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.
It is important to acknowledge the several individuals who have been enormously helpful in the completion of this text. Beverly Kaplan deserves special thanks for so strongly urging that this text be written. Dick Macklem deserves considerable appreciation not only for his strong and dedicated support, but also for his proofing efforts in preparation of the manuscript. Hunter and Summer Ward contributed their wonderful artwork to the text and their help is greatly appreciated as well.

Boston, MA

Gayle L. Macklem

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
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