

# Changing Negative Thoughts

**AUTOMATIC NEGATIVE THOUGHT**

- Twisty**  
Twists your thinking
- Resistant**  
They can be very difficult to turn off
- Automatic**  
They appear quickly without you doing anything
- Pessimistic**  
They make you feel negative emotions like sadness, worry, and anger.
- Sneaky**  
People don't usually notice them.

## Recognizing Automatic Negative Thoughts


**Twisty**  
Twists your thinking so you ignore evidence and believe untrue things.

**Resistant**  
They can be very difficult to turn off.

**Automatic**  
They appear quickly without you doing anything

**Pessimistic**  
They make you feel negative emotions like sadness, worry, and anger.

**Sneaky**  
People don't usually notice them.





## Map 4 Changing Negative Thoughts

**How to Use**

The fourth map starts with the negative feeling they had. Sometimes it is helpful to consider spending specific time on each negative thought you change them. (Materials provided)

Once we have the negative thought, we are changing that thought to a positive thought. It means considering the outcome?

Continue by generating the positive, just realistic.

Next is the positive behavior depending on when a student has a negative thought.

### MAP 4: Recognizing Automatic Negative Thoughts

**Trigger**

Practice Changing the Negative Thoughts and Inspecting the Impact.

<p><b>1 Negative Thought</b></p> <div style="border: 1px solid black; height: 60px;"></div>	<p><b>2 Negative Feeling</b></p> <div style="border: 1px solid black; height: 60px;"></div>
<p><b>4 Evidence for Negative Thought</b></p> <div style="border: 1px solid black; height: 60px;"></div>	<p><b>5 Alternate Positive Thought?</b></p> <div style="border: 1px solid black; height: 60px;"></div>
<p><b>6 Impact of the Thought</b></p> <div style="border: 1px solid black; height: 60px;"></div>	

## Map 3 Changing Negative Thoughts

**How to Use**

The third map starts with the negative thought they had. Sometimes it is helpful to consider spending specific time on each negative thought you change them. (Materials provided)

Once we have the negative thought, we are changing that thought to a positive thought. It means considering the outcome?

Continue by generating the positive, just realistic.

Next is the positive behavior depending on when a student has a negative thought.

### MAP 3: Changing Negative Thoughts Map

**Trigger**

Practice Changing the Negative Thoughts and Inspecting the Impact.

<p><b>1 Negative Thought</b></p> <div style="border: 1px solid black; height: 60px;"></div>	<p><b>2 Positive Thought</b></p> <div style="border: 1px solid black; height: 60px;"></div>
<p><b>3 Positive Feeling</b></p> <div style="border: 1px solid black; height: 60px;"></div>	<p><b>4 Positive Behavior</b></p> <div style="border: 1px solid black; height: 60px;"></div>
<p><b>5 Positive Impact</b></p> <div style="border: 1px solid black; height: 60px;"></div>	

## Helpful Questions from Dr. Positive

1. What is the effect of your Negative Thought?
2. Is there another way to think about this?
3. What effect does your Negative Thought have on your feelings and behavior?
4. What type of behavior do you want to see?

### Reflection with Dr. Positive

1. When do your Automatic Negative Thoughts get out of control?
2. What types of Automatic Negative Thoughts (Thought Errors) do you have?
3. What happens to your feelings and your behavior after an Automatic Negative Thought has gotten out of control?



# Using Coping Strategies

## Coping STRATEGIES

- Get a drink of water
- Listen to music
- Ask for more time
- Talk about it with a teacher or

## Coping STRATEGIES

- Drink Water
- Count
- Pick a Yoga Pose
- Write
- Hand Squeezes
- Deep Breaths
- Read
- Take 5. Relax



### MAP 5: Coping CAPTAIN

#### Trigger

I forget my homework for the second time this week.

Practice coping skills to get back on a positive path.

<b>1 Negative Thought</b> "My teacher is going to make me stay in worst."	<b>2 Negative Feeling</b> Embarrassed and	<b>3 Coping Strategy?</b> First, Take deep breaths and
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### MAP 5: Coping CAPTAIN

#### Trigger

Practice coping skills to get back on a positive path.

<b>1 Negative Thought</b>	<b>2 Negative Feeling</b>	<b>3 Coping Strategy?</b>
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### Map 5

## Coping CAPTAIN

#### How to Use

The fifth map starts when the student has had a negative thought and a negative feeling after a trigger event. This is much more frequent than other maps.

Once the student has identified the trigger, the negative thought, and the negative feeling, we work through what type of coping skill will work to help them calm down. I often remind them that it is incredibly hard to problem solve when we are at our angriest, so first we calm down and then we try to solve problems. Psst, it's the same thing I tell teachers when they are trying to process an event with an escalated student ☺.

They then go back to the beginning. I emphasize how much longer this takes when we let our thoughts and feelings control things. Now they have to recognize that negative thought like in MAP 2, then go down the positive path like



# Inspecting our Impact



## Map 6

## Cleaning Up the Mess



### How to Use

The fifth map is when frequent, especially at  
The student plots out t

### MAP 6: Cleaning Up the Mess Map

### Trigger

### MAP 6: Cleaning Up the Mess Map

### Trigger

I forget my homework for the second time this week.

### 4 Negative Impact

## IMPACT Inspector



### Name & Date

What Happened?

Who was involved?

What do they think?

How do they feel?

<input type="text"/>	→	<input type="text"/>	→	<input type="text"/>
<input type="text"/>	→	<input type="text"/>	→	<input type="text"/>
<input type="text"/>	→	<input type="text"/>	→	<input type="text"/>

How can you change how they feel or what they think about you?

### 7 Negative Impact

in trouble for  
ng my teacher. It  
s class time.  
kids are  
jed.

### Positive Impact



### Impact

cepts my apology  
see the changes



# Time to Fix Things



## How to Write a Fantastic **FIX-IT** Statement



Say you are sorry.



Say how you feel.

### How to Write a Fantastic **FIX-IT** Statement



Say how you are

I'm sorry. \_\_\_\_\_  
I feel \_\_\_\_\_  
I could have \_\_\_\_\_  
\_\_\_\_\_

I know I caused \_\_\_\_\_  
\_\_\_\_\_

To make sure it doesn't happen again. I \_\_\_\_\_  
\_\_\_\_\_

### How to Write a Fantastic **FIX-IT** Statement



I'm sorry. \_\_\_\_\_  
I feel terrible that it caused such a disruption. \_\_\_\_\_  
I could have asked for help instead of putting my \_\_\_\_\_  
head down and wasting class time. \_\_\_\_\_  
I know this made my problem to get worse. \_\_\_\_\_

To make sure it doesn't happen again. I'm going to \_\_\_\_\_  
talk to my mom about ways to remember my homework \_\_\_\_\_  
and use the "I need help card" to let you know I'm upset. \_\_\_\_\_



# Meet the **HELPER SQUAD**

As a practitioner, I found it challenging to find Cognitive Behavioral Therapy materials that were engaging for younger students and also concrete enough for them to engage in problem solving using the skills they were taught. Changing a negative thought, using a coping strategy, understanding how they were feeling, knowing how their behavior impacted other people were all really tough skills. I tested out different names, characters, skills, and settled on these five core CBT skills and characters for elementary students.

Meet the Helper Squad.

## **CHIEF EMOTION** Officer

Chief Emotion Officer (CEO) helps you identify how you are feeling, how strong your feelings are, and how you usually feel in certain situations.



## **IMPACT** Inspector

Impact Inspector helps when it has all gone wrong. She takes a close look at how your choices impacted you and others, and how the impact might be different with different choices.



## **Coping** CAPTAIN

Coping Captain helps us figure out what strategies to use when our feelings and thoughts are overwhelming. He makes sure we are able to calm down so we can make positive choices.



## **Doctor** POSITIVE

Dr. Positive helps you analyze automatic negative thoughts and find the evidence. She uses a step by step process to look for thought errors and makes sure you are using all the facts.



## *Fantastic* **FIX-IT**

Fantastic Fix-It comes in after a situation has gone badly and finds real ways to try to make the situation better. He helps you apologize and come up with real solutions. He works with Impact Inspector.



*Counseling Tools*



# CBT PROBLEM SOLVING MAPS

for SCHOOL COUNSELING



**problem**

STRATEGY

**solution**



Teach CBT Skills with the **HELPER SQUAD**

Social  
Emotional  
Workshop

Check Out My  
Pins, Articles,  
and Blog Posts!

**click clickity click**

