

# Cognitive and Behavioral Interventions in the Schools



Rosemary Flanagan • Korrie Allen • Eva Levine  
Editors

# Cognitive and Behavioral Interventions in the Schools

Integrating Theory and Research into Practice

 Springer

*Editors*

Rosemary Flanagan  
Touro College  
New York, NY, USA

Korrie Allen  
Innovative Psychological Solutions  
Fairfax, VA, USA

Eva Levine  
Touro College  
New York, NY, USA

ISBN 978-1-4939-1971-0                      ISBN 978-1-4939-1972-7 (eBook)  
DOI 10.1007/978-1-4939-1972-7  
Springer New York Heidelberg Dordrecht London

Library of Congress Control Number: 2014954345

© Springer Science+Business Media New York 2015

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed. Exempted from this legal reservation are brief excerpts in connection with reviews or scholarly analysis or material supplied specifically for the purpose of being entered and executed on a computer system, for exclusive use by the purchaser of the work. Duplication of this publication or parts thereof is permitted only under the provisions of the Copyright Law of the Publisher's location, in its current version, and permission for use must always be obtained from Springer. Permissions for use may be obtained through RightsLink at the Copyright Clearance Center. Violations are liable to prosecution under the respective Copyright Law.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

While the advice and information in this book are believed to be true and accurate at the date of publication, neither the authors nor the editors nor the publisher can accept any legal responsibility for any errors or omissions that may be made. The publisher makes no warranty, express or implied, with respect to the material contained herein.

Printed on acid-free paper

Springer is part of Springer Science+Business Media ([www.springer.com](http://www.springer.com))

*To my parents, Angela and Patrick Flanagan,  
you are missed everyday.*

Rosemary Flanagan

*To my wonderful children  
Olivia and Charlie.*

Korrie Allen

*To my father, Norman, who guides me  
through my memories of his wisdom,  
kindness and friendship.*

Eva Levine



# Preface

*Cognitive and Behavioral Interventions in the Schools* is the product of our collective years of training and experience in clinical and school psychology. Although we are similarly trained, we have followed varied career paths as psychologists, serving in settings that include academia, the school system, independent practice, and pediatric mental health facilities. In our work with cognitive and behavioral approaches, we have successfully applied these methods with high functioning children needing specific assistance in one or two specific areas of difficulty, children with mild but more chronic difficulties, and children with severe and persistent mental health problems that significantly compromise functioning. We have designed this book to assist clinical and school psychologists working with a similarly diverse client base.

The training competencies of school psychologists are quite varied with regard to cognitive and behavioral treatment approaches. There are a number of reasons for this variability. Most importantly, as school psychologists can be trained at either a specialist (certificate) or doctoral level, there are significant differences in the amount of clinical-training school psychologists receive and the range of practice areas for which they obtain supervised experience. While those trained at the specialist level will typically have some training in cognitive and behavioral interventions, the certificate programs tend to place more emphasis on the areas of psychoeducational assessment (including social-emotional assessment), school consultation, academic interventions, childhood disorders, learning theory, counseling, research design, and psychometrics. Those trained at the doctoral level have more room in the curriculum for training in cognitive and behavioral interventions, and also have the benefit of a second internship, which often takes place in a more “clinically” focused setting with children exhibiting more complex and severe mental health presentations.

With regard to actual practice, the work of school psychologists ranges from a primarily “test and place” role, emphasizing the matching of children’s learning and socio-emotional needs to services in the special education system, to more of a “response to intervention role,” which gives more space for the implementation of individually tailored clinical protocols. Psychologists with a high level of testing/ placement responsibilities will often have less time available to conduct clinically

based individual or group interventions. Importantly, as hospital clinic settings are increasingly being downsized, and more children with disabilities are being served locally, public schools have seen an increase in the numbers of youth with unaddressed and significant mental health and behavioral needs. Thus, the role and function of school psychologists continues to evolve, as we face ongoing changes in the health care delivery system and funding streams. As a notable case in point, school psychologists are among the providers named in the Affordable Care Act! We believe that school psychologists are in a unique position to provide much needed mental health support in this new environment. School psychologists are unique in the breadth and depth of their training, and they are well positioned to provide a wide array of services. Unfortunately, their diverse skill sets and knowledge bases are often underutilized, if not unutilized.

Indeed, school psychologists can theoretically be faced (and often are) with just about any problem facing children and families. Schools are one of the most diverse practice settings, and the school psychologist is often the first mental health professional to come in contact with a child and family in need of assistance. Being able to navigate such a broad range of presentations requires considerable knowledge and skill. This book is a resource that can provide school psychologists with specific practice guidelines and the research support for designing interventions within a cognitive and behavioral framework. Information is provided about techniques and strategies that may serve as a “tool kit” or resource to provide psychoeducation and assistance to children, parents, teachers, and other school professionals who interact with children facing mental health difficulties.

While a number of competing texts have focused on presentations of important empirically validated treatment packages, we have chosen to emphasize the component techniques and strategies that are incorporated into these packages, with the expectation that school psychologists may need to draw on these strategies in more idiosyncratic ways to meet the specific needs of their students and treatment settings. We acknowledge that it may often not be within the practice or job-description role for the school psychologist to directly deliver clinical services to children with identified mental health needs; however, in that scenario the school psychologist is often central in developing an appropriate treatment plan and in identifying adequate referral sources to provide children with the support they need. The knowledge this book provides will also be of guidance for school psychologists needing to make such referrals to community-based settings.

We are particularly excited to also have included in this text a segment on the use of technology in applying cognitive and behavioral interventions to school settings. While psychologists should not dismiss historically proven treatment modalities and treatment aids, there are a number of interesting developments in the interface between technology and mental health practice that school psychologists should start to become familiar with; it is our experience that students are also particularly interested in interventions that utilize these techniques.

Working in school systems has many differences from the settings in which many clinical trials are designed and implemented. Thus, providing school psychologists with an understanding of the underlying principles of treatment and



the key issues for treatment fidelity can position them to make adjustments to interventions in a way that fits the school environment while minimizing threats to treatment integrity. Further, as the need for research on transportability of interventions and their sustainability is imperative, school psychologists with a greater knowledge of cognitive and behavioral interventions would be natural partners with the researchers wishing to conduct clinical trials in schools.

Finally, while clinical psychologists are well trained to deliver services in typical mental health outpatient settings, they are often less well trained in the logistics and challenges of working in school settings. This volume also specifically addresses aspects of navigating and entering school systems to provide clinical interventions. This is intended to assist psychologists first venturing into the school setting, as well as those working as independent practitioners who are treating youngsters whose problems are manifest in the school setting. We hope readers will find this book engaging and useful.

New York, NY, USA  
Fairfax, VA, USA  
New York, NY, USA

Rosemary Flanagan  
Korrie Allen  
Eva Levine



# Contents

## Part I Intervention Planning

- 1 Introduction: The Future Is Now—Challenges in the New Age of Psychological Practice** ..... 3  
Judith Kaufman
- 2 Behavioral Assessment in School Settings** ..... 15  
Eva Feindler and Matthew Liebman

## Part II Childhood Disorders

- 3 Anxiety in Youth: Assessment, Treatment, and School-Based Service Delivery** ..... 45  
Kristy A. Ludwig, Aaron R. Lyon, and Julie L. Ryan
- 4 Trauma, PTSD, and Secondary Trauma in Children and Adolescents** ..... 67  
Robert W. Motta
- 5 Depression**..... 85  
Janay B. Sander, Jenny Herren, and Jared A. Bishop
- 6 Transdiagnostic Behavioral Therapy for Anxiety and Depression in Schools** ..... 101  
Brian C. Chu, Alyssa Johns, and Lauren Hoffman
- 7 Obsessive-Compulsive Disorder** ..... 119  
Carlos E. Rivera Villegas, Marie-Christine André, Jose Arauz, and Lisa W. Coyne
- 8 Attention Deficit Hyperactivity Disorder: Use of Evidence-Based Assessments and Interventions**..... 137  
Linda Reddy, Erik Newman, and Arielle Verdesco

**9 Externalizing Disorders: Assessment, Treatment, and School-Based Interventions** ..... 161  
 Korrie Allen

**10 Using CBT to Assist Children with Autism Spectrum Disorders/Pervasive Developmental Disorders in the School Setting** ..... 181  
 Erin Rotheram-Fuller and Rachel Hodas

**11 Pediatric Elimination Disorders** ..... 199  
 Camilo Ortiz and Alex Stratis

**Part III Interventions: The Practitioner’s Tool-Kit**

**12 Cognitive Interventions** ..... 221  
 Prerna Arora, Patrick Pössel, Allison D. Barnard, Mark Terjesen, Betty S. Lai, Caroline J. Ehrlich, Kathleen I. Diaz, Rebecca Rialon Berry, and Anna K. Gogos

**13 Cognitive and Behavioral Interventions** ..... 249  
 Mitchell L. Schare, Kristin P. Wyatt, Rebecca B. Skolnick, Mark Terjesen, Jill Haak Bohnenkamp, Betty S. Lai, Rebecca Rialon Berry, and Caroline J. Ehrlich

**Part IV Implementation Concerns and Future Directions**

**14 Transporting Cognitive Behavior Interventions to the School Setting**..... 287  
 Matthew P. Mychailyszyn

**15 Professional Issues in Cognitive and Behavioral Practice for School Psychologists**..... 307  
 Rosemary Flanagan

**16 Technology-Based Cognitive-Behavioral Therapy in School Settings**..... 323  
 Yvette N. Tazeau and Dominick A. Fortugno

**Index**..... 337

# Contributors

**Korrie Allen** Innovative Psychological Solutions, Fairfax, VA, USA

**Marie-Christine André** Clinical Psychology Department, Suffolk University, Boston, MA, USA

**Jose Arauz** Clinical Psychology Department, Suffolk University, Boston, MA, USA

**Perna Arora** Division of Child and Adolescent Psychiatry, University of Maryland School of Medicine, Baltimore, MD, USA

**Allison D. Barnard** Department of Educational & Counseling Psychology, Counseling, and College Student Personnel, University of Louisville, Louisville, KY, USA

**Rebecca Rialon Berry** Department of Psychiatry and Behavioral Sciences, Stanford School of Medicine, Stanford, CA, USA

**Jared A. Bishop** Department of Educational Psychology, Ball State University, Muncie, IN, USA

**Jill Haak Bohnenkamp** Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD, USA

**Brian C. Chu** Department of Clinical Psychology, Graduate School of Applied and Professional Psychology, Rutgers University, Piscataway, NJ, USA

Graduate School of Applied and Professional Psychology, Rutgers, The State University of New Jersey, Piscataway, NJ, USA

**Lisa W. Coyne** Clinical Psychology Department, Suffolk University, Harvard Medical School/McLean Hospital, Boston, MA, USA

**Kathleen I. Diaz** Department of Psychology, University of Miami, Coral Gables, FL, USA

**Caroline J. Ehrlich** Department of Psychology, University of Miami, Coral Gables, FL, USA

**Eva Feindler** Clinical Psychology Program, C.W. Post, Long Island University, Brookville, NY, USA

**Rosemary Flanagan** Touro College, Graduate School of Psychology, New York, NY, USA

**Dominick A. Fortugno** School of Health Sciences, Touro College, New York, NY, USA

**Anna K. Gogos** Department of Psychology, University of Miami, Coral Gables, FL, USA

**Jenny Herren** Judge Baker Children's Center & Harvard University, Boston, MA, USA

**Rachel Hodas** Psychological, Organizational, and Leadership Studies in Education, Temple University, Philadelphia, PA, USA

**Lauren Hoffman** Department of Clinical Psychology, Graduate School of Applied and Professional Psychology, Rutgers University, Piscataway, NJ, USA

**Alyssa Johns** Department of Clinical Psychology, Graduate School of Applied and Professional Psychology, Rutgers University, Piscataway, NJ, USA

**Judith Kaufman** School of Psychology, Fairleigh Dickinson University, Teaneck, NJ, USA

**Betty S. Lai** Division of Epidemiology and Biostatistics, School of Public Health, Georgia State University, Atlanta, GA, USA

**Matthew Liebman** Clinical Psychology Program, C.W. Post, Long Island University, Brookville, NY, USA

Department of Child Psychology/Psychiatry, Montefiore Medical Center, Bronx, NY, USA

**Kristy A. Ludwig** Department of Psychiatry and Behavioral Sciences, University of Washington School of Medicine, Seattle, WA, USA

**Aaron R. Lyon** Department of Psychiatry and Behavioral Sciences, University of Washington School of Medicine, Seattle, WA, USA

**Robert W. Motta** Department of Psychology, Hofstra University, Hempstead, NY, USA

**Matthew P. Mychailyszyn** Department of Psychology, Towson University, Towson, MD, USA

Division of Psychology and Neuropsychology, Mt. Washington Pediatric Hospital, Baltimore, MD, USA

**Erik Newman** University of California, San Diego, CA, USA  
Integrative Psychotherapy Services of San Diego, CA, USA

**Camilo Ortiz** Clinical Psychology Program, C.W. Post, Long Island University,  
Brookville, NY, USA

**Patrick Pössel** Department of Educational and Counseling Psychology,  
Counseling, and College Student Personnel, University of Louisville, Louisville,  
KY, USA

**Linda Reddy** Department of Applied Psychology, Graduate School of Applied and  
Professional Psychology, Rutgers University, Piscataway, NJ, USA

**Carlos E. Rivera Villegas** Clinical Psychology Department, Suffolk University,  
Boston, MA, USA

**Erin Rotheram-Fuller** Division of Educational Leadership and Innovation,  
Arizona State University, Tempe, AZ, USA

**Julie L. Ryan** School of Psychology, Fairleigh Dickinson University, Teaneck,  
NJ, USA

**Janay B. Sander** Department of Educational Psychology, Ball State University,  
Muncie, IN, USA

**Mitchell L. Schare** Department of Psychology, Hofstra University, Hempstead,  
NY, USA

**Rebecca B. Skolnick** Department of Psychology, Hofstra University, Hempstead,  
NY, USA

**Alex Stratis** Clinical Psychology Program, C.W. Post, Long Island University,  
Brookville, NY, USA

**Yvette N. Tazeau** Independent Practice, San Jose, CA, USA

**Mark Terjesen** Department of Psychology, St. John's University, Jamaica, NY,  
USA

**Arielle Verdesco** Department of Applied Psychology, Graduate School of Applied  
and Professional Psychology, Rutgers University, Piscataway, NJ, USA

**Kristin P. Wyatt** Department of Psychology, Hofstra University, Hempstead,  
NY, USA