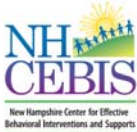


Session 4: Systematic Screening, Tier 2 Interventions Overview, and “*Managing Stress for School Success*”

August 12, 2016

Eric Mann, MSW
NH Center for Effective Behavioral Interventions
& Supports at SERESC
www.nhcebis.seresc.net
(603) 206-6820



Agenda

- 10:15 – 10:20 Tier 2 Team
- 10:20 – 10:40 Screening to Identify Students
in need of higher level supports
- 10:40 – 11:15 Tier 2 Interventions
- 11:15 – 11:30 Managing Stress for School
Success Curriculum Overview



Session 4: Systematic Screening, Tier 2 Groups Overview, and “*Managing Stress for School Success*”

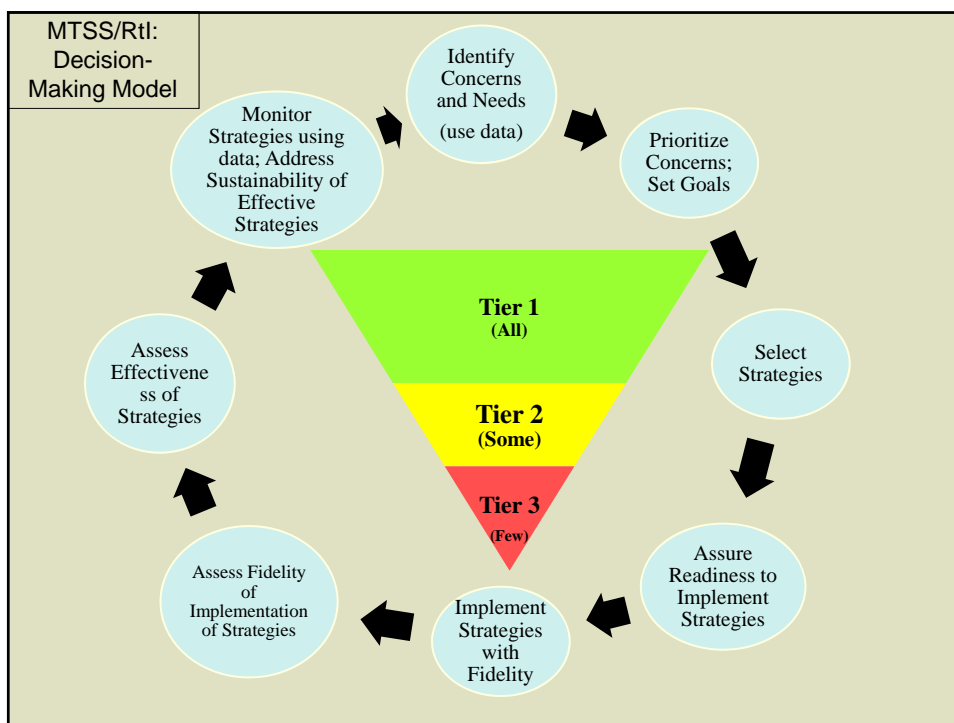
This session will be divided into three distinct, but connected, sections:

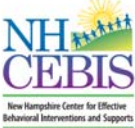
1. Will explore the three typical pathways for systematic identification of children who may need higher level social, emotional or behavioral supports (tier 2 or 3).
2. Will discuss using Tier 2 student data to help determine the types of Tier 2 groups that are needed.
3. Lastly, the presenter will illustrate the common and essential components of an emotional self-regulation intervention through a description of the “*Managing Stress for School Success*” curriculum.



Big Ideas for This Session

- Identify role and purpose of Tier 2 Team
- Explore an array of possible Tier 2 Interventions
- Learn about the essential components of strategies that address emotional regulation or stress management





“Ready to Learn”
(Socially, Emotionally and Academically)
**is the Primary Goal of
Systems of Support at
Tier 1, Tier 2, and Tier 3**



At Tier 2, Identify Students At-Risk *Early* and Match Interventions to Student Need

Example Tier 2 Team Mission Statement:

To identify students ***at risk*** for school or social failure ***early*** and provide them with effective, time-limited interventions that increase “*Readiness to Learn*” and produce positive academic, social/emotional and behavioral outcomes.

Do Yours Schools Have a Team with a Similar Mission?



Roles of the School RtI Tier 2 Team

1. Lead the Tier 2 system
2. Design T2 interventions matched to student needs
3. Assure efficient access to T2 interventions
4. Train, coach, and support implementation of interventions
5. Monitor *fidelity* and *effectiveness* of interventions.
6. Communicate with key stakeholders (T1 and T3 teams, students/families/staff)
7. Continually refine and sustain Tier 2 system using data

THREE Activation Pathways to Tier 2 Systems of Behavioral Support

Muscott & Mann (2010)

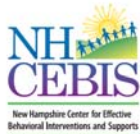
Students Are Not Responding to Tier 1 Systems of Support

**Screening Using
Screening Tool and
Process**

**Screening
Using Behavioral
Benchmarks**

**Screening Using
Teacher Nomination**

**Secondary Systems Activation
through Team-based Decision Making Process**



When a Teacher Nominates a Child to Tier 2, Gather Information that Leads to the Right Intervention

■ **Teacher Nomination Form: Domains of Concern**



T2 Nominations Based on Behavior Benchmarking Rely on Accurate Data

Example of criteria and data gathering
behavioral benchmarking



Scientifically Researched Screening Tools

- DESSA
- SRSS (Drummond Scale)
- BASC2:BESS
- Strengths and Difficulties Questionnaire
- Systematic Screening for Behavior Disorders



“Home-Grown” Screener

Concerns-Needs Form

Concerns/Needs/Stressors Assessment (used to help determine groupings for skill-building, grade-transition placement, or for general teacher information) Mann, 2013	
Student: _____	Grade: _____ Date: _____
CONCERN(S)/ NEED(S)/ STRESSOR(S) that apply to this student Check up to 5 concerns per student; Rank the checked concerns for priority of importance: “1” as the most important	Check (✓)
• Coping with or Managing stress/anxiety (emotional regulation)	
• Coping with or Managing Anger/frustration (emotional regulation)	
• Coping with or Managing sad feelings (emotional regulation)	
• Distractibility or Sustaining Attention	
• Impulsivity (impulse control or ability to inhibit responses)	
• Energy – needs to ‘rev’ up	
• Energy – needs to slow down	
• Organizational or Study Skills (includes time management, planning, prioritizing)	
• Task Initiation (getting started on tasks)	
• Task or Homework Completion	
• Goal-Directed Persistence (persisting to a goal vs. giving up easily)	
• Mental Flexibility (ability to “go with the flow”; handle change or mistakes; deal with unexpected conditions)	
• Adult attention needs	
• Peer attention needs	
• Social avoidance or withdrawal	
• Making positive social contacts with peers	
• Building positive relationships with adults	
• Social Communication Skills (ability to effectively get social needs met)	
• Sensory Concerns/ Needs (movement; quiet; pressure; tactile; need for “sensory diet” ...)	
<i>Name the Stressors Triggers for this student that might cause negative thinking or emotion for this student:</i>	



DESSA Categories	SDQ Categories	Concerns-Needs Checklist Items
<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Personal Responsibility • Decision-Making • Optimistic Thinking • Goal-Directed Behavior • Relationship Skills • Social Awareness 	<ul style="list-style-type: none"> • Emotional symptoms • Conduct Problems • Prosocial Behavior • Hyperactivity/Inattention • Peer Relationship Problems 	<ul style="list-style-type: none"> • Coping with or Managing Stress/Anxiety (emotional regulation) • Coping with or Managing Anger/Frustration (emotional regulation) • Coping with or Managing Sad Feelings (emotional regulation) • Impulsivity: Impulse Control or ability to inhibit responses (response inhibition) • Distractibility or Sustaining Attention • Energy needs to rev up or rev down • Mental Flexibility: ability to “go with the flow”; handle change or mistakes; deal with unexpected conditions • Task Initiation (getting started on tasks) • Task or Homework Completion • Goal-Directed Persistence (persists to a goal vs. giving up easily) • Organizational or Study Skills (includes time management, planning, prioritizing) • Social Communication Skills (ability to effectively get social needs met) • Adult Attention Needs • Peer Attention Needs • Social Avoidance or Withdrawal • Making positive social contacts with peers • Building positive relationships with adult • Sensory Concerns/ Needs (need for movement; quiet; pressure; tactile input; need for “sensory diet”...) • Stressors that trigger negative thinking or emotion for this student:

Screening Data Review Decisions

[illegible]



As with Tier 1, Tier 2 is All About Increasing the Amount of Time that Students are “Ready to Learn”

T2 Strategies & Interventions



Most Important Tier 2 Idea:

Tier 2 should be

“alive” in

Tier 1



Tier 2 and 3 *SEB* Supports Should Live in Tier 1

- Tier 2 and 3 interventions are most effective if connected to curricula/strategies already taught and practiced with ***ALL*** students.
- At Tiers 2 & 3, students should receive boosted support, adapted learning opportunities and ***practice*** with strategies that already “live” in Tier 1.



Tier 2 Interventions Should Address Most Prevalent Concerns

- Prevalent Function of Behavior
- Prevalent Social Skills concerns
- Prevalent Emotional Regulation Skills Concerns
- Prevalent Executive Skills Concerns



Safe & Sound Programs

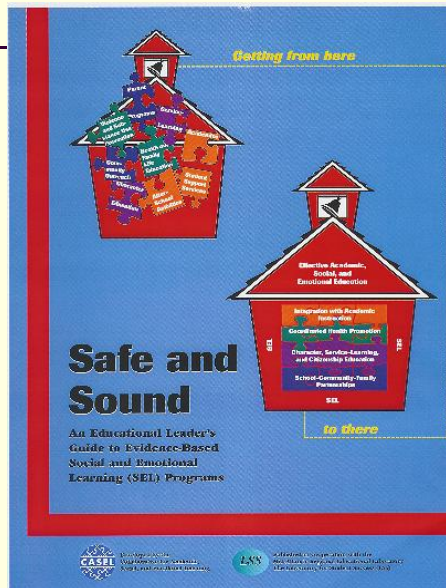
Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs.

Collaborative for Academic, Social, and Emotional Learning.
(2003).

Chicago, IL: Author.

http://www.casel.org/projects_products/safeandsound.php

Provides information on evidence-based SEL Programs

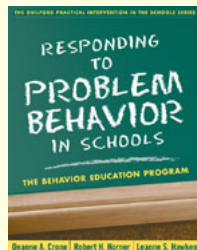


Responding to Problem Behavior in Schools: The Behavior Education Program

by Deanne A. Crone, Robert H. Horner, and Leanne S. Hawken.

Guilford Publishing, Inc. ISBN 1-57320-940-7; Cat. #0940
List Price: \$25.00

www.guilford.com



**The Research Basis for Check-in/
Check-out and Teacher Check,
Connect and Expect**

Name: _____
Date: _____

ROSS Card (3-5)

Goal: ____ Points

Be Respectful and Responsible at Our Safe School

2 = 0-2 Verbal Reminders

1 = 3-4 Verbal Reminders or Written Reminder

0 = Major/ Office Referral

Schedule	Respectful	Responsible	Safe	Total Points
1				_____/6
2				_____/6
3				_____/6
4				_____/6
5				_____/6
6				_____/6
Totals				_____/36 _____/%

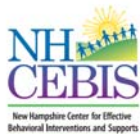
At each check-in remember to consider each expectation separately. For example, a student who receives a 1 or 0 for not being Respectful may still receive full points for meeting the other 2 expectations

Daily Home Communication

Name: _____ Date: _____

Total Points: ____/36 = ____% Goal: ____ points ____% Goal Met: __Yes __No

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Adult-Student Mentoring

Description

- 1:1 relationship between a student and adult that occurs over a period of time.
- Mentor provides consistent support and guidance to student in need of positive model.

Students involved in a mentoring program may be ...:

- Going through difficult and/or stressful situations.
- In need of another significant adult presence.

Key Components:

- Focus on “connections” at school: Not monitoring work. Not a behavior “nag”.
- Staff volunteer: Match student to volunteer: 10 minutes minimum per week.
- Meet with student on a regular, predictable, and consistent basis.
- Goal is to provide positive adult model who expresses genuine care for the student.

Resources:

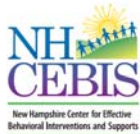
- Tim Lewis, U. of Missouri
- [Mentor. \(2009\). Elements of Effective Practice for Mentoring. Alexandria, VA. Website \[www.mentoring.org\]\(http://www.mentoring.org\)](#)



Targeted Group Interventions

Tier 2 Group Interventions are most effective when:

- Interventions occur *early*:
 - Before failure is ingrained.
 - Before relationship between teacher and student is damaged.
- Skills/strategies are practiced in daily Tier 1 culture (*not only when T2 group meets*).



Published Interventions that Promote Cognitive and Emotional Self-Regulation

Examples:

- **Zones of Regulation** Leah M. Kuypers
- **Hunter's Amazing Remote Control** Lori Ann Copeland
- **Coping Cat** Phillip C. Kendall and Kristina A. Hedtke
- **Think Good/Feel Good** Paul Stollard
- **The Energy Bus for Kids** Jon Gordon
- **Social Thinking: Superflex** Michelle Garcia-Winner
- **How Does Your Engine Run?** Mary Sue Williams and Sherry Shellenberger
- **Whole Body Listening** Kristen Wilson & Elizabeth Sautter
- **Restorative Justice/Discipline/Practices...** (various authors)

Zones of Regulation

Teaching Emotional Control Using
the Zones of Regulation

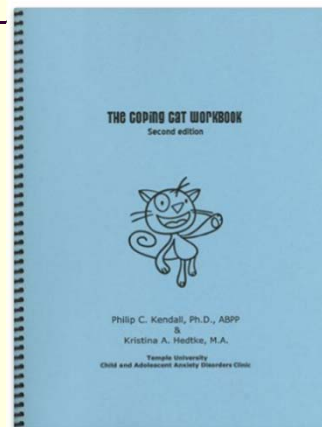


The **ZONES** of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

Coping Cat

- **Coping Cat
Workbook, Second
Edition (Child
Therapy
Workbooks Series)**
- 2006 by **Philip C.
Kendall** and Kristina
A. Hedtke



Implemented in NH by Margie Baraskwa,
Rundlett Middle School, Concord, NH

Coping Cat

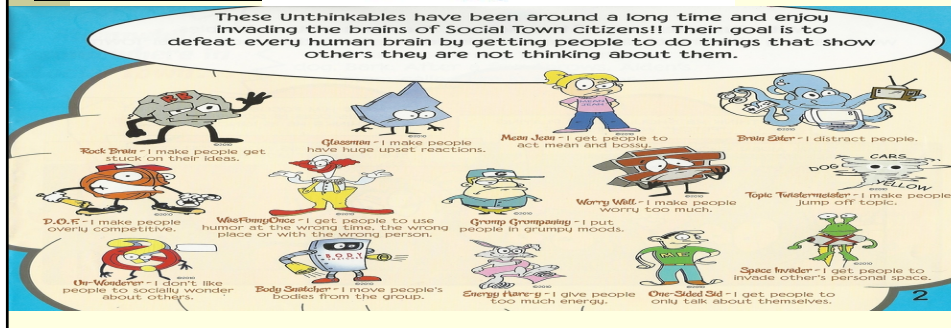
- Create a personalized plan to use in anxiety-provoking situations.
- FEAR stands for:
 - **F** Feeling frightened?
 - **E** Expecting bad things to happen?
 - **A** Actions and attitudes that can help?
 - **R** Results and rewards.
- Children are given homework, referred to as a STIC (*Show That I Can*) task.



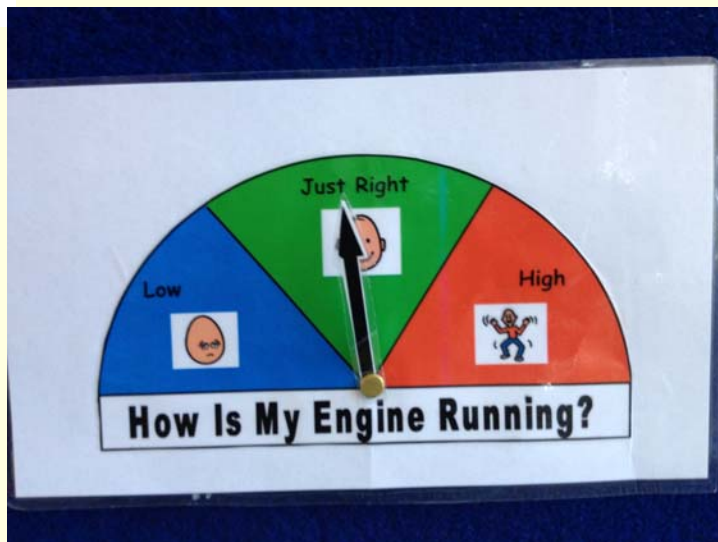
Michelle Garcia-Winner Superflex: Social Thinking



He helps you:
Be a totally flexible thinker which allows you to control your brain and change how you think.
Think about how to act and behave to keep others and yourself feeling good (rainbow thoughts).
Be a great problem-solver and think of many different solutions to one problem.
Notice when an UNTHINKABLE is becoming more active in your brain and come up with a strategy to defeat it.



How's Does Your Engine Run?



What does Whole Body Listening Look Like?

- Listening with the eyes (Look at the speaker)
- Listening with the mouth (Closed and quiet)
- Listening with the body (Facing the Speaker)
- Listening with the hands (quietly at the side of the body or in the lap)
- Listening with the feet (standing still or quietly on the floor)
- Listening with the brain (thinking about what the speaker is saying)
- Listening with the heart (caring about what the speaker is saying)



**Whole Body Listening Larry at School
Paperback – 2011**

by [Kristen Wilson & Elizabeth Sautter](#)

Response Inhibition

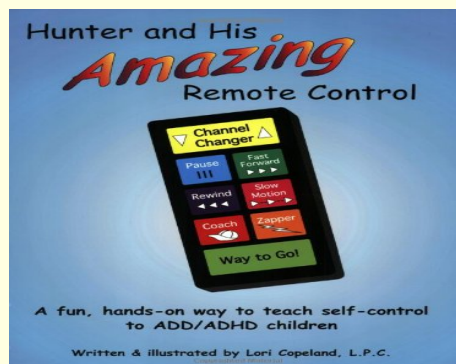
Response Inhibition skills refer to the ability to suppress actions in order to support flexible and goal-directed behavior. Generally, this speaks to the ability to control ones impulses to satisfy immediate needs in order to achieve longer term outcomes.

Children who are skilled in Response Inhibition are less impulsive and more thoughtful in their decision-making. Learning to delay an immediate response is a very important executive skill.

Cost-Benefit Analysis

Hunter and His Amazing Remote Control

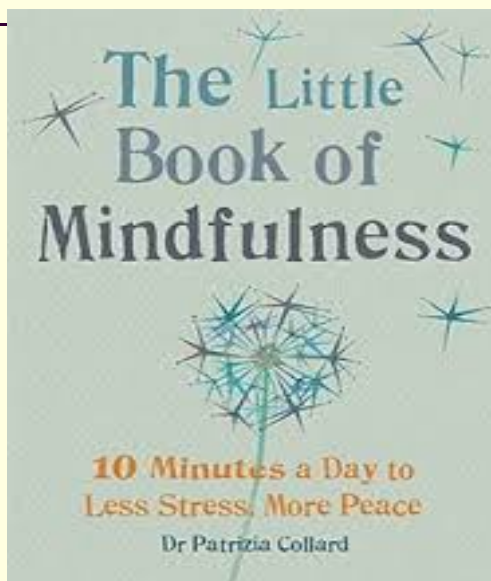
- Impulse Control (Response Inhibition) intervention – targeted to children with symptoms associated with ADHD.




7 Habits of Happy Kids



Mindfulness



The Challenge to Manage ("Stress Test")		Mann, 2012
Date: _____ Student Name: _____ Time of Day: _____		
<input type="checkbox"/>	"I have anxiety or worries" (too much thinking about something)	
<input type="checkbox"/>	"I am angry or frustrated about something or at someone"	
<input type="checkbox"/>	"I feel sad or have low energy"	
<input type="checkbox"/>	"I have too much energy"	
<input type="checkbox"/>	"My basic needs aren't met" <input type="checkbox"/> NOT ENOUGH SLEEP <input type="checkbox"/> NOT ENOUGH TO EAT <input type="checkbox"/> NOT FEELING SAFE <input type="checkbox"/> NOT HEALTHY	
<input type="checkbox"/>	"School work challenges": <input type="checkbox"/> I DON'T UNDERSTAND WHAT I AM SUPPOSED TO DO <input type="checkbox"/> MY HOMEWORK WASN'T DONE <input type="checkbox"/> CLASS IS TOO BORING <input type="checkbox"/> I'M FALLING BEHIND IN MY WORK	
<input type="checkbox"/>	"I am doing negative thinking or negative self-talk": <input type="checkbox"/> DWELLING <input type="checkbox"/> MIND READING <input type="checkbox"/> DISCOUNTING THE POSITIVE <input type="checkbox"/> AWFULIZING - MAKING A MOUNTAIN OUT OF A MOLEHILL	
<input type="checkbox"/>	"I carried something in today from home or my personal life".	
<input type="checkbox"/>	"I have unfinished business I need to take care of and get off my mind".	
<input type="checkbox"/>	"I don't think there is anything going on right now that should keep me from getting back (just needed a quick break to get ready to learn)".	



Managing Stress for School Success

Deal with It...Address the Stress!

Mann (2011)

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Stress Awareness:

- ☐ Name your feelings
- ☐ Name your stressors
- ☐ Identify your negative self-talk or negative thinking

Stress Reduction & Stress Management Strategies:

- ☐ Take two or three deep Calming (Belly) Breaths
- ☐ Try a visual imagery relaxation strategy
- ☐ Draw a Zen-Tangle
- ☐ Take a brief exercise or movement break (safe, but physical)
- ☐ Use positive self-talk or positive thinking
 - ☐ Look at your positive thinking journal
 - ☐ Read something positive, inspirational, or funny
- ☐ Write about your stress and feelings
- ☐ Draw about your stress and feelings
- ☐ Talk about your stress and feelings to a trusted person (friend, teacher, counselor, parent)
- ☐ Resolve or deal with the person you are frustrated with, angry with, or concerned about
- ☐ Make a plan:
 - ☐ Take care of unfinished business (handle the issue that is on your mind)
 - ☐ Set an achievable goal and make a step by step plan to achieve it
 - ☐ Make an organizational plan to get caught up on your work



Social Skills Teaching:

- *Skillstreaming (Goldstein & McGinnis)*

- *Social skills training project (Guare and Pierce-Jordan)*

- *Second Step*

- Basic Social Skills or Classroom Survival Skills
 - Listening, Asking for Help, Asking a Question
- Friendship-Making Skills
 - Introducing Yourself, Beginning a Conversation
 - Offering Help, Sharing, Apologizing
- Skills for Dealing with Feelings
 - Expressing Feelings, Showing Understanding of Another's Feelings, Dealing with Anger
- Alternatives to Aggression
 - Dealing with an Accusation, Responding to Teasing
- Skills for Dealing with Stress
 - Dealing with Losing, Saying No, Responding to Peer Pressure
- Social Problem Solving and Planning Skills
 - Setting a Goal, Making a Decision



Focus Phantom for Sustained Attention

Sustained Attention skills refer to the ability to maintain attention to a situation or task in spite of distractibility, fatigue, disinterest or boredom.

The FOCUS PHANTUM teaches children about persistence and resilience. He doesn't give up until the task is done!

FOCUS PHANTOM:

- Never gives up
- Ignores distractions
- Works the whole time
- Listens quietly
- Asks appropriate questions
- Double checks work
- Turns eyes and body to the speaker



Moharimet Elementary School 2nd Grade
Oyster River Cooperative School District,
Madbury, NH 2014

Teach Persistence

Mann, 2012

Persistence is a type of Positive Thinking. Persistence is the ability to refuse to give up, to be determined, to use your thoughts to push yourself to try even when you are tired or frustrated.



Managing Stress for School Success

Mann, 2012

Notes for the previous slide (as needed):

1. The man in the upper right is Neil Armstrong, the first man who walked on the moon. Think of all the persistence that was needed by NASA to plan and fulfill the goal of walking on the moon.
2. The woman in the lower right is Susan B. Anthony. Susan B. Anthony fought for equal rights for woman from 1850 till her death in 1906. She was arrested for **voting** in 1872. She persistently continued her fight for the right of American women to vote for the rest of her life. She never gave up. She died 14 years before the passage of the 19th Amendment that gave women the right to vote in 1920.
3. The man in the lower left is Martin Luther King, Jr. He led a non-violent crusade for equal rights for all Americans. The work of Dr. King and others led to many social and legal changes. Their persistence resulted in the passage of the Civil Rights Act of 1964 that prohibited discrimination based on race, ethnicity, religion or gender.

Teach Resilience

Mann, 2012

Resilience requires Positive Thinking. Resilience is about the ability to 'bounce back' or recover from a setback or a challenge, to use your thoughts to stay positive and push yourself to recover.



Mann, 2012

Managing Stress for School Success

Notes for the previous slide (as needed):

1. The woman in the upper right is Gabby Giffords. Congresswoman Giffords was shot in the head in January, 2011. She has since shown both resilience and persistence in her fight for gun control legislation.
2. The man below Gabby Giffords is Senator John McCain. He was shot down from an aircraft in the Vietnam War in 1967 and captured. He spent the next five years as a prisoner of war where he was regularly beaten, tortured, starved and spent years in solitary confinement. He was released in 1973. Through amazing resilience, he then became a Congressman, a Senator, and a presidential nominee.
3. The man in the lower right is Nelson Mandela. Mandela became President of South Africa after serving 27 years in a South African jail for rebelling against apartheid, the legalized system of racial discrimination that existed in South Africa until 1994. His great resilience resulted in his election as president in 1994 where he served until 1999.
4. The girl in the lower left is 16 year old Malala Yousafzai, who was the youngest person ever nominated for a Nobel Prize. Malala was shot in the head by the Taliban, an organization committed to repressing women's rights. She was shot because she was bold enough to speak out for right of girls to be educated. Since recovering from her massive injuries, her remarkable resilience is on display every day as she courageously continues her fight despite constant death threats.
5. The men above Malala are actors Michael J. Fox and Christopher Reeve. Fox was diagnosed with Parkinson's disease in 1990. Despite the constant setbacks of the illness, Fox has continued acting, and has worked tirelessly for research for Parkinson's. Reeve was famous for portraying Superman in the 1970's and was paralyzed in an accident 1995. After his injury, Reeve became an activist for stem-cell research and an inspiration to many with spinal cord injury.

Task Initiation

Task Initiation refers to the ability to begin tasks without too much procrastination in an efficient or timely fashion.

The **START BUTTON** reminds children that nothing ever gets done if it doesn't get started. Push the start button, and get the task started!

Ready to Start Check:

- Has materials ready to get started (pen/pencil, eraser, paper...)
- Listens to task instructions
- Reads task instructions
- Gets help quickly if unsure
- Gets started quickly (gather data)










PASS Work Plan - Elementary (Grade 3-5)

Work Plan (Complete When There is Work to do)

Date: _____

Subject (circle): Reading Writing Math Art Science Social Studies

Question:	Answer:	What to do next?
Do I have what I need to do the work?  <input type="checkbox"/> Book or Workbook <input type="checkbox"/> A Pen or Pencil <input type="checkbox"/> Paper _____ Something else?	<input type="checkbox"/> Yes  <input type="checkbox"/> Not Sure 	<input type="checkbox"/> Yes: Move to next question <input type="checkbox"/> If Not Sure: ASK FOR HELP 
Can I get started now? 	<input type="checkbox"/> Yes  <input type="checkbox"/> Not Sure 	<input type="checkbox"/> If Yes: Start Your Work! <input type="checkbox"/> If Not Sure: ASK FOR HELP 
Each Time a WORK PLAN is completed, hand it in for a bonus point		

5-Point Binder Check Card

5-Point BINDER CHECK	Date	Score #/5
1. DUE DATES: DUE DATES ARE WRITTEN AT THE TOP OF ALL ASSIGNMENTS.		/5
		/5
		/5
		/5
		/5
2. CLEAN; OLD STUFF REMOVED: THERE ARE NO LOOSE OR OLD PAPERS. SUBJECT TAB DIVIDERS AND POCKETS ARE USED APPROPRIATELY.		/5
		/5
		/5
		/5
		/5
3. MATERIALS: STUDENT HAS ALL NECESSARY BASIC MATERIALS (EX. PENCIL, PAPER, CALCULATOR, ETC.)		/5
		/5
		/5
		/5
		/5
4. PLANNER: PLANNER IS FILLED OUT CORRECTLY WITH ASSIGNMENTS FOR THE DAY.		/5
		/5
		/5
		/5
		/5
5. COMPLETE/INCOMPLETE SECTION: STUDENT ACCURATELY USES THESE SECTIONS FOR COMPLETE AND INCOMPLETE HOMEWORK.		/5
		/5

Basic Behavior Plan

Muscott & Mann (2010)

Item	Description
What is the problem behavior & context (include hypothesis of function)?	
What is the positive desired behavior?	
<i>Using Function-based Perspective,</i> What is the intervention (what will adults do: support, remind, teach)? How frequently? For how long?	
What will adults do if positive desired behavior occurs?	
What will adults do if problem behavior occurs?	
What are the success indicators? How and when will we gather the data?	
When will you review the data?	48

Basic Function-based Behavior Plan:

Page 1

Item	Quick Description
What is the problem behavior and problem behavior context. Include function.	Jon makes loud (and irrelevant to content) comments that disrupt learning during whole class instruction. Occurs during language arts & social studies. This behavior occurs 3 times or more during whole class instruction that lasts 5 or more minutes. Jon receives my (teacher) attention as a result of his comments (function hypothesis: gain adult attention)
What is the positive desired behavior?	Jon will raise his hand and, when called upon, use a quiet voice when he wants to make a relevant comment or ask a relevant question.
<i>Using Function-Based Perspective:</i> What is the intervention (what will adults do: support, remind, teach)? <i>What will adults teach to the student?</i> <i>When will the intervention occur and how frequently?</i> <i>How long will we use this intervention (until when)?</i>	<ul style="list-style-type: none"> Three behaviors will be taught directly to Jon and practiced: 1) quiet voice 2) on-track (relevant) comments 3) hand raise. I (teacher) will check-in with Jon prior to problem context (before whole class instruction begins) to: <ol style="list-style-type: none"> Pre-correct for positive behavior (quiet voice, on-track comments, hand raise) and To remind him that I'll check back after the class instruction to check for understanding and give him feedback for positive behavior. I will provide these interventions whenever there is whole class instruction (in LA or SS) that is planned to last more than 5 minutes (typically 4 x's per day). I will continue the interventions for 2 weeks and review progress; I'll adjust the plan based on the data.

Basic Function-based Behavior Plan:

Page 2

Item	Quick Description
What will adults do if positive desired behavior occurs?	I (teacher) will provide specific verbal praise each time.
What will adults do if problem behavior occurs?	I (teacher) will ignore the problem behavior and, as possible, will use specific verbal praise to acknowledge another student for doing what I want Jon to do.
What are the success indicators?	Jon will reduce the problem behavior to 1 or zero times for each problem behavior context (whole class instruction of 5+ minutes) in the 1 st 2 weeks.
Fidelity Check:	<ul style="list-style-type: none"> I will prepare a daily stamp card with a line for each time I plan to do a 5+ minute instruction. All lines should be assessed for Jon. I will self-report through fidelity rating re: pre-corrections and verbal reinforcement per plan.
How and when will we gather the data?	After each whole group instruction (LA, SS), I will provide 2 stamps on Jon's card for zero or 1 loud comment; 1 stamp for 2 comments and 0 stamps for 3 or more. Data will be summarized each day, per week and then for the full 2 weeks.
When will we review the data?	We will review the data on April 4, 2011 50

6 Common Omissions in School Behavior Plans

1. The plan is not Function-Based:
 - Plan is not calculated to provide socially acceptable alternatives for student to achieve the function.
 - Response to problem behavior does not account for 'function':
 - Response/consequence inadvertently rewards problem behavior.
2. The teaching of replacement behavior, new skills, or new routines is not part of the plan.
3. Recognition (reinforcement) strategies are not meaningful to the student.
4. The plan lacks timeframes for implementation and evaluative review.
5. A plan for how/when to assess whether the plan is successful is unclear or missing.
6. A plan for how/when to assess fidelity of implementation of the plan is unclear or missing.

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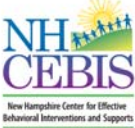
Do you have...

STRESS?

Managing Stress for School Success



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The Challenge to Manage ("Stress Test")		Mann, 2015
Date: _____ Student Name: _____ Time of Day: _____		
<input type="checkbox"/>	"I have anxiety or worries" (too much thinking about something)	
<input type="checkbox"/>	"I am angry or frustrated about something or at someone"	
<input type="checkbox"/>	"I feel sad or have low energy"	
<input type="checkbox"/>	"I have too much energy"	
<input type="checkbox"/>	"My basic needs aren't met" <input type="checkbox"/> NOT ENOUGH SLEEP <input type="checkbox"/> NOT ENOUGH TO EAT <input type="checkbox"/> NOT FEELING SAFE	
<input type="checkbox"/>	"School work challenges": <input type="checkbox"/> I DON'T UNDERSTAND WHAT I AM SUPPOSED TO DO <input type="checkbox"/> MY HOMEWORK WASN'T DONE <input type="checkbox"/> CLASS IS TOO BORING <input type="checkbox"/> I'M FALLING BEHIND IN MY WORK	
<input type="checkbox"/>	"I am doing negative thinking or negative self-talk": <input type="checkbox"/> DWELLING <input type="checkbox"/> MIND READING <input type="checkbox"/> DISCOUNTING THE POSITIVE <input type="checkbox"/> AWFULIZING – MAKING A MOUNTAIN OUT OF A MOLEHILL	
<input type="checkbox"/>	"I carried something in today from home or my personal life".	
<input type="checkbox"/>	"I have unfinished business I need to take care of and get off my mind".	
<input type="checkbox"/>	"I don't think there is anything going on right now that should keep me from getting back (just needed a quick break)".	



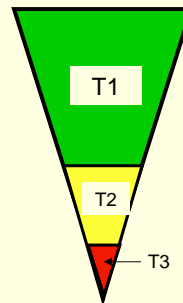
Discuss

What are possible stressors that students in your school experience that could impact behavior?

- School stress– academic or social?
- Stress they carry into school with them?
- Individual personal stressors (unique stressors)? 54

- MS3 is a developing practice with foundation in:
 - Cognitive Behavioral Theory
 - LSCI (Life Space Crisis Intervention www.lcsi.org)
- Applications:
 - *Tier 1:* Whole classroom or advisory curriculum (ES and MS)
 - *Tier 2:* Targeted Group Skill-Strengthening Intervention
 - *Tier 3:* Skill-strengthening curriculum as part of an individualized support plan



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11 Primary Lessons

Part 1: Intro

Lessons 1 :

- Introduction, Group Rules
- Pre-Assessment
- Intro to “Big Ideas about Stress”

Part 2: Learning about Stress

Lessons 2 through 4

- Big ideas about stress
- Goal-Supporting v. Goal-Defeating Behavior
- Reacting to Stress
- Supplemental Lessons re: Goals

Part 3: Self-talk and Negative Thinking

Lessons 5 and 6

- Discounting the Positive
- Mind-Reading
- Dwelling

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Part 4: Stress Awareness

Lesson 7

- Stress Test
- Supplemental Stress Test Lessons

Part 5: Positive Thinking and Stress Management

Strategies

Lessons 8 through 10

- Positive Thinking Strategies
- Stress Reduction Strategies
- Planning
- Visual Imagery
- Supplemental Lesson: Persistence and Resilience

Part 6: Ending

Lesson 11

- Finale and Post-Survey

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Big Ideas about Stress:

- Everyone has stress.
- Stress sometimes motivates people in positive ways.
- Stress sometimes leads to *Frustration, Aggression, Big Worries, Sadness, or Giving Up.*
- Things that stress you may not stress someone else... Things that stress someone else may not stress you.

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Managing Stress for School Success

Lesson

4

Goal-*Supporting* vs. Goal-*Defeating* Behaviors:

- Goal-Supporting Behaviors are behaviors that keep a person on track to achieving his or her long-term goals.
 - Goal-supporting behaviors are more likely when a person is dealing effectively with stress.
- Goal-Defeating Behaviors are behaviors that lead a person away from his or her long-term goals.
 - Goal-defeating behaviors are more likely to occur when a person isn't dealing effectively with stress.

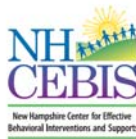


Managing Stress for School Success

Supplemental Goal Lesson

Three Types of Goals:

1. Micro-Goals
 2. Short-term goals
 3. Long-term goals
- **Micro-goals** are in the moment. They are **very** short-term goals. They can be achieved within seconds and no longer than an hour.
 - **Short-term goals** are planned goals that will take longer than an hour from now to achieve but shorter than a month (note: there is really no exact cut-off, but we'll consider anything longer than a month ahead to be a long-term goal).
 - **Long-term goals** are planned goals that will take months or even years to achieve.



Managing Stress for School Success

Supplemental Goal Lesson

ACTIVITY:

The following are examples of goals. For each one, please tell me whether you think it is a Micro-Goal, a short-term goal, or a long-term goal:

- _____ I really want to go to baseball practice today, so I have to have no behavior problems for each class.
- _____ My goal is to have perfect attendance in school for the next two weeks.
- _____ It is September now and I am going to start running 2 miles a day so that when track starts in March I'll be ready.
- _____ I am going to complete 4 math problems within the next 15 minutes.
- _____ I want to be the first person in my family to go to college.
- _____ I want to get through the next 30 seconds without blinking my eyes once.
- _____ I am going to work to improve my Free Throw shooting from 50% this season to 60% next season.

PRACTICE Goal Sheet:

Supplemental Goal Lesson

Name a long-term goal: Something that you want to achieve that will take at least a couple of month, and could take many months or years to achieve. If this is difficult, try thinking about a long-term goal as a dream, a wish or a hope that you have:

Name a goal that will take longer than a day to achieve, but you can achieve within a week:

Name a Micro-Goal that you can achieve *right now* within 20 minutes, OR, a short-term goal that you can achieve later today. Try to make it something that really matters to you:

Weekly Goal Sheet: For Weekly Goal-Setting and Goal-Assessment

What Stressors did I have over the last week?

Did I achieve last week's goals? ____ YES ____ No

What is my goal (or goals) for next week?

Knowing What Matters to You, Matters

- It matters for goal-setting and persistence:
 - Goal-directed persistence is an important skill in a future-oriented society.
- It matters for sustaining or regaining motivation.
- It matters for assessing alignment with adult's (parents, teachers, therapists...) goals for you.
- Goals and values matter less to you when you are having difficulty managing stress.

What Matters? (Elementary)				Mann, 2013
Values Assessment (what is important to me?): Elementary	Name: _____			
Item:	Matters to me:			
Spending time with my family	A Lot	A Little	Not at All	
Playing with friends	A Lot	A Little	Not at All	
Playing with my pet(s)	A Lot	A Little	Not at All	
Taking care of my pet(s)	A Lot	A Little	Not at All	
Spending time alone	A Lot	A Little	Not at All	
Being noticed when I do something well	A Lot	A Little	Not at All	
Peace	A Lot	A Little	Not at All	
Participating in sports or exercise	A Lot	A Little	Not at All	
Participating in dance or cheerleading	A Lot	A Little	Not at All	
Participating in scouts (cub scouts, brownies, girl scouts, boy scouts)	A Lot	A Little	Not at All	
Getting good grades in school	A Lot	A Little	Not at All	
Honesty	A Lot	A Little	Not at All	
Being well-liked by my teachers	A Lot	A Little	Not at All	
Being well-liked by my peers	A Lot	A Little	Not at All	
Having a neat and clean room	A Lot	A Little	Not at All	
Staying up late	A Lot	A Little	Not at All	
Love	A Lot	A Little	Not at All	
Cooking or Baking	A Lot	A Little	Not at All	
Being listened to	A Lot	A Little	Not at All	
Improving the world	A Lot	A Little	Not at All	
Going to church or synagogue (your place for worship)	A Lot	A Little	Not at All	
Power	A Lot	A Little	Not at All	
Texting friends or Talking to friends on the phone	A Lot	A Little	Not at All	
Reading books or magazines	A Lot	A Little	Not at All	
Listening to music	A Lot	A Little	Not at All	
Earning money	A Lot	A Little	Not at All	
Courage or Bravery	A Lot	A Little	Not at All	
Eating healthy foods	A Lot	A Little	Not at All	
Watching TV shows or Movies	A Lot	A Little	Not at All	
Playing video games	A Lot	A Little	Not at All	
Art (drawing; coloring; painting; clay,...)	A Lot	A Little	Not at All	
Building things (Legos; models; Lincoln Logs,...)	A Lot	A Little	Not at All	
Learning new things	A Lot	A Little	Not at All	
Happiness	A Lot	A Little	Not at All	
Helping others	A Lot	A Little	Not at All	64
Fairness	A Lot	A Little	Not at All	
Humor or Laughing	A Lot	A Little	Not at All	

Goals and Dreams: Put a check (✓) to the left if this is a Goal or Dream for you	Values: Put a check (✓) to the left if this matters a lot to you:
<input type="checkbox"/> Graduate High School <input type="checkbox"/> Graduate College	✓ Being healthy
Break a record (What record?: _____)	Honesty
Be rich (wealthy)	Helping people: <input type="checkbox"/> at school <input type="checkbox"/> at home <input type="checkbox"/> in the community
Get in better physical shape or build muscles	Being a good: <input type="checkbox"/> Brother/Sister <input type="checkbox"/> Friend <input type="checkbox"/> Son/Daughter
Join the Military	Having a lot of money (rich; wealthy)
Own a Car	Being productive and focused
Increase my reading speed	Being a leader
Have better control of my emotions or my behavior	Being popular
Be less concerned about what others think of me	Spending time with: <input type="checkbox"/> friends <input type="checkbox"/> Family
Be a professional musician (a singer, guitar player, piano player,...)	Freedom
Be better organized	Participating in youth activities: <input type="checkbox"/> Sports <input type="checkbox"/> Religious groups
Travel across America or travel the world	<input type="checkbox"/> Scouts <input type="checkbox"/> Dance <input type="checkbox"/> Other: _____
Get a paying job	Learning new things (gaining knowledge, wisdom, intelligence)
Have Nicer Clothes	Taking care of my pet
Get Married	Having time alone (being by myself)
Be a _____ (job or occupation)	Being noticed when I do something well
Be more easy going	Achieving in school (get good grades; learn a lot)
Be more confident	Peace
Live in a different country (which one: _____)	Fairness
Do something dangerous or adventurous (risk-taking)	Listening to music
Live Independently (not with parents)	Reading books (for pleasure)
Have a Role in a Movie or TV Show	Watching TV
Be a father or mother	Playing video games
Speak a different language fluently	Creativity (art; building things; thinking creatively)
Be on a TV show or in a movie	Being liked by: <input type="checkbox"/> Peers <input type="checkbox"/> Adults
Other Goals/Dreams/Bucket List Items Not Listed	Being clean and neat
Above: _____	Being listened to (being understood by others)
	Humor or laughing
	Power
	Other things that matter to me:



Exploring a Child's Psychological World:

Self-Talk



Positive Thinking

Negative Thinking

Self-Talk

- Self-Talk is something almost everyone does.
- Some self-talk is negative. Examples:
 - “This work is too hard”
 - “That kid doesn’t like me”
 - “Everyone must be smarter than me”
 - “I know I am going to fail... I may as well not try”
 - “I’ll probably get an unimportant role in the play”
- Some self-talk is positive. Examples:
 - “I can handle anything that comes my way”
 - “Even if I get something wrong or make a mistake it can’t stop me”
 - “People think I am a nice person”
 - “I am very creative”
 - “I am a good friend”

MS³ Big Idea: Thinking to Feeling to Behavior



So, I said to myself,
‘Self! ...You’re amazing.’

You can gain
control over
your mood,
feelings, and
behavior
—
by controlling
your own self-
talk!



Exploring a Child's Psychological World

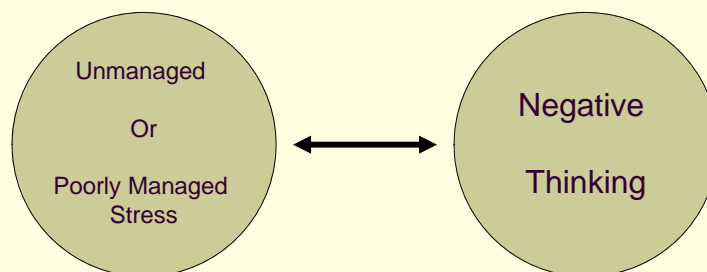
Negative Thinking: *Thinking Impacts Feelings and Behavior*

Negative Thinking may actually provide
clue that you are becoming overwhelmed
by stress

69



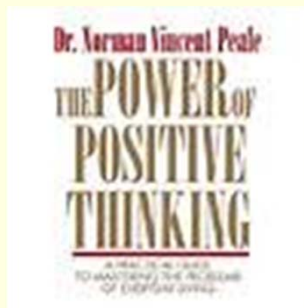
Mutually Reinforcing



70

“I was going to buy a copy of the
book

The Power of Positive Thinking,



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Teach Students About Negative and Positive
Thinking

Remember: *Thinking Influences Feelings and Behavior*

■ **Awfulizing/Catastrophizing/Mountain out of Molehill Thinking**

- A negative detail discounts everything positive
- One thing goes wrong; everything is wrong

■ **Negative Mind-Reading**

- Predicting bad things will happen
- Assume someone is thinking badly about you

■ **Dwelling**

- Stuck on a negative thought and can't stop thinking about it.

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Steps to STOP negative thinking:

1. Be *aware* of the negative thinking.
2. Be aware that negative thinking can be irrational and can lead to goal-defeating results.
3. Implement a positive thinking strategy.

Positive Thinking Strategies:

Lesson 8

1. Create a Positive thoughts wall or Positive thinking journal:

- In school, look at the positive thoughts wall – get your mind into something positive.
- Create your own positive thinking journal.



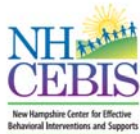


Positive Thinking Strategies:

MS3 Lesson

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2. **Plan a strategy in advance:** Example: Next time you are aware of negative thinking, plan to think about something specific you enjoy (decide in advance what this will be). Keep thinking about this for a five full minutes. Then do something active or productive.
3. **Get up!** Do something active and productive! Take your focus off the negative thinking!
 - Exercise
 - Take a walk
 - Shoot hoops
 - Bake/Cook something fun or tasty
 - Build something/ work on fixing something
4. **Call a positive person.** Tell them you called them because you need to get positive (plan this in advance).



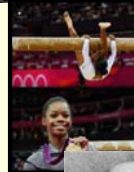
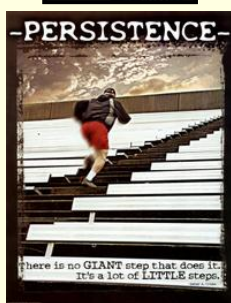
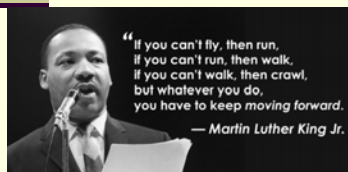
Positive Thinking Strategies:

Lesson 8

5. **Mindfulness, Meditation or Yoga** (if you know how): learn how to accept your thinking/feeling in the moment; or, learn to clear your thoughts.
6. **Think about something you are looking forward to** *and put full focus on it:*
 - Upcoming holiday
 - Birthday
 - An upcoming event (sports, music, other entertainment, etc.)
 - Planning a friend's or family members' birthday present
7. **If you can't break free of the negative thinking, talk to a trusted adult about this difficulty. You can be more in control of your thinking, but you may need help at first.**

Teach Persistence

Persistence is a type of Positive Thinking. Persistence is the ability to refuse to give up, to be determined, to use your thoughts to push yourself to try even when you are tired or frustrated.



Managing Stress for School Success

Notes for the previous slide (as needed):

1. The man in the upper right is Neil Armstrong, the first man who walked on the moon. Think of all the persistence that was needed by NASA to plan and fulfill the goal of walking on the moon.
2. The woman in the lower right is Susan B. Anthony. Susan B. Anthony fought for equal rights for woman from 1850 till her death in 1906. She was arrested for **voting** in 1872. She persistently continued her fight for the right of American women to vote for the rest of her life. She never gave up. She died 14 years before the passage of the 19th Amendment that gave women the right to vote in 1920.
3. The man in the lower left is Martin Luther King, Jr. He led a non-violent crusade for equal rights for all Americans. The work of Dr. King and others led to many social and legal changes. Their persistence resulted in the passage of the Civil Rights Act of 1964 that prohibited discrimination based on race, ethnicity, religion or gender.

Teach Resilience

Resilience requires Positive Thinking. Resilience is about the ability to 'bounce back' or recover from a setback or a challenge, to use your thoughts to stay positive and push yourself to recover.



Managing Stress for School Success

Notes for the previous slide (as needed):

1. The woman in the upper right is Gabby Giffords. Congresswoman Giffords was shot in the head in January, 2011. She has since shown both resilience and persistence in her fight for gun control legislation.
2. The man below Gabby Giffords is Senator John McCain. He was shot down from an aircraft in the Vietnam War in 1967 and captured. He spent the next five years as a prisoner of war where he was regularly beaten, tortured, starved and spent years in solitary confinement. He was released in 1973. Through amazing resilience, he then became a Congressman, a Senator, and a presidential nominee.
3. The man in the lower right is Nelson Mandela. Mandela became President of South Africa after serving 27 years in a South African jail for rebelling against apartheid, the legalized system of racial discrimination that existed in South Africa until 1994. His great resilience resulted in his election as president in 1994 where he served until 1999.
4. The girl in the lower left is 16 year old Malala Yousafzai, who was the youngest person ever nominated for a Nobel Prize. Malala was shot in the head by the Taliban, an organization committed to repressing women's rights. She was shot because she was bold enough to speak out for right of girls to be educated. Since recovering from her massive injuries, her remarkable resilience is on display every day as she courageously continues her fight despite constant death threats.
5. The men above Malala are actors Michael J. Fox and Christopher Reeve. Fox was diagnosed with Parkinson's disease in 1990. Despite the constant setbacks of the illness, Fox has continued acting, and has worked tirelessly for research for Parkinson's. Reeve was famous for portraying Superman in the 1970's and was paralyzed in an accident 1995. After his injury, Reeve became an activist for stem-cell research and an inspiration to many with spinal cord injury.

Behavioral Output can be viewed as the result of:

- 1. What** an individual experiences as stressful (stressors are different for everyone).



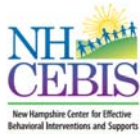
- 2. To what degree** (volume and/or intensity) the person's stressors are present.



- 3. The quality** of a person's **Stress Skills**.



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The Stress Management Equation (Mann, 2012)

**Presence (volume and intensity)
of Stressors**

+

**Stress Skills
(awareness & management)**

=

Behavioral Output

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Stress ‘Skills’

1. Awareness of what stresses you (this will be different for you than others).

It's so beautifully arranged on the plate - you know
someone's fingers have been all over it.

(Julia Child)


The Challenge to Manage (“Stress Test”)

Mann, 2015

Date: _____ Student Name: _____ Time of Day: _____

<input type="checkbox"/>	“I have anxiety or worries” (too much thinking about something)
<input type="checkbox"/>	“I am angry or frustrated about something or at someone”
<input type="checkbox"/>	“I feel sad or have low energy”
<input type="checkbox"/>	“I have too much energy”
<input type="checkbox"/>	“ My basic needs aren’t met” <input type="checkbox"/> NOT ENOUGH SLEEP <input type="checkbox"/> NOT ENOUGH TO EAT <input type="checkbox"/> NOT FEELING SAFE
<input type="checkbox"/>	“School work challenges”: <input type="checkbox"/> I DON’T UNDERSTAND WHAT I AM SUPPOSED TO DO <input type="checkbox"/> MY HOMEWORK WASN’T DONE <input type="checkbox"/> CLASS IS TOO BORING <input type="checkbox"/> I’M FALLING BEHIND IN MY WORK
<input type="checkbox"/>	“I am doing negative thinking or negative self-talk”: <input type="checkbox"/> DWELLING <input type="checkbox"/> MIND READING <input type="checkbox"/> DISCOUNTING THE POSITIVE <input type="checkbox"/> AWFULIZING – MAKING A MOUNTAIN OUT OF A MOLEHILL
<input type="checkbox"/>	“I carried something in today from home or my personal life”.
<input type="checkbox"/>	“I have unfinished business I need to take care of and get off my mind”.
<input type="checkbox"/>	“I don’t think there is anything going on right now that should keep me from getting back (just needed a quick break)”.

[illegible]




NH CEBIS
New Hampshire Center for Effective
Behavioral Interventions and Supports

Stress 'Skills'

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3. Knowledge of reliable strategies that help you reduce or manage your stress.



The collage illustrates various strategies for managing stress. It includes a spiral notebook with a checklist titled 'Stress Management Strategies' and 'Stress Management Checklist'. The central image is titled 'Foods That Reduce Stress' and features a variety of healthy foods such as blueberries, almonds, avocado, carrots, salmon, and citrus fruits. Other images show three basketball players in action and a person wearing headphones, suggesting physical activity and music as stress management techniques.



Managing Stress for School Success

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Deal with It...Address the Stress!

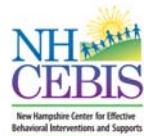
Mann (2011)

Stress Awareness:

- ☐ Name your feelings
- ☐ Name your stressors
- ☐ Identify your negative self-talk or negative thinking

Stress Reduction & Stress Management Strategies:

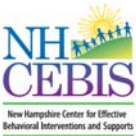
- ☐ Take two or three deep Calming (Belly) Breaths
- ☐ Try a visual imagery relaxation strategy
- ☐ Draw a Zen-Tangle
- ☐ Take a brief exercise or movement break (safe, but physical)
- ☐ Use positive self-talk or positive thinking
 - ☐ Look at your positive thinking journal
 - ☐ Read something positive, inspirational, or funny
- ☐ Write about your stress and feelings
- ☐ Draw about your stress and feelings
- ☐ Talk about your stress and feelings to a trusted person (friend, teacher, counselor, parent)
- ☐ Resolve or deal with the person you are frustrated with, angry with, or concerned about
- ☐ Make a plan:
 - ☐ Take care of unfinished business (handle the issue that is on your mind)
 - ☐ Set an achievable goal and make a step by step plan to achieve it
 - ☐ Make an organizational plan to get caught up on your work



4. The Ability to Implement Strategies in the Stressful Moment or to Plan to Use Proactively

■ See Executive Skills




Executive Skills Definitions	
(Adapted by Mann, 2014 from Peg Dawson, Center for Learning and Attention Disorders, Portsmouth, NH)	
Executive Skill:	Definition:
Response Inhibition	The ability to inhibit inappropriate, irrelevant or impulsive responses or reactions to stimuli.
Salience Determination	The ability for a student to select and attend to the most important (or most salient) information that is presented in social or academic contexts.
Organization	The ability to create and maintain well-ordered systems to keep track of information or materials.
Time Management	The ability to estimate how much time one needs to complete a task and stay within time limits and deadlines.
Planning and Prioritizing	The ability to create a sensible roadmap to reach a goal or to complete a task. This skill includes the ability to determine what is more and less important to focus on.
Mental Flexibility	The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It includes the ability to adapt/adjust to changing or unexpected conditions.
Thoughtful Decision-Making	As opposed to impulsive, spontaneous decision-making, thoughtful decision-making means that a thinking process is utilized to make every day decisions. The thinking process, if most effective, incorporates consideration of positive and negative immediate, short and long-term consequences from possible choices.
Task Initiation	The ability to begin tasks without too much procrastination in an efficient or timely fashion.
Sustaining Attention	The ability to maintain attention to a situation or task despite distractibility, fatigue, disinterest or boredom.
Working Memory:	Working memory is used to hold information in our mind as we work on it. If working memory skills are weak for a student, he/she may struggle to manage (remember) some aspect of needed information. The more information given or requested, the more working memory skills are needed to successfully complete the task.
Goal-Directed Persistence	The capacity to have a goal and follow through to the completion of the goal without being distracted by competing interests.
Emotional Regulation	Emotion regulation refers to the ability to use and respond to emotions in a healthy manner.
Self-Understanding or Metacognition	The ability to assess how well you understand yourself and to observe how you do things. A person with self-understanding is able to stand back and take a birds-eye view of oneself in a situation. It includes the ability to observe how you solve problems, how you monitor behavior and how you evaluate your actions and choices.



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Stress ‘Skills’

5. The *insight* that well-managed stress leads to goal-supporting behavior, while unmanaged (or mismanaged) stress can lead to goal-defeating behavior.

Important: *You need to know what your goals and values are in order to view behavioral output as goal-defeating or goal-supporting.*



Some Researched and Evidence-Based Practices Addressing Emotional Regulation

- Life Space Crisis Intervention www.lsci.org
- Incredible Years® / Dina Dinosaur (early childhood) <http://incredibleyears.com/>
- PATHS ® (Promoting Alternative Thinking Strategies) (K-5) <http://www.channing-bete.com/prevention-programs/paths/paths.html>
- Positive Action ® (3-18) <https://www.positiveaction.net/overview/introduction>
- Strong Kids (Oregon Resiliency Project) (all ages) <http://strongkids.uoregon.edu/about.html>
- Penn Resiliency Program (PRP) (all ages) <http://www.ppc.sas.upenn.edu/prpsum.htm>
- FRIENDS program (Paula Barrett) (6-16) <http://paulabarrett.info/paula-barrett-friends/>
- Emotion-focused Cognitive-Behavioral Therapy (ECBT) (7-13) <http://www.researchgate.net/publication/225370132> (Suveg, 2006)
- The Anger-Coping Program (K-8): CBT Group Intervention <http://php.scripts.psu.edu/dept/prevention/ACP.htm>
- The Coping Cat (8-13) (group) <http://copingcat.net/>
- C.A.T. Project (14-17) <http://www.cebc4cw.org/program/c-a-t-project/>
- Coping with Depression www.kpchr.org/public/acwd/acwd.html
- Coping with Stress Course <http://www.promisingpractices.net/program.asp?programid=151>

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