

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

Katie Eklund, Ph.D.



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.

Mental Health Challenges

- Two broad categories:
 - Externalizing problems
 - Internalizing problems*
- Problems exist along a continuum
 - Low risk
 - Subthreshold symptoms
 - Diagnosable disorder



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.”

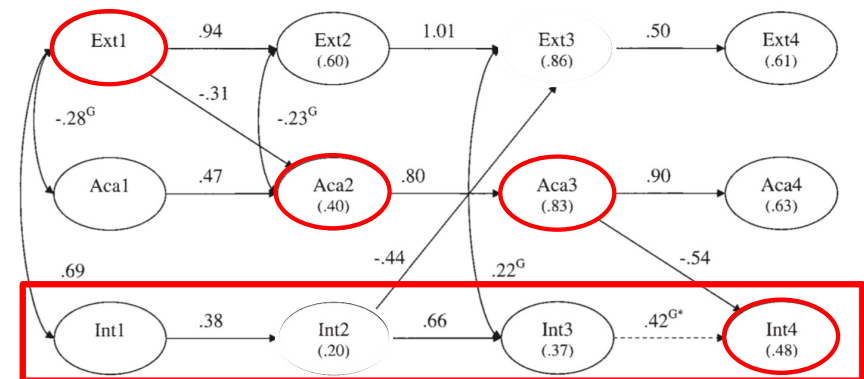


Internalizing Problems

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)

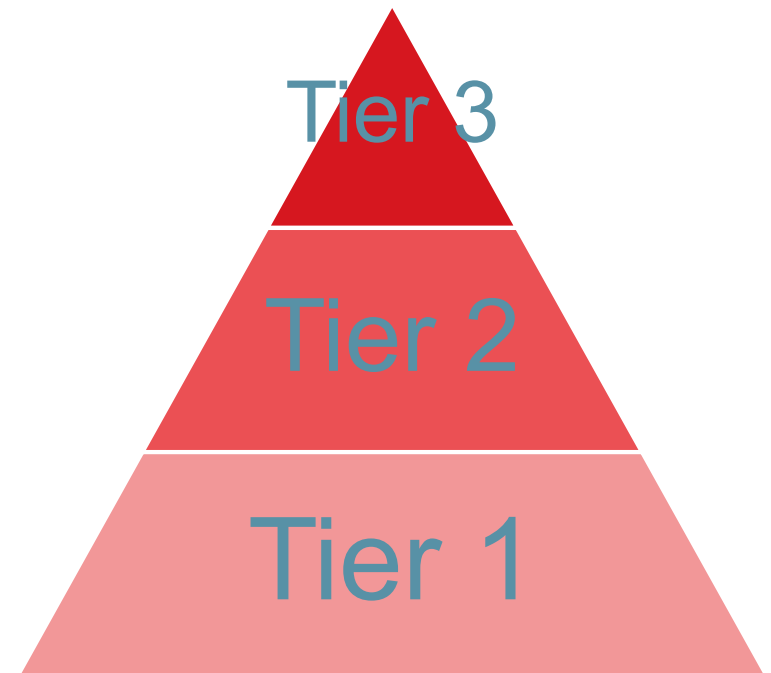
- Social rejection
- Academic concerns
- Later diagnosis
- Suicide

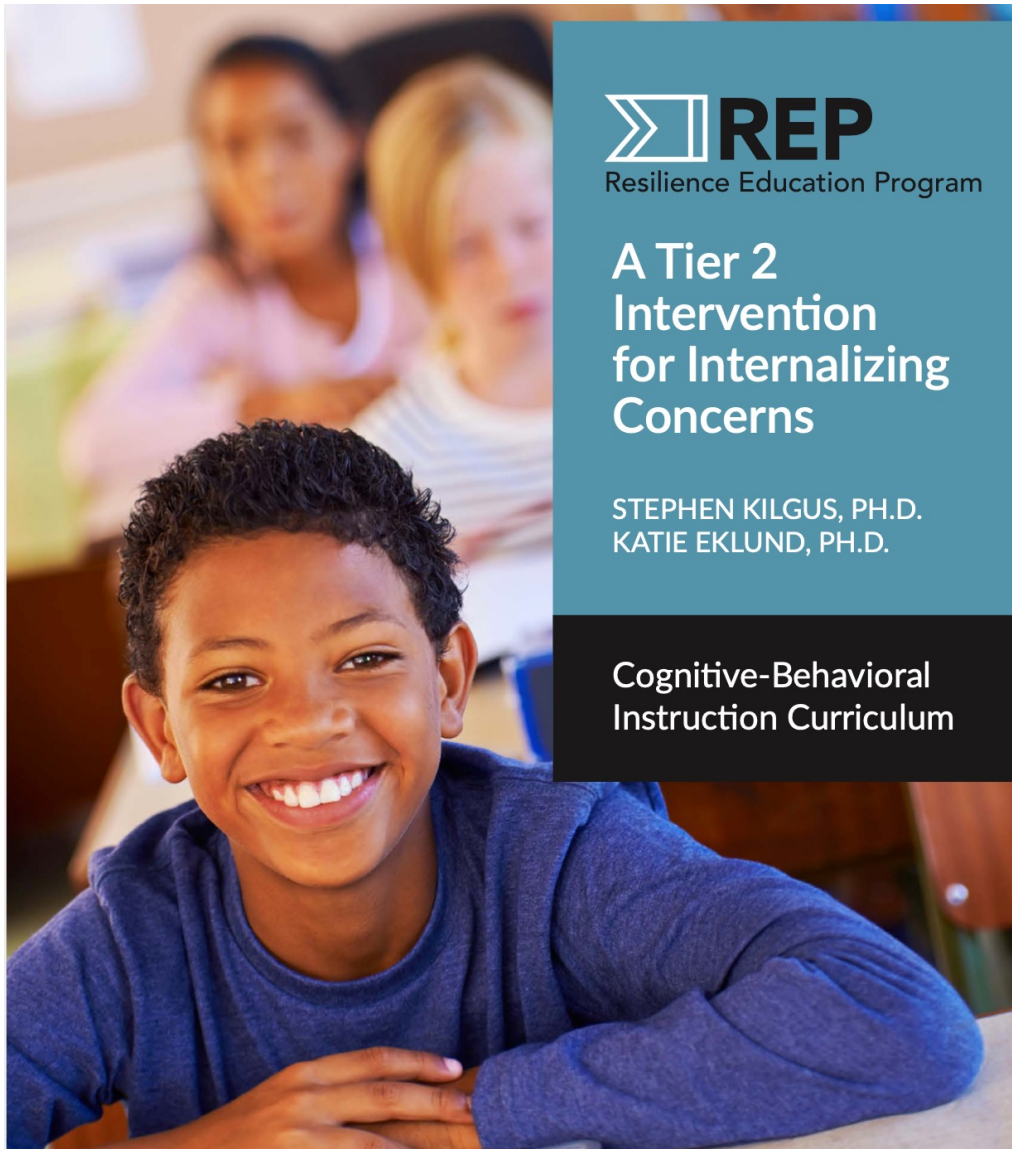


Masten et al., 2005

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)



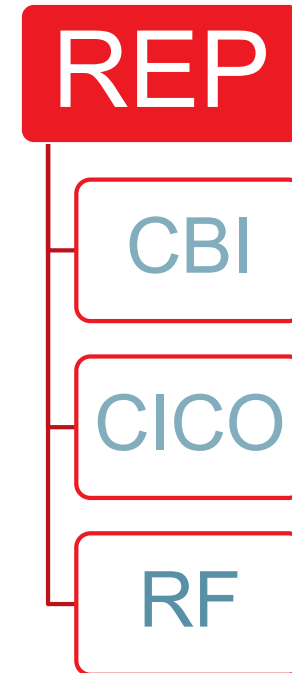


Resilience Education Program

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

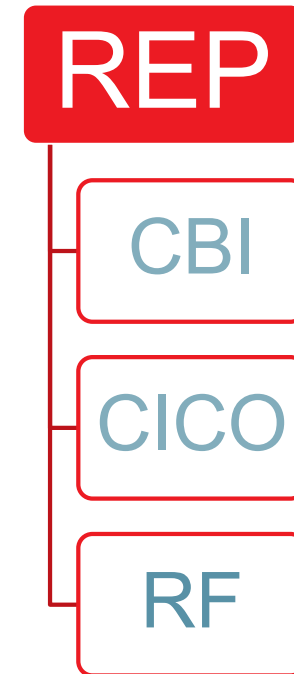
REP – Three Components

- **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 – Theory

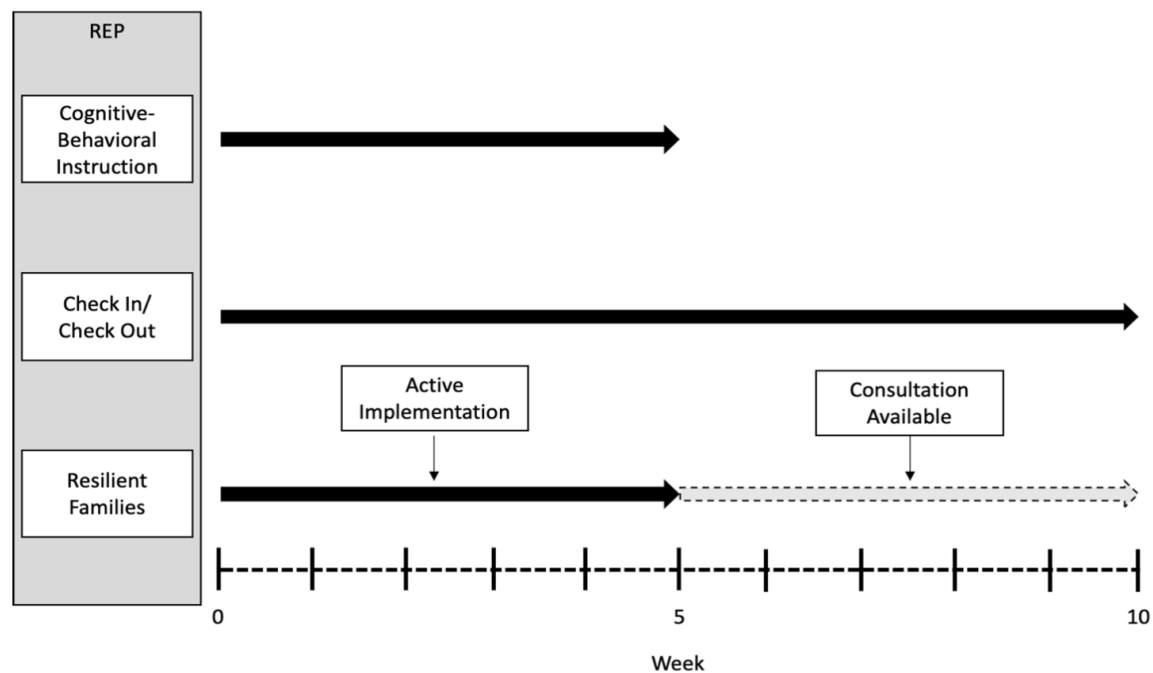
- **CBI**
 - Student-oriented
 - Instruct key social-emotional skills
- **CICO & RF**
 - Ecologically-oriented
 - Educators
 - Parents and caregivers
 - Prompt and reinforce student use of those skills



REP – 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





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"

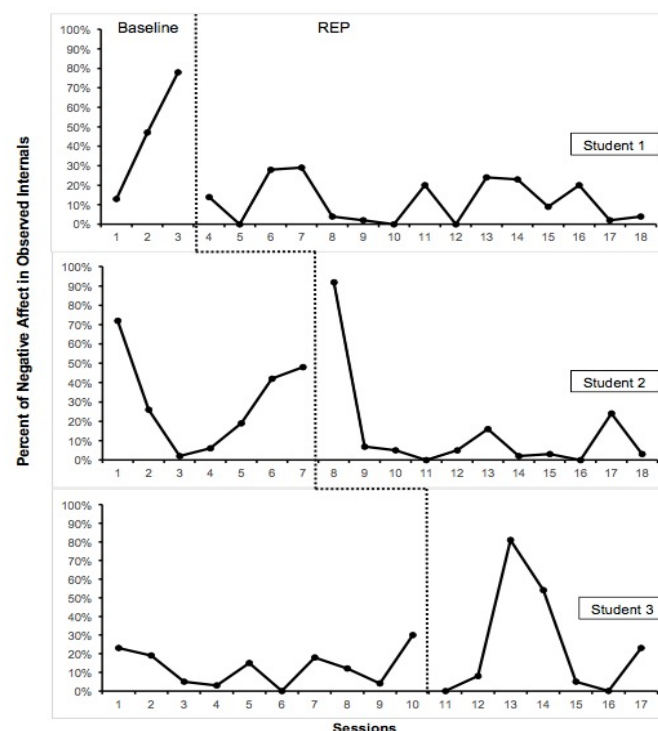
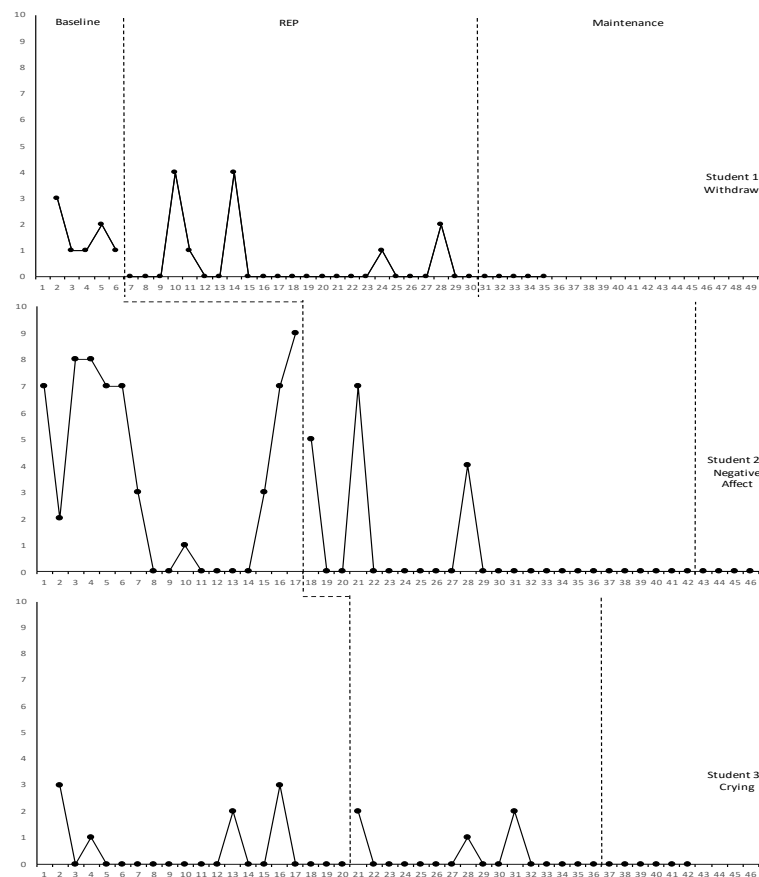


Figure 2. Multiple baseline design for student targeted internalizing behaviors.

Study 2: Single Case Design

- 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"





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)

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



Year 1: Planning and Development Process

Year 2: Feasibility of Implementation

★ Year 3: Component Analyses

Year 4: Pilot Efficacy Testing

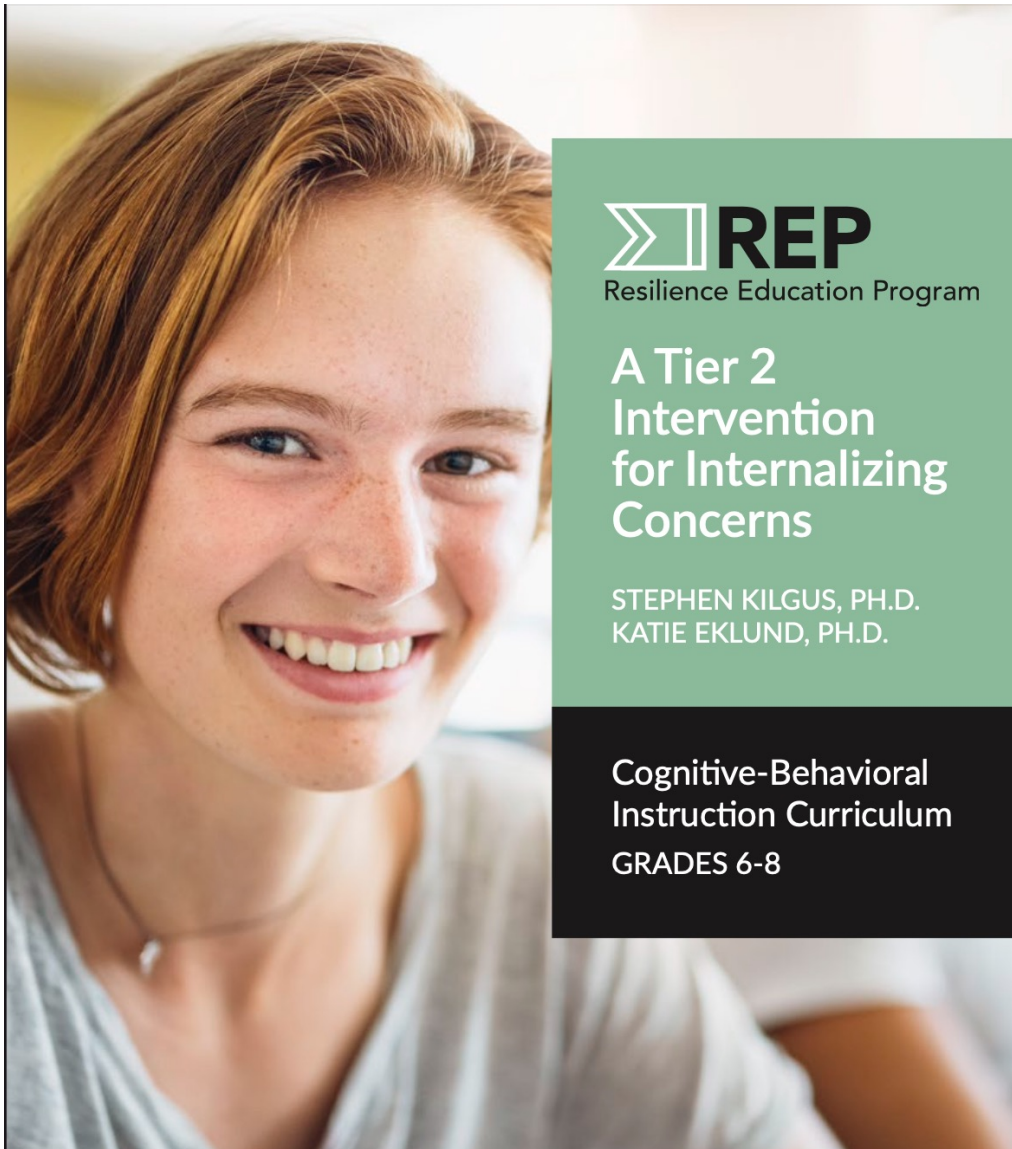
Research Team:

Stephen Kilgus

Katie Eklund

Andy Garbacz

Tim Lewis



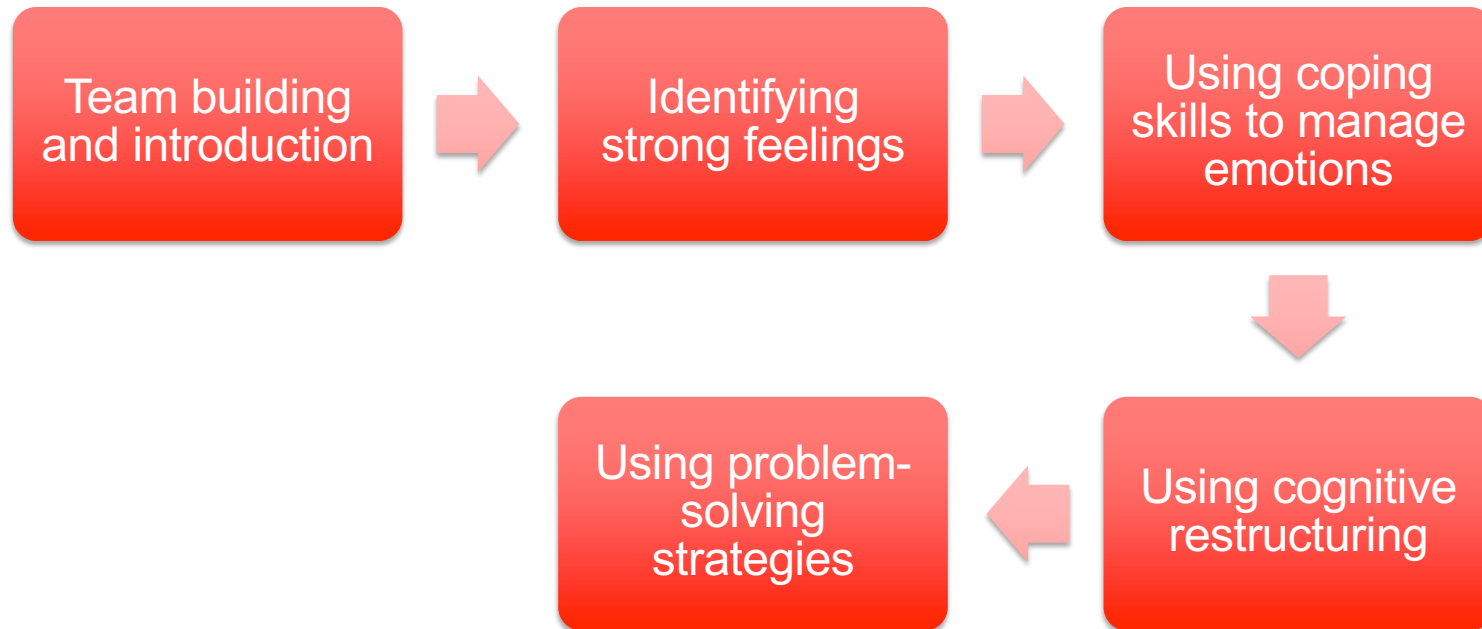
REP Cognitive-Behavioral Instruction (CBI)

Two Different Versions

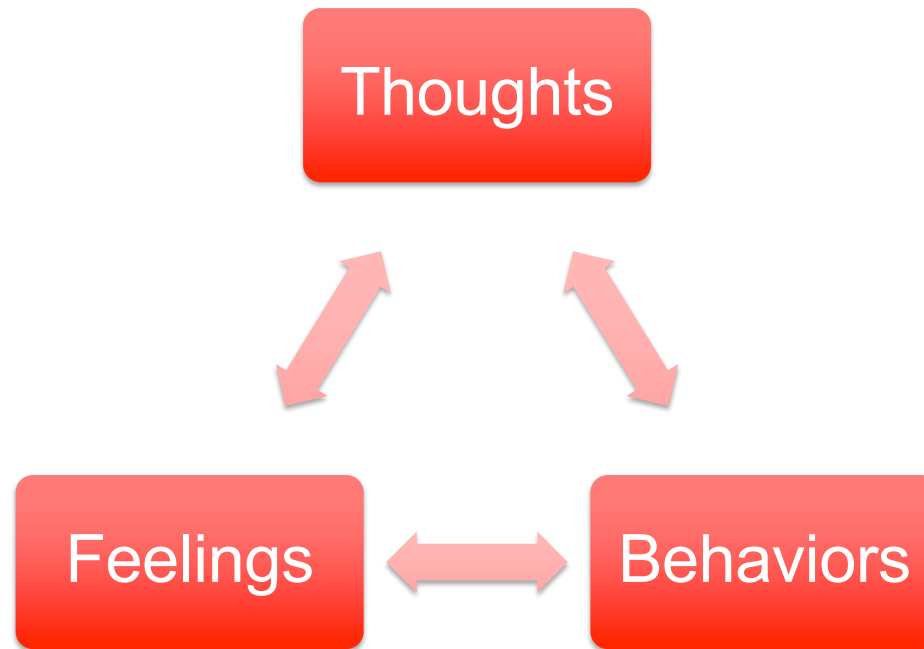
Elementary
School
(Grades 4-5)

Middle
School
(Grades 6-8)

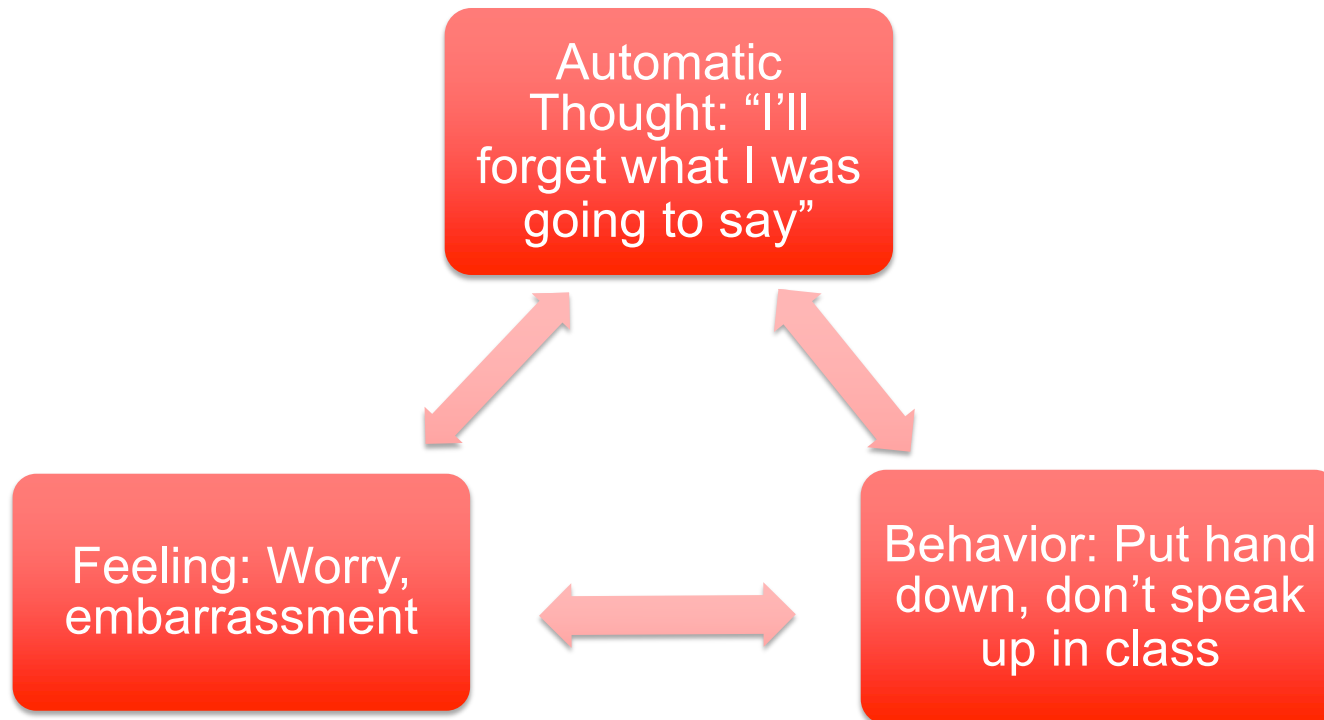
REP Intervention: CBI Lessons



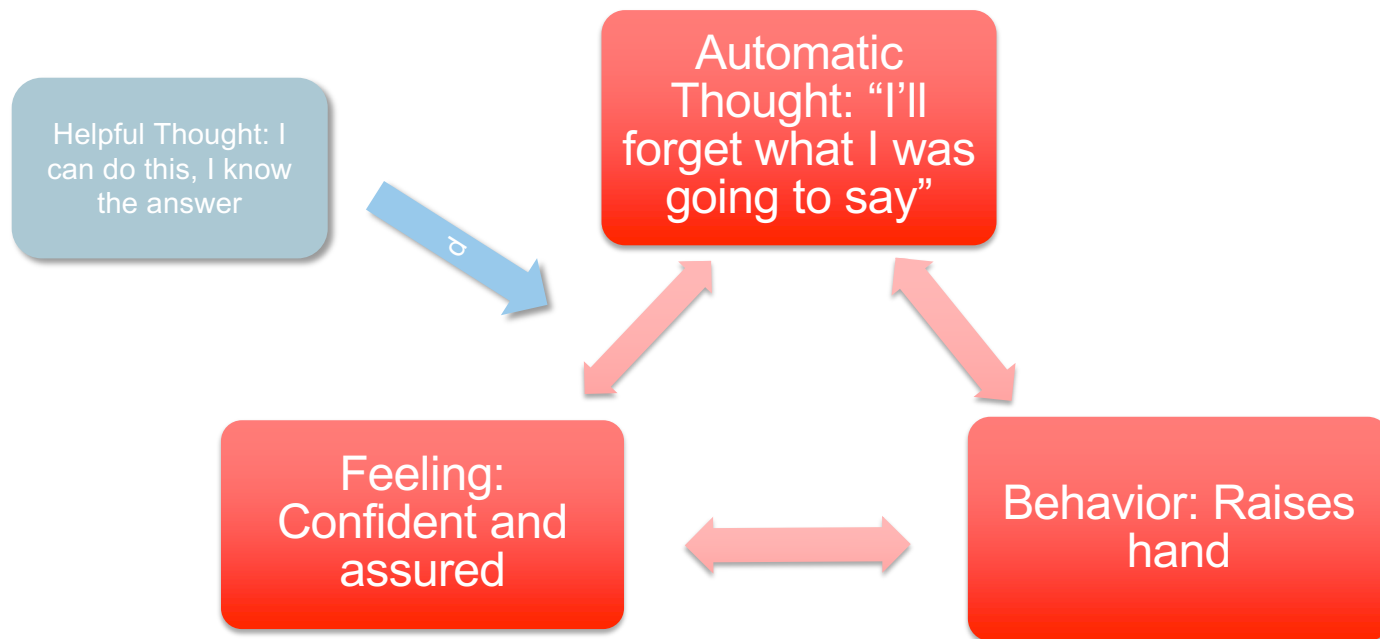
Theory of Change for CBI



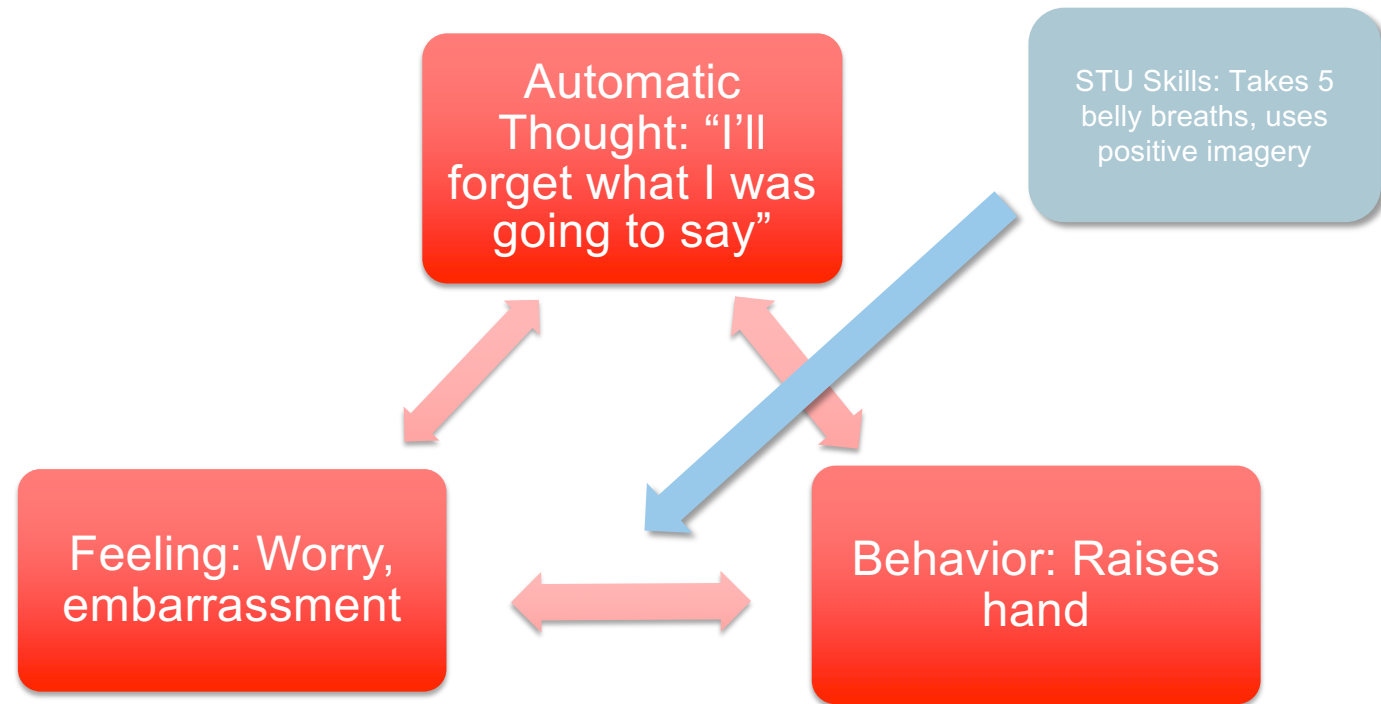
Example Trigger: Teacher asks for volunteers



Example: Thinking Helpful Thoughts



Example: Using STU Skills



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



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)





A Tier 2 Intervention for Internalizing Concerns

Cognitive-Behavioral Instruction
Grades 6-8

WORKBOOK

Essential CBI Materials

- 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

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



REP Modification Options

Individual
diversity
considerations

Moving &
Grooving –
adaptations for
active students

Homework for
All Homes

REP Lesson 1: Introduction

Objectives:

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



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**

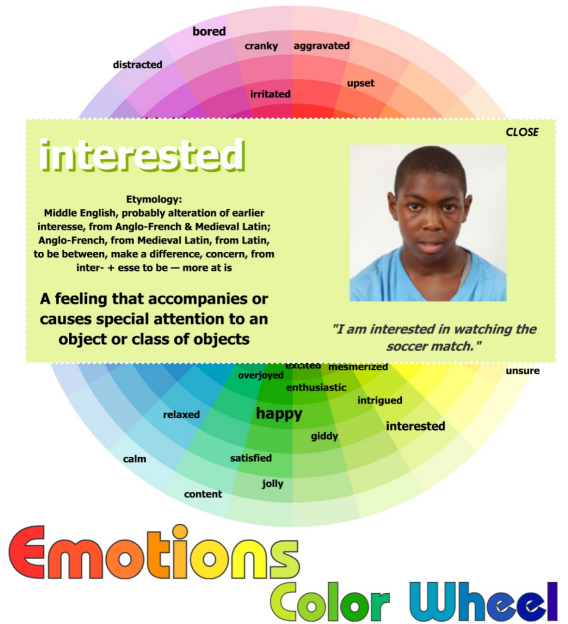
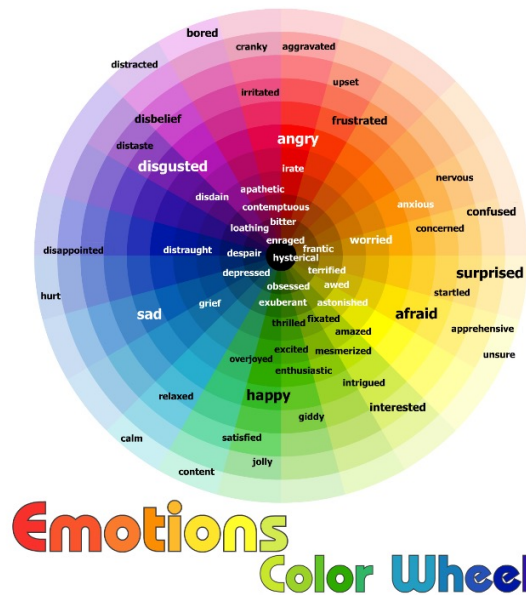


REP Lesson 2: Identifying Feelings

- **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

REP Lesson 2:

Identifying Feelings

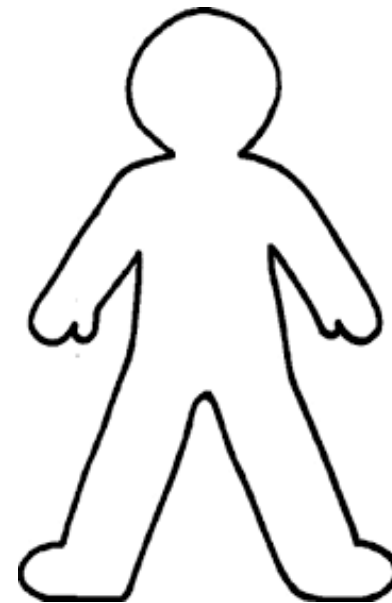


- SAY: Understand and Identify Feelings
 - The Emotions Color Wheel

REP Lesson 2: Feelings in Our Body

SAY

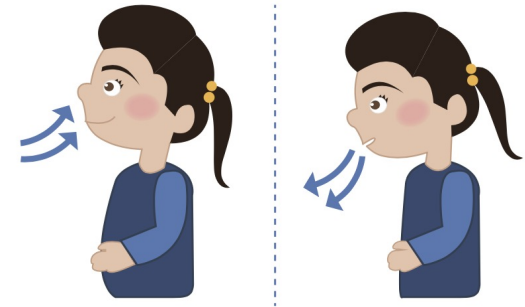
- Be sure to emphasize that it's okay to have strong feelings, we all have them. Want to emphasize that there are positive ways we can respond to those strong feelings.
- Brainstorm body clues that tell us when we're feeling sad, anxious, angry, excited?



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!



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?*

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

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!

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



STU SKILLS

See 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.

Take 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.

Use your imagination

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

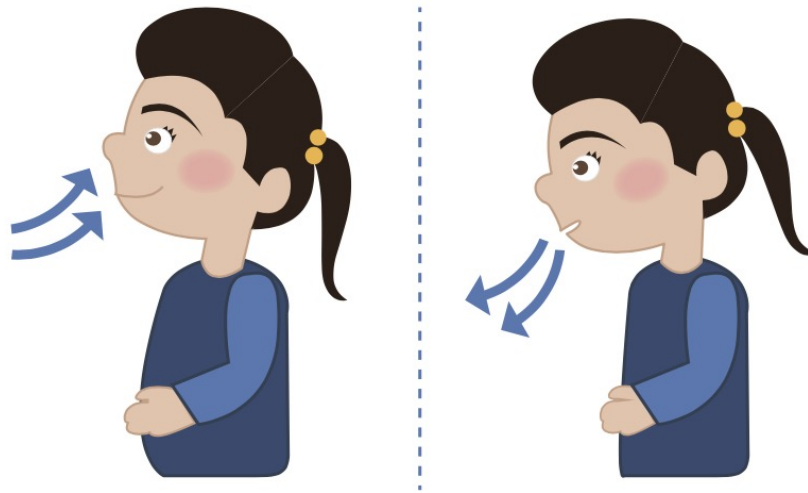




REP Lesson 3: See the Trigger


Review Triggers identified with students
Have students volunteer to share triggers
and discuss types of emotions that they
trigger

REP Lesson 3: Take belly breaths



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

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

REP Lesson 4: Choosing Helpful Thoughts

Objectives:

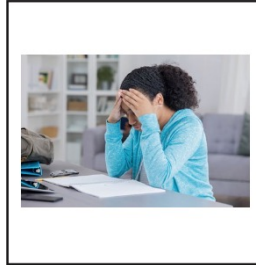
- Demonstrate ability to stop escalating emotions
- Use cognitive restructuring to reduce unhelpful thoughts and increase helpful self-talk
- Use cognitive restructuring strategies with calming down strategies to address strong feelings
- Acquire ability to Choose Helpful Thoughts (ChET)

Concepts:

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



REP Lesson 4: Choosing Helpful Thoughts



PICTURE 1

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

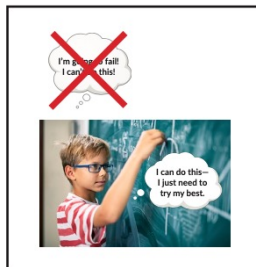
Potential answers: Student is given a math test and looks anxious;
Student is reading and doesn't understand the assignment; Student
can't read and is stressed out.



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!"



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"

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.

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

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



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!

REP Lesson 5: Using Problem- Solving Skills



REP Check In/Check Out (CICO)

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



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

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?



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 really respectful and kind towards others today, I'm so proud of you!

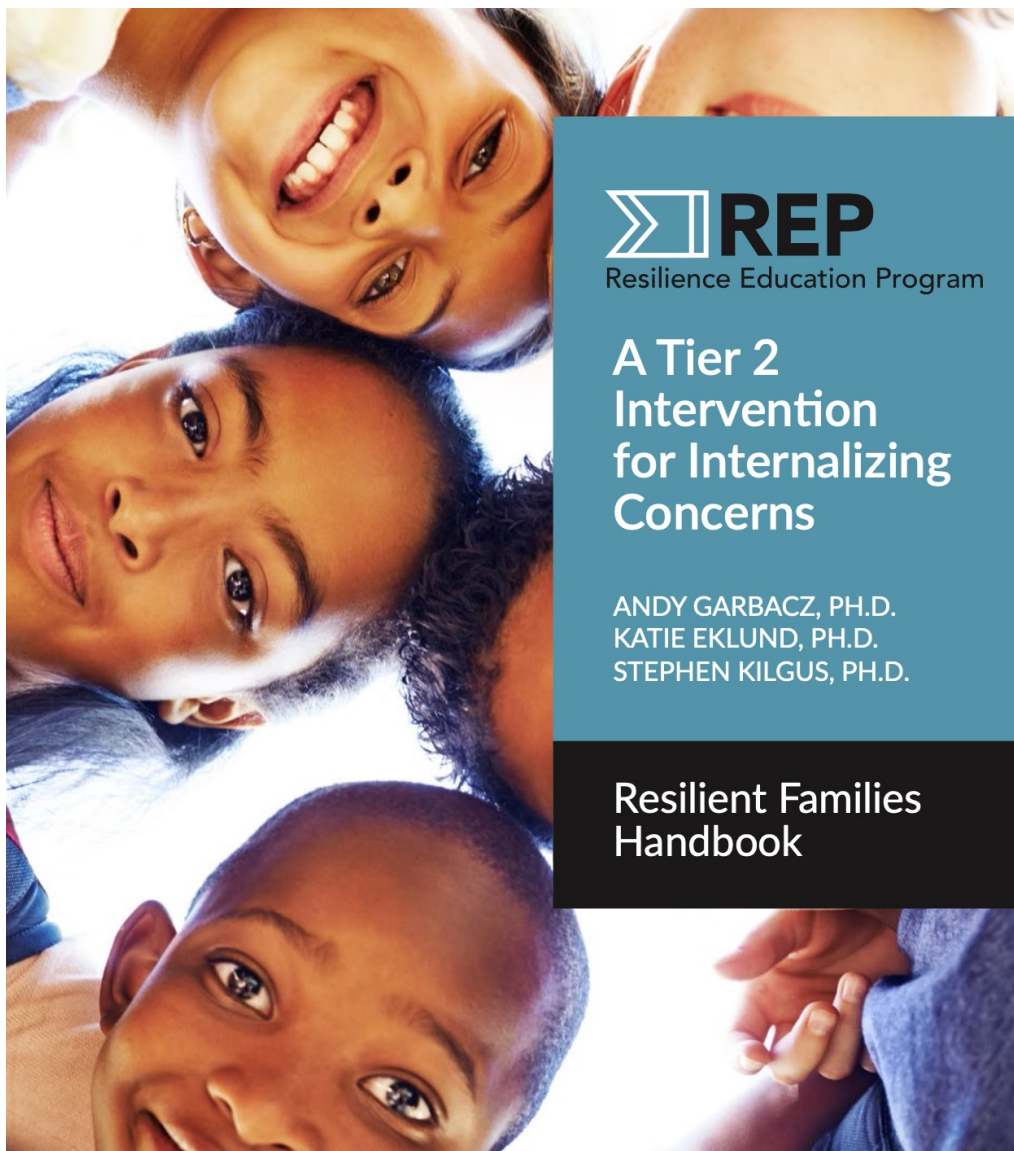
Not so great check OUT examples

- Too bad, maybe try again tomorrow.
- You need to stop getting 0's! What's going on this week?
- Wow today was not a great day, hopefully you can make up for it tomorrow.

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)





REP Resilient Families (RF)

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

Resilient Families

Key Content Features:

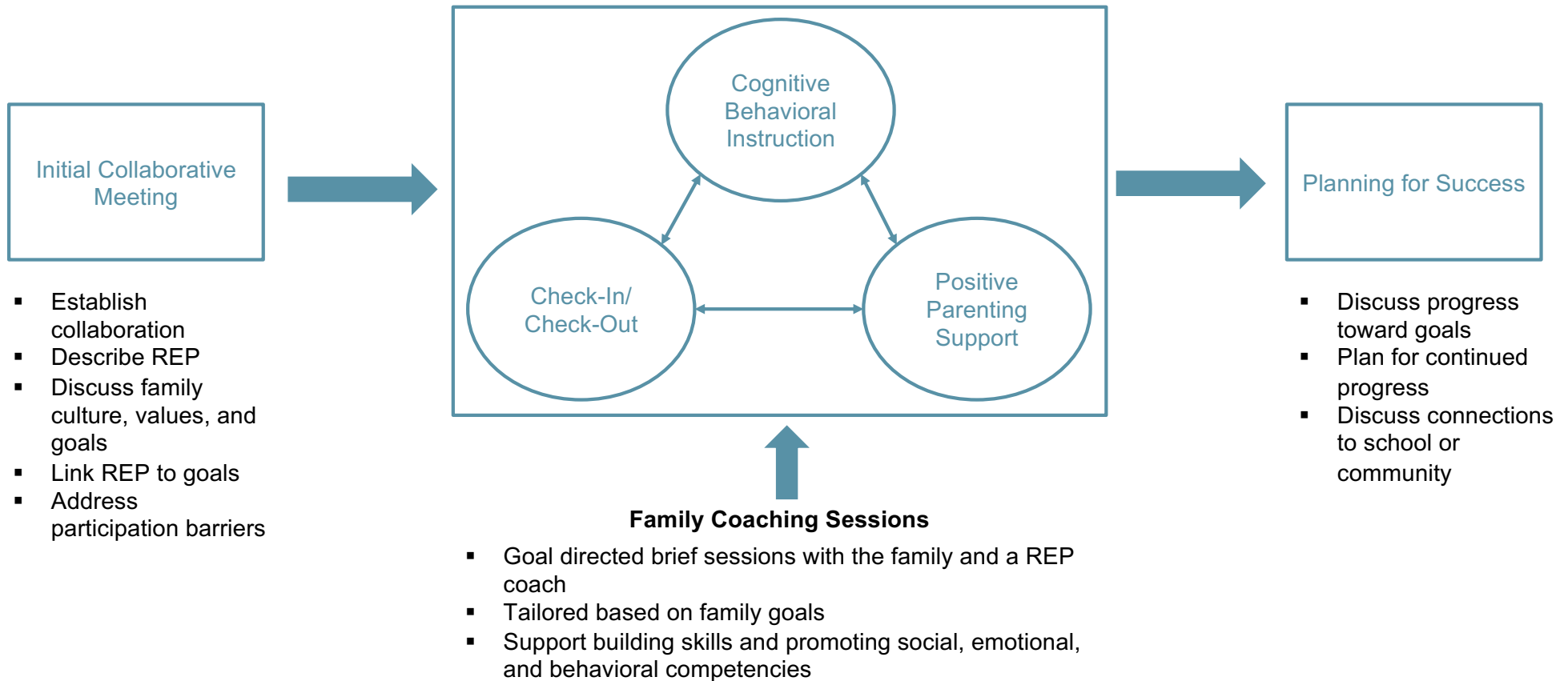
1. **Initial collaborative meeting:** Strengths-based meeting with parent/caregiver, facilitate engagement, plan for obstacles, identify goals, and put into place plans for addressing goals throughout REP
2. **Positive parenting support:** Families receive weekly material to accompany CBI lessons and 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

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

Resilient Families within the Resilience Education Program



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



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.



Emotion Coaching

As an "emotion coach for your child," you...



Are aware of your child's emotions



Recognize their displays of emotion as moments



Listen to your child with empathy and validate their feelings



Help your child learn to label their emotions



Encourage the use of safe coping strategies (such as deep breathing) to manage their emotions

REP Resilience Education Program

The Resilience Education Program (REP) is a comprehensive strategy for promoting student learning and use of coping and problem-solving skills. For more information, see www.smhcollaborative.org/REP

Project REP is housed within the Wisconsin Center for Education Research at the School of Education, University of Wisconsin-Madison.

Communication

Catch problems early

Support positive behavior

Stay informed

Support emotional learning

 **REP**
Resilience Education Program

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

A Kind Word Goes a Long Way

Encouragement is key to building your child's confidence and a strong sense of self. Many successful people remember the encouragement of a parent/caregiver, teacher, or other adult.

Consistent encouragement helps kids feel good about themselves and persevere through challenges them the confidence to...

- Try new activities
- Develop new friendships
- Tackle difficult tasks

Encouragement promotes a strong sense of self because it sends two main messages to your child:

You can do it!

You are important!



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Encouragement helps families

Be positive

Praise growth

Reduce conflict



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



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

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

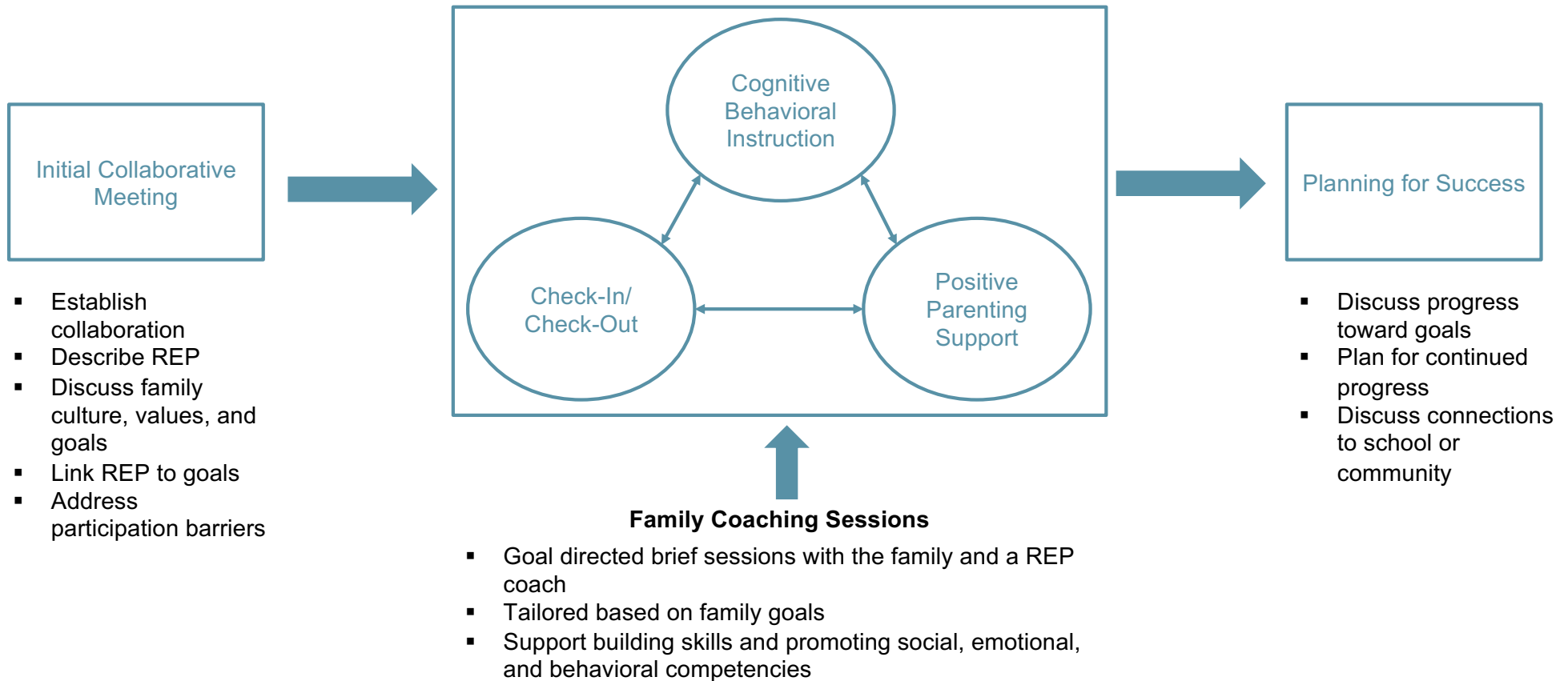
Discuss how to continue the gains at home and at school

Review ongoing home-school communication

Determine how the team will stay connected



Resilient Families within the Resilience Education Program



QUESTIONS?

Thank you!

Resources available @ smhcollaborative.org/rep

Contact Us @

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