

Overview of Cognitive Behavioral/ Instructional Strategies (CBIS)



Cognitive Behavioral/Instructional Strategy (CBIS) interventions are based on the simple principle that thinking (internal behavior) impacts emotions/feelings and controls overt actions (external behavior).

Through CBIS, learners are taught step-by-step strategies that increase self-awareness and can lead to change in their emotional states, behavior, and actions. These interventions can be used with learners who display problem behavior related to specific emotions or feelings, including anger or anxiety. These interventions can also be used to support learners in acquiring social and academic skills through explicit strategy instruction.

CBIS interventions are often used in conjunction with other evidence-based practices, including modeling, visual supports, prompting, reinforcement, social narratives, peer-based instruction and interventions, and parent-implemented interventions. (Steinbrenner, et al., 2020).

<p>HOW DOES CBIS CONNECT TO THE TENNESSEE SOCIAL & PERSONAL COMPETENCIES (TN SPC)?</p>	<p>CBIS interventions are aimed at teaching learners the skills to support their self-awareness and self-management. According to the TN SPC standards, “self-awareness is the ability to accurately recognize one’s emotions, thoughts, and values and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a grounded sense of confidence, optimism, and a ‘growth mindset.’”</p> <p>According to the TN SPC standards, “self-management is the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working towards achieving personal and academic goals.” (TN SPC Resource Guide, 2017).</p>
<p>WHY USE CBIS WITH STUDENTS?</p>	<ul style="list-style-type: none"> ❑ CBIS is effective in improving many cognitive and behavioral skills of learners. ❑ Specifically, CBIS can be effective in supporting social engagement, emotional well-being, and increasing the use of coping skills for learners. ❑ Through systematic teaching, CBIS can help promote mental health and resilience skills that enable learners to cope effectively with stress and adversity.
<p>WHAT ARE THE KEY CBISS?</p>	<p>There are many CBISSs, but the ones we will cover in more depth include the following:</p> <ul style="list-style-type: none"> ❑ Emotion awareness strategies. These teach learners why we have emotions/feelings, the benefits and challenges of emotions, and how to identify different levels of emotional expression in oneself and others. Emotion awareness education also teaches learners about the connection between situations, thoughts, emotions, and behaviors. Emotion awareness strategies often use visual supports, such as a feelings thermometer or scale, to help learners understand the connection between their emotions and behaviors across different situations. ❑ Cognitive self-regulation strategies. These help learners become more aware of their thought patterns, including unhelpful thinking patterns, and recognize how these patterns can contribute to their feelings and behaviors. These strategies also include distraction techniques to help manage behavioral responses during moments of feeling distress. ❑ Behavioral coping and self-regulation strategies. These teach learners ways to manage stress and cope with the physical aspects of stress and difficult emotions through relaxation. Behavioral coping strategies include diaphragmatic breathing, progressive muscle relaxation, and mindfulness-based strategies. ❑ Gradual exposure. This teaches learners, who experience specific worries or anxieties, to gradually face their fears one small step at a time, after learning and applying a set of behavioral coping strategies.

<p>WHAT ARE SOME CONSIDERATIONS FOR IMPLEMENTATION OF CBIS?</p>	<p>It is important to consider any prerequisite skills learners may need to successfully engage in CBIS interventions. Some important prerequisite skills to consider before beginning a CBIS intervention with a learner are:</p> <ul style="list-style-type: none"> ❑ cognitive developmental level of the learner, as CBIS interventions often require cognitive developmental levels at or above six years; ❑ expressive and receptive language skills at or above six years; ❑ reading level consistent with the level of written materials used; and ❑ group readiness skills (if providing CBIS in a group setting). <p>It is also important to consider students' learning needs and incorporate additional evidence-based teaching strategies to support learners' acquisition of skills. Here are some important considerations when implementing a CBIS intervention with learners:</p> <ul style="list-style-type: none"> ❑ For learners with disabilities, including autism, be sure to incorporate other evidence-based strategies to support the learning process, such as visual supports, prompting, and positive reinforcement. ❑ Learners receiving CBIS intervention will need explicit instruction from a trained teacher that involves modeling, guided practice, and independent practice. ❑ To build fluency and generalize CBIS skills, students will also need frequent opportunities to practice these skills daily, outside of CBIS intervention time.
<p>TRIAD RESOURCES</p>	<p>There are specific complexities when implementing CBIS, depending on student needs and behaviors. Consider attending a TRIAD webinar, workshop, or enrolling in a TRIAD consultation and coaching service line to support implementation. Learn more at Triad.vumc.org/schools.</p>
<p>REFERENCES</p>	<ul style="list-style-type: none"> ❑ Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). <i>Evidence-based practices for children, youth, and young adults with Autism</i>. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team. https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf ❑ Mussey, J., Dawkins, T., & AFIRM Team. (2017). <i>Cognitive behavioral intervention</i>. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from http://afirm.fpg.unc.edu/cognitive-behavioral-intervention