



Integrating Clinical Behavior Analysis within School-based Mental Health Supports

Texas Association of School Psychologists (TASP)

2024 Fall Convention: Championing Mental Health in Schools

November 8, 2024



Introductions



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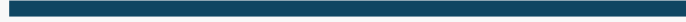


Learning Objectives



- Provide a brief overview of clinical behavior analysis techniques and the effectiveness of clinical behavior analysis within mental health treatment
- Practice integrating functional behavior assessment, including identification of antecedents and consequences, within mental health treatment
- Identify and practice integrating behavior-analytic techniques within school-based mental health treatment
- Identify and practice generalizing positive social, emotional, and behavioral skills



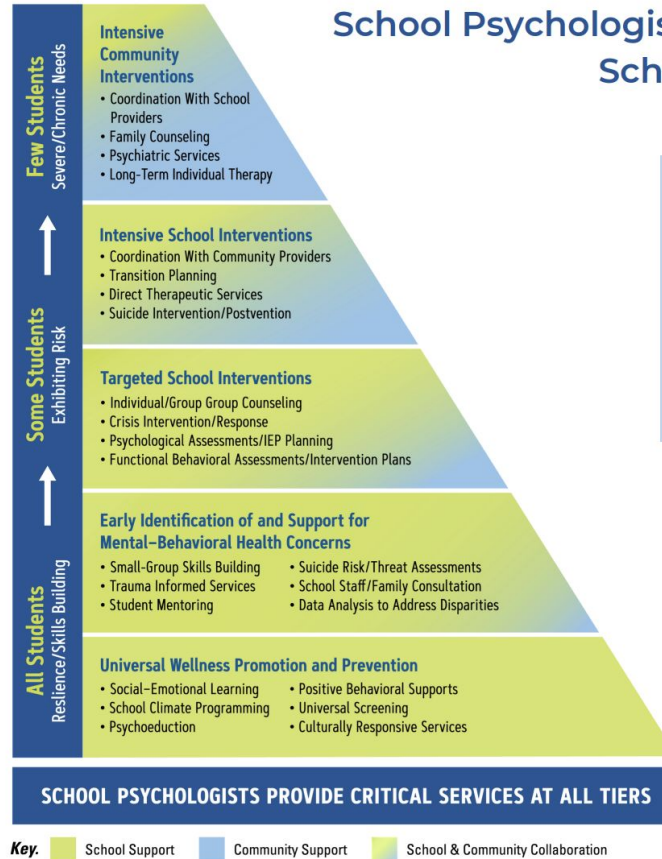


Traditional School-Based Mental Health Framework



MTSS Framework & Mental Health

- Tier I
 - PBIS
 - SEL
 - School Climate
 - Universal Screening
- Tier II
 - At-risk students
 - Early Identification & Intervention
- Tier III
 - Individualized or small group supports including Skills Training
 - Cognitive Behavior Therapy
 - FBA & BIP



School Psychologists' Role in Comprehensive School Mental Health Services

Improving school psychology staffing ratios will improve student outcomes.

Recommended Ratio: 1 to 500

National Average: 1 to 1,211



Traditional Mental Health Supports in Schools

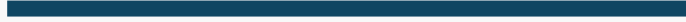
Strengths

- Effective for anxiety, depression, and other related concerns
- Manualized approaches can be successful
- Adaptable & Flexible

Limitations

- Limited time & Sessions
- Without good planning, can turn into “talk therapy” or “check ins”
- May lack planning for generalization of skills
- Counseling evaluations are often done separately from FBAs





Clinical Behavior Analysis



Clinical Behavior Analysis

Definition: Application of behavior-analytic tools to change behaviors considered 'mental health' issues (depression, anxiety, stress, substance abuse, impulsivity, etc.)



Behavior Analysis + Psychology

Uses: Cognitive Behavior Therapy (CBT) - Anxiety (Cartwright et al., 2004)
Trauma-Focused CBT (TF-CBT) - Children who suffered sexual abuse
(Cohen et al., 2004)
Acceptance & Commitment Therapy (ACT) - Substance Use Disorder
(Osaji et al., 2020)
Dialectical Behavior Therapy (DBT) - Borderline Personality Disorder
(Lynch et al., 2017)



Efficacy of Clinical Behavior Analysis

❖ **Depression**

- CBT, meta-analysis leads to better long-term outcomes for youth and children (Out et al., 2019)

❖ **Selective Mutism**

- ACT, meta-analysis states “behavioral and cognitive-behavioral interventions were most the effective” (Cohan et al., 2006)

❖ **Post-Traumatic Stress Disorder**

- TF-CBT, “one of the most widely studied and disseminated treatments for posttraumatic stress disorder (PTSD) and other comorbid conditions, and has been identified as a “*level one*” or “*well-established*” intervention for school-aged children and adolescents” (McGuire et al., 2021)

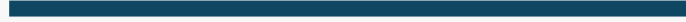
❖ **Phobias**

- ACT in school counseling is beneficial when addressing issues such as social anxiety (Beck et al., 2021)

❖ **Suicidality**

- DBT reduced self directed violence in multiple clinical trials (Decou et al., 2019)





Building Mental & Behavioral Health Skills

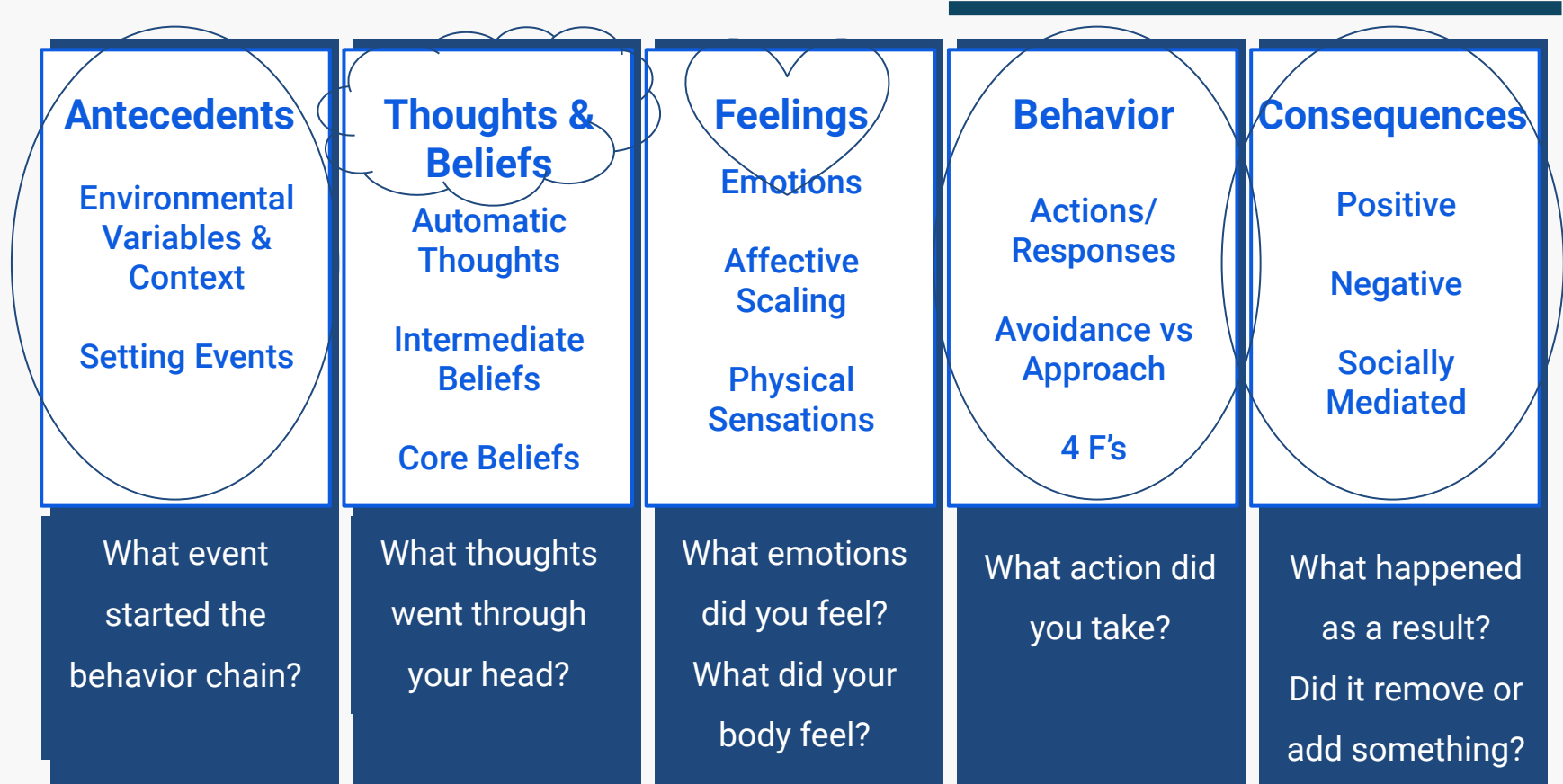


Functional Behavior Assessment

- Traditionally only used for externalizing behaviors in the schools
- “Private thoughts” are behavior
- Function tied to interventions = better outcomes (WWC, 2016)
- ABC & Chain Analysis Skills
 - Teaching self-reflection skills
- Performance Deficit vs Skill Deficit



Incorporating Functional Behavior Assessment in Mental Health



Skill Deficit or Performance Deficit?

- Is the student able to do the skill we are asking them to do?
 - Can they identify their feelings?
 - Can they identify and utilize adaptive and appropriate coping strategies?
 - Do they have adequate communication skills?
 - Do they have good social skills?
 - Are they able to problem solve to get their needs and wants met?

- Is the student able to use the skill consistently and is the student motivated to use the skill?
 - Has the skill generalized?
 - Is there a contingency in place to encourage the desired behavior or coping strategy?
 - Avoidance/Escape
 - Approach
 - Is there a contingency in place to discourage the undesired behavior or coping strategy?

Behavior Skills Training (Skills Deficits)

“Think-Feel-Do”

Helps students identify triggers that cause maladaptive thoughts and feelings that lead to behavior

Visuals

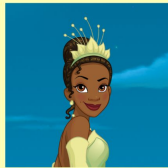
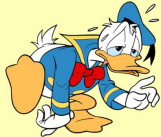
Pictures, visual “prompts”, written instructions, or emotion charts that are used as additional supports

Social Narratives

Teaches rule governed behavior that is individualized to the student’s needs to encourage appropriate behavior skills

Examples of Visuals

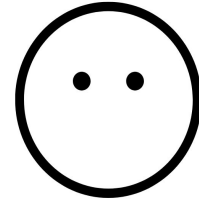
Tell me the Feeling



What I think..

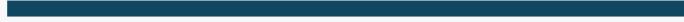


What I feel..



What I do..





Integrating ACT & DBT Skills



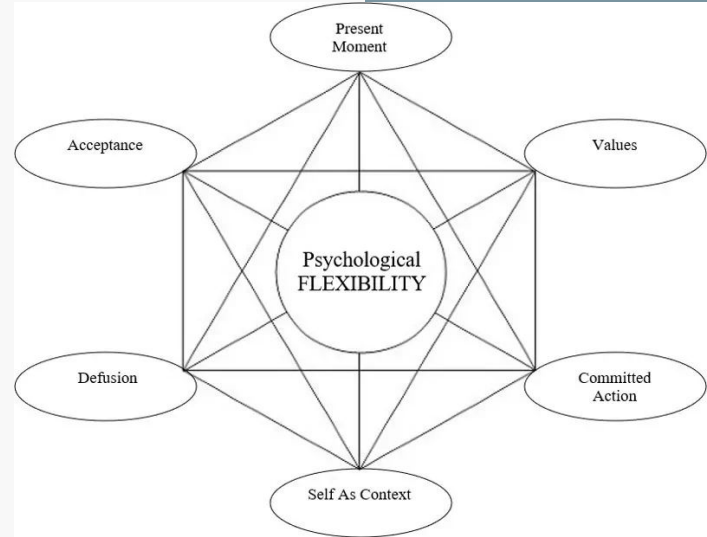
Case Study 2- Johnny



- 16-year-old, 11th grade student
- History of anxiety & depressive symptoms
 - Parents noticed concerns a few years ago, shortly after the COVID-19 pandemic, received brief counseling for anxiety - mastered goals/was dismissed
 - Showed increasing anxiety over the last year, not wanting to go to school, requested to continue online classes → skips school at least twice a week
 - Johnny reports feeling anxiety in social situations, frequently worries he'll say the wrong thing, he'll do something stupid, or peers will laugh at him
 - Spends a lot of time on social media even though he admits it makes him feel worse
 - Previously active in and enjoyed sports and would like to continue as sports made him “feel healthy and good” about himself

ACT & DBT (Performance Deficits)

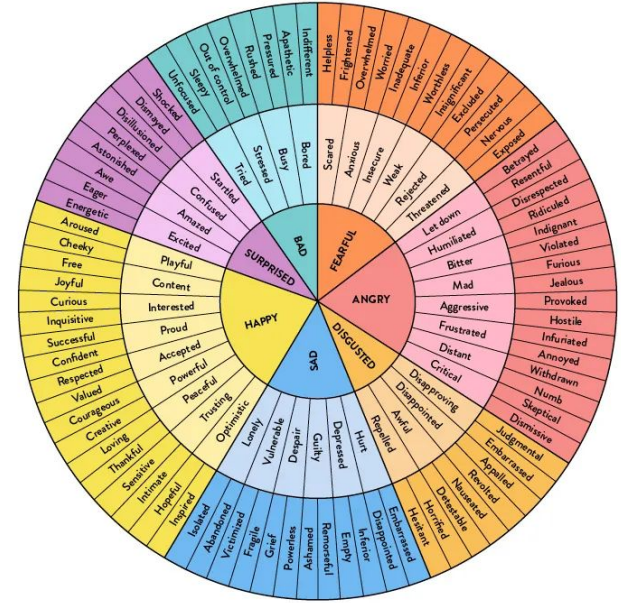
- For older students and those who have high level skills
- Incorporating elements of ACT & DBT into your sessions
 - Teach concepts such as Acceptance & Dialectics
 - Identify Values & Goals
 - Focus on Commitment



ACT & DBT (Performance Deficits)

- Self-observation

- Internal state vs. External environment
- Tacting (naming)
- Non-judgemental noticing
- Current emotions vs. factual input



5-4-3-2-1 GROUNDING



Look around and find..

- 👁️ 5 Things you can see
- 👋 4 Things you can touch
- 👂 3 Things you can hear
- 👃 2 Things you can smell
- 👅 1 Thing you can taste

ACT & DBT (Performance Deficits)

- Values based actions
 - Values occasion the action
 - Use values to develop actions
 - Ex. Values questionnaires, values card sorting, etc.
- Commitment
 - Values guide goals
 - Goals guide actions
 - Ex. Goal setting, behavior contracts, etc.

My Goal

Personal Spiritual Physical Health

Key Motivations

Why is this goal important to you?

Action Plan

What steps will you take to achieve your goal?

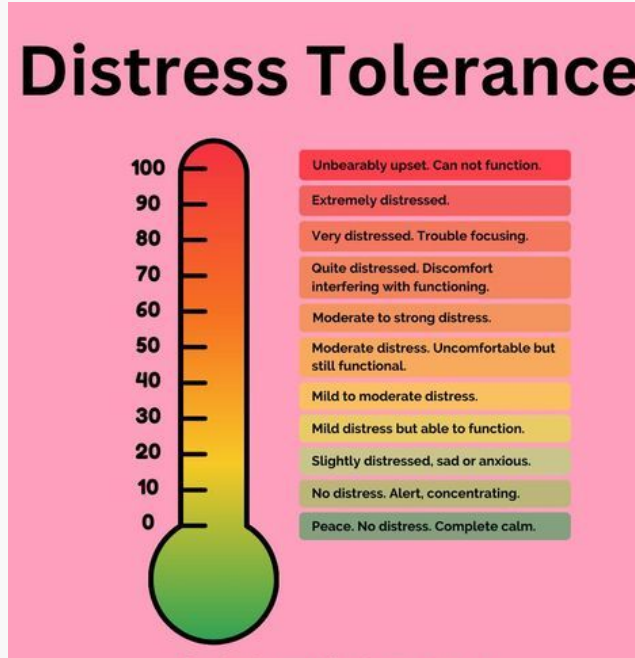
Courtesy of LDSBookstore.com



www.valuescardsort.com

ACT & DBT (Performance Deficits)

- Approach vs Avoidance
 - Teach distress tolerance skills
 - Teach replacement behavior
 - Gradual exposure



REPLACEMENT BEHAVIORS

ATTENTION



RAISE HAND
PROVIDE VISUAL TO
GAIN ATTENTION

ACCESS

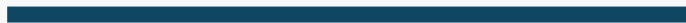


MAKE REQUEST
ACCEPT ANSWER
UTILIZE FIRST/THEN VISUAL

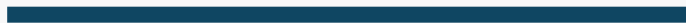
ESCAPE



REQUEST ASSISTANCE
ASK FOR A BREAK



Generalization



Generalization: Self-monitoring & Self-Reinforcement

Self-Reinforcement Strategies beyond Counseling Sessions

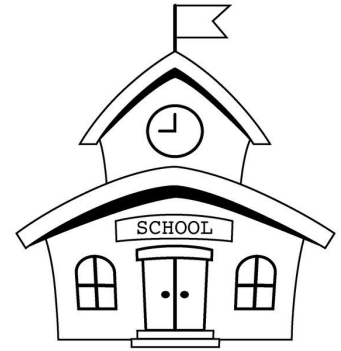
- Rationale: Teaching students to reward themselves for desired/adaptive behaviors promotes autonomy, independence, and self-regulation (Bandura, 1973)
- Focuses on intrinsic rewards vs extrinsic to empower students
- Promotes goal setting, delayed gratification, and perseverance
- Best when tied to function and values

Activity	SUDS Before/After	Reward
Study	4 / 6	Video Game
Walk	3 / 8	Soda
Music	1 / 4	Extra time

Generalization: School & Teachers

Integration of contingency management and reinforcement strategies with caregivers & teachers

- Rationale: extend learned behavior(s) to the natural environment
- Encouraging consistency across teachers: Adding skills to Behavior Intervention Plans
- Incorporating Differential Reinforcement
- Easy access to clinical instruments when in the classroom
 - Special activity incorporated into the Student's schedule to reinforce using the new skills throughout the week



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Generalization: Home & Caregivers

Integration of contingency management and reinforcement strategies with caregivers & teachers

- Rationale: extend learned behavior(s) to the natural environment
- Parents: Provide video modeling
- Materials at home (low tech, low cost)
- Incorporate differential reinforcement
- Goal setting & behavior contracts at home



Case Studies 1 & 2: Think-Pair-Share

- How would you plan for generalization for Marissa and Johnny?
 - Self-Reinforcement
 - Teachers & School Staff
 - Parents/ Caregivers

Questions?

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Resources:



Scan me

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