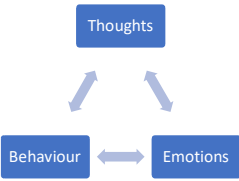

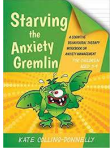
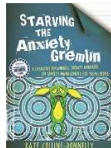


## Interventions using Cognitive Behavioural Therapy (CBT) principles

<p><i>What is CBT?</i></p>	<p>CBT looks at the relationship and interaction between our thoughts (cognition), our feelings (emotions) and our actions (behaviours). Specifically, our thoughts determine our feelings and our behaviour. Negative or unrealistic thoughts can cause us distress and problems.</p> 
<p><i>Key Concepts</i></p>	<p>The CYP is encouraged to focus on the problems they are experiencing, consider why the problems are occurring and explore strategies to help address these. The CYP takes an active role in solving their problems. Within CBT, thought patterns are believed to form the basis of behaviours, so the CYP is supported to identify:</p> <ul style="list-style-type: none"> <li>• unhelpful (negative, unrealistic) thoughts</li> <li>• unhelpful behaviour patterns</li> <li>• the links between their thoughts and behaviour</li> <li>• ways to challenge their negative thoughts and behaviour</li> </ul>
<p><i>What does the research say?</i></p>	<p>CBT has a robust evidence base (Hofmann et al, 2012) and has proven to be an effective form of intervention for use with YP in schools (Stallard, 2005, Werner-Seidler et al, 2017). Typical difficulties that can be supported through CBT-based approaches include: emotional regulation difficulties, social relationships and barriers to learning (NICE, 2013). The time limited, goal-orientated and flexible nature of CBT is well suited for use within educational settings (Mennuti et al, 2012). References as cited in the Solihull guide.</p>
<p><i>Examples of interventions using CBT principles</i></p>	 <p><b>Mighty Minds</b> A Sheffield City Council designed group intervention to help young people develop essential life skills needed to maintain emotional wellbeing and manage anxiety. Throughout the 8-week intervention, young people learn how to build emotional resilience, develop self-confidence, manage overwhelming thoughts/feelings and solve problems through a mixture of adult guidance and modelling as well as experiential and peer learning. Sheffield EPS can provide further information and hold regular Mighty Minds training sessions.</p>   <p><b>Starving the Anxiety Gremlin: A Cognitive Behavioural Therapy Workbook on Anxiety Management for Young People and Starving the Anxiety Gremlin for Children Aged 5-9: A Cognitive Behavioural Therapy Workbook on Anxiety Management.</b> Kate Collins-Donnelly has written two books that can be worked through by children and young people. Activities involve puzzles, stories, quizzes along with writing and drawing activities. Chapters and activities can be ‘dipped into’ and relevant pages may be photocopied. <a href="https://www.anxietyuk.org.uk/products/children-and-anxiety/starving-anxiety-gremlin/">https://www.anxietyuk.org.uk/products/children-and-anxiety/starving-anxiety-gremlin/</a></p>

*Examples of interventions using CBT principles*



**Think Good, Feel Good A Cognitive Behaviour Therapy Workbook for Children and Young People** by Paul Stallard. A practical resource in print and online with a range of activities and worksheets. The book contains 10 modules that can be worked through as a complete programme or sections can be adapted for individual use.



**FRIENDS For Life, Fun FRIENDS and My FRIENDS Youth** are school-based anxiety prevention and resilience building programmes developed by Dr. Paula Barrett in Australia.

*FRIENDS is an acronym for the skills taught throughout the programme:*

**F** Feelings

**R** Remember to Relax -have quiet time.

**I** I can do it! I can try (Inner helpful thoughts)

**E** Explore Solutions and Coping Step Plans.

**N** Now reward yourself! You've done your best!

**D** Don't forget to practice.

**S** Smile! Stay calm, Stay Strong and talk to your support networks!

**CBT information and worksheets can be accessed for free at**  
<https://www.therapistaid.com/therapy-worksheets/cbt/none>