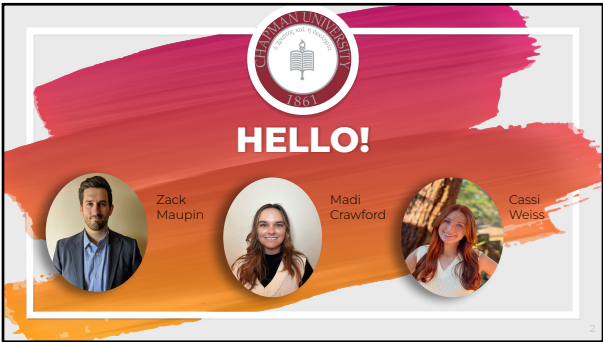




**What's CBT
got to do
with it?**

Supporting Aggression
& Defiance in
School-Aged Children

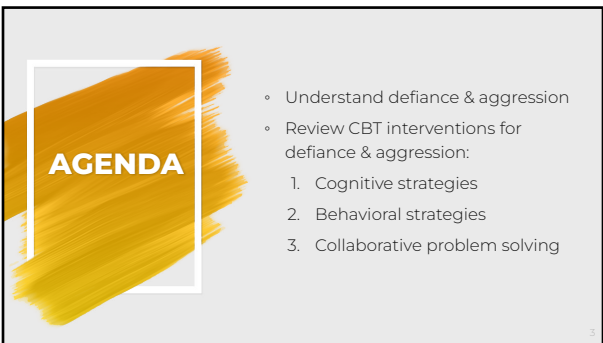


HELLO!

Zack Maupin

Madi Crawford

Cassi Weiss



AGENDA

- Understand defiance & aggression
- Review CBT interventions for defiance & aggression:
 1. Cognitive strategies
 2. Behavioral strategies
 3. Collaborative problem solving

WHY ARE YOU
HERE, AT CASP?



What

Is

Aggression?

Defining Aggression

"Aggression is a hostile, injurious, or destructive act performed against another person."

Christner, Fieldberg, and Sharp (2006)



What

Is

Anger?

Defining Anger

An emotion characterised by tension and hostility arising from such sources as frustration, real, or imagined injury by another, or perceived injustice, it can manifest itself in behaviours designed to remove the object of the anger ... or ... merely to express the emotion.

(VandenBos, 2006, p. 53)

Other Important Considerations

- Age/Development
- COVID-19
- Social / cultural / interpersonal factors
- Ecological systems
- Comorbid or overlapping conditions
 - Trauma, depression, grief, attachment, ACEs, temperament, cognition, etc.

NO BEHAVIORS happens in a bubble.

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CBT is based on several core principles:

Psychological problems are based, in part, on **faulty or unhelpful ways of thinking**.

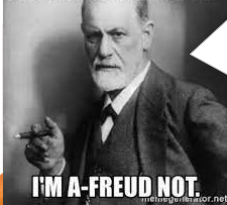
Psychological problems are based, in part, on **learned patterns of unhelpful behavior**.

People suffering from psychological problems can **learn better ways of coping** with them, thereby relieving their symptoms and becoming more effective in their lives

APA 2017

8

KNOW ANY PSYCHOLOGY JOKES?



Is that it?

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CBT intends to...

Establish a distinction between **well-adjusted** and **maladjusted** thoughts and behaviors.

Identify **automatic thoughts** or thinking **errors, obstacles**, and other **assumptions** or **biases**.

The diagram shows an iceberg floating in water. The tip above the water is labeled 'Automatic thoughts'. The large part below the water is labeled 'Rules for Living / Assumptions'. At the very bottom, a small part is labeled 'Core Beliefs'.

Compensatory strategies link our thoughts and behaviors and are used to deal with underlying beliefs to live according to the "rules" of their world.

These strategies are often influenced by errors in our thinking ← Check out the resource in our folder

It is important to ask **what is the function** of these strategies...

- Maintain: Support core belief.
- Oppose: Prove the core belief is wrong
- Avoid: Try not to activate the core belief at all

Social-Cognitive Learning

The diagram shows three overlapping circles. The top circle is labeled 'Under-socialization', the bottom circle is labeled 'Impulsivity', and the large circle on the right is labeled 'Over-socialization'.

How does all this lead to aggression & defiance?

1. Cognitive Interventions

Cog. Intervention 1: Using thought bubbles



Help students identify feelings and thoughts that come up in their own lives after situations.

- Thought bubble activities allow for students to demonstrate their thoughts/feelings in different situations, e.g., compared to a peer.
- Students can outline the sequence of events that result in undesired behavioral reactions, to help identify what automatic thoughts may lead to or influence their behavior.
- Before having the student create their own thought bubbles, it might be helpful to use more general situations and simply practice the idea of connecting thoughts to emotions, vis-a-vis an imaginary character or a person separate from themselves.

(Beck, 2011)

Three-Frame Thought Bubble Exercise

Below, draw a three-box cartoon that shows how a situation, thought, and reaction are related. In Box 1, draw the situation. What is happening? Who is there? What are they doing? In Box 2, draw a picture that includes a thought bubble. What is the main character's automatic thought in the situation? In Box 3, show the main character's reaction. What is the person feeling? How does the person act?

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Situation

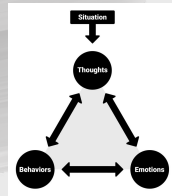
Thought

Reaction

(Beck et al., 2011)

Cog. Intervention 2: Using the cognitive triangle

- The cognitive triangle relies on identifying potential connections between one's feelings, thoughts, and behaviors. This can be particularly helpful when a student struggles to distinguish *thoughts* ("what are you saying to yourself?") and *feelings* ("what are you feeling inside?"). Other imagery techniques or activities can help support this activity.
- Helpful visual for students to see the relationship between thoughts, emotions and behaviors.
- Psychoeducational or an activity



(Therapistaid.com)

Cog. Intervention 3: Guided discovery

- Guided discovery entails well constructed and strategic questions that lead the student to explore beliefs, thoughts, and behaviors (particularly the unhelpful and inaccurate ones).
- This involves the counselor remaining humble, unassuming, and curious while they ask questions to discover "evidence" to support or disconfirm the student's beliefs or thinking (followed by encouragement and praise).
- The 3 C's are a helpful model to guide a student in "*changing*" thoughts that precede their feelings, "*checking*" these thoughts for accuracy and practicality, and "*changing*" the thought to explore more helpful and accurate thinking.



(Beck Institute)

Monitoring or Recording Thoughts

- After demonstrating a clear understanding of the cognitive model, a student may benefit from keeping a thought record to further connect what situations, thoughts, and feelings relate to one another. Thought records can be simple at first, but can grow to be quite complex.
- This can be helpful data for to review at the beginning of sessions
- Both the psychologist and the students can start to find patterns in types/frequency of thoughts.

Sample Thought Record

SITUATION
What happened around you just before you felt the way you did?

AUTOMATIC THOUGHT(S)
What thought(s) went through your head?


EMOTIONS
What emotion(s) did you feel - to one word description?

Thought Record

Situation	Thoughts	Emotions	Behaviors	Alternate Thought

(Therapistaid.com)

Cog. Intervention 5:
Developing coping cards



- Coping cards can help students track and remember techniques discussed in session and (ideally) apply them in the real world. Depending on a student's needs, preferences, and age, different coping cards can be used as support.
- Coping cards can contain anything the student might need from positive encouragement, grounding techniques, reminders about things that have been worked on in therapy
- If a student is still struggling to identify, or "catch" automatic thoughts (resulting in undesired behaviors), an "adaptive response" card can be useful.
- Students who struggle to remain motivated or recall their goals/reasons for change, may benefit from "reasons to stop and think" or "instructions to activity/motivate" cards.



Take Deep Breaths



Stop and Listen



Talk About It



Think About What Is



Draw Your Worry



Favorite Place



Get Moving



Listen to Music



Write a Happy Ending



Journal



Practice a Hobby



(Therapistaid.com)

2. Behavioral Interventions

F.E.R.B.s!

Done in conjunction with cognitive interventions

1. Collaboratively identify the goal/function of their problematic or undesired behavior
2. Collaboratively identify a different behavior that serves the same goal/function
3. Increase the desired behavior to meet the need (fulfilling the previous role of the problematic/undesired behavior)

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Where do
most of
your
counseling
referrals
come
from?

Behavioral Interventions

Plan actively involve the student and collaborate with them

Establish a plan - current level of activity and enjoyment. Make a list of activities the student enjoys. With the student, write down:

...how a situation or conversation will play out, and, in the student's words, when the situation will take place.

Consider outcomes - write the plan down in detail, comes and goes, and role play the plan.

Put the plan into action - encourage the plan in action (whether the student did or did not try it out, and, in the student's words, if it did not go as expected).

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What's school got to do with it?

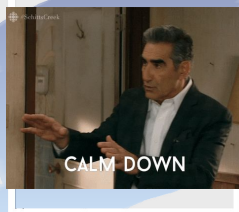
Waschbusch, Breau, & Babinski (2018)

- (1) increasing attention to positive behavior,
- (2) increasing the consistency of applying mild negative consequences for misbehavior,
- (3) decreasing the severity of harsh and negative consequences for misbehavior,
- (4) teaching social-emotional or self-control skills to students,
- (5) improving the teacher-student ratio,
- (6) improving the sense of connection between students and teachers,
- (7) improving staff monitoring of students,
- (8) providing intervention quickly during misbehavior incidents to prevent escalation to more serious misbehavior.

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Relaxation Strategies

Practical ways to control unpleasant feelings/stop behaviors. Younger children can be taught progressive muscle relaxation using "simon says" older children may find imagery more appealing ("safe space").



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Self Reinforcement

Related to behavioral activation. Once a criterion/objective is met, a student can reward himself. This can include **collaborating** with your student on ways they can self-reward themselves and having a menu in advance.

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3. Collaborative Problem Solving

Collaborative Problem Solving

Collaborative problem solving is an important process to support students when their feelings about a situation are accurate or appropriate. Interventions to change these thoughts would, ultimately, be inappropriate. So, to support students in these circumstances, it can be helpful to identify the problem, determine how to respond in situations where the problem is present, and discuss (if appropriate) how to change the situation.

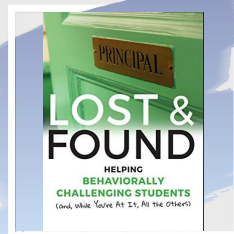
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"Kids do well if they can."

- Ross Greene

The CPS Model:

- Plan B (vs. Plan A)
- Empathy Step
- Assessment of Lagging Skills & Unsolved Problems
- Collaborative & proactive solutions
- Problem monitoring



(Greene, 2021)

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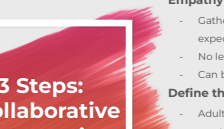


Unhelpful Lenses

- “They just want attention.”
- “They just want their own way.”
- “They’re manipulating us.”
- “They’re unmotivated.”
- “They’re making bad choices”

[Greenie, 2021]

(Greene, 2021)



3 Steps: Collaborative & Proactive Solutions Approach

- Empathy Step
 - Gather information (concerns, perspective, point of view, expectations) proactively.
 - No lesson is being taught, and no judgments are being made.
 - Can be the most difficult step.
- Define the Problem
 - Adults often rush past concerns and start proposing solutions, creating a power struggle when the student has their own solutions and ideas.
 - Instead, ask how the unsolved problem is affecting the student and those around them.
- Invitation Step
 - Looking to consider solutions to address concerns of both parties (student and staff).
 - Must be collaborative (no pre-ordained solutions).
 - Should be realistic and mutually satisfactory.

(Greene, 2021)

(Greene, 2021)

“Drilling” Strategies for Information

www.livesinthebalance.org/LostandFound

DRILLING CHEAT SHEET Collaborative & Proactive Solutions

Dr. Ross W. Greene

The goal of this strategy is to help you drill the skills that are most important for your child to learn. This strategy is designed to help you drill the skills that are most important for your child to learn. This strategy is designed to help you drill the skills that are most important for your child to learn.

1. Identify the skill that you want to drill. This is the skill that you want to drill. This is the skill that you want to drill. This is the skill that you want to drill.

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8. Identify the skill that you want to drill. This is the skill that you want to drill. This is the skill that you want to drill. This is the skill that you want to drill.

9. Identify the skill that you want to drill. This is the skill that you want to drill. This is the skill that you want to drill. This is the skill that you want to drill.

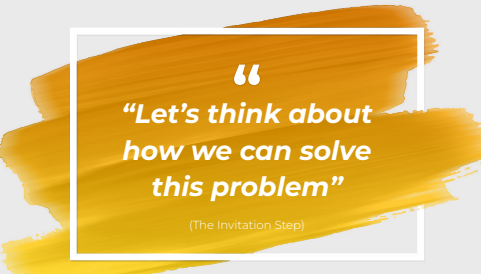
10. Identify the skill that you want to drill. This is the skill that you want to drill. This is the skill that you want to drill. This is the skill that you want to drill.

LIVES IN THE BALANCE


[Creene, 2021]

(Greene, 2021)

[illegible]



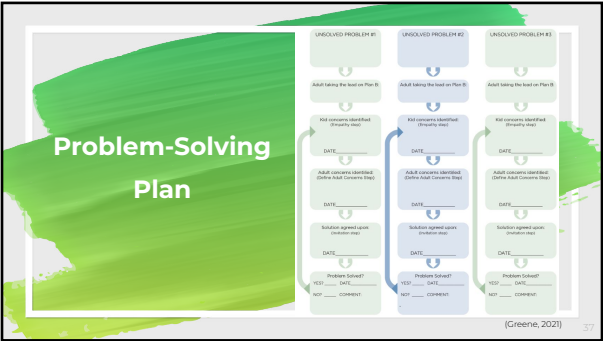
“
***“Let’s think about
how we can solve
this problem”***
(The Invitation Step)



“Do you have any ideas?”

Solutions should be:

- Proposed by the student
- Realistic
- Satisfactory for both parties (you and the student)



What if the problem doesn't get solved?

You're not actually using Plan B

Plan A can be instinctive or a habit for adults, and Plan B doesn't always come naturally.

You were in a hurry

Rushing through the empathy step can lead to an incomplete understanding of concerns.

The solution wasn't as realistic as you thought

Go back and refine the original solution or come up with one that better addresses the concerns of both parties.

"Mushy concerns lead to mushy solutions"

(Greene, 2021)

Putting it all together, together

Why schools?

5 benefits of SBMHS

(Doll, Nastasi, Cornell, & Song, 2011)

1. Enhanced access to mental health services

2. Professionals with behavioral and mental health expertise

3. Familiar places for families decreasing perceived stigma around MH services

4. Locates MH professional in setting where many children's challenging behaviors occur

5. Enhanced integration of prevention, ecological intervention, and wellness promotion

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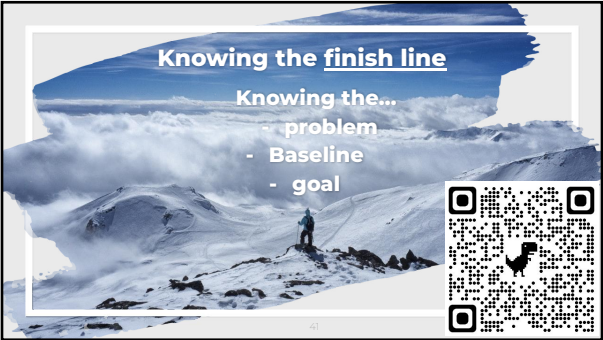
Knowing the finish line


Knowing the...

- problem

- Baseline

- goal



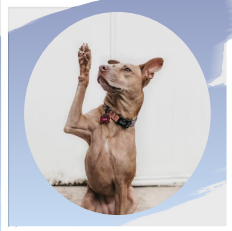


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Questions?

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