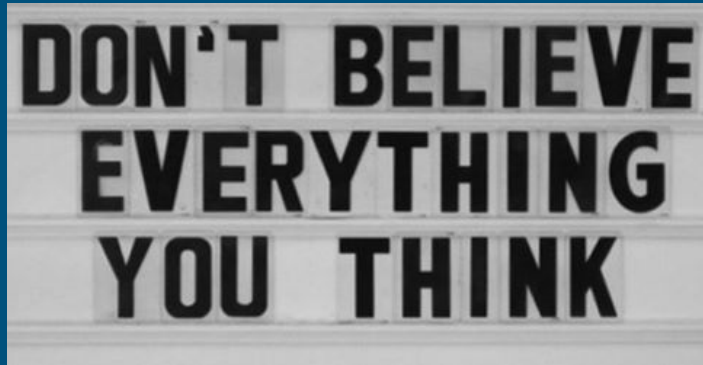
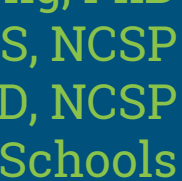




CBT in the Schools



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Ann Arbor Public Schools



Session Objective

Participants will gain practical information about how to use the TRAILS program in schools to support delivery of research-based CBT and mindfulness strategies in order to address the critical mental health needs of students.



Agenda

1. Mental health needs in school: student population in crisis
2. School psychologists' role in delivery of evidence-based treatment strategies including Cognitive Behavioral Therapy (CBT) and mindfulness.
3. Overview of TRAILS program resources
4. Example TRAILS lesson
5. CBT group implementation logistics and experiences
6. Outcome data
7. Recommendations

How did we get here? The need for school based mental health treatment.

- 30% of students are affected by mental illness
- 80-90 % of those in need never receive services
- Evidence Based treatment is rare
- Untreated mental illness is associated with
 - School failure
 - Substance use/abuse
 - Physical illness
 - Adult mental illness
 - Self Harm
 - Suicide

School Psychologists can play a critical role!



Getting Started

- Ann Arbor Public Schools - Skyline High School 2012-2013
 - Increased concern with student mental health
 - Staff identification of the need for a systemic approach
 - Administrative support
 - Barriers to treatment in the community
 - Partnership with the University of Michigan Depression Center- Initiation of CBT in the Schools Project (Now called TRAILS)
 - Clinical Training- Secondary schools within the district
 - Coach/Consultation model of implementation

TRAILS Overview



TRAILS

Transforming Research into Action
to Improve the Lives of Students

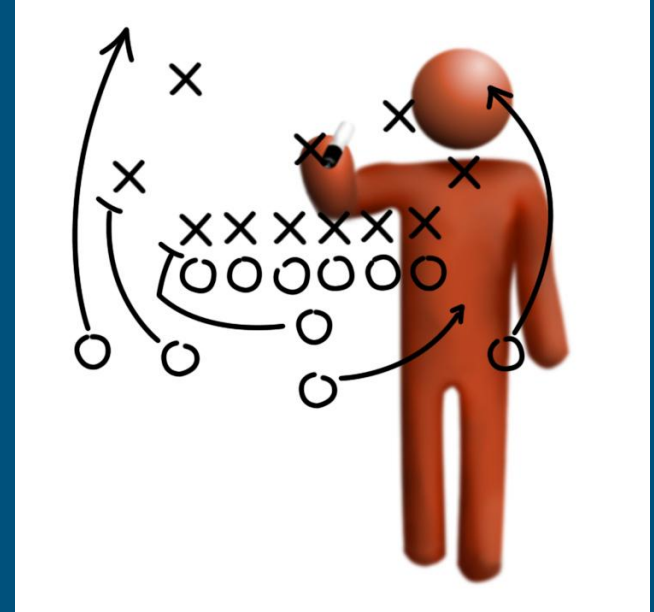
**Effective mental health
services, accessible in all
schools**

Affiliated with the University of Michigan Depression Center

Elizabeth Koschmann, PhD, Program Director

TRAILS Coaching

- Implementation support available: TRAILS coach (UM mental health expert) paired with school professionals
- Collaboratively plan and facilitate 10-session implementation of CBT/Mindfulness student group
- Weekly pre-session support
- Post-session feedback



TRAILS Resources Overview

All resources freely available on website: trailstowellness.org

- **Manuals**
 - Geared toward Depression or Anxiety or Both
 - 9 session (Both), 6 session or 3 session options
 - All session activities are outlined with necessary materials linked
- **Resources**
 - Check-in/Warm up
 - Assessment Measures
 - Psychoeducation
 - Relaxation, Mindfulness, Cognitive Coping, Behavioral Activation, Exposure, Self-Care,
 - Review and Relapse Prevention
 - Suicidality and Homicidality
 - Mental Health in Schools

Website Tour

<https://trailstowellness.org/>

Sample Lesson Plan

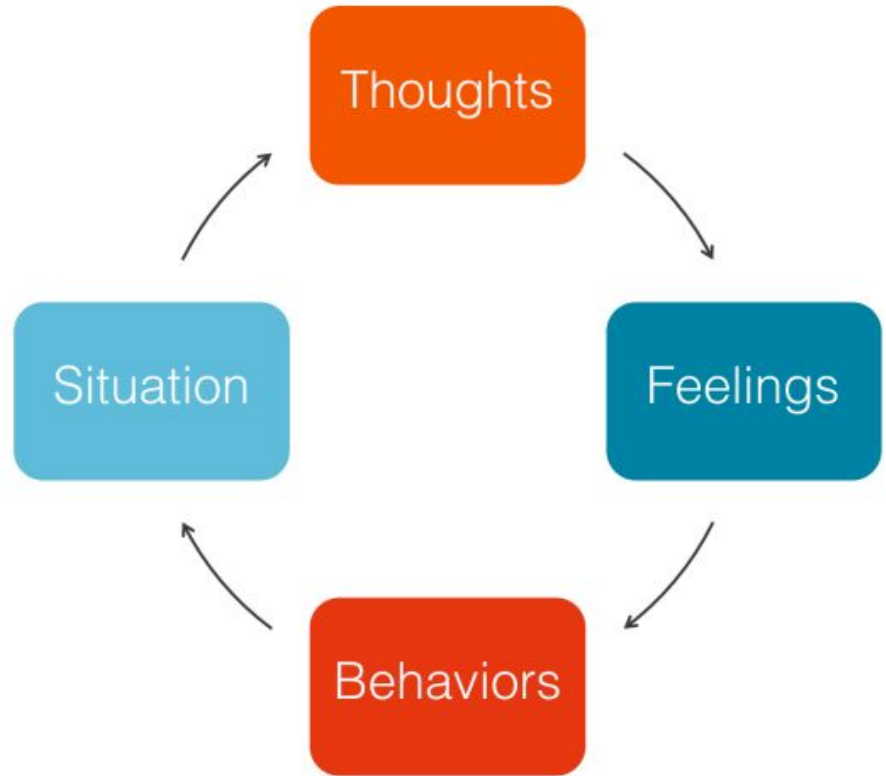
9-Session Depression and Anxiety

Session 1: Learning about Anxiety, Depression and CBT

- Warm-up and ice-breaker
- Recognizing Depression and Anxiety (videos and discussion)
- What is CBT?
- Activity: CBT Flowshape is taped to the floor; students walk through example scenarios
- Wrap-up

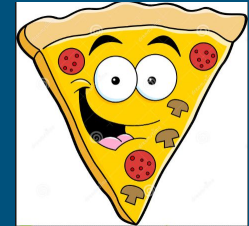
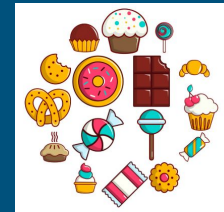
CBT Flowshape

Cognitive Behavioral Theory



Implementation of Groups

1. Find a co-facilitator
2. Choose 3, 6 or 9 week program
3. Referral process
4. Consent forms
5. Meeting time - changes every week
6. Remind App, paper passes/reminders, email
7. Review material when high absenteeism rate
8. Pre & post assessments
9. Food! Snacks, Pizza Party.
10. Not just for groups! Use in classroom and individual sessions



Outcome Data for One Group (n=7) so, yes, very small

Surveys

PHQ-9 - Patient Health Questionnaire - 9 (quick depression assessment*)

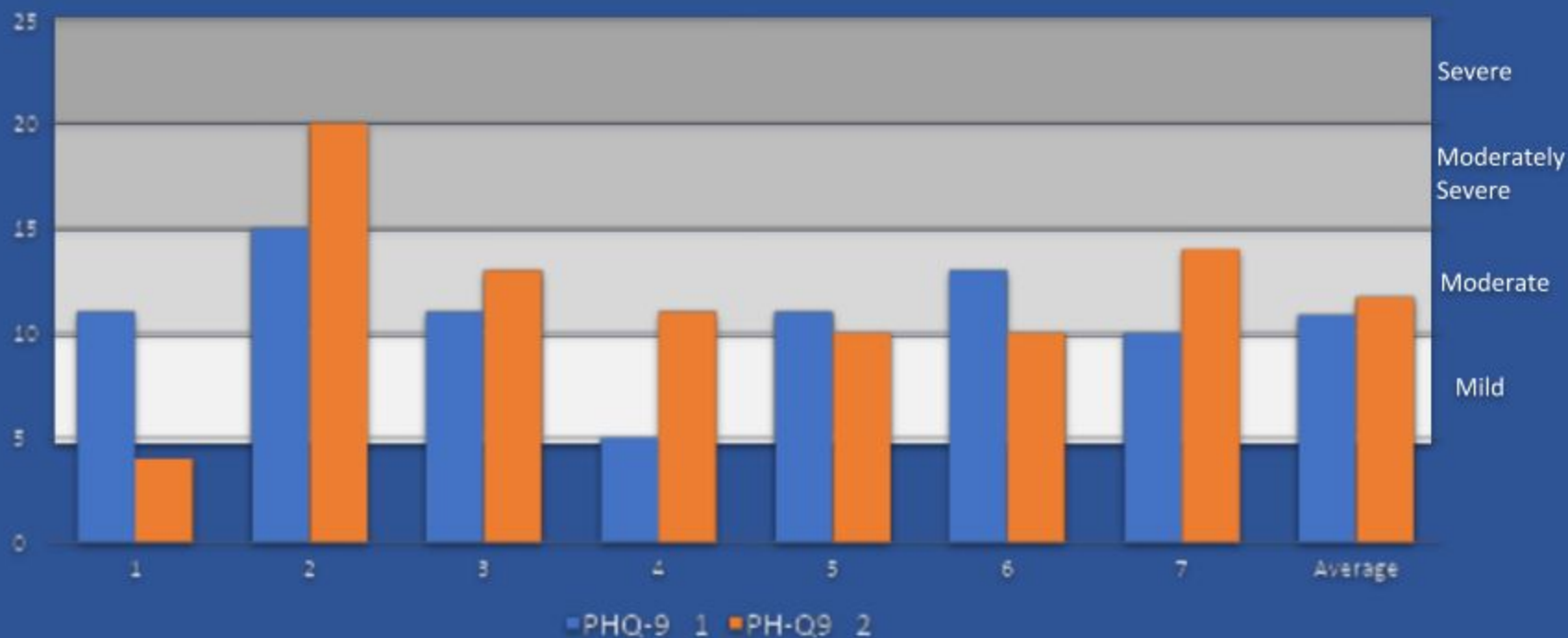
GAD-7 - Generalized Anxiety Disorder - 7 anxiety

SIAS - Social Interaction Anxiety Scale

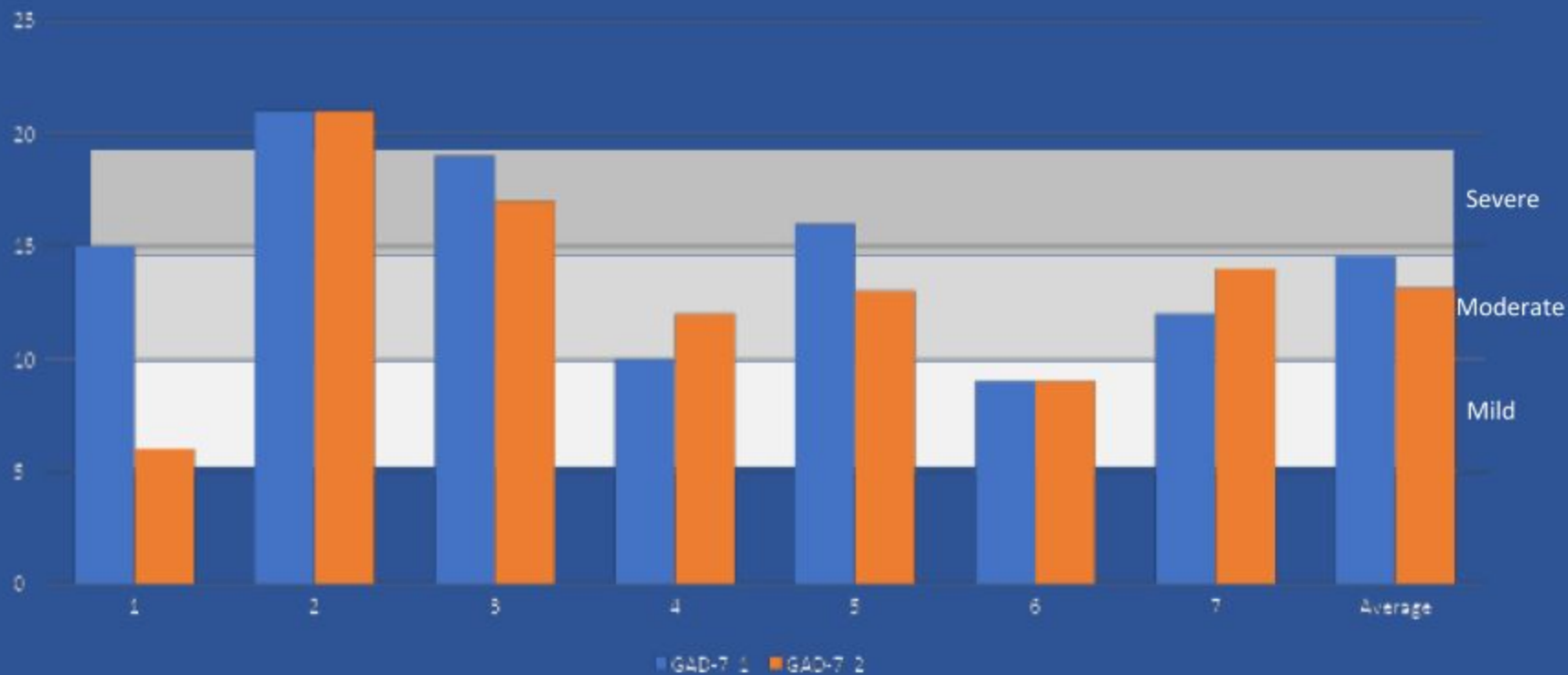
CDI-2 - Children's Depression Inventory-2

*Risk assessment - follow-up may be needed

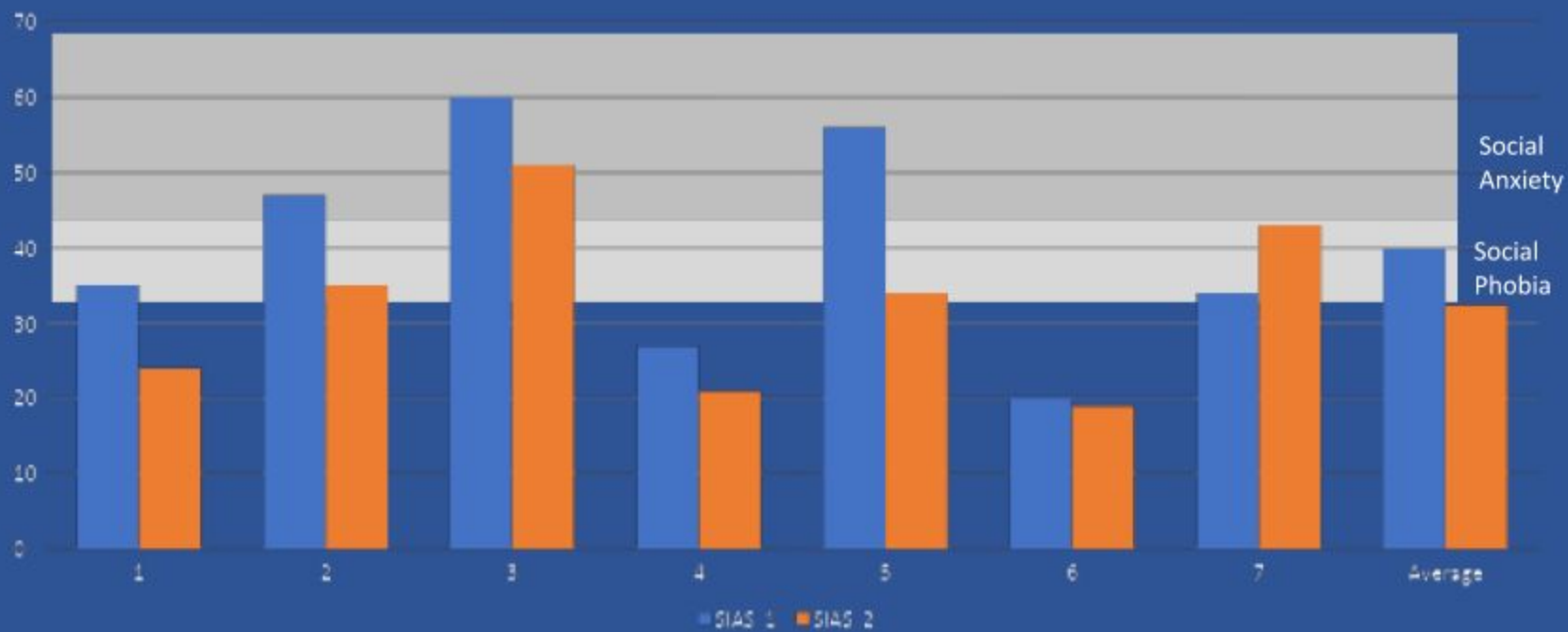
Change in Depression - PHQ-9



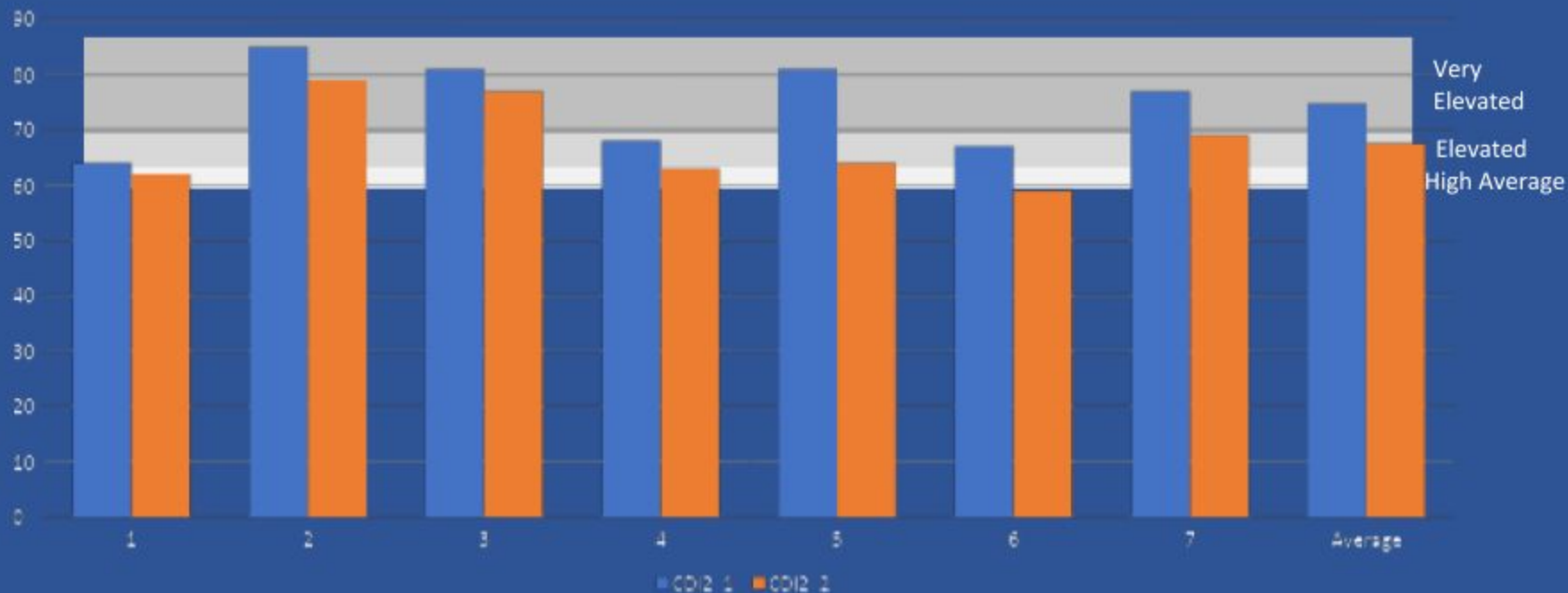
Change in Anxiety - GAD-7



Change in Social Anxiety -SIAS



Change in Overall CDI-2



Challenges

Finding time in our packed schedule

Getting the right mix of group (grade, gender, severity)

Missing classes

Attendance in group

Kids refusing services - due to concerns re missing class, stigma

**Don't Be Limited
by Challenges,
*Challenge Your
Limits!***

Questions?

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