

Counseling Case Study
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Student Information:Name: Matt D. (changed for confidentiality)School: Beery Intermediate SchoolBirthdate: x/xx/2003Grade: 6thAge: 11 years, 7 monthsTeachers: Ms. M & Mrs. E**Problem Identification & Analysis:**

Matt is a sixth grade student at Beery Intermediate School who was referred for school counseling by the Child Study Team (CST) as well as his parents. He comes from a Caucasian, upper-middle class family. Prior to first meeting with Matt, I met with his sixth grade resource room teachers, Ms. M and Mrs. E, to conduct informal interviews. I periodically observed his class and observed his interactions with the school psychologist in the CST office during periods of upset. I also attended a formal meeting with Mrs. D, the school psychologist/case manager, and Matt's teachers on October 21, 2014.

His teachers, Ms. M & Mrs. E, describe him as a sweet and friendly boy. However, they noticed that since the beginning of the year, Matt has become overly sensitive in class and it has been impacting his academics. He tends to break down when given feedback or redirection, becomes easily overwhelmed with classwork or tests, and often loses his homework and class paperwork. Ms. M & Mrs. E shared that he has a habit of not turning in assignments and does not come to class prepared for quizzes or tests. They stated that when Matt gets upset in class, he does not know how to cope and often storms out of the classroom without permission and wanders around the building until he calms down, which is a safety concern. At times, Matt does ask permission to go and speak with the school psychologist, student assistance counselor, or guidance counselor for unscheduled visits. However, these unscheduled visits are increasing to multiple times a day, multiple days of the week, which takes away from learning and academics. Matt's teachers did mention that there are times when he is very insightful in class and he is capable of doing well, but they feel that his emotions tend to get in his way.

Mrs. D expressed similar concerns regarding Matt becoming overwhelmed at home with homework or studying. She stated that he often becomes emotional at home as well. Matt gets upset and has a tendency to worry about something happening to him or his family. Mrs. D mentioned that he has always been a sensitive kid and has a tendency to hold on to things that others say to him and worries about what others think of him. For example, Mrs. D informed us that Matt has been getting upset about something his grandmother, who lives with them, said to him from two years ago. She also indicated that mornings are hard at home trying to wake him up, get him ready, and to school on time because he often has "bad" mornings and does not want to leave. Mrs. D disclosed that there is a family history of severe anxiety on Matt's paternal side. However, she believes that Matt's increased sensitivity is due to the onset of puberty, lack of organization skills, and she believes it will just resolve on its own. Despite her belief that Matt's behaviors will resolve on their own, she was open to having him receive counseling support in school.

School records indicate that Matt previously attended a Catholic School in town from preschool to first grade. Matt's kindergarten report card revealed that he had 46 tardies, and his first grade report card showed that he had 57 tardies. Matt entered the district schools while in the second grade. He attended Ham Primary School from second to fourth grade. While at Ham Primary

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School, Matt received Response to Intervention (RTI), tier 3 supports for both Language Arts and Math beginning in the second grade. His parents signed him up for tutoring at Huntington Learning Center, which he attended intermittently throughout his third grade year. Matt was referred to the Child Study Team at Ham Primary School in 2013 due to concerns with writing, math and memory, which resulted in classification under Communication Impaired. While in the fifth grade at Beery Intermediate School, Matt had two unexcused absences and nine unexcused tardies. His report card indicated that he was an A/B student throughout the fifth grade.

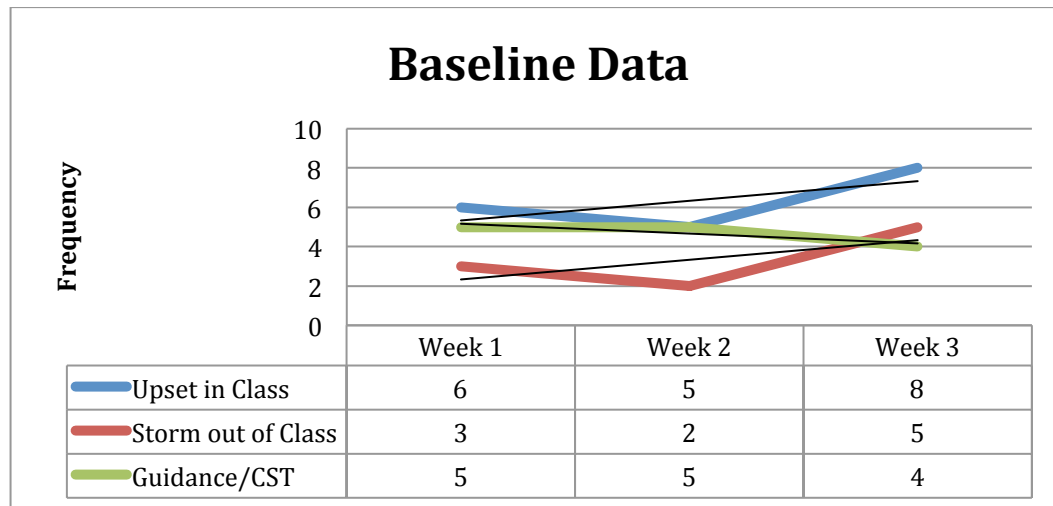
Matt's learning profile on the WISC-IV indicated that his nonverbal reasoning abilities (PRI = 115) fell above the range of age expectations. His verbal reasoning abilities (VCI = 100) as well as his ability to hold information in mind, manipulate it, and produce a result (Working Memory = 99) fell within the range of age level expectations. His rate of work production (Processing Speed = 85) fell below the range of age expectations. Matt's Full Scale IQ score of 102, places him within the Average range of intellectual ability. His performance indicates that Matt should be able to meet grade level academic demands. However, his slow processing speed may hinder him in the classroom or while doing homework and cause frustration, as he is unable to produce work at a rate that would be comparable to his other cognitive abilities. Parent and teacher ratings on the BASC-2 indicated Clinically Significant ratings on the Internalizing Problems index, which were the result of "At Risk" and Clinically Significant ratings on the Anxiety and Depression scales. Ratings also yielded Clinically Significant ratings on the School Problems index, which was the result of Clinically Significant ratings on the Learning Problems scale. Both parent and teacher ratings also yielded Clinically Significant ratings on the Functional Communication scale. Academic testing indicated that Matt performed in the low average range in reading fluency, writing fluency, and overall academic fluency and within the average range in all other areas.

Teacher reports from the fifth grade expressed concerns with Matt's difficulty focusing and that he often rushed through work and "forgot" what to do. He had organizational difficulties including not writing down his homework assignments and often losing his papers in his locker. His teachers noted that Matt often lacked motivation in the classroom. When he did not understand something, he became frustrated or upset. One of his ways of coping with difficult academic tasks would be to say that he would just do the work at home, and then he would lose the papers or not complete the work. His teachers also reported that he had perfectionist tendencies that may have exacerbated his feelings of frustration. His teachers did note that Matt had a heightened level of sensitivity regarding his perspective of his own social emotional status.

Matt's learning profile and academic skills suggest that he is capable of doing well in his courses. However, his slow processing speed may hinder him in the classroom or while doing homework and cause frustration, as he is unable to produce work at a rate that would be comparable to his other cognitive abilities. He also performed well in an in-class support setting while in the fifth grade. Matt's current teachers also feel that he is capable of doing well in their respective classes. With the increased workload and academic demands of the sixth grade, along with Matt's difficulty in the fifth grade to work independently, a decision was made to place Matt in a resource room setting where he would be able to learn in a smaller group setting. The variability of structure at home may also have an effect on Matt's anxiety and behavior in school. Any difficulties in his academic areas would be considered a performance deficit. However, as

discussed with his parents and his teachers, Matt does not seem to have the coping skills necessary to deal with the emotional challenges he is facing. Since Matt does have a communication impairment, there may be some social and linguistic factors that may also be limiting his ability to accurately and appropriately express his feelings of upset. This skill deficit is interfering with his ability to function within the classroom and will be the focus of the intervention.

Before beginning the intervention with Matt, baseline data was collected to reflect how often he became upset in class and how he would cope within the classroom. Matt's teachers kept track of how often he became upset in class, how often he stormed out of class without permission, and how often he asked to go to guidance or the Child Study Team (CST) offices on a weekly basis. The results were as follows:



The graph depicts the total amounts of times per week that Matt grew upset in class, stormed out of class, or went to the guidance or CST office. On average he grew upset in class about 6.3 times a week; stormed out of class 3.3 times a week; and left for the guidance/CST office 4.6 times a week. The trend lines indicate that it is unlikely that Matt's coping skills will change without intervention. This data reinforces that Matt does not have the more adaptive skills needed in order to manage his overwhelming feelings of stress, which confirms that this is a skill deficit. The expectation is that with proper intervention, Matt will learn the skills that are necessary to deal with his anxious feelings and decrease periods of upset in class, episodes of storming out of class, and frequent visits to the guidance or CST offices.

I began working with Matt on October 29, 2014. During our first meeting, I explained what we would be doing together each week and made sure to be clear with him the limits of confidentiality. Rapport was easily established with Matt. As part of the first meeting, Matt and I collaboratively set goals to work towards during our scheduled weekly sessions. The goals we set were: to decrease his behavior of storming out of class, decrease his unscheduled visits to the guidance/CST offices, increase adaptive coping strategies, and increase his ability to express himself during periods of upset. Currently, Matt storms out of class in four out of five instances; he makes four unscheduled visits per week to the Child Study Team (CST) office or guidance office; he does not utilize adaptive coping strategies when upset; and he can appropriately express his feelings in one out of five instances.

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Goal Attainment Monitoring Sheet

	Storming out of Class	Unscheduled visits to guidance/CST	Adaptive Coping Strategies	Express feelings during upset
+2 (much more than expected)	When upset he does not storm out of the classroom.	He makes 1 or fewer unscheduled visit per week.	He utilizes adaptive coping strategies in 4 out of 5 instances with support.	He appropriately expresses his feelings in 4 out of 5 instances.
+1 (somewhat more than expected)	When upset he storms out of the class in 2 out of 5 instances.	He makes 2 unscheduled visits per week.	He utilizes adaptive coping strategies in 3 out of 5 instances with support.	He appropriately expresses his feelings in 3 out of 5 instances.
0 (as expected, current functioning)	When upset he storms out of the class in 4 out of 5 instances.	He makes 4 unscheduled visits per week.	He utilizes adaptive coping strategies in 0 out of 5 instances.	He appropriately expresses his feelings in 1 out of 5 instances.
-1 (somewhat less than expected)	When upset he storms out of the class in 3 or more.	He makes 3 unscheduled visits per week.	He utilizes adaptive coping strategies in 2 out of 5 instances with support.	He appropriately expresses his feelings in 2 out of 5 instances.
-2 (much less than expected)	When upset he storms out of the class in 5 or more instances.	He makes 5 or more unscheduled visits per week.	He utilizes adaptive coping strategies in 1 out of 5 instances with support.	He does not appropriately express his feelings.

Intervention Design:

In talking with Mrs. D, as well as my supervisor, we determined that the main cause of Matt's behavior is his lack of coping skills to deal with his overwhelming feelings of stress. His lack of coping skills coupled with his communication impairment may cause him to have difficulty in accurately and appropriately expressing his feelings of upset. These skill deficits coupled with his slower processing speed are also leading to increased feelings of frustration and feeling easily overwhelmed. Therefore, I would like to implement an intervention that will help him to recognize and effectively manage his feelings of stress by developing a variety of coping strategies and learning to recognize and label his emotions.

Matt and I are scheduled to meet regularly, once a week for forty minutes. During our meeting times I utilized a variety of strategies to work with Matt in developing coping strategies and identifying his emotions. I employed the use of mindfulness and applied relaxation strategies. Mindfulness is a practice of being in the "here and now." Those who practice mindfulness pay attention to the present moment, letting go of both the past and the future. Applied relaxation (AR) is a technique by Hayes-Skelton et al. (2012). Applied relaxation "is aimed at teaching clients to notice the earliest signs of anxiety and react with a different response, namely relaxation, before the cycle of anxiety has a chance to strengthen" (Hayes-Skelton, Usmani, Lee, Roemer, & Orsillo, 2012, p. 451). AR relies on the individual's ability to recognize the onset of anxiety and use relaxation techniques to weaken one's stress provoking response and replace it with a response that is soothing. I utilized a tool taken from the school based social emotional

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program RULER – the mood meter (Appendix E), a manualized anxiety workbook for teens as well as a cognitive-behavioral workbook for select, relevant activities of focus.

Early on in the counseling sessions I created structure for the sessions. The structure was put in place to reduce some of Matt's anxieties of the unknown. The structure of sessions consisted of an emotional check in before and after meetings using the Mood Meter, part of the social emotional RULER program in place in the school (Yale Center for Emotional Intelligence, 2013). This tool was used because Matt is very familiar with it and it teaches feelings words in four quadrants where he can chart himself at that moment. The goal is to be in the "teachable" zones (yellow or green zone) as well as expand on his feelings vocabulary. If he is not in a teachable zone he would need to produce a strategy to get into either one of those zones. Matt then would talk about what has been going on in his week giving a rose (something good), a bud (something he's looking forward to), and a thorn (something that's not going so well). This is used to teach him to think of the good and bad fleeting moments of his day or week so far, instead of just focusing on the negative. A manualized approach was also utilized to work with Matt, *The Anxiety Workbook for Teens* by Lisa M. Schab, LCSW (Schab, 2008) as well as a Cognitive Behavioral Workbook (Vivyan, 2013). Select activities and topics were pulled from the workbooks as areas of focus in weekly meeting times (sample of activity – Appendix F).

Collaboratively, Matt and I created a strategy card that he can use as a visual reminder of what strategies he should try first in class before utilizing a more involved strategy, such as coming to the CST office for support (Appendix B). His teachers also have these strategy cards in their classroom for him if he does not have his card with him. Due to marked feelings of stress surrounding quizzes and tests Matt and I created a bell curve to chart where he is before a test or quiz to see if he is in the "teachable" zone (Appendix C). His teachers were encouraged to check in with him prior to giving an exam to see where he is and have him engage in a coping strategy if he is not "confident, calm and relaxed." Since it is difficult for Matt to stay focused on one train of thought, we also began utilizing a target (Appendix D) as a visual reminder to stay on topic. This target is also used in his speech therapy sessions and provides him with the opportunity to notice when he veers off topic and come up with a solution to get back on topic.

After my first phone call home to Mrs. D regarding Matt's feelings of being overwhelmed with school work and wanting to run away, we worked together to come up with a more constructive plan for at home. Our goal was to decrease the instances where Matt arrives late to school, in order to give him a better start to his day. Mr. and Mrs. D also implemented new rules at home that included no television or video games during the school week, completing his homework when he comes home after school, having a set bed time each night, showering at night to avoid the rush in the morning, and waking up at a certain time in the morning so he does not miss his bus. The first week of implementing the new rules appeared to be challenging for Matt, however, once he was in to the new routine he was happier, arrived to school on time, and able to complete more of his school work. Mrs. D was also given a copy of his strategy cards and a CD with mindfulness recordings on it for Matt to practice at home.

Unintended outcomes and limitations were considered. Meeting with Matt during his special classes takes him out of instructional time or the more creative classes, which he enjoys. It can also decrease his peer interactions in the special classes, as he is with his homeroom during these

classes. Matt may utilize this support as a crutch and not be able to regroup independently in class. He may also use our meeting times as a way to get out of classes which he finds challenging. School based counseling services may not be sufficient in helping Matt with the scope of his anxious and stressful feelings. Considering the impact of his home life, “house rules” were implemented. However, there was not a way to truly monitor the implementation and fidelity of his new house rules besides his own self-report, which tended to vary each week. The variability of structure at home may also have an effect on Matt’s anxiety and behavior in school.

In order to monitor the intervention, I kept a log of our sessions and what we worked on in each session (Appendix A). I also kept track of unscheduled sessions, how Matt responds to our sessions, and how he is developing in his use of coping strategies. Additionally, I check in with Matt’s teachers on an as needed basis to see how he is in class and whether or not he has utilized taught strategies during periods of upset.

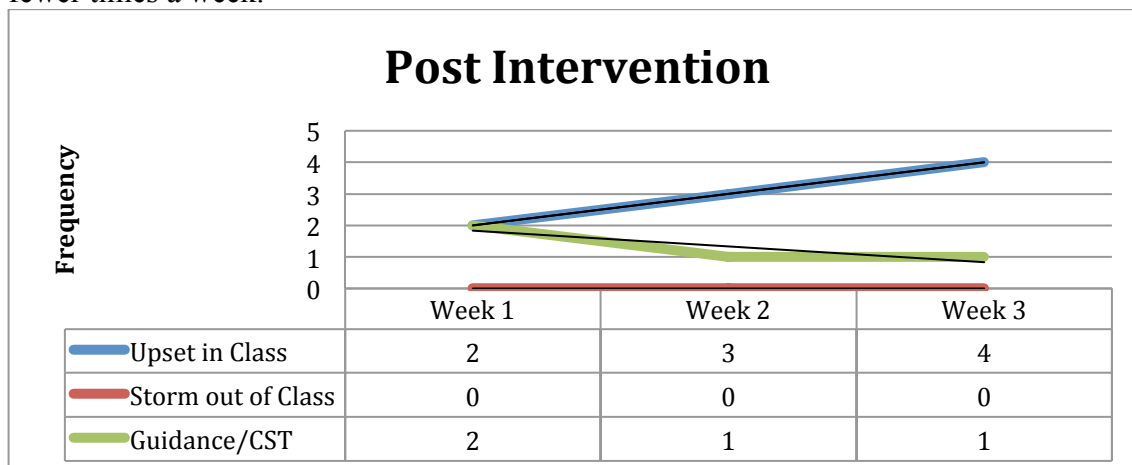
Intervention Evaluation:

At this time, it has been about six months since I began working with Matt on developing coping strategies. Compared to his baseline, Matt has made some growth in all of his goal areas. Matt is no longer storming out of class during periods of upset. He makes, on average, one or fewer unscheduled visits a week to the CST or guidance office since pre-intervention. Matt is able to utilize adaptive coping strategies in three out of five instances with prompting from an adult. He also is able to appropriately express himself during periods of upset in three out of five instances. Matt is still struggling to appropriately express himself during periods of upset. He has a tendency to revert to saying he is going to run away when he becomes overwhelmed even when he has no plan to run away and understands that running away will not solve his problems. While he has not yet met my goal of being able to utilize learned coping strategies independently, Matt has been able to recognize what strategies work for him and can actively engage in the different types of strategies we have worked on in sessions when prompted.

Goal Attainment Monitoring Sheet

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+1 (somewhat more than expected)	When upset he storms out of the class in 2 out of 5 instances.	He makes 2 unscheduled visits per week.	<u>He utilizes adaptive coping strategies in 3 out of 5 instances with support.</u>	<u>He appropriately expresses his feelings in 3 out of 5 instances.</u>
0 (as expected)	When upset he storms out of the class in 4 out of 5 instances.	He makes 4 unscheduled visits per week.	He utilizes adaptive coping strategies in 0 out of 5 instances.	He appropriately expresses his feelings in 1 out of 5 instances.
-1 (somewhat less than expected)	When upset he storms out of the class in 3 or more.	He makes 3 unscheduled visits per week.	He utilizes adaptive coping strategies in 2 out of 5 instances with support.	He appropriately expresses his feelings in 2 out of 5 instances.
-2 (much less than expected)	When upset he storms out of the class in 5 or more instances.	He makes 5 or more unscheduled visits per week.	He utilizes adaptive coping strategies in 1 out of 5 instances with support.	He does not appropriately express his feelings.

Post intervention data was also gathered in order to compare Matt's baseline data of periods of upset in class, storming out of class, and unscheduled visits to the guidance/CST offices. Matt's storming out of class behavior has decreased significantly and he no longer feels so overwhelmed that he storms out of class. His periods of upset in class have decreased from about seven times a week to about three times a week. His teachers have noted that there are instances in class where he still becomes tearful and upset. However, he is able to use his strategy card when prompted in order to calm himself down. Also, Matt's unscheduled visits to the guidance/CST offices have decreased from about four to five times a week to about one or fewer times a week.



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In talking with Ms. M and Mrs. E. Matt has improved in his presentation in the classroom. They both agree that he still tends to get in his own way and becomes easily overwhelmed at times. His teachers feel that he is more capable of doing the work that is expected of him, but he still has difficulty staying organized and completing his homework on time. Matt is also able to come out of periods of upset quicker and can typically utilize a strategy from his strategy card before needing additional support outside of the classroom.

Individual counseling will continue until the end of the school year. We will continue to work on coping strategies and exploring topics of anxiety and worry in *The Anxiety Workbook for Teens* as well as in the CBT Workbook (Vivyan, 2013). Results of this intervention will be shared with Matt, his teachers, as well as his parents in order to emphasize his progress throughout the year as well as concentrate on his continuing areas of need. These results will be shared at his end of the year meeting that will include his parents and teachers. A progress report will also be sent home to Matt's parents. Matt's mother has been encouraged to seek additional outside support and counseling for Matt, as his periods of upset are decreasing in frequency yet increasing in intensity. Given the family history of anxiety and evidence of significant anxiety from previous testing and previous year's teacher reports, there may be a need for additional supports and counseling outside of the school setting in order for Matt to be the most successful.

Matt benefits from having a weekly check in and the opportunity to process his emotions as well as learn and practice coping strategies. He has stated that he finds our meeting "very helpful" and that he is extremely thankful for the support he is receiving. Matt mentioned that he did not feel as if he would have made much progress without our weekly meetings. He does understand that he has difficulties with worrying behavior as well as understanding other's perceptions. Matt stated, that he wants the continued support now, as well as when he gets to the middle school. At this time, the intervention will continue as planned. I will check in with his teachers to note any changes in the classroom as well as continue to touch base with Mrs. D.

Termination with Matt will begin a few weeks prior to the end of the school year. I will thoroughly explain why I will not be continuing to work with him for the following school year. I will also discuss with him the possibility of meeting with a counselor up at the middle school and how he can seek out that type of support. For our last meeting, I plan on doing something fun with Matt in order to celebrate the progress he has made and congratulate him on all of his hard work.

Throughout my time in working with Matt, I have been able to improve upon my own counseling skills and learn how to be creative in tapping into my client's strengths. I have learned to be flexible when working with students. I have also learned how and when to be assertive when coming for support seems more as if he is trying to get out of a challenging academic task. I have learned how to build rapport with not only the student, but with his parents and teachers as well, in order to be a collaborative team. An area in which I hope to improve when working with clients is to learn how to better handle students who become unregulated and shut down.

Working with Matt has been a rewarding experience. There were moments when Matt could be a tough student to handle, especially when he got so stuck and could not think of alternative ways to think or do something. Many of the obstacles that he faces have simple solutions that he is not willing to explore during times of upset. Matt also had a tendency to appear fine in one moment and in another moment his mood can be completely deteriorated. I have learned how to find my own sense of patience and have been able to practice being in the present moment and meet him where he was. As the year has progressed, it has become easier to pick up on his body language and be proactive in resolving a situation. I really have enjoyed my time working with him and I look forward to hearing about the progress he will continue to make.

Works Cited

- Hayes-Skelton, S. A., Usmani, A., Lee, J. K., Roemer, L., & Orsillo, S. M. (2012). A fresh look at potential mechanisms of change in applied relaxation for generalized anxiety disorder: A case series. *Cognitive and Behavioral Practice*, 19, 451-462.
- Schab, L. M. (2008). *The Anxiety Workbook for Teens*. Oakland, CA: A Division of New Harbinger Publications Inc.
- Vivyan, C. (2013). *An Introductory Self Help Course in CBT*. Retrieved from Self-Help: www.getselfhelp.co.uk
- Yale Center for Emotional Intelligence. (2013). *RULER*. Retrieved from RULER Overview: <http://ei.yale.edu/ruler/>

Appendices

- A. Session Notes
- B. Strategy Cards
- C. Test level check in card
- D. Stay on Topic Target
- E. Peaceful Thoughts Booklet
- F. Mood Meter
- G. Helicopter View – CBT Workbook (Vivyan, 2013)
- H. STOPP Method – CBT Workbook (Vivyan, 2013)

A.

Date	Goal/Objective	Process/Impression	Plan for next week
10/29	Introduction, confidentiality, goal setting, mood meter	Open to coming, worked on visualization exercise	Mindful strategies CD, practice different mindful strategies
11/5	Go over more strategies (deep breathing, mindful walking, mini relaxation)	Upset about math test, practice 3 minute relaxation, went for walk around 2 nd floor	Ice cube melting freeze activity
11/12	Test anxiety and coping strategies	Practice ice cube, create strategy card	Go over testing paper – Calm Confident Relaxed
11/17	<i>Unscheduled upset about unfinished homework – worked on homework with teacher permission</i>		
11/25	Review strategies learned	Touched upon last week's stressors went over deep breathing and ice cube	Judging the size of a problem
12/1	<i>Unscheduled – very upset tearful, overwhelmed, thinking “everything is culumalative” worrying about future, wanted to run away from home *called mom discussed confidentiality</i>		
12/3	Check-in re. Monday work on strategies, judging the size of a problem	Stuck on “new rules” at home – worked on understanding why they're in place	Judge size of a problem/ catastrophizing
12/4	<i>Unscheduled – upset because student told him to go away at lunch – processed and sent back to class</i>		
12/19	Check in Judge size of a problem/ catastrophizing	Doing great, excited for break, adjusting to new rules at home	Wanted to check in briefly before break
12/23	Brief check in	Excited for break	Check in how break was, how's coming back to school
1/6	Check in re. break and how was coming back? ** Phone call home to mom ** no answer left message	Very worried – afraid of school and something bad happening at school (shooting, kidnapping, WWII, terror attack), having nightmares, fire at school and can't get out → calmed down	Contacted mom spoke on 1/7 follow up with doctor? discussed confidentiality Work on thought stopping, focus on now, positive self-talk
1/20	<i>Unscheduled – upset about homework, did visualization and prioritizing homework (what he had, estimate how long each assignment would take, plan when he could do it)</i>		
1/23	Begin peaceful thoughts	Very upset – wanted to run away – was unable to move past period of upset	Phone call was made to mom said should would follow up with outside counseling- said by end of month no call yet; discussed confidentiality
1/30	Check in	*needed to reschedule so he could make up a test	

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2/3	<i>Unscheduled – upset about going to Disney and missing work and friends party, upset about getting sent to opportunity room for missing work – processed and sent back to class</i>		
2/4	Check in – get organized, begin peaceful thought book	More calm today, excited about Florida trip	Continue working on peaceful thoughts booklet
2/13	Check in continue peaceful thought book	Happy excited about trip and new toy; processed coming back and the school work he missed	Continue working on peaceful thoughts book
2/25	Check in and continue working on peaceful thought book	Very upset about a dream he had about losing his brothers, very distracted, mentioned suicide. Had a “funeral” for his dream so it no longer exists – was able to process upset and return to class.	Finish book. Phone call made to mom re. suicidal thoughts – no plan, doesn’t want to do it, calmed down – asked about outside counseling follow up for more support – she stated she would call and set up appointment; discussed confidentiality
3/10	Check in, finish positive thought book	Calm, happy, talked about good weekend and finishing his work	Talk about perspective taking (Appendix G & H)
3/26	Check in – work on perspective taking	Talked about helicopter view and STOPP method	Think of a time he used the helicopter method – show and tell positive thoughts book
4/10	Check-in re break; follow up on “homework” for explaining book to parents	Explored “the Visitor worksheet” (Vivyan, 2013); review helicopter & STOPP	Follow up and review activities and explore more activities (Defusing thoughts)

B.

Try this FIRST...



Ice Cube Melting Freeze



Breathe in through nose (3 seconds) and out through mouth (3 seconds) [3 times]



Tell my brain to **stop!**

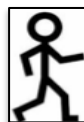
If that doesn't work THEN...



Take 5 – go for walk to guidance or 225 for 5 minutes to regroup/take space and go back to class with permission OR take space in class



Go & talk to someone, OR write what is going on (guidance or 225 – with permission)



Walk to the end of the hall and back with permission

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C.

Calm, Confident & Relaxed



**Don't care at all &
Not worried at all**

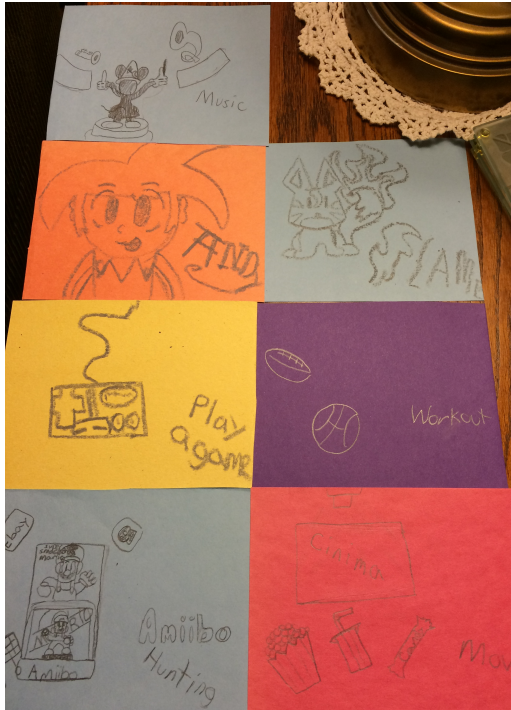
**Care too much! &
Very Worried**



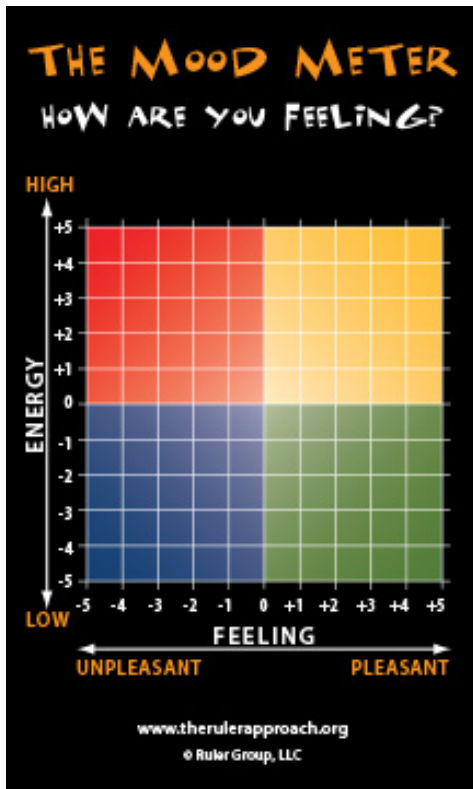
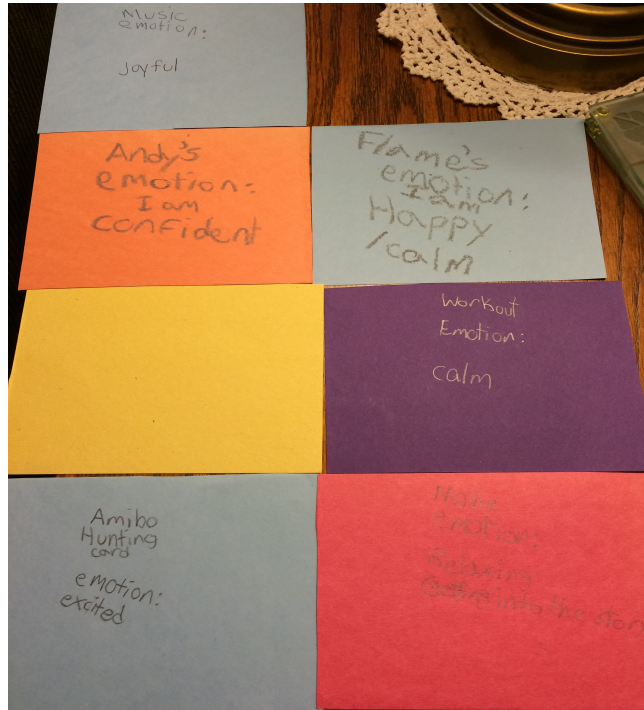
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E.

Front



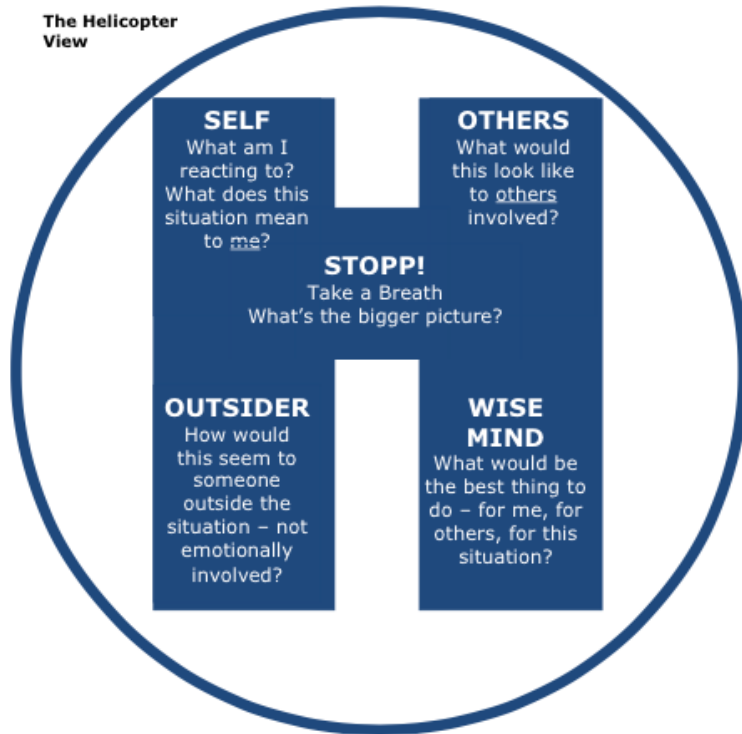
Back



F.

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G.



H.

STOPP!



Take a breath



Observe - describe the feelings, images, thoughts, body sensations, triggers.



Pull back / Put in some Perspective. What's the bigger picture? Take the helicopter view. Is this fact or opinion? How would someone else see this? Is there another way of looking at this?



Practice what works. What is the best thing to do right now - for me, for others, for the situation.

