

Forms and Worksheets

Provided to Supplement

**COGNITIVE BEHAVIORAL
THERAPY IN K-12
SCHOOL SETTINGS
A PRACTITIONER'S TOOLKIT**

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EXHIBIT 1.1

Subjective Units of Distress Scale: Feeling Thermometer

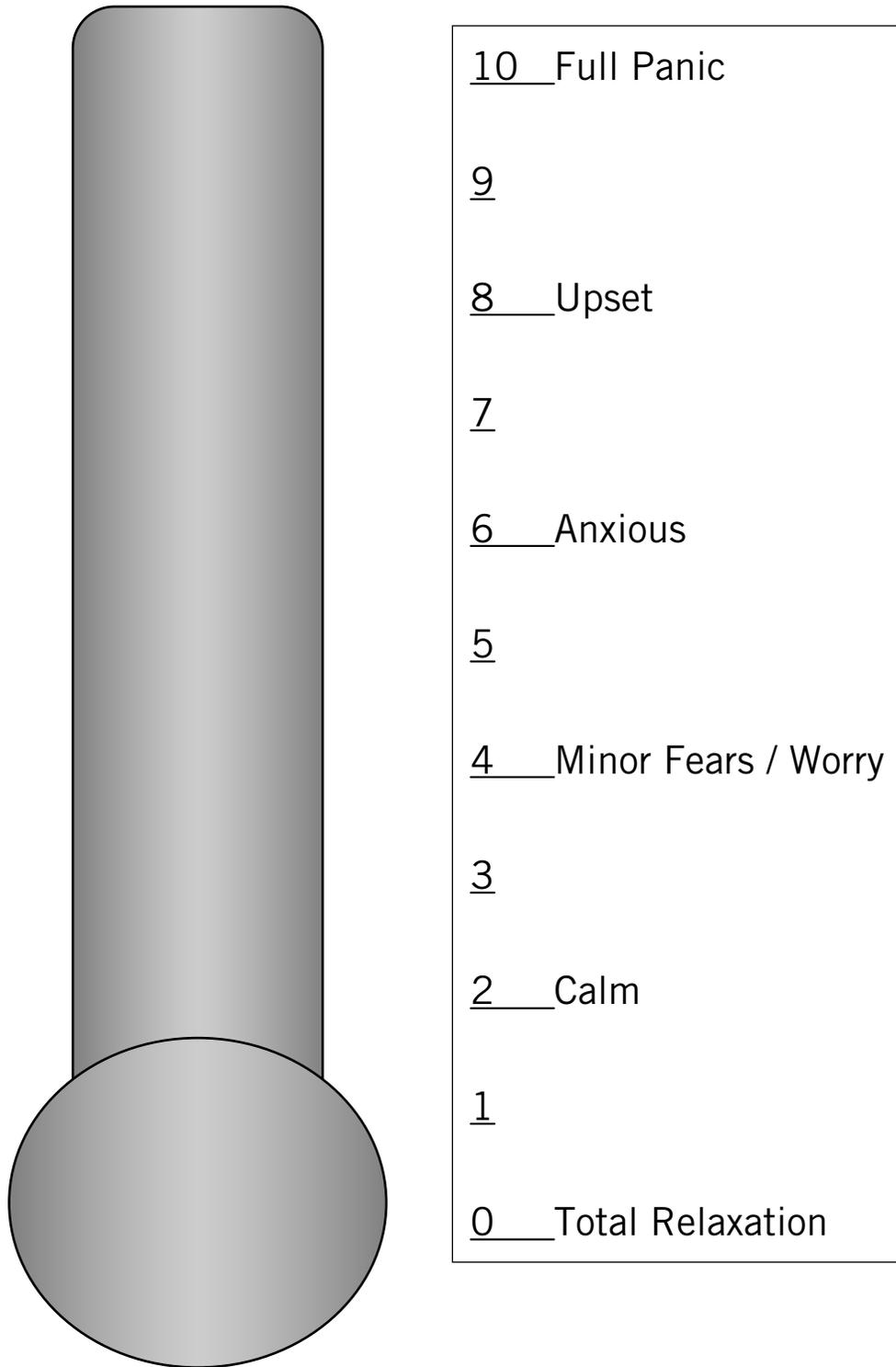


EXHIBIT 1.2

Subjective Units of Distress Scale: What I Feel Inside

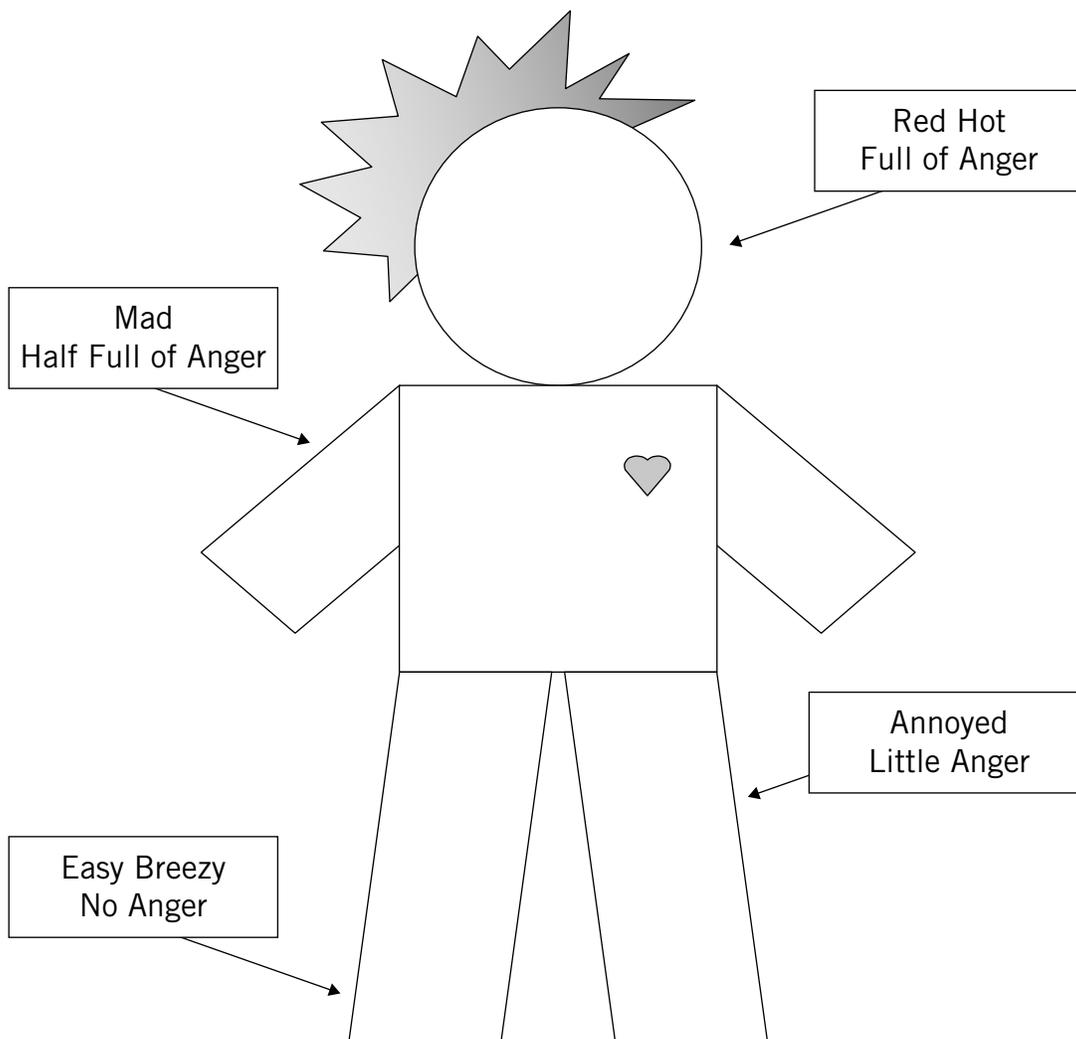


EXHIBIT 2.1

Student Sentence Completion Exercise

1. My best class is _____
2. I am good at _____
3. When I grow up, I want to be _____
4. Other kids _____
5. My family is _____
6. The worst thing is _____
7. At home _____
8. What upsets me is _____
9. People think _____
10. The best _____
11. My mind _____
12. Most girls _____
13. At school _____
14. I feel _____
15. Boys are _____

EXHIBIT 2.2**Adolescent Sentence Completion Exercise**

1. My favorite class subject is _____
2. The best thing I do is _____
3. My career goal is _____
4. My friends are best at _____
5. The best thing my family could do is _____
6. If I could change something, I would _____
7. My parents' ideas are _____
8. The most perturbing thing is _____
9. People don't know I think _____
10. In my personal life _____
11. My thoughts often _____
12. Most females consider _____
13. My teachers think I am _____
14. My purpose in life is _____
15. Men are usually _____

EXHIBIT 2.3
If/Then Questionnaire

IF I ace the test, THEN _____

IF I make a mistake, THEN _____

IF Others are nice to me, THEN _____

IF I feel hurt, THEN _____

IF I join the group, THEN _____

IF I am mad, THEN _____

IF My parents are happy, THEN _____

IF I let people down, THEN _____

EXHIBIT 2.4
CBT Cognitive Model

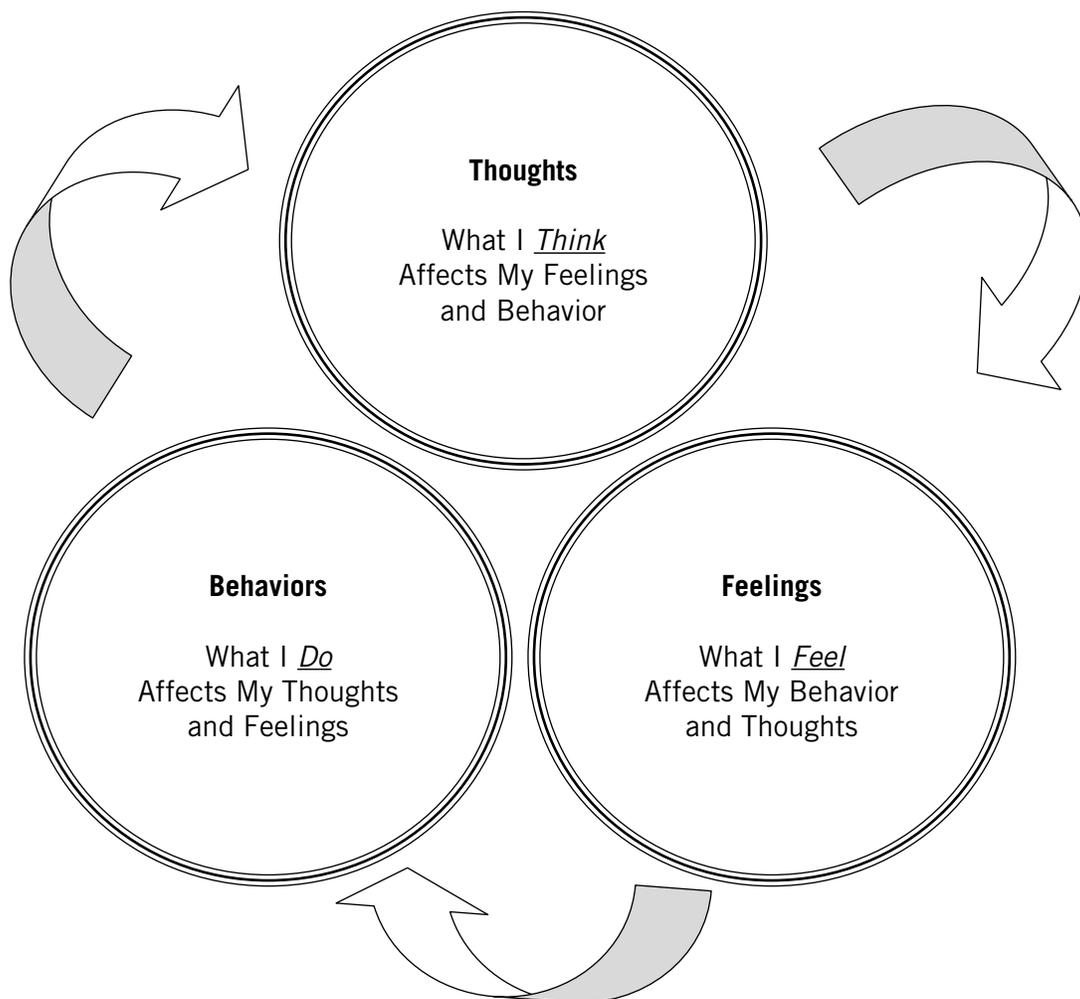


EXHIBIT 2.5
Three-Step ABC Model

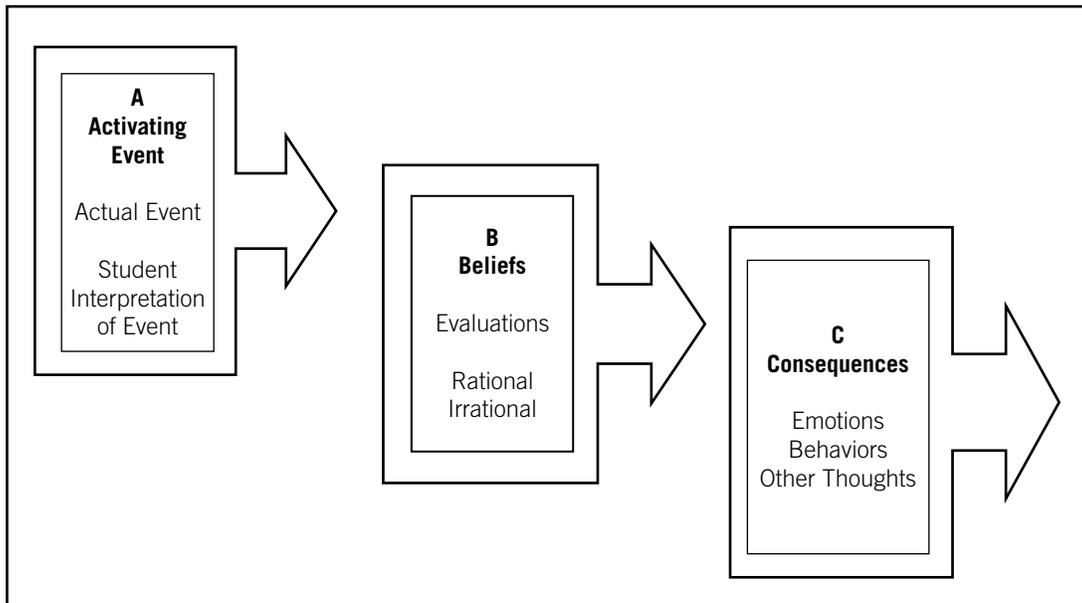


EXHIBIT 2.6

ABC Model: Alternate Consequences

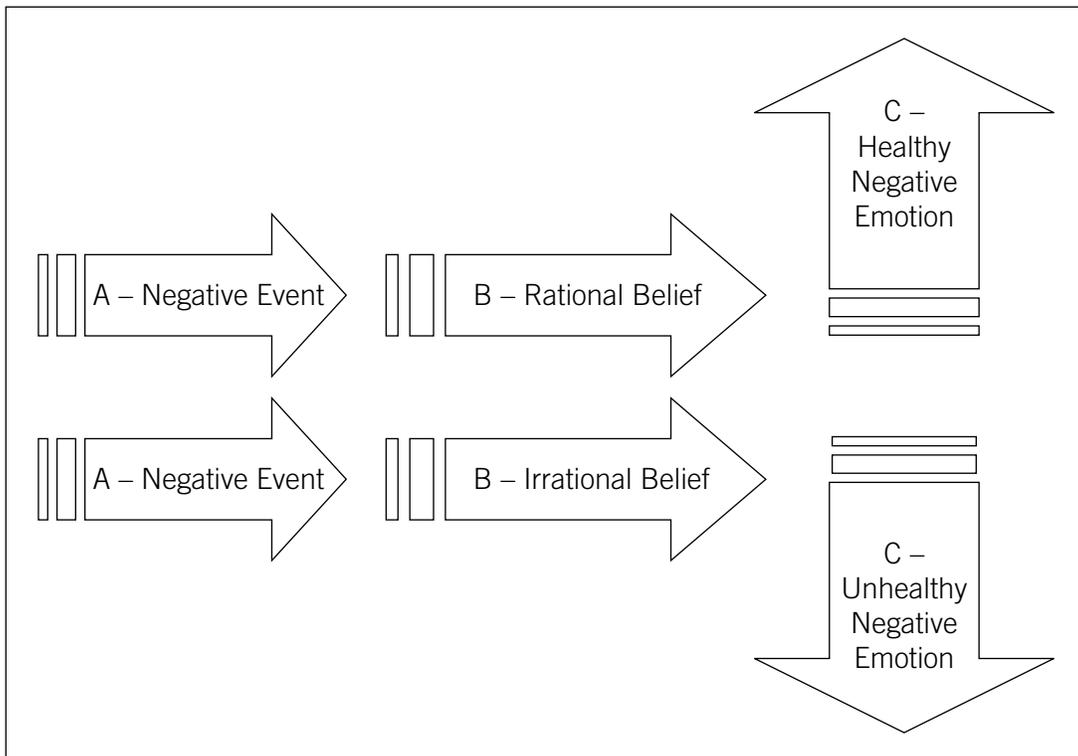


EXHIBIT 2.7

Comparing the Negative Fall and the Positive Launch

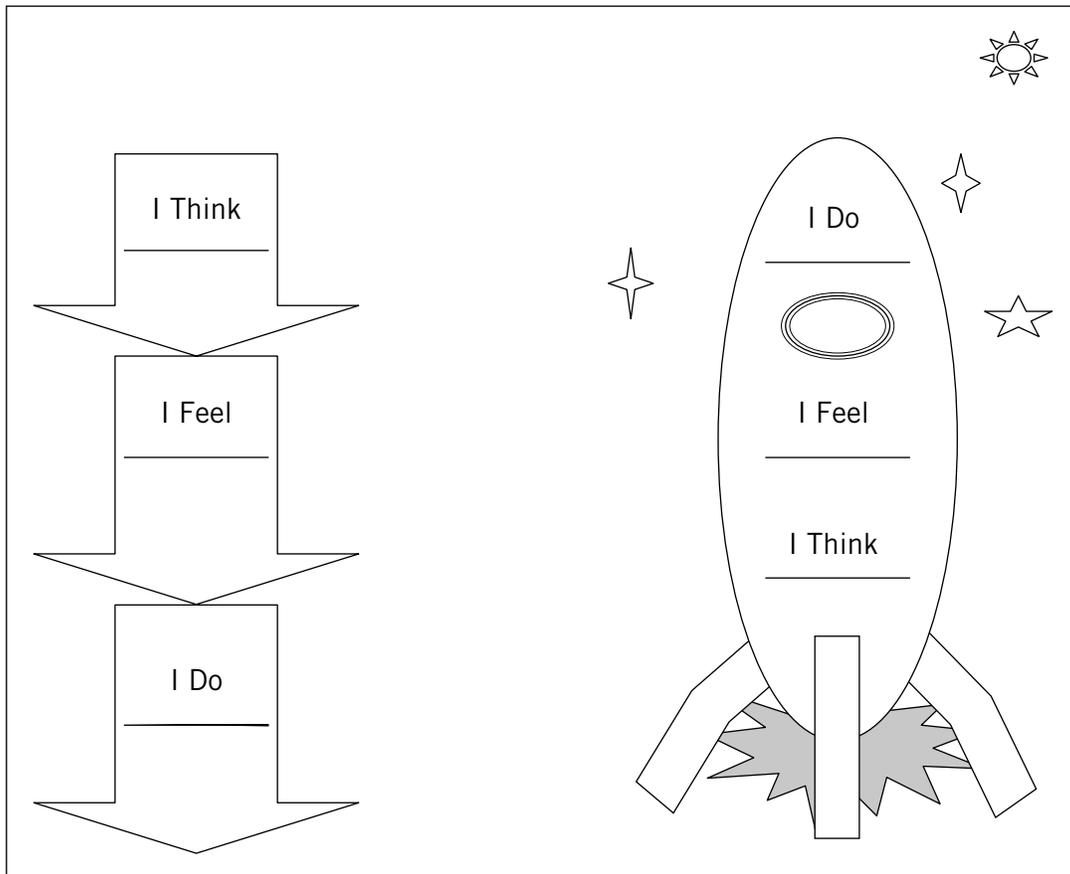


EXHIBIT 2.8

ABC Record Form

A—Activating Event	B—Beliefs	C—Consequences
(What happened? What action did you take? What was your first thought?)	(What automatic thought did you have?)	(What are the possible consequences?)
What type of thought was it?	Rational OR irrational? What is something different that you could tell yourself?	What could you do differently next time?

Review notes:

EXHIBIT 2.9

Four-Column Functional Assessment of ABCs

A—Activating Event	B—Behavior	C—Consequences Short Term	C—Consequences Long Term
What happened immediately before?	What action did you take?	What was the immediate result? (What happened in 5 seconds, 1 hour, 2 hours?)	What are the long-term outcomes or results?

Review notes:

EXHIBIT 2.10

Four-Column Functional Assessment of ABCD

A—Activating Event	B—Behavior	C—Consequences	D—Disputing
What happened immediately before?	What action did you take?	What was the outcome?	Challenge your belief—Is it true or false? What is an alternative rational belief? What FACTS support this? What FACTS do not support this?

Review notes:

EXHIBIT 2.11

Relaxation Log

Date/Time: _____

Relaxation Strategy Used: _____

Experience: _____ (What Happened)

Circle Rating *Before* Relaxation:

Low 1 2 3 4 5 6 7 8 9 10 High

Circle Rating *After* Relaxation:

Low 1 2 3 4 5 6 7 8 9 10 High

EXHIBIT 4.1**Counselor's Checklist for Exposure/Response Prevention Therapy**

- 

Explain the exposure/response prevention therapeutic process to the parent/caregiver and student.

Gather the parent/caregiver's consent and student's assent to participate in E/RP therapy.
- 

Identify the student's fear-provoking triggers with the student.
- 

Create a fear hierarchy with the student using the Subjective Units of Distress Scale (SUDS).
- 

Expose the student to the fear-provoking stimuli.

Start with lower ranked fears and gradually move to higher ranked fears.
- 

Encourage the student to endure the discomfort and utilize relaxation techniques to overcome his or her distress.
- 

Assess the student's level of anxiety during the exposure exercises using the SUDS.
- 

Repeat the process until the student's SUDS data indicate that the student consistently experiences low levels of anxiety (e.g., minor worry, calmness, and relaxation) when exposed to the stimuli.

EXHIBIT 4.2**Exposure/Response Prevention Therapy:
Information for Parents/Caregivers***Exposure/Response Prevention Therapy*

Exposure/response prevention (E/RP) therapy is a therapeutic technique that is often utilized to help individuals face and overcome exaggerated fears. E/RP is grounded in the idea that a person must confront his or her fears to learn how to cope with them. When people avoid those situations that provoke anxiety and distress, their heightened fear is more likely to remain. Although the avoidance may serve as a protective response for the individual, constant avoidance can cause the anxiety to become worse as opposed to getting better. E/RP can help children and adolescents manage their fears and reduce their anxiety.

The E/RP Process

First, the counselor collaborates with the child to identify situations and circumstances that produce the child's fear. The child then creates a fear hierarchy with the counselor by ranking the level of anxiety that is experienced with each situation. Next, the child is exposed to the fear-producing situations under the supervision of his or her counselor. During this exposure, response prevention will occur in which the counselor encourages the child to refrain from avoiding the fear-producing situation(s). Instead, the child is encouraged to endure any discomfort and utilize coping strategies (e.g., relaxation techniques) to learn how to reduce feelings of anxiety and distress. Students are first exposed to situations that provoke lower levels of anxiety and gradually are exposed to situations that provoke higher levels of anxiety. The child's anxiety level is assessed throughout the process to monitor his or her progress. The exposure discontinues when he or she is experiencing more relaxed and calm feelings in response to the fear-producing situation(s).

What Does the Exposure Entail?

Exposure exercises can be executed through several methods, ranging from less intense to highly intense. In the order of intensity levels, such methods include:

1. **Imaginal exposure:** The student imagines himself or herself in the fear-producing situation.
2. **In-session exposure/role-playing:** The student acts out a scenario in which he or she is exposed to the fear-producing situation.
3. **Viewing visual images of the fear-eliciting situation:** The student views visual representations of the fear-producing situation (e.g., pictures and videos).
4. **In vivo exposure:** The student directly confronts the situation.

EXHIBIT 4.3

Exposure Hierarchy Worksheet Example

Purpose: Help students rank their level of anxiety in response to situations of exaggerated fear.

Developmental Considerations: May need to present visual illustrations to younger children (e.g., smiley faces) to help them identify the level of anxiety they experience with each situation.

Situation	SUDS Ranking
Preparing for a class presentation at home (e.g., putting a PowerPoint presentation together)	2
Rehearsing my presentation in the mirror	5
Rehearsing my presentation in front of my parents/caregivers	6
Presenting in front of the entire class	10

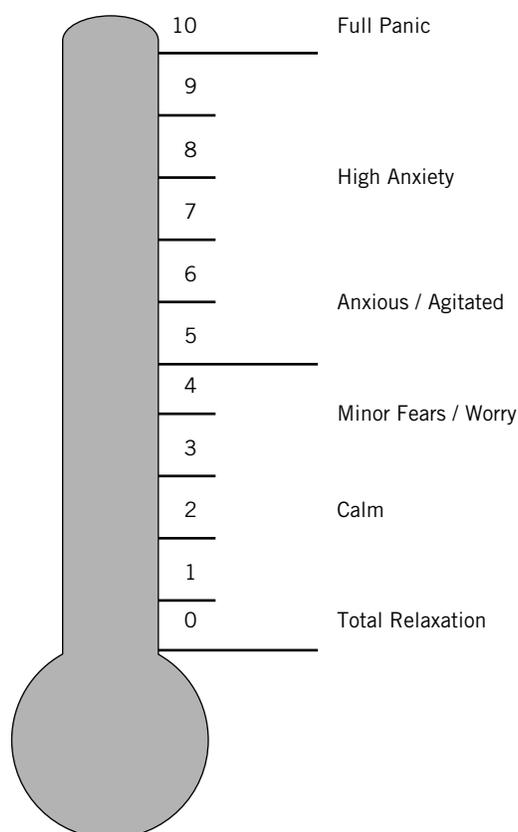


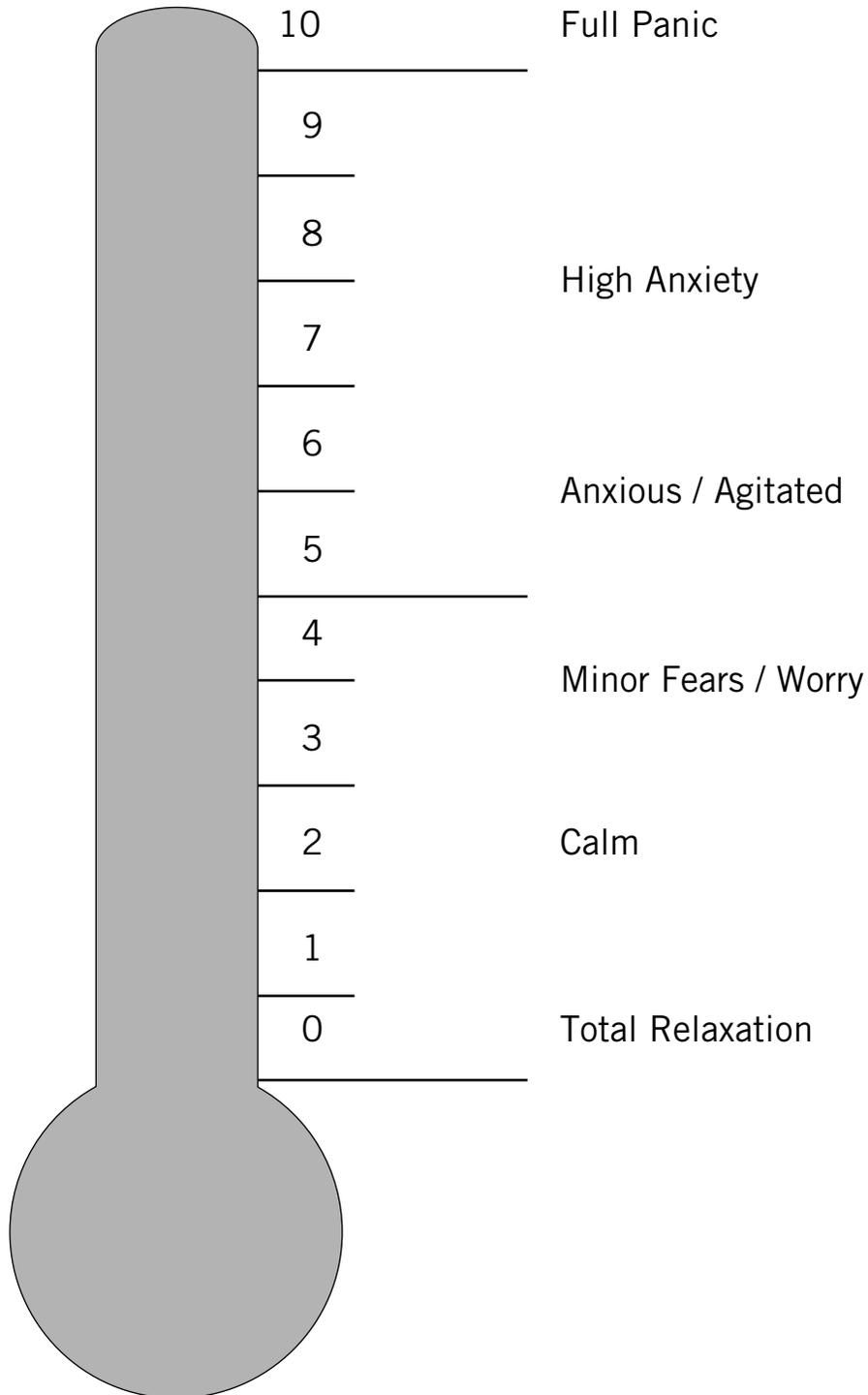
EXHIBIT 4.5**Subjective Units of Distress Scale**

EXHIBIT 4.6

Counselor's Checklist for Behavioral Activation



Explain the behavioral activation process to the parent/caregiver and student.



Help the student list a variety of activities that he or she can pursue.



Help the student to generate a weekly schedule and include the activities on the schedule.



Teach the student how to monitor his or her mood before and after various activities are completed.



Encourage the student to monitor his or her moods throughout the week so that you all can discuss his or her progress in later sessions.



In subsequent sessions, review the student's mood-level ratings, identify critical patterns with the student (e.g., activities that may not result in a significant mood change), and engage in collaborative problem solving regarding how to optimize the student's success.



Repeat the process until the student's activity-monitoring data show that he or she is consistently experiencing more pleasurable feelings before and after various activities are completed.

EXHIBIT 4.7

Behavioral Activation: Information for Parents/Caregivers

Behavioral Activation

Behavioral activation is an intervention strategy that is implemented to help individuals cope with social withdrawal and depressed moods. Behavioral activation is based on the premise that people are less likely to engage in enjoyable activities when they feel depressed. When their activity level declines, they may become even more withdrawn, unmotivated, and lethargic. Hence, there is a high probability that their depressed moods will continue to worsen. This may also cause these individuals to feel even more isolated and detached from others. Behavioral activation can help individuals gradually engage in pleasurable activities to decrease their avoidance and isolation, and improve their mood. Engaging in pleasurable activities can be challenging for individuals who are not motivated and are depressed. Thus, your child's counselor will support him or her throughout the process to help your child succeed.

Behavioral Activation Process

First, the child is encouraged to identify and list a variety of activities that she or he can pursue. The counselor then encourages the child to engage first in activities that are easy to complete and then assigns increasingly challenging activities throughout the course of treatment. Students are also encouraged to start off by completing a few activities and gradually increase the number of activities that they are expected to pursue each week. After a list of activities is identified, the child is encouraged to plan his or her weekly schedule to include the chosen activities. To help students understand how engaging in several activities can impact their moods using behavioral activation, the final step of the process includes encouraging students to monitor their moods before and after the activity is completed. Monitoring their progress can help students recognize their individual accomplishments. This can elevate mood, increase motivation, and encourage them to keep moving forward. Behavioral activation may be repeated until the child's activity-monitoring data show that he or she is consistently experiencing more pleasurable feelings before and after various activities are completed.

What Kind of Activities Are Children Encouraged to Pursue?

Students are encouraged to engage in a variety of activities. Here are some guidelines that the counselor will follow when helping students identify activities to complete:

1. **Safe:** Activities should be safe.
2. **Achievable:** Activities should promote a sense of accomplishment.
3. **Reasonable:** Activities should be reasonable to complete.
4. **Meaningful:** Activities should be meaningful to the student.

EXHIBIT 4.8

Activity Identification and Monitoring Worksheet Example

Purpose: To help students identify a range of activities that they can pursue and to monitor how each activity impacts their mood.

Developmental Considerations: Counselors may want to present visual illustrations to younger children (e.g., smiley faces) to help them identify their mood level in response to each activity.

List of Positively Rewarding Activities

1. Reading fictional material
2. Singing in my choir
3. Going to the mall with friends
4. Local sightseeing
5. Fishing
6. Bowling
7. Walking and jogging
8. Going to lunch dates with my sister
9. Attending family dinners
10. Camping

0	1	2	3	4	5	6	7	8	9	10
None	Low				OK				High	Extreme

Activity: Reading fiction, Date: 5/1/14

	Depression Feelings	Pleasurable Feelings
Before	8	2
After	4	6

Activity: Going to the mall with friends, Date 5/3/14

Before	6	1
After	2	8

EXHIBIT 4.10**Weekly Activity Schedule Worksheet Example**

Purpose: To help students plan their weekly activities in advance.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00–9:00 a.m.	Walking	Walking	Walking	Walking	Walking	Walking	Walking
9:00–10:00 a.m.		Class	Class	Class	Class	Class	
10:00–11:00 a.m.		Class	Class	Class	Class	Class	Cleaning my house
11:00–12:00 p.m.	Singing in my choir						Cleaning my house
12:00–1:00 p.m.	Singing in my choir	Lunch date			Baking a cake		
1:00–2:00 p.m.							Fishing
2:00–3:00 p.m.	Family dinner	Mentoring	Sight-seeing	Mentoring		Mentoring	Fishing
3:00–4:00 p.m.	Family dinner	Mentoring	Sight-seeing	Mentoring		Mentoring	Fishing

EXHIBIT 4.11**Weekly Activity Schedule**

Directions: List the activities that you will complete during each time block daily throughout the upcoming week.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00–9:00							
9:00–10:00							
10:00–11:00							
11:00–12:00							
12:00–1:00							
1:00–2:00							
2:00–3:00							
3:00–4:00							
4:00–5:00							
5:00–6:00							
6:00–7:00							
7:00–8:00							

EXHIBIT 4.12

Counselor's Checklist for Cognitive Restructuring

-  Explain the cognitive restructuring process to the parent/caregiver and student.
-  Introduce the relationship between activating events and one's thoughts, emotions, and behaviors (e.g., utilize the ABC figure).
-  Prompt the student to identify irrational and distorted thoughts.
-  Challenge the student's distorted thinking through perspective-taking exercises, using the Socratic questioning method, and/or through reflective thought recording.
-  Prompt the student to identify the specific cognitive distortions that exist.
-  Help the student reframe his or her distorted and irrational thoughts and/or replace such thoughts with coping statements/positive affirmations.
-  Repeat the process until the student's thoughts reflect a more balanced and rational manner of thinking.

EXHIBIT 4.13

Cognitive Restructuring: Information for Parents/Caregivers

Cognitive Restructuring

Cognitive restructuring is a therapeutic technique that is commonly used to challenge and correct negative thinking patterns that elicit depression and anxiety-related problems. It is based on the premise that one's irrational thoughts and beliefs about a specific event can lead to unhealthy emotions and behaviors that maintain depression and anxiety-related problems. Irrational thoughts are often referred to as cognitive distortions. Thus, the primary objective of cognitive restructuring is to help individuals challenge and reframe the cognitive distortions that are associated with their maladaptive emotions and behaviors. By disputing, reframing, and replacing unfavorable thoughts and beliefs, individuals are better prepared to manage and cope with their difficulties. Cognitive restructuring is a method that counselors can utilize to help students become more aware of their thinking, and to change their distortions to more positive and rational patterns of thinking.

Cognitive Restructuring Process

The first step in the process entails teaching children about the relationship among their thoughts, emotions, and behaviors. After a child understands that his or her thoughts can produce negative emotions and behaviors, he or she can then be prompted to identify his or her problematic thoughts. These thoughts are generally brief, spontaneous, and not based on reflection. In order for the student to interpret such thoughts as problematic, several strategies can be employed. First, students can be encouraged to view their thoughts from another person's perspective. Counselors can also utilize a semi-structured questioning method to help the student discover his or her problematic thoughts, understand why such thoughts are problematic, and identify errors in his or her reasoning. Another approach includes encouraging the student to maintain a journal or record of events that occur and his or her succeeding thoughts, behaviors, and consequences. These activities can help the student challenge and become more aware of his or her thinking.

After the student identifies his or her thought(s) as irrational and problematic, the counselor then prompts the student to identify the specific type of cognitive distortion(s) that exist. This can further help the student understand the nature of his or her thinking. After the student identifies his or her irrational thought, why the thought is problematic, and errors in his or her reasoning, the counselor assists the student with generating a more rational thought to replace the distorted thought. This process can be repeated until the student's thoughts reflect a more balanced and rational manner of thinking.

EXHIBIT 4.14

Three-Step ABC Figure Worksheet Example

Purpose: To help children/adolescents understand the relationship among experienced events, their beliefs about the events, and various consequences that they may endure.

Developmental Considerations: Counselors may want to present visual illustrations to younger children (e.g., clip art or magazine cutouts) to help them understand the relationship among antecedent events, beliefs, and consequences.

A

- **Activating Event:** *A student said that my shoes are not nice looking.*
- What happened? What was your immediate interpretation?

B

- **Beliefs:** *All students are mean.*
- Were your evaluations about the event rational or irrational?

C

- **Consequences:** *I isolate myself from all of the students at school.*
- How did you feel? What actions did you take? What other thoughts did you have?

EXHIBIT 4.15**Three-Step ABC Worksheet**

Directions: In the following boxes describe a situation/event, your belief(s) about the event, and the consequences/outcomes of your belief(s).

A	<ul style="list-style-type: none">• Activating Event:• What happened? What was your immediate interpretation?
B	<ul style="list-style-type: none">• Beliefs:• Were your evaluations about the event rational or irrational?
C	<ul style="list-style-type: none">• Consequences:• How did you feel? What actions did you take? What other thoughts did you have?

EXHIBIT 4.16

ABC Worksheet

Directions: In the following boxes describe a situation/event, your belief(s) about the event, and the consequences/outcomes of your belief(s).

<p>A (Activating Event)</p>	<p>NEGATIVE EVENT</p>	<p>NEGATIVE EVENT</p>
<p>B (Belief)</p>	<p>RATIONAL BELIEF</p>	<p>IRRATIONAL BELIEF</p>
<p>C (Consequence)</p>	<p>HEALTHY EMOTION</p>	<p>UNHEALTHY EMOTION</p>

EXHIBIT 4.17**Perspective-Taking Scenarios**

Directions: Review and discuss each scenario with the student. Emphasize to students that people may have different perspectives/points of view in response to various situations.

Scenario 1: The Case of the Missing Cards

Last week, John's favorite collection of baseball cards went missing. No one could solve the case, so John called a detective to investigate the incident.

- What does a detective look for in an incident?

- Why might the detective ask multiple people about what they saw?

Scenario 2: A Ride in the Sky

You were recently in a hot-air balloon that flew over a playground. You saw many things below during your ride.

- Tell me what you saw happen. Be sure to talk about all of the children who were there.

- What do you think each one was thinking?

- How would each child see it differently?

Scenario 3: A Lunchtime Brawl

During lunch, 10 students were joking and throwing food at each other and at other students.

- What if you were in the group/another student/a teacher/a parent, what do you think you'll see, hear, and feel?

EXHIBIT 4.18

Perspective-Taking Worksheet Example

Purpose: To help children/adolescents understand that others may have different backgrounds, beliefs, and experiences, and interpret things differently.

Developmental Considerations: Young children may need concrete activities to further illustrate the concept of perspective taking. Adolescents may benefit from examples using art or optical illusions.

The Perspective Detective

Activating Event	What Are Your Thoughts and Feelings About the Event?	What Are Some Possible Thoughts and Feelings That _____ Has About the Event?
<i>My friends went to a party without me.</i>	<i>Thoughts: They probably don't like me anymore.</i> <i>Feelings: I feel somber.</i>	<i>Person: Friend</i> <i>Thought 1: I don't like Jane anymore, so I'm not going to invite her to the party.</i> <i>Feelings 1: I feel excited.</i> <i>Thought 2: Oh no, I forgot to invite Jane!</i> <i>Feelings 2: I feel gloomy.</i>

EXHIBIT 4.19**Perspective-Taking Worksheet****The Perspective Detective**

Activating Event	What Are Your Thoughts and Feelings About the Event?	What Are Some Possible Thoughts and Feelings That _____ Has About the Event?

EXHIBIT 4.20

Coping Statements/Positive Affirmation Worksheet Example

Purpose: To help students generate positive affirmations/statements to replace negative thoughts.

Developmental Considerations: For students who have trouble generating positive affirmations/statements, the counselor may need to provide a list of positive affirmations for the student.

Negative Thought	Positive Affirmation
"I won't succeed at this task."	"I've done this before, so I am confident that I can do this."
"I hate myself."	"I am a good and likeable person."
"There's no way I can pass my test."	"I studied hard and I can give this my best effort."
"I'm a total failure."	"I have many gifts and talents."

EXHIBIT 4.22

Counselor's Checklist for Relaxation Training



Explain the relaxation training process to the parent/caregiver and student.



Introduce the various relaxation techniques to the students

- Diaphragmatic breathing
- Progressive muscle relaxation
- Guided/visual imagery



Rehearse the appropriate application of the various techniques during the counseling session (e.g., using relaxation scripts).



Prompt the student to maintain a relaxation journal to help him or her monitor the effectiveness of relaxation techniques.



In subsequent sessions, review the student's relaxation journal to identify critical patterns and engage in collaborative problem solving regarding how to optimize the student's success.



Continue to practice the application of the relaxation techniques and help the student identify when they can be used.



Repeat the process until the student demonstrates a clear understanding of the correct application of the techniques.

EXHIBIT 4.23

Relaxation Training: Information for Parents/Caregivers

Relaxation Training

Relaxation training is a therapeutic technique that can be utilized to help individuals reduce high levels of anxiety and stress. Relaxation training is based on the idea that although most people encounter stressful and anxiety-producing events, people respond to stress and anxiety in different ways. Given that stressful and anxiety-producing events can cause individuals to feel overwhelmed and result in a heightened sense of anxiety, relaxation training is generally implemented to help individuals learn how to cope with stress and anxiety in a healthy manner by learning how to remain calm and slow their bodies down (e.g., manage a racing heartbeat). Counselors can teach children/adolescents a variety of relaxation techniques throughout their sessions.

The Relaxation-Training Process

The first step in the process entails explaining to the student the idea behind and the value of relaxation training. After the counselor provides a general overview of relaxation training, the counselor then teaches the child/adolescent about various relaxation techniques. Finally, the counselor engages in various exercises and activities during the sessions to help the student learn how to correctly apply each technique (e.g., using relaxation scripts). Students are also encouraged to maintain a relaxation journal to learn how to monitor and evaluate the effectiveness of the techniques as a personal coping strategy. The relaxation journal can also be used to help the counselor identify critical patterns with the student and engage in collaborative problem solving regarding how to optimize the student's success.

What Are Relaxation Techniques?

There are several relaxation techniques that children/adolescents can learn to help them remain calm and cope with stress and anxiety. These include:

1. **Diaphragmatic breathing:** Students learn how to engage in deep and relaxed abdominal breathing.
2. **Progressive muscle relaxation:** Students learn how to intentionally tense and relax various muscle groups in the body.
3. **Visual and guided imagery:** Students learn the method of actively imagining a pleasant and peaceful scene.

EXHIBIT 4.24

Relaxation Journal Worksheet Example

Purpose: Help children/adolescents understand the relationship among experienced events, their stress and anxiety level, and use of relaxation techniques (use SUDS to rate stress/anxiety).

Developmental Considerations: Present visual illustrations to younger children (e.g., smiley faces) to help them identify the level of stress/anxiety they experience with each situation.

Stressful Event	Anxiety or Stress Level	What Physical and Emotional Symptoms Did You Feel?	Relaxation Technique	Anxiety or Stress Level
<i>My teacher notified the class about an upcoming test.</i>	7	<i>My heart was racing; my muscles were tensed; my palms started sweating; I felt scared and nervous.</i>	<i>Deep breathing</i>	3

EXHIBIT 4.25**Relaxation Journal Worksheet**

Directions: Reflect on an incident that happened within the last month. List your stress level and describe how you felt before you utilized a specific relaxation technique and list your stress level after you utilized the relaxation technique.

Stressful Event	Anxiety or Stress Level	What Physical and Emotional Symptoms Did You Feel?	Relaxation Technique	Anxiety or Stress Level

EXHIBIT 4.26

Relaxation Script Examples

We are going to do some exercises that will help you learn how to stay calm and relaxed. But to proceed, there are some rules you must follow. First, avoid any movements that cause pain. This will keep you safe. Second, you must do everything I say, unless you feel some discomfort. Third, you must practice. The more you practice, the calmer you can be. Okay, first sit as comfortable as you can in your chair or on the floor. Remember to pay close attention to your body, follow my instructions very carefully, and work hard. You can do it! Let's go!

Progressive Muscle Relaxation

Select a muscle in your body. Squeeze and tighten this muscle for 5 seconds. After 5 seconds, quickly release it. Feel the difference between relaxation and tension? Squeeze and tighten your muscle again. Continue to hold this tension. Squeeze the muscle harder and tighter. Now release. Squeeze and tighten your muscle again. Now relax!

MUSCLE GROUPS

Right and left hand/forearm	Forehead	Upper back
Right and left upper arm	Eyes and cheeks	Lower back
Right and left upper leg	Mouth and jaw	Hips and legs
Right and left lower leg	Torso	Shoulders
Right and left foot	Stomach	Shoulder blades

Diaphragmatic Breathing

Touch your abdominal (or belly) muscles. Inhale slowly. Take a deep and powerful breath. Hold this breath for 3 to 5 seconds. Exhale slowly. Take another slow and deep breath. Hold this breath again. Now exhale slowly. Feel your hand moving slowly. Take another slow and deep breath. Exhale slowly. Release all of the tension. Now relax!

Guided Safe-Place Imagery

Close your eyes. Imagine yourself in a peaceful and soothing place. Imagine that you are on a beach. Picture details about this peaceful place. Are you at the beach alone? See the waves washing onto the shoreline. Listen to the sound of the waves. What else do you hear? Listen to the calls of the seagulls. Imagine the wind blowing. Can you feel the cool breeze? How does it feel to be in this peaceful place?

Note: Additional relaxation scripts can be retrieved from www.therapysites.com/userfiles/2139734/file/Grounding%20Exercises.pdf

EXHIBIT 4.27**Counselor's Checklist for Social Skills Training**

Explain the social skills training process to the parent/caregiver and student.



Identify the student's specific skill deficits.



Determine which teaching method you will employ.

* Multiple teaching methods can be implemented throughout the intervention.



Observe the student's demonstration of the targeted skills and discuss the student's performance of the targeted skills in other settings.



Provide corrective feedback to the student regarding how to improve his or her performance of the targeted skills.



In subsequent sessions, continue to prompt the student to practice performing the skills and provide positive reinforcement to encourage generalization.



Repeat the process until the student demonstrates a clear understanding of how to perform the targeted skills.

EXHIBIT 4.28**Social Skills Training: Information for Parents/Caregivers***Social Skills Training*

Social skills training is a method of treatment that can be used to foster more effective interpersonal interactions for children/adolescents who experience internalizing-related difficulties. More specifically, social skills training can be implemented to help children/adolescents execute enriched communication, problem solving, and conflict-resolution skills throughout their day-to-day interactions. Social skills training is grounded in the assumption that interpersonal relationships are critical to one's healthy functioning. Students who have trouble communicating their needs to others, interpreting various social cues, resolving conflict, and solving problems are likely to experience negative outcomes, such as peer rejection, anxiety, and depression. Therefore, counselors can implement social skills training as a treatment option to help children/adolescents improve their behaviors and functioning during their everyday social interactions. Social skills training includes several steps.

The Social Skills Training Process

The first step in social skills training entails identifying students' specific skill deficits. After counselors determine a student's specific skill deficit(s), several educational techniques can be employed. Role-playing and modeling are two approaches to teaching students effective social skills. With respect to role-playing, the student can review and act out various scenarios that serve to increase his or her ability to exhibit the targeted skill(s). Some students may find it difficult to perform certain behaviors through role-playing. Thus, counselors can also utilize modeling during social skills training. Modeling involves the child/adolescent learning a specific skill by observing and imitating others. Through modeling, the counselor can demonstrate various behaviors that the student is expected to learn. Peer modeling is a viable option as well, as it involves the student observing and imitating exemplars from his or her age group.

Students can also review and rehearse various social interaction scripts. Social interaction scripts provide students with more direct instruction regarding appropriate language to use and specific behaviors to exhibit during their interpersonal interactions (e.g., maintain eye contact, speak clearly, and so forth). While social scripts can be used during in-session role-play activities, students can also store shortened scripts in their pockets, wallets, backpacks, and so on to help them engage in successful interactions in their natural environments. Counselors typically utilize corrective feedback and positive reinforcement throughout social skills training sessions, which entail providing students with praise and constructive criticism regarding their demonstration of a specific skill. Counselors also help students discover how to more accurately perform the skill.

EXHIBIT 4.29

Social Interaction Script Examples

Purpose: To help students practice engaging in prosocial and healthy interactions.

Developmental Considerations: Counselors may want to present visual illustrations to younger children (e.g., pictures) to help them understand the behavioral expectations.

Asking for Help in Class

You are struggling with an assignment and you don't understand what to do. Because you are struggling, you begin to feel overwhelmed and anxious.

1. Raise your hand.
2. Wait until the teacher gives you permission to speak.
3. Ask for help in a polite way: Use a calm tone of voice, speak clearly, speak slowly, make eye contact.
4. After you receive help, say "Thank you."
5. If your teacher and peers can't help you, still say "Thank you."

Making New Friends

You are feeling sad and lonely because you don't have many friends at school. You see a new student sitting alone at lunch, and you really want to get to know him or her.

1. Introduce yourself: State your name, use a friendly tone of voice, maintain eye contact, speak clearly, speak slowly.
2. Ask him or her to share his or her name with you.
3. Tell him or her about your hobbies, interests, and likes (don't take over the conversation).
4. Ask him or her to share his or her hobbies, interests, and likes.
5. Try to find a common interest and hobby.
6. When you all are finished chatting, tell the student that you enjoyed talking to and meeting him or her.

Resolving a Conflict With Your Friend

You and your friend are hanging out today. Your friend wants to go to the movies but you want to go to the mall. You want to share your concerns, but you don't want to ruin your friendship.

1. Tell your friend how you feel about the problem (e.g., "I feel frustrated because we want to do different things.").
2. Ask your friend how he or she feels about the problem.
3. Listen to his or her answer: Do not speak while he or she is speaking, maintain eye contact.
4. Nod your head to let him or her know that you are listening and you care about her or his feelings too.
5. Ask your friend whether you can compromise and find another solution.
6. Ask him or her to provide some ideas.
7. You provide ideas.
8. Decide on a solution.

EXHIBIT 4.30

Assertiveness Training Example

Purpose: To help students learn how to assert their feelings and rights.

Developmental Considerations: Counselors may want to present visual illustrations to younger children (e.g., pictures) to help them understand the behavioral expectations.

A. Identify the problem:

- a. What happened?
- b. Why is it a problem?

Another student told me that I'm not smart. It made me feel sad and depressed.

B. Describe your feelings using "I" statements:

- a. I feel _____ because _____.
- b. "I feel" should be followed by an emotion word; try to refrain from using "that you" or "like you."
"I feel hurt because you told me that I'm not smart."

C. Describe the changes you want to see happen:

- a. Changes should be reasonable.
- b. Changes should consider the needs and feelings of the other person.
"I would like for you and I to use kind words to each other."

D. Describe the potential consequences of being assertive:

- a. How would you feel?
- b. What might happen?
*"I may feel calm and happy."
"My classmate may agree to say more kind words to me."*

EXHIBIT 4.31**Assertiveness Training**

Directions: Reflect on an incident that happened within the last month. Describe the problem. Practice being assertive using the following prompts. Consider what might happen if you were more assertive.

A. Identify the problem:

- a. What happened?
- b. Why is it a problem?

B. Describe your feelings using “I” statements:

- a. I feel _____ because _____.
- b. “I feel” should be followed by an emotion word; try to refrain from using “that you” or “like you.”

C. Describe the changes you want to see happen:

- a. Changes should be reasonable.
- b. Changes should consider the needs and feelings of the other person.

D. Describe the potential consequences of being assertive:

- a. How would you feel?
- b. What might happen?

EXHIBIT 6.1**Physiological Stress Reaction List**

Directions: Mark each item that applies to you.

Head

- Forehead wrinkling
- Eyes squinting
- Eyes rolling
- Frowning
- Scowling
- Staring
- Lip pursing
- Lip smacking
- Dry mouth
- Swallowing
- Jaw clenching
- Teeth grinding
- Neck rolling
- Dizziness
- Feeling faint
- Feeling flushed/turning red

Shoulders/Back/Torso

- Shoulders pulling up
- Shoulders rolling forward
- Shoulder ache
- Backache
- Back tightening
- Indigestion
- Stomach growling
- Stomachache
- Rocking
- Heart racing

Arms/Hands

- Fist clenching
- Finger tapping
- Folded arms
- Sweaty palms

Legs/Feet

- Foot tapping
- Shaking

EXHIBIT 6.2
My Feelings Map

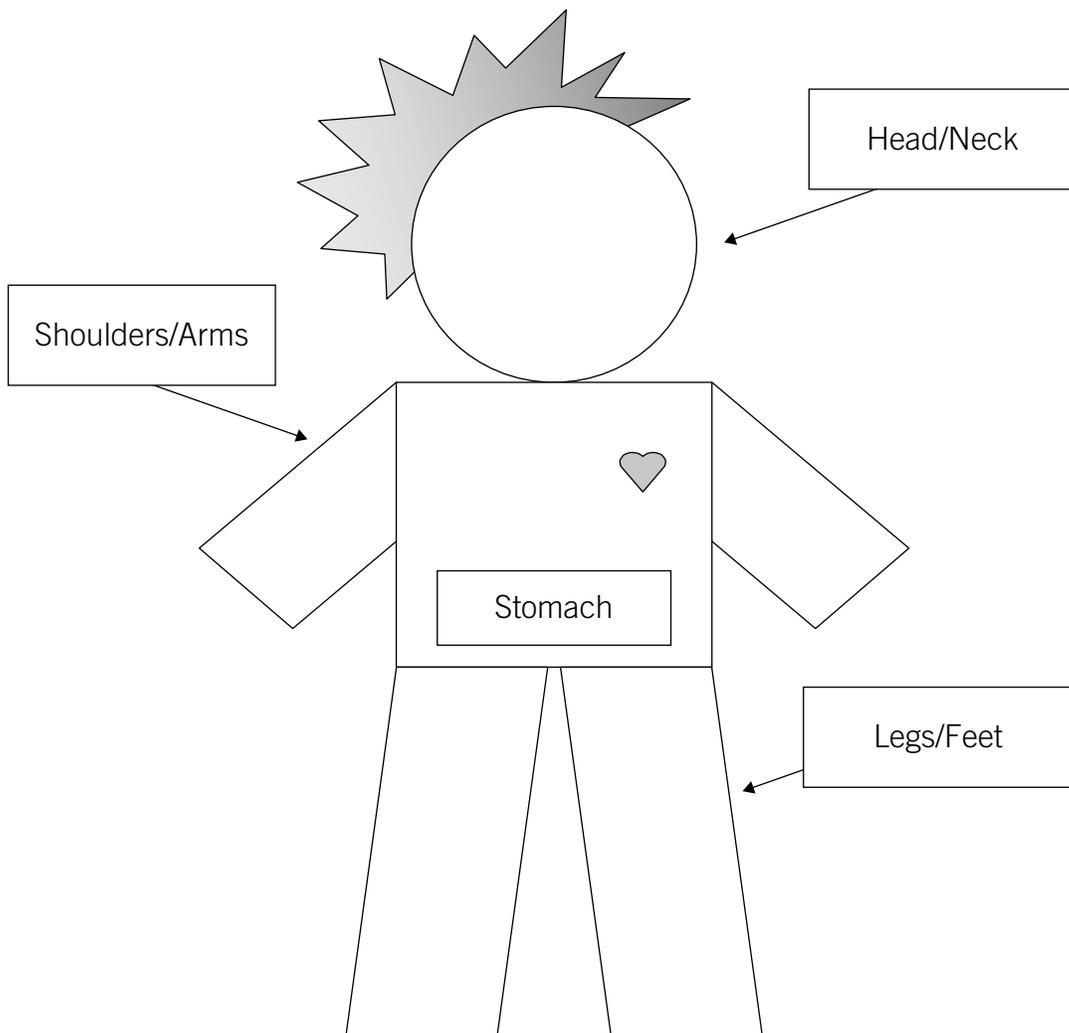


EXHIBIT 6.3
Problem Solving

A. What is the problem? _____

B. Brainstorm ideas for solutions to the problem and note the pros and cons.

My Idea	Pros/Cons
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

C. Which idea is best? _____

D. What is my action plan to try the solution? _____

E. How did I feel *after* I tried it? _____