

Responding to Emotional and Behavioral Concerns following COVID-19

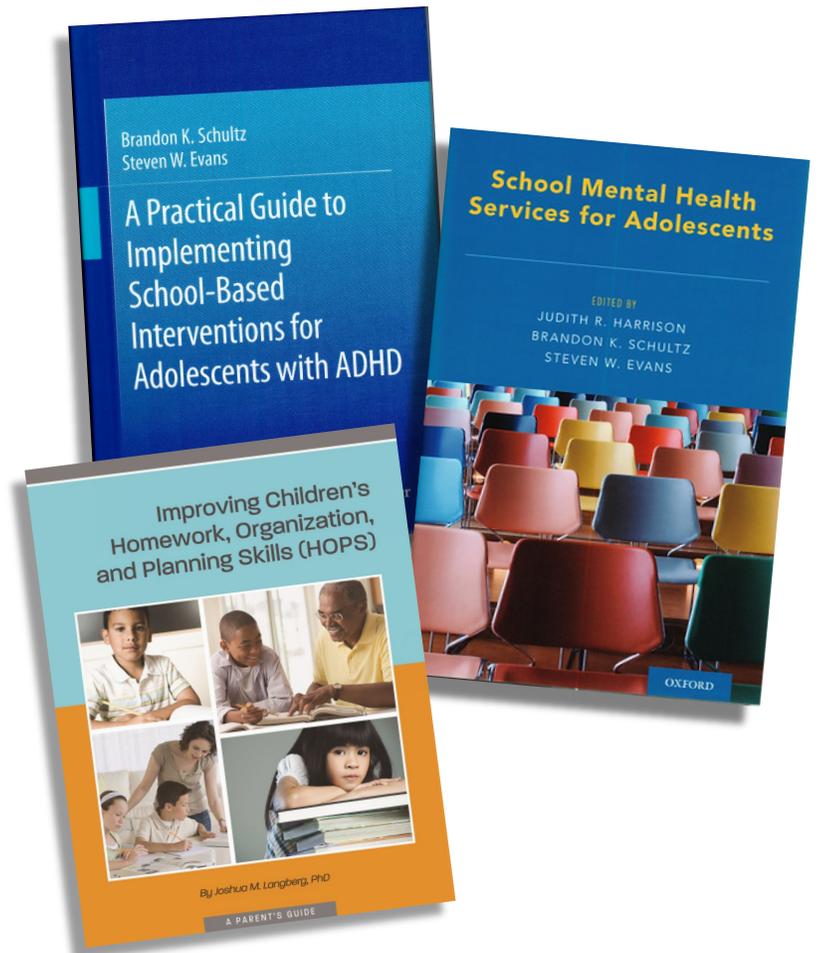
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My Background: Challenging Horizons Program

(Schultz & Evans, 2015)

- Middle school treatment program for young adolescents with ADHD (started in 1999)
 - Interventions
 - Organization of time, materials, and assignments
 - Academic enablers (note taking, study skills)
 - Interpersonal skills
 - Parent training
 - Formats
 - After school program
 - Integrated model
 - High School
 - “Mentoring” program (behavior consultation)
 - Educational video game





Give each intel below to the team member who needs it. Press Y for help, but it's okay to guess when you're unsure.

Drones can easily fly around the galaxy

Includes Titan

Circular body with one arm

Contains plasma and de

era in the

USI just alien drone

Viebo is Nickel



Trash

19/20

Spaceships



CHIEF SURVIVAL OFFICER

14/15

Language



LINGUIST

15/17

Secret Strategy



DRONE



CRYPTOLOGIST



Do you want to work on the Language Puzzle?

ATHEMOSTS

Planner

MONDAY

	Monday	Tuesday	Wednesday	Thursday	Friday
Scientist					
Engineer					
Linguist					
Cryptologist					

Submit

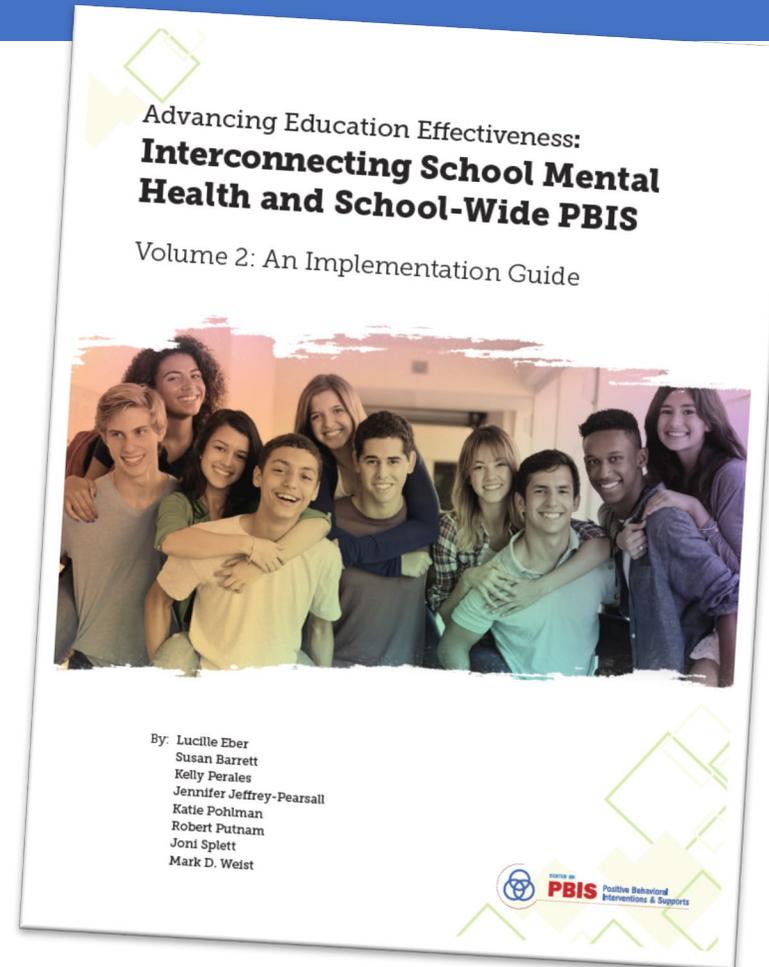
THE SILENT CANOPY DIRECTORY

- 1st floor
 - Scientist
 - CHP's Chop Shop
- 2nd Floor
 - Cryptologist
- 3rd Floor
 - Barracks
- 4th Floor
 - Linguist
 - Engineer



IES Grant: “Improving Social, Emotional, Behavioral, and Academic Functioning of Elementary School Students through the Interconnected Systems Framework”

- **Purpose:** Test the impact and cost effectiveness of the *Interconnected Systems Framework* (ISF), which integrates school mental health and MTSS
- **Students:** One cohort, during their third to sixth grade years (2021-22 to 2024-25 school years), in NC (PCPS) and SC (Rock Hill SD)
- **Local schools:** Eight PCPS schools, with 4 receiving the ISF and 4 receiving added therapist support



Source [here](#).

PRINCIPAL INVESTIGATORS



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IES Grant: “Improving Social, Emotional, Behavioral, and Academic Functioning of Elementary School Students through the Interconnected Systems Framework”

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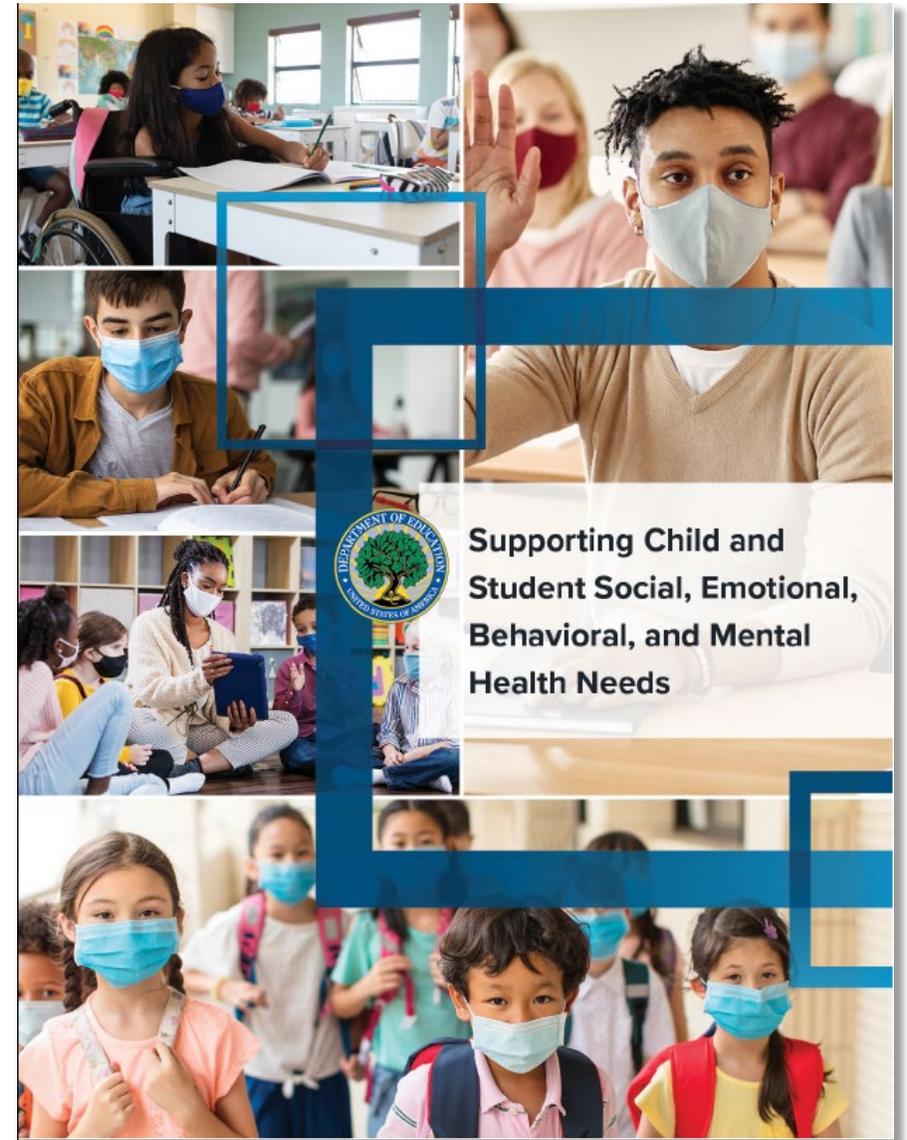
Recovering from COVID-19

What we're here to discuss...

School Mental Health and COVID-19

(US Department of Education, 2021)

- Research shows clear increases in child mental health needs during and following the COVID-19 pandemic
 - ER visits for child psychiatric conditions increased 24%
 - Behavior problems increased 14% in early months of lockdowns
 - Especially eating disorders, anxiety, mood disorders, suicidal thoughts, and self-harm
 - Long wait times for community mental health services



What Makes a Crisis *Problematic*?

(Styck et al., 2021)

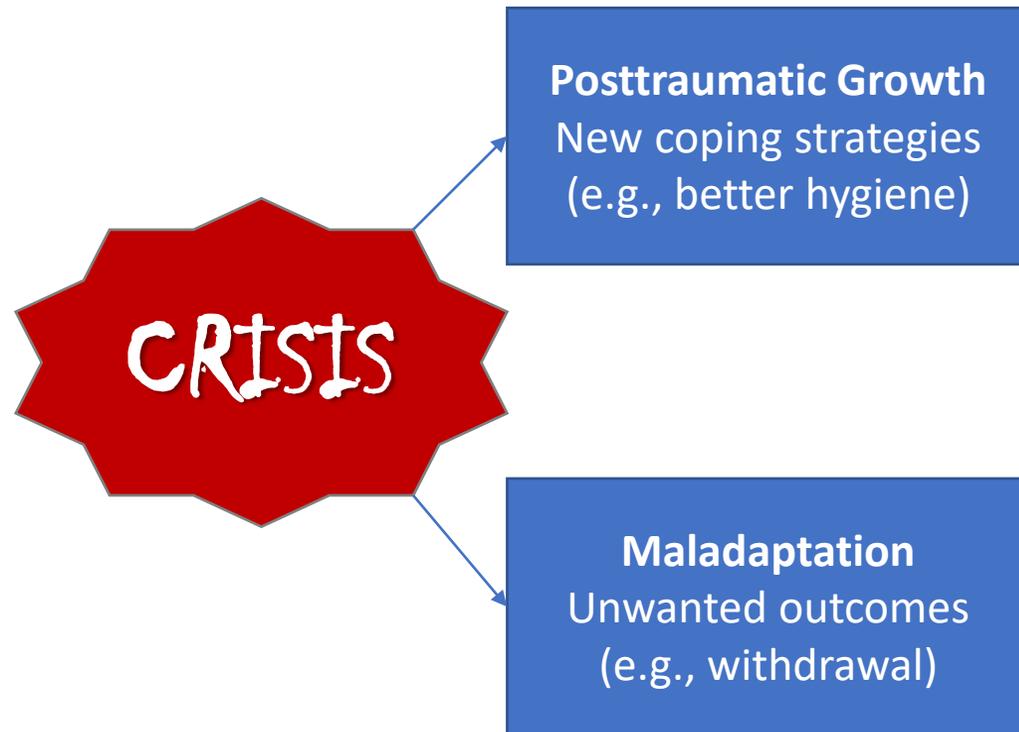
- ***Crises*** are defined as:
 - Extremely negative
 - Uncontrollable
 - Unpredictable
- The impact of a specific crisis depends on:
 - Predictability
 - Duration
 - Consequences
 - Intensity

→ *COVID-19 was unpredictable and lasted a long time!*

→ *Depends on individual experiences (e.g., economic impact, death of loved one)*

What Makes a Crisis *Problematic*?

(Styck et al., 2021)

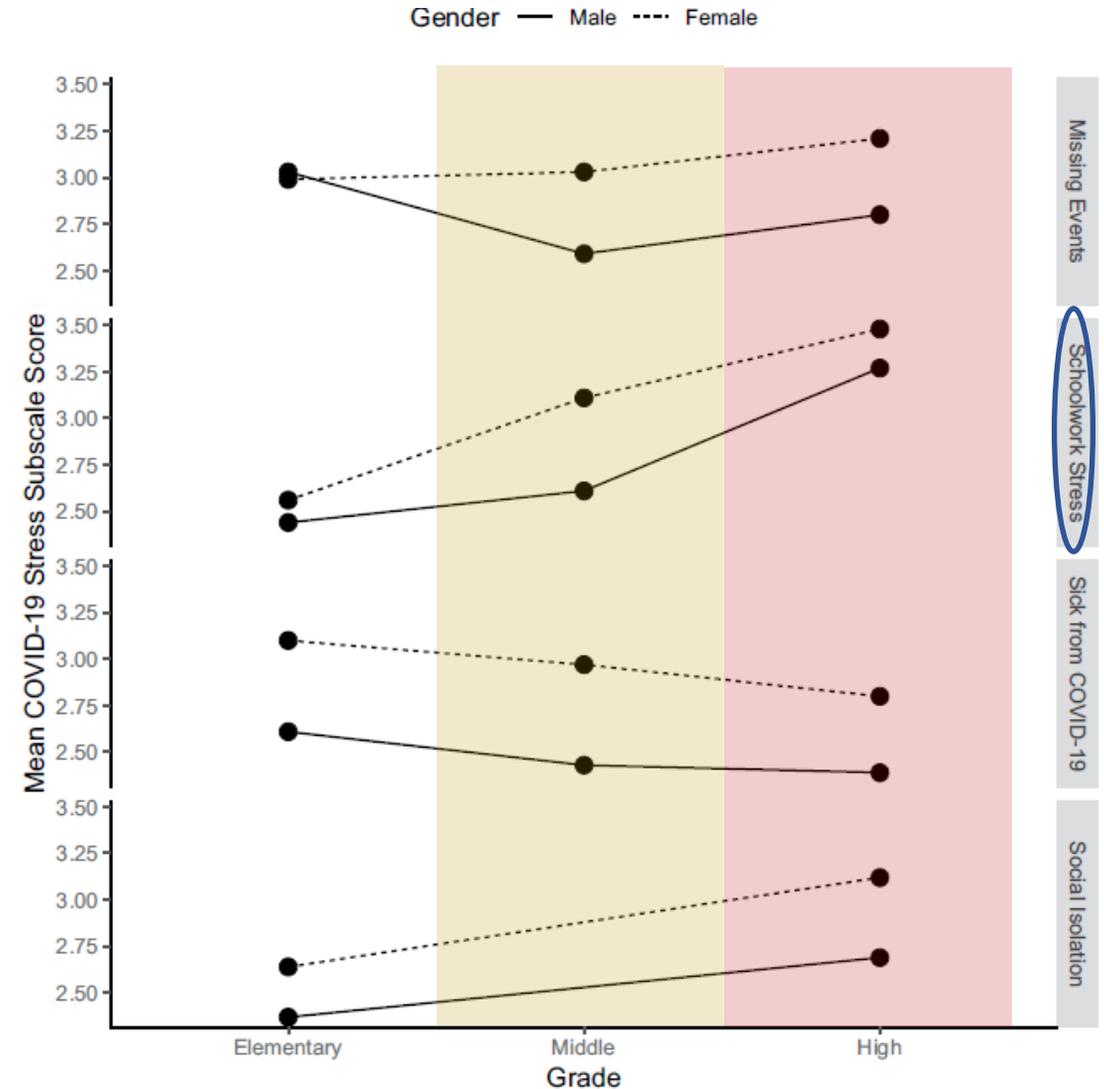


- Crises do not necessarily lead to unwanted outcomes; in fact, crises can lead to better coping strategies
- But when overwhelmed, students might resort to maladaptive behaviors

Stressor Magnitude

(Styck et al., 2021)

- A survey in a large midwestern district showed that among student concerns, themes emerged around missing events, schoolwork stress, fears of illness, and social isolation
- The magnitude of those concerns varied depending on age and sex
- Other concerns, like financial changes, might be more salient for other samples



Academic Loss

(Hammerstein et al., 2021; Kuhlfeld et al., 2020)

- Based on similar instances,* researchers estimated that, on average, students would lose:
 - 63 to 68% of gains in reading
 - 37 to 50% of gains in math
- But that estimate was based on a return to school in *fall 2020*
- A literature review of studies found a wide range of results, with *especially* negative effects for low-performing students
- Online learning did not prevent learning loss for most students (although there were some exceptions)

Intervention Options

Applying evidence-based practices for disruptive behaviors...

“Superstitious” Therapies

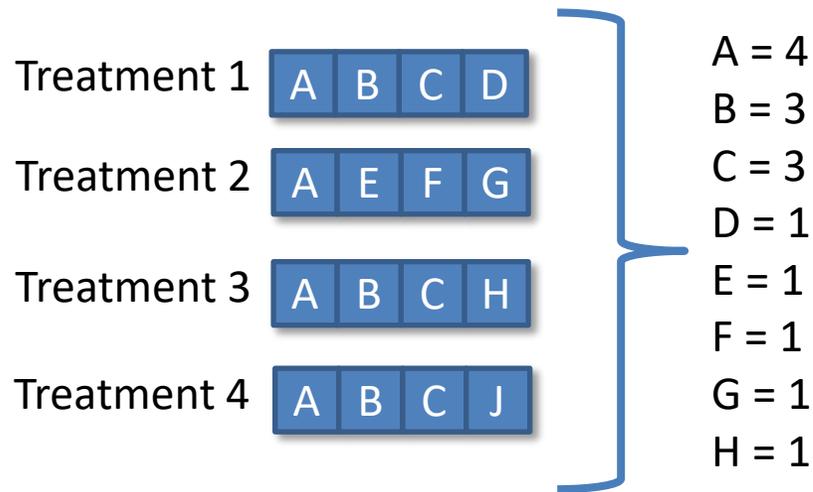
(Rosen & Davidson, 2003)

- Mental health care is susceptible to superstition due to our limited understanding of **active ingredients**
 - If a therapist wears a purple hat while their clients successfully go through exposure therapy, did the hat play a role?
 - Risk of “*Purple Hat Therapies*” or “*adipose tissue*” when efficiency is desperately needed



Avoiding Purple Hats

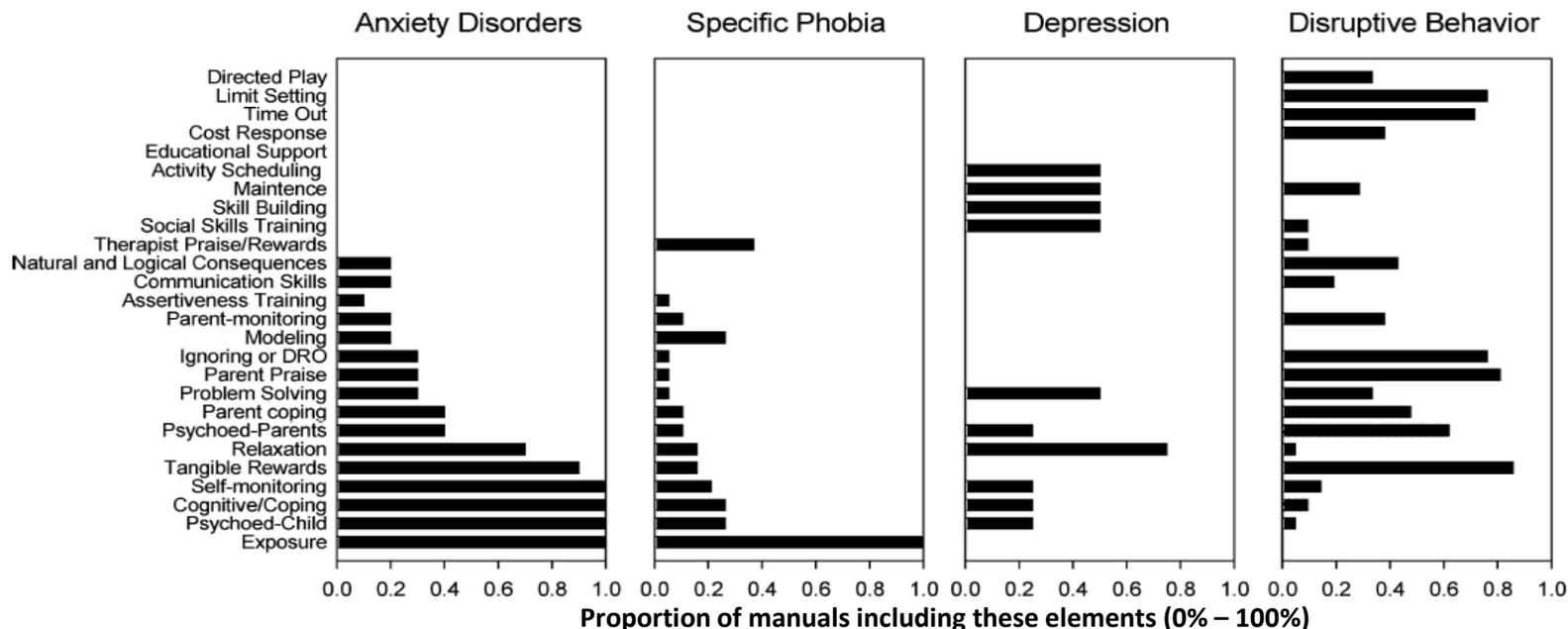
- One effort has been “modular therapies”
 - Elements common to multiple EBPs are identified and then used by clinicians as needed



*Here, elements
A, B, and C
would appear
most useful*

Looking at the Elements

(Chorpita, Daleiden, & Weisz, 2005)



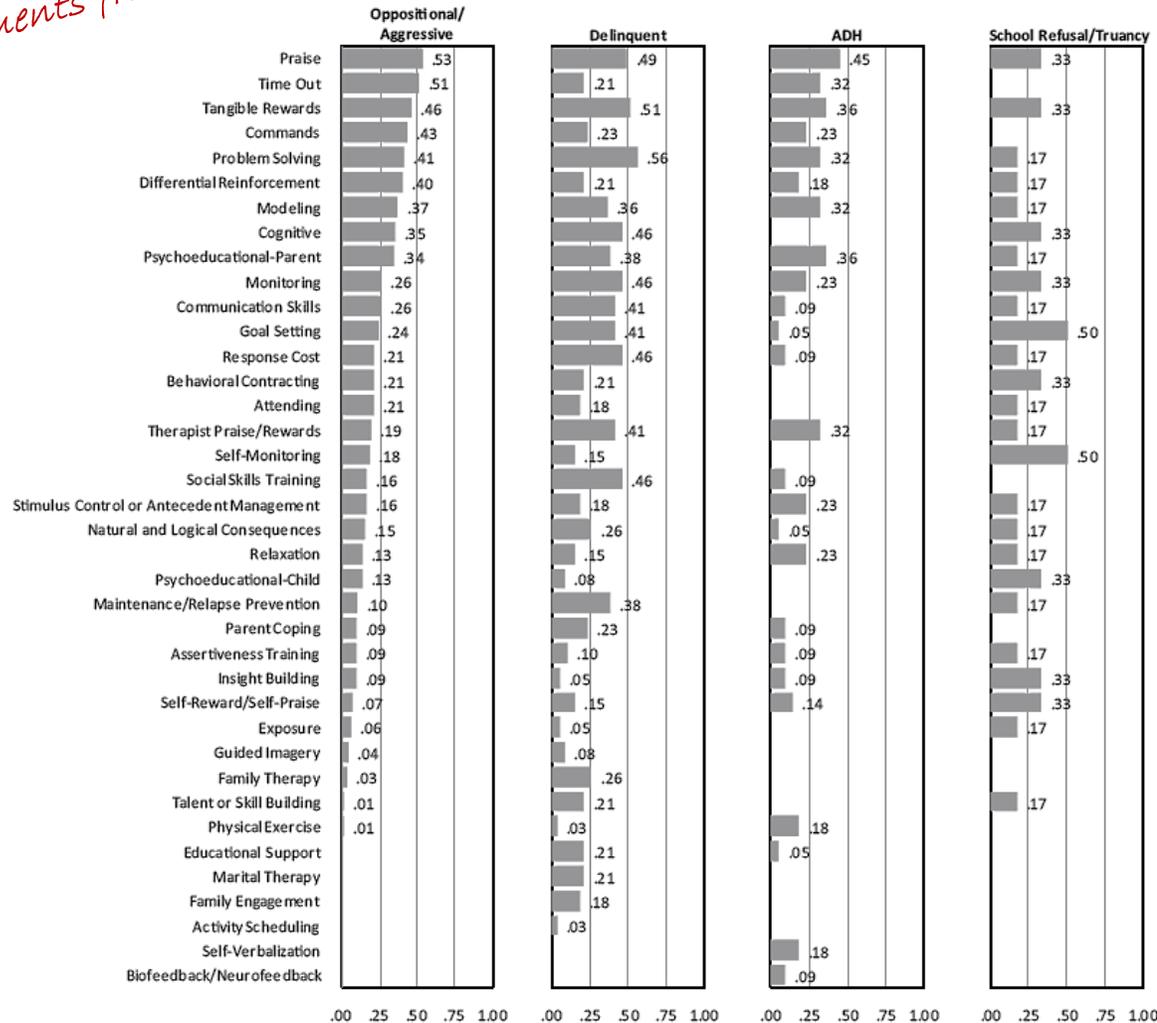
- Early work¹ in this area found clear differences in protocols based on what population (problem area) was targeted...

¹ Using a list of 26 practice elements and 49 evidence-based treatment protocols

Looking at the Elements

(Chorpita & Daleiden, 2009)

*Much larger project...
615 treatments from 322 RCTs!!!*



- The most common elements for externalizing disorders include praise, time-out, rewards, goal setting, and problem solving

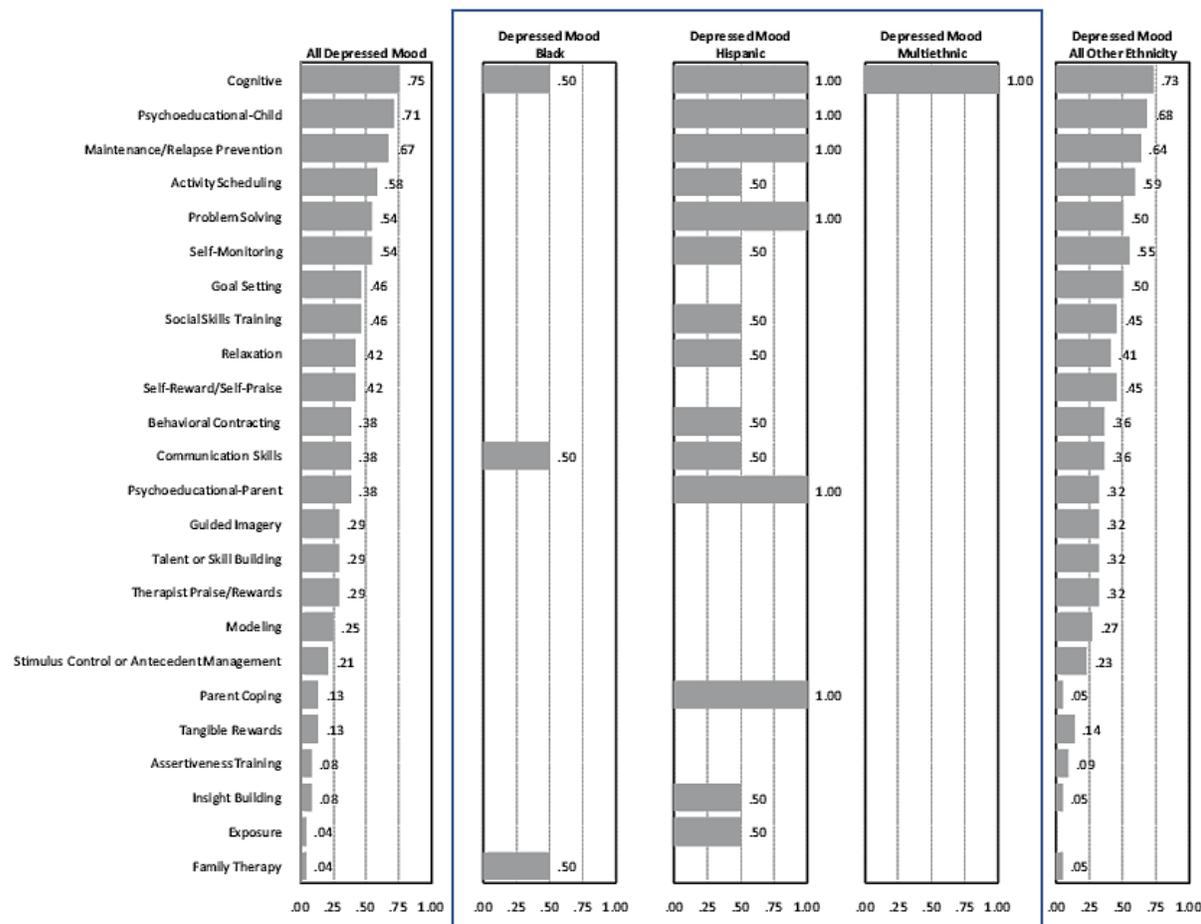
- Note the predominance of behavioral and cognitive techniques!!!**

Most EBPs for externalizing problems involve parent training!!!

Looking at the Elements

(Chorpita & Daleiden, 2009)

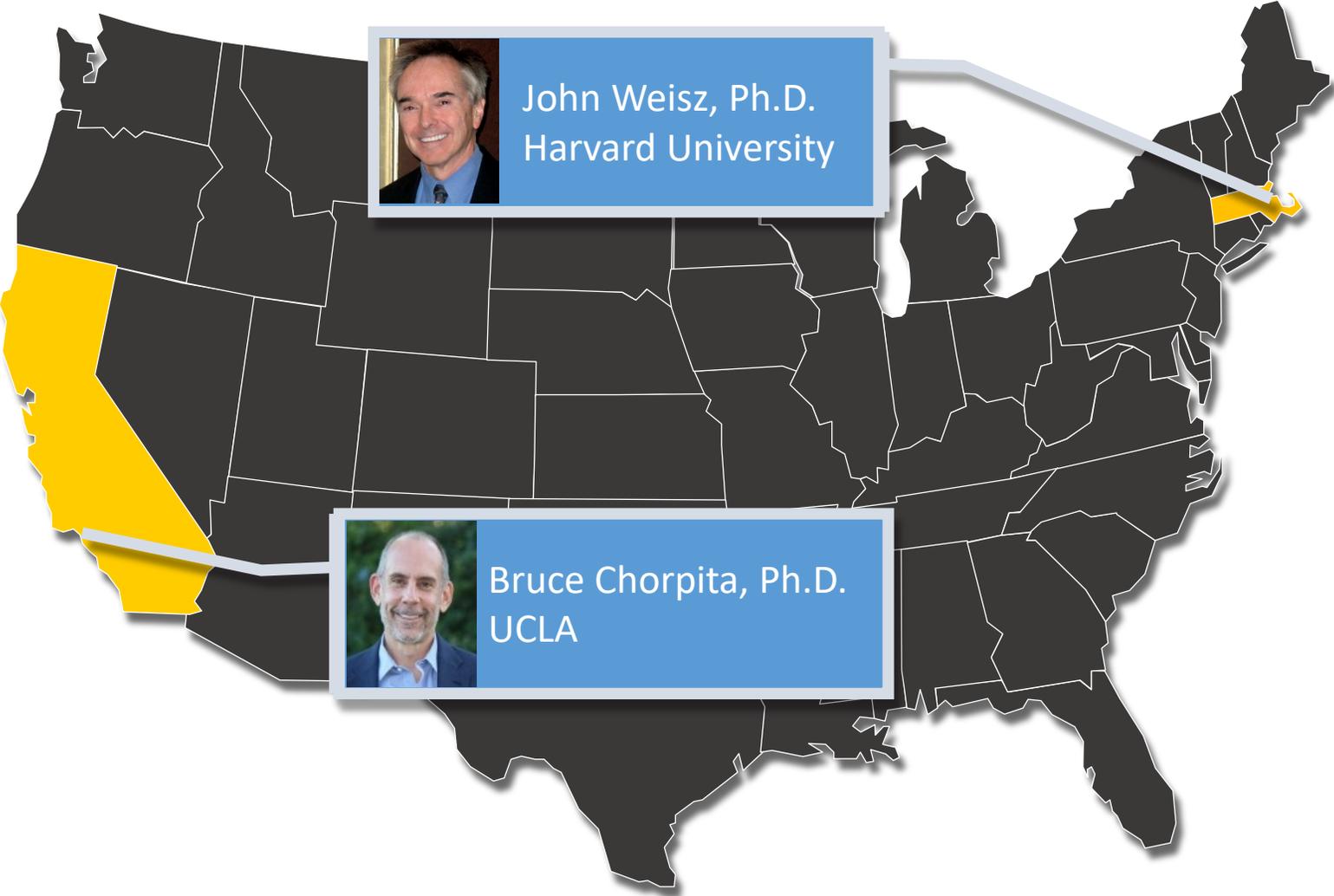
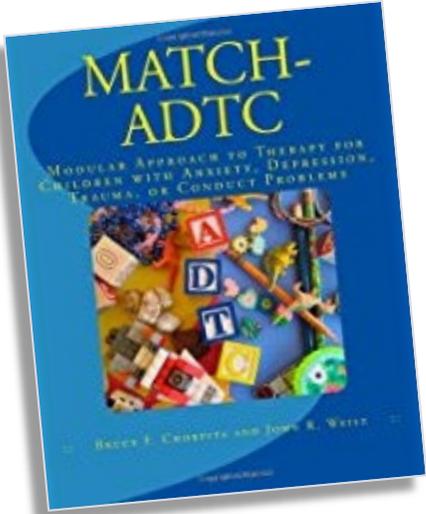
*Protocols appeared to vary by client ethnicity,
so separate "nodes" were examined*



- For mood disorders, the most common elements were cognitive, psychoeducation, relapse prevention, activity scheduling, and problem solving.

- ***Note the predominance of behavioral and cognitive techniques!!!***

The MATCH-ADTC



John Weisz, Ph.D.
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UCLA

School-based Modular Therapy

(Kininger et al., 2018; Schultz et al., 2021)

- Researchers have started to modularize school-based treatments, resulting in four distinct programs (so far)
- Results suggest:
 - Most of the focus to date is on *internalizing disorders* (e.g., anxiety)
 - Appears acceptable to stakeholders (e.g., parents, teachers)
 - Treatment integrity is a concern (e.g., competing demands)
 - Implementation studies are needed

*Starting with simplest
and moving to complex...*

ORGANIZATION SKILLS

Very effective for kids with ADHD—defuses a lot of arguments and frustration in school



Get Organized!



Get organized! Be able to find your assignments and turn them in! Be able to locate your notes to study for tests! Open your binder and go down the checklist: for each item, write a Y (for yes) if you meet the question fully or an N (for no) if you do not meet the question fully. When finished checking divide the number of Ys recorded by 11 and record this in the last space as the percentage of your binder that's organized.

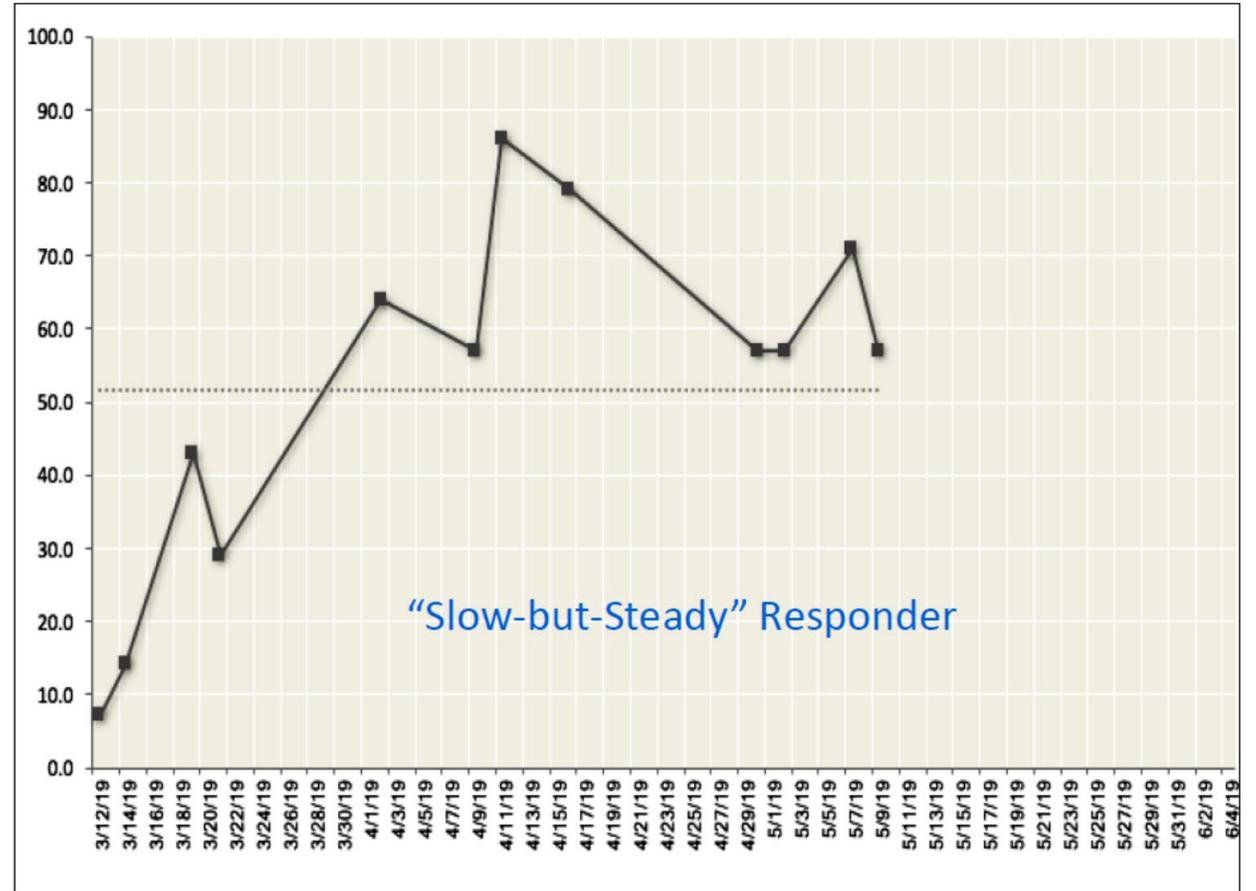
BINDER	DATE							
	1/18	1/22						
Is the assignment notebook secured by three rings so that it is the first thing you see when you open your binder?	Y	Y						
Is your binder free of loose papers (are all papers secured in folder pockets or attached by three rings)?	Y	Y						
Is the Homework Folder attached by three rings behind your assignment notebook?	N	Y						
Inside the homework folder: are homework assignments need for even days in the even day pocket?	Y	Y						
Inside the homework folder: are homework assignments need for odd days in the odd day pocket?	N	N						
Is there a pocket for papers you parents need to see, and only these papers are in it?	N	Y						
Is there a folder for each class you are taking? (1. Math, 2. Science, 3. English/Reading, 4. Social Studies, 5. P.E./Health, 6. other extracurricular courses)	Y	Y						
Within each subject folder: Are all non-homework papers for that subject in the right pocket of the folder?	N	N						
Are the notes from each subject organized from oldest to newest behind the subject folder and secured by the three-rings in the binder?	Y	Y						
Are all papers in the correct section of the binder? (no papers in the wrong section)	N	Y						
Are all the papers that are in the binder school related? (no drawings, scrap paper, notes, etc.)	N	N						
What percent of your binder is organized? Divide the number of Y's by 11 and then multiply by 100.	45	73						

Org Checklist

- The intervention uses a checklist, where each item is a Y/N question
- A percentage is calculated each day and then graphed...

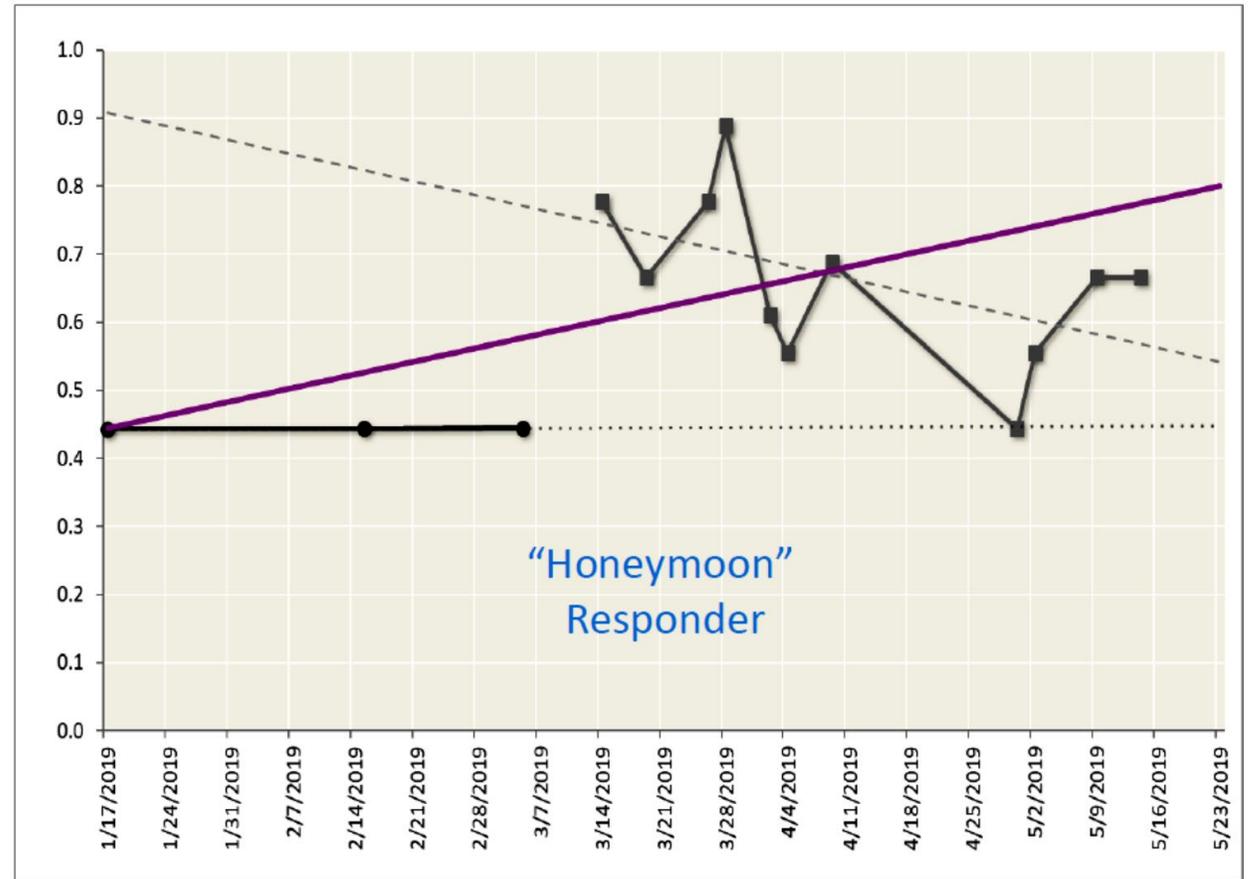
Be patient!

- It typically takes time for this intervention to work—progress feels like “three steps forward and two steps back.”



Be wary!

- There are some cases that seem to respond quickly, but then fall apart. Reconsider your reward menu when this occurs.





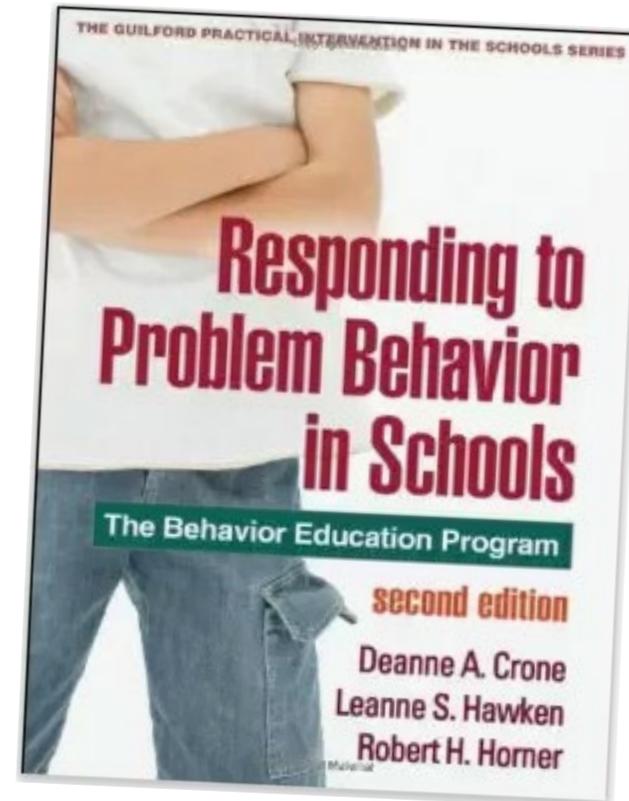
DAILY REPORT CARD

Lots of versions of this thing...

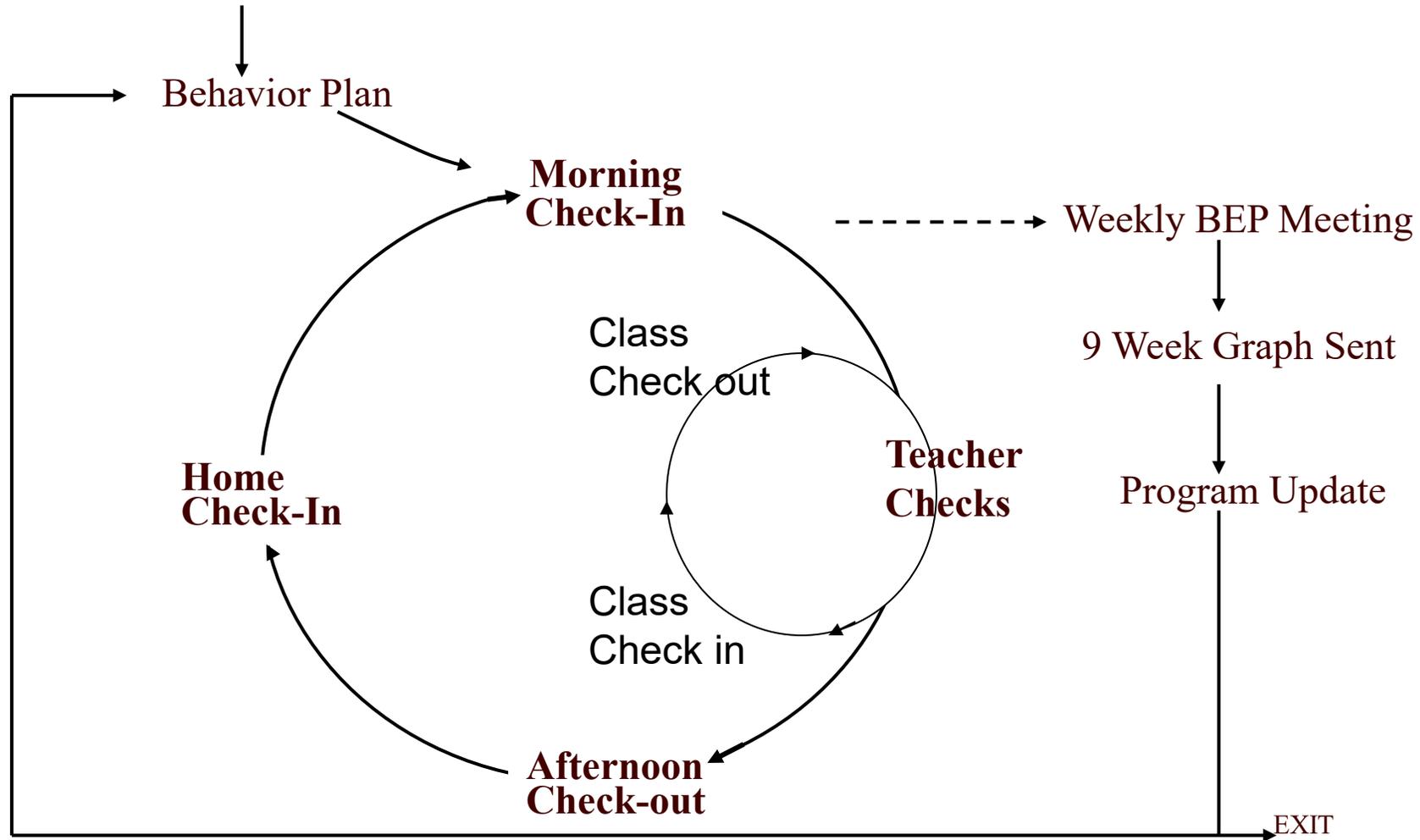
Daily Report Cards (many versions)

(Crone, Hawken, & Horner, 2010)

- My personal take on the literature is that *most* current school efforts are simply **daily report card** (DRC) reboots; also known as:
 - Home-School Notes
 - [Daily Behavior Report Cards](#)
 - Daily Progress Report
 - Direct Behavior Ratings
- The version *du jour* is [Check In/Check Out \(CICO\)](#)



Check-in Check-out Cycle



CICO Record

Name: Tyree

Date: _____

0 = Need work, 1 = "OK" 2 = Nice Job

	Safe			Responsible			Respectful		
Check In	0	1	2	0	1	2	0	1	2
Block 1	0	1	2	0	1	2	0	1	2
Before Lunch	0	1	2	0	1	2	0	1	2
Block 2	0	1	2	0	1	2	0	1	2
Check Out	0	1	2	0	1	2	0	1	2
Today's goal 24				Today's total points 20					

Comments:

CICO Report

Date _____

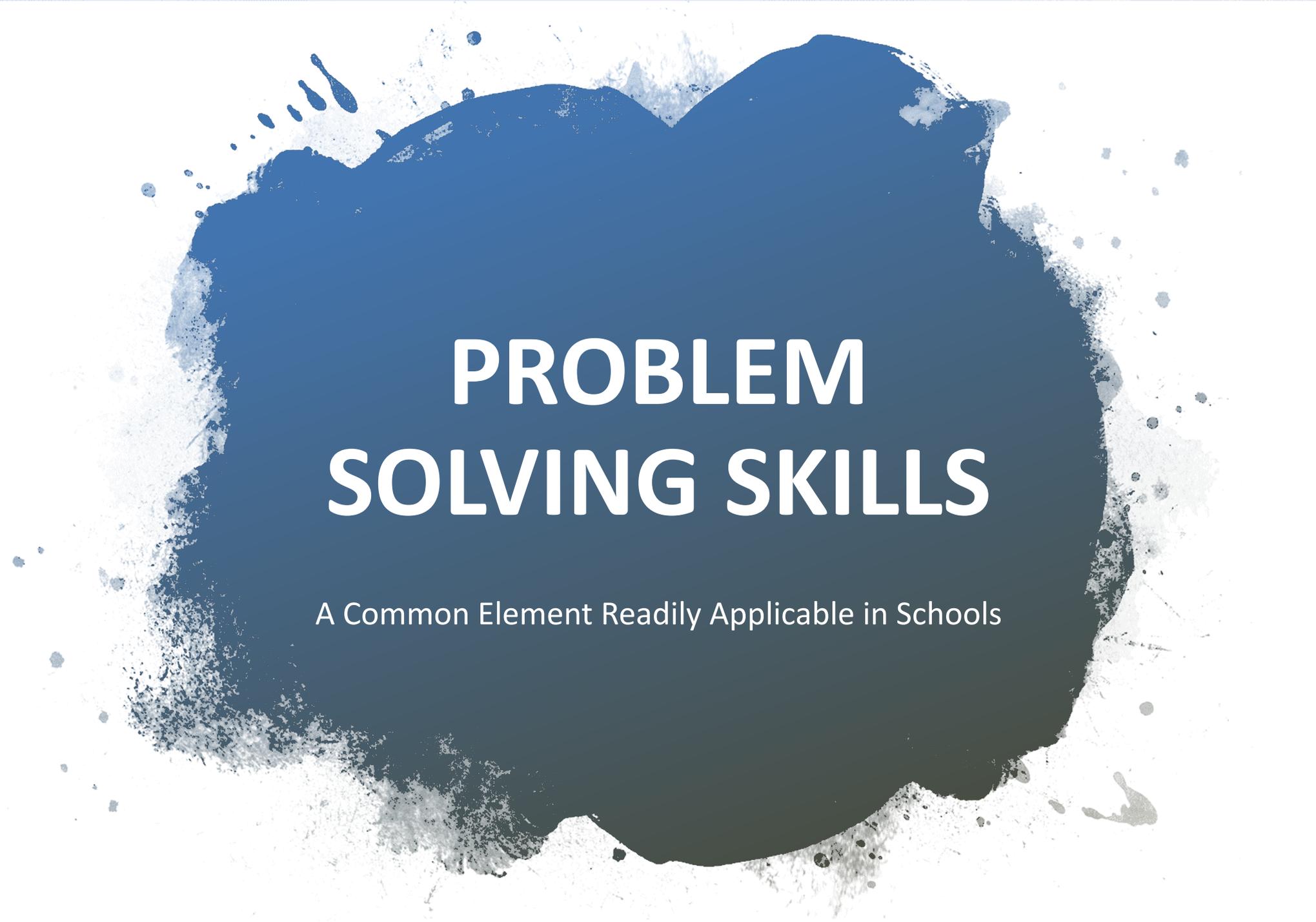
Student _____

Teacher _____

0 = Not Yet 1= Good 2= Excellent	Be Safe			Be Respectful			Be Your Personal Best			Teacher initials
	Keep hands, feet, and objects to self	Use kind words and actions	Follow directions	Working in class						
Class	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Recess	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Lunch	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Recess	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Class	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Total Points =			Today _____%				Goal _____%			
Points Possible = 50										

How to Establish a DRC

1. Select an area for improvement
2. Define your goal
 - “Completes assigned tasks,” “completes and returns homework”
3. Decide the criteria
 - 3-5 behaviors that can be evaluated several times per day
4. Introduce to child
5. Set up a reward system at home
6. Monitor



PROBLEM SOLVING SKILLS

A Common Element Readily Applicable in Schools

Interpersonal Skills Group: WILBUR

- Model of problem-solving: **WILBUR**
 - **W**hat is the concern?
 - How would **I** like this to end up?
 - **L**ist *all* possible solutions.
 - Pick the **B**est solution.
 - **U**se the solution.
 - **R**eview how well solution worked.

Problem-Solving Strategy

W

I

L

B

U

R

- Define the problem:
 - Tyree: “People are testing me, and I have to stand up for myself. Josiah, for one, is always in my business.”
- Encourage “I” statements.
 - “I want to be left alone” or “I want to be treated with respect” rather than “Other kids are really mean.”

Problem-Solving Strategy

W

I

L

B

U

R

- This is the goal—what the child or adolescent ultimately wants to happen with the problem.
 - “I want to be respected by my peers.”
 - “I want Josiah to leave me alone.”
 - “I want to move out of Ms. Johnson’s class.”
 - “I want my mom to pick me up after school instead of riding the bus.”

Problem-Solving Strategy

W

I

L

B

U

R

- Brainstorming: List all solutions at this point, no matter how bizarre or unrealistic they are.
- Do not pass judgment on solutions.
 - “I will punch Josiah in the face if he messes with me again.”
 - “Make sure I stay away from Josiah.”
 - “Ask some other friends to stand with me during specific times.”
 - “Talk to Ms. Johnson/the Principal about changing classes.”

Assisting with “Brainstorming” Solutions

- To coax additional solutions, keep in mind that most solutions fall into one of three broad categories:
 - **Do something different**
 - e.g., agree with the bully when they tease you (“fogging”)
 - **Ask someone for help**
 - e.g., tell a teacher about being bullied
 - **Ignore the problem**
 - e.g., avoid situations where you might see the bully

We might ask, “Is there anyone who might help?” “Is there another way you could cope with this?”

Problem-Solving Strategy

W

I

L

B

U

R

- Vote up or down on each solution until the best solution is reached.
- Cue child to consider possible outcomes of solutions and how they line up with the problem statement and goal.
 - Counselor: “How might other kids respond if you fight?” “How would that help you achieve your goal?”

Problem-Solving Strategy

W

I

L

B

U

R

- A homework assignment is given to use the solution that the child or adolescent chose.
- The goal is to get clear plans:
 - “Cameron is a good friend. I will hang-out with him between classes/sit with him on the bus and Josiah might leave me alone. I’ll try this starting tomorrow.”

Problem-Solving Strategy

W

I

L

B

U

R

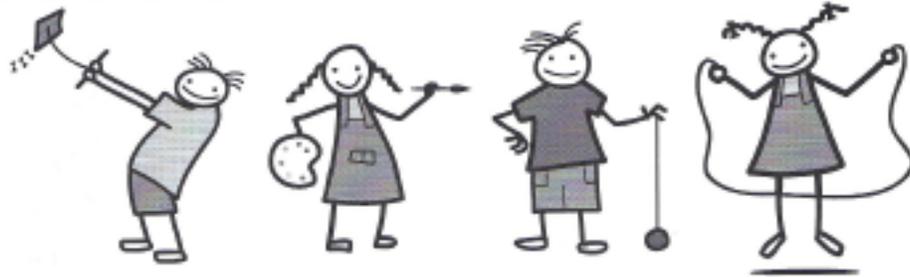
- Reviewing the solution models how adults evaluate their own problem-solving efforts
- Gives the counselor the opportunity to provide feedback on the outcome of the solution.
 - Counselor: “How did hanging out with Cameron go?”
 - Adolescent: “Oh, he’s cool. And I haven’t had any problems with Josiah since!”



BEHAVIORAL ACTIVATION

It Always Helps to have Things to Look Forward To!

Ten Things I Can Do to Feel Good!

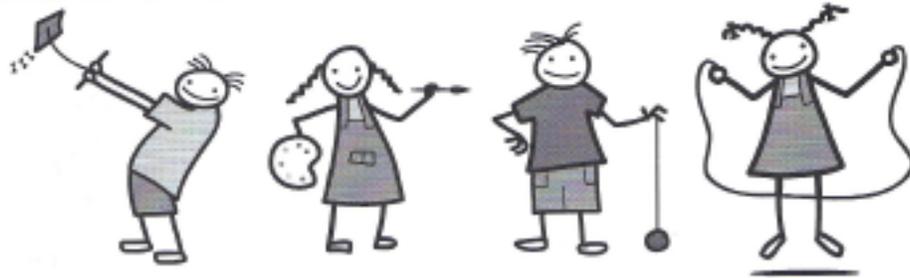


1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Activity Selection

- In the MATCH-ADTC, an in-session activity is to create a list of 10 fun things to do
- The goal is to select a mix of activities:
 - Simple
 - Free
 - Available most any time
 - Guaranteed to be good

Ten Things I Can Do to Feel Good!



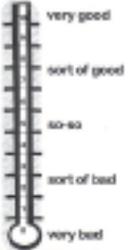
1. Ride a bike
2. Take some pictures of nature
3. Volunteer at the SPCA on the weekend
4. Indoor soccer at Family Central
5. Watch a movie on Netflix
6. Listen to music and analyze the lyrics
7. Write a journal entry
8. Go for a walk
9. Read a novel
10. Take the dog for a walk

Activity Selection

- Good to start with brainstorming
 - Are there things that you used to enjoy that you don't enjoy anymore?
- Lists can help generate ideas
 - They are all over the internet, but best to tailor lists so they are age appropriate and capture the resources and opportunities available to your school

Scheduling Time for Fun

Write down one fun activity you can do each day. Write your *Feelings Thermometer* rating before and after each activity.

Day and Plan 	How I Felt Before (0-10) 	Activity I Did 	How I Felt After (0-10) 
SATURDAY: Play soccer with my friend after lunch	5	Played soccer with my friend after lunch	8
SUNDAY:			
MONDAY:			
TUESDAY:			
WEDNESDAY:			
THURSDAY:			
FRIDAY:			
SATURDAY:			

Activity Selection

- Then the session moves into scheduling the activities for specific days and times
 - Reminiscent of “mobilizing talk,” no?

← can be a very effective homework assignment!
 You can ask about what worked and what didn't work and then modify the plan/list as you go...

	MON.	TUE.	WED.	THU.	FRI.	SAT.	SUN.
Morning	6-7						
	7-8						
	8-9						
	9-10						
	10-11						
	11-12						
Afternoon	12-1						
	1-2						
	2-3						

If the forms in the MATCH-ADTC manual seem too childish, modify by using age-appropriate forms that you make yourself, or even consider scheduling events in the child's phone or using an online calendar service.

(cont.)

FIGURE 6.1. Activity Chart. From J. S. Beck (2011). Copyright 2011 by Judith S. Beck. Adapted by permission.

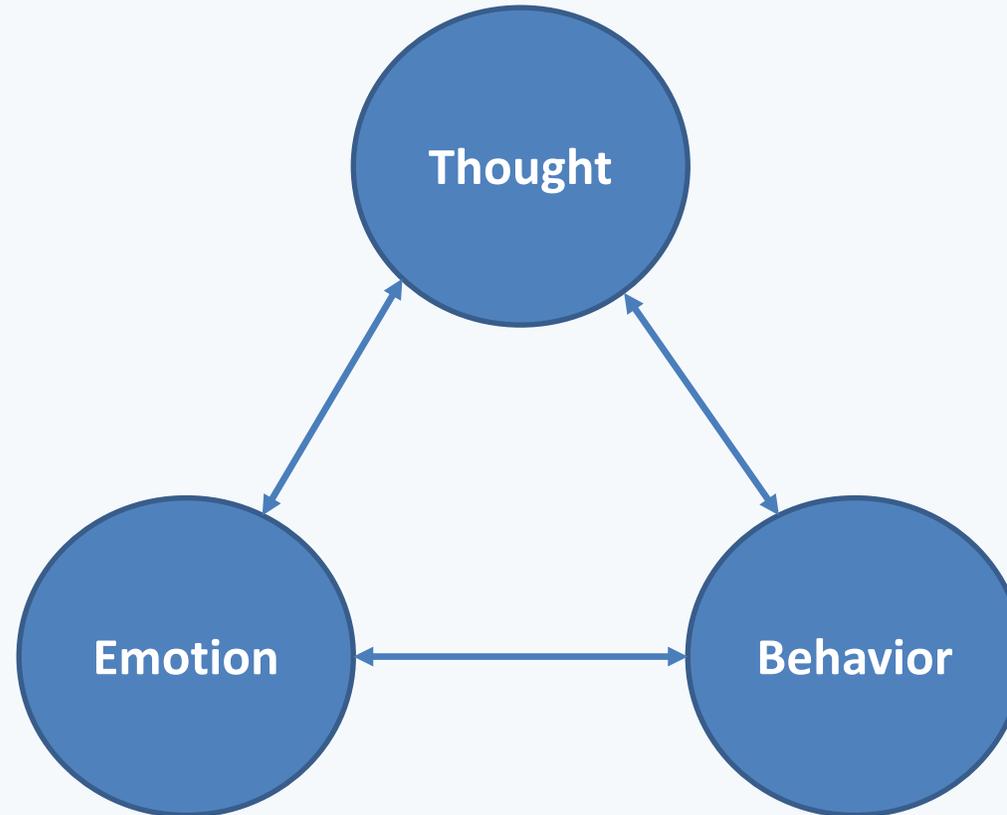
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COGNITIVE RESTRUCTURING

Applying Cognitive Psychology to Everyday Concerns

what we think affects
how we act and feel

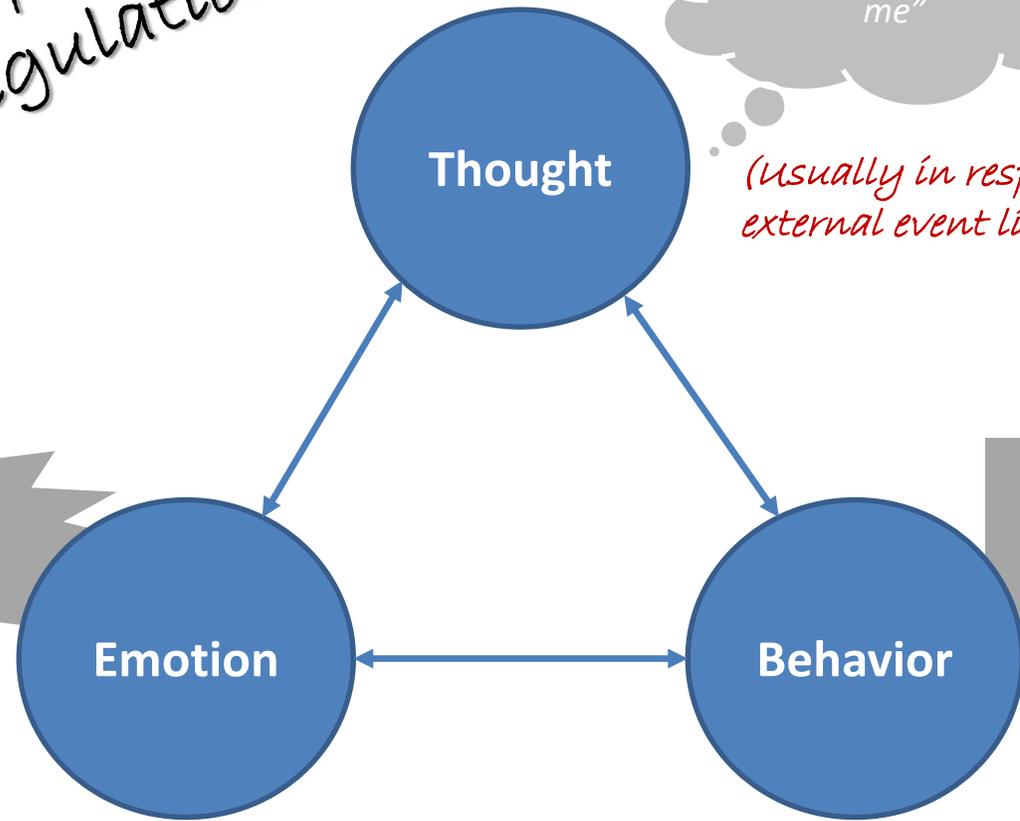


what we feel affects
how we think and do

what we do affects how
we think and feel

Example of Depression/
Mood Dysregulation

Low mood
Hopelessness



"I am worthless if
any kid disrespects
me"

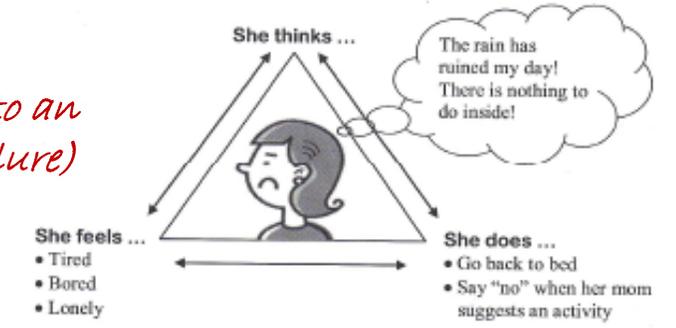
*(Usually in response to an
external event like failure)*

Thinking-Feeling-Doing

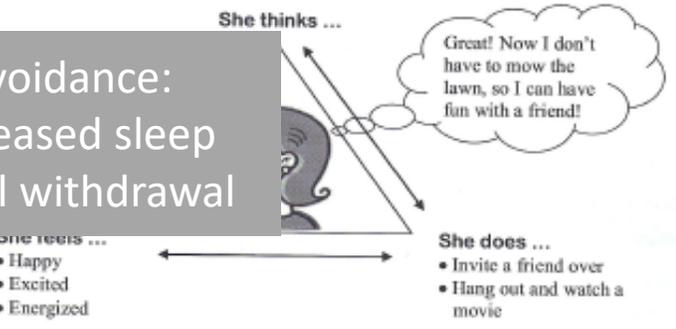
Everybody feels sad, down, grumpy, or upset sometimes, but getting stuck in these feelings can be a problem. To get unstuck, we can change how we THINK and what we DO, because thinking and doing have a big impact on how we FEEL.

On a Rainy Day

Person below who feels better. What makes that person feel better?



Avoidance:
Increased sleep
Social withdrawal



15 styles of Distorted Thinking

Filtering: You take the negative details and magnify them while filtering out all positive aspects of a situation.

✓ **Polarized Thinking:** Things are black or white, good or bad. You have to be perfect or you're a failure. There is no middle ground.

Overgeneralization: You come to a general conclusion based on a single incident or piece of evidence. If something bad happens once you expect it to happen over and over again.

Mind Reading: Without their saying so, you know what people are feeling and why they act the way they do. In particular, you are able to divine how people are feeling toward you.

✓ **Catastrophizing:** You expect disaster. You notice or hear about a problem and start "what if's". What if tragedy strikes? What if it happens to you?"

Personalization: Thinking that everything people do or say is some kind of reaction to you. You also compare yourself to others, trying to determine who's smarter, better looking, etc.

Control Fallacies: If you feel externally controlled, you see yourself as helpless, a victim of fate. The fallacy of internal control has you responsible for the pain and happiness of everyone around you.

Fallacy of Fairness: You feel resentful because you think you know what's fair but other people won't agree with you.

✓ **Blaming:** You hold other people responsible for your pain, or take the other tack and blame yourself for every problem or reversal.

Should: You have a list of ironclad rules about how you and other people should act. People who break the rules anger you and you feel guilty if you violate the rules.

Emotional Reasoning: You believe that what you feel must be true-automatically. If you feel stupid and boring, then you must be stupid and boring.

Fallacy of Change: You expect that other people will change to suit you if you just pressure or cajole them enough. You need to change people because your hope for happiness seem to depend entirely on them.

Global Labeling: You generalize one or two qualities into a negative global judgment.

Being Right: You are continually on trial to prove that your opinions and actions are correct. Being wrong is unthinkable and you will go to any length to demonstrate your rightness.

Heaven's Reward Fallacy: You expect all your sacrifice and self-denial to pay off, as if there were someone keeping score. You feel bitter when the reward doesn't come.

- The point is not whether a thought is “bad” or “wrong,” it is whether it is *rigid* and *unhelpful*
 - Our goal: Make thinking more empirical and flexible
- Consider: There is a nonzero chance that a meteor will hit this room today. What do we do with this information?

Thoughts

What Do YOU Think, Feel, and Do?
What about YOU? Think of a time recently when you got stuck in a bad mood. What did you THINK, FEEL, and DO? If you had different thoughts or took different actions, would you have felt differently?

What was happening?

What could you have thought instead?

You thought ...

You felt ...

You did ...

How might you have felt instead?

What could you have done instead?

200 Worksheet—Thinking-Feeling-Doing v 2 of 2 © 2009 PracticeWise, LLC

- In the MATCH-ADTC, a “homework” assignment early in the depression sessions
 - Thoughts (i.e., “self talk”) are often the most difficult part for children!
- Note that we are actively *teaching* these concepts to the child (but using microskills!!!)

Changing B-L-U-E Thoughts

B-L-U-E thoughts are thoughts that are too negative to be true. B-L-U-E thoughts make us feel bad.

B laming myself

L ooking for bad news

U nhappy guessing

E xaggerating

Come up with some B-L-U-E thoughts for the examples below.

Give an example of Blaming Yourself

That test today was really hard!

Give an example of Looking for Bad News

Oops! I accidentally painted that tree purple!

Give an example of Unhappy Guessing

My recital is tomorrow.

Give an example of Exaggerating

On my math test I got 21 right and 4 wrong.

- The use of thought “bubbles” is a widely-used strategy in the literature that is reused in the MATCH-ADTC
 - Here, the focus is on four common cognitive distortions

END OF BKS SECTION

Working with Children with Challenging Behaviors:

Is Trauma at the Core?

(Clevenger & LaForce, 2021)

Reaction to adversity for which a child does not have emotional resources or coping mechanisms; Child feels hopeless or overwhelmed.

Physical, emotional, or sexual abuse

Witnessing horrific events – hurricanes, terrorism, domestic violence

Neglect, abandonment, poverty or homelessness

Family life with drug addiction/alcoholism, parental incarceration, and violence

Loss or separation due to death of a parent, foster care, or a nasty divorce battle



Developing ‘Survival’ Coping Mechanisms

Angry, aggressive, and violent behavior

Shallow or deficient emotions

Noncompliant, oppositional

Cognitive distortions or “thinking traps”

Depression, Anxiety, NSSI

NSSI: Non-Suicidal Self-Injury

(Wan, Chen, Wang, Clifford, Zhang, Orton, & Tao, 2020)

If self-injury, such as cutting, is used as a coping style (maladaptive coping strategy), it's generally a low risk for suicide.

However, if repetitive NSSI + a history of trauma, then risk increases with number of years and number of methods.

For adolescents, especially those with high ACEs, NSSI risk increased for those with low positive coping/higher negative coping styles.

Parenting Models are Important in the Development of Disruptive Behavior

Harsh discipline and inconsistent parenting are two risk factors for the development of ODD and CD (Webster-Stratton, Reid, & Hammond, 2001).

Coercive cycle between two parents and/or parent and child (Reid, Patterson, & Loeber, 1981).



Understanding the Student's Learning History

Some kids may be the “adults” in the household, responsible for younger cousins or siblings

Some may have sophisticated survival skills for tough situations involving bullies or gangs

For some, their feelings (e.g., anger) have not been recognized, labeled, and acknowledged

Caring for the child's feelings, and the feelings of others, may not have been modeled or reinforced

On-task behavior may not have been modeled or reinforced

Suggestions for Practice if Trauma is suspected at the Core of Disruptive Behaviors

ASK: At home & at school, what does the child get reinforced for?

Does she have to engage in severe aberrant behaviors to get attention?

Do adults react to it with yelling, screaming, emotional intensity?

Both make it MORE LIKELY the child will engage in severe aberrant behavior

Kids will bring these behaviors in daycare, school, etc.

Lots of Structure, Lots of Nurturing, Intense Reinforcement for Appropriate behavior

When traumatized youth exhibit challenging behaviors

Harsh, authoritarian responses may retraumatize youth, escalate their behaviors, & cause emotional harm

Cycle of trauma

(McInerney & McKlindon, 2014)

School-to-prison pipeline



Trauma-informed Care

School personnel need to use interaction strategies and ways of approaching youth that:

- Establish trust
- Make them feel safe
- Consider their emotional state & needs

FOCUS ON

- Healthy relationships-Positive Interactions
- Teaching Emotional Regulation
- Safety (not subjected to further trauma at school)

(McFarland & Bonavita, 2019)

Implications for Treatment: Establish Trust

Structure

- Follow through
- Predictable consequences

Microshaping

- Matching law

Tolerance/Delay of Gratification Training

Empathy/Validation



Use Unexpected Responses

- Paradoxical
 - “You’re right! I am a jerk! Now please read page 24.”
- Reframing
 - “You are my hero! Thank you for taking that bug out of my room!”
- Empathetic
 - “What did she say to you that made you so upset? It’s not like you to curse!”
- Distraction
 - “Whose keys are these?”
- Ignoring Verbal Garbage
 - Mumbling, complaints, insults, rude comments
- Neutralizing
 - “You can write any words you want as long as you spell them correctly.”
- Appeal to their Better Self
 - “I need your help because you are a leader.”



Strategies for NSSI

(Cipriano, Cella, & Cotrufo, 2017;
Klonsky, Victor, & Saffer, 2014)

Self-harm offers relief from emotional pain or a sense of control over life

Dialectical Behavior Therapy (DBT)

- **Mindfulness:** Removing focus from the past or the future and into the present; placing a pause on extreme emotions
- **Distress Tolerance:** Building skills for how to tolerate uncertainty in life
- **Interpersonal Skills:** Building communication so you can express needs instead of burying them
- **Emotion Regulation:** Building recognition and control over your emotions; impulse control



Final Comments? Questions?

Thank you!

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