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Nota di contenuto	Cover; Title; Copyright; Contents; Contributors; Foreword; Preface; Acknowledgments; Share Cognitive Behavioral Therapy in K-12 School Settings: A Practitioner's Toolkit; Part I: Introduction to Cognitive Behavioral Therapy; Chapter 1: Effectively Integrating CBT Counseling Into School Services; DSM-5 Child and Adolescent Diagnoses and Age of Onset; CBT Efficacy in School-Based Applications; References; Chapter 2: What Is Cognitive Behavioral Therapy?; Psychoeducation; Cognitive Restructuring; Relaxation Training; Contingent Reinforcement Incorporating Technology: Low-Intensity CBT InterventionsCase Conceptualization; Contraindications for Counseling Therapy; Getting Started; References; Part II: Counseling Structure for Internalizers; Chapter 3: Understanding Internalizing Problems; Anxiety and Related Disorders; Trauma and Stressor-Related Disorders; Bipolar and Related Disorders; Depressive Disorders; Eating Disorders; Obsessive-Compulsive and Related Disorders; Personality Disorders; References; Chapter 4: Cognitive Behavioral Therapy for Internalizing Problems; Exposure/Response Prevention Therapy; Behavioral Activation Cognitive RestructuringRelaxation Training; Social Skills Training; References; Part III: Counseling Structure for Externalizers; Chapter 5:

Understanding Externalizing Problems; Disruptive, Impulse-Control, and Conduct Disorders; Neurodevelopmental Disorders; Bullying in Schools; References; Chapter 6: Cognitive Behavioral Therapy for Externalizing Problems; Identifying Physiological Precursors/Triggers; Building Feeling Vocabulary; Cognitive Restructuring; Parent Training; References; Part IV: Counseling Report Case Samples for Children and Adolescents

Chapter 7: Elementary School Counseling Sample ReportsReference; Chapter 8: Secondary/Postsecondary Counseling Reports; Reference; Appendix; 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; Exhibit 2.2: Adolescent Sentence Completion Exercise; Exhibit 2.3: If/Then Questionnaire; 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 LaunchExhibit 2.8: ABC Record Form; Exhibit 2.9: Four-Column Functional Assessment of ABCs; Exhibit 2.10: Four-Column Functional Assessment of ABCD; Exhibit 2.11: Relaxation Log; Exhibit 4.1: Counselor's Checklist for Exposure/Response Prevention Therapy; Exhibit 4.2: Exposure/Response Prevention Therapy: Information for Parents/Caregivers; Exhibit 4.3: Exposure Hierarchy Worksheet Example; Exhibit 4.4: Exposure Hierarchy Worksheet; Exhibit 4.5: Subjective Units of Distress Scale Exhibit 4.6: Counselor's Checklist for Behavioral Activation

Sommario/riassunto

Twenty percent of school-aged children in the U.S. experience mental health issues each year, and Cognitive Behavioral Therapy (CBT) is one of the most effective, empirically supported interventions available. This practical, quick-reference handbook is for mental health professionals in the K-12 school setting who are seeking a hands-on guide for practicing CBT. Based on a wealth of research supporting the efficacy of CBT for school-aged children, it features specific interventions that can be put to use immediately and is tailored to the needs of busy school psychologists, counselors, and so

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