



# Cognitive Behavioral Therapy in K-12 School Settings: A Practitioner's Toolkit

*Diana Joyce-Beaulieu PhD NCSP, Michael L. Sulkowski PhD NCSP*

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**Features specific, highly effective counseling interventions for school-age children that can be put to use immediately**

Twenty percent of school-age children in the United States experience mental health issues each year and cognitive behavioral therapy (CBT) is one of the most effective and empirically supported interventions to address these needs. 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-age children, it features specific interventions that can be applied immediately and is tailored to the needs of busy school psychologists, counselors, and social workers. Importantly, this book describes how to use CBT within contemporary school-based service delivery frameworks such as multitiered systems of support (MTSS) and response to intervention (RtI).

Examining the core components of CBT in the context of school-based therapy, this book offers developmentally appropriate treatment plans targeted for specific issues based on the new *DSM-5* criteria, as well as tools for measuring progress and outcomes. Case conceptualization examples are provided in addition to contraindications for counseling therapy. The book also explains how to adapt treatment in light of developmental issues and cultural considerations. Case examples, sample reports, and a great variety of reproducible handouts (also available in digital download format) are provided to help school mental health professionals use CBT as part of their regular practice.

## KEY FEATURES:

- Presents content that is highly practical and immediately applicable for professionals and trainees
- Designed to work within and meet the needs of the specific service delivery environment of schools, including MTSS and RtI
- Reflects *DSM-5* criteria and the Patient Protection and Affordable Care Act
- Includes case studies and hands-on session outlines, report templates, and student activities (also available in digital download format)

**Diana Joyce-Beaulieu, PhD, NCSP**, is a faculty member in the National Association of School Psychologists–approved and American Psychological Association–accredited School Psychology Program at the University of Florida, Gainesville, Florida. She has taught numerous graduate courses, including topics in developmental psychopathology and diagnosis, as well as social-emotional assessment and interventions. She is a licensed psychologist and nationally certified school psychologist with supervision responsibilities for graduate-student practical experiences across several school districts and clinical sites. Her research interests include professional development issues and behavioral/conduct disorders. Her publications include two books and numerous peer-reviewed chapters and articles. She also has served as co-principal investigator for two professional development grants to research training models for multitiered systems of support, including applications of cognitive behavioral therapy in the school setting.

**Michael L. Sulkowski, PhD, NCSP**, is a faculty member in the National Association of School

Psychologistsñapproved and American Psychological Associationñaccredited School Psychology Program at the University of Arizona, Tucson, Arizona. He also maintains a private practice in Tucson, Arizona, in which he treats children, adolescents, and adults using evidence-based psychotherapies, such as cognitive behavioral therapy. He is a licensed psychologist and is nationally certified as a school psychologist. His research focuses on the use of evidence-based interventions for children with mood and anxiety disorders as well as on supporting the emotional and behavioral needs of vulnerable or at-risk populations. To date, he has published over 35 articles in peer-reviewed journals and his research has been highlighted by the receipt of awards from the American Psychological Association and the National Association of School Psychologists.

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