safety, growth, parenting skills, and family communication
- Short-term: 12-16 weeks
- Decreases symptoms related to PTSD in children and parent distress; improves parenting practices
- Web-based certification course: <http://tfcbt.musc.edu/>

## Imaginal Exposure Therapy

- Designed to help children confront feared objects, situations, memories, and images associated with the crisis event through repeated re-counting of (or imaginal exposure to) the traumatic memory.
- Involves ...
  - Visualization
  - Anxiety rating
  - Habituation

Carr (2004)

89

## In Vivo Exposure Therapy

- Involves **repeated** and **prolonged** confrontation with the actual trauma-related situations/objects that evoke excessive anxiety.
  - Should only be a therapeutic choice if the child has successfully followed the treatment steps of imaginal exposure.
  - Can cause some distress as children confront traumatic situations/objects.
  - School staff should be prepared for this.

90

## School-Based Group Interventions

- The effectiveness of group interventions has been proven effective.
  - Benefits of a group approach included:
    - Assisted a large number of students at once.
    - Decreased sense of hopelessness.
    - Normalizes reactions.

91

Ehnholt et al. (2005)

## C-BITS: Cognitive Behavioral Interventions for Trauma in Schools

- CBITS teaches six cognitive-behavioral techniques:
  - Education about reactions to trauma
  - Relaxation training
  - Cognitive therapy
  - Real life exposure
  - Stress or trauma exposure
  - Social problem-solving
- Includes two parent education sessions and one teacher education.
- Average = 10 sessions
- Reduces symptoms of PTSD depression, behavior problems

<https://cbitsprogram.org/>

<http://www.rand.org/health/projects/cbits/>

<http://www.socio.com/srch/summary/cedeta/ced04.htm>

92

## ADD/ADHD

## Specific Strategies for Specific Problems: ADD/ADHD- Cognitive Deficiencies

- Sustained attention [When is Your ADHD A Problem?](#)
- Impulsive cognitive tempo
- Deficits in impersonal and interpersonal problem solving
- Deficits in means-end thinking
- Information-processing errors caused by misattribution of intent or selective attention and recall of environmental information
- Generate fewer alternative solutions to interpersonal problems
- See fewer consequences associated with their behavior
- Fail to recognize causes of others' behavior
- Less sensitive to interpersonal conflict
- Deficits in mediation of behavior, affect, cognition <sup>94</sup>

Anastopoulos & Gerrard (2003); Yeschin, (2000)

## ADD/ADHD: CBT Approach Specific Behavioral Deficiencies

- Off-task behaviors
- Noncompliance
- Deficits in application and performance of social skills
- Aggressive behavior
- Anti-social behavior

\*Multi-component tx program is critical!

95

Ervin, Bankert, DuPaul (1996), Hirshaw (2000), Pffner, et al (2007)

## CBT strategies: ADD/ADHD

### Specific Cognitive strategies:

- Self-instruction
- Learn to identify irrational thoughts
- Initiate internal dialogues
- Halt automatic thinking
- Change automatic thoughts to mediated ones
- Social Problem Solving
- Attribution Training

[Classroom Accommodations](#)

\*Research supports that most effective interventions are psychotropic medications coupled with contingency management (behavior modification)

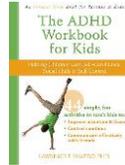
96

## CBT strategies: ADD/ADHD

Specific cognitive & behavioral strategies:

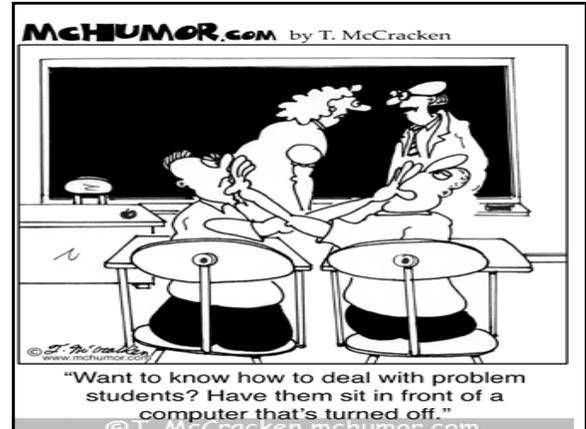
- Self-management/Self-reinforcement
- Concentration/Off-Task Behaviors
  - Red Light/Green Light in Chair
  - Imagery – imagine self paying attention
  - Picture Puzzles (i.e. Where's Waldo)
  - Memory/Concentration games
  - Repeat the Pattern
- Frustration/Anger Management strategies
- Social Skills [You Can Learn to Compromise and Avoid Fights](#)
- Physical Activity

[You Can Learn to Sit Still](#)



97

Verret, et al (2012)



## Aggression

## Aggression

- Have both distortions and deficiencies in cognitive processing
- Problem solving skills/conflict resolution, self-monitoring, social skills are needed

Types of aggression:

- Emotional aggression
- Instrumental aggression
- Reactive aggression
- Proactive aggression
- Relational aggression

Crick & Grotpeter (1995); Dodge (1991); Larson & Lochman (2002)

100

## Aggression: Cognitive Distortions

- Dichotomous/All or nothing thinking
- Hostile attributional bias
- Emotional reasoning
- Rigidified should statements

Beck (1995)

101

## Aggression: Cognitive-behavioral Therapy

- Focuses on improving information processing skills and increasing adaptive coping. Include following steps:
  1. Goal setting
  2. Organization and study skills
  3. Emotional awareness
  4. Anger management
  5. Perspective taking
  6. Social problem solving
  7. Handling peer pressure
- Uses various modalities
  - Problem-solving and social skills education
  - Role playing
  - In vivo experiences/homework assignments
  - Affective education
  - Operant conditioning
- Range from 12-20 sessions, depending on specific approach

Lochman, et al (2009)

102

## Aggression: CBT

- Self-monitoring - Education about ABC
  - Activating experience/trigger [Thermometer](#)
  - Behavior
  - Consequence
- Social skills training [Anger Control Chain & Anger Gremlin Model](#)
- Problem solving training
  - Self-talk, Relaxation, Problem-solving, Humor
- Assertiveness:
  - Teach children to distinguish among aggressive, passive, and assertive responses [React to/Coping With Conflict](#)
- Self-instruction and stress inoculation
  - Surf the Angry Sea
- Reattribution/Cognitive restructuring
- Social Perspective Taking [Perception Activity](#)



Beck (1995); Friedberg, Friedberg & Friedberg (2001); Friedberg & McClure (2002);

## Anger Management Programs

- **Second Step (P-8)**
  - <http://www.cfchildren.org/second-step.aspx>
- **Promoting Alternative Thinking Strategies—PATHS\*** (preK-6th)
  - <http://www.casel.org/guide/programs/paths-promoting-alternative-thinking-strategies/>
- **Aggression Replacement Training (ART)- 3<sup>rd</sup> Ed. (11-19 yrs. old)**
  - <http://aggressionreplacementtraining.com/>



APA/MTV Video - Anger Management Program

## Kimochis:

<http://kimochiseducation.tumblr.com/curriculum>

### The Fourth R and RELATIONSHIPS



**THE KIMOCHIS' EDUCATOR'S TOOL KIT**

- 296-page *Kimochis' Feel Guide Teacher's Edition*
- 5 *Kimochis' Characters* (Bug, Cat, Cloud, Hugtopus, Lovey Dovey)
- Mixed Bag of Feelings—includes 33 feeling pillows

### THE KIMOCHIS' MIXED BAG OF FEELINGS

- Includes 33 feeling pillows each with a word on one side and a facial expression on the other
- Use in the classroom/principal's office; at recess and in the psychologist, counselor, and SLP's office with the downloadable PDF *Kimochis' Feelings for Schools—Build a Positive School Culture and Climate One Feeling at a Time*
- Includes: Happy, Mad, Sad, Brave, Left Out, Curious, Cranky, Silly, Frustrated, Hopeful, Proud, Optimistic, Disappointed, Sensitive, Insecure, Jealous, Loved, Grateful, Scared, Shy, Kind, Hurt, Sorry, Uncomfortable, Friendly, Sleepy, Surprised, Embarrassed, Cluffy, Excited, and 3 blank Make Your Own covers with any washable marker



**KIMOCHIS' PICTURE BOOKS**

Three hardcover picture books to help extend the learning: *Cloud's Best Worst Day Ever*, *Bug Alohas a Spink!*, *Cat's Nice, So Perfect, Sprink-cake!*

## Check in Check out (Behavior Education Program)

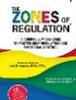
- Improves student accountability
- Increases structure [Example Schedule](#)
- Improves behavior and academics
- Provides feedback and adult support on a daily basis
- Establishes and improves daily home-school communication and collaboration
- Improves student organization, motivation, incentives and rewards
- Teaches and helps students learn how to self-monitor and self-correct

<http://www.pbisworld.com/tier-2/check-in-check-out-cico/>;  
<http://miblsi.cenmi.org/MIBLSIModel/Implementation/ElementarySchools/Tier1Supports/Behavior/TargetBehaviorInterventions/CheckInCheckOut.aspx>

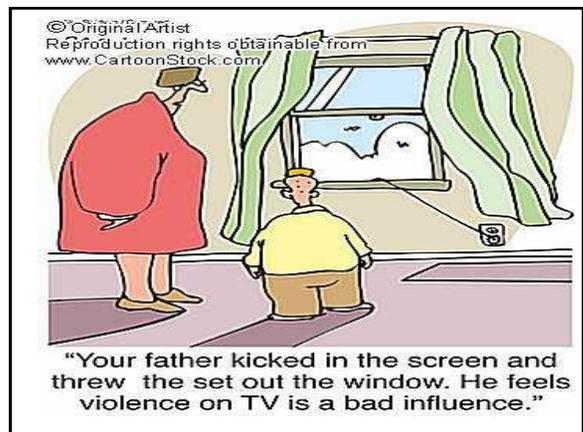
## Behavioral Regulation: Zones of Regulation



- **Red Zone:** extremely heightened states of alertness and intense emotions.
  - May be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone.
  - A person is described as "out of control" if in the Red Zone
- **Yellow Zone:** heightened state of alertness and elevated emotions; has some control
  - May be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness
- **Green Zone:** calm state of alertness;
  - May be as happy, focused, content, or ready to learn
  - Zone where optimal learning occurs.
- **Blue Zone:** low states of alertness; one feels sad, tired, sick, or bored.



<http://www.zonesofregulation.com>



## Bullying

### Social-Cognitive Model of Bullying

- ❑ Model of social coercion; the cycle
- ❑ Reinforced by social-ecological factors; influenced by settings and contexts
- ❑ Perceptions of participants can perpetuate an escalate behavior

Patterson (1982); Swearer & Cary (2003); Rodkin (2004)

110

### Cognitive Distortions - Bullying

#### Of Bullies:

- ❑ Magnification
- ❑ Emotional reasoning
- ❑ Personalization
- ❑ Minimizing
- ❑ Their parents: justification

#### Of Onlookers:

- ❑ Emotional reasoning
- ❑ Minimization
- ❑ Overgeneralization
- ❑ Selective abstraction

*\*\* shifting cognitive distortions of onlookers is key so they confront and discourage bullying*

111

Patterson (1982); Swearer & Cary (2003); Rodkin (2004)

### Cognitive Distortions - Bullying

#### Of Victims:

- ❑ Lack of power/All or nothing thinking
- ❑ Minimization
- ❑ Magnification

#### Of Teachers:

- ❑ Minimizations
- ❑ Emotional reasoning
- ❑ Personalizing

*Teachers, students, and parents need to examine beliefs and cognitions and change cognitive distortions that precede or accompany bullying behaviors.*

112

Patterson (1982); Rodkin (2004); Swearer & Cary (2003)

### Interventions for bullying

- ❑ Focus on whole school climate, include parents and community
  - Parent meetings and education
  - Class meetings – increase knowledge and awareness; reframe cognitions to positive alternatives
  - Encourage prosocial norms and behaviors
  - Reinforcement for positive behaviors
- ❑ Challenge prevailing cognitions that minimize and enable bullying and replace with accurate cognitions
  - “Kids are just like this” → “Bullying must be stopped and no one should be treated this way”

113

### Interventions for bullying

- ❑ Plan ways to stop bullying
- ❑ Anger management
- ❑ Conflict resolution
- ❑ Affective education
- ❑ Empathy training
- ❑ Social skills training
- ❑ Problem solving training

[Reducing the Stress of Online Attacks](#)

[Toxic Friends & Breaking Up with Friends](#)

114

Olweus & Limber (1999); Home, Bartolomucci, & Newman-Carlson, (2003)

## Bullying Prevention Programs

- ❑ **Bully Busters (K–5th; 6th–8th)** – is a teen component also
  - <https://www.researchpress.com/books/455/bully-busters>
- ❑ **Bully Proofing Your School (Pre-K–High School)** –
  - <http://www.schoolengagement.org/index.cfm/bully%20proof%20you%20school>
  - <http://store.cambiumlearning.com/bully-proofing-series/>
- ❑ **No Bullying Program (K–8th)** –
  - [http://www.hazelden.org/OA\\_HTML/ibeCctoItmDspRte.jsp?item=3824](http://www.hazelden.org/OA_HTML/ibeCctoItmDspRte.jsp?item=3824)
- ❑ **Olweus Bullying Prevention Program (K–12th)**
  - <http://www.violencepreventionworks.org/public/index.page>
- ❑ **Peace Builders (preK–12<sup>th</sup>)** – [www.peacebuilders.com](http://www.peacebuilders.com)
- ❑ **Responding in Peaceful and Positive Ways—RIPP (6th–8th)** –
  - <http://nrepp.samhsa.gov/ViewIntervention.aspx?id=59>

115

## School Refusal

### Specific Strategies for Specific Problems: **School Refusal**

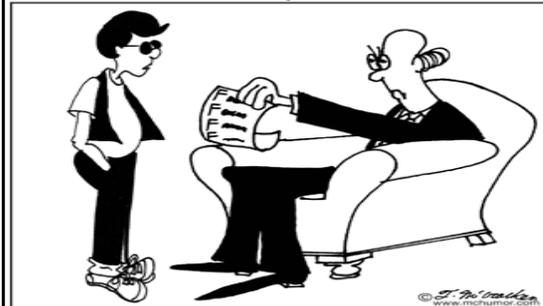
Why??

1. Avoid school-based stimuli that provoke general sense of negative affectivity
2. Escape aversive social/evaluative situations
3. Obtain attention from significant others
4. Obtain tangible rewards outside of school

Menutti, Freeman, &amp; Christner (2004)

117

MCHUMOR.COM by T. McCracken



“At least you won't have to worry about the rising costs of a college education.”

© T. McCracken mchumor.com

### School Refusal: Child-Based Interventions

- ❑ Psychoeducation
- ❑ Self-monitoring
- ❑ Somatic control exercises
- ❑ Cognitive strategies
- ❑ Exposure-based

\*consider skills deficits and additional support/direct instruction needed

119

### School Refusal: Parent/Family Interventions

- ❑ Contingency management
- ❑ Establishment of routines
- ❑ Improving commands
- ❑ Forced school attendance (\*last resort)

120

## School Refusal: Additional School Interventions

- Increasing supervision or "peer buddy"
- Remove obstacles to attendance
- Provide school-based incentives
- Maintain peer support groups across home room and classes
- Close communication between home and school
- Mental health support at school

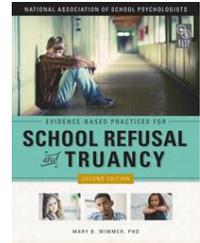
Kearney &amp; Spear (2012)

121

## School Refusal and Truancy

Available via NASP website:

- Identify, assess, and monitor school refusal behavioral
- Intervene at each Response-to-Intervention (RTI) tier
- Address contextual risk factors like homelessness and school violence
- Implement positive behavior supports for students
- Develop successful school-wide truancy prevention programs
- Focus on emotionally-based school refusal
- Define differences in school refusal behavior



122

## SELF-ESTEEM RESILIENCY

123

## CB View of Resilience

- A set of flexible cognitive, behavioral, and emotional responses to acute or chronic adversities
- Attitude is the heart of resilience
  - Thoughts, emotions, behavior
- Experience the pain but you move forward towards goal
- Development can be facilitated or impaired by context
- Can teach attitudes and skills to help deal more effectively with situation

Neenan (2009)

124

## Can you change the situation?

3 aspects to consider:

- 1) If the situation (or aspects of it) can be changed, then take steps to do so.
  - 2) If the situation (or aspects of it) cannot be changed, then work on changing emotional reaction.
  - 3) If the situation (or aspects of it) can be changed but current level of emotional distress stops you from seeing this, important to reduce level of stress before you undertake any practice problem solving steps
- Encourage new thinking: 3 Steps

125

## Attitudes that Undermine Resilience

- |  |  |
|--|--|
| <input type="checkbox"/> It's not my fault I've been made a victim | <input type="checkbox"/> I'm a failure.  |
| <input type="checkbox"/> I'll never get over it                    | <input type="checkbox"/> Why can't I find happiness?                           |
| <input type="checkbox"/> I can't stand it.                         | <input type="checkbox"/> I shouldn't have to struggle in coping with setbacks. |
| <input type="checkbox"/> Why me?                                   | <input type="checkbox"/> I need to know.                                       |
| <input type="checkbox"/> You can't escape the past?                | <input type="checkbox"/> I don't feel confident.                               |
| <input type="checkbox"/> It shouldn't have happened.               | <input type="checkbox"/> I'm a pessimist by nature.                            |

126

## Build Resilience

[Self-Messages](#)

- Look for strengths
- Examine daily life for evidence of resilience
- Identify when did handle adversity well
- Envision future adversities
- Deal with adversity as it unfolds
- Move out of comfort zone to develop greater tolerance
- Resolve to be more resilient
- Support from others
- Develop problem solving skills
- Find interests and become involved
- Classroom-based approach: "Resilient Classrooms...."  
by Doll, Zucker, & Brehm (2004)

127

## Feeling Good About Myself



### Build self-esteem

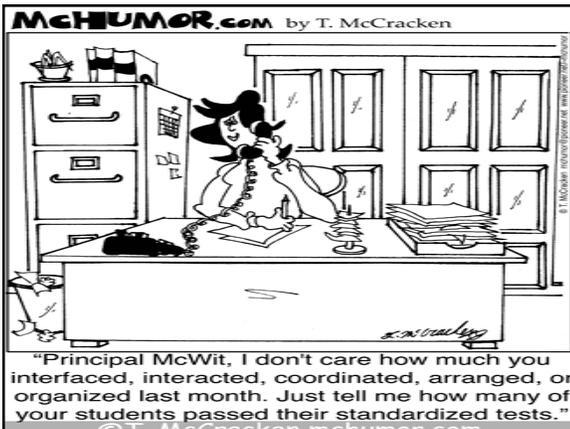
1. Blow up 6 or more balloons
2. [Write question on each balloon](#)
3. Try and keep two balloons up in air for one minute
4. Then catch one
5. Answer question

### Sample Questions:

1. One time I felt good about myself was when \_\_\_\_\_.
2. Something I do well is \_\_\_\_\_.
3. Once I found math difficult but I did it by \_\_\_\_\_.
4. If feel good when \_\_\_\_\_.

128

Liana Lowenstein "Creative Counseling Interventions for Children of Divorce"

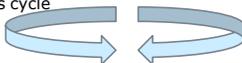


## TEACHER TRAINING

130

## Teacher thoughts & behaviors impact academics

- A teacher's thoughts, beliefs, and actions influence their classroom performance
- If they view self as flawed, ineffective, inadequate they become disparaged
- Own irrational beliefs interfere with effectiveness
- Believe unable to manage classroom behaviors are more likely to avoid classroom management techniques (e.g. give-in) - leads to vicious cycle



- Trouble adapting to problem situations and understanding how they feel have lower self-efficacy .....
- Lower self-efficacy have **difficulty** identifying how they feel and adapting to problem situations ...leads to cyclical dynamic

Warren (2010); Vernon (1990)

131

## Educating Teachers using Rational Emotive Education

- Train to understand how their perceptions, self-talk, and appraisal of the locus of student misbehavior impacts behavior management
- Beliefs in their ability have a positive impact on student learning
- Attribute their failures to external factors are less likely to experience strong emotions and react in more helpful ways and are more accepting and tolerant of students
- Professional development should also focus on helping teachers develop beliefs in their own ability to create desired outcomes (can influence own emotion and behaviors)
- Teachers model rational thought and self-helping behaviors for students → more successful behavioral patterns

Warren (2010); Vernon (1990)

132

## Additional Resources

- Child Outcome Rating Scales by Dr. Scott Miller
  - [ORS/CORS](#) – free download when register
  - <http://www.scottmiller.com> (click on "Performance Metrics")
- [www.behavioralinstitute.org](http://www.behavioralinstitute.org)
  - Discount on resources/publications and shipped directly to you from publisher
  - Click on "Free Downloads" tab and menu of topics
- Kimochi's: social-emotional learning program that includes characters and a "mixed" bag of feelings
  - [www.kimochiseducation.tumblr.com](http://www.kimochiseducation.tumblr.com)
- Series of kids books for bibliotherapy
  - Dawn Huebner – <http://www.dawnhuebnerphd.com/Books.aspx>
  - Julia Cook – many have accompanying activity books <http://www.juliacookonline.com/books/>

133

The screenshot shows a website titled "Bibliotherapy" with a colorful, child-friendly design. It features several book covers, including "Winners Don't Whine and Losers Don't Win!", "The Judgmental Flower", and "That Rule Doesn't Apply to Me!". The website has a navigation menu with categories like "Health", "Mental Health", "Friends", "Communication", "Parents", "Behavior", "Life Skills", and "Audio". Below the book covers, there is a URL: <http://www.juliacookonline.com/books/>. At the bottom, it says "Another good source: Dawn Huebner <http://www.dawnhuebnerphd.com/Books.aspx>".

## Apps

- PTSD Coach
- PFA Tutorial
- SAMSHA Disaster App
- SAMSHA- Suicide Safe
- PFA Mobile
- Mindshift (Anxiety)
- Suicide
  - ASK (Mental Health America for Texas)
  - Lifeguard (Missouri Suicide Prevention Project)
    - section for military and veterans
  - Lifebouy
  - Daily mood diary
  - My3

