

The Pennsylvania

APRIL 2023

# Psychologist

VOLUME 83, NUMBER 3



**EXPLORING** THE  
**MAZE OF LIFE**  
**ONE THOUGHT AT A TIME**  
A CBT TOOL FOR TEENAGERS

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Exploring the Maze of Life One Thought  
at a Time: A CBT Tool for Teenagers

Let's Tap  
Into Our  
Collective  
Resources!



CONNECT WITH  
FAMILY, FRIENDS,  
COWORKERS, AND  
COLLEAGUES TO  
SOLICIT ITEMS!

MORE AUCTION ITEM  
IDEAS:

- GIFT CARDS
- BOTTLES OF WINE
- SPORTS TICKETS
- JEWELRY AND  
HANDBAGS



DONATIONS OF  
CASH TO BE USED  
TO PURCHASE  
AUCTION ITEMS  
ARE WELCOME  
TOO!



# AUCTION ITEMS NEEDED!

## FOR PPF's THIRD ANNUAL SILENT AUCTION

To make sure our auction is successful, we need as many great auction items as possible!

- Do you have a favorite location you'd like other people to check out? Donate a stay at a local B&B or a dinner at a nearby restaurant.
- Maybe you have your own vacation home you'd be willing to share for a weekend getaway.
- Perhaps you are an artist or craftsperson (or know an artist or craftsperson) who would be willing to donate a one-of-a-kind item.
- Do you have a talent or skill you are willing to share in a workshop for a lucky winner?
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**Deadline: Monday, May 15, 2023**

If you have any questions or need a specific solicitation letter, please give us the contact information and we will generate the letter for you.

Please contact: Dhara Patel at [dhara@papsy.org](mailto:dhara@papsy.org).

Fill out a donation form at  
[www.PPF2023.givesmart.com](http://www.PPF2023.givesmart.com)

Pennsylvania Psychological

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If you are interested in submitting an article to be published in *The Pennsylvania Psychologist* please contact Publications Chairperson, Helena Tuleya-Payne, DEd at [publications@papsy.org](mailto:publications@papsy.org).

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# PPA MEMBERS HAVE IT GOOD

JEANNE M. SLATTERY, PhD

*I went to APA's Practice and SPTA Leadership Conference (PLC) in Washington, DC, in March 2023. One reason to travel is to discover other ways of approaching the world. What I learned at PLC is that we have it good. Real good.*

We are the fifth-largest state in the United States (12.8 million people live in Pennsylvania, while California has 39.5 million), but we are the largest by state association membership. With 6.5 full-time staff, we are one of the largest by staff size. Many state associations have two or fewer staff, and some have only part-time staff.

What does this mean? We are the only state with someone in Rachael Baturin's role, attending to legislative issues and advocating for psychologists on the state and national levels. Molly Cowan is one of only two full-time Directors of Professional Affairs in the United States; some work as few as 5 hours per week. Molly and Rachael spend most of their days answering questions about ethics, legal issues, and practice requirements and have answered 324 questions so far this year (as of March 8, 2023), despite vacations, conferences, and sick days. Part-time staff in other states do answer questions, but they must also advocate for psychology friendly legislation, update the website, solicit and arrange webinars, and contract hotels for their annual retreat or convention.

The quantity and quality of continuing education workshops we offer are due to the hard work and vision of Judy Huntley and her team. One of our PLC workshops considered copyright, trademark, and contract issues. I was bored to tears and grateful that understanding these issues is not a regular part of my job as


president, which it is for many association boards. Similarly, Erin Brady's work on *The Pennsylvania Psychologist* takes endless hours and enables PPA to showcase the work and expertise of our membership.

Our staff work behind the scenes to understand issues that are important to all of us and to enable PPA's board and membership to focus on the issues that we want to concentrate on, such as prescription privileges (RxP). Their ongoing relationships with our legislators are a real gift and the networking abilities of Ann Marie Frakes, our Executive Director, are invaluable. Iva Brimmer rapidly and knowledgeably responds to our questions about membership issues, serving as our de facto association historian. Their work allows us to consider diversity issues rather than only contracts and gave us the time to self-nominate for the Div. 31 Diversity Award (which we won this year). Their work allows us to think about the big issues rather than only worrying about putting out fires.

Being a large, stable organization means that we can afford to take a stand (e.g., RxP, insurance, diversity). We do not need to worry (as much) about rocking the boat, as tiny state associations must worry: We know that we will weather any storm. We thrived during COVID, a period where many state associations, nonprofits, and businesses struggled. We have a breadth of expertise—both in the staff and among our members—to respond to any crisis we face.

About 40% of the sitting presidents

of the state associations are early career psychologists (ECPs). On the one hand, their leadership may be energizing and a source of new ideas, but it also puts these ECPs in a difficult position—needing to devote considerable time to their state association during a time when they may have wanted to focus on starting a business, jumpstarting their careers, and raising children. It may mean that these state associations have leaders without as much experience in how their organization works and leaders who are forced into positions before they feel ready to run and who may be unable to serve in leadership for as long as they might choose to do for a larger association. (Where do you go after being president?) On the other hand, I have learned so much about PPA and what I am capable of that I (almost) wish I had served as president 20 years ago.

We have the staff time to pursue many of the initiatives that excite us. We have sufficient funds to make decisions based on our interests and our association's goals rather than what our funds and time allow. We are large enough that we have a wealth of expertise that makes our listserv invaluable and every goal we strive toward achievable. We have it good. 



# Congratulations to PPA's 2023 Award Winners



## *Distinguished Contributions to the Science and Profession of Psychology* *Paul Kettlewell, PhD, ABPP*

Dr. Kettlewell has a long history of service to psychology, including as a member of APA's Council of Representatives and Committee for the Advancement of Professional Practice, as president of the Pennsylvania Psychological Association (PPA), and APA representative to PPA's Executive Committee. Currently, he is serving as member of a task force on salary and compensation for our Executive Director and has recently agreed to chair a task force exploring master's level licensure for Pennsylvania. Dr. Kettlewell has advocated for psychologists to serve as Medicare providers and receive hospital privileges, and for changes in regulations at Pennsylvania Department of Human Services to integrate Primary Care and Behavioral Health services. He authored a draft of Duty to Protect by Warning legislation in Pennsylvania and led a task force within PPA to change our licensure law. He has received PPA's Distinguished Service Award, APA's Heiser Award, and placement on Geisinger Pediatric Department's Wall of Fame, each recognizing his contributions advocating for psychology, our students, and our consumers.



## *Distinguished Service Award* *Jade Logan, PhD, ABPP*

Dr. Logan's service to the Pennsylvania Psychological Association (PPA) is exemplary. She currently sits on PPA's Board of Directors and its Executive Committee as PPA's first Officer of Diversity and Inclusion (ODI). She has been listening to diverse constituencies, working on setting up ongoing relationships and collaborations, consulting with the Executive Committee, creating opportunities for and offering webinars and discussions on diversity, and developing a plan for the future. Anyone can be a Chair of a committee, but a strong Chair is one who has a vision and is willing and able to actualize that vision. During her tenure as the Publications Committee Chair, she energized a committee, which had previously been floundering, serving as a strong Chair who has a vision and was willing to actualize this vision. Dr. Logan has distinguished herself and made significant contributions to her training program, to the profession, and to PPA.



## *Public Service Award* *Representative Justin Flemming*

Justin has spent nearly 18 years in and around state government as a public servant and as an advocate to expand mental health care and provide more resources for children in Pennsylvania. Justin Fleming was elected in November 2022 to represent the 105th Legislative District in Dauphin County. Before becoming a State Representative, Justin served as the Susquehanna Township Commissioner for the 8th Ward. As a state Representative, he will work with other legislators to provide better education for all children. He will also support social and economic justice and support working families by reducing income inequality and providing access to health care to make life-saving medications more affordable.



## *Pennsylvania Psychological Association Award for Distinguished Contributions to School Psychology* *David Lillenstein, DEd*

Dr. David Lillenstein has worked for the Derry Township School District in Hershey, PA since 2002. In 2019, he was awarded an Impact Award and the 2019 Alumni Scholar Award by the IUP College of Education and Communications for his contributions to the field of school psychology. Dr. Lillenstein was named the 2023 Government and Professional Relations Outstanding Advocate by the National Association of School Psychologists. Dr. Lillenstein has been actively involved in the Association of School Psychologists of Pennsylvania as President (2015-2020), PPA Liaison (2006-present), and Conference Chair (2010-present), and he is currently the Pennsylvania Delegate to the National Association of School Psychologists and the DPS School Psychology Section President with the Pennsylvania State Education Association (PSEA).

Join us in person at PPA2023 to celebrate these outstanding members on Thursday, June 22, during our Annual Awards Dinner. Register for convention and purchase your ticket for this event or purchase the All-Access Pass, which includes a ticket!



# EXPLORING THE MAZE OF LIFE ONE THOUGHT AT A TIME: A CBT TOOL FOR TEENAGERS

THOMAS TREADWELL, EdD; DEBORAH DARTNELL, MA

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Life is full of extraordinary moments and complex situations that we maneuver through. As you continue through these pages, you will be provided with a variety of tools to help shed light on the pathways of your thoughts, but it will be up to you to decide how to navigate your maze.

## BRIEF THOUGHT RECORD HISTORY

Cognitive Behavioral Therapy (CBT) Automatic Thought Records (ATRs) were initially developed for use with adults (Beck et al., 1979). Aaron T. Beck and colleagues (1979) developed the first dysfunctional five column (CBT) thought record; Greenberger & Padesky (1995) changed the terminology of Beck's Thought Record (e.g., from "rational response" to "balanced and alternative thinking") and expanded the thought record into her seven-column version of the thought record published in *Mind over Mood*, (C. Padesky, personal communication, December 8, 2017). De Oliveira (2015) developed the trial-based thought record (TBTR) designed to restructure unhelpful core beliefs with adults. However, little has been done to design a thought record with terminology



that reflects that of a teenager between the ages of 13 and 17. Adult thought records have previously been used with teenagers, yet the terminology is not appropriate for this age group. The objective of the MAZE worksheet is to provide a thought record with language that the teen population understands.

Emphasis has been focused on designing methods, similar to thought records, for capturing children's expression of thoughts, feelings, and behaviors (see Kendall et al., 1992; Seligman et al., 1995; Friedberg et al., 2001) to see how children recognize and make sense of anxious and depressed feelings. It was found by Friedberg et al. (2000) that children may find ATRs to be tedious and uninviting. It was suggested that presenting ATRs in a more simplistic manner would avoid the difficulties children may have making distinctions among thoughts, feelings, and situations. In addition, it would assist children in developing alternate rational responses to their inaccurate thoughts (Friedberg et al., 2000). J. S. Beck (1995) suggested a graduated approach for completing thought records with youth; Creed et al. (2016) designed a thought record for young adults, yet the language does not appear to be suitable for teenagers. Picture type approaches have been developed in the COPING CAT program (Cognitive-Behavioral Therapy for Anxiety in Youth; Kendall, 1994) and the Preventing Anxiety and Depression in Youth (PANDY; Friedberg et al., 2001) materials for children. It was Kendall et al. (1992), Seligman et al., (1995), and Friedberg et al. (2001) who developed alternatives to the ATRs for use with children making complex thought-feeling connections more understandable to young children. The advantages of breaking a thought record down into its smaller constituent parts may be most pronounced with younger children. For example, the PANDY materials invite a child to complete the feeling first by drawing a feeling face on PANDY and then writing the feeling underneath it. Next, the child completes an intensity rating of the feeling by coloring in the feeling signal (red = intense, yellow = moderately intense, and green = low). Finally, the child fills in a thought bubble or thought cloud to record

automatic thoughts (Friedberg et al., 2000).

Exercises from workbooks like PANDY and COPING CAT are geared toward children under age 11, and the language may be found by pre-teens and teenagers to be demeaning. With the MAZE worksheet, a thought record for teenagers, we hope to close the gap between children, teenagers, and adults, modifying the existing ATR and the Dysfunctional Thought Record.

## THE MAZE WORKSHEET: A THOUGHT RECORD FOR TEENAGERS

In developing the MAZE worksheet, the goal is to simplify the steps to create a thought record in which the language would be more relatable for adolescents. Making CBT user friendly to adolescents involves the integration of existing cognitive behavioral techniques with innovative approaches. According to Friedberg et al. (2000), the challenge for this integration is maintaining theoretical integrity and adhering to the empirically endorsed basic principles within the approach. To preserve theoretical integrity and the basic principles of CBT, the MAZE worksheet has changed the wording yet aims to reach the same goal as the previously validated thought records.

When the MAZE worksheet is introduced, it should be taught and completed by the teenager in a group or individual session. This will ensure that the teen understands what each column is asking and the goal of the worksheet. Completing a MAZE worksheet assists teenagers in identifying and challenging dysfunctional thought patterns and creating alternative balanced thoughts that foster healthy choices, improved decision-making skills, and enhanced self-esteem.

When we experience grief, obstacles, or worry, thoughts can easily become negative. Frequently, negative self-thoughts (NSTs) can take over and dominate feelings about one's self-worth and life in general. Thought records are one strategy to address negative thinking. Sometimes they help a person feel better quickly; at other times, it may take longer for the "feel-good-factor" to

take effect. Thought records take practice and the rule of thumb is persistence; practicing writing out thought records deters negative thinking. There is great value in learning what teenagers think and care about and the MAZE tool allows one to notice their moods, thoughts, and feelings. For the most part, many adults think they understand what it is like being a teenager and assume they understand the issues teenagers are experiencing. These issues may include social relationships, family dynamics, school problems, peer pressure, and many others.



## TEENAGERS' HIERARCHY OF NEEDS

- **To be taken seriously.** Teenagers don't feel they are taken seriously. It is hurtful because it is often implied that they are being told that they are not as confident as an adult. Many times, adults frequently perceive that teens' feelings are irrational or invalid.
- **Success.** Teenagers are good at many things but frequently not acknowledged. It may feel great to be the best at practice or in school, yet they need affirmation and reinforcement. Positive feedback goes a long way.
- **Structure.** Teenagers want an orderly and well-disciplined environment at home and at school to feel at ease and ready to learn and thrive.



- **Protection.** Teenagers want to be safeguarded from the dangers of teen culture, when confronted with cliques, teasing, bullying, violence, and drugs.
- **Comfort.** In today's world of intense connectivity, it is easy to feel disconnected, superficial, and alone.
- **Identity.** Teens gain much of their identity from the people they spend time with because these people often reflect similar interests and beliefs. At this stage of development, many teens struggle to figure out who they are or who they want to be.
- **Fitting in, peer acceptance.** A primary objective of youth in the high school context and, for many adolescents, may be more important than academic goals (Crosnoe, 2011; Eccles & Roeser, 2011). Teens need to feel a sense of belonging to feel good about who they are.

## NEGATIVE SELF-THOUGHTS (NSTS)

Teenagers may struggle to identify both short and long-term goals due to negative thinking. Negative self-thoughts (NSTs) are how teenagers explain or justify behavior or life's outcomes. As a result, teenagers usually interpret negative thoughts as the truth and believe they are doomed. Some common thought patterns teenagers experience and interpret negatively:

- NSTs happen inside our minds; sometimes spoken out loud, but not always: *"I can't do this."*
- NSTs are not always true, but sometimes they are: *"People don't like me because I am short."*
- NSTs are exaggerated: *"People never like me."*
- NSTs make us feel bad, hopeless: *"I can't do anything right."*
- NSTs hold us back: *"I am not capable."*
- NSTs lower our self-esteem: *"I am not good enough."*
- NSTs can become a negative mantra that plays over and over in their mind: *"I'm an idiot."*
- NSTs can be comforting because they excuse our mistakes: *"I am so stupid, that is why this (bad thing) happened."*

For teenagers, with confusing thoughts dominating their thinking, the MAZE worksheet is a useful tool allowing them to see an alternative vision.

## COMMON THINKING DISTORTIONS FOR TEENAGERS

- **All or nothing thinking or black-and-white thinking.** Failing one test: *"I'm obviously a stupid loser."*
- **Catastrophizing/blowing out of proportion.** Imagining the worst-case scenario, no matter how unlikely in reality: *"My girlfriend broke up with me. No one is ever going to want to go out with me."*
- **Overgeneralizing.** Making sweeping judgments about ourselves (or others) based on only one or two experiences: Missing one soccer goal, *"I never get things right."*
- **Mind reading.** Believing you know what others are thinking, without any real evidence: *"I know they are talking about me right now. They are thinking about how weird I look."*
- **Tunnel vision.** Focusing only on the negative without seeing any of the positive or what is going well: *"I can't stop thinking about the question I couldn't answer on the test, even though I got the rest of them correct."*


These negative thought patterns cause us to lose sight of the positives in our world and hinder reasonable thought processing. Thought records help remedy inaccurate thinking patterns. Distorted thinking:

- Thwarts imagining a different outcome.
- Blocks ambition in reaching goals.
- Prevents reaching out to create people connections.
- Limits teen's expression of their emotions.
- Overwhelms rational decision making.

## COMPLETING THE THOUGHT RECORD

When completing MAZE worksheets with your teen clients, instruct them to turn their attention inward and notice immediate thoughts and feelings. Very often teen clients feel overwhelmed with themselves

and have no idea what they are really thinking or feeling. This process helps them slow down and identify what's going on. Completing a MAZE worksheet in a more reflective state of mind will help clients to put their thoughts on trial and gain a more balanced perspective of the situation.

Changing one's thinking is a process that takes time, awareness, and energy. Clients may feel frustrated at first but, with patience, will gain clarity in examining their thoughts and feelings. 

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# CAPTURING YOUR THOUGHTS

1. Explain a recent situation that caused you to feel upset.

2. List the emotions you felt immediately following the situation. Rate them on a scale from 0 to 10  
(0 = not at all, 10 = very strong)

3. What were your immediate thoughts about yourself following the situation? Circle the thought that makes you feel the worst. This is your **"Negative Self-Thought."**

4. List experiences throughout your life that support your **"Negative Self-Thought."**

5. List experiences throughout your life that do not support your **"Negative Self-Thought."**

6. Is there anything helpful about your **"Negative Self-Thought"**? (optional)

7. Use an experience from #4, and #5 to create a "balanced thought" and rate how much you believe this thought on a scale of 0 to 10 (0 = not at all, 10 = very strong). Balanced thought may look something like this: Even though I'm struggling to fit in at my new school, I met some people at soccer tryouts, and they asked me to hang out.

8. Re-rate the emotions listed in #2. Add and rate any new emotions.



# POLICE AND FIREARMS EVALUATIONS: ETHICAL AND PRACTICAL ASPECTS

Presented by:  
Richard Small, PhD and Don McAleer, PsyD

Thursday, May 25, 2023

1:00 - 3:00 PM

2 CE Credits

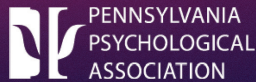
Psychological evaluations are required in Pennsylvania for police and privately employed agents who carry a firearm. This highly participatory workshop will present an overview of the laws, practical guides and ethical issues for psychologists performing these evaluations.

## Cost

PPA Member: \$50

Non-member: \$100

Non-CE: FREE



Register online at [www.papsy.org](http://www.papsy.org)



## CLASSIFIEDS

**Behavior Analysis and Therapy Partners** is a 15-year-old company that services Montgomery, Delaware, Bucks, and Philadelphia Counties. Behavior Analysis and Therapy Partners (BATP) is looking for 3 licensed psychologists to conduct comprehensive psychological evaluations of children and youth for Intensive Behavioral Health Services and Apply Behavior Analysis (IBHS and ABA). Candidates should be licensed in PA as a psychologist or, if seeking to make this part of post-doctoral hours, unlicensed but willing to work under the guidance of a licensed psychologist. It is an independent contractor position with a 1099 issued yearly for tax purposes.

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If interested, please send resume to: [halinadz@hotmail.com](mailto:halinadz@hotmail.com), or call Halina at 215-803-1483.

BATP is EOE.

◆◆◆  
PENNSYLVANIA PSYCHOLOGICAL FOUNDATION  
PRESENTS

# *Student Education Awards Celebration*

Friday, June 23, 2023, at 6:45 PM

The Penn Stater Hotel

State College, PA

All are welcome at the Student Foundation Awards Celebration and PPF Silent Auction! Join us as we celebrate the winners of the Pennsylvania Psychological Foundation's Student Education Awards at this casual awards dinner. Attendees may also support PPF and place their bids on Silent Auction items.



**Membership Award - In memory of Kay Vennie, DBH**

*Taylor Clark, MA - Fielding Graduate University*

**Membership Award**

*Ndeye "Oulimata" Diedhiou, BS - IUP*

**Frank and Mary Ann Dattilio Scholarship Award**

*Sofia Huang, BA - Duquesne University*

**Membership Award**

*Casey Lee, MA - Duquesne University*

**Membership Award**

*Natania Lipp, MEd - Lehigh University*

**Rex Wellness Award**

*Janeyshka Ortiz-Flores, MS - Chestnut Hill College*

**Membership Award**

*Patrice Penrose, MPH - West Chester University*

**Premio a la Excelencia**

*Raquel Sosa, MEd - Lehigh University*

**Membership Award - In memory of Dr. Ray Naar**

*Edith Tettey, MS, LPCMH, LPC - West Chester University*

**Matthew Small Education Award**

*Krizia Wearing, MS - Chestnut Hill College*

**Dr. and Mrs. Sanford Sternlieb Education Award**

*Andrew Wilkins, MS - Chestnut Hill College*

**Membership Award**

*Lindsay Zavislak, MS - West Chester University*



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# The Pennsylvania Psychologist

5925 Stevenson Avenue, Suite H • Harrisburg, PA 17112-1788

## Calendar

Thursday, May 18, 2023

*Intersectional Dialogue and Practice: Applications and Aspirations*

Live Webinar

6:00 – 7:30 p.m.

Thursday, May 25, 2023

*Police and Firearms Evaluations: Ethical and Practical Aspects*

Live Webinar

1:00 – 3:00 p.m.

Wednesday, June 21 – Saturday, June 24, 2023

PPA2023 Convention

In-person at The Penn Stater Hotel & Conference Center

State College, PA

Thursday and Friday, October 5-6, 2023

PPA's VIRTUAL Fall Conference 2023

November 30, 2023

License Renewal Deadline for Psychologists in Pennsylvania

Wednesday, June 12 – Saturday, June 15, 2024

PPA2024 Convention

Lancaster Marriott at Penn Square

Lancaster, PA

## Home Study CE Courses

### Act 74 CE programs

*Essential Competencies when Working with Suicidal Patients*—1 CE

*Four Ways to Enhance Your Suicide Assessments (Webinar)*—1 CE

*Talking about Suicide: The Patient's Experience and the Therapist's*

*Experience (Webinar)*—1 CE

*The Assessment, Management, and Treatment of Suicidal Patients:*

*2020*—3 CE

*The Essentials of Managing Suicidal Patients: 2020*—1 CE

*The Essentials of Screening and Assessing for Suicide among*

*Adolescents*—1 CE

*The Essentials of Screening and Assessing for Suicide among Adults*—1 CE

*The Essentials of Screening and Assessing for Suicide among Older*

*Adults*—1 CE

*The Essentials of Treating Suicidal Patients*—1 CE

### Act 31 CE Programs

*Pennsylvania Child Abuse Recognition and Reporting*—2 CE Version

*Pennsylvania Child Abuse Recognition and Reporting*—3 CE Version

*Pennsylvania Child Abuse Recognition and Reporting (Webinar)*—2 CE

### General

*Ethical Issues with COVID-19 (Webinar)\**—1 CE

*Ethical Responses when Dealing with Prejudiced Patients (Webinar)\**—1 CE

*Ethics and Self-Reflection\**—3 CE

*Foundations of Ethical Practice: Update 2019\**—3 CE

*Integrating Diversity in Training, Supervision, and Practice (Podcast)*—1 CE

*Interdisciplinary Collaboration in Assessing Capacity in the Elderly*

*(Webinar)*—1 CE

*Introduction to Working with Chronic Health Conditions*—3 CE

*Legal and Ethical Issues with High Conflict Families\**—3 CE

*Mental Health Access in Pennsylvania: Examining Capacity (Webinar)*—1 CE

*Record Keeping for Psychologists in Pennsylvania\**—3 CE

*Telepsychology Q&A (Webinar)*—1 CE

*Why the World is on Fire: Historical and Ongoing Oppression of Black*

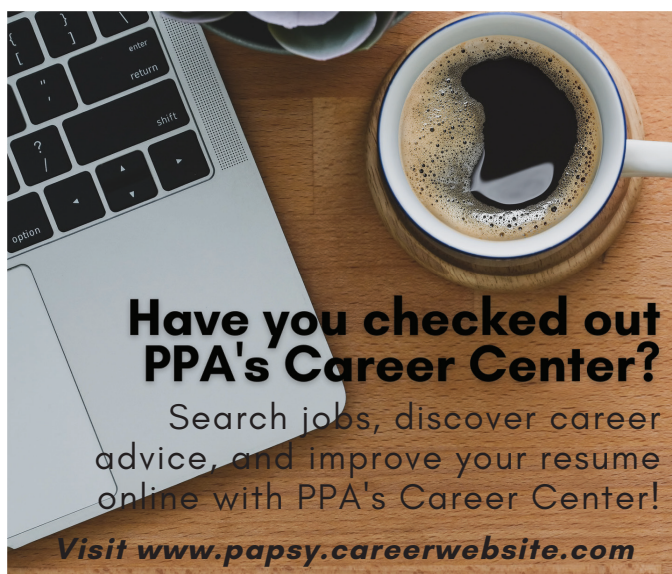
*African American People in the United States (Webinar)*—1.5 CE

**\*This program qualifies for contact hours for the ethics requirement as mandated by the Pennsylvania State Board of Psychology.**

Act 74 CE Programs qualify for the suicide requirement mandated by the Pennsylvania State Board of Psychology.

Act 31 CE Programs have been approved by the Department of Public Welfare and the Pennsylvania Department of State to meet the Act 31 requirements.

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