

Provided to Supplement

**COGNITIVE BEHAVIORAL
THERAPY IN K-12
SCHOOL SETTINGS
A PRACTITIONER'S WORKBOOK**

Second Edition

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EXHIBIT 1.1

Student Sentence Completion Exercise

1. My best class is _____
2. I am good at _____
3. When I grow up, I want to be _____
4. Other kids _____
5. My family is _____
6. The worst thing is _____
7. At home _____
8. What upsets me is _____
9. People think _____
10. The best _____
11. My mind _____
12. Most girls _____
13. At school _____
14. I feel _____
15. Boys are _____

EXHIBIT 1.2**Adolescent Sentence Completion Exercise**

1. My favorite class subject is _____
2. The best thing I do is _____
3. My career goal is _____
4. My friends are best at _____
5. The best thing my family could do is _____
6. If I could change something, I would _____
7. My parents' ideas are _____
8. The most perturbing thing is _____
9. People don't know I think _____
10. In my personal life _____
11. My thoughts often _____
12. Most females consider _____
13. My teachers think I am _____
14. My purpose in life is _____
15. Men are usually _____

EXHIBIT 1.3
If/Then Questionnaire

IF I ace the test, THEN _____

IF I make a mistake, THEN _____

IF Others are nice to me, THEN _____

IF I feel hurt, THEN _____

IF I join the group, THEN _____

IF I am mad, THEN _____

IF My parents are happy, THEN _____

IF I let people down, THEN _____

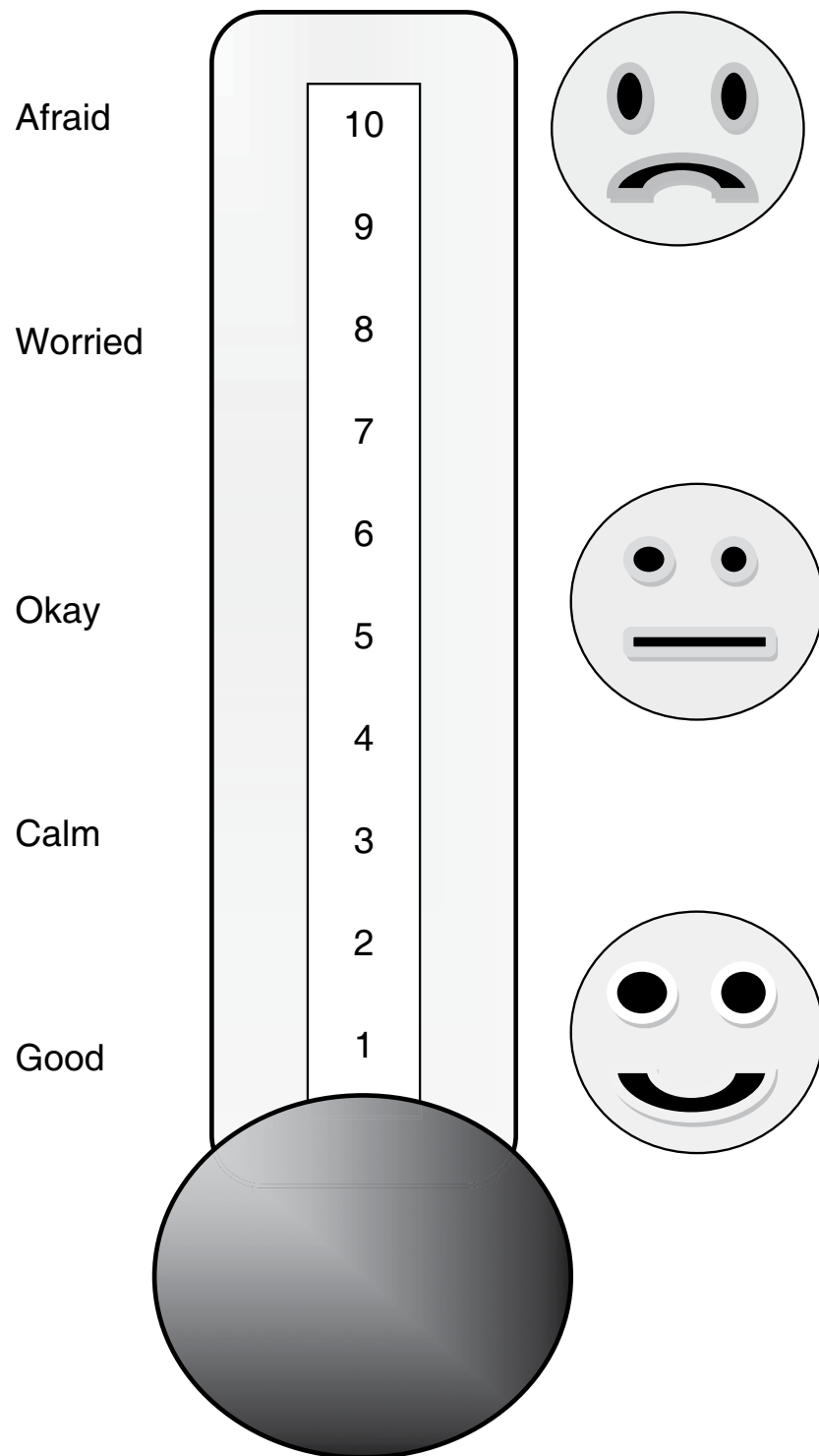
EXHIBIT 1.4**Subjective Units of Distress Scale: Feeling Thermometer**

EXHIBIT 1.5

Subjective Units of Distress Scale: What I Feel Inside

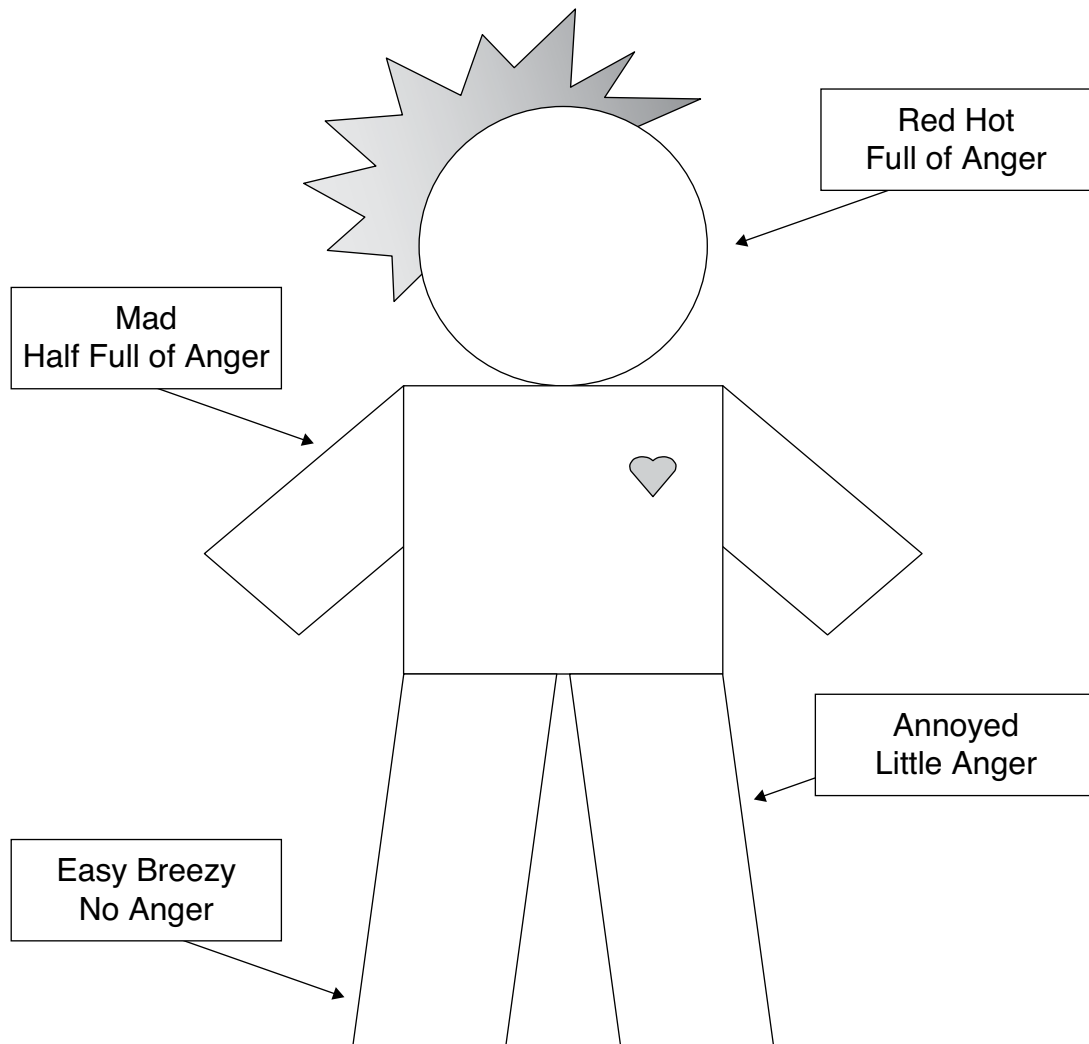


EXHIBIT 2.1
Cognitive Behavior Therapy Model

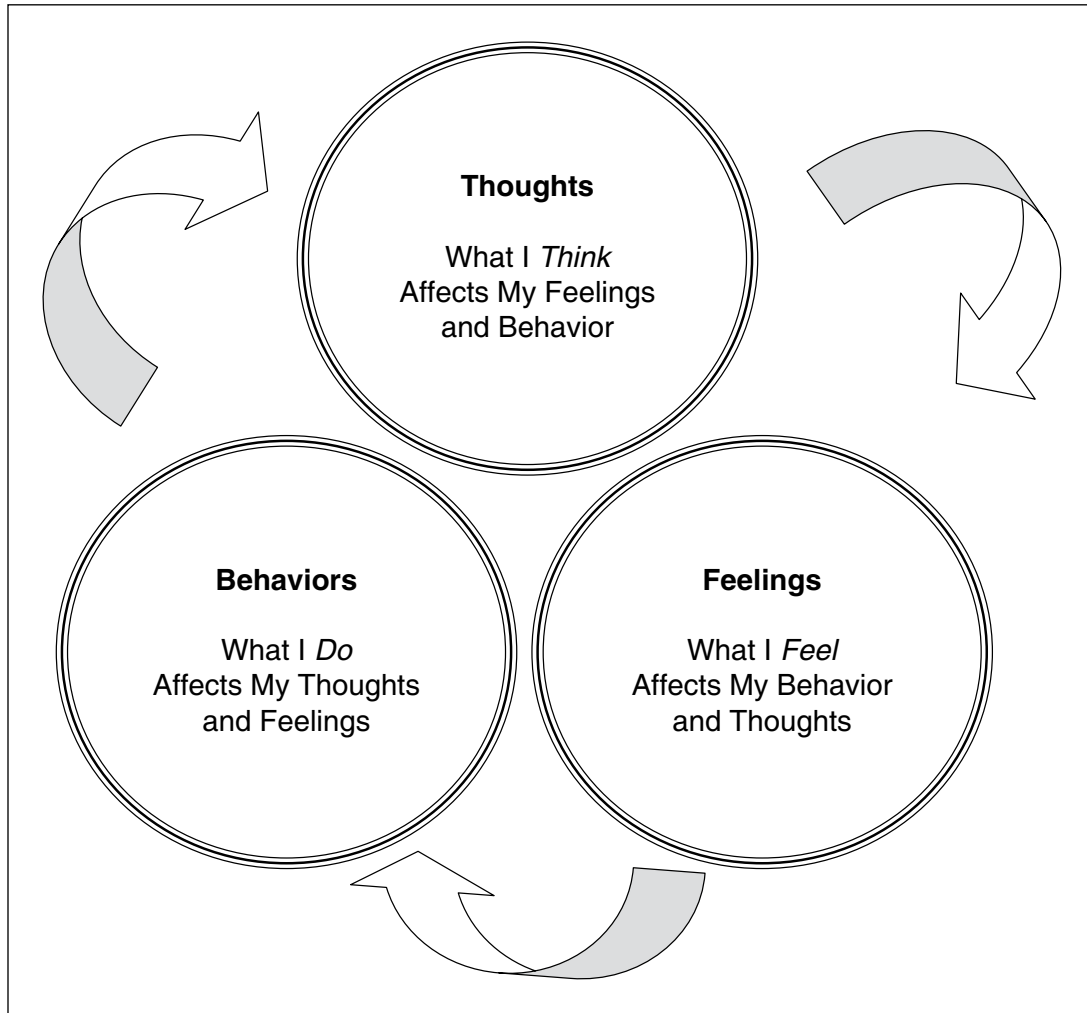


EXHIBIT 2.2

Three-Step ABC Model

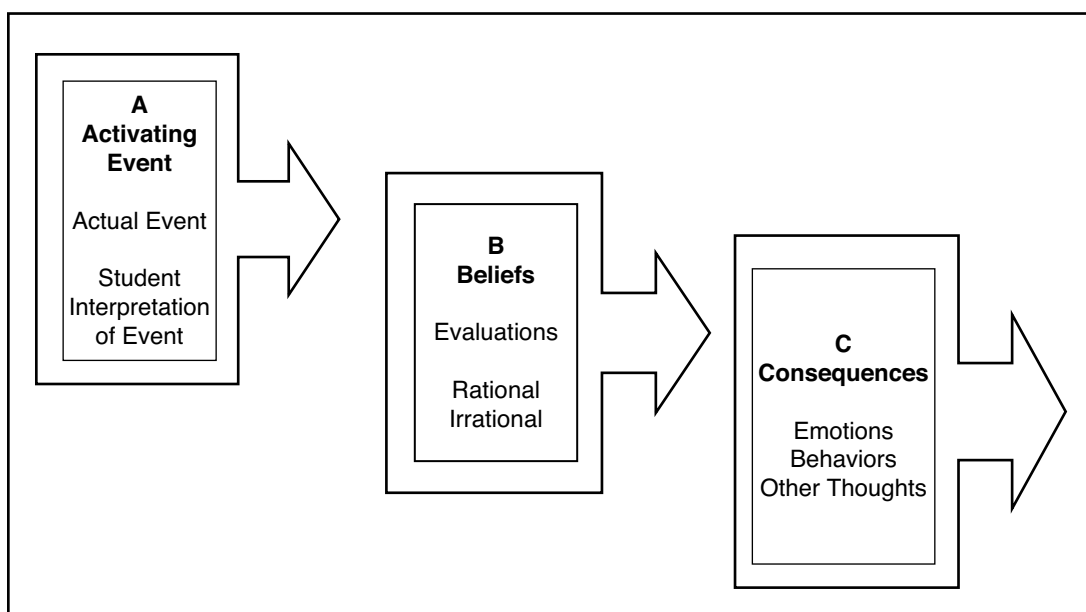


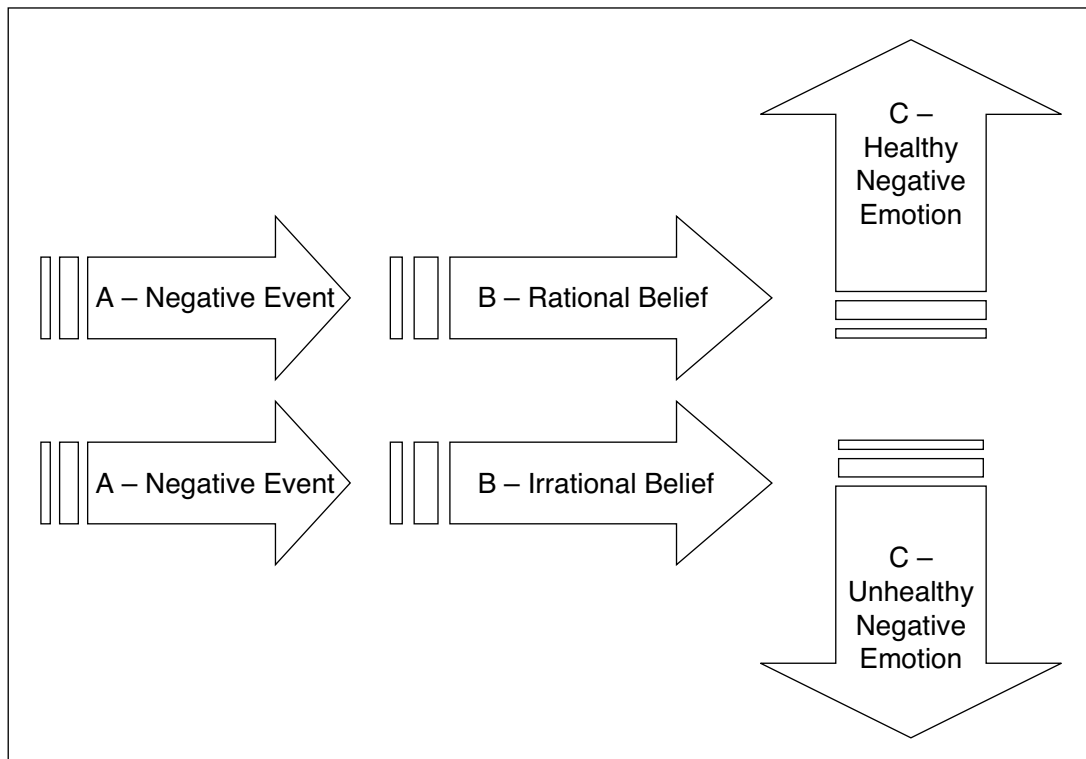
EXHIBIT 2.3**ABC Model: Alternate Consequences**

EXHIBIT 2.4

Comparing the Negative Fall and the Positive Launch

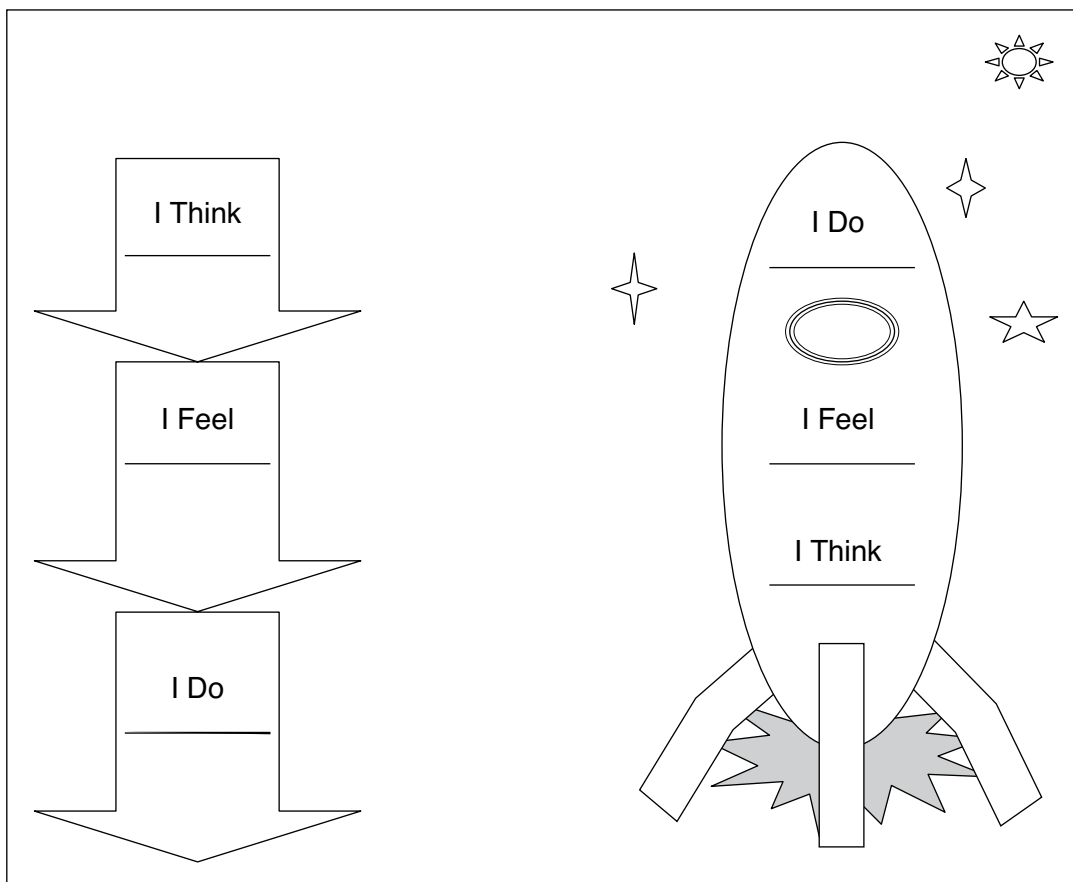


EXHIBIT 2.5

ABC Record Form

A—Activating Event	B—Beliefs	C—Consequences
(What happened? What action did you take? What was your first thought?)	(What automatic thought did you have?)	(What are the possible consequences?)
What type of thought was it?	Rational <i>or</i> irrational? What is something different that you could tell yourself?	What could you do differently next time?

Review notes:

EXHIBIT 2.6**Four-Column Functional Assessment of ABCs**

A—Activating Event	B—Behavior	C—Consequences Short Term	C—Consequences Long Term
What happened immediately before?	What action did you take?	What was the immediate result? (What happened in 5 seconds, 1 hour, 2 hours?)	What are the long-term outcomes or results?

Review notes:

EXHIBIT 2.7

Four-Column Functional Assessment of ABCD

A—Activating Event	B—Behavior	C—Consequences	D—Disputing
What happened immediately before?	What action did you take?	What was the outcome?	Challenge your belief—Is it true or false? What is an alternative rational belief? What <i>facts</i> support this? What <i>facts</i> do not support this?

Review notes:

EXHIBIT 2.8

Three-Step ABC Figure Worksheet Example

Purpose: To help children/adolescents understand the relationship among experienced events, their beliefs about the events, and various consequences that they may endure.

Developmental considerations: Counselors may want to present visual illustrations to younger children (e.g., clip art or magazine cutouts) to help them understand the relationship among antecedent events, beliefs, and consequences.

A	<ul style="list-style-type: none">• Activating Event: <i>A student said that my shoes are not nice looking.</i>• What happened? What was your immediate interpretation?
B	<ul style="list-style-type: none">• Beliefs: <i>All students are mean.</i>• Were your evaluations about the event rational or irrational?
C	<ul style="list-style-type: none">• Consequences: <i>I isolate myself from all of the students at school.</i>• How did you feel? What actions did you take? What other thoughts did you have?

EXHIBIT 2.9**Three-Step ABC Worksheet**

Directions: In the following boxes, describe a situation/event, your belief(s) about the event, and the consequences/outcomes of your belief(s).

A	<ul style="list-style-type: none">• Activating Event:• What happened? What was your immediate interpretation?
B	<ul style="list-style-type: none">• Beliefs:• Were your evaluations about the event rational or irrational?
C	<ul style="list-style-type: none">• Consequences:• How did you feel? What actions did you take? What other thoughts did you have?

EXHIBIT 2.10**ABC Worksheet**

Directions: In the following boxes, describe a situation/event, your belief(s) about the event, and the consequences/outcomes of your belief(s).

A (Activating Event)	Negative Event	Negative Event
B (Belief)	Rational Belief	Irrational Belief
C (Consequence)	Healthy Emotion	Unhealthy Emotion

EXHIBIT 4.1**Physiological Stress Reaction List**

Directions: Mark each item that applies to you.

Head

- ☐ Forehead wrinkling
- ☐ Eyes squinting
- ☐ Eyes rolling
- ☐ Frowning
- ☐ Scowling
- ☐ Staring
- ☐ Lip pursing
- ☐ Lip smacking
- ☐ Dry mouth
- ☐ Swallowing
- ☐ Jaw clenching
- ☐ Teeth grinding
- ☐ Neck rolling
- ☐ Dizziness
- ☐ Feeling faint
- ☐ Feeling flushed/turning red

Shoulders/Back/Torso

- ☐ Shoulders pulling up
- ☐ Shoulders rolling forward
- ☐ Shoulder ache
- ☐ Backache
- ☐ Back tightening
- ☐ Indigestion
- ☐ Stomach growling
- ☐ Stomachache
- ☐ Rocking
- ☐ Heart racing

Arms/Hands

- ☐ Fist clenching
- ☐ Finger tapping
- ☐ Folded arms
- ☐ Sweaty palms

Legs/Feet

- ☐ Foot tapping
- ☐ Shaking

EXHIBIT 4.2

My Feelings Map

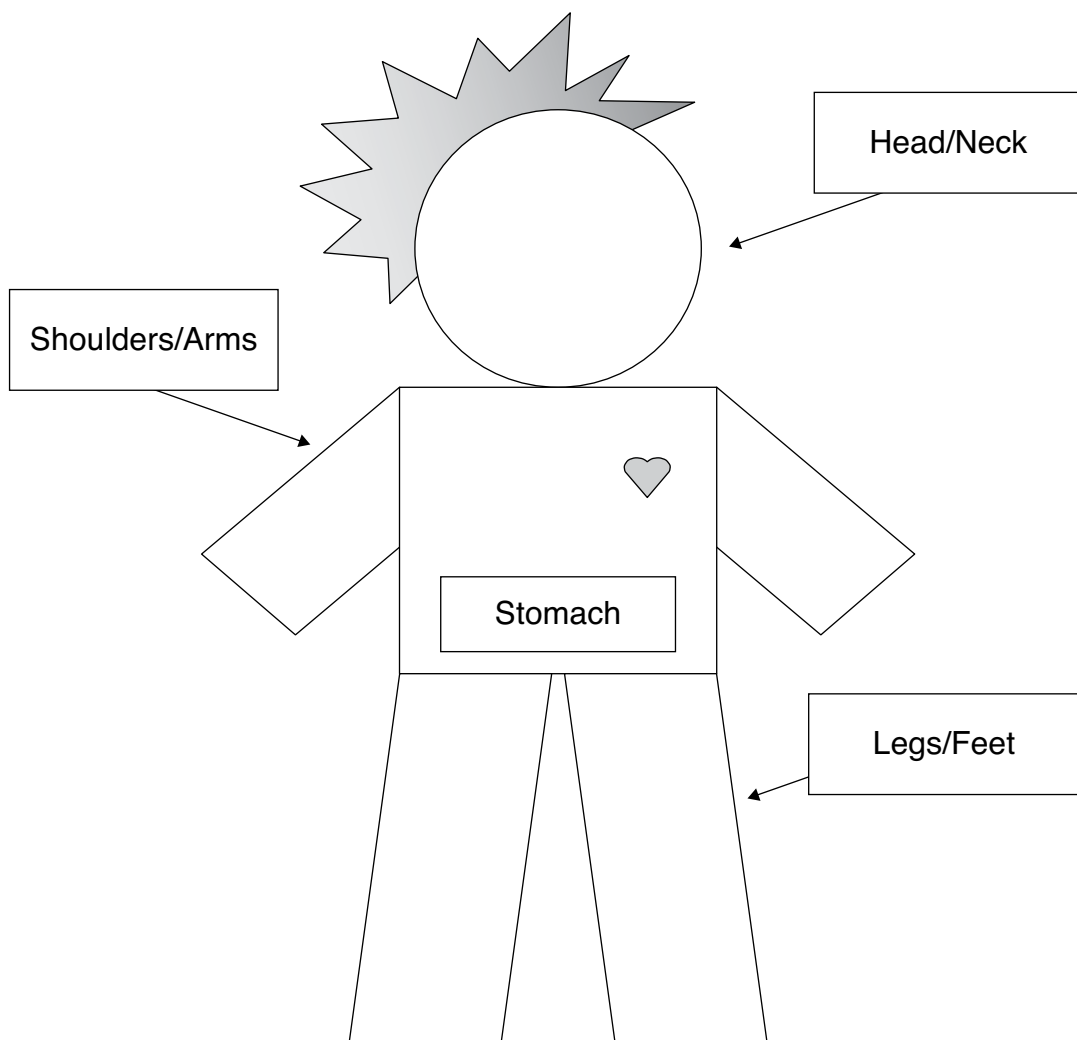


EXHIBIT 4.3**Counselor's Checklist for Relaxation Training**

Explain the relaxation training process to the parent/caregiver and student.



Introduce the various relaxation techniques to the students

- Diaphragmatic breathing
- Progressive muscle relaxation
- Guided/visual imagery



Rehearse the appropriate application of the various techniques during the counseling session (e.g., using relaxation scripts).



Prompt the student to maintain a relaxation journal to help him or her monitor the effectiveness of relaxation techniques.



In subsequent sessions, review the student's relaxation journal to identify critical patterns and engage in collaborative problem-solving regarding how to optimize the student's success.



Continue to practice the application of the relaxation techniques and help the student identify when they can be used.



Repeat the process until the student demonstrates a clear understanding of the correct application of the techniques.

EXHIBIT 4.4**Relaxation Training: Information for Parents/Caregivers***Relaxation Training*

Relaxation training is a therapeutic technique that can be utilized to help individuals reduce high levels of anxiety and stress. Relaxation training is based on the idea that although most people encounter stressful and anxiety-producing events, people respond to stress and anxiety in different ways. Given that stressful and anxiety-producing events can cause individuals to feel overwhelmed and result in a heightened sense of anxiety, relaxation training is generally implemented to help individuals learn how to cope with stress and anxiety in a healthy manner by learning how to remain calm and slow their bodies down (e.g., manage a racing heartbeat). Counselors can teach children/adolescents a variety of relaxation techniques throughout their sessions.

The Relaxation Training Process

The first step in the process entails explaining to the student the idea behind and the value of relaxation training. After the counselor provides a general overview of relaxation training, the counselor then teaches the child/adolescent about various relaxation techniques. Finally, the counselor engages in various exercises and activities during the sessions to help the student learn how to correctly apply each technique (e.g., using relaxation scripts). Students are also encouraged to maintain a relaxation journal to learn how to monitor and evaluate the effectiveness of the techniques as a personal coping strategy. The relaxation journal can also be used to help the counselor identify critical patterns with the student and engage in collaborative problem-solving regarding how to optimize the student's success.

What Are Relaxation Techniques?

There are several relaxation techniques that children/adolescents can learn to help them remain calm and cope with stress and anxiety. These include the following:

1. **Diaphragmatic breathing:** Students learn how to engage in deep, slow, and relaxed abdominal breathing.
2. **Progressive muscle relaxation:** Students learn how to intentionally tense and relax various muscle groups in the body.
3. **Visual and guided imagery:** Students learn the method of actively imagining a pleasant and peaceful scene that they find calming (e.g., the beach, playing with the dog at the park, going to Disney World). This technique can also be applied to visualizing a positive outcome for an upcoming event that they find anxiety provoking (e.g., imagine performing well in the play, imagine scoring a point for the team).

Below Is an Example of a Guided Safe Place Imagery Exercise

We are going to close our eyes for a couple of minutes. Imagine yourself in a peaceful and soothing place. Imagine that you are on a beach. Picture details about this peaceful place. Is the sand warm? Are you at the beach with friends? See the waves washing onto the shoreline. Listen to the sound of the waves. What else do you hear? Listen to the calls of the seagulls. Imagine the wind blowing softly. Can you feel the cool breeze? How does it make you feel to be in this peaceful place?

EXHIBIT 4.5**Relaxation Log**

Date/Time: _____

Relaxation Strategy Used: _____

Experience: _____ (What Happened)

_____Circle Rating *Before* Relaxation:

Low ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ High

Circle Rating *After* Relaxation:

Low ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ High

EXHIBIT 4.6

Relaxation Journal Worksheet Example

Purpose: Help children/adolescents understand the relationship among experienced events, their stress and anxiety level, and use of relaxation techniques (use SUDs to rate stress/anxiety).

Developmental Considerations: Present visual illustrations to younger children (e.g., smiley faces) to help them identify the level of stress/anxiety they experience with each situation.

Stressful Event	Anxiety or Stress Level	What Physical and Emotional Symptoms Did You Feel?	Relaxation Technique	Anxiety or Stress Level After Relaxation
<i>My teacher notified the class about an upcoming test.</i>	7	<i>My heart was racing; my muscles were tensed. My palms started sweating. I felt scared and nervous.</i>	<i>Deep breathing</i>	3
<i>I found out my best friend is moving.</i>	8	<i>My eyes got teary, my voice started shaking, and I couldn't talk. I felt overwhelmingly sad, like I would never have a friend or fun again.</i>	<i>Positive self-affirmations Took a walk to calm down, and imagine visiting my friend in the new neighborhood</i>	5
<i>I have a physical education test for gymnastics in an hour.</i>	9	<i>My leg muscles are tightening up, and I think I am getting a headache. I feel like I will fail.</i>	<i>Deep breathing Progressive muscle relaxation for legs Imagine self-performing well</i>	6
<i>I lost my homework.</i>	6	<i>My thoughts are spinning; I feel frozen and can't think what to do. I feel afraid to tell the teacher.</i>	<i>Take a few moments for deep breathing Imagine what I will tell teacher</i>	4
<i>I have to sit by a new kid tomorrow.</i>	5	<i>I don't know if he or she will like me. I don't know if I will like the new kid. I feel nervous and want to stay home from school.</i>	<i>Take a few moments to imagine a peaceful place Take a few moments to image that the meeting is fun</i>	

EXHIBIT 4.7**Relaxation Journal Worksheet**

Directions: Reflect on an incident that happened within the last month. List your stress level and describe how you felt before you utilized a specific relaxation technique and list your stress level after you utilized the relaxation technique.

Stressful Event	Anxiety or Stress Level	What Physical and Emotional Symptoms Did You Feel?	Relaxation Technique	Anxiety or Stress Level After Relaxation

EXHIBIT 4.8

Relaxation Script Examples

Progressive Muscle Relaxation Technique

We are going to do some exercises that will help you learn how to stay calm and relaxed. First, sit back, close your eyes, and get comfortable—try to allow your worries and stressors to melt away as you become relaxed.

- Take some very deep breaths. Try to imagine your chest inflating like a large balloon—fill up your balloon as much as you possibly can. Now release your breath slowly—very slowly—and imagine exhaling your tension, all of your tension. Then, completely empty your tension so you're ready to breathe deeply again. [Repeat several times until the client starts feeling more relaxed.]
- Now turn your attention to your feet. Begin to tense your feet by curling your toes and the arch of your foot. Notice and witness the tension. [Have the client stay tense for about 5–10 seconds followed by about 20 seconds of relaxation.] Now release the tension in your feet. Notice the new feeling of relaxation. Notice how you feel different than you did when you were tense.
- Now begin to focus on your lower legs. Tense the muscles in the back of your legs. Get your muscles really hard, and pay attention to the tension. [Have the client stay tense for about 5–10 seconds followed by about 20 seconds of relaxation.] Now release the tension in your legs, and pay attention to the feeling of relaxation again. Remember to keep taking deep breaths. Now tense the muscles of your upper leg and in the middle of your body. You can do this by tightly squeezing your thighs together. Make sure you feel the tension. [Have the client stay tense for about 5–10 seconds followed by about 20 seconds of relaxation.] And now release. Feel the tension leaving your muscles.

MUSCLE GROUPS THAT MAY BE SELECTED

Right and left hand/forearm	Forehead	Upper back
Right and left upper arm	Eyes and cheeks	Lower back
Right and left upper leg	Mouth and jaw	Hips and legs
Right and left lower leg	Torso	Shoulders
Right and left foot	Stomach	Shoulder blades

Diaphragmatic Breathing

Touch your abdominal (or belly) muscles. Inhale slowly. Take a deep and powerful breath. Hold this breath for 3 to 5 seconds. Exhale slowly. Take another slow and deep breath. Hold this breath again. Now exhale slowly. Feel your hand moving slowly. Take another slow and deep breath. Exhale slowly. Release all of the tension. Now relax!

Guided Safe Place Imagery

Close your eyes. Imagine yourself in a peaceful and soothing place. Imagine that you are on a beach. Picture details about this peaceful place. Are you at the beach alone? See the waves washing onto the shoreline. Listen to the sound of the waves. What else do you hear? Listen to the calls of the seagulls. Imagine the wind blowing. Can you feel the cool breeze? How does it feel to be in this peaceful place?

EXHIBIT 4.9**Counselor's Checklist for Behavioral Activation**

Explain the behavioral activation process to the parent/caregiver and student.



Help the student list a variety of activities that he or she can pursue.



Help the student to generate a weekly schedule and include the activities on the schedule.



Teach the student how to monitor his or her mood before and after various activities are completed.



Encourage the student to monitor his or her moods throughout the week so that you all can discuss his or her progress in later sessions.



In subsequent sessions, review the student's mood-level ratings, identify critical patterns with the student (e.g., activities that may not result in a significant mood change), and engage in collaborative problem-solving regarding how to optimize the student's success.



Repeat the process until the student's activity-monitoring data show that he or she is consistently experiencing more pleasurable feelings before and after various activities are completed.

EXHIBIT 4.10

Behavioral Activation: Information for Parents/Caregivers

Behavioral Activation

Behavioral activation is an intervention strategy that is implemented to help individuals cope with social withdrawal and depressed moods. Behavioral activation is based on the premise that people are less likely to engage in enjoyable activities when they feel depressed. When their activity level declines, they may become even more withdrawn, unmotivated, and lethargic. Hence, there is a high probability that their depressed moods will continue to worsen. This may also cause these individuals to feel even more isolated and detached from others. Behavioral activation can help individuals gradually engage in pleasurable activities to decrease their avoidance and isolation, and improve their mood. Engaging in pleasurable activities can be challenging for individuals who are not motivated and are depressed. Thus, your child's counselor will support your child throughout the process to help your child succeed.

Behavioral Activation Process

First, the child is encouraged to identify and list a variety of activities that she or he can pursue. The counselor then encourages the child to engage first in activities that are easy to complete and then assigns increasingly challenging activities throughout the course of treatment. Students are also encouraged to start off by completing a few activities and gradually increase the number of activities that they are expected to pursue each week. After a list of activities is identified, the child is encouraged to plan his or her weekly schedule to include the chosen activities. To help students understand how engaging in several activities can impact their moods using behavioral activation, the final step of the process includes encouraging students to monitor their moods before and after the activity is completed, sometimes keeping a daily log. Monitoring their progress can help students recognize their individual accomplishments. This can elevate mood, increase motivation, and encourage them to keep moving forward. Behavioral activation may be repeated until the child's activity-monitoring data show that he or she is consistently experiencing more pleasurable feelings before and after various activities are completed.

What Kind of Activities Are Children Encouraged to Pursue?

Students are encouraged to engage in a variety of activities. Here are some guidelines that the counselor will follow when helping students identify activities to complete:

1. **Safe:** Activities should be safe.
2. **Achievable:** Activities should promote a sense of accomplishment.
3. **Reasonable:** Activities should be reasonable to complete.
4. **Meaningful:** Activities should be meaningful to the student.

An example of an activity monitoring table that might be assigned for homework is below.

0	1	2	3	4	5	6	7	8	9	10
None	Low				Okay				High	Extreme

Activity: Reading fiction, May 1.

	Depression Feelings	Pleasurable Feelings
Before	8	2
After	4	6

Activity: Going to the mall with friends, May 2.

	Depression Feelings	Pleasurable Feelings
Before	6	1
After	2	8

EXHIBIT 4.11**Activity Identification and Monitoring Worksheet Example**

Purpose: To help students identify a range of activities that they can pursue and to monitor how each activity impacts their mood.

Developmental Considerations: Counselors may want to present visual illustrations to younger children (e.g., smiley faces) to help them identify their mood level in response to each activity.

List of Positively Rewarding Activities

1. Reading fictional material
2. Singing in my choir
3. Going to the mall with friends
4. Local sightseeing
5. Fishing
6. Bowling
7. Walking and jogging
8. Going to lunch dates with my sister
9. Attending family dinners
10. Camping

0	1	2	3	4	5	6	7	8	9	10
None	Low				Okay				High	Extreme

Activity: Reading fiction, May 1.

	Depression Feelings	Pleasurable Feelings
Before	8	2
After	4	6

Activity: Going to the mall with friends, May 2.

Before	6	1
After	2	8

EXHIBIT 4.12

Positively Rewarding Activities

Directions: List activities that might be fun and pleasurable for you. If you cannot think of any, work with a partner to help you identify a variety of activities. Let us see how many activities you can list. Ready, set, go!

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

EXHIBIT 4.13**Weekly Activity Schedule Worksheet Example**

Purpose: To help students plan their weekly activities in advance.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00–9:00 a.m.	Walking	Walking	Walking	Walking	Walking	Walking	Walking
9:00–10:00 a.m.		Class	Class	Class	Class	Class	
10:00–11:00 a.m.		Class	Class	Class	Class	Class	Cleaning my house
11:00 a.m.–12:00 p.m.	Singing in my choir						Cleaning my house
12:00–1:00 p.m.	Singing in my choir	Lunch date			Baking a cake		
1:00–2:00 p.m.							Fishing
2:00–3:00 p.m.	Family dinner	Mentoring	Sightseeing	Mentoring		Mentoring	Fishing
3:00–4:00 p.m.	Family dinner	Mentoring	Sightseeing	Mentoring		Mentoring	Fishing

EXHIBIT 4.14**Weekly Activity Schedule**

Directions: List the activities that you will complete during each time block daily throughout the upcoming week.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00–9:00 a.m.							
9:00–10:00 a.m.							
10:00–11:00 a.m.							
11:00 a.m.–12:00 p.m.							
12:00–1:00 p.m.							
1:00–2:00 p.m.							
2:00–3:00 p.m.							
3:00–4:00 p.m.							
4:00–5:00 p.m.							
5:00–6:00 p.m.							
6:00–7:00 p.m.							
7:00–8:00 p.m.							

EXHIBIT 5.1**Counselor's Checklist for Exposure/Response Prevention (E/RP) Therapy**








	<p>Explain the exposure/response prevention therapeutic process to the parent/caregiver and student.</p> <p>Gather the parent/caregiver's consent and student's assent to participate in E/RP therapy.</p>
	<p>Identify the student's fear-provoking triggers with the student.</p>
	<p>Create a fear hierarchy with the student using the Subjective Units of Distress Scale (SUDS).</p>
	<p>Expose the student to the fear-provoking stimuli.</p> <p>Start with lower ranked fears and gradually move to higher ranked fears.</p>
	<p>Encourage the student to endure the discomfort and utilize relaxation techniques to overcome his or her distress.</p>
	<p>Assess the student's level of anxiety during the exposure exercises using the SUDS.</p>
	<p>Repeat the process until the student's SUDS data indicate that the student consistently experiences low levels of anxiety (e.g., minor worry, calmness, and relaxation) when exposed to the stimuli.</p>

EXHIBIT 5.2

Exposure/Response Prevention Therapy: Information for Parents/Caregivers

Exposure/Response Prevention Therapy

Exposure/response prevention (E/RP) therapy is a therapeutic technique that is often utilized to help individuals face and overcome exaggerated fears. E/RP is grounded in the idea that a person must confront his or her fears to learn how to cope with them. When people avoid those situations that provoke anxiety and distress, their heightened fear is more likely to remain. Although the avoidance may serve as a protective response for the individual, constant avoidance can cause the anxiety to become worse as opposed to getting better. E/RP can help children and adolescents manage their fears and reduce their anxiety.

The E/RP Process

First, the counselor collaborates with the child to identify situations and circumstances that produce the child's fear. The child then creates a fear hierarchy with the counselor by ranking the level of anxiety that is experienced with each situation. Next, the child is voluntarily exposed to the fear-producing situations under the supervision of his or her counselor. During this exposure, response prevention will occur in which the counselor encourages the child to refrain from avoiding the fear-producing situation(s). Instead, the child is encouraged to endure any discomfort knowing it will soon subside. Students are first exposed to situations that provoke lower levels of anxiety and gradually are exposed to situations that provoke higher levels of anxiety. The child's anxiety level is assessed throughout the process to monitor his or her progress. The exposure discontinues when he or she is experiencing more relaxed and calm feelings in response to the fear-producing situation(s).

What Does the Exposure Entail?

Exposure exercises can be executed through several methods, ranging from less intense to highly intense. In the order of intensity levels, such methods include the following:

1. **Imaginal exposure:** The student imagines himself or herself in the fear-producing situation (e.g., presenting a book report in class).
2. **In-session exposure/role-playing:** The student acts out a scenario in which he or she is exposed to the fear-producing situation (e.g., practicing giving a book report with the counselor).
3. **Viewing visual images of the fear-eliciting situation:** The student views visual representations of the fear-producing situation (e.g., pictures and videos).
4. **In vivo exposure:** The student directly confronts the situation (e.g., gives the book report in front of differing audiences and then the class).

It is important to note that all exposures are agreed on in collaboration between the student and counselor, all are voluntary, the counselor is always present, and the counselor is also willing to model or participate in the exposure. An example of exposure self-ratings of anxiety and how those subside with each practice is given in the following graph. A–F on the graph indicate the “lightning bolt” pattern of ever-increasing fear that individuals may experience if they continue to avoid tasks/experiences they fear. For example, the initial fear of public speaking (A) will immediately decrease if a student avoids the task (B). However, the next time the task is required, the initial fear start point will be higher (C). This cycle of avoidance reinforces the likelihood of continued avoidance and exaggerated fear responses. In contrast, the first guided exposure with a counselor (G) may start out high, but fear subsides as an individual endures the activity. The next time the student participates in public speaking (H), the fear starts lower and goes down faster. This is called habituation (compare exposures 1, 2, 3, and 4). The gentle downward sloping graph response is often called the “rainbow effect.”

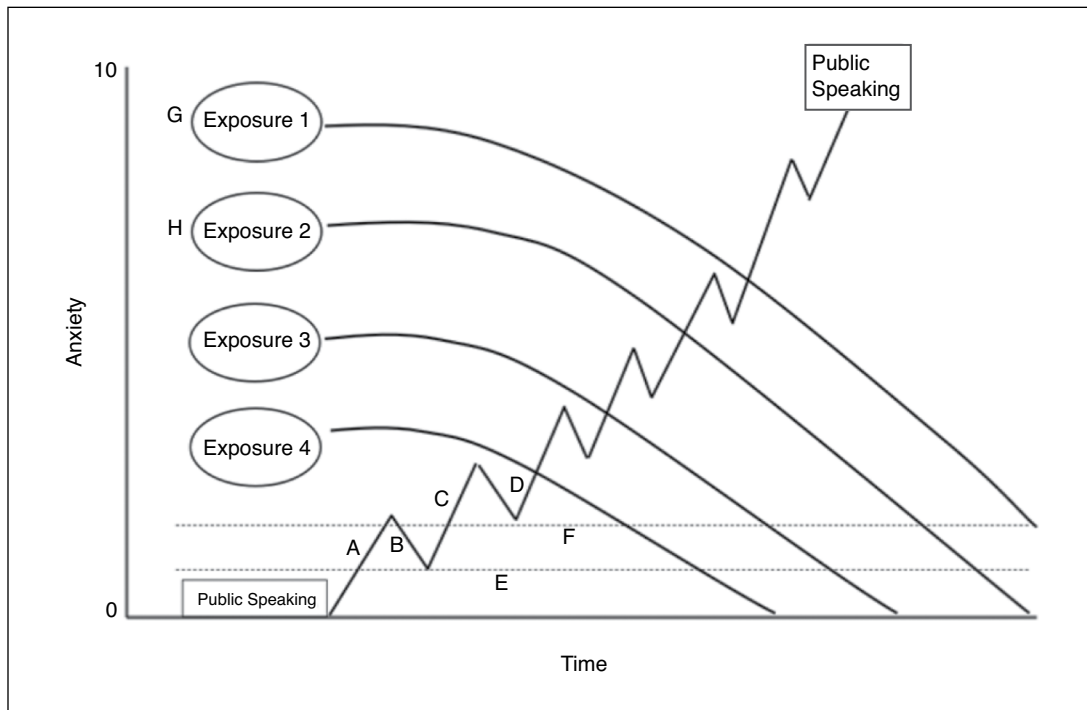


EXHIBIT 5.3

Exposure Therapy Graph Sample

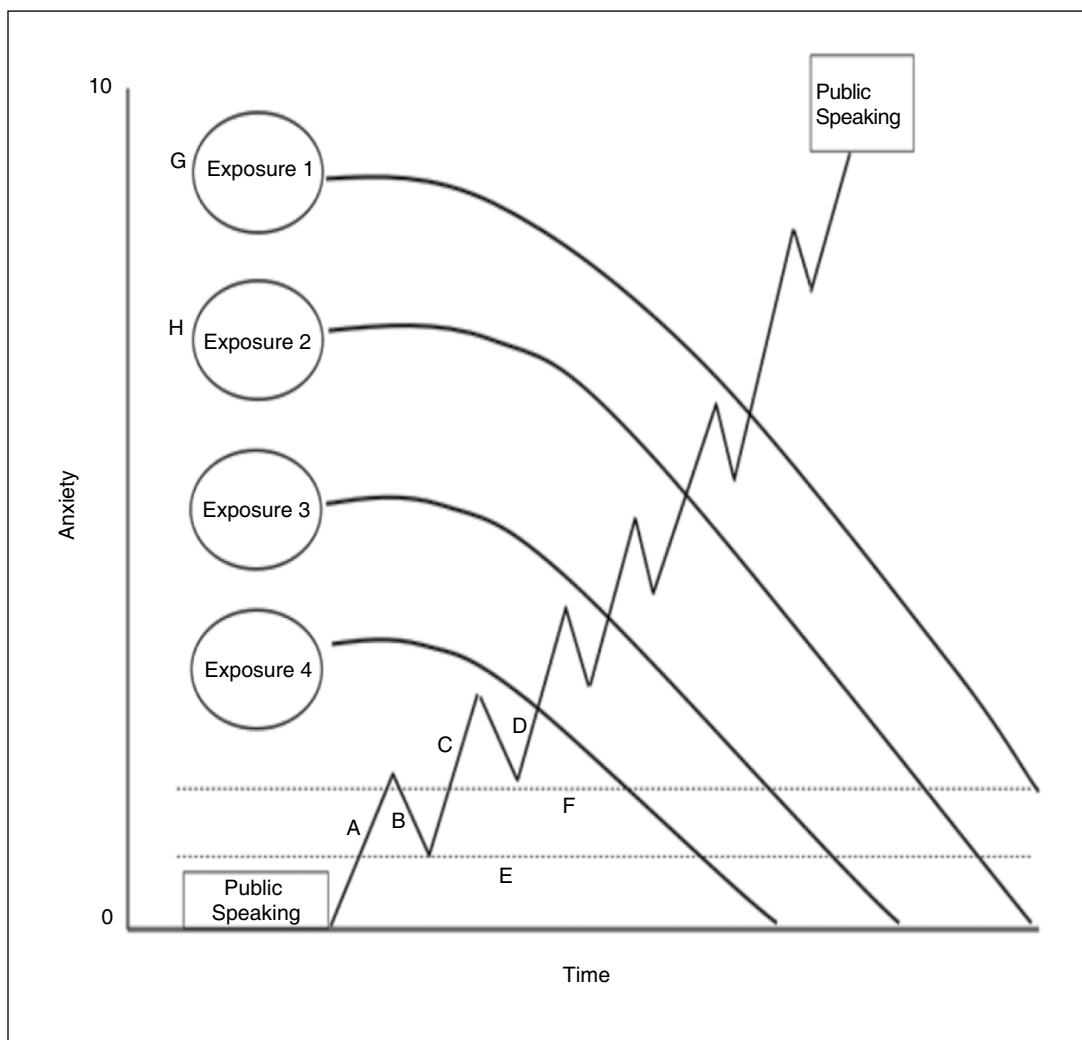


EXHIBIT 5.4
Exposure Therapy Graph

SUDS RATING	10							
	9							
	8							
	7							
	6							
	5							
	4							
	3							
	2							
	1							
	0							
	TIME							

EXHIBIT 5.5

Exposure Hierarchy Teaching Example

Purpose: To help students rank their level of distress in response to situations of exaggerated fear.

Developmental considerations: May need to present visual illustrations to younger children (e.g., smiley faces) to help them identify the level of anxiety they experience with each situation (also see Appendix Exhibits 1.4 and 1.5 for scale examples for younger children). The hierarchy can be steps leading up to one highly feared situation (e.g., presenting in a classroom full of students for a grade) or multiple feared situations increasing in fearfulness (e.g., making a mistake on a paper, tripping in public, asking a stranger for directions, singing in public).

Situation	SUDs Ranking
Presenting in front of the entire class for a grade	10
Presenting in front of a classroom with the teacher for a grade	9
Presenting in front of the classroom with just two friends present	8
Presenting in a classroom alone	7
Rehearsing my presentation in front of a friend at home	6
Rehearsing my presentation in front of my parents/caregivers or sibling	5
Rehearsing my presentation in the mirror	4
Reading my presentation out loud	3
Preparing a PowerPoint presentation	2
Writing the class presentation date in planner	1

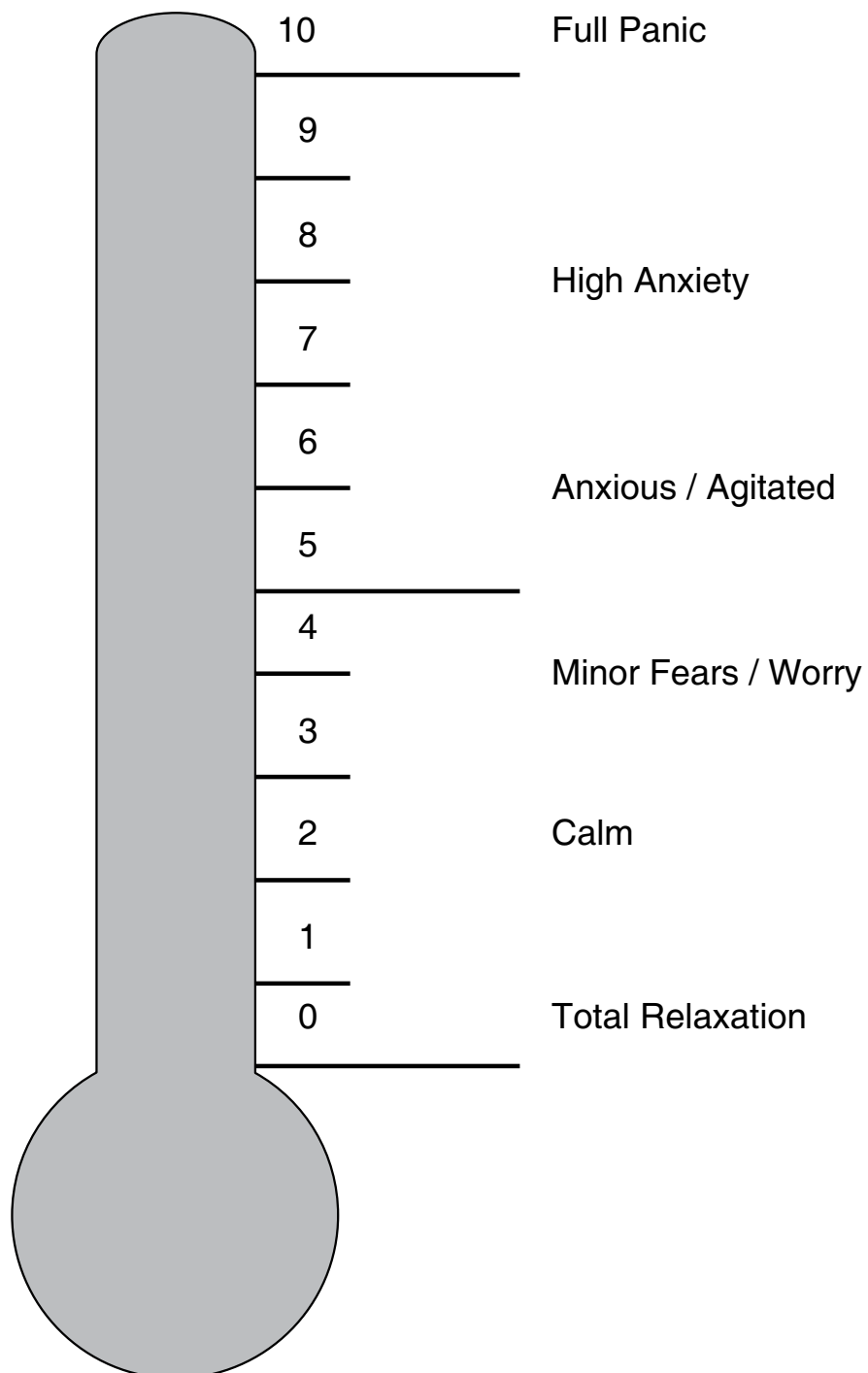
EXHIBIT 5.6**Subjective Units of Distress Scale**

EXHIBIT 5.7

Exposure Hierarchy Worksheet

Directions: Write down the situations that cause you to feel anxious and afraid, and then add them to the first column, ranking them in order of how distressing they are. In the second column, write how anxious each one makes you, from 0 (totally relaxed) to 10 (full panic).

Situation	SUDS Ranking

EXHIBIT 5.8**Downward Arrow Technique**

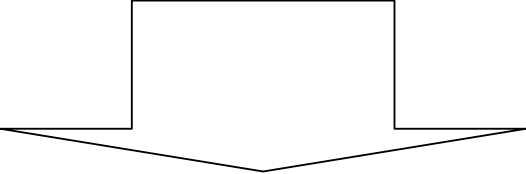
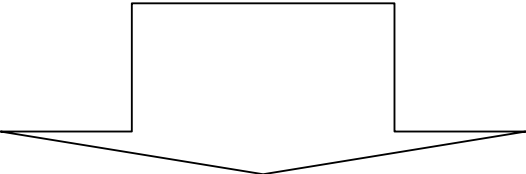
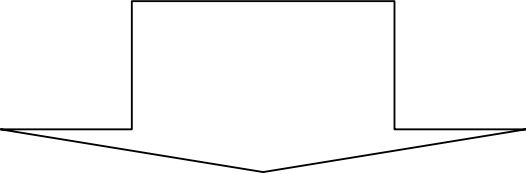
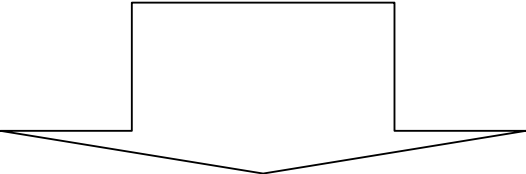
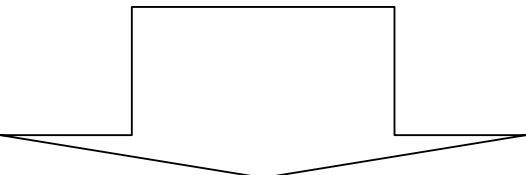
Child/Adolescent	Counselor
	<div>What would happen next? If that happened, what would it mean?</div>
	
	
	
	

EXHIBIT 5.9**Worry Script Worksheet**

Instructions: Using the space below, write down one thing you are worried about. Include as much detail as possible (how does it feel, sound, smell, what will happen next, what do you see). Also include why, when, and where you are worried.

Date: _____ Time: _____ Location: _____

What are you worried about? _____

Summarize your worry in only one sentence: _____

EXHIBIT 5.10**Counselor's Checklist for Cognitive Restructuring**

Explain the cognitive restructuring process to the parent/caregiver and student.



Introduce the relationship between activating events and one's thoughts, emotions, and behaviors (e.g., utilize the ABC figure).



Prompt the student to identify irrational and distorted thoughts.



Challenge the student's distorted thinking through perspective-taking exercises, using the Socratic questioning method, and/or through reflective thought recording.



Prompt the student to identify the specific cognitive distortions that exist.



Help the student reframe his or her distorted and irrational thoughts and/or replace such thoughts with coping statements/positive affirmations.



Repeat the process until the student's thoughts reflect a more balanced and rational manner of thinking.

EXHIBIT 5.11**Cognitive Restructuring: Information for Parents/Caregivers***Cognitive Restructuring*

Cognitive restructuring is a therapeutic technique that is commonly used to challenge and correct negative thinking patterns that elicit depression and anxiety-related problems. It is based on the premise that one's irrational thoughts and beliefs about a specific event can lead to unhealthy emotions and behaviors that maintain depression and anxiety-related problems. Irrational thoughts are often referred to as cognitive distortions. Thus, the primary objective of cognitive restructuring is to help individuals challenge and reframe the cognitive distortions that are associated with their maladaptive emotions and behaviors. By disputing, reframing, and replacing unfavorable thoughts and beliefs, individuals are better prepared to manage and cope with their difficulties. Cognitive restructuring is a method that counselors can utilize to help students become more aware of their thinking and to change their distortions to more positive and rational patterns of thinking.

Cognitive Restructuring Process

The first step in the process entails teaching children or adolescents that their thoughts, feelings, and behaviors are interrelated and can influence each other (see diagram). After a child understands that his or her thoughts can produce negative emotions and behaviors, he or she can then be prompted to identify his or her problematic thoughts. These thoughts are generally brief, spontaneous, and not based on reflection. In order for the student to interpret such thoughts as problematic, several strategies can be employed. First, students can be encouraged to view their thoughts from another person's perspective. Counselors can also utilize a semistructured questioning method to help the student discover his or her problematic thoughts, understand why such thoughts are problematic, and identify errors in his or her reasoning. Another approach includes encouraging the student to maintain a journal or record of events that occur and his or her succeeding thoughts, behaviors, and consequences. These activities can help the student challenge and become more aware of his or her thinking.

After the student identifies his or her thought(s) as irrational and problematic, the counselor then prompts the student to identify the specific type of cognitive distortion(s) that exist. This can further help the student understand the nature of his or her thinking. After the student identifies his or her irrational thought, why the thought is problematic, and errors in his or her reasoning, the counselor assists the student with generating a more rational thought to replace the distorted thought. This process can be repeated until the student's thoughts reflect a more balanced and rational manner of thinking.

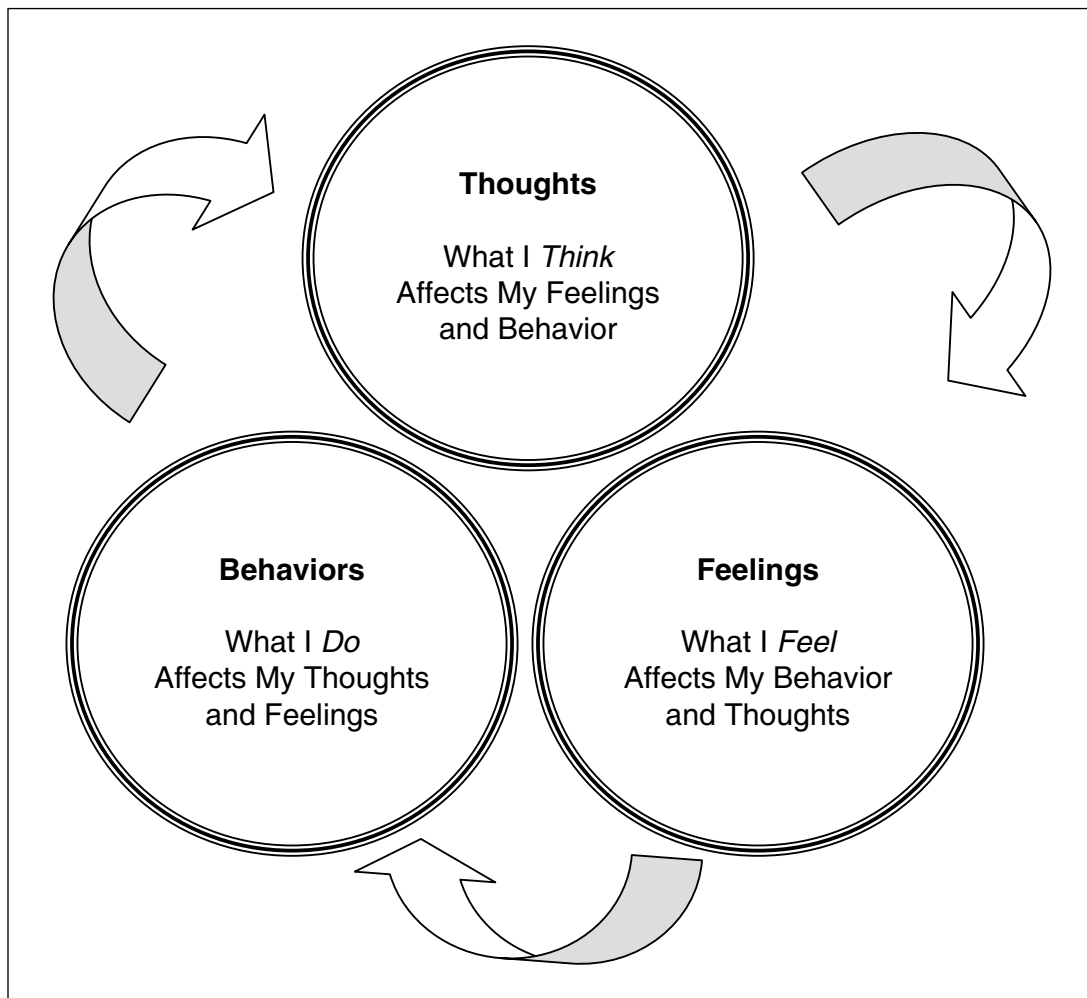


EXHIBIT 5.12

The Depression Downward Withdrawal Spiral

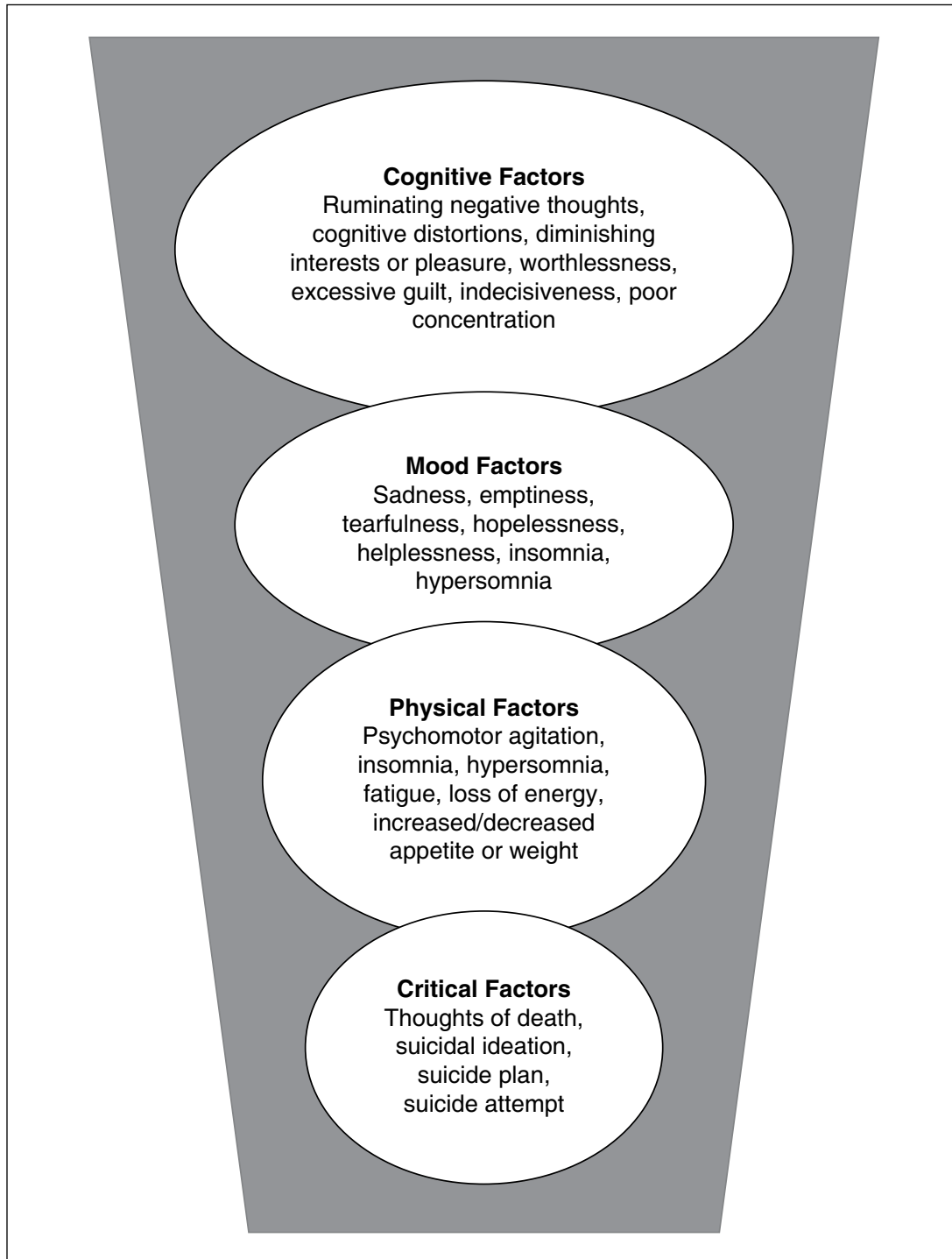


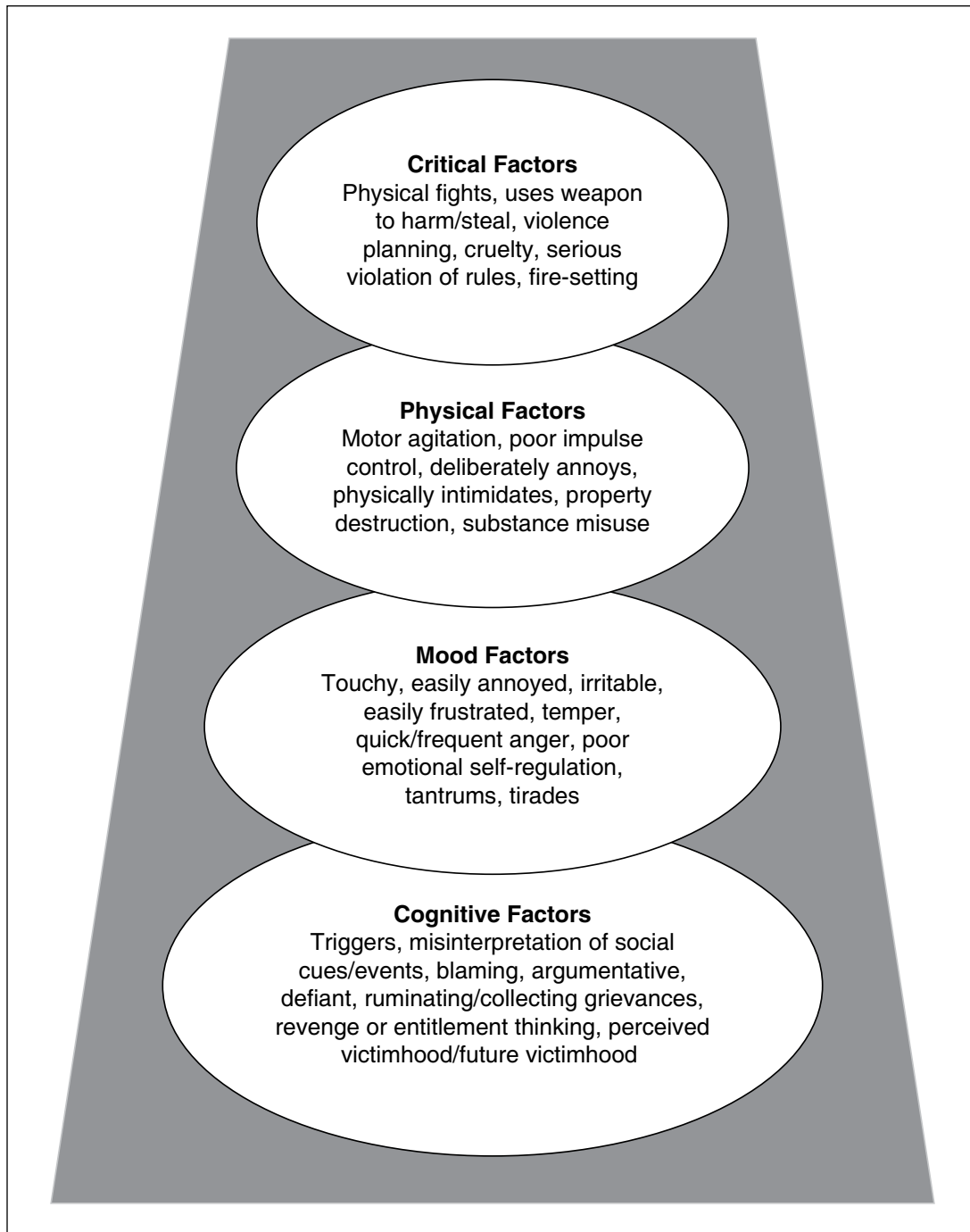
EXHIBIT 5.13**The Anger Upward Escalation Spiral**

EXHIBIT 5.14

The Anger Escalating Sequence

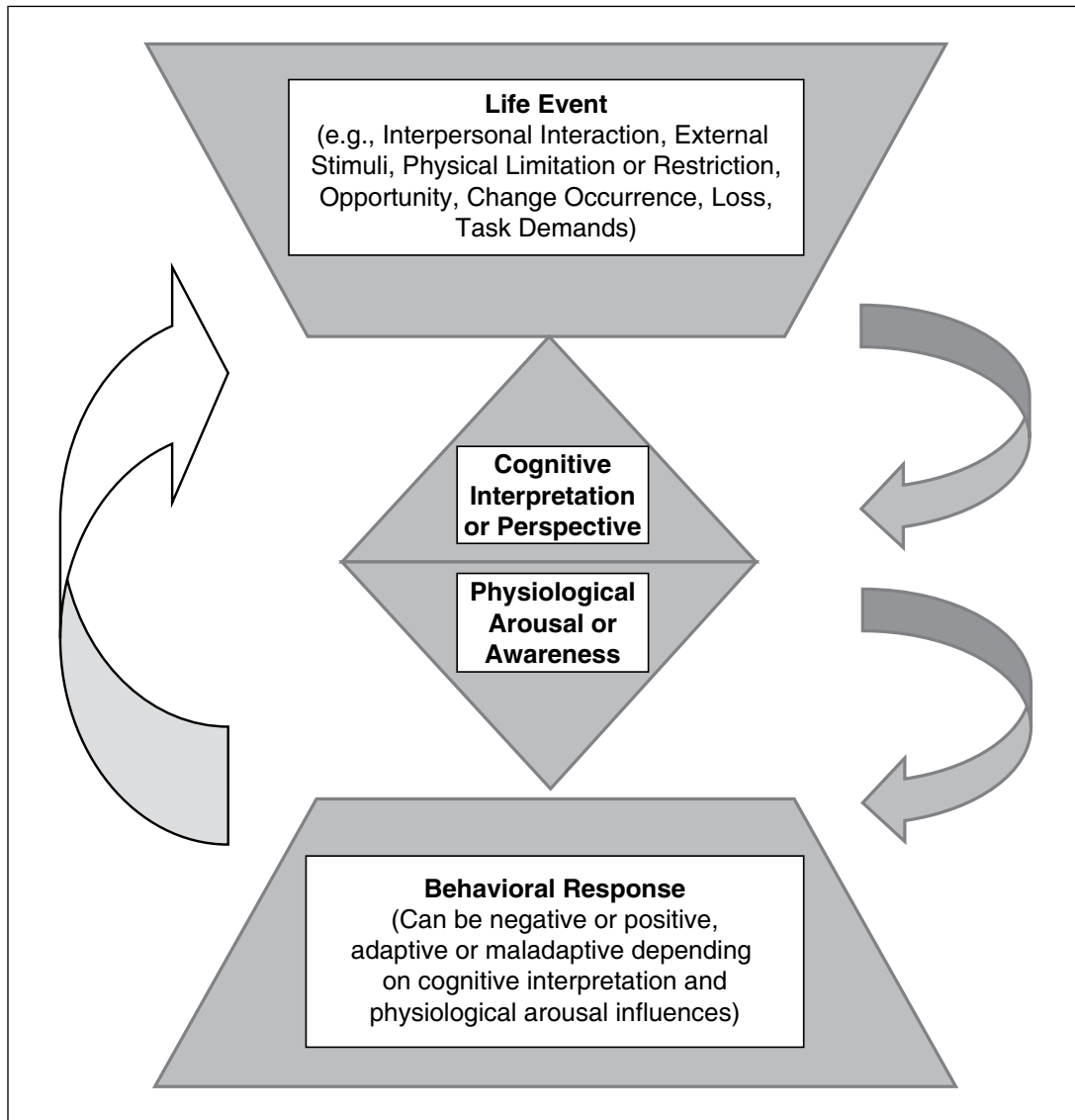


EXHIBIT 5.15**Perspective-Taking Scenarios**

Directions: Review and discuss each scenario with the student. Emphasize to students that people may have different perspectives/points of view in response to various situations.

Scenario 1: The Case of the Missing Cards

Last week, John's favorite collection of baseball cards went missing. No one could solve the case, so John called a detective to investigate the incident.

- What does a detective look for in an incident?

- Why might the detective ask multiple people about what they saw?

Scenario 2: A Ride in the Sky

You were recently in a hot-air balloon that flew over a playground. You saw many things below during your ride.

- Tell me what you saw happen. Be sure to talk about all of the children who were there.

- What do you think each one was thinking?

- How would each child see it differently?

Scenario 3: A Lunchtime Brawl

During lunch, 10 students were joking and throwing food at each other and at other students.

- What if you were in the group/another student/a teacher/a parent? What do you think you will see, hear, and feel?

EXHIBIT 5.16

Perspective-Taking Worksheet Example

Purpose: To help children/adolescents understand that others may have different backgrounds, beliefs, and experiences, and interpret things differently.

Developmental considerations: Young children may need concrete activities to further illustrate the concept of perspective taking. Adolescents may benefit from examples using art or optical illusions (e.g., pictures with hidden images to illustrate how we can miss important details when we assess a situation too quickly).

THE PERSPECTIVE DETECTIVE

Activating Event	What Are Your Thoughts and Feelings About the Event?	What Are Some Possible Thoughts and Feelings That _____ Has About the Event?
<i>My friends went to a party without me.</i>	<i>Thoughts: They probably do not like me anymore. Feelings: I feel somber.</i>	<i>Person: Friend Thought 1: I want to be alone, so I'm not going to invite anyone else to go with me to the party. Feelings 1: I feel like I need a break from so many social events. Thought 2: Oh no, I forgot to invite Jane! Feelings 2: I feel gloomy.</i>
<i>The teacher did not smile at me this morning.</i>	<i>Thoughts: Something must be wrong with me. She is mad at me now. Feelings: Sad, nervous</i>	<i>Person: Teacher Thought 1: I am running so late this morning, I need to hurry and get all the students seated. Feeling: I feel really rushed and frazzled. Thought 2: If I really hurry the students to be seated, we can start the lesson quickly and have more time for the video later. Feeling: I need to move the pace here and get focused.</i>
<i>My mother is dating again and went to the movies without me.</i>	<i>Thoughts: I feel left out and forgotten. Feelings: Sadness, loneliness</i>	<i>Person: Mother Thought 1: It feels good to have adult company and see a movie with a friend. Feeling: Relaxed and fun Thought 2: I love my children but also need some adult time. Feeling: I feel torn between wanting some free time from responsibilities and loving time with my children.</i>

EXHIBIT 5.17**Perspective-Taking Worksheet****THE PERSPECTIVE DETECTIVE**

Activating Event	What Are Your Thoughts and Feelings About the Event?	What Are Some Possible Thoughts and Feelings That _____ Has About the Event?

EXHIBIT 5.18

Coping Statements/Positive Affirmation Worksheet Example

Purpose: To help students generate positive affirmations/statements to replace negative thoughts.

Developmental considerations: For students who have trouble generating positive affirmations/statements, the counselor may need to provide a list of positive affirmations for the student.

Negative Thought	Positive Affirmation
"I won't succeed at this task."	"I've done this before, so I am confident that I can do this."
"I hate myself."	"I am a good and likeable person."
"There's no way I can pass my test."	"I studied hard and I can give this my best effort."
"I'm a total failure."	"I have many gifts and talents."

EXHIBIT 5.19**My Coping Statements: Positive Affirmations**

Directions: List positive affirmations/statements that you might use to replace negative thoughts that you have. If you cannot think of any, work with a partner to help you identify multiple affirmations. Let us see how many affirmations you can list. Ready, set, go!

Negative Thought	Positive Affirmation

EXHIBIT 5.20**Assertiveness Training Example**

Purpose: To help students learn how to assert their feelings and rights.

Developmental considerations: Counselors may want to present visual illustrations to younger children (e.g., pictures) to help them understand the behavioral expectations.

A. Identify the problem:

- a. What happened?
- b. Why is it a problem?

Another student told me that I'm not smart. It made me feel sad and depressed.

B. Describe your feelings using "I" statements:

- a. I feel_____ because_____.
- b. "I feel" should be followed by an emotion word/try to refrain from using "that you" or "like you."
"I feel hurt because you told me that I'm not smart."

C. Describe the changes you want to see happen:

- a. Changes should be reasonable.
- b. Changes should consider the needs and feelings of the other person.
"I would like for you and me to use kind words to each other."

D. Describe the potential consequences of being assertive:

- a. How would did you feel?
- b. What might happen?

I may feel calm and happy.

My classmate may agree to say more kind words to me.

EXHIBIT 5.21**Assertiveness Training Worksheet**

Direction: Reflect upon an incident that happened within the last month. Describe the problem. Practice being assertive using the following prompts. Consider what might happen if you were more assertive.

A. Identify the problem:

- a. What happened?
- b. Why is it a problem?

B. Describe your feelings using “I” statements:

- a. I feel_____ because_____.
- b. “I feel” should be followed by an emotion word/try to refrain from using “that you” or “like you.”

C. Describe the changes you want to see happen:

- a. Changes should be reasonable.
- b. Changes should consider the needs and feelings of the other person.

D. Describe the potential consequences of being assertive:

- a. How would you feel?
- b. What might happen?