

CBT Strategies for Elementary Students

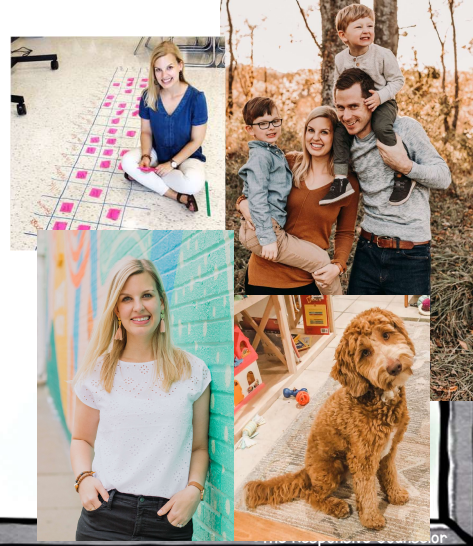
SARA COTTRILL-CARLO, M.S., M.Ed., NCC

Talking about...

- Background of CBT
- Teaching students about the thought-feeling-behavior connection
- Helping students challenge and change their cognitive distortions in developmentally appropriate ways
- Use quick and child-friendly CBT strategies in your counseling services

Who is this presenter?

- Michigan State University and Vanderbilt University graduate
- Masters degrees in Human Development Counseling (school and clinical tracks) and Community, Research, & Action
- 10th year as an elementary school counselor and curriculum and resource creator
- OH → MI → TN



Some CBT
Background

What is the theory?

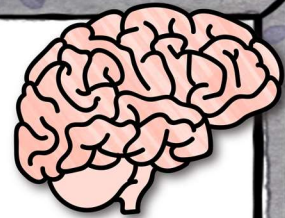


Behavior Theory: Behavior is a response to stimuli

Social Learning Theory: Behavior is learned through our observations (focus on both environmental and cognitive factors)

©The Responsive Counselor

What is the theory?



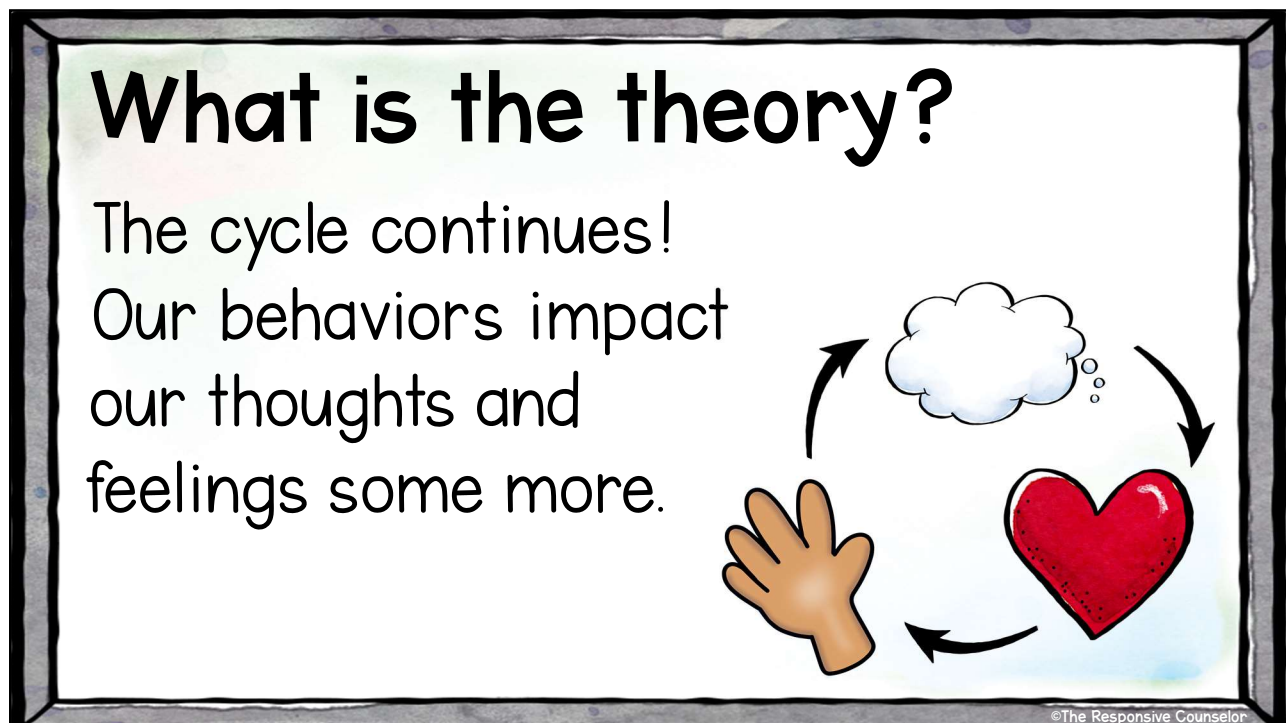
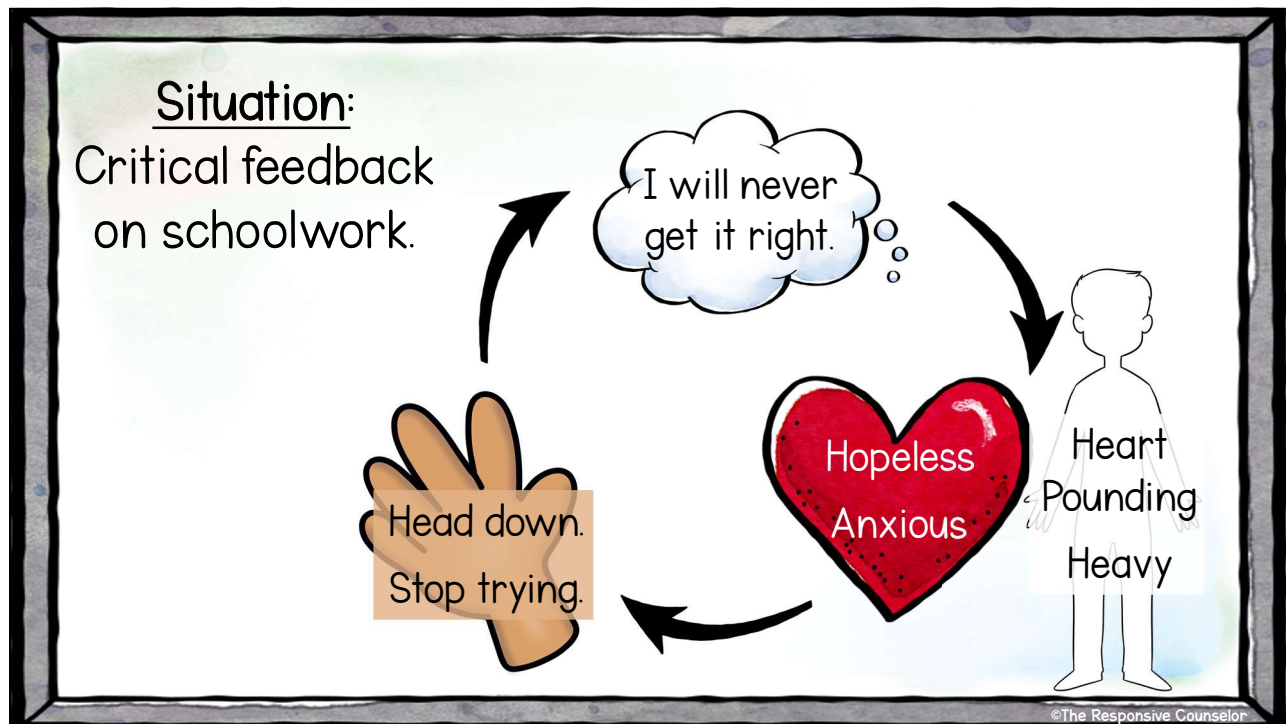
- We all have deep, core beliefs about ourselves and the world.
- These core beliefs are based off of our environment and experiences.

©The Responsive Counselor



What is the theory?

- These core beliefs lead us to have automatic thoughts in different situations.
- These thoughts then lead to feelings (emotional and physical) and behaviors.



What is the intervention?

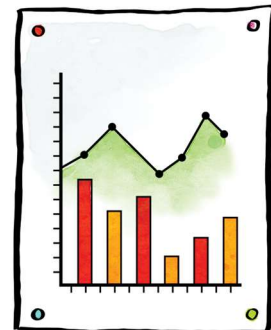


- Coping skills
- Problem solving and social skills training
- Contingency management (behavior shaping)
- Homework
- Socratic questioning
- Challenging and changing unhelpful thoughts
- Examining helpfulness of behaviors
- ***Changing core beliefs

©The Responsive Counselor

Evidence-Based

- For children and adolescents with anxiety, depression, and trauma
- Growing evidence for externalizing concerns
- Curriculums: Coping Cat (anxiety), Coping Power (aggression), Positive Action (tier I), FRIENDS (tier I)



©The Responsive Counselor

Thought-Feeling-Behavior Connection

©The Responsive Counselor

Thoughts vs. Feelings vs. Actions

- “I felt like punching him.”
- Sorting
- Book

THOUGHT, FEELING, OR ACTION?

Thoughts	Feelings	Actions
• Grateful		• Ask someone to play
• Run		• Jealous
• Pizza is delicious		• It doesn't matter what other people think
• Hiding in the bathroom		• Raise your hand
• Worried		• Take a deep breath
• Disappointed		• Scared
• High-fiving		• Play with someone
• She doesn't even care about me		• He's trying to make me mad
• Angry		• Ashamed
• Working really hard		• Excited
• Happy		• I can handle this
• Uncomfortable		

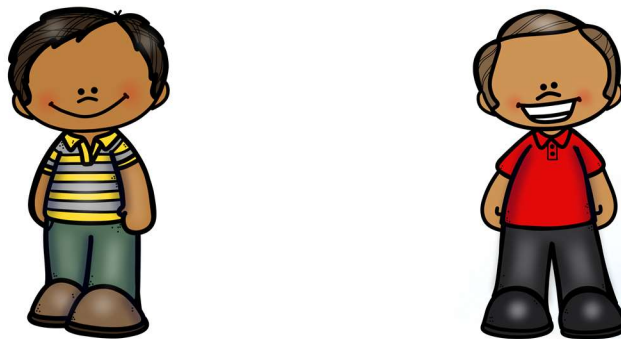
©The Responsive Counselor

CBT "Story"



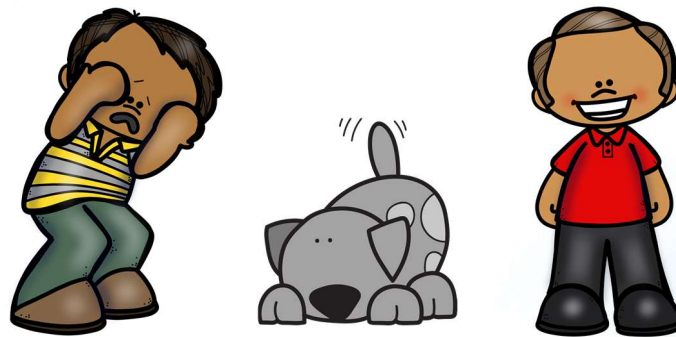
©The Responsive Counselor

One day there were two boys, the same age, both walking down the street. What should we name them?



©The Responsive Counselor

While they were walking, they both saw the same dog in the middle of the road. This is what the boys looked like when they saw it.



©The Responsive Counselor

Whoa. They look like they feel very different. How does it look like the first boy feels? What about the second boy?



©The Responsive Counselor

If they are feeling differently, they will probably act differently. What do you think each of them will do?

SCARED

EXCITED CALM

©The Responsive Counselor

Hm. So both boys see the same dog, but they feel and act totally differently. I wonder why that could be. What do you think?

HIDE
CRY
RUN

SCARED

KEEP
GOING

EXCITED
CALM

©The Responsive Counselor

What about their thoughts? What if the boys were *thinking* different things and that's why they felt differently? What do you think they thought?

On the left, a hand icon contains the text "HIDE CRY RUN" and a yellow heart below it contains the word "SCARED".

On the right, a hand icon contains the text "KEEP GOING" and a yellow heart below it contains the words "EXCITED CALM".

©The Responsive Counselor

The boys were *thinking* different things when they saw the dog – that's why they felt and acted so differently!

A thought bubble above the boy on the left says "Dogs are dangerous! It might bite me."

A thought bubble above the boy on the right says "What a cute dog!"

On the left, a hand icon contains the text "HIDE CRY RUN" and a yellow heart below it contains the word "SCARED".

On the right, a hand icon contains the text "KEEP GOING" and a yellow heart below it contains the words "EXCITED CALM".

©The Responsive Counselor

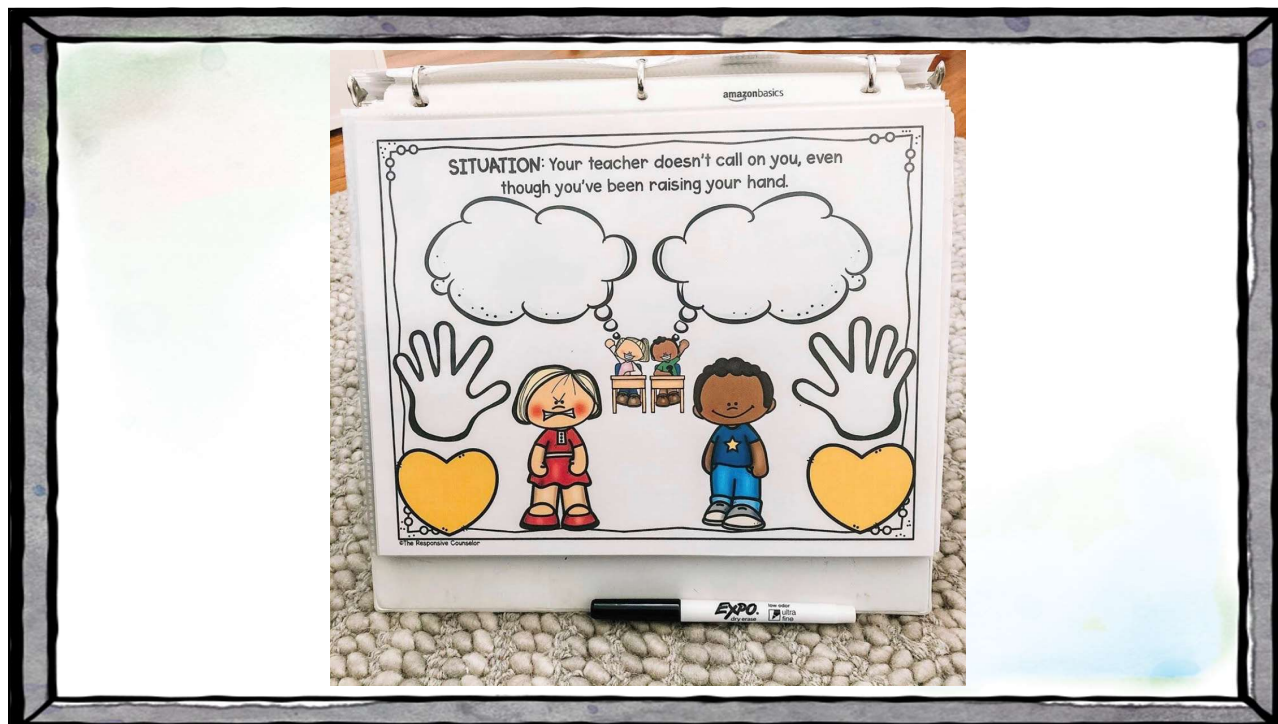
Our thoughts are POWERFUL! The words in our mind can make us feel good or bad and can lead us to make helpful or unhelpful choices.

SOMETHING HAPPENS AND THEN...

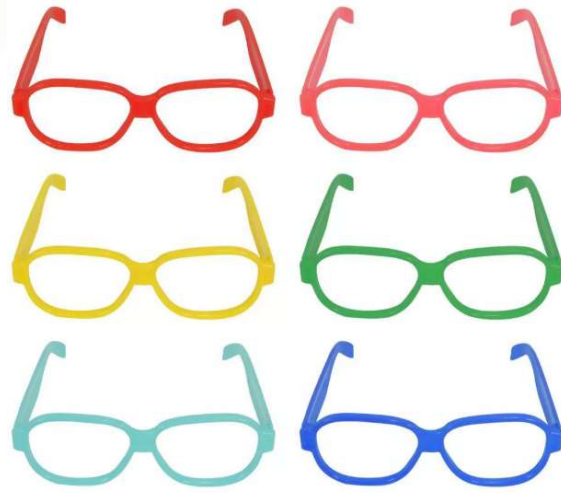
©The Responsive Counselor

SITUATION: The students are learning about something new in math.

©The Responsive Counselor



Glasses



©The Responsive Counselor

CBT Baseball



©The Responsive Counselor

Magic Triangle

THE MAGIC TRIANGLE

Or I could think... *She is mad about something else. Besides, revenge makes things worse!*

Kaya had a mean look on her face.

...and then I would... *ignore it, do my work*

less angry

...and then I would feel...

©The Responsive Counselor

Thought Garden

FEELING

THOUGHT

ACTION


SITUATION

©The Responsive Counselor

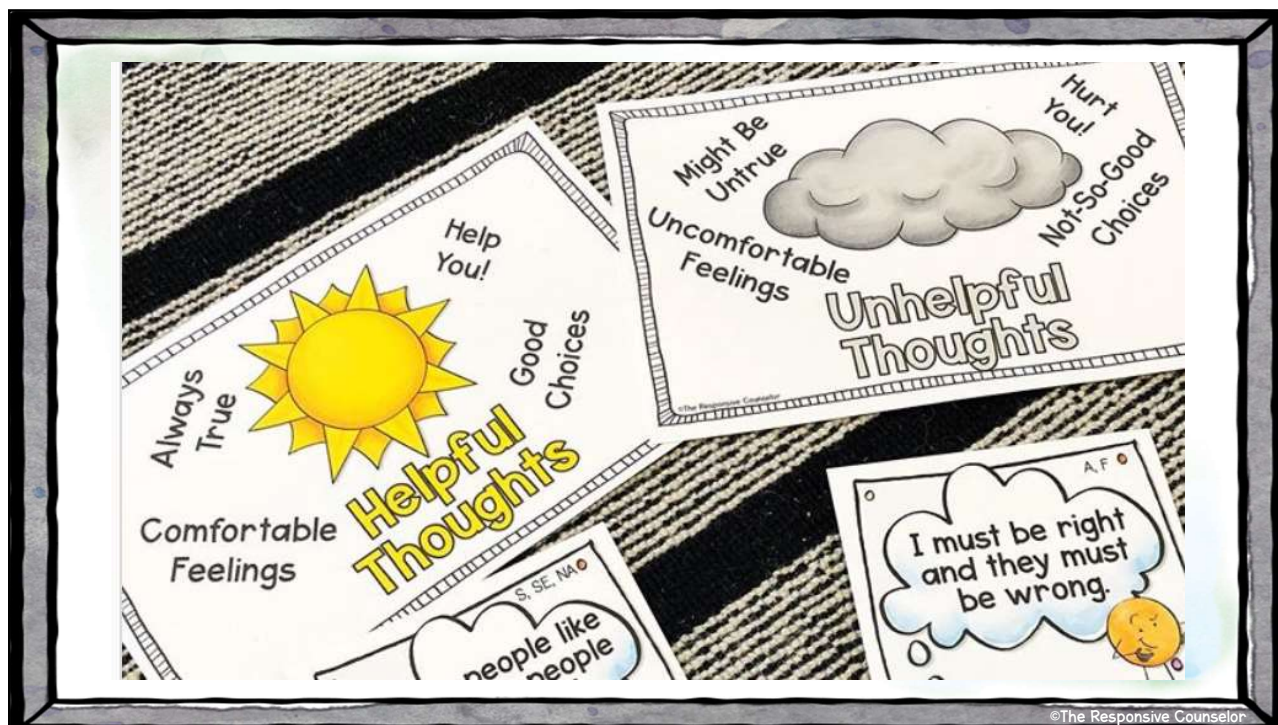
Challenging and Changing Thoughts

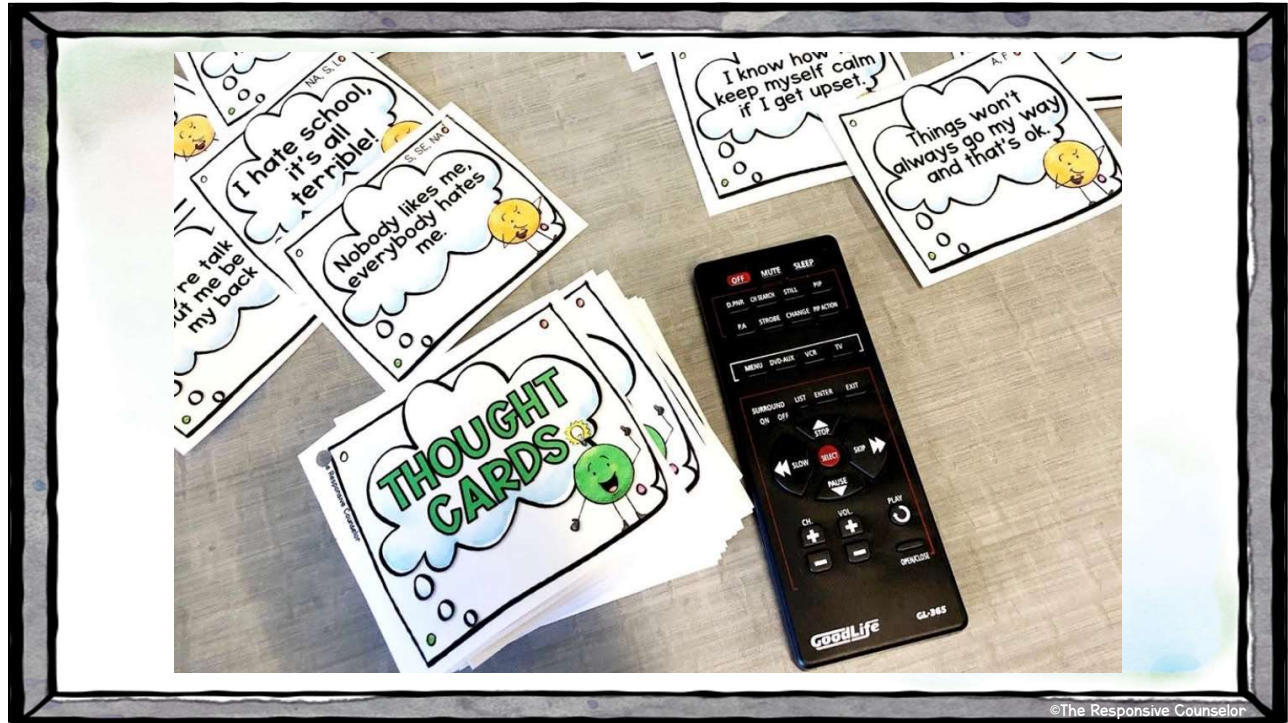
©The Responsive Counselor

Digging for Thoughts



©The Responsive Counselor



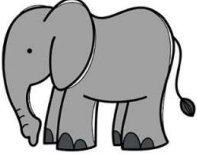


Don't think about ELEPHANTS!

Whatever you do, don't think about **ELEPHANTS**.

Not their WRINKLY SKIN or LONG NOSES...don't think about **ELEPHANTS!**

What are you doing?
(thinking about elephants)



©The Responsive Counselor

Be a Detective

- Identify the THOUGHT
- List evidence FOR
- List evidence AGAINST
- Make a CONCLUSION



©The Responsive Counselor



©The Responsive Counselor





THE THOUGHT: My teacher hates me

CLUES FOR:

- I got a D on my math test
- She yelled at me for talking to my friend
- She wouldn't help me when I asked for help

CLUES AGAINST:

- I also got some Bs on tests
- She gets really mad at everyone when they talk while she is
- When I fell at recess, she seemed really worried about me

THE CONCLUSION:

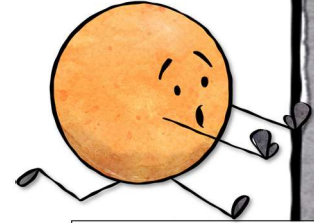
My teacher is very strict but she probably likes me ok.

©The Responsive Counselor

- "Something bad is going to happen to my dad"
- "I'm going to fail"
- "My friend is talking about me behind my back"
- "If my mom goes outside, it means something bad is happening out there"
- "It's too hard for me"

De-Catastrophizing Script

- Worst Case Scenario
 - How likely is it?
 - How would you cope with it?
- Best Case Scenario
 - How likely is it?
 - What can you do to try and make it happen?
- Most Likely Scenario
 - What are the chances?



WHAT IF???

The FEAR: _____

What is the **WORST** case scenario? What if... _____

What are the **chances** of that happening? How likely is it? _____

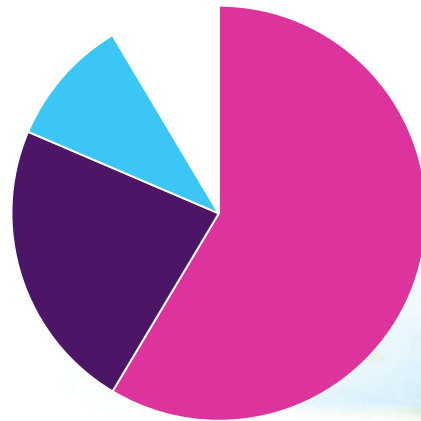
What will you do to **cope** if that happens? _____

©The Responsive Counselor

Responsibility Pie

- Generate multiple perspectives
- Assign them how much of the “pie” they control

You Didn't Get an Award on Awards Day



©The Responsive Counselor

Self-Talk Plan

What will you tell yourself when _____?



Role play! Model! Practice!

©The Responsive Counselor

Other Components of CBT

©The Responsive Counselor

Differentiating between thought traps/cognitive distortions?

Meh.



©The Responsive Counselor

Structured Sessions

- Check In
- Review HW
- Identify Focus
 - You AND the Student
- Focus
- New HW
- Summarize






©The Responsive Counselor

Homework

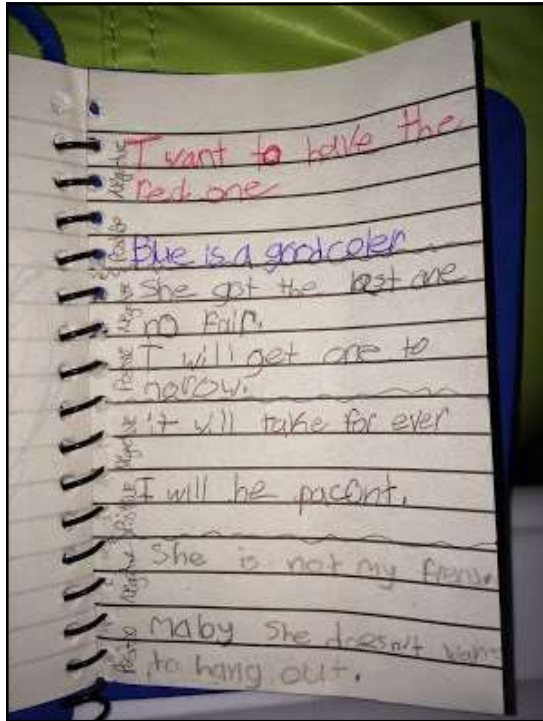
- Thought records



©The Responsive Counselor

THOUGHT RECORD				
Week of:				
What was going on?	How did you feel? How strong was the feeling? 	What were you thinking in your brain? 	Then what happened? 	What would have been a more helpful thought?

©The Responsive Counselor

One:

Negative: "I want to have the red one."

Positive: "Blue is a good color."

Two:

Negative: "She got the last one. No fair."

Positive: "I will get one tomorrow."

Three:

Negative: "It will take forever."

Positive: "I will be patient."

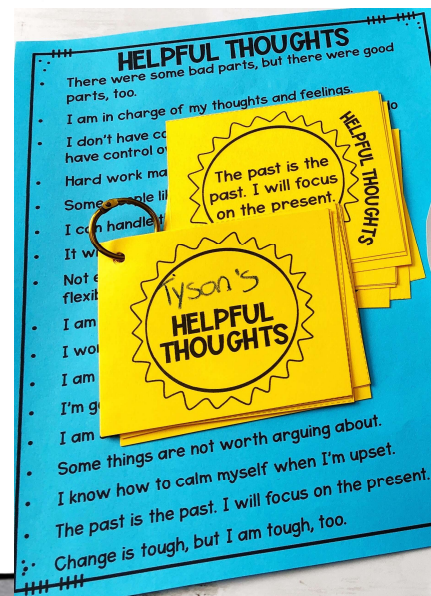
Four:

Negative: "She is not my friend."

Positive: "Maybe she doesn't want to hang out."

Homework

- Thought records
- Pleasant event scheduling
- Affirmations



Embedding CBT

Scenario 1: Another Teacher

Narrator: "You are working on a worksheet when another teacher comes in the room and starts talking loudly to your teacher about something. It's interesting and so you look over and start paying attention."

(Teacher A should walk in the room and go talk to Teacher B. Student A is watching them).

Teacher A: "Did you hear about the big test all the students have to take tomorrow?"

Teacher B: "No! Tell me about it."

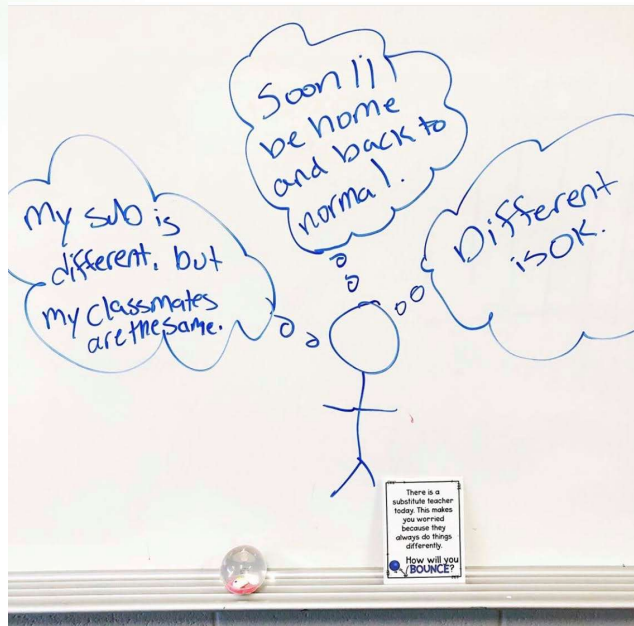
Student A: *(Point to your head)* "I'm distracted. I need to take a deep breath. *(Take a deep breath)* I need to put my eyes on my paper and get back to work. I won't let this distract me. I'm getting back to work."



©The Responsive Counselor

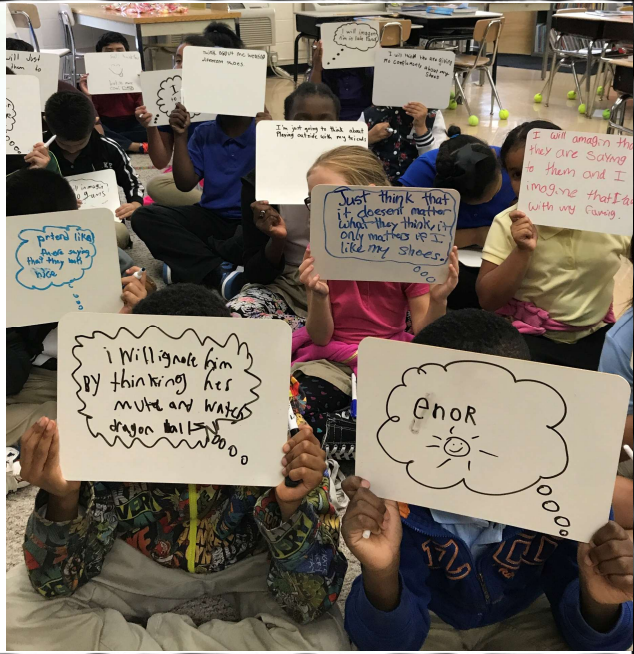
©The Responsive Counselor

Embedding CBT



©The Responsive Counselor

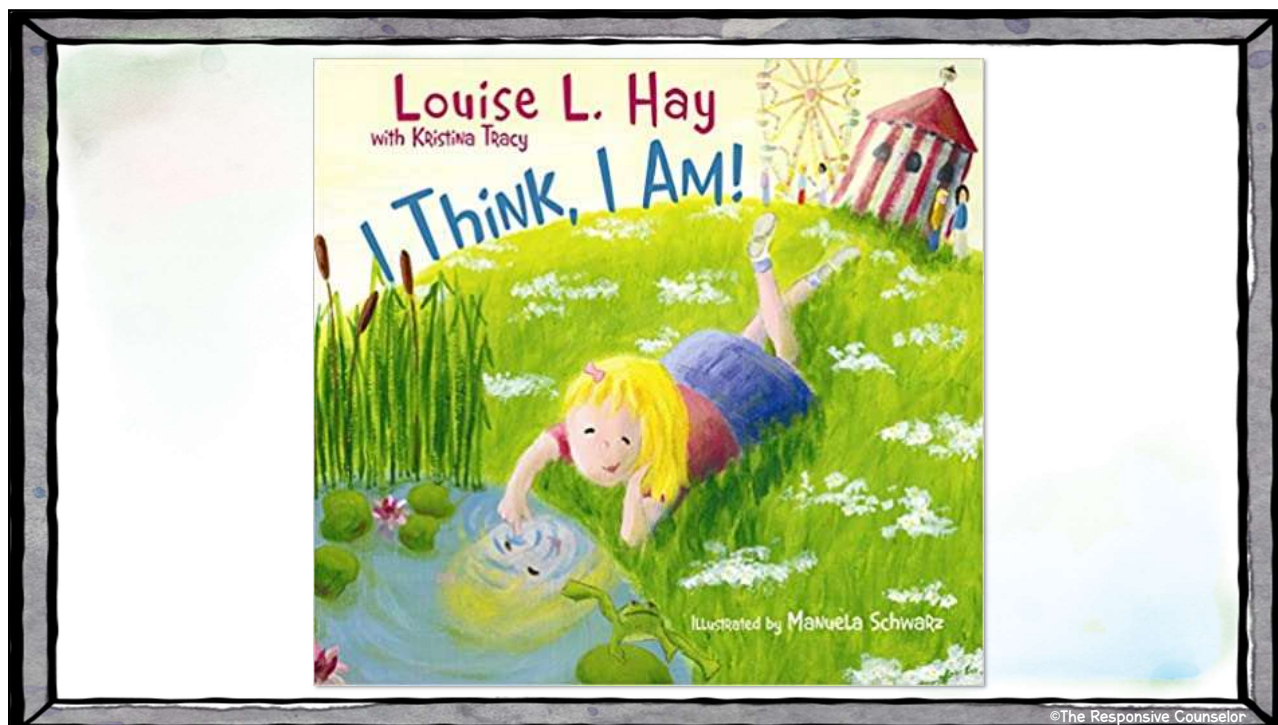
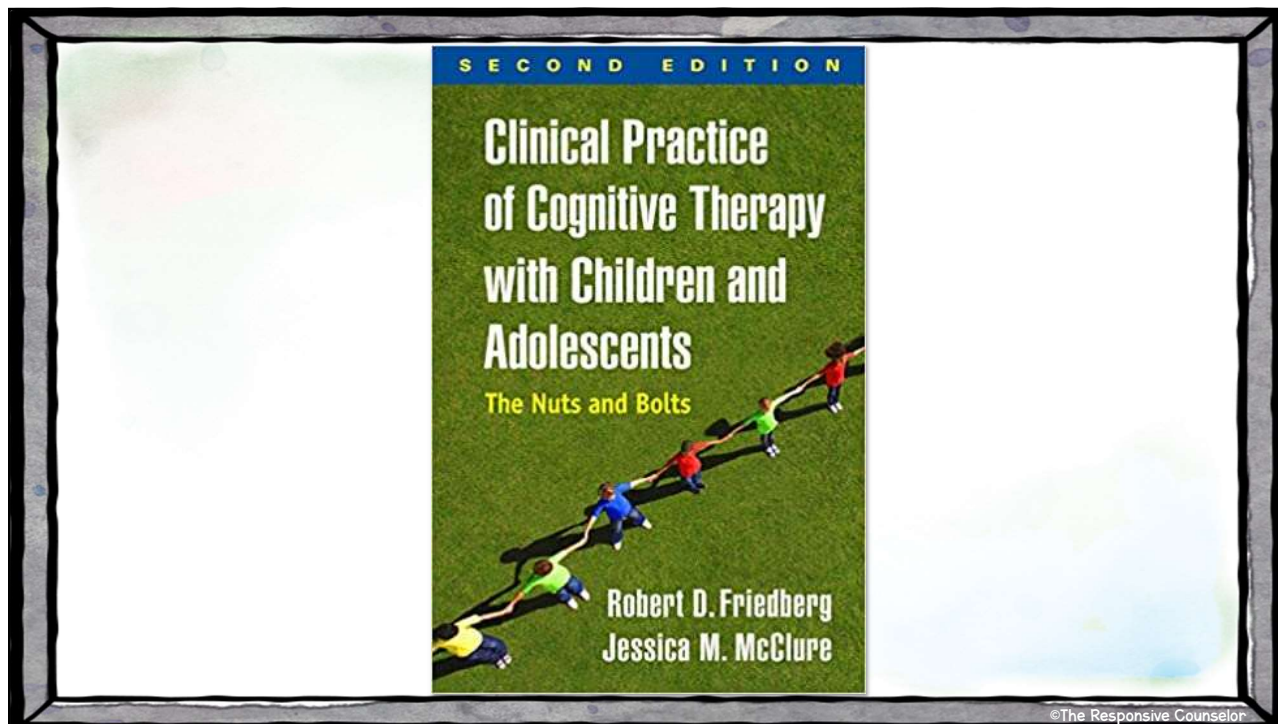
Embedding CBT

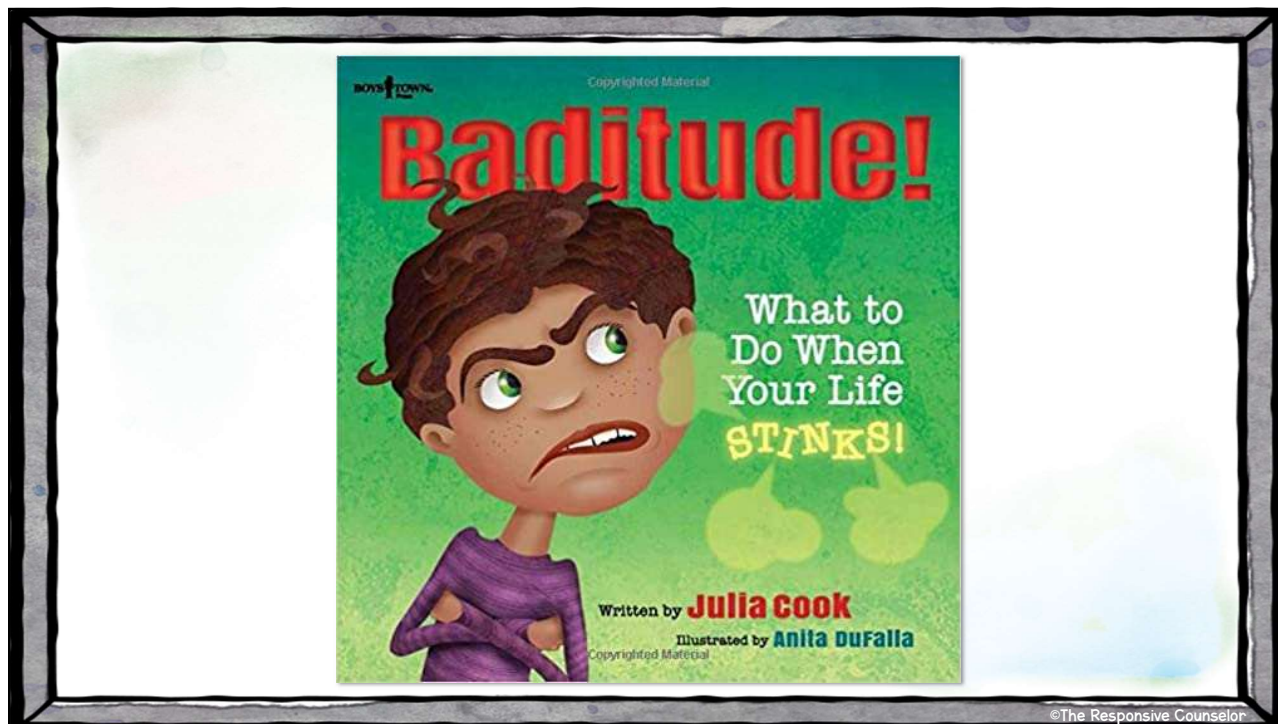


©The Responsive Counselor

Additional Resources

©The Responsive Counselor



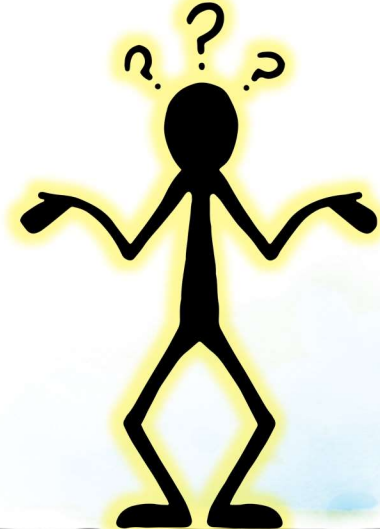






Lingering...

- Questions?
- Comments?
- Concerns?



©The Responsive Counselor

bit.ly/SCALICBT2021



Sara@TheResponsiveCounselor.com



TheResponsiveCounselor.com



@TheResponsiveCounselor



©The Responsive Counselor