



# Collaborative Programs and Offerings for Schools



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## **Disclaimer**

This “look book” provides a comprehensive collection of evidence-based psychological programs designed to support schools in fostering student well-being and academic success. Each program is backed by research and tailored to address the unique challenges within educational environments. The document includes program overviews, offering schools a practical resource to enhance mental health support, develop social-emotional skills, and create a positive school climate. Our programs aim to foster collaborative partnerships between mental health professionals and school systems, ultimately enhancing student outcomes.

**This document is intended for internal use only and is not for distribution.**

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## About The Concord Center & School Collaborations

## About Us

Located right off Route 2, close to Concord Center, we are a team of mental health providers specializing in evidence-based care including Cognitive Behavioral Therapy (CBT), Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT), and more. We treat individuals across the lifespan and work with local systems to implement mental health services in the community.

We believe in the importance of serving our community, and that mental health resources should be widely available. We strive to bring our psychological expertise to support administrators and educators in implementing evidence-based practices in their schools to meet the standards established by MA Board of Elementary and Secondary Education (BESE) and the Comprehensive Health and Physical Education (CHPE) Framework.

In addition to community collaborations, we also offer:

- Individual Counseling
- Group Counseling
- Parent Guidance
- Monthly Free Parent Workshops
- Intensive Outpatient Programming
- Summer Programming
- Clinical Consultation

## What We Can Offer

This “look book” is intended to provide an overview of examples of specific programs that we offer when collaborating with schools. However, our school-based services extend beyond workshops and presentations for students and professionals. Below is a more extensive list of our offerings.

1. Single presentations/series on a variety of topics (autism, specific mental disorders, coping skills for the classroom) and evidence-based interventions (e.g., DBT, Unified Protocol, SPACE), which can be tailored to address specific roles (e.g., parents, students, teachers, aides/paraprofessionals, counselors, psychologists, social workers, school nurses, etc.).
2. Individual or group consultation to assess and solve problems related to students with complex profiles or challenging behaviors. This may include classroom observations by a nationally certified school psychologist followed by teacher consultation regarding classroom management strategies and/or problem-solving related to individual students’ learning and behavioral challenges.
3. Individual or group training and supervision to help school staff integrate evidence-based practices into their service delivery (e.g., DBT, CBT, UP).
4. Comprehensive support in developing Multi-Tiered Systems of Support (MTSS) to promote social emotional learning (SEL). This can include:
  - a. Consultation to administrators in developing school-wide screening protocols
  - b. In-service training for all staff delivering Tier 1 interventions
  - c. Group and individual coaching for counselors delivering Tier 2 & 3 interventions
  - d. Small group training for educational support staff and nurses
  - e. Consultation to administrators/counselors in developing progress-monitoring systems
  - f. “Training the Trainers” Mentorship – coaching school leadership so they can independently monitor programs developed with TCC and coordinate ongoing training opportunities for their staff over time
5. On-site service delivery in collaboration with school counselors (in vivo training for school staff interested in using evidence-based interventions in their counseling groups or lunch bunches)
6. Consultation to staff and student groups to develop peer-to-peer psychoeducation programs.

## **Scope**

Our team of over 15 full-time clinicians is equipped to meet the needs of a wide number of schools depending upon the services requested. For specific in-service programs (e.g., one-time mental health workshops), we anticipate being able to provide services to as many schools/districts as requested. For larger collaborations (e.g., MTSS program development), we have capacity to consult intensively with one school for the duration of the 2024-2025 and/or 2025-2026 school year. We anticipate being able to expand this number to more schools in future years.



## Pricing

Fees for speaking and consultation will vary by length of the contracted service and number of speakers. In addition, we add an extra \$400 fee if we are asked to create new content specific to a school's needs (i.e., not on our current menu of offerings). There is an additional fee of \$75 (within 15 miles of Concord) and \$150 (15-30 miles from Concord) to account for travel time. If these fees are cost prohibitive, please consult with The Concord Center leadership to discuss the possibility of reduced fees.

### ***Sample Menu of Pricing***

Type of Service	Number of Clinicians	Price (In Person)	Price (Online)
30 min workshop/presentation	1	270	195
30 min workshop/presentation	2	370	295
60 min workshop/presentation	1	435	360
60 min workshop/presentation	2	615	540
90 min workshop/presentation	1	490	415
90 min workshop/presentation	2	695	620
Clinical Consultation (0-30 min)	1	170	130
Clinical Consultation (31-60 min)	1	300	240
Clinical Consultation (61-90 min)	1	365	275

**\* Pricing is subject to change. Please contact us for a quote.**

## Getting in Touch

For more information or to discuss how we can collaborate on a specific program, please feel free to reach out to us. We are deeply passionate about supporting schools and are enthusiastic about developing additional workshops tailored to the unique needs and interests of your school community. Contact us using the information below, and we would be excited to explore potential opportunities together.

Program Coordinators:

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A group of diverse people are seated in a meeting room, clapping and smiling. The room has large windows in the background, letting in bright light. The people are wearing lanyards and name tags, suggesting a professional event or conference. The overall atmosphere is positive and collaborative.

## Topics for Staff Professional Development

**Topic:** All About Anxiety: Understanding and Addressing Anxiety at School

**Objectives:**

1. Define anxiety and identify ways it presents in schools.
2. Provide an overview of tools that students and staff can use to manage anxiety.
3. Identify helpful ways to discuss anxiety at school.
4. Discuss signs and resources for when more support is needed.

**Abstract:**

Anxiety is an important, normal emotion that everyone experiences. While it can at times feel overwhelming to navigate (or talk about!), it is treatable and can be managed in the school setting with consistent, practical strategies and sufficient support. This workshop will help school staff learn more about the reasons we all experience anxiety, identify signs of anxiety in students, and feel empowered to guide students in managing this emotion. It will also touch on effective ways to talk about anxiety with students and provide guidance about increasing support for school staff in managing challenging emotions.

**References:**

Barlow, D. H., Farchione, T. R., & Bullis, J. R. (2018). *Unified Protocol for Transdiagnostic Treatment of Emotional Disorders: Workbook for Adolescents*. Oxford University Press.

Lebowitz, E. R., & Omer, H. (2018). *SPACE Training: Supportive Parenting for Anxious Childhood Emotions*.

**Topic:** All About Autism: Accommodations for Counseling and the Classroom

**Objectives:**

1. Summarize diagnostic criteria and common patterns in autism spectrum disorders (ASD).
2. Recognize mental health challenges commonly associated with ASD.
3. Understand how ASD-related characteristics affect engagement in classes and counseling.
4. Learn overview of strategies for modifying counseling and classroom instruction.

**Abstract:**

This workshop provides a comprehensive overview of autism spectrum disorders (ASD), emphasizing common challenges and unique experiences of autistic students and their educators. This workshop will highlight ways in which ASD can impact school counseling, and classroom instruction. The impact of ASD-related challenges on teacher burnout and student-teacher relationships will be discussed. Interactive discussion and exercises will be used for understanding the students and teachers' experiences. Practical strategies will be shared for modifying instructional techniques and counseling approaches to better accommodate the individual needs of students with ASD.

**References:**

Sulek, R., Trembath, D., Paynter, J., & Keen, D. (2019). Empirically supported treatments for students with autism: General education teacher knowledge, use, and social validity ratings. *Developmental Neurorehabilitation*, 22(6), 380-389.

Thomeer, M. L., McDonald, C. A., Rodgers, J. D., & Lopata, C. (2019). High-functioning autism spectrum disorder: A framework for evidence-based practice. *School Mental Health*, 11, 29-39.

White, S. W., Maddox, B. B., & Mazefsky, C. A. (Eds.). (2020). *The Oxford handbook of autism and co-occurring psychiatric conditions*. Oxford University Press.

## **Topic:** Anxiety & Accommodation: Applying SPACE Principles in the Classroom

### **Objectives:**

1. Provide an overview of the SPACE model for anxiety treatment.
2. Provide an overview of supportive statements, differentiating them from reassurance.
3. Discuss the role of accommodation in maintenance of anxiety symptoms.

### **Abstract:**

Supportive Parenting for Anxious Childhood Emotions (SPACE) is an evidence-based treatment for parents of children with anxiety, and obsessive-compulsive disorder (OCD), and related disorders. Since its inception, SPACE has been modified and adapted for teachers and school settings. SPACE helps break the cycle of anxiety by teaching adults how to validate and normalize childhood experiences of anxiety and OCD while removing accommodating behaviors that inadvertently serve to maintain the disorders. This workshop will help teachers learn and apply the principles of SPACE when working with students with anxiety and OCD.

### **References:**

Lebowitz, E. R., & Omer, H. (2018). *SPACE Training: Supportive Parenting for Anxious Childhood Emotions*.

## **Topic:** Behavior Modification Strategies in the Classroom

### **Objectives:**

1. Explore techniques for building positive, proactive relationships with students to foster respect and engagement.
2. Identify and apply effective strategies for preventing and addressing disruptive behavior in the classroom.
3. Develop an understanding of restorative practices to address and resolve conflicts.
4. Implement individualized approaches to support diverse student needs while maintaining classroom order.

### **Abstract:**

Effective behavior management is essential for creating a productive and inclusive learning environment where all students can thrive. This professional development workshop focuses on equipping educators with practical tools to proactively manage classroom behavior and promote positive student interactions. Using evidence-based strategies, this workshop will cover ways to build strong relationships with students, encourage positive behaviors, and address challenges using restorative practices. By the end of the session, educators will leave with actionable strategies that can be immediately applied in the classroom to enhance student engagement, prevent disruption, and foster a supportive learning environment.

### **References:**

Bear, George G. *School Discipline and Self-Discipline: A Practical Guide to Promoting Prosocial Student Behavior*, Guilford Publications, 2010.

*Cognitive-Behavioral Interventions for Emotional and Behavioral Disorders: School-Based Practice*, edited by Matthew J. Mayer, et al., Guilford Publications, 2008.

Sprick, Randall S. *Discipline in the Secondary Classroom: A Positive Approach to Behavior Management*, John Wiley & Sons, Incorporated, 2013.

Young, Ellie L., et al. *Positive Behavior Support in Secondary Schools: A Practical Guide*, Guilford Publications, 2011.

**Topic:** CBT in School Counseling: Overview of the Unified Protocol for Anxious and Depressed Students

**Objectives:**

1. Provide an overview of the Unified Protocol (UP) and its approach for the treatment of depression, anxiety, and related disorders in adolescents.
2. Introduce the core modules of treatment and related strategies.
3. Discuss ways to adapt the UP for use in school settings.

**Abstract:**

The Unified Protocol (UP) is an evidence-based treatment for youth exhibiting depression, anxiety, and other related disorders. It is well-suited for school counseling because it is behaviorally based and widely applicable, offering practical strategies for students with a variety of emotional challenges. This presentation will provide school counselors with an overview of the treatment, as well as specific skills students can implement to cope with stress. School staff will learn about potential adaptations to this treatment for use in the school setting, including through individual and group formats.

**References:**

Barlow, D. H., Farchione, T. R., & Bullis, J. R. (2018). *Unified Protocol for Transdiagnostic Treatment of Emotional Disorders: Workbook for Adolescents*. Oxford University Press.



**Topic:** Coping Skills for the Classroom: Teachers' Roles & Resources for Supporting Mental Health

**Objectives:**

1. Describe how stress disrupts learning.
2. Learn the benefits and barriers to in-class skills use.
3. Learn coping skills that students can use individually or as a class to manage emotions.
4. Learn options for including proactive coping skill instruction and in-the-moment prompting for skills use in your classroom.

**Abstract:**

Children and teens are experiencing increasing levels of stress, which adversely impacts their learning and overall academic achievement. This workshop will describe the ways stress affects students, and how teachers can help students self-regulate in the classroom. Teachers will learn how to guide students in identifying their emotions, understanding the triggers for stress or frustration, and applying appropriate coping strategies. The session will teach evidence-based techniques, including mindfulness practices, deep breathing exercises, grounding strategies, positive self-talk, and problem-solving skills, all of which can be introduced and reinforced in a group context. Through interactive demonstrations and practical examples, teachers will gain tools to create a supportive learning environment where students feel confident in managing their emotions, improving both their academic and social outcomes.

**References:**

Cox, B., Flemen-Tung, M., May, N., Cappella, E., Nadeem, E., Park, C., & Chacko, A. (2024). Adapting SEL Interventions to Meet Student Needs: A Research-Practice Partnership Supporting Students with Emotional Disabilities. *Social and Emotional Learning: Research, Practice, and Policy*, 100047.

Koslouski, J. B., Iovino, E. A., & Chafouleas, S. M. (2024). Feel Your Best Self: Insights from elementary teachers' use in teaching emotion-focused coping strategies. *Social and Emotional Learning: Research, Practice, and Policy*, 3, 100037

Lawson, G. M., McKenzie, M. E., Becker, K. D., Selby, L., & Hoover, S. A. (2019). The core components of evidence-based social emotional learning programs. *Prevention Science*, 20, 457-467.

## **Topic:** Creating Trauma-Informed Classrooms

### **Objectives:**

1. Define trauma and identify its impact on students' learning and behaviors.
2. Identify key components of trauma-informed classrooms.
3. Provide an overview of tools that teachers and staff can use to create trauma-informed classrooms.

### **Abstract:**

Trauma-informed education is a critical approach for supporting students who have experienced one or multiple stressors or traumatic events, as well as for promoting a positive, inclusive, and supportive environment for all students. By understanding the effects of trauma and responding with a combination of compassion and structure, school staff can enhance student engagement, reduce behavioral challenges, and contribute to the overall mental health and growth of every learner. This workshop will highlight the ways in which trauma can impact students' learning abilities and behaviors, introduce the key components of a trauma-informed classroom, and provide teachers and staff with tangible tools to create learning environments that promote safety, academic success, and emotional well-being.

### **References:**

Lazarus, P. J., Overstreet, S., & Rossen, E. (2021). Building a foundation for trauma-informed schools. In P. J. Lazarus, S. M. Suldo, & B. Doll (Eds.), *Fostering the emotional well-being of our youth: A school-based approach* (pp. 313–337). Oxford University Press. <https://doi.org/10.1093/med-psych/9780190918873.003.0016>

Williams, J. M., & Scherrer, K. (2017). *First Book Trauma Toolkit: Tools to Support the Learning & Development of Students Experiencing Childhood & Adolescent Trauma*. First Book. <https://www.nea.org/sites/default/files/2020-07/MSEA-Trauma-Toolkit-for-Educators.pdf>

**Topic:** DBT in School Counseling: Creating Consultation Teams for Counselors (to Mitigate Burnout and Enhance Effectiveness)

**Objectives:**

1. Understand the DBT model and how this intervention can be delivered in schools.
2. Discuss the goals and structures of DBT consultation teams.
3. Understand the DBT “assumptions and agreements” guide for school DBT teams.
4. Learn how to establish norms and supportive practices to mitigate burnout and enhance effectiveness in school counseling.

**Abstract:**

Staff consultation teams are an essential part of DBT. They help prevent and alleviate burnout and offer ongoing training opportunities. Attendees will learn about how consultation teams fit within the broader DBT in Schools program, core components of consultation teams, and options for structuring consultation team meetings. If relevant to your current staff, this training can also serve as a supported brainstorming and development session to begin creating norms and supportive practices unique to your school’s DBT consultation team.

**References:**

Mazza, J. J., Dexter-Mazza, E. T., Miller, A. L., Rathus, J. H., Murphy, H. E., & Linehan, M. M. (2016). *DBT® skills in schools: Skills training for emotional problem solving for adolescents (DBT STEPS-A)*. Guilford Press.

Says, J. H. R., & Linehan, M. M. (2019). *DBT® teams: Development and practice*. The Guilford Press

## **Topic:** DBT in School Counseling: Overview of Coping Skills Groups

### **Objectives:**

1. Describe the structure and functions of school-based DBT skills groups.
2. Describe the four coping skill modules taught in DBT skills groups.
3. Understand the benefits and challenges of delivering DBT skills groups as a Tier 1 intervention.
4. Learn strategies for effective classroom management and differentiation during implementation.

### **Abstract:**

The DBT in Schools (DBT-STEPS-A) curriculum has been implemented by more school districts in recent years because it is adapted from a well-studied evidence-based therapy, designed to overcome the limitations of other SEL programs for adolescents, and provides highly specific and practical recommendations for promoting self-regulation in school. DBT-STEPS-A is designed as a Tier 1 intervention, delivered to all students in the school over the course of thirty lessons. The curriculum includes four modules of skills (Mindfulness, Distress Tolerance, Emotion Regulation, and Interpersonal Effectiveness) that are taught in standard-size classes or smaller groups. With training and consultation from expert DBT clinicians, these standardized lesson plans can be delivered by most educators and adapted to fit the needs of specific cohorts of students.

### **References:**

Mazza, J. J., Dexter-Mazza, E. T., Miller, A. L., Rathus, J. H., & Murphy, H. E. (2016). *DBT Skills in schools: Skills training for emotional problem solving for adolescents (DBT STEPS-A)*. Guilford Publications.

Miller, A. L., Gerardi, N., Mazza, J. J., Dexter-Mazza, E., Graling, K., & Rathus, J. H. (2023). Delivering comprehensive school-based dialectical behavior therapy (CSB-DBT). *Psychology in the Schools*, 60(8), 2762-2781.

## **Topic:** DBT in School Counseling: Overview of Individual Counseling Protocols

### **Objectives:**

1. Understand the foundational principles of Dialectical Behavior Therapy (DBT).
2. Describe and adapt the individual therapy component of DBT for school counseling.
3. Learn practical tools for integrating DBT strategies into individual counseling sessions.
4. Discuss the benefits and challenges of implementing DBT in schools, and how to collaborate with educators and families to promote student progress.

### **Abstract:**

Dialectical Behavior Therapy (DBT) is an effective therapeutic intervention for students struggling with emotion dysregulation, self-destructive behaviors, and interpersonal challenges. This workshop offers an overview of DBT's individual counseling protocols, with a focus on how school counselors can integrate this evidence-based model into their practice. Participants will learn about DBT's core components—mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness—and how these skills can be adapted to meet the unique needs of students in a school setting. Practical tools, such as diary cards, skill coaching, and behavior tracking will be discussed to help counselors foster resilience and independence in managing emotional distress. This workshop will also address the challenges of implementing DBT in schools, including the need for collaboration with teachers and families, and will offer solutions for creating a supportive, consistent approach to student mental health. By the end of the workshop, school counselors will be equipped with actionable strategies to enhance their individual counseling sessions and support students' emotional and social growth.

### **References:**

Linehan, M. M. (2014). *The DBT Skills Training Manual (2nd ed.)*. The Guilford Press.

Rathus, J. H., & Miller, A. L. (2014). *DBT Skills Manual for Adolescents*. The Guilford Press.

## **Topic:** Implementing Evidence-Based Practices in School Counseling

### **Objectives:**

1. Discuss the importance of evidence-based practices (EBPs) in school counseling.
2. Identify key evidence-based counseling interventions that can be effectively integrated into schools.
3. Provide practical strategies for assessing student needs and selecting appropriate EBPs for diverse student populations.
4. Discuss how to monitor and modify implementation to maximize benefits.

### **Abstract:**

As schools continue to prioritize student mental health and well-being, the integration of evidence-based practices (EBPs) into school counseling programs has become essential. This workshop offers school counselors a comprehensive overview of EBPs, focusing on how these approaches can be implemented to address a wide range of student needs, from emotional regulation and anxiety to social skills and academic performance. This workshop will provide an overview of various EBPs\*, including Cognitive Behavioral Therapy (CBT), Solution-Focused Brief Therapy (SFBT), and mindfulness interventions, and teach practical tools for selecting and adapting interventions to meet the unique needs of their school population. The workshop will also emphasize the importance of assessing student progress, measuring outcomes, and making data-driven adjustments to improve the effectiveness of counseling programs. By the end of the session, participants will leave with actionable strategies to enhance their counseling practices, foster positive student outcomes, and create a more supportive school environment through the use of research-supported techniques.

*\*Schools may request more in-depth and intensive training on a specific evidence-based treatment instead of the broader overview offered in this workshop. Please contact us to discuss your district's needs and preferences.*

### **References:**

Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Corwin Press.

Erford, B. T. (2015). *Professional school counseling: A Handbook of Theories, Programs, and Practices*.

## **Topic:** Managing Student-Athletes' Performance Anxiety

### **Objectives:**

1. Identify and challenge unhelpful thought patterns.
2. Develop effective coping strategies for managing stress and high-pressure situations.
3. Implement relaxation techniques to regulate physiological responses.
4. Build confidence through gradual exposure to anxiety-provoking scenarios.

### **Abstract:**

Performance anxiety is a common challenge for high school athletes, impacting their ability to excel in competition, practice, and even in academic or social settings. This workshop focuses on understanding and addressing the unique anxieties faced by student-athletes through the lens of Cognitive Behavioral Therapy (CBT). Coaches, school counselors, and athletic staff will explore how anxiety manifests in athletes, including physical symptoms, negative self-talk, and avoidance behaviors.

Through case examples, interactive discussions, and role-plays, attendees will develop a deeper understanding of how to implement these strategies with students so they can achieve their full potential both on and off the field. The training will also emphasize fostering resilience and promoting a growth mindset, ensuring a balanced and healthy approach to sports and life.

### **References:**

Correia, M. E., & Rosado, A. (2018). Fear of failure and anxiety in sport. *Análise Psicológica*, 36(1), 75-86.

Dehghani, M., Saf, A. D., Vosoughi, A., Tebbenouri, G., & Zarnagh, H. G. (2018). Effectiveness of the mindfulness-acceptance-commitment-based approach on athletic performance and sports competition anxiety: A randomized clinical trial. *Electronic physician*, 10(5), 6749.

Ong, N. C., & Chua, J. H. (2021). Effects of psychological interventions on competitive anxiety in sport: A meta-analysis. *Psychology of Sport and Exercise*, 52, 101836.

## **Topic:** Mood Matters: Understanding and Supporting Students with Mood Disorders

### **Objectives:**

1. Identify mood disorders.
2. Recognize warning signs to enable early intervention and support.
3. Learn how to implement support strategies for students living with mood disorders.

### **Abstract:**

This workshop equips teachers and educators with essential knowledge and strategies for managing mood disorders in the classroom. Participants will learn about healthy and unhealthy moods, the characteristics of depressive disorders and bipolar disorder, and how these conditions can impact student behavior and learning. The session will highlight warning signs to look for in students and provide practical, evidence-based strategies that educators can implement to support students struggling with mood disorders. Through interactive discussions and real-world scenarios, teachers will leave with a toolkit of resources to create a more inclusive and supportive classroom environment.

### **References:**

Crundwell, R. M., & Killu, K. (2007). Understanding and accommodating students with depression in the classroom. *Teaching Exceptional Children*, 40(1), 48-54

Korinek, L. (2020). Supporting students with mental health challenges in the classroom. *Preventing School Failure: Alternative Education for Children and Youth*, 65(2), 97–107. <https://doi.org/10.1080/1045988X.2020.1837058>

McKenna, J. W., Newton, X., Brigham, F., & Garwood, J. (2022). Inclusive Instruction for Students with Emotional Disturbance: An Investigation of Classroom Practice. *Journal of Emotional and Behavioral Disorders*, 30(1), 29-43. <https://doi.org/10.1177/1063426620982601>



## **Topic:** Validation as a Tool for Enhancing Relationships and Regulating Emotions

### **Objectives:**

1. Define validation and differentiate it from other forms of communication (e.g., praise, agreement).
2. Discuss the benefits of validation for ourselves, others, and the school community.
3. Learn and practice strategies to validate others, including during difficult interactions.

### **Abstract:**

Validation is an essential tool for facilitating calm and collaborative conversations and enhancing the overall quality of relationships. Validation helps you to show that you understand where another person is coming from. It can help the other person regulate their emotions and increase the likelihood of productive communication. However, it can be difficult to use validation when you, your students, or your colleagues are stressed. This presentation will break down the process of validating into practical steps and offer strategies for troubleshooting during difficult interactions.

### **References:**

Faber, A., & Mazlish, E. (2012). *How to talk so kids will listen & listen so kids will talk*. Simon and Schuster.

Fruzzetti, A. E., & Shenk, C. (2008). Fostering Validating Responses in Families. *Social Work in Mental Health*, 6(1–2), 215–227. [https://doi.org/10.1300/J200v06n01\\_17](https://doi.org/10.1300/J200v06n01_17)

Shenk, C. E., & Fruzzetti, A. E. (2014). Parental validating and invalidating responses and adolescent psychological functioning: An observational study. *The Family Journal*, 22(1), 43–48. <https://doi.org/10.1177/1066480713490900>



# Topics for Student Seminars and Workshops

## **Topic:** All About Anxiety

### **Objectives:**

1. Learn how to define anxiety and recognize common signs; both physical (e.g., racing heart, sweating) and emotional (e.g., excessive worry, irritability).
2. Engage in discussion around how external and internal factors contribute to anxiety.
3. Identify common stressors that contribute to anxiety such as academic pressure, social dynamics, and future uncertainties.
4. Learn evidence-based strategies for managing and reducing anxiety.

### **Abstract:**

Anxiety is one of the most common mental health challenges experienced by students. Expectations regarding academic performance, social interactions, and future uncertainties all contribute to heightened levels of stress and anxiety. This presentation aims to provide students with a deeper understanding of what anxiety is, how it manifests, and why it affects so many adolescents. Through exploring the physical and emotional signs of anxiety, students will learn to recognize when they or their peers may be struggling. The session will also introduce practical, evidence-based coping strategies, including mindfulness exercises, deep breathing, and time management techniques, to help students better manage their anxiety. By the end of the session, students will have a toolkit of strategies to navigate anxiety and stress, promoting healthier emotional and academic well-being.

### **References:**

Bayer, L. (2020). *Anxiety in Adolescents: Causes and Treatment Strategies*. *Journal of Clinical Child & Adolescent Psychology*, 49(4), 550-563.

National Institute of Mental Health (NIMH). (2019). *Anxiety Disorders in Children and Adolescents*.

Weissman, M. M., et al. (2017). *Adolescent Anxiety Disorders: Prevalence, Risk Factors, and Outcome*. *Journal of the American Academy of Child & Adolescent Psychiatry*, 56(1), 3-13.

**Topic:** Be True to You: Using the FAST Skill to Stand Up for Yourself and Live in Line with Your Values

**Objectives:**

1. Learn the DBT interpersonal effectiveness skill FAST (Fair, Apologies (when appropriate), Stick to your values, be Truthful)
2. Practice using this skill in role-play interactions with other students.
3. Learn how to use the FAST skill in real-life scenarios to improve their conversations, reduce conflicts, and foster mutual understanding in their relationships.
4. Discuss the importance of building and maintaining healthy relationships with friends, family, and peers.

**Abstract:**

In healthy relationships, maintaining personal boundaries and self-respect is crucial. In this presentation, students will learn the FAST skill, a key element of Dialectical Behavior Therapy (DBT) that helps individuals communicate assertively while protecting their sense of self-worth. The FAST skill encourages students to advocate for themselves while respecting both their needs and the needs of others. By practicing this skill, students will learn how to navigate challenging situations—such as peer pressure, being taken advantage of, or dealing with conflicts—without sacrificing their integrity. Through interactive exercises, role-plays, and discussions, students will develop practical strategies for asserting themselves in ways that maintain their self-respect and strengthen their relationships. The session will also emphasize how to balance honesty with kindness and how to set boundaries that are healthy and respectful, allowing students to feel more confident and empowered in their interactions with others.

**References:**

Linehan, M. M. (2015). *DBT® Skills Training Manual, Second Edition*. The Guilford Press.

Mazza, J. J., Dexter-Mazza, E. T., Miller, A. L., Rathus, J. H., & Murphy, H. E. (2016). *DBT Skills in schools: Skills training for emotional problem solving for adolescents DBT-STEPS-A*. Guilford Publications.

Rathus, J. H., & Miller, A. L. (2015). *DBT® Skills Manual for Adolescents*. The Guilford Press.

## **Topic:** Building and Practicing Self-Compassion

### **Objectives:**

1. Define self-compassion.
2. Identify ways in which self-compassion can improve our emotional well-being and help prepare us to face challenges.
3. Learn and practice using tools to build and maintain self-compassion.

### **Abstract:**

Self-compassion is a powerful tool we can use to navigate the challenges of daily life, including academic pressures, social situations, and personal setbacks. This workshop aims to empower students to build healthier relationships with themselves, improving both their mental health and their capacity to face life's challenges. Attendees will gain insight into the ways self-compassion can reduce stress, increase motivation, and enhance emotional regulation. They will also learn tangible strategies to develop and practice self-compassion.

### **References:**

Bluth, K., & Blanton, P. W. (2015). The influence of self-compassion on emotional well-being among early and older adolescent males and females. *The journal of positive psychology*, 10(3), 219–230. <https://doi.org/10.1080/17439760.2014.936967>

Bluth, K., & Clepper-Faith, M. (2023). Self-compassion in adolescence. In A. Finlay-Jones, K. Bluth, & K. Neff (Eds.), *Handbook of self-compassion* (pp. 89–107). Springer Nature Switzerland AG. [https://doi.org/10.1007/978-3-031-22348-8\\_6](https://doi.org/10.1007/978-3-031-22348-8_6)

**Topic:** CBT Triangle: Understanding the Relationship Between Thoughts, Feelings, and Actions

**Objectives:**

1. Provide an overview of the relationship between the components of the CBT triangle.
2. Provide examples of how intervening at different points of the triangle can change emotional states.

**Abstract:**

Schools are seeing increases in child and adolescent stress. Cognitive behavioral therapy (CBT) offers a simple framework for understanding and reducing stress, namely the CBT Triangle. CBT posits that emotional experiences have three components: thoughts, feelings, and behaviors. These components bidirectionally influence one another and are implicated both in maintaining emotional states and changing them. This workshop will help students understand their reactions to various situations in the world and the relationship between thoughts, feelings, and behaviors and start to identify ways that they intervene to change their emotional experiences.

**References:**

Beck, J. S. (2011). *Cognitive Behavior Therapy: Basics and Beyond*. Guilford Press.

## **Topic:** Feel Better, Do Better: Strategies for Mood Improvement

### **Objectives:**

1. Explain the concept of Behavioral Activation and its role in improving mood and motivation.
2. Recognize personal obstacles to motivation and develop strategies to overcome them.
3. Develop a personalized action plan to engage in meaningful activities that enhance well-being.

### **Abstract:**

This workshop on Behavioral Activation introduces students to practical strategies for improving mood and increasing motivation. Participants will learn the principles of Behavioral Activation (from Cognitive Behavioral Therapy), which focuses on engaging in meaningful activities to counteract feelings of sadness and apathy. Through interactive discussions, group activities, and self-reflection exercises, students will explore the connection between behavior and emotions. By the end of the session, they will have the tools to identify personal barriers to motivation, set achievable goals, and implement small changes in their daily routines to enhance their overall well-being.

### **References:**

Martin, F., & Oliver, T. (2019). Behavioral activation for children and adolescents: a systematic review of progress and promise. *European child & adolescent psychiatry*, 28, 427-441.

McCauley, E., Gudmundsen, G., Schloredt, K., Martell, C., Rhew, I., Hubley, S., & Dimidjian, S. (2015). The Adolescent Behavioral Activation Program: Adapting Behavioral Activation as a Treatment for Depression in Adolescence. *Journal of Clinical Child & Adolescent Psychology*, 45(3), 291–304. <https://doi.org/10.1080/15374416.2014.979933>

Takagaki, K., Okamoto, Y., Jinnin, R., Mori, A., Nishiyama, Y., Yamamura, T., ... &

Yamawaki, S. (2016). Behavioral activation for late adolescents with subthreshold depression: a randomized controlled trial. *European child & adolescent psychiatry*, 25, 1171-1182.

**Topic:** Get Grounded: Strategies for When Your Emotions Take Over (DBT Distress Tolerance Skills)

**Objectives:**

1. Identify when students are feeling emotionally overwhelmed and understand how intense emotions can affect thoughts and behaviors.
2. Define distress tolerance and how it helps individuals manage difficult emotions without making impulsive or harmful decisions.
3. Learn DBT coping strategies, including self-soothing activities, distraction techniques, and focusing on sensory experiences to manage emotional distress.
4. Practice grounding techniques (5-4-3-2-1, breathing exercises).

**Abstract:**

In this interactive presentation, students will learn valuable tools to help them manage their emotions effectively using Dialectical Behavior Therapy (DBT) distress tolerance skills. The goal of this presentation is to equip students with a set of coping skills they can use in challenging moments, empowering them to handle stress, anger, or anxiety in healthy and positive ways. When emotions feel overwhelming, it can be hard to stay calm or make good choices. This session will introduce practical, easy-to-remember strategies that help students stay grounded and in control. Through techniques like the 5-4-3-2-1 grounding exercise, deep breathing, and self-soothing activities, students will discover ways to calm their minds and bodies when faced with difficult feelings. By the end of the session, students will leave with a personalized toolkit of skills to help them stay grounded, build emotional resilience, and manage their emotions with confidence.

**References:**

Linehan, M. M. (2015). *DBT® Skills Training Manual, Second Edition*. The Guilford Press.

Mazza, J. J., Dexter-Mazza, E. T., Miller, A. L., Rathus, J. H., & Murphy, H. E. (2016). *DBT Skills in schools: Skills training for emotional problem solving for adolescents DBT-STEPS-A*. Guilford Publications.

Rathus, J. H., & Miller, A. L. (2015). *DBT® Skills Manual for Adolescents*. The Guilford Press.



**Topic:** How to Stop “Shoulding” On Yourself: Learning to Challenge Your Thoughts

**Objectives:**

1. Understand the ways that our thoughts can influence our emotions and behaviors.
2. Identify common unhelpful thinking patterns (“thinking traps”).
3. Learn strategies to help challenge unhelpful thoughts.

**Abstract:**

This engaging workshop introduces students to the concepts of cognitive restructuring from Cognitive Behavioral Therapy (CBT) and “detective thinking” as outlined in the Unified Protocol. Students will explore the powerful connection between thoughts, emotions, and behaviors, learning how certain thought patterns can lead to feelings of being stuck and negatively shape perceptions of themselves, others, and the world. Through interactive discussions and practical exercises, students will learn to identify unhelpful thoughts and discover effective strategies to challenge and reframe these beliefs. By the end of the session, participants will not only understand the impact of their thinking but also gain valuable tools to enhance their emotional well-being and resilience.

**References:**

Barlow, D. H., Farchione, T. R., & Bullis, J. R. (2018). *Unified Protocol for Transdiagnostic Treatment of Emotional Disorders: Workbook for Adolescents*. Oxford University Press.

Beck, J. S. (2011). *Cognitive Behavior Therapy: Basics and Beyond*. Guilford Press.

## **Topic:** Keeping Connections: Using the GIVE & THINK Skills to Strengthen Relationships

### **Objectives:**

1. Learn DBT interpersonal effectiveness skills of GIVE (be Gentle, act Interested, Validate and Easy manner) and THINK (Think, Have Empathy, Interpretations, Notice, Kindness).
2. Practice using these skills in role-play interactions with other students.
3. Learn how to use GIVE and THINK skills in real-life scenarios to improve conversations, reduce conflicts, and foster mutual understanding in relationships.
4. Discuss the importance of building and maintaining healthy relationships with friends, family, and peers.

### **Abstract:**

Building and maintaining healthy relationships is crucial for personal growth and emotional well-being. In this presentation, participants will learn two essential skill sets from Dialectical Behavioral Therapy (DBT) — GIVE and THINK — that are designed to enhance communication and strengthen connections with others. The GIVE skill focuses on fostering positive and respectful interactions, while the THINK skill guides individuals in making thoughtful decisions about their words and actions when thinking about a situation from someone else's perspective. By understanding and applying these skills, participants will gain practical tools to improve their social interactions, reduce misunderstandings, and resolve conflicts in a constructive manner. The session will offer engaging examples and activities to help participants practice these skills and take away strategies for building more meaningful, supportive relationships with their peers, teachers, and families.

### **References:**

Linehan, M. M. (2015). *DBT® Skills Training Manual, Second Edition*. The Guilford Press.

Mazza, J. J., Dexter-Mazza, E. T., Miller, A. L., Rathus, J. H., & Murphy, H. E. (2016). *DBT Skills in schools: Skills training for emotional problem solving for adolescents DBT-STEPS-A*. Guilford Publications.

Rathus, J. H., & Miller, A. L. (2015). *DBT® Skills Manual for Adolescents*. The Guilford Press.

**Topic:** Let It Go! A Practice in Cognitive Defusion

**Objectives:**

1. Guide students to bring conscious awareness to their thought patterns.
2. Distinguish between helpful and unhelpful thought patterns.
3. Learn about the role of “letting go” of thoughts (i.e., cognitive defusion).
4. Learn to use a variety of defusion techniques to create separation from unhelpful thoughts.

**Abstract:**

In this interactive workshop, students will explore techniques to slow down and consciously engage with their thought patterns. Participants will better understand the ways that thoughts do not have to dictate behaviors. The session will introduce cognitive defusion techniques that help create distance from unhelpful thoughts, and how this can reduce their impact on mood and actions. Through guided discussions and hands-on practice, students will have the opportunity to identify specific thoughts they wish to separate from thoughts and apply defusion strategies. By the end of the workshop, participants will be equipped with valuable skills to enhance their emotional resilience and respond more mindfully to their thoughts.

**References:**

Bonsall, M. B., & Hayes, S. C. (2018). "Cognitive defusion and the development of new perspectives: A preliminary investigation." *Journal of Contextual Behavioral Science*, 10, 34-41.

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2011). *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change*. Guilford Press.

## **Topic:** Managing Performance Anxiety about Sports

### **Objectives:**

1. Learn more about anxiety and how it can impact performance during sports activities
2. Learn to challenge unhelpful thought patterns and develop a positive mindset.
3. Gain effective coping strategies to manage stress and thrive in high-pressure situations.
4. Practice relaxation techniques to regulate physiological responses.
5. Build confidence through gradual exposure to anxiety-provoking scenarios.

### **Abstract:**

Performance anxiety is a common challenge for high school athletes, often impacting their ability to perform in competition, practice, academics, and social settings. This interactive workshop is designed specifically for student-athletes to understand and address the unique anxieties they face, using practical tools grounded in Cognitive Behavioral Therapy (CBT). Participants will explore how anxiety manifests in athletes, including recognizing physical symptoms, identifying negative self-talk, and overcoming avoidance behaviors. Through engaging activities, group discussions, and role-playing exercises, student-athletes will learn how to overcome performance anxiety, foster resilience, and adopt a growth mindset. This workshop empowers athletes to excel on and off the field, equipping them with evidence-based strategies to perform at their best and approach challenges with confidence.

### **References:**

Correia, M. E., & Rosado, A. (2018). Fear of failure and anxiety in sport. *Análise Psicológica*, 36(1), 75-86.

Dehghani, M., Saf, A. D., Vosoughi, A., Tebbenouri, G., & Zarnagh, H. G. (2018). Effectiveness of the mindfulness-acceptance-commitment-based approach on athletic performance and sports competition anxiety: A randomized clinical trial. *Electronic physician*, 10(5), 6749.

Ong, N. C., & Chua, J. H. (2021). Effects of psychological interventions on competitive anxiety in sport: A meta-analysis. *Psychology of Sport and Exercise*, 52, 101836.

Spielberger, C. D. (2021). Stress and anxiety in sports. In *Anxiety in sports* (pp. 3-17). Taylor & Francis.

## **Topic:** Mindful Social Media: Navigating the Digital World

### **Objectives:**

1. Understand the impact of social media on students' well-being and relationships.
2. Identify key practices for healthy and responsible social media use, including setting personal boundaries.
3. Learn to critically evaluate online content and understand the importance of privacy and digital citizenship.

### **Abstract:**

This workshop will empower students to navigate the complexities of social media with confidence and responsibility. Through interactive discussions, participants will explore the psychological and social impact of social media on their well-being, identity, and relationships. Students will learn to identify healthy engagement practices, set personal boundaries, and develop critical thinking skills to discern online content. By fostering a positive digital presence, participants will leave equipped with strategies to create a balanced approach to their social media usage.

### **References:**

Khalaf, A. M., Alubied, A. A., Khalaf, A. M., Rifaey, A. A., Alubied, A., & Rifaey, A. (2023). The impact of social media on the mental health of adolescents and young adults: a systematic review. *Cureus*, 15(8).

Odgers, C. L & Jensen. M. R. (2020). Adolescent mental health in the digital age: Facts, fears and future directions. *Journal of Child Psychology and Psychiatry*, 61, 336–348  
UCLA Center for Mental Health in Schools. (2021). *Digital technology and adolescent mental health: A research report*. <https://doi.org/10.1007/s12646-021-00642-0>

## **Topic:** Mindfulness & Relaxation for High School Students

### **Objectives:**

1. Define mindfulness.
2. Learn the difference between mindfulness and relaxation strategies.
3. Practice a variety of mindfulness and relaxation exercises that students can use in the classroom, when taking breaks outside of class, or at home (e.g., while doing homework, talking with friends in person or online, etc.).

### **Abstract:**

Mindfulness is an evidence-based technique to help students recognize and manage mental health challenges including anxiety, depression, emotion dysregulation, and reduced self-worth. During this workshop, students will learn what mindfulness is, and how it can help them. They will learn how mindfulness is similar to and different from general relaxation or “self-care” practices. Students will also have opportunities to practice a variety of different mindfulness and relaxation strategies.

### **References**

Ruiz-Íñiguez, R., Santed German, M. A., Burgos-Julián, F. A., Díaz-Silveira, C., & Carralero Montero, A. (2020). Effectiveness of mindfulness-based interventions on anxiety for children and adolescents: A systematic review and meta-analysis. *Early Intervention in Psychiatry*, 14(3), 263-274.

Schonert-Reichl, K. A., & Roeser, R. W. (Eds.). (2016). *Handbook of mindfulness in education: Integrating theory and research into practice*. Springer.

## **Topic:** Restorative Breaks

### **Objectives:**

1. Learn the concept of restorative breaks and how they differ from regular breaks.
2. Explore various restorative activities that can be implemented in the school environment or at home.
3. Learn the physiological, emotional, and cognitive benefits of taking restorative breaks.
4. Discuss the effective versus problematic uses of technology.

### **Abstract:**

In today's fast-paced and academically rigorous high school environment, students are often faced with heightened levels of stress, mental fatigue, and difficulty maintaining focus. This presentation aims to introduce the concept of restorative breaks—intentional pauses during the school day designed to recharge both the mind and body. By exploring the benefits of restorative breaks, including improved concentration, reduced anxiety, and better emotional regulation, the session will emphasize their importance in promoting overall student well-being. Students will be introduced to various activities such as mindfulness exercises, physical movement, and creative expression, all designed to cater to the diverse needs of high school students. Students will work towards generating a list of activities to employ in future restorative breaks. By the end of the session, students and school leaders will have a deeper understanding of how restorative breaks can positively impact student performance, mental health, and foster a culture of mindfulness and self-care within the school community.

### **References:**

Blaydes, A. (2017). *The Power of Restorative Breaks in the Classroom*. Edutopia.

Jensen, E. (2005). *Teaching with the Brain in Mind*. Association for Supervision and Curriculum Development (ASCD).

**Topic:** Self-Advocacy: Using the DEAR MAN Skill to Ask for What You Want

**Objectives:**

1. Learn how to make effective requests of teachers and friends.
2. Learn to cope and compromise when teachers and friends say “no” to what you want.

**Abstract:**

In adolescence, students are expected to become more independent. It can be difficult for them to self-advocate in a respectful and productive way. This workshop introduces high school students to the DEAR MAN skill, a powerful tool from Dialectical Behavior Therapy (DBT), designed to help communicate more effectively and assertively. DEAR MAN stands for Describe, Express, Assert, Reinforce, Mindful, Appear Confident, and Negotiate. By learning and practicing this skill, students will gain confidence in expressing their needs, setting boundaries, and handling difficult conversations with peers, teachers, and family members. Through interactive activities and real-life examples, participants will explore how to use DEAR MAN to improve relationships, reduce stress, and navigate challenging social situations.

**References:**

Linehan, M. M. (2015). *DBT® Skills Training Manual, Second Edition*. The Guilford Press.

Mazza, J. J., Dexter-Mazza, E. T., Miller, A. L., Rathus, J. H., & Murphy, H. E. (2016). *DBT Skills in schools: Skills training for emotional problem solving for adolescents DBT-STEPS-A*. Guilford Publications.

Rathus, J. H., & Miller, A. L. (2015). *DBT® Skills Manual for Adolescents*. The Guilford Press.



## **Topic:** Supporting And Responding to Students with Gastrointestinal Symptoms

### **Objectives:**

1. Describe irritable bowel disease and disorders of gut-brain interaction (i.e., chronic abdominal pain, chronic nausea and vomiting) and their impact on school performance.
2. Learn about the biopsychosocial model of pain as it relates to GI conditions.
3. Learn how these diagnoses can impact success in the academic setting.
4. Provide practical tools to support children who have frequent absences, tardies, or early dismissals because of their symptoms. This will include individual coping strategies for students as well as specific plans to increase school participation.

### **Abstract:**

The school environment is a critical context in which children develop academically, socially, and emotionally. A chronic gastrointestinal diagnosis can knock students off their educational trajectory by affecting attendance, ability to pay attention and complete assignments, and quality of relationships with peers and teachers. This not only impacts the student and their family; it can also create confusion and stress for educators as they work to identify ways to get the student back on track. This workshop will introduce the concept of disorder of gut-brain interaction (sometimes called functional disorders) and why they are often associated with impact on academics, as well as describe how educators and school counselors play a meaningful role on the treatment team. Evidenced-based strategies for coping with symptoms during the school day will be discussed. Ideas for school re-entry plans will be provided with an emphasis on accommodation that promotes participation at an individualized pace. Lastly, examples of communication with healthcare providers and families that can help a student make progress will be discussed during this workshop.

### **References:**

Williams, S.E., & Zahka, N.E. (2017). Treating Somatic Symptoms in Children and Adolescents. *The Guilford Press*.