

Contents

1 The Challenge of Providing Mental Health Services in Schools.....	1
The Need for Mental Health Programming	2
Prevention Science	5
Barriers to Mental Health Programming in Schools.....	6
Material Resource Barriers to Mental Health Programming in Schools.....	7
Human Resource Barriers to Mental Health Programming in Schools	7
School Cultural Barriers to Mental Health Programming in Schools.....	9
Family Barriers to Mental Health Programming in Schools	11
Technical Complications Presenting Barriers to Mental Health Programming	11
Cultural Diversity Barriers to Successful Mental Health Programming in Schools	13
Developing Cultural Awareness and Sensitivity	14
Addressing Concerns and Improving Outcomes	15
2 Evidence-Based Tier 1, Tier 2, and Tier 3 Mental Health Interventions in Schools	19
The Three Tiers of Intervention	23
Tier 1: Universal Programs	24
Tier 2: Selected or Targeted Programs	32
Tier 3: Indicated Programs and Interventions	34
3 Strengthening School-Counseling Interventions.....	39
Implementing Comprehensive School-Based Mental Health Services	40
Tier 1: Implementation Challenges.....	40
Tier 1: Adaptations to Evidence-Based Programs	42
Screening for Tier 2	42
Tier 2: Interventions.....	44
Identification of Students for Tier 3.....	44
Tier 3: Interventions.....	49

Improving Tier 2 and 3 Interventions 50

Improving Interventions: Generalization 50

Dosage and Time Effects 53

Matching Programming to Deficits..... 54

Address Contextual Factors 55

Additional Factors..... 55

Progress Monitoring and Outcome Evaluation..... 57

Current Issues..... 59

4 Affect Education at Tiers 1, 2, and 3..... 61

 Affect Education 62

 Emotion Knowledge 64

 Emotion Awareness: Individual Differences..... 66

 Emotion Knowledge: Intensity 67

 Emotion Knowledge: Universal Emotions and Triggers 67

 Emotion Knowledge: Positive Emotions 68

 Emotion Awareness..... 69

 Emotion Awareness: Lexical Knowledge and Verbal
 Identification of Emotion 69

 Emotion Awareness: Emotion Vocabulary..... 70

 Emotion Identification and Expression: Visuospatial Processing..... 72

 Emotion Expression: Display Rules 75

 Affective Education in Schools..... 77

 Affect Education in School Prevention and Intervention..... 79

 Components of Emotion Understanding and Emotional Literacy 80

**5 Importance of Emotion Regulation Training for Children
and Adolescents 85**

 Environmental Influences: Influence of Parents, the First Few Years 87

 Environmental Influences: The Preschool Period..... 88

 Intrinsic Influences: Child Temperament..... 91

 Environmental Influences: School-Aged Students and Peers..... 92

 Environmental Influences: Adolescence..... 94

 Environmental Influences: The Influence of Culture 95

 Intrinsic Influences: The Neurobiology of Emotion Regulation 97

 Intrinsic Influences: Emotion Regulation and Attention 99

 Intrinsic Influences: Attention Shifting 100

 Emotion Regulation: Working Memory 100

 Intrinsic Influences: Emotion Regulation and Mood..... 101

 Emotion Regulation: A Limited Resource..... 102

 Emotion Dysregulation 103

 Emotion Dysregulation: Internalizing Disorders 104

 Emotion Dysregulation: Externalizing Disorders 105

6 Emotion Regulation Training at Tiers 1, 2, and 3..... 107

 Three-Tiered Prevention/Intervention Strategies to Develop
 Emotion Literacy and Emotion Regulation 108

 Emotion Regulation Training..... 108

 Approaches and Strategies to Increase Student’s
 Basic Understanding of Emotions 109

 Positive and Negative Emotions 110

 Multiple and Social Emotions..... 112

 Strategies for Increasing Positive Emotions 113

 Strategies to Increase Students’ Knowledge of Function,
 Causes, and Effects of Emotion 114

 Understanding Emotional Action Tendencies 115

 Strategies to Increase Students’ Understanding
 of Emotion in Others’ Expressions 117

 Strategies to Increase Students’ Understanding
 of Their Own Emotional Expressions..... 119

 Strategies to Increase Students’ Ability to Connect
 Situations/Events with Emotions 119

 Strategies to Increase Students’ Understanding
 of Display Rules and Masking 121

 Strategies to Increase Students’ Emotion Vocabulary/Self-Talk..... 122

 Strategies to Increase Awareness and Control of Emotional Intensity 124

 Strategies to Increase Students’ Ability to Shift Emotions..... 128

 Strategies to Help Students Recognize Emotion Patterns..... 130

 Strategies to Increase Students’ Ability to Downregulate 130

 Strategies to Increase Students’ Ability to Regulate Emotions 132

 Strategies to Increase Students’ Ability to Use Cognitive Strategies 134

7 Support for the Use of CBT in Schools 141

 Efficacy of Cognitive-Behavioral Therapy 141

 CBT Interventions in Schools..... 145

 Efficiency of CBT: Rationale for Group Treatment..... 146

 CBT and Prevention of Emotional Disorders in Schools 147

 The Critical Components of CBT 149

 Investigating the Common Practice Elements of CBT 151

 Other Efforts to Identify Common Components..... 153

 Unified Protocol: Incorporating Emotion Science into CBT..... 154

 Unified Treatment Protocol for Youth 155

**8 Preparing Young and/or Disabled Children to Benefit
from CBT in School-Based Settings** 157

 Concerns Around the Effectiveness of CBT for Young Children..... 157

 Cognitive Capacities Needed for Cognitive Behavioral Therapy 159

Children with Special Needs..... 161

Adaptations to Increase the Effectiveness of CBT
with Young Children 164

CBT Studies Involving Preschoolers and Early
Elementary Level Students 169

What Changes When Children Are Successfully Helped with CBT? 169

Assessment of Children’s Readiness to Engage in CBT 170

Preparing Young Children for CBT 173

General Considerations When Working with Young
and Special Needs Children 186

9 CBT in Schools 187

Rationale for the Use of CBT by School Psychologists 188

Structure of CBT Sessions 188

Process Variables for School Practitioners 189

Review and Setting the Agenda 193

Content of the Session: Behavioral Skills Training 193

Content of the Session: Cognitive Skills Training 197

Problem Solving..... 212

Homework in Cognitive Therapy Interventions..... 213

10 Sustainability, Current Programs, and a Look to the Future..... 219

The School Context and Sustainability of Programs 220

Families and Schools Working Together 221

Evidence-Based Practice..... 222

Third Wave CBT 224

CBT and Technology 226

Emotion Regulation in CBT 228

Emotion Regulation in Therapies for Children and Adolescents 229

Final Thoughts 232

References 233

Index 285



<http://www.springer.com/978-1-4419-7906-3>

Evidence-Based School Mental Health Services
Affect Education, Emotion Regulation Training, and
Cognitive Behavioral Therapy

Macklem, G.L.

2011, XVII, 297 p., Hardcover

ISBN: 978-1-4419-7906-3