

# Screen to Intervene: Data-driven PBS and Mental Health Integration

20<sup>th</sup> International Conference on Positive Behavior Support

March 31, 2023



# PRESENTERS

Joseph Latimer, Ph.D.

Nate von der Embse, Ph.D.

# SCHOOL MENTAL HEALTH COLLABORATIVE

- *Research* that informs policy and practice
- *Promote* social, emotional, and behavioral student success
- *Create tools and resources* to support educators

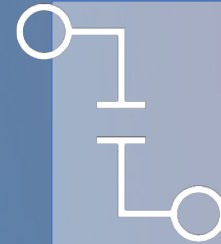


# LEARNING OBJECTIVES

1. *Review key facilitators for mental health services at Tiers 1 and 2*
2. *Understand and describe data-informed practices that support Tier 1 and 2 intervention*
3. *Review unique facilitators and barriers when integrating screening in PBS*
4. *Identify relevant resources and best practices for mental health services*



Increase mental health needs in school-aged children



Gaps in services for students



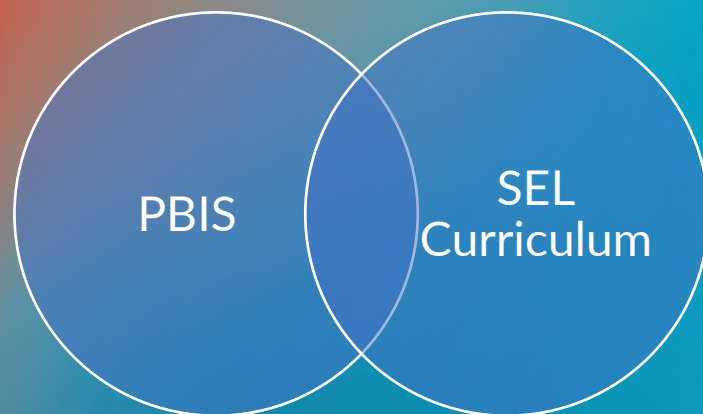
COVID-19 has exacerbated these concerns

# MULTI-TIERED SYSTEMS OF SUPPORT (PBS)

PBS  
Commonly  
Implemented



PBS +  
Social- Emotional Curriculum



SHORTCOMINGS  
REMAIN

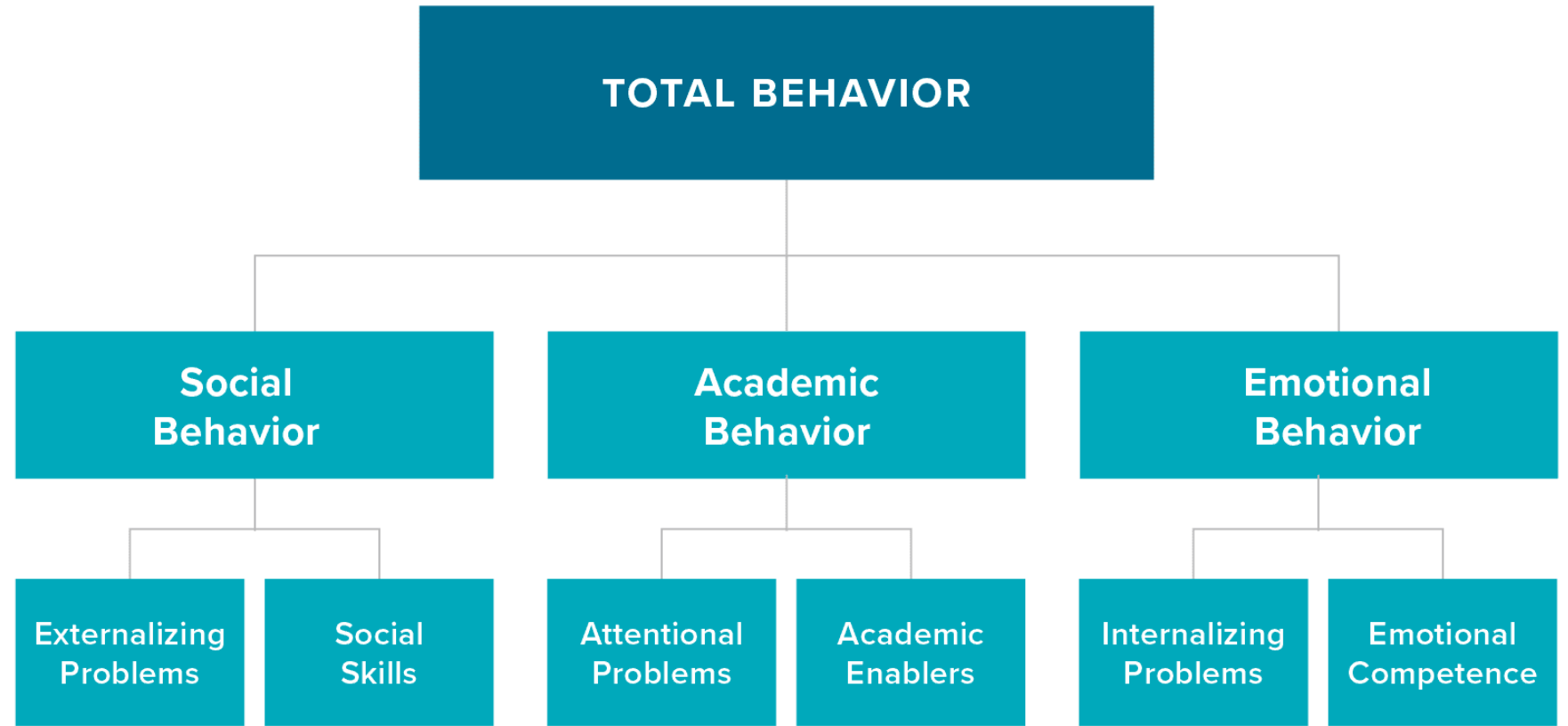


# SOCIAL, ACADEMIC & EMOTIONAL BEHAVIOR RISK SCREENER (SAEBRS)

Brief Tool (19 Items)

Technically Adequate

Overall Behavior And  
Three Domains



## 19-ITEM SCALE FOR OVERALL BEHAVIOR

- Social Behavior (6 items)
- Academic Behavior (6 items)
- Emotional Behavior (7 items)

# CONSIDER YOUR SCHOOL....



What data are you using to identify social, emotional, and behavioral need in your school?



Teacher Nomination



Parent Request



Office Discipline Referrals

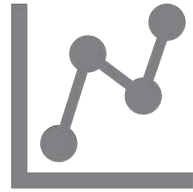


Universal Screening

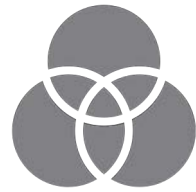
# CONSIDER YOUR SCHOOL....



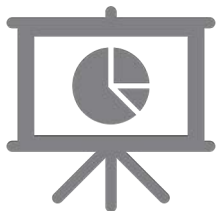
*Clearly defined, objective outcomes*  
at Tier 1?



Specific *decisional points* for  
Tier 1 programming?



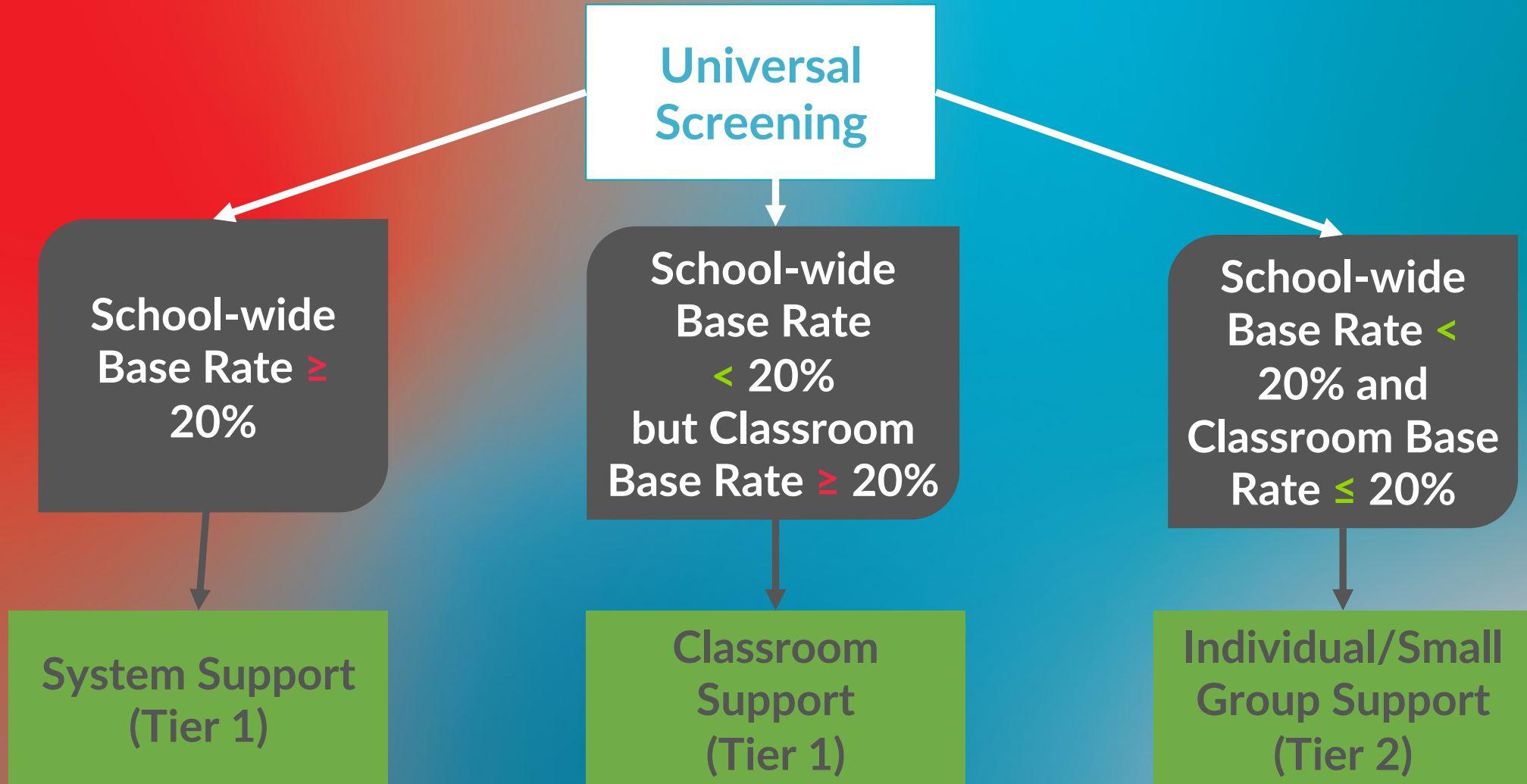
Different *types* of Tier 1 support?



*Data-driven procedures* aligned to  
outcomes?



# DETERMINE LEVEL OF INTERVENTION



# SEBA MODEL: SYSTEM SUPPORT (TIER I)

Start with Universal Strategies



1. Determine type of risk  
most prevalent school-  
wide



Implement and  
Monitor  
Tier I Strategy

School-wide Base  
Rate  $\geq 20\%$

System Support  
(Tier 1)

# SCHOOL BASE RATE > 20%

Grade	% of Risk for Social Domain	% of Risk for Academic Domain	% of Risk for Emotional Domain
1	60%	10%	30%
2	40%	5%	20%
3	50%	15%	35%
4	60%	30%	10%
5	45%	5%	50%
Whole School	50%	10%	15%

# CLASSROOM SUPPORT (TIER I)

Start with Class wide Strategies



1. Determine type of risk  
most prevalent within  
the classroom

Implement and Monitor  
*Classroom*  
Tier I Strategy

School-wide  
Base Rate  
< 20%  
but Classroom Base  
Rate  $\geq$  20%



Classroom Support  
(Tier 1)

# CLASSROOM RATE > 20%

<b>Teacher Last Name</b>	<b>Grade</b>	<b># of Students At Risk</b>	<b>Percent At Risk</b>
Shaffer	1	14	30%
Triggs	2	13	30%
Ells	2	7	15%
Memphis	3	7	20%
Barrett	3	5	5%
Cassidy	4	4	10%
Ulrich	5	5	13%
Total			18%

# INDIVIDUAL OR GROUP SUPPORT (TIER II)

Focus on with Small Group Interventions



1. Determine type of risk  
most prevalent within  
the classroom

Implement and Monitor  
*Small Group Intervention*  
(Tier II Strategy)

School-wide Base  
Rate  $< 20\%$  and  
Classroom Base  
Rate  $\leq 20\%$

Individual/Small  
Group Support  
(Tier 2)

# CLASSROOM RATE < 20%

Teacher Last Name	Grade	# of Students Screened	# of Students At Risk	Percent At Risk
Franks	K	29	5	17%
Garrett	K	21	3	14%
Hollister	1	26	3	12%
Innings	1	23	2	9%
Vargas	2	24	2	8%
Williams	2	27	2	7%
Norton	3	21	1	5%
Jenkins	3	22	1	5%
Kasper	3	24	1	4%

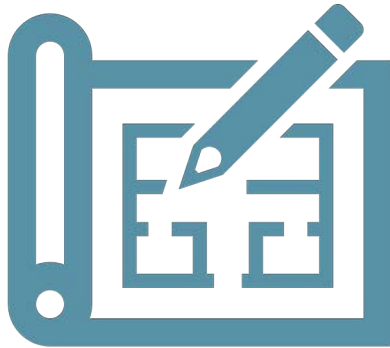


**SCREENING  
CONSIDERATIONS**

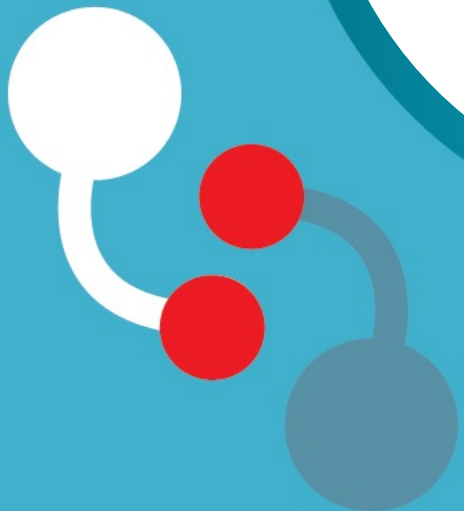
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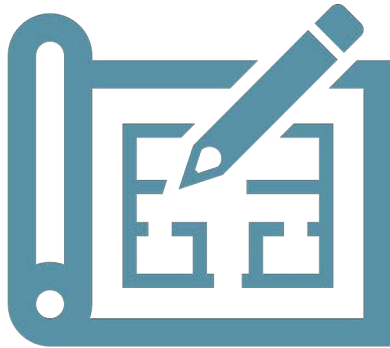
# CONSIDERATIONS PRIOR TO SCREENING



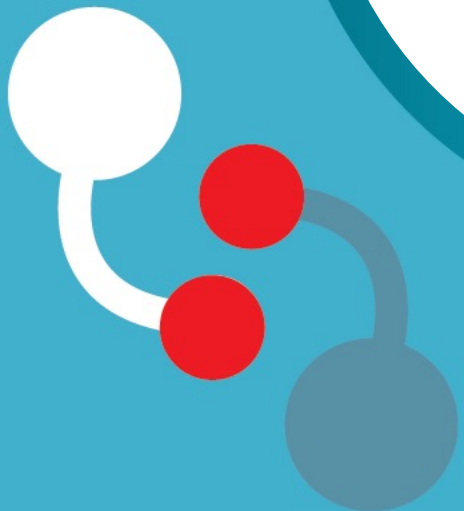
- Identify *specific objectives* prior to engaging in universal screening procedures
  - *What is the referral question?*
  - *How to establish buy-in from and inform key stakeholders?*
  - *How data will be used?*



# CONSIDERATIONS PRIOR TO SCREENING



- Identify *specific objectives* prior to engaging in universal screening procedures
  - *Serviceable base rate*
  - *Resource mapping*
  - *Interventions & staff available*
  - *Data presentation*
  - *Progress monitoring & data quality*



# EQUITABLE PRACTICES

- Maintain a *focus on equity* throughout universal screening procedures
  - *Data will connect to practices for all students*
  - *Building capacity in staff*
  - *Data may identify inequities in a system*

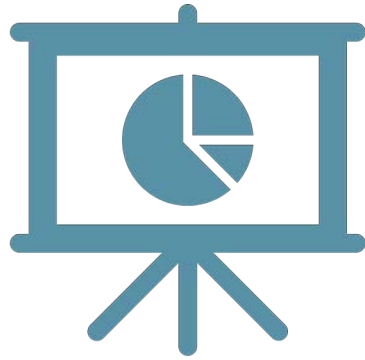


# SCREENING LOGISTICS

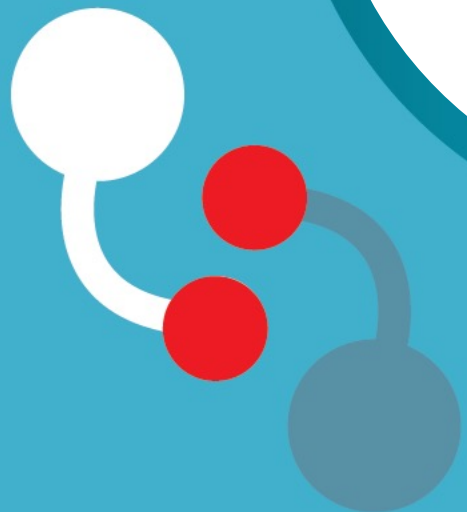
- Consider the *following aspects* for universal screening procedures
  - *Parental notification*
  - *Choice of informant*
  - *Population of students*
  - *Timing/frequency*



# RESULTS FROM SCREENING



- Review data based on:
  - *School, grade-level, classroom, and student level*
  - *Different sub-groups*
  - *Total scores and subscales*
  - *Extant data*



# HELPFUL TOOLS

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Online  
Resources



Helpful  
Documents

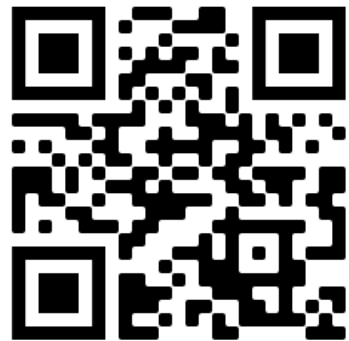
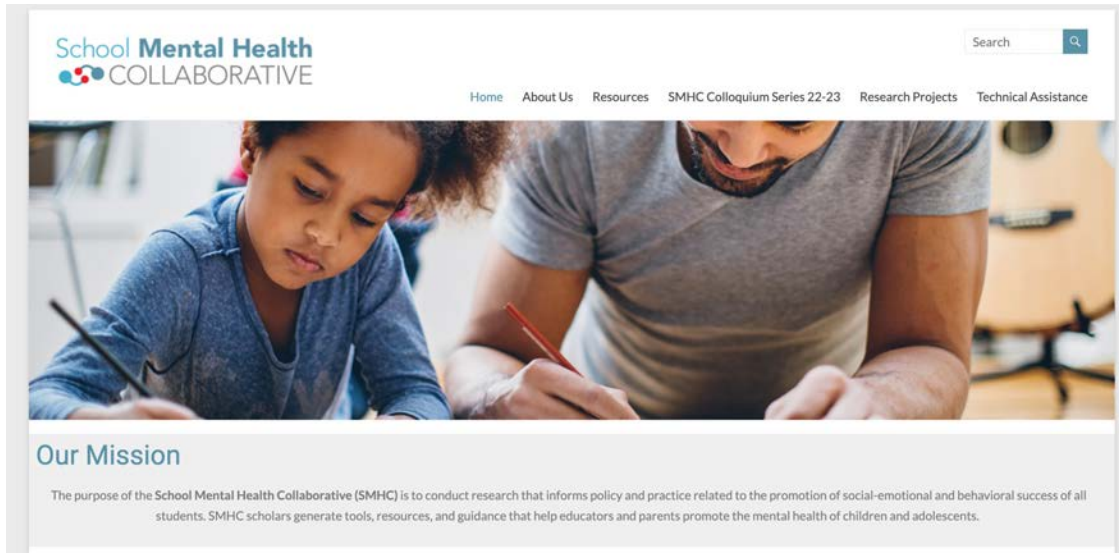


Future  
Tools



In-depth  
Books

# SCHOOL MENTAL HEALTH COLLABORATIVE

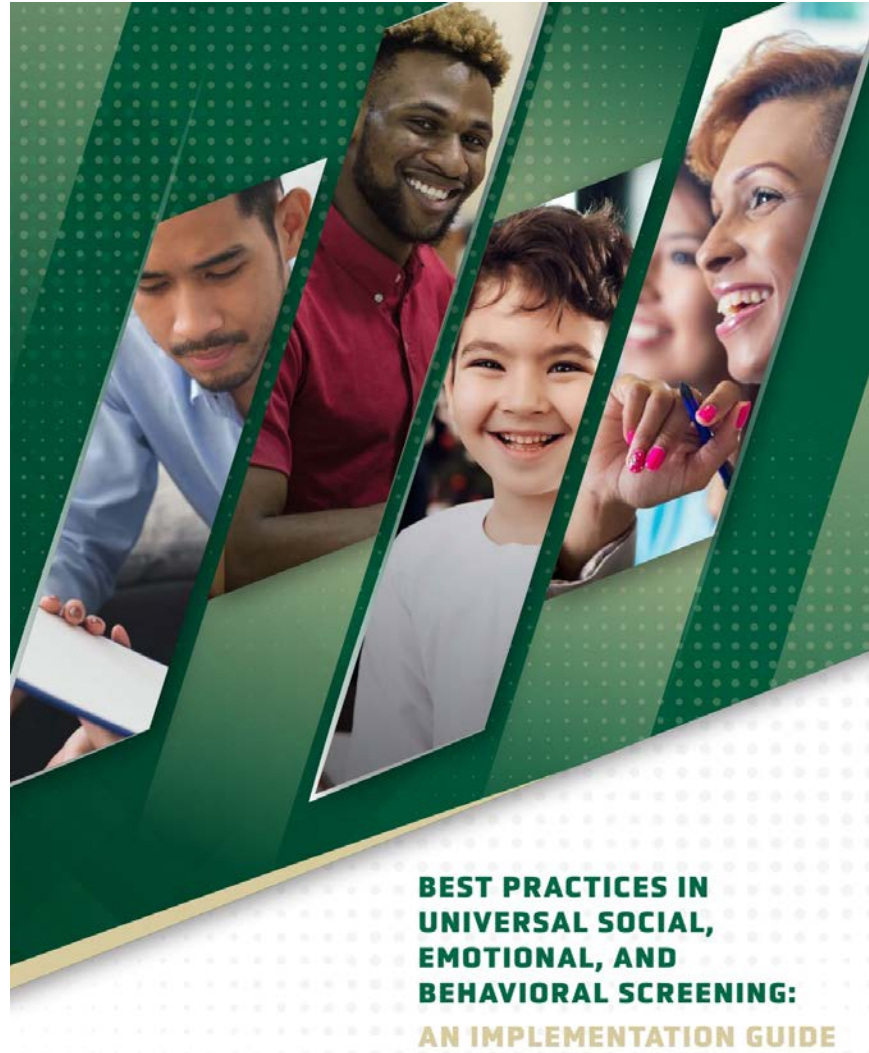


Provides:

- Resources & Research
- Opportunities to Collaborate
- Outline of Current Projects



# UNIVERSAL SCREENING BEST PRACTICES GUIDE

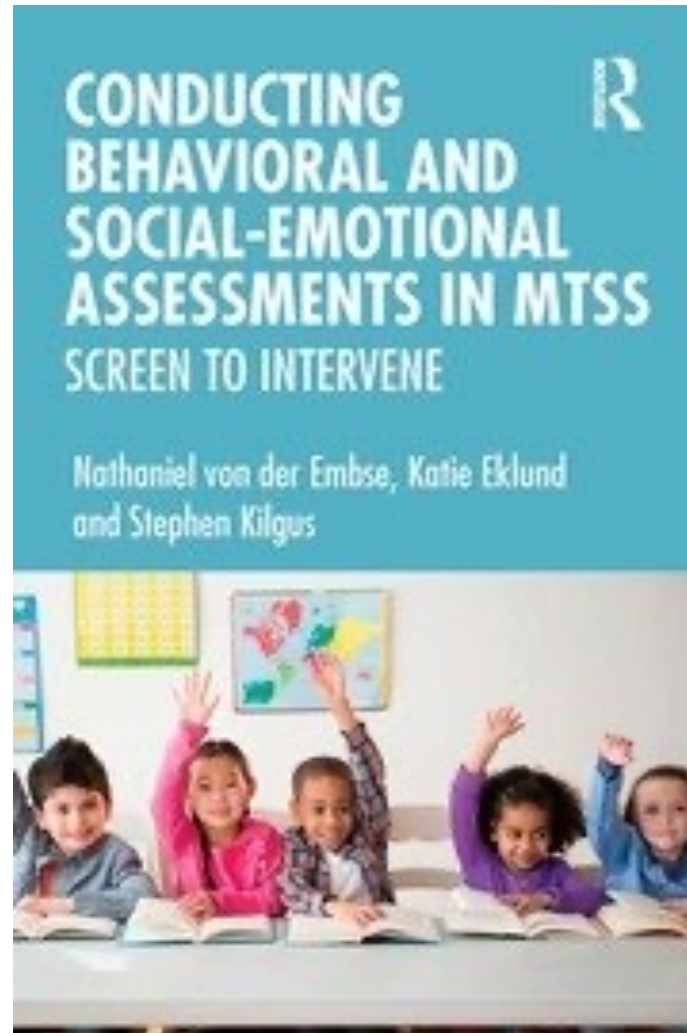


*Best Practice Guide*  
for Universal  
Screening:

- Logistics
- Procedures
- Ethical & Legal Practices



# BOOK RESOURCE FOR SEBA MODEL



Practitioner guide for  
implementing SEBA  
model  
*(includes handouts)*

\*\*\*Authors receive a small royalty for book sales.

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# Targeted Mental Health Support in High Schools: Barriers and Opportunities

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Effective Schools

20<sup>th</sup> International Conference on  
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# CENTER FOR EFFECTIVE SCHOOLS

## Who We Are

### MISSION



Improving services for children with, and at risk for developing, emotional and behavioral disorders by implementing evidence-based practices

### GOALS



- Enhance multi-tiered systems of support for academic, social, emotional and behavioral outcomes
- Promote the delivery of evidence-based educational practices, social-emotional learning, trauma-informed and mental health interventions

### SERVICES & CUSTOMERS



- **Consultation & Training**
- **Technical Assistance**
- **Product Development**
- **Management of Direct Service Delivery**

*For*

- Public and Private Schools
- Behavioral Health Providers
- Early Childhood Providers
- Governmental organizations

### APPROACH



- Preventative
- Behavioral
- Systems-oriented
- Indirect service delivery (consultation, coaching, training)

**Mental Health Technology Transfer Center**  
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**Northeast and  
Caribbean  
Region 2**

**General Mental  
Health  
Workforce**

**Provider  
Wellness**

**Youth &  
Young Adult  
Services**

**School Mental  
Health Workforce**

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This work is supported by grant H79SM081783 from the DHHS, SAMHSA.



# Meet Today's Presenters



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School Mental Health Coordinator*

# AGENDA

01

Background: Building Capacity for Mental Health Support in Schools

02

Barriers to Targeted Prevention in High Schools

03

Solutions for Advancing Targeted Prevention in High Schools

04

Positive Outcomes With Emotion Regulation: The POWER Program

05

Resources

# OBJECTIVES

01

Participants will list unique considerations and common constraints associated with developing and implementing Tier 2 mental health systems in high school contexts.

02

Participants will describe the state of available research, programs, protocols, and instruments to guide Tier 2 mental health services in high schools.

03

Participants will explain the objectives, format, and features of the Positive Outcomes With Emotion Regulation (POWER) Program.



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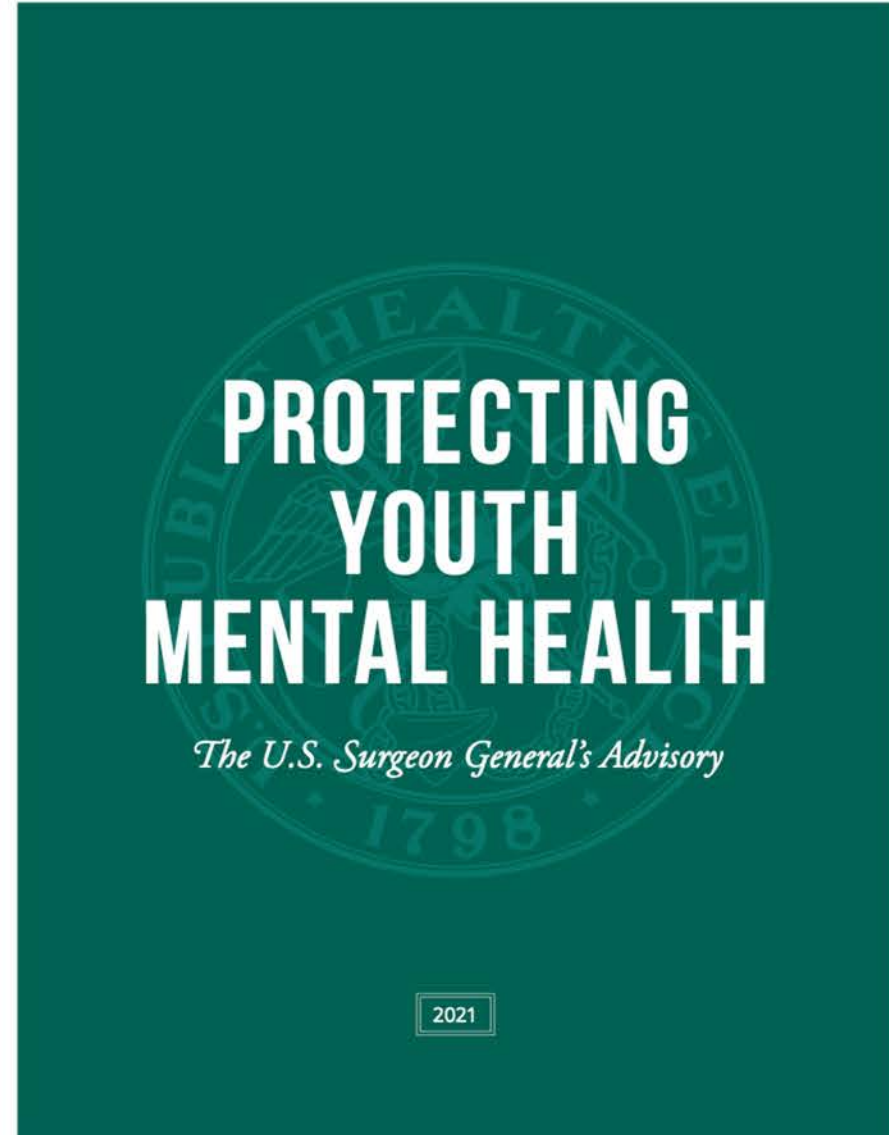
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# Background: Building Capacity for Mental Health Support in Schools

# Mental Health Needs in Children and Youth

- Approximately one in five children and youth experience mental health challenges in the United States (Merikangas et al., 2010)
  - “Externalizing” problems such as inattention, impulsivity, and noncompliance
  - “Internalizing” problems such as depression, anxiety, and social withdrawal
- The prevalence of youth mental health needs increased during the COVID-19 global pandemic (e.g., De France, 2021; Magson et al., 2021)
- Schools continue to represent the most common entry point for youth to receive mental health services

*U.S. Surgeon  
General Issues  
Advisory On Youth  
Mental Health  
Crisis*



# School-Based Mental Health Services

## A Paradigm Shift

### Traditional Approaches

- Reactive focus (intervention following profound barriers to learning)
- Dichotomous service delivery
- “Outsourcing” mental health services

### Contemporary Approaches

- Proactive focus (emphasis on prevention)
- Multi-tiered service delivery
- “In-house” mental health services

# School Mental Health Services within Multi-Tiered Systems of Support (MTSS)





# Tiered Prevention Logic

The multi-tiered system is designed to enable:

- **80%** of all individuals to be successful in a given domain with only **Tier 1 (universal) supports**
- **15%** of all individuals to be successful in a given domain with **Tier 1 (universal) plus Tier 2 (targeted) supports**
- **5%** of all individuals to be successful in a given domain with **Tier 1 (universal), Tier 2 (targeted), plus Tier 3 (intensive) supports**



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# Barriers to Targeted Prevention in High Schools

# Gaps in Available Programs

Feasibility for school-based, Tier 2 implementation

Appropriateness for high-school students

“Transdiagnostic” intervention approaches



# The Reality of Practice

High caseloads that are varied in treatment focus

Youth presentation of co-occurring problems

Fluctuating symptoms



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# Solutions for Advancing Targeted Prevention in High Schools

# A Transdiagnostic Alternative



Applying the same underlying treatment principles across a range of disorders



Treatment protocols are NOT tailored to specific diagnoses, classifications, or categories



Uses a single protocol to address multiple presentations of need

# Why consider a transdiagnostic approach?



**Reduce interventions  
needed while  
addressing varied  
needs**



**Streamline intervention  
training, preparation,  
implementation, and  
evaluation**

# Transdiagnostic Interventions

What does the research say?

- Informal meta-synthesis (synthesis of systematic reviews and meta-analyses)
- Broad support for the “equivalence or superiority of transdiagnostic psychological treatments over comparison or control interventions (comprising either a diagnosis-specific intervention control, treatment-as-usual, or a waitlist control)” (p. 186)



# Transdiagnostic Interventions

## Core Targets



**Emotion Regulation**



**Distress Tolerance**



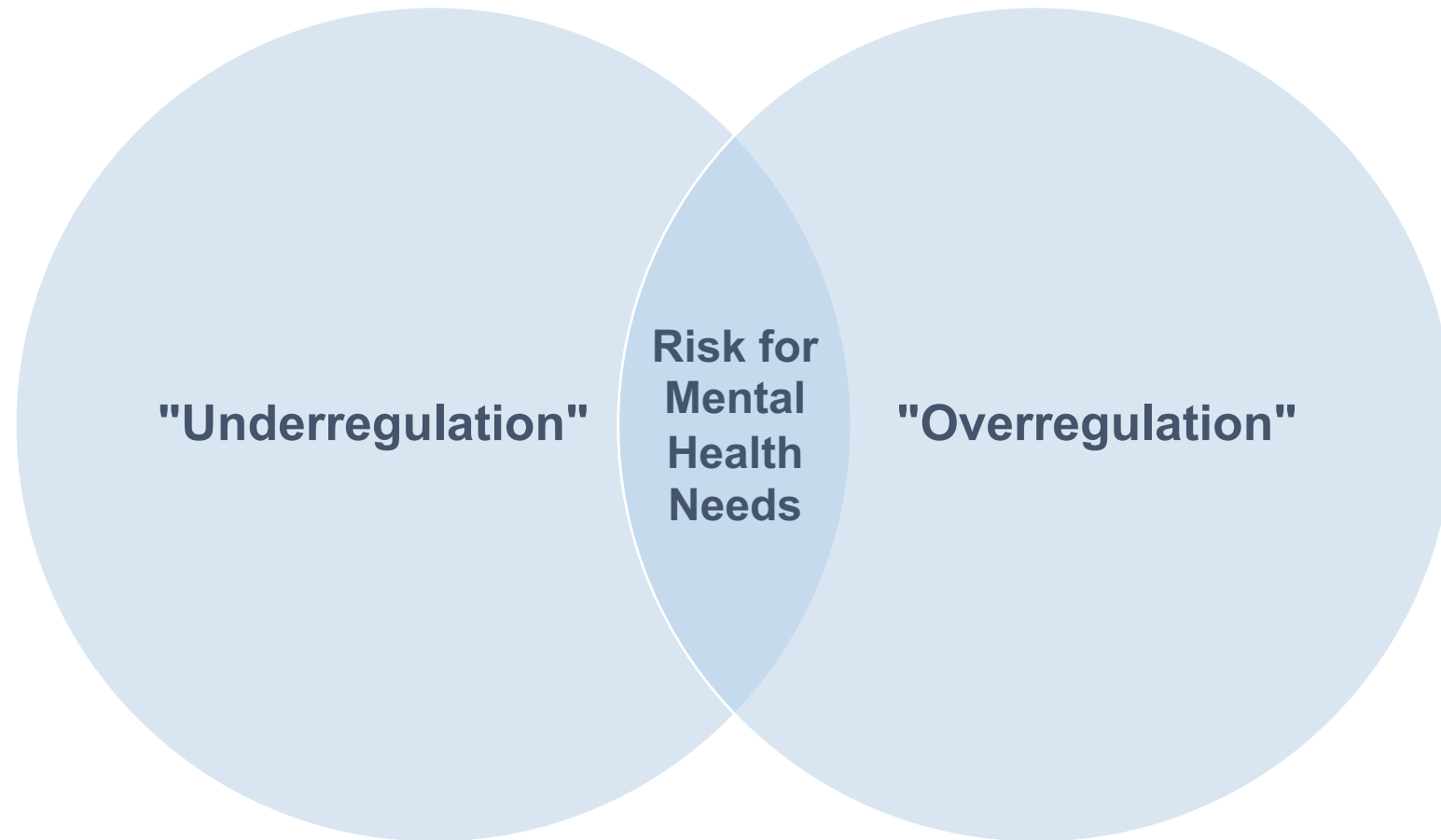
**Adaptive Thinking**



**Social Skills**

# Emotion Regulation

As a Target of Transdiagnostic Intervention



# Transdiagnostic Interventions

## Core Practices



**Structural Support**



**Cognitive Restructuring**



**Behavior Coping**



**Social Skill Instruction**



**Application of Skills**



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# Positive Outcomes With Emotion Regulation: The POWER Program

# The POWER Program

What it is:

- Cognitive-behavioral intervention focused on promoting emotion regulation skills
- 35- to 45-minute weekly group meetings
- 7-meeting sequence (plus booster sessions)



# The POWER Program

For whom it's designed:

- High school students
- Students with or at risk for developing mental health needs
  - Internalizing needs (e.g., anxiety, depression, traumatic stress)
  - Externalizing needs (e.g., conduct disorders)



# The POWER Program

Who can implement it:

- School-based professionals with skills in facilitating small-group instruction
- No advanced mental or behavioral health training necessary
- E.g., Teachers, instructional assistants, specialists, counselors, social workers, psychologists



# The POWER Program

## Intervention Techniques



**MOTIVATIONAL  
INTERVIEWING**



**BEHAVIORAL SKILLS  
TRAINING**



**COGNITIVE  
INSTRUCTION,  
DEFUSION, AND  
RESTRUCTURING**



# The POWER Program

## Motivational Interviewing

### Engaging

- Reflective listening & readiness for change

### Focusing

- Determining direction

### Evoking

- Reinforcing self-expression & reasons for change

### Planning

- Supporting changes in behavior



# The POWER Program

## Motivational Interviewing

- Exploring motivation for change and evaluating progress
- Guided (personalized) goal setting and evaluation
- Used to promote students' engagement in group meetings

# The POWER Program

## Intervention Techniques



**MOTIVATIONAL  
INTERVIEWING**



**BEHAVIORAL SKILLS  
TRAINING**



**COGNITIVE  
INSTRUCTION,  
DEFUSION, AND  
RESTRUCTURING**

# The POWER Program

## Behavioral Skills Training



Instruction



Modeling



Practice



Feedback



# The POWER Program

## Behavioral Skills Training

- Direct instruction in behavioral skills
  - Behavioral relaxation
  - Behavioral activation
- Guided planning of practice and implementation of new strategies

# The POWER Program

## Intervention Techniques



**MOTIVATIONAL  
INTERVIEWING**



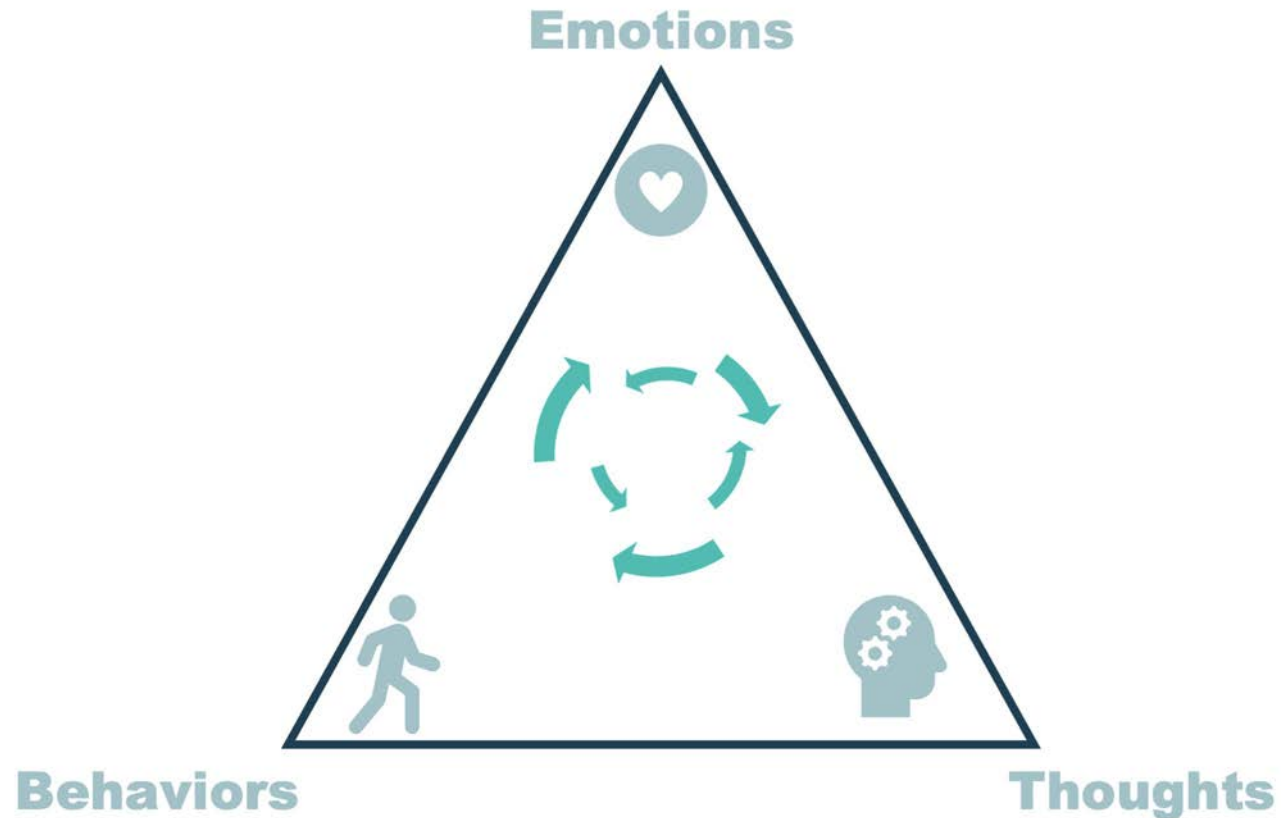
**BEHAVIORAL SKILLS  
TRAINING**



**COGNITIVE  
INSTRUCTION,  
DEFUSION, AND  
RESTRUCTURING**

# The POWER Program

Cognitive Instruction, Defusion, and Restructuring



# The POWER Program

## Cognitive Instruction, Defusion, and Restructuring

- Instruction in observing thoughts and changing relationships with thoughts
  - Defusion
  - Acceptance and commitment therapy (ACT)
- Instruction in observing and changing thoughts
  - Cognitive restructuring
  - Cognitive-behavioral therapy (CBT)
- Overarching strategy: Catch–Check–Choose (adaptation of Catch–Check–Change)



# The POWER Program

## Group Meeting Sequence

**Introduction to the POWER Program**

**Recognizing and Labeling Emotions**

**Relaxation and Behavioral Activation**

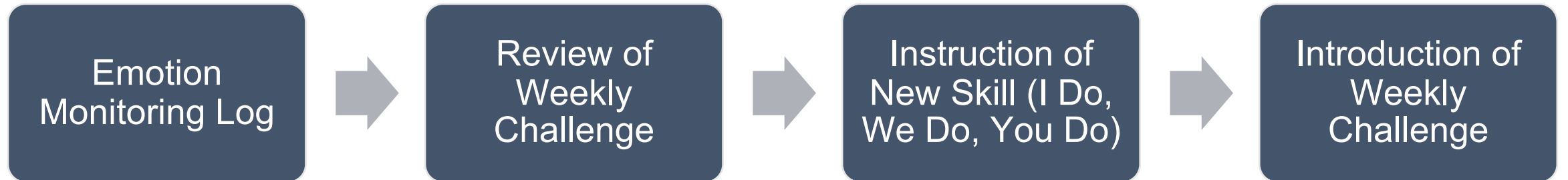
**Understanding and Observing Thoughts**

**Catch–Check–Choose (2 sessions)**

**Planning for Success**

# The POWER Program

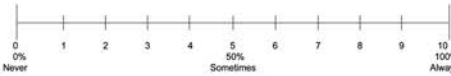
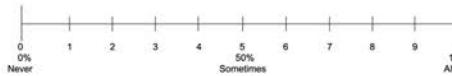
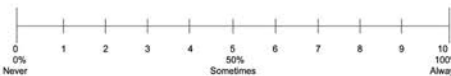
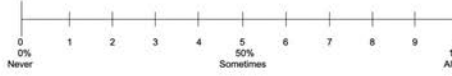
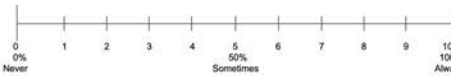
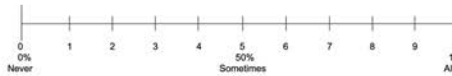
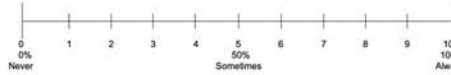

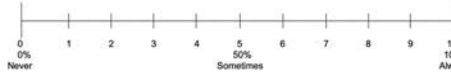
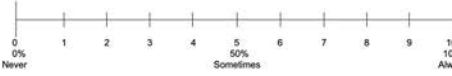
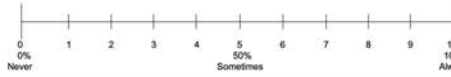
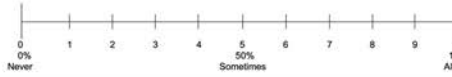
## Group Meeting Process




# The POWER Program


## Beyond the Group Meetings: POWER Coaching

**Emotion Monitoring Log**

Write today's date.	Mark along the line how much of today you felt	Mark along the line how much of today you felt
		
		
		
		
		
		

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# The POWER Program

## Beyond the Group Meetings: POWER Coaching

### POWER Program Coaching Steps

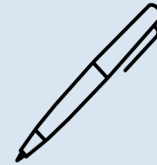
Step Number	Description
1	Positively greet the student
2	Prompt the student to complete their daily emotion monitoring log
3	Summarize the student's emotion monitoring ratings
4	Support the student in processing factors that impacted their day (positive and/or negative factors)
5	When indicated, support the student in problem-solving and/or planning for future challenges
6	When indicated, remind the student of strategies from POWER Program group meetings
7	When indicated, guide practice and/or role-play of student-selected strategy
8	End the interaction on a positive, encouraging note

# The POWER Program

## Material Components



**Implementation  
Manual**



**Student Book**



**Challenge Book**



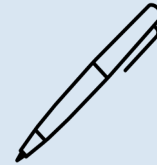
**Adult Handout**

# The POWER Program

## Material Components



**Implementation  
Manual**



**Student Book**



**Challenge Book**



**Adult Handout**

# The POWER Program

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## The POWER Program

Positive Outcomes  
With Emotion Regulation

**Implementation Manual**

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Group Meeting 3: Relaxation and Behavioral Activation

### Group Meeting 3: Relaxation and Behavioral Activation

#### Group Meeting at a Glance

**Objectives:** Students will...

- ✓ Communicate the rationale for using relaxation strategies to manage unpleasant, activating emotions and behavioral activation strategies to manage unpleasant, deactivating emotions.
- ✓ Identify and independently demonstrate the steps to using relaxation strategies.
- ✓ Identify and independently demonstrate positive replacement behaviors for behavioral activation strategies.

**Materials:**

<b>1 Per Student</b>	<b>1 Per Group</b>
<input type="checkbox"/> Student Book	<input type="checkbox"/> Agenda (written or projected in a location visible to students)
<input type="checkbox"/> Writing utensil	<input type="checkbox"/> Group Expectations poster (page 29)
<input type="checkbox"/> Week 3 Challenge form (see Challenge Book or page 67)	<input type="checkbox"/> Your completed Week 2 Challenge form (see Challenge Book or page 47)
	<input type="checkbox"/> Poster or whiteboard (and corresponding writing utensil)

**Agenda:**

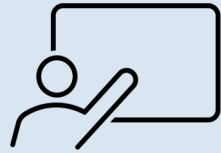
1. Group Expectations and Agenda (2 min.)
2. Last Week's Challenge (5 min.)
3. Relaxation Strategy Introduction and Practice (15 min.)
  - a. Deep Breathing
  - b. Muscle Relaxation
  - c. Taking Time
4. Behavioral Activation (10 min.)
5. This Week's Challenge and Wrap-Up (3 min.)

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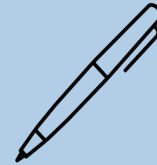
The POWER Program | Page 51

# The POWER Program

## Material Components



**Implementation  
Manual**



**Student Book**




**Challenge Book**




**Adult Handout**




# The POWER Program


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## The POWER Program

### Positive Outcomes With Emotion Regulation



**Student Book**



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Week 6: Catch-Check-Choose, Part 2


### Catch-Check-Choose Practice

Identify a real-world situation in which you could have used the Catch-Check-Choose Strategy.  
 Write and/or draw about that situation below!

 <b>What I First Thought:</b> (Something Unrealistic and/or Unhelpful)	<b>What I Can Think Instead:</b>  (Something Realistic and Helpful)
<p style="text-align: center;"><b>My Choice</b></p> <p> <input type="checkbox"/> Let it go.  <input type="checkbox"/> Change it into one of the following (remember the ABCs!):                     <ul style="list-style-type: none"> <li>▪ An <u>adaptive</u> thought (<i>Helps me be flexible and solve a problem</i>)</li> <li>▪ A <u>brave</u> thought (<i>Helps me be courageous and confident</i>)</li> <li>▪ A <u>calm</u> thought (<i>Helps me stay in control of my emotions</i>)</li> </ul> </p>	

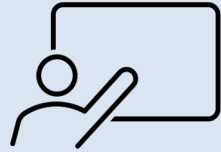

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The POWER Program | Page 21

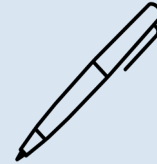

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# The POWER Program

## Material Components



**Implementation  
Manual**



**Student Book**



**Challenge Book**



**Adult Handout**

# The POWER Program

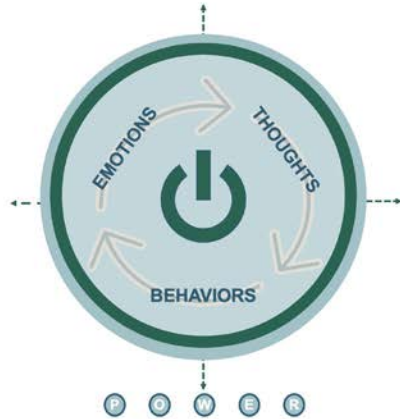


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## The POWER Program Positive Outcomes With Emotion Regulation






**Challenge Book**

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### Week 5 Challenge

List adaptive, brave, and calm thoughts you can use to help you in challenging times.

Thought Type	How It Helps	My Examples
 <u>A</u> ddaptive	Helps me be flexible and solve a problem	
 <u>B</u> rave	Helps me be courageous and confident	
 <u>C</u> alm	Helps me stay in control of my emotions	



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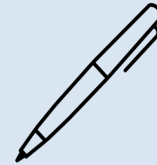
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# The POWER Program

## Material Components



**Implementation  
Manual**



**Student Book**



**Challenge Book**



**Adult Handout**

# The POWER Program

## Adult Handout



### Positive Outcomes With Emotion Regulation: The POWER Program

#### What is the POWER program?

The POWER program is a school-based intervention program designed to promote emotion regulation skills for middle and high school students with or at risk for developing mental and behavioral health needs. The POWER program incorporates techniques that have been found to be effective across adolescents with different types of emotion-related mental and behavioral health needs. As a targeted intervention, the POWER program is designed to be implemented at Tier 2 within a multi-tiered systems of support framework.

#### What does it look like for students to participate in the POWER program?

Students who participate in the POWER program attend weekly group meetings in which they learn information and strategies to help them regulate their emotions. These meetings are about 35 minutes and are scheduled by the group facilitator with consideration to students' schedules.

During these meetings, students discuss concepts that help them understand their own strengths and needs. Students learn and practice different physiological, behavioral, and cognitive strategies to help them regulate their emotions. Additionally, students monitor their own emotions in order to identify their growth and support needs.

Following these meetings, students complete "weekly challenges" that are related to the group meeting topic. These weekly challenges engage students in practicing concepts and strategies taught during the group meeting.

These meetings continue for 7 weeks. After this time, students may participate in a group-based booster session or individual check-ins with the group facilitator to support their skill growth.

#### How can adults support students participating in the POWER program?

##### Week 1: An Introduction to the POWER Program

- This group meeting introduces students to the POWER program. After the meeting, ask your student about the group meeting and encourage them to attend the next meeting.
- Remind your student to complete the weekly challenge: Selecting a photo they'd like to share with the group! This will help students learn more about each other and bond as a group.



##### Week 2: Recognizing and Labeling Emotions



- This week, students learn how to use internal clues (body sensations) and external clues (actions) to identify emotions. They also learn how emotions can be positive or negative and activating or deactivating. Ask your student to explain this concept to you.
- Remind your student to complete the weekly challenge: Choosing a song related to their emotion goal! This will help students reflect on their goals throughout the week.

##### Week 3: Relaxation and Behavioral Activation

- In this group meeting, students learn and practice relaxation strategies for managing negative, activating emotions and behavioral activation strategies for managing negative, deactivating emotions. Ask your student to share what strategy they will be using, what the steps to that strategy are, and how they plan to use it.
- Remind your student to complete the weekly challenge: Practicing their chosen strategy! As with any other type of skill, practice makes perfect.



##### Week 4: Understanding and Observing Thoughts



- This week focuses on how emotions, thoughts, and actions are all related. Students learn to observe their thoughts just like they observe other things in their environments. Ask your student to tell you more about observing thoughts.
- Remind your student to complete the weekly challenge: Choosing or drawing a picture of how they visualize observing their thoughts! Personal examples can help concepts stick.

##### Week 5 & 6: Catching, Checking, and Choosing

- Building upon the Week 4 group meeting, these meetings introduce the Catch-Check-Choose strategy for identifying and managing unrealistic or unhelpful thoughts. Ask your student to explain this strategy to you. Consider prompting them to use this strategy if they appear upset or sad.
- Remind your student to complete the weekly challenge: Practicing the Catch-Check-Choose strategy!



##### Week 7: Planning for Success



- It's review time! Students practice identifying and using different concepts and strategies taught in this group. Students then develop an action plan for implementing these strategies in the real world. Prompt your student to share their plan with you. Ask your student how you can support them in following their plan.
- Congratulate your student on their learning and growth throughout this program!

# The POWER Program

Website



Home About ▾ Intervention Materials Training Videos FAQ 🔍

## The Power Program

(Positive Outcomes With Emotional Regulation)

Welcome to the the POWER Program, a school-based group intervention program designed to promote emotion-regulation skills for middle and high school students with, or at risk for developing, mental and behavioral health needs.

<https://necmhttc.org/powerprogram>

# Connect With Us

Phone: (908) 889-2552

Email: [northeastcaribbean@mhttcnetwork.org](mailto:northeastcaribbean@mhttcnetwork.org)

Website: <https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>

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Services Administration

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