

# Preface

The need for efficient and effective mental health counseling in schools is well accepted as is the fact that the school setting is ideal for meeting the mental health needs of children and adolescents, given relatively easy access to students, the presence of school-based mental health workers, and the fact that parents feel they know something about and are fairly comfortable with schools and their personnel. This text presents school counseling in the framework of the growing popular three-tiered model and incorporates the newest and best-supported mental health therapeutic approaches. Adaptations of cognitive–behavioral therapy to fit the school setting are presented, advocating for a more uniform protocol so that practitioners only have to learn a single more general approach that fits the realities of working with small groups in schools. Beyond this, affective education at each of the three tiers is discussed and, in particular, emotion regulation is stressed, given that without these additions to prevention and intervention work, the populations that school psychologists and other mental health workers must service are less likely to benefit from best practices. Work with school-aged students must include training in emotion awareness, emotion knowledge, emotional expression, and emotion regulation. The most current research from various fields supports cognitive–behavioral therapy, emotion regulation training, and affective education.

A particular contribution to school-based counseling involves strategies and approaches to prepare younger students and, importantly, students with special needs to benefit from evidence-based approaches. Concepts must be simplified and made concrete, metacognitive weaknesses must be addressed, and generalization must be addressed from the start of interventions. The precursor skills needed to deal with the complex strategies of cognitive–behavioral therapy must be included in the training.

There have been many contributions to the mental health field that deal with cognitive–behavioral therapy for specific disorders, for clinical work in the community or mental health clinics, and for using cognitive–behavioral therapy with children. There are far fewer resources for school-based practitioners who have different demands on their time, limited resources, and different challenges in general. School-based practitioners need to learn how to add detailed affective education and emotion regulation training to school-based interventions as well as to consider a uniform protocol for mental health intervention in schools. Finally, these aspects of prevention and intervention need to be placed into a three-tiered model. These are the goals of this text.

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## **Specific Group Activities and Exercises**

### **Chapter 6**

What do you Think?  
Emotion Story Booklets  
Emotion Freeze  
Emotion Expression Boards  
Emotion Cards  
Connecting Situations and Emotions  
Drawing and Showing  
Guess Why?  
Making Connections  
North, South, East, and West  
Developing an Emotion Vocabulary  
Class Book of Feeling Words  
If-Then Plans  
Positive Self-Talk  
Feeling Thermometers  
How Many Degrees?  
Anger Flies  
Shift  
Crossing the Line  
Emotion Puzzles  
Steam Valve  
Mindfulness Training  
Tunnel Vision  
Spiral  
What's in the Box?  
Silver Lining  
Generating Possible Explanations for an Event  
Good Things and Bad  
On the Other Hand  
Opposite Action (Linehan 2000)  
Oops

## **Chapter 8**

Click it  
My Face–Your Face  
How Do You Feel Now  
Spilt Milk  
Thoughts that Don't Help Us  
Thought Cue Cards  
Putting Situations, Thoughts, and Emotions Together  
Some-More-Most  
The Elevator's Going Up  
Steps to Trouble  
Guess What Will Happen?  
How Upset Would You Feel?  
I Have the Power  
Choosing My Strategies  
Change Masters  
Transformers  
Two is More Than One  
Pull the Plug

## **Chapter 9**

Thought Detective (Knell & Desari, 2006)  
Thought Digger (Friedberg, Friedberg, & Friedberg, 2001)  
Mindfulness Meditation  
Thought Bubbles  
Dysfunctional Thought Record (Beck, 1979)  
Tracks of My Fears (Friedberg & McClure, 2002)  
Riding the Ferris Wheel  
Thought Tracker (Stallard, 2002b)  
Changing the Spell (Rosengren & Rosengren, 2007)  
Thought Digger (Friedberg & Crosby 2001)  
Box It  
Mad Minutes or Weighty-Worry Time  
Air Traffic Controller  
Catching Thoughts  
Mood Diary (Hakeberg, Berggren, Carlsson, & Gustafsson, 1997)  
Making Predictions  
Blue Shift  
Reframe Your Thought  
Map to NEWFAST  
Middle School Challenge  
Full Moon



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