DATA, DISSEMINATION, AND DELIVERY: A 3-D APPROACH TO SCHOOL-BASED MENTAL HEALTH

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The Alaska School Psychologists Association
Fall 2017 Conference

THE FOUNDATIONS OF CBT

KEY TERMS IN CBT

- **Automatic Thoughts** – thoughts that occur without much consideration (habitual and reflexive)

- **Conditional Beliefs** – fundamental beliefs that influence response to a situation (e.g., how we think, feel, and act)

- **Schema** – a cognitive framework that serves as a basis for screening, organizing, and interpreting situations based on past experiences (e.g., core beliefs about the self, others, and the future)
COGNITIVE-BEHAVIORAL CONNECTION
TRADITIONAL MODEL

Activating Event       Automatic Thought (Belief)       Consequence (Behavior/Feeling)

UNDERSTANDING CHALLENGES

Problem
- Situational
- Behavioral
- Cognitive
- Affective/Physiological

ERRORS IN FUNCTIONING

- Cognitive Deficiency – the lack of information processing
- Cognitive Distortions – an active but misguided way of processing information
- Skill Deficiency – the lack of a specific skill
- Skill Dysfunction – the lack of implementation or generalization of skill
The way we view ourselves, the world, and the situations that confront us shapes how we feel, what we think, and how we act.

- Fosters change in the way people think and behave.
- Build skills to target the situational, cognitive, affective, and/or behavioral components.

Comprehensive Multi-Interactional Model of SBMH

McLaughlin & Christner, 2011, in process
RESILIENT LEARNING ENVIRONMENT

Involve schools that are:
- Safe and Secure
- Well Managed
- Caring
- Participatory

RESILIENT LEARNING ENVIRONMENT

Atmosphere or climate of a school
- Helps to create an environment that fosters healthy relationships and collaboration among the school, the home, and the community
- Includes tangible and intangible qualities
- Two important characteristics:
  - Frequency and quality of interactions among students, parents, school professionals, and members of the community
  - Feelings of trust and respect within the school and the community
RESILIENT LEARNING ENVIRONMENT

Examples of Resilient Learning Environment Interventions

- School Climate Programs
- Resilient Classrooms
- Faculty & Staff Responsiveness

PREVENTATIVE MECHANISM

- Focus on prevention
- Based on school-wide data
- Identify and expand sources of strength within the system
- Identify and adjust problem areas
- Emphasize skill development
  
  “What skills could all students benefit from?”
EXAMPLES OF PREVENTATIVE MECHANISM PROGRAMS

- I Can Problem Solve (Shure, 2001)
- PATHS (Kusche & Greenberg, 1994)
- Social Decision Making/Social Problem Solving (Elias et al., 2005)
- Olweus Bullying Prevention Program (Olweus & Limber, 1999)
- Second Step (Seattle Committee for Children, 1992)
- Positive Behavior Support Program (Sugai & Horn, 1999)
- Etc.

STRATEGIC MECHANISM

SUPPLEMENTAL AND GROUP

Supplemental
- Assess problematic system factors (i.e., deficits in necessary skills within the environment, classroom issues)
- Consultation services
- Provide workshops and in-services for teachers
- Psychoeducation and skill building with staff

Group
- Identify and intervene with at-risk students regarding a particular issue
- Utilize group format and structured approaches (e.g., manualized approaches)
STRATEGIC MECHANISM
SUPPLEMENTAL CONSULTATIVE INTERVENTIONS

- Cognitive-Behavioral Consultation (Christner & Stewart-Allen, 2004; Christner, Stewart, & Lennon, 2006)
- Classroom Interventions
- Individual Positive Behavior Support
- Parent Consultation and Support
- Teacher In-service Training, Consultation, and Support

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STRATEGIC MECHANISM
GROUP MANUAL-BASED INTERVENTIONS

Benefits
- Specific content to be addressed
- Clearly defined procedures to use
- Articulated activities to follow
- Starting and stopping point
- Outcome research

Difficulties
- Which manual do I chose?
- Not meeting the individual needs of clients
- Difficulty getting students to attend 15 to 20 sessions
- Addressing the students skills, but not the barriers and difficulties that affect implementation

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STRATEGIC MECHANISM
GROUP MANUAL-BASED INTERVENTIONS

Anxiety
- Coping Cat (Flannery-Schroeder & Kendall, 1996)
- Social Effectiveness Therapy for Children (Beidel & Turner, 1998)
- Child Anxiety Management Program (CAMP; Friedberg & Elmar, in preparation)
- Cognitive-Behavior Group Therapy - Adolescent (CBGTA; Albano, 2000)
- Coping with Stress (Clarke, Lewinsohn, & Hops, 1990)
- Building Confidence (Wood, Placentini, Southam-Gerow, Chu, & Segman, 2006)
STRATEGIC MECHANISM
GROUP MANUAL-BASED INTERVENTIONS

- **Anger and Aggression**
  - Coping Power Program (Larson & Lochman, 2002)
  - Teen Anger Management Education (TAME; Feindler & Gerber, 2011)
  - “Keeping Cool” (Dwivedi & Gupta, 2000).
  - Aggression Replacement Training (ART; Goldstein, Glick, & Gibbs, 1998)

- **Depression**
  - Coping with Depression (Clarke, Lewinsohn, & Hops, 1990, 2003)
  - ACTION Program (Stark & Kendall, 1996)
  - Coping with Stress (Clarke, Lewinsohn, & Hops, 1990)
  - POD-TEAMS Depression Prevention Program (POD-Team, 2003)
INTENSIVE MECHANISM

- Direct, ongoing intervention with identified students
- Group, individual, and family treatments aimed to address specific problems
- Often have multidisciplinary involvement within schools
- Evidence-based approaches – Manualized vs. Modular

MODULAR-BASED INTERVENTIONS

Benefits
- Decreases the demands of following a manual-based program
- Uses specific techniques from manual-based programs
- Allows the use of outcome research to develop good interventions
- Bases intervention on specific client needs

Difficulties
- Must have good case conceptualization skills
- Must use single case design and progress monitoring more efficiently to measure outcome
- Must have a good understanding of the literature across various disorders

ACTIVE INTERVENTION CYCLE

A: Assessment
C: Conceptualization
T: Treatment Planning

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CONCEPTUALIZATION WITH YOUTH

- Extensive problem list
- Antecedents/Precipitating factors
- Developmental considerations
- Relational development
- Cultural/Context considerations
- Readiness to change factors
- Protective factors/Resiliency factors
- Risk factors/Impediments to change
- Working hypothesis
- Origins of working hypothesis

(Mennuti, Christner, & Freeman, 2012)

POSSIBLE MODULES: PART 1

- Activity Selection/Scheduling
  - To introduce pleasant and enjoyable activities into the child/adolescent’s day. Also, to increase activity level.
- Assertiveness Skills
  - To teach skills to express needs or goals.
- Behavioral Skills
  - To increase practice of certain skills and improve generalization.
- Cognitive Skills
  - To identify and understand thoughts and to restructure them appropriately.
- Communication Skills
  - To teach expected communication skills.

POSSIBLE MODULES: PART 2

- Exposure Skills
  - To expose individual to a specific object or situation associated with anxiety and avoidance.
- Goal Setting Skills
  - To assist client in establishing a realistic goal for treatment.
- Maintenance Skills
  - To discuss ways to maintain gains on treatment goals.
- Problem Solving Skills
  - To provide ways to evaluate and navigate problems and to consider new solutions.
- Psychoeducation
  - To provide information about individual problems and the course of treatment.
POSSIBLE MODULES: PART 3

- **Relaxation Skills**
  - To teach relaxation training to decrease physiological arousal and tension.

- **Self-Rewards/Reinforcement**
  - To reinforce self for goal attainment and to increase expected behaviors.

- **Self-Monitoring Skills**
  - To identify areas of concern and to provide information about progress.

- **Self-Efficacy Skills**
  - To teach new skills in various areas to assist with symptom reduction and to increase self-efficacy.

- **Social Cognitive skills**
  - To teach and practice basic skills expected social interaction skills with peers.

- **Self-Instruction/Self Talk Skills**
  - To focus attention on the task and elicit coping statements.

CRISIS MECHANISM

- Immediate response
- Intensive, individualized intervention and referral
- Services include:
  - Violence Risk Assessment
  - Suicide Risk Assessment
  - Stabilize
  - Referral to Outside Supports
  - Reintegration Back to School