The Resilience Education Program:
A Tier 2 Intervention for
Internalizing Behaviors

Katie Eklund, Ph.D.
University of Wisconsin-Madison

UNIVERSITY of SOUTH FLORIDA
College of Education

School **Mental Health**
COLLABORATIVE

WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

1

Learning Objectives

1) Participants will learn how to implement REP, while also being provided access to all intervention materials. Attendees will leave prepared to implement REP within their schools.

2) Participants will receive guidance on making cultural adaptations to REP lessons and procedures to increase their relevance to historically marginalized students.

3) Participants will learn about research demonstrating the impact of REP on student's internalizing behaviors, social engagement, and academic achievement.

School **Mental Health**
COLLABORATIVE

2

Mental Health Challenges

- Two broad categories:
  - Externalizing problems
  - Internalizing problems*

- Problems exist along a continuum
  - Low risk
  - Subthreshold symptoms
  - Diagnosable disorder

Mental Health Challenges

Externalizing | Internalizing

School **Mental Health**
COLLABORATIVE

3

Mental Health Challenges

- Calls for increased emphasis on targeted intervention for subthreshold symptoms
  - NIMH, 2015
  - Community Preventive Services Task Force, 2019

"The CPSTF recommends targeted school-based cognitive behavioral therapy programs to reduce depression and anxiety symptoms among school-aged children and adolescents who are assessed to be at increased risk for these conditions."
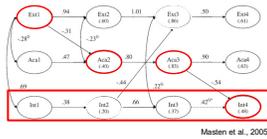
School **Mental Health** COLLABORATIVE

4

Internalizing Problems

Disorder	Prevalence	Median Onset
Anxiety	31.9%	6 years old
Mood	14.3%	13 years old

- Enhanced risk for negative outcomes (National Research Council and Institute of Medicine, 2009)
  - Social rejection
  - Academic concerns
  - Later diagnosis
  - Suicide

Masten et al., 2005

School **Mental Health** COLLABORATIVE

5

Tier 2

- Reviews of the Tier 2 literature reveal strong attention to **externalizing problems** (Bruhn et al., 2014; Mitchell et al., 2012)
  - Less focus on *internalizing problems*
  - Several calls for increased focus in this area (Kilgus et al., 2015; McIntosh et al., 2014)
- Multiple options have been explored
  - Manualized small-group CBT
  - Check In/Check Out (CICO)
  - Courage and Confidence Mentor Program
  - Resilience Education Program (REP)
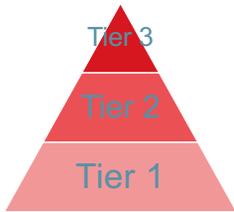
Tier 3
Tier 2
Tier 1

School **Mental Health** COLLABORATIVE

6

Slide 7

REP
Resilience Education Program

A Tier 2 Intervention for Internalizing Concerns

STEPHEN KILGUS, PH.D.
KATIE EKLUND, PH.D.

Cognitive-Behavioral Instruction Curriculum

Resilience Education Program

Stephen Kilgus, PhD
Katie Eklund, PhD
Andy Garbacz, PhD

7

Slide 8

REP
Resilience Education Program

REP – Three Components

- **Cognitive behavioral instruction (CBI)**
  - Five lessons, taught across five weeks
  - Small-group format (3-5 students)
  - Focus on key skills
    - Coping skills
    - Cognitive restructuring
    - Problem-solving skills
- **Modified Check In/Check Out (CICO)**
  - Check in and out with a mentor each day
  - Teacher feedback throughout the day regarding skill use and other positive behaviors
  - Connection with parents
- ***Resilient Families (RF)**
  - Parent training on key skills and how to support CBI and CICO in the home

REP
CBI
CICO
RF

School **Mental Health**
COLLABORATIVE

8

Slide 9

REP
Resilience Education Program

REP – Theory

- **CBI**
  - Student-oriented
  - Instruct key social-emotional skills

- **CICO & RF**
  - Ecologically-oriented
    - Educators
    - Parents and caregivers
  - Prompt and reinforce student use of those skills

REP
CBI
CICO
RF

School **Mental Health**
COLLABORATIVE

9

REP – Core Characteristics

- Efficiency
  - Takes only a few weeks
  - CICO: few minutes per day for teachers and mentors
  - CBI: 30-45 two times per week
- Relevance
  - Includes intervention elements already being used in schools
- General
  - General CBI applicable to both depression and anxiety
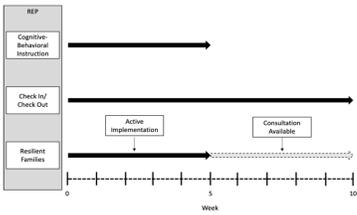
School **Mental Health**
COLLABORATIVE

10

School **Mental Health**
COLLABORATIVE

11

Study 1: Single Case Design

- **Allen, Kilgus, & Eklund, 2019**
  - Three students
  - Multiple baseline, single-case design
  - Direct observation
    - Negative affect
    - Internalizing problems (e.g., worry, irritability)
    - Social engagement
  - Visual analysis
    - Clear improvement for 2 of 3
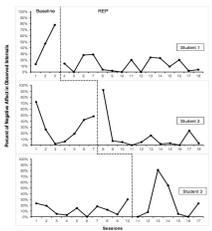 - PAND (for 2 of 3)
    - Range = .75-.83
    - "Effective"

School **Mental Health**
COLLABORATIVE

12

Study 2: Single Case Design

REP
Resilience Education Program
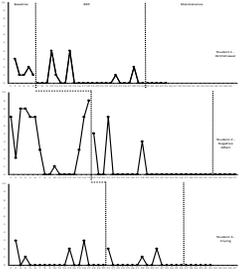

- Eklund et al., 2021
  - Three students
  - Multiple baseline, single-case design
  - Teacher direct behavior ratings
    - Internalizing problems (e.g., withdrawal, negative affect)
  - Visual analysis
    - Clear improvement for 2 of 3
  - PAND (for 2 of 3)
    - Range = .79-.83
    - "Effective"

School **Mental Health**
COLLABORATIVE

13

Study 3: Pilot Randomized Controlled Trial (RCT)

Kilpatrick et al., 2021

- Students in 4th - 7th grade in 4 schools
- Randomized to intervention & waitlist control groups
- Teachers and students reported decreased internalizing behaviors
- Large effect sizes of student-reported coping skills, social support, & control of internal states
- Teachers reported high levels of acceptability (easy to understand & feasible to use)

School **Mental Health**
COLLABORATIVE

14

REP
Resilience Education Program

Building an Efficient Targeted Intervention for Students At Risk for Internalizing Problems: The *Resilience Education Program (REP)*

ies INSTITUTE OF EDUCATION SCIENCES

Year 1: Planning and Development Process
Year 2: Feasibility of Implementation
⭐ **Year 3**: Component Analyses
Year 4: Pilot Efficacy Testing

Research Team:
Stephen Kilgus
Katie Eklund
Andy Garbacz
Tim Lewis

15

REP Cognitive-Behavioral Instruction (CBI)

REP
Resilience Education Program

A Tier 2 Intervention for Internalizing Concerns

STEPHEN KILGUS, PH.D.
KATIE EKLUND, PH.D.

Cognitive-Behavioral Instruction Curriculum
GRADES 6-8

16

Two Different Versions

Elementary School (Grades 4-5)

Middle School (Grades 6-8)

School **Mental Health** COLLABORATIVE

17

REP
Resilience Education Program

REP Intervention: CBI Lessons

Team building and introduction → Identifying strong feelings → Using coping skills to manage emotions

Using problem-solving strategies ← Using cognitive restructuring

School **Mental Health** COLLABORATIVE

18

Theory of Change for CBI

19

Example Trigger: Teacher asks for volunteers

20

Example: Thinking Helpful Thoughts

21

REP
Resilience Education Program

Example: Using STU Skills

Automatic Thought: "I'll forget what I was going to say"

STU Skills: Takes 5 belly breaths, uses positive imagery

Feeling: Worry, embarrassment

Behavior: Raises hand

School **Mental Health**
COLLABORATIVE

22

REP
Resilience Education Program

Recommendations

1. Group size (3-5 students)
2. Meeting frequency (1 vs. 2 per week)
3. Student groupings (grade and nature of concern)
4. Emphasize group expectations (pair with praise and reinforcement)
5. Review limits of confidentiality

School **Mental Health**
COLLABORATIVE

23

REP
Resilience Education Program

Recommendations

6. Co-lead the group
7. Level of need (Tier 2, not 3)
8. Identification of students for REP
9. Sensitivity to diversity of student and family needs (consider suggestions for modifications)

School **Mental Health**
COLLABORATIVE

24

Essential CBI Materials

REP
Resilience Education Program

A Tier 2 Intervention
for Internalizing Concerns

Cognitive-Behavioral Instruction
Grades 6-8
WORKBOOK

- REP CBI Curriculum
- REP CBI Student Workbooks
- Extra CICO DPR Forms
- Printed Picture and Cue Cards
- Supplemental materials
  - Online videos/links
  - Computer
  - Markers/writing utensils

School **Mental Health**
COLLABORATIVE

25

REP
Resilience Education Program

REP Lesson Format

- General objectives
- Concepts taught
- Materials needed
- SAY
  - Provide direct instruction and definition of concepts covering
- SHOW
  - Provide examples through modeling and/or video demonstration
- DO
  - Provide opportunity for students sharing and acting out examples
- Generalize
  - Homework
- Summary

School **Mental Health**
COLLABORATIVE

26

REP Modification/Adaptation Options

Individual Identity
Considerations

Moving & Grooving:
Adaptations for
Active Students

Homework
for All Homes

School **Mental Health**
COLLABORATIVE

27

REP Lesson 1: Introduction

Objectives:
- State the group purpose & rules
- Demonstrate familiarity with structure of the group
- State group meeting time & CICO procedures

REP
Resilience Education Program

28

REP
Resilience Education Program
REP Lesson 1: Introduction
- **Group rules:**
  - Be safe
  - Be respectful
  - Be kind
  - Be open to new skills!
  - Be thoughtful: what happens here stays here
  - Brainstorm examples of these rules with group & add any new rules
- **Group structure:** Can practice SAY-SHOW-DO using group rules as an example
  - Ex: Say the rule of being respectful and an example, such as turn-taking
  - Show yourself practicing turn-taking
  - Practice doing turn-taking during the Ice Breaker
- **Introduce CICO**
- **Get to know each other**

School **Mental Health**
COLLABORATIVE

29

REP
Resilience Education Program

REP Lesson 2: Identifying Feelings

- **Objectives:**
  - Identify and name strong emotions
  - Recognize that we are in control of our own emotions
  - Describe what triggers own emotions
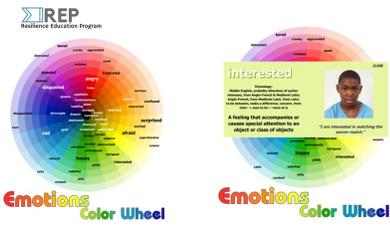 - Describe what happens to thinking and behavior when experiencing strong emotions

School **Mental Health**
COLLABORATIVE

30

REP Lesson 2:

Identifying Feelings

- **SAY:** Understand and Identify Feelings
  - The Emotions Color Wheel

31

REP Lesson 2: Feelings in Our Body

SAY
- Be sure to emphasize that it's okay to have strong feelings, we all have them. Want to emphasize that there are positive ways we can respond to those strong feelings.

- Brainstorm body clues that tell us when we're feeling sad, anxious, angry, excited?

School **Mental Health** COLLABORATIVE

32

REP Lesson 2: Triggers

Trigger = something that makes me feel a strong emotion
- Examples:
  - Taking a test → Nervous
  - Losing a game → Sad
  - Getting a bad grade → Worried

- Brainstorm other examples of triggers and related feelings that students may experience at school
- Brief introduction to belly breathing!

School **Mental Health** COLLABORATIVE

33

REP
Resilience Education Program

REP Lesson 2: Triggers

SHOW: Example

Maya just found out she didn't get picked for the basketball team at school. This made Maya very sad and angry. She took a big belly breath and started to feel better. Then, she went to talk to her friend who also didn't get picked. They both decided they'll work really hard so they can try out for the team again next year.

- *What strong emotions was Maya feeling?*
- *What were the triggers?*
- *Did she take control of her strong emotions? How did she do it?*

School **Mental Health**
•**∿•**COLLABORATIVE

34

REP
Resilience Education Program

REP Lesson 2: Triggers

DO: Transition into student's personal experience
- *What is an example of a time when you had a strong feeling or emotion?*
- *How did your body feel?*
- *What were you thinking while you were feeling that way?*
- *How did you respond in that situation?*

Instructor raises caveat: Strong feelings are normal, but…
- We can't hurt others
- We can't avoid feelings forever

School **Mental Health**
•**∿•**COLLABORATIVE

35

REP Modification Options

REP Lesson #2: Modification Options

The following menu is provided to allow facilitators' the opportunity to modify each lesson to support a diverse range of student and family needs.

Individual Diversity Considerations

- Encourage discussion related to how differently people show their emotions. Some families look different than others when they are angry, for example (e.g., yelling, silent treatment, etc.)

Moving and Grooving—Adaptations for Active Students

- Play feelings charades! Either ask students to act out feelings or describe what those feelings feel like in their bodies.
- Encourage students to draw or act out their triggers, if that is preferred over writing or speaking.

Homework for all Homes

- Help students engage in conversations with their caregivers through brief peer practice at the end of the lesson. Provide sentence starters for how they can initiate this conversation and help problem-solve if they perceive barriers.

Kahoot!

36

REP
Resilience Education Program

REP Lesson 3: Using Coping Skills

Objectives:
- Demonstrate the ability to stop escalating emotions
- Identify personal "triggers"
- Acquire STU skills

Concepts:
- Using coping strategies can decrease feelings of sadness or anxiety
- Staying in control of your emotions helps you make better choices

School **Mental Health**
COLLABORATIVE

37

STU
SKILLS

S EE THE TRIGGER
This is something that makes us feel a strong emotion. Get ready to use strategies to help you get control of strong feelings.

T AKE A BREAK
Breathe in through your nose, 5...4...3...2...1, hold your breath, and now exhale through your mouth, 5...4...3...2...1. Repeat.

U SE YOUR IMAGINATION
What does your calm place look like? What does it smell like? Who are you there with? Are you eating anything?

School **Mental Health**
COLLABORATIVE

38

REP Lesson 3: See the Trigger

Review Triggers identified with students

Have students volunteer to share triggers and discuss types of emotions that they trigger
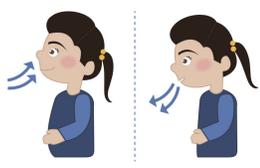
School **Mental Health**
COLLABORATIVE

39

Slide 40

REP
Resilience Education Program

REP Lesson 3: Take belly breaths

School **Mental Health**
COLLABORATIVE

40

Slide 41

REP
Resilience Education Program

REP Lesson 3: Use Your Imagination

- Imagine your feelings thermometer going down as you take your belly breaths.

SHOW

- Teacher tells Student A to go work with the new student in the class. Student A is a little scared at first because they have a hard time meeting new people and are feeling sad because their best friend moved away. But then Student A begins to use STU skills and calms down (while appearing to use their imagination).

- Afterwards, ask students to identify skill steps present within the model

School **Mental Health**
COLLABORATIVE

41

Slide 42

REP
Resilience Education Program

REP Lesson 3: Using Coping Skills

Homework

1. Talk with someone who takes care of you, like a parent, grandparent, aunt, uncle, or even an older sibling you trust, about the skill you learned this week.

2. Talk with your parent/caregiver about the following things ➡

3. With your parent/caregiver, schedule a time to do something challenging.

4. With someone who takes care of you, schedule a time to do something fun!

5. Remember to complete your ABC log this week to keep track of when you use your coping skills.

Here's how I'd like you to recognize me when I'm doing a good job or having a good day. Circle one or two ideas:

High five	Stickers	Extra screen time
Praise (Ex. "Good job!")	Read a book with me	Special snack or food
Hug	Play a game with me	Other: _____

Here's how I'd like you to help me when I'm having a hard time. Circle one or two ideas:

Hug	Spend time with me	Art Activity
Tell me it's going to be okay	Remind me to use my STU skills	Play my favorite song
Break	Other: _____	Other: _____

Here's when I'm ok talking about my feelings and my REP skills. Circle one idea:

| Any time | When we're at home | Art Activity |
| When we're alone | Other: _____ | Play my favorite song |

School **Mental Health**
COLLABORATIVE

42

REP
Resilience Education Program

ABC Log

REP Lesson 3 Homework: Record when you use your STU (See the Trigger, Take belly breaths, Use your imagination) coping skills throughout the week.

A: What was the trigger and how did it make you feel?	B: Did you use a STU skill? What STU skill did you use?	C: What happened right after? How did you feel?	D: Did you do any other coping skill, like doing something you enjoy?

REP Lesson 3: ABC Log Homework

43

REP
Resilience Education Program

REP Lesson 4: Choosing Helpful Thoughts

Objectives:
- Demonstrate ability to stop escalating emotions
- Use cognitive restructuring to reduce unhelpful thoughts and increase helpful self-talk
- Use cognitive restructuring strategies with calming down strategies to address strong feelings
- Acquire ability to Choose Helpful Thoughts (ChET)

Concepts:
- Altering our thinking can prevent strong emotions and unhelpful behavior
- Staying in control of your emotions help you make better choices

School **Mental Health**
COLLABORATIVE

44

REP
Resilience Education Program

REP Lesson 4: Choosing Helpful Thoughts

PICTURE 1
Let's look at Picture #1. What do you think is happening in this picture?

Potential answers: Student is given a math test and looks anxious; Student is reading and doesn't understand the assignment; Student can't read and is stressed out.

PICTURE 2
What about Picture #2? What do you see happening?

Potential answer: Student encountered a difficult test - Thought bubble ➔ "I'm going to fail"

I'm going to fail!
I can't do this!

PICTURE 3
Take a look at Picture #3. What do you think the student is doing? How does the student look?

Potential answer: Student has a second thought bubble, while the text through the first bubble is crossed out "I can do this ➔ I just need to try my best"

School **Mental Health**
COLLABORATIVE

45

REP Lesson 4: Choosing Helpful Thoughts

SAY

What does it mean to have unhelpful thoughts?
- Thinking badly about ourselves
- Thinking we can't do something
- Thinking that others are thinking bad things about us
- Thinking that something bad is going to happen to us
- Thinking we shouldn't even try something

Let's brainstorm examples of unhelpful thoughts students may have.

School **Mental Health** COLLABORATIVE

46

REP Lesson 4: Choosing Helpful Thoughts

Replacement helpful thoughts:
- I can do this!
- I will be okay.
- The teacher wouldn't let me get hurt.
- I can try this new thing.

Let's brainstorm examples of replacement thoughts that are helpful.

CHeT
Choosing Helpful Thoughts

1 Notice the unhelpful thought

2 Choose a helpful thought instead

3 If you need to, use your STU skills

School **Mental Health** COLLABORATIVE

47

SHOW

School **Mental Health** COLLABORATIVE

48

49

50

REP Lesson 5: Using Problem-Solving Skills

Objectives:
- Realize we are in control of our emotions
- Understand we can solve problems once we are calm
- Learn the **Think and Act** process, which involves considering one's options, making a choice, and identifying the steps to complete the action

Concepts:
- When we're calm, we can make better choices
- Making better choices helps us to get along better with others and do better at school

51

REP Lesson 5: Think & Act

SAY

Think
1. Once you have used the STU skills and feel calm...
2. Consider your choices with the situation: what are helpful choices and hurtful choices?
3. What will happen if you make a helpful choice? A hurtful choice?

Act
1. Make a good choice between your options.
2. Identify the steps for that choice...what will it take to get it done?
3. Do it!

THINK AND ACT

THINK:
What are my choices?
What are helpful and hurtful choices?

ACT:
Make a choice.
What will it take to get done?
Do it!

School **Mental Health** COLLABORATIVE

52

REP Lesson 5: Using Problem-Solving Skills

Solutions

- Apologize
- Compromise
- Talk it Out
- Ignore or Walk Away
- Ask a Friend for Help
- Take Turns
- Do Something Else
- Wait to Calm Down
- Get Adult Help

53

DO

Students engage in Think & Act Practice!

1. Safe space reminder/just practice!
2. Break into two groups.
3. Role play:
   Student shares trigger with facilitator, instructor acts out the triggering situation, student applies STU skills and then models the Think & Act process.
4. Facilitator provides feedback and praise!
5. Each student role plays.

Act I
Scene I

School **Mental Health** COLLABORATIVE

54

GENERALIZE

How can you use the Think and Act skills in the upcoming week?

How can you use the Think and Act skills along with the STU or CHeT skills?

How could things go right when you use the Think and Act skills?

How could things go wrong and what could you do instead?

School **Mental Health** COLLABORATIVE

55

REP
Resilience Education Program

REP Check In/Check Out (CICO)

56

REP
Resilience Education Program

CICO Procedures

Typical CICO
1. Morning check in with REP mentor
2. Teacher feedback and praise throughout the day (DPR)
3. Afternoon check out with REP mentor
4. Home-based reinforcement
5. Progress monitoring via DPR
6. Self-monitoring (fading)

Modified Components
1. Modified DPR targets
   a. Skills aligned with CBI
   b. Other positive behaviors
2. Students self-rate their mood throughout the day

School **Mental Health** COLLABORATIVE

57

Slide 58

REP Daily Progress Report

_____'s Daily Progress Report (DPR)

Date: _____

Please rate the extent to which the student engaged in each of the following behaviors during each academic activity: 0 = Never, 1 = Sometimes, 2 = Often

	Controlled Emotions	Made Good Choices		Total Points	How I Felt
Morning work	0 1 2	0 1 2	0 1 2		
ELA	0 1 2	0 1 2	0 1 2		
Math	0 1 2	0 1 2	0 1 2		
Science	0 1 2	0 1 2	0 1 2		
TOTAL					
			Bonus?	+1	

Total percent = _____
Goal percent = _____
Reward provided? _____
REP mentor initials: _____
Goal met? Yes / No
Parent/Caregiver signature: _____

How I Felt Scale
7	Fantastic!
6	Really good
5	Good
4	So-so
3	Bad
2	Really bad
1	Terrible!

CICO Procedures

- **Teacher Feedback & Praise**
  - Give teacher DPR at start of activity – teacher acknowledges receipt
  - Teacher rates student behavior
    - CBI-aligned behaviors
    - Positive replacement behaviors (need to select)
  - Teacher delivers feedback and praise
  - Minimizes attention to inappropriate behavior
  - Student rates his or her mood
    - Behavior <—> Mood

School **Mental Health** COLLABORATIVE

58

Slide 59

Emphasize the Positives!

Great Check-in Examples

- Hi _____, it's great to see you today!
- Wow! Way to be on time and ready to go!
- Happy Friday _____!
- Provide a complement

Not so great Check-in examples

- Where have you been? I've been waiting for you for over 10 minutes!
- I sure hope today is better than yesterday.
- You didn't bring back your sheet? How did you forget?

School **Mental Health** COLLABORATIVE

59

Slide 60

Emphasize the Positives!

Great Check OUT Examples

- Great job, you earned ___ (# / % of points)!
- I really liked how hard you worked today, keep it up!
- It looks like you were very respectful and kind towards others today, I'm so proud of you!

Not so great Check OUT Examples

- Too bad, maybe try again tomorrow.
- You need to stop getting zeros! What's going on this week?
- Wow today was not a great day, hopefully you can make up for it tomorrow.

School **Mental Health** COLLABORATIVE

60

CICO Procedures

- **Home-based reinforcement**:
  - Create a routine for DPR review
  - Stay positive
  - Provide praise and small special privilege (if possible)
  - Focus on the goal (not missed opportunities)
  - Reflect with the child
  - Acknowledge child's feelings (while examining mood ratings)

School **Mental Health** COLLABORATIVE

61

CICO Collaborative Planning Meeting

1. Time and place for Check Ins/Outs
2. Plans for when REP Mentor is absent
3. DPR format
   1. Paper vs. Electronic
4. Identify relevant periods/activities
5. Select additional target behaviors
6. Determine who will complete DPR ratings
   1. Often teacher, but could be student
7. Frequency of check ins/outs
   1. Often daily, could be less often

School **Mental Health** COLLABORATIVE

62

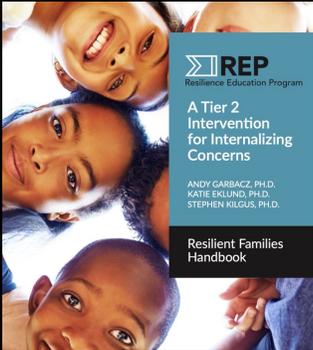**REP**
Resilience Education Program

A Tier 2 Intervention for Internalizing Concerns

ANDY GARBACZ, PH.D.
KATIE EKLUND, PH.D.
STEPHEN KILGUS, PH.D.

Resilient Families Handbook

REP Resilient Families (RF)

63

Resilient Families

- Integrated family support and collaboration
- Grounded in core features of family-centered and family-school-community partnership programs (Sheridan et al., 2019; Stormshak et al., 2011)
- Designed to be brief, goal-directed, and motivationally oriented
- Provides a framework for tailoring REP for families and building parenting skills, as well as a mechanism for fostering family-school partnerships
- An integrated approach for fostering resilient families

School **Mental Health**
COLLABORATIVE

64

Resilient Families

Key Content Features:

1. **Initial collaborative meeting**: Strengths-based meeting with parent/caregiver, facilitate engagement, plan for obstacles, identify goals, and put into place plans for addressing goals throughout REP
2. **Positive parenting support**: Families receive weekly material to accompany CBI lessons and receive support to engage with their child in home-based activities
3. **Family coaching sessions**: Families receive one brief, goal-directed coaching session to support implementing REP activities with their child
4. **Planning for success meeting**: Review progress toward goals, plan for continued progress, review family perspectives about REP and next steps for supporting their child

School **Mental Health**
COLLABORATIVE

65

Resilient Families

Key Process Features:

1. Collaborative
2. Accepting, non-judgmental
3. Centering the family as the expert on their child
4. Strengths based
5. Sensitive and responsive
6. Clear communication
7. Goal directed and action oriented

School **Mental Health**
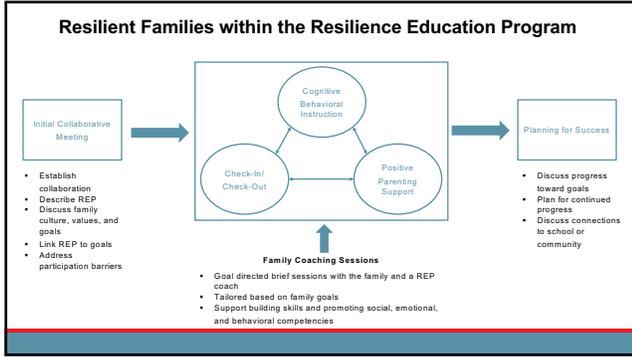**COLLABORATIVE**

66

Resilient Families within the Resilience Education Program

Initial Collaborative Meeting

- Establish collaboration
- Describe REP
- Discuss family culture, values, and goals
- Link REP to goals
- Address participation barriers

Cognitive Behavioral Instruction

Check-In/ Check-Out

Positive Parenting Support

Planning for Success

- Discuss progress toward goals
- Plan for continued progress
- Discuss connections to school or community

Family Coaching Sessions
- Goal directed brief sessions with the family and a REP coach
- Tailored based on family goals
- Support building skills and promoting social, emotional, and behavioral competencies

67

Initial Collaborative Meeting

- Establish collaborative atmosphere
- Describe REP
- Discuss family culture, values, and expectations
- Identify family goals
- Link family goals to REP
- Describe CBI and use at home
- Identify possible barriers to participation
- Develop strategies for addressing or coping with barriers
- Discuss family coaching sessions
- Determine plans for collaborating in reaching family goals
- Identify ways to stay connected

School **Mental Health**
COLLABORATIVE

68

Linking Family Goals to REP

Caregiver: "Ron gets so angry when his friends leave him out of games at school. It's like it sticks with him for a long time. When he comes home, he is upset and doesn't want to talk to me. Then, I get angry when he won't talk to me. It seems like he is just so angry and I don't know how to help him. To be honest, that's how I am too. I'm scared that Ron is going to end up like me and not be able to snap out it and deal better with life, because it's just going to get harder, you know?"

What responses might you have to this caregiver's comment?

What do you notice about the caregiver's comments that are related to REP?

What goals might this caregiver be considering?

School **Mental Health**
COLLABORATIVE

69

Linking Family Goals to REP

Caregiver: "Ron gets so angry when his friends leave him out of games at school. It's like it sticks with him for a long time. When he comes home, he is upset and doesn't want to talk to me. Then, I get angry when he won't talk to me. It seems like he is just so angry and I don't know how to help him. To be honest, that's how I am too. I'm scared that Ron is going to end up like me and not be able to snap out it and deal better with life, because it's just going to get harder, you know?"

Facilitator: "You care a lot about Ron and want the best for him. It is hard to be excluded. And it's tough to know how to support our children when they are upset. You are reaching out to him to help him work through it. You mentioned feeling angry and scared. Anger is often a combination of fear and hurt. Through participating in REP Ron will learn how to identify his emotions in those tough moments and recognize the hurt and fear that may be underlying his anger. He will also learn how to manage those strong emotions through strategies like belly breathing. You and I will also be able to work together to help you and Ron recognize and manage those strong emotions at home."

Would it be fair to say two of your goals are for Ron learn skills for managing his strong emotions and for you to develop some new strategies to support Ron in building those skills?

School **Mental Health** COLLABORATIVE

70

Positive Parenting Support

CBI homework describing how families can support their child at home

Example from Identifying Feelings
- This week your child will work on using the homework sheet with you at home.
- You can support your child by reminding them to use the homework sheet after they get home from school.
- When you see your child using the homework sheet, provide lots of praise and positive attention, such as, "How awesome that you are using the sheet you learned about at school to manage your emotions."
- Your child may ask you about strong emotions you experience. This is a nice opportunity to discuss that everyone experiences strong emotions sometimes, and you can describe strategies that are helpful, such as belly breathing.

School **Mental Health** COLLABORATIVE

71

Positive Parenting Support

- Communication
  - Observe
  - Listen and question
  - Model
  - Coach emotions
    - Recognize emotions, validate feelings, help identify emotions, encourage safe coping to manage emotions
- Encouragement
  - Validation and affirmation
  - Specific praise

School **Mental Health** COLLABORATIVE

72

73

74

Family Coaching Sessions

- Goal directed and brief
- One coaching session is included; additional sessions may be initiated by a facilitator or family
- Common targets for coaching sessions:
  - Support families in implementing REP activities at home
  - Identify and address barriers
  - Build caregiver skills to support their child and communicate with the school
- Create an implementation plan
  - When, Where, Who, Resources, Barriers, Coping or Addressing Barriers

School **Mental Health**
COLLABORATIVE

75

Family Coaching Sessions

- Review family goals
- Discuss progress toward goals
- Review factors that have impeded or promoted progress
- Identify the focus of the session
  - Support families in implementing REP activities at home
  - Identify and address barriers
  - Build caregiver skills to support their child and communicate with the school
- Create a plan to put the practice into action
- Discuss ways to keep in touch

School **Mental Health**
COLLABORATIVE

76

Planning for Success Meeting

- Review child and family strengths
- Discuss progress toward goals
- Discuss how to strengthen support or continue positive progress
- Consider community and school connections
- Discuss family perspectives about REP
- Identify ways to stay connected

School **Mental Health**
COLLABORATIVE

77
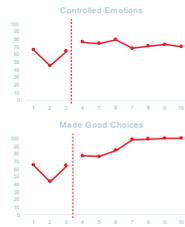
Discuss Progress toward Goal

- Review goals
- Identify data sources that can help determine progress toward goals
- Make a joint decision about next steps
  - Identify other services at the school or in the community
  - Discontinue REP

Discuss how to continue the gains at home and at school
Review ongoing home-school communication
Determine how the team will stay connected

Controlled Emotions
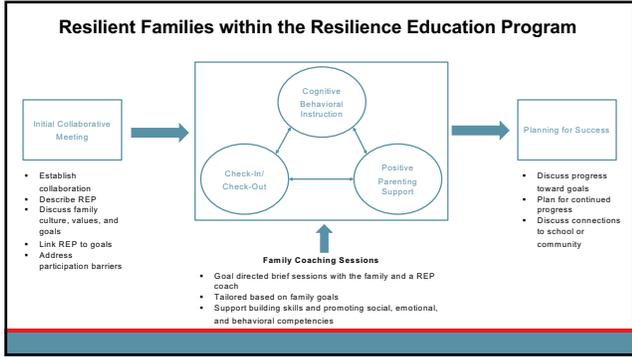
Made Good Choices

School **Mental Health**
COLLABORATIVE

78

Resilient Families within the Resilience Education Program

- Establish collaboration
- Describe REP
- Discuss family culture, values, and goals
- Link REP to goals
- Address participation barriers

Initial Collaborative Meeting

Cognitive Behavioral Instruction

Check-In/ Check-Out

Positive Parenting Support

Planning for Success

- Discuss progress toward goals
- Plan for continued progress
- Discuss connections to school or community

Family Coaching Sessions
- Goal directed brief sessions with the family and a REP coach
- Tailored based on family goals
- Support building skills and promoting social, emotional, and behavioral competencies

79

Accessing REP (for free!)

ONLINE:
https://smhcollaborative.org/rep-materials/

School **Mental Health**
COLLABORATIVE

School **Mental Health**
COLLABORATIVE

80

QUESTIONS?

Thank you!

Resources available @ smhcollaborative.org/rep

Contact Us:

Katie Eklund: katie.eklund@wisc.edu

UNIVERSITY of **SOUTH FLORIDA** College of Education

School **Mental Health** COLLABORATIVE

WISCONSIN UNIVERSITY OF WISCONSIN-MADISON

81