**The Case of Jace**

*The only time I lose it is when other people get on me about what I should or shouldn’t do. That teacher deserved to hear it from me, and I’m glad I threw my book at him. He gave me an F last semester, and he’s always been after me. He told me that I needed to go to class even though I told him I was getting something from my locker. He is the one who pushed it with me. The teachers at school are on me about everything just like my stupid mom. My little brother hates it when I go off on mom and we fight, but she’s always all over me. I don’t need to be in counseling – everyone just needs to leave me alone.*

*- Jace, age 14*

Jace seems to be displaying some difficulties with emotional regulation, resulting in trouble at school and at home. Cognitive Behavioral Therapeutic (CBT) techniques as well as Dialectical Behavioral Therapeutic (DBT) techniques could both be helpful in grounding Jace a bit, bringing him to a space of self-awareness, emotional regulation, and self-control. At this point, Jace's behavioral issues do not meet the criteria for a diagnosable behavioral disorder, therefore are identified as subthreshold behavior problems (Kress, Paylo, & Stargell, p. 375). If Jace was a student I had the opportunity of meeting with regularly, one Behavioral Intervention I would take into consideration would be practicing negative punishment with him at school and inviting his mom to do the same at home. Negative punishment, at home, could look mom taking away his phone for the evening or not letting him to go a friend’s house. Negative punishment, at school, could look like having to miss part of soccer practice to go to detention after school or having to stay in study hall instead of going to the pep rally. If I were to take more of a Cognitive Behavioral approach to the therapeutic process with Jace, I would want to begin integrating Jace’s thoughts, feelings, and behaviors. “CBT is a holistic approach that helps youth to identify the cognitive and emotional triggers that influence behaviors” (Kress, Paylo, & Stargell, p. 388). One therapeutic technique specific to CBT that could be really helpful for Jace would be a thought, feeling, behavior chart. If I were to take more of a DBT approach to counseling with Jace, I may invite him into a breathing exercise called “Square Breathing” where I talk him through a breathing exercise, inhaling to a count of 4, holding breath to a count of 4, exhaling to a count of 4, holding for a count of 4, repeating this 3-4 times. DBT is focused on helping clients develop their ability to effectively regulate their emotions (Kress, Paylo, & Stargell, p. 391). These approaches and techniques ideally help Jace access within himself the ability to cope with the stressors around him and the ways those stressors affect his self-control and emotional regulation (or lack thereof). Working together with Jace and his mother, I, as the counselor, can help guide them into a more grounded experience.

**Kress, K., Paylo, M., & Stargell, N. (2019). Counseling Children and** **Adolescents (1st ed.) and MyCounselingLab. Needham Heights, MA:** **Pearson**