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

20th 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
CURRENT STATE OF SEB NEEDS

Increase mental health needs in school-aged children

Gaps in services for students

COVID-19 has exacerbated these concerns

(Department of Health and Human Services, 2022; Costello et al., 2003; Kahlberg et al., 2011; Leeb et al., 2020; Moore et al., 2021; Leeb et al., 2020; Skiba et al., 2002; Trent et al., 2019)
MULTI-TIERED SYSTEMS OF SUPPORT (PBS)

PBS
Commonly Implemented

PBIS

SEL Curriculum

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)

Kilgus & von der Embse, 2014
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?
Universal Screening

School-wide Base Rate ≥ 20%
- System Support (Tier 1)

School-wide Base Rate < 20%
but Classroom Base Rate ≥ 20%
- Classroom Support (Tier 1)

School-wide Base Rate < 20%
and Classroom Base Rate ≤ 20%
- Individual/Small Group Support (Tier 2)

(Determine Level of Intervention) (von der Embse, Eklund, & Kilgus, 2022)
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 ≥ 20%

System Support (Tier 1)
<table>
<thead>
<tr>
<th>Grade</th>
<th>% of Risk for Social Domain</th>
<th>% of Risk for Academic Domain</th>
<th>% of Risk for Emotional Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60%</td>
<td>10%</td>
<td>30%</td>
</tr>
<tr>
<td>2</td>
<td>40%</td>
<td>5%</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>50%</td>
<td>15%</td>
<td>35%</td>
</tr>
<tr>
<td>4</td>
<td>60%</td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>45%</td>
<td>5%</td>
<td>50%</td>
</tr>
<tr>
<td>Whole School</td>
<td>50%</td>
<td>10%</td>
<td>15%</td>
</tr>
</tbody>
</table>

SCHOOL BASE RATE > 20%
### Start with Class-wide Strategies

1. Determine type of risk most prevalent *within the classroom*

### Implement and Monitor

*Classroom Tier I Strategy*

#### Classroom Support (Tier 1)

- **School-wide Base Rate** < 20%
- **but Classroom Base Rate** ≥ 20%
<table>
<thead>
<tr>
<th>Teacher Last Name</th>
<th>Grade</th>
<th># of Students At Risk</th>
<th>Percent At Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shaffer</td>
<td>1</td>
<td>14</td>
<td>30%</td>
</tr>
<tr>
<td>Triggs</td>
<td>2</td>
<td>13</td>
<td>30%</td>
</tr>
<tr>
<td>Ells</td>
<td>2</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>Memphis</td>
<td>3</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>Barrett</td>
<td>3</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Cassidy</td>
<td>4</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Ulrich</td>
<td>5</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>18%</strong></td>
<td></td>
</tr>
</tbody>
</table>
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 ≤ 20%

Individual/Small Group Support (Tier 2)
<table>
<thead>
<tr>
<th>Teacher Last Name</th>
<th>Grade</th>
<th># of Students Screened</th>
<th># of Students At Risk</th>
<th>Percent At Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franks</td>
<td>K</td>
<td>29</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>Garrett</td>
<td>K</td>
<td>21</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td>Hollister</td>
<td>1</td>
<td>26</td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td>Innings</td>
<td>1</td>
<td>23</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>Vargas</td>
<td>2</td>
<td>24</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Williams</td>
<td>2</td>
<td>27</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>Norton</td>
<td>3</td>
<td>21</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Jenkins</td>
<td>3</td>
<td>22</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Kasper</td>
<td>3</td>
<td>24</td>
<td>1</td>
<td>4%</td>
</tr>
</tbody>
</table>
SCREENING CONSIDERATIONS
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

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.
CONTACT INFORMATION

Joseph Latimer: latimer1@usf.edu

Nate von der Embse: natev@usf.edu

School Mental Health Collaborative: https://smhcollaborative.org/
REFERENCES


Targeted Mental Health Support in High Schools: Barriers and Opportunities

Brittany Zakszeski
University of Delaware

Stuart Luther
Kristy Ritvalsky
Northeast and Caribbean Mental Health Technology Transfer Center

Laura Rutherford
Devereux Center for Effective Schools

20th International Conference on Positive Behavior Support
March 31, 2023
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)
Disclaimer

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Meet Today’s Presenters

Kristy Ritvalsky
Northeast and Caribbean MHTTC
Senior Training and Consultation Specialist

Brittany Zakszeski
University of Delaware
Assistant Professor of School Psychology

Stuart Luther
Northeast and Caribbean MHTTC
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.
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
PROTECTING YOUTH MENTAL HEALTH
The U.S. Surgeon General's Advisory
2021
## School-Based Mental Health Services
### A Paradigm Shift

<table>
<thead>
<tr>
<th>Traditional Approaches</th>
<th>Contemporary Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Reactive focus (intervention following profound barriers to learning)</td>
<td>▪ Proactive focus (emphasis on prevention)</td>
</tr>
<tr>
<td>▪ Dichotomous service delivery</td>
<td>▪ Multi-tiered service delivery</td>
</tr>
<tr>
<td>▪ “Outsourcing” mental health services</td>
<td>▪ “In-house” mental health services</td>
</tr>
</tbody>
</table>
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
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
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)

Dalgleish et al. (2020)
Transdiagnostic Interventions
Core Targets

- Emotion Regulation
- Distress Tolerance
- Adaptive Thinking
- Social Skills

Clifford et al. (2020)
Emotion Regulation
As a Target of Transdiagnostic Intervention

"Underregulation"

Risk for Mental Health Needs

"Overregulation"

Berking & Wupperman (2012)
Transdiagnostic Interventions
Core Practices

- Structural Support
- Cognitive Restructuring
- Behavior Coping
- Social Skill Instruction
- Application of Skills

Clifford et al. (2020)
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

Miller & Rollnick (2002)
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

Dib & Sturmey (2012)
The POWER Program
Intervention Techniques

MOTIVATIONAL INTERVIEWING

BEHAVIORAL SKILLS TRAINING

COGNITIVE INSTRUCTION, DEFUSION, AND RESTRUCTURING
The POWER Program
Cognitive Instruction, Defusion, and Restructuring

Beck (1976, 2011)
The POWER Program
Cognitive Instruction, Defusion, and Restructuring

▪ Instruction in observing thoughts and changing relationships with thoughts
  o Defusion
  o Acceptance and commitment therapy (ACT)

▪ Instruction in observing and changing thoughts
  o Cognitive restructuring
  o Cognitive-behavioral therapy (CBT)

▪ Overarching strategy: Catch–Check–Choose (adaptation of Catch–Check–Change)

Beck (1976, 2011); Hayes et al. (1999, 2012)
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

- Emotion Monitoring Log
- Review of Weekly Challenge
- Instruction of New Skill (I Do, We Do, You Do)
- Introduction of Weekly Challenge
The POWER Program
Beyond the Group Meetings: POWER Coaching

<table>
<thead>
<tr>
<th>Write today’s date.</th>
<th>Mark along the line: how much of today you felt</th>
<th>Mark along the line: how much of today you felt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td></td>
<td>10% Not</td>
<td>50% Somewhat</td>
</tr>
</tbody>
</table>
## The POWER Program

### Beyond the Group Meetings: POWER Coaching

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

Positive Outcomes
With Emotion Regulation

Implementation Manual

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Group Meeting 3: Relaxation and Behavioral Activation

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:
1 Per Student
- Student Book
- Writing utensil
- Week 3 Challenge form (see Challenge Book or page 67)

1 Per Group
- Agenda (written or projected in a location visible to students)
- Group Expectations poster (page 29)
- Your completed Week 2 Challenge form (see Challenge Book or page 47)
- 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.)
The POWER Program

Material Components

- Implementation Manual
- Student Book
- Challenge Book
- Adult Handout
The POWER Program

Positive Outcomes With Emotion Regulation

Student Book

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!

<table>
<thead>
<tr>
<th>What I First Thought:</th>
<th>What I Can Think Instead:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Something Unrealistic and/or Unhelpful)</td>
<td>(Something Realistic and Helpful)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let it go.</td>
</tr>
<tr>
<td>Change it into one of the following (remember the ABCs):</td>
</tr>
<tr>
<td>An adaptive thought (helps me be flexible and solve a problem)</td>
</tr>
<tr>
<td>A brave thought (helps me be courageous and confident)</td>
</tr>
<tr>
<td>A calm thought (helps me stay in control of my emotions)</td>
</tr>
</tbody>
</table>

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The POWER Program
Material Components

- Implementation Manual
- Student Book
- Challenge Book
- Adult Handout
**The POWER Program**

**Positive Outcomes With Emotion Regulation**

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**Challenge Book**

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### Week 5 Challenge

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

<table>
<thead>
<tr>
<th>Thought Type</th>
<th>How It Helps</th>
<th>My Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive</td>
<td>Helps me be flexible and solve a problem</td>
<td></td>
</tr>
<tr>
<td>Brave</td>
<td>Helps me be courageous and confident</td>
<td></td>
</tr>
<tr>
<td>Calm</td>
<td>Helps me stay in control of my emotions</td>
<td></td>
</tr>
</tbody>
</table>
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 exercises 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 the program.
The POWER Program

Website

https://necmhttc.org/powerprogram
Connect With Us

Phone:  (908) 889-2552
Email:  northeastcaribbean@mhttcnetwork.org
Website:  https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home

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References


References


