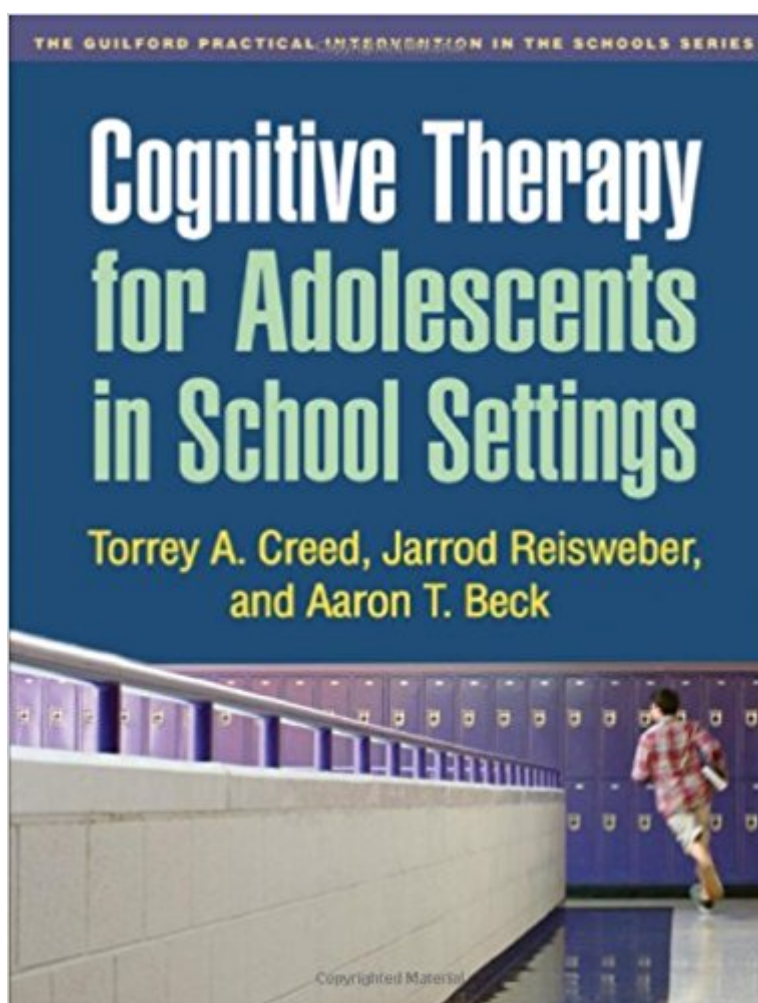


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Cognitive Therapy For Adolescents In School Settings (The Guilford Practical Intervention In The Schools Series)



Synopsis

This first concise guide to conducting cognitive therapy (CT) with adolescents in school settings features in-depth case examples and hands-on clinical tools. The authors—who include renowned CT originator Aaron T. Beck—provide an accessible introduction to the cognitive model and demonstrate specific therapeutic techniques. Strategies are illustrated for engaging adolescents in therapy, rapidly creating an effective case conceptualization, and addressing a range of clinical issues and stressors frequently experienced in grades 6–12. The challenges and rewards of school-based CT are discussed in detail. In a convenient large-size format with lay-flat binding for easy photocopying, the book contains 16 reproducible handouts, worksheets, and forms. Purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

Book Information

Series: The Guilford Practical Intervention in the Schools Series

Paperback: 173 pages

Publisher: The Guilford Press; (Lay-Flat Paperback) edition (February 14, 2011)

Language: English

ISBN-10: 1609181336

ISBN-13: 978-1609181338

Product Dimensions: 10.5 x 8.1 x 0.4 inches

Shipping Weight: 14.4 ounces (View shipping rates and policies)

Average Customer Review: 4.5 out of 5 stars 11 customer reviews

Best Sellers Rank: #49,494 in Books (See Top 100 in Books) #24 in Books > Health, Fitness & Dieting > Psychology & Counseling > Psychiatry > Child #82 in Books > Textbooks > Social Sciences > Psychology > Cognitive Psychology #111 in Books > Textbooks > Medicine & Health Sciences > Medicine > Clinical > Psychiatry

Customer Reviews

"This book provides an extremely valuable resource for school-based mental health professionals at any level of experience. The case examples guide the reader very clearly and with great depth through all aspects of effective cognitive therapy with adolescents. Moreover, the book offers explicit suggestions for how to implement cognitive therapy treatment techniques within typical settings. This resource belongs on the bookshelf of every school psychologist and school counselor."--Diane

Smallwood, PsyD, School Psychology Programs, Philadelphia College of Osteopathic Medicine

“This clearly written manual should prove invaluable to school psychologists, counselors, teachers, and administrators who are concerned about the behavior and mental health of students. Developed through experience in schools, and grounded in evidence-based therapeutic techniques, the book offers practical explanations, case studies, and reproducible materials. It tackles the tough question of why students behave in ways that undermine their social, emotional, and academic success. More important, it systematically offers concrete strategies for empowering students to make healthy, productive changes in the way they think about and interact with the world around them.”--Jerry McMullen, PhD, school psychologist/behavior management consultant, Exton, Pennsylvania

“Creed, Reisweber, and Beck have crafted an outstanding clinical book that is highly relevant to mental health professionals who work with adolescents. The authors provide clear, step-by-step guidelines for administering cognitive therapy in school settings, as well as rich illustrative vignettes. The authors further enhance the applicability of their procedures by addressing common treatment obstacles that school-based practitioners encounter. A wealth of assessment and treatment worksheets and ancillary materials are supplied. This book is a ‘must have.’”--Christopher A. Kearney, PhD, Department of Psychology, University of Nevada, Las Vegas

“Working with adolescents can be challenging, especially when dealing with the time constraints and other complications of school settings. This book addresses the challenges and provides strategies and techniques you can have confidence in. The authors present the latest advances in cognitive therapy with adolescents and show how to translate them into the ‘real world’ of schools. They take the clinician step by step through cognitive case formulation and describe a range of treatment techniques, providing flexible, practical, and effective guidelines for clinical practice. The approach is unique and highly engaging. This is a book that all clinicians who work with youth will want on their shelves.”--Mark A. Reinecke, PhD, ABPP, Department of Psychiatry and Behavioral Sciences, Northwestern University

“A very practical book. There are numerous stories that can be used with young people to illustrate important theory. Indeed, I tried out some, such as ‘The roller coaster story,’ with teenage patients, and it worked well. Similarly, the ITCH approach to problem solving was well received as a guide to dealing with issues faced by an older teenager. Some of the techniques could be employed by clinicians even if they do not subscribe to CT....The authors offer some lovely ideas for helping students identify their thoughts and emotions....This is a very useful book that could be helpful to a range of practitioners in schools.” (Counselling Children and Young People 2011-02-16)

“A book that should be on every teacher’s book shelf. It provides an understandable overview on how to do cognitive therapy in the school setting,

including realistic case vignettes that help the reader start thinking about how to apply the basic concepts of automatic thoughts, intermediate beliefs, and core beliefs....I found it easy to read and very instructive as the case vignettes were used to identify cognitive concepts and subsequent dialogues between student and counselor....I did not find any weaknesses in this book and would recommend it for beginning ers as well as more experienced practitioners who are looking for additional activities to add to their tool kit. For those who are looking for research support regarding CT and cognitive-behavioral therapy, each chapter ends with a list of studies or a summary of supportive evidence." (School Social Work 2013-10-16)

Torrey A. Creed, PhD, is a clinical psychologist with the Psychopathology Research Unit at the University of Pennsylvania and the Center for Family Intervention Science at the Children's Hospital of Philadelphia. She is also Project Director and Lead Trainer in the Child Expansion of the Beck Initiative, a collaboration between the University of Pennsylvania and the City of Philadelphia's Department of Behavioral Health and Mental Retardation Services, which trains community therapists to conduct cognitive therapy for prevention and treatment of a variety of problems and disorders, including suicide, depression, trauma, substance misuse, depression, and anxiety in youth. Dr. Creed's primary research interests include cognitive therapy, treatment outcome with youth and families, suicide, and trauma. She has provided direct intervention for children and adolescents in schools and trained mental health care professionals to practice cognitive therapy in a range of school settings.

Jarrold Reisweber, PsyD, is Acute Services Coordinator for veterans in Philadelphia and a program director in the Psychopathology Research Unit at the University of Pennsylvania. His clinical interests include suicide prevention, substance abuse treatment, intervention programs for externalizing males, and cognitive therapy for individuals with schizophrenia. Dr. Reisweber has trained clinicians to conduct cognitive therapy in school, correctional, and community mental health settings; presented internationally on anger management and suicide prevention programs for high school students; and published on interventions and consultation in high schools.

Aaron T. Beck, MD, is the founder of cognitive therapy, University Professor Emeritus of Psychiatry at the University of Pennsylvania, and President Emeritus of the Beck Institute for Cognitive Behavior Therapy. Dr. Beck is the recipient of numerous awards, including the Albert Lasker Clinical Medical Research Award, the American Psychological Association (APA) Lifetime Achievement Award, the American Psychiatric Association Distinguished Service Award, the Robert J. and Claire Pasarow Foundation Award for Research in Neuropsychiatry, and the Institute of Medicine's Sarnat International Prize in Mental Health

and Gustav O. Lienhard Award.

This text is a great resource for school clinicians. It contains valuable info. on how to introduce concepts like automatic thoughts/images to adolescents. Other topics include treatment goals, case conceptualizations and structuring sessions in schools with time limits. Behavioral interventions that compliment the cognitive techniques are also included. The one regret I have is that I purchased it for Kindle. It can be used as a workbook, and has many appendixes that were intended to be photocopied and used in your practice. If I had to do it again, I would definitely go for the paper copy.

Excellent book! It explains the concepts well and provides a lot of resources along the way. It also has spaces for you to process, write down your thoughts, and participate in examples as you're reading along. The writing is pretty big so it's a quick read considering how much material gets covered in the book.

This book goes through CBT in a clear and concise way. The main theme is to work out the case conceptualisation and from there the strategies to help the client - in this case students in schools. Great job.

Concise, uses repetitive statements that keep explaining the nuggets of CT.

This book meets my expectations.

Got my book as predicted and in good condition

awesome book and a must for anyone working in school with kids with mental health issues, especially anxiety and depression.

The book is very useful, just as I have expected it to be.

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