

Resilience & Risk: Prevention & Identification Actions for Student Intervention

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Realities

- ❖ COVID Rebound Tri-fecta
- ❖ Adverse Childhood Experiences (ACEs)
- ❖ iGen

Intervention Strategies

- ❖ Untwist Your Thinking
- ❖ Opposite Action
- ❖ Conflict Management
- ❖ De-escalation Triad

Prevention Resources

- ❖ Behavioral Intervention Teams (BITs)
- ❖ EBPU Logic Model
- ❖ Emotion Regulation Plans
- ❖ Social Emotional Learning (SEL) Curriculum

Risk and Protective Factors

- ❖ Risk reduction efforts have little return
- ❖ Build from a position of strength in families, schools and communities

Resilience Building

- ❖ 9 piece curriculum with implementation plan

PRESENTATION SOURCES AND RESOURCES:

- Centers for Disease Control and Prevention, Kaiser Permanente. The ACE Study Survey Atlanta GA: U.S. Department of Health & Human Services, 2016.
- Twenge JM, Joiner TE. U.S. Census Bureau “assessed prevalence of anxiety and depressive symptoms in 2019 and during the 2021 COVID19 pandemic.” *DepressAnxiety*. 2021;37:954–956
- Jin Kyun Lee, *Curr Psychol*. 2020 Oct 14 : 1–13. The effects of social comparison orientation on psychological well-being in social networking sites: Serial mediation of perceived social support and self-esteem
- Opposite Action Skill adapted from *DBT Skills Training Manual, Second Edition*, Marsha M. Linehan, Published by Guilford Press, 2015.
- 3 Column Technique adapted from *Feeling Good: The New Mood Therapy*, David D. Burns, M.D., William Morrow Publishing, 1980.
- National Institute of Mental Health www.nimh.nih.gov/health/publications/anxiety-disorders-in-children-and-adolescents/index.shtml
- Anxiety Disorders Association of America: www.adaa.org/living-with-anxiety/children
- ACEs research adapted from the presentations and work of Tim Grove, St. Aemilian, and “Scaling Wellness in Milwaukee.”
- National Behavioral Intervention Team Association: www.nabita.org “Standards for Behavioral Intervention Teams”
- Center on Positive Behavioral Intervention & Supports: www.pbis.org “Measuring and Monitoring Children and Young People’s Mental Wellbeing: A Toolkit for Schools and Colleges”
- Wisconsin Department of Public Instruction: <https://dpi.wi.gov/sspw/mental-health/framework>
- U.S Department of Health and Human Services, “Risk and Protective Factors for Mental, Emotional, and Behavioral Disorders Across the Life Cycle” www.samhsa.org
- Kolbasa, S., et. Al. (1982). Hardiness and health: A prospective study. *Journal of Personality and Social Psychology*, 42(1), 168-177.
- The collected works of Cal Crow, Program Director, Center for Learning and Connections.
- The collected works of Martin Seligman, University of Pennsylvania, 2001-2011.
- The collected works of Luthar, Suniya S. – Arizona State University, Columbia University & Yale University

ADDITIONAL RESOURCES:

- WELS/ELS Christian Therapist Network: <https://christiantherapistnetwork.com>
- Christian Family Solutions: 800.438.1772 www.ChristianFamilySolutions.org
- National Mental Health Helpline: 800.273.8255

SUGGESTED READING:

- Backus, W. and Chapien, M. (2000). *Telling yourself the truth*. Bloomington MN: Bethany Publishing House.
- Cary, P. (2010). *Good News for Anxious Christians*. Grand Rapids, MI: Brazos Press.
- Johnson, E. (2010). *Psychology and Christianity: Five Views* (2nd Ed.) Downers Grove IL: InterVarsity Press
- Saunders, S. (2016). *A Christian guide to mental illness: volumes 1 & 2*. Milwaukee WI: Northwestern Publishing House.

THE DISTORTIONS

All or Nothing – the “*Ultimatum-ers*”

Ying/Yang; Black/White; Right/Wrong; Good/Bad

Eg.: I’ll never make new friends because I’m too shy.

Mental Filter – seeing the world through “*Blue-Colored Glasses*”; the “*Eeyores*”

No matter what else happened, it’s a bad day because _____.

Eg.: My mom said I couldn’t take a twinkie to school and now my day is ruined..

Discounting the Positive – the “*Yeah, but-ers*”

Good things don’t count.

Eg.: I was nice to my sister all weekend, did all my chores without being asked and even walked the dog but now it all means nothing because I didn’t feed the fish.

Jumping to Conclusions – the “*Negative Nates*”

Holding on to negative thoughts without any facts to support your conclusion

Eg.: I studied hard, but I’ll still get a bad grade since I never do better than a B. Why would this time be any different?

Mind Reading – the “*Passing in the Hall Syndrome*”

Coming to conclusions about what people think without clarifying their position

Eg.: I walked by Jennifer on the way to class and she didn’t say “hi.” What did I ever do to her that she’s mad at me now?

Magnification/Minimization – The “*Drama Queens and ‘Whatevers’*”

Exaggerating or discounting the importance of events beyond what is appropriate

Eg.: I got a B on my science quiz. I’ll probably fail the class, not get into college or nursing school, have to get a crummy job, and my parents will disown me. OR Getting an F on the science quiz is no biggie... who needs to go to college to be a nurse, anyway?

Emotional Reasoning – “*Sentio Ergo Sum—I Feel, therefore I Am*”

Feelings = Reality

Eg.: I am an awful friend because I feel awful for forgetting to say “hi” to Annie on the bus.

Should Statements – the “*Beatings Will Continue until Morale Improves*” skill

Trying to motive oneself by guilt instead of by choice

Eg.: I should be a better student. I should probably study more. I should be more studious because I should realize that a lot of people are expecting a lot out of me.

Labeling – the “*Doo-Doo Head*” syndrome

Attaching labels unfairly or with assumption

Eg.: I forgot my quarter for milk at lunch. I’m such an idiot. Seriously, what kind of airhead does stuff like that?

Personalization – “*Me, Myself, and I-ism*”

Seeing yourself as the cause of things you cannot be responsible for.

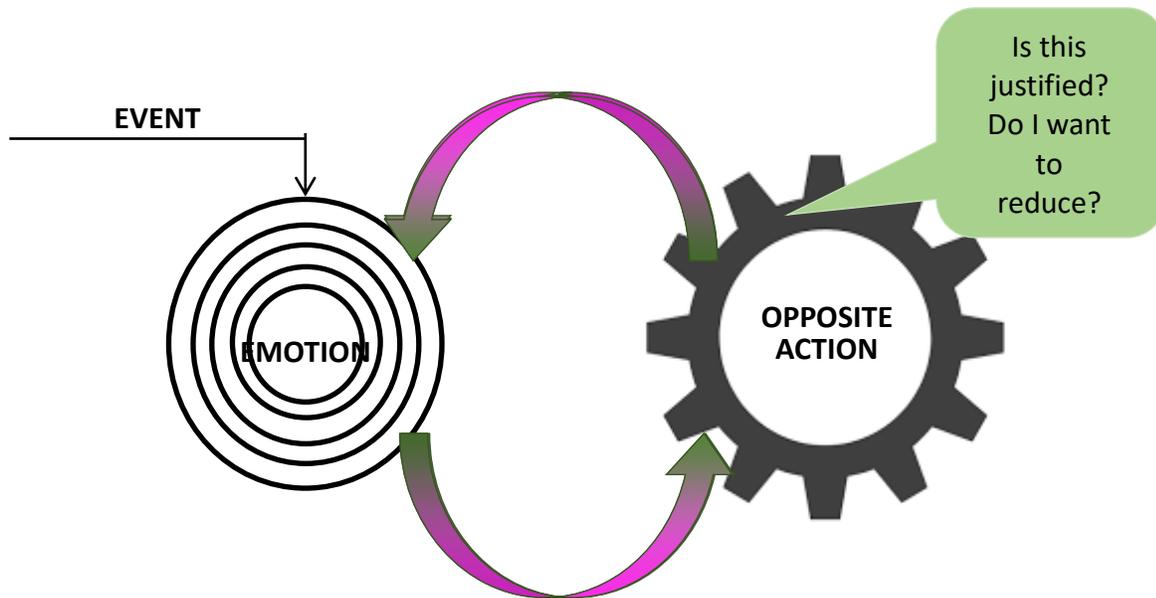
Eg.: My friend stole money from another friend’s backpack in the locker room. If I had just been in the locker room at the same time, none of this would have happened and now I’m the reason our friendships are ruined.

Untwist My Thinking 3 Column Technique

Event:

THOUGHT	DISTORTION	REPLACEMENT
What I think and feel is...	What this really is...	A better way to look at this is...

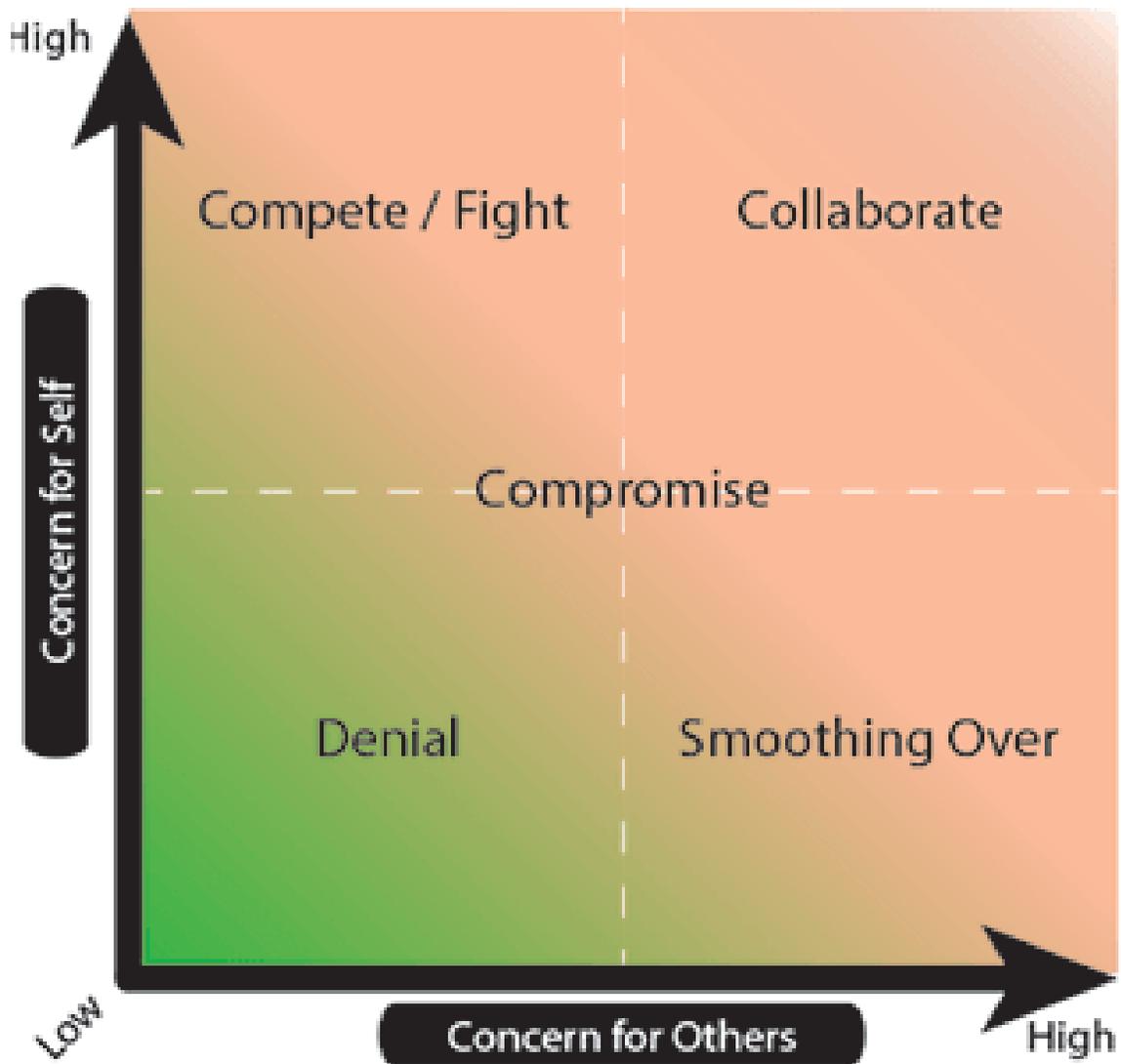
OPPOSITE ACTION



Steps to reducing emotions you don't want to have

- 1 – Figure out what emotion you are experiencing
- 2 – Determine the emotion's action urge
- 3 – Ask "Is this justified or do I want it down?"
- 4 – Figure out the emotion's opposite action
- 5 – Do that action all the way

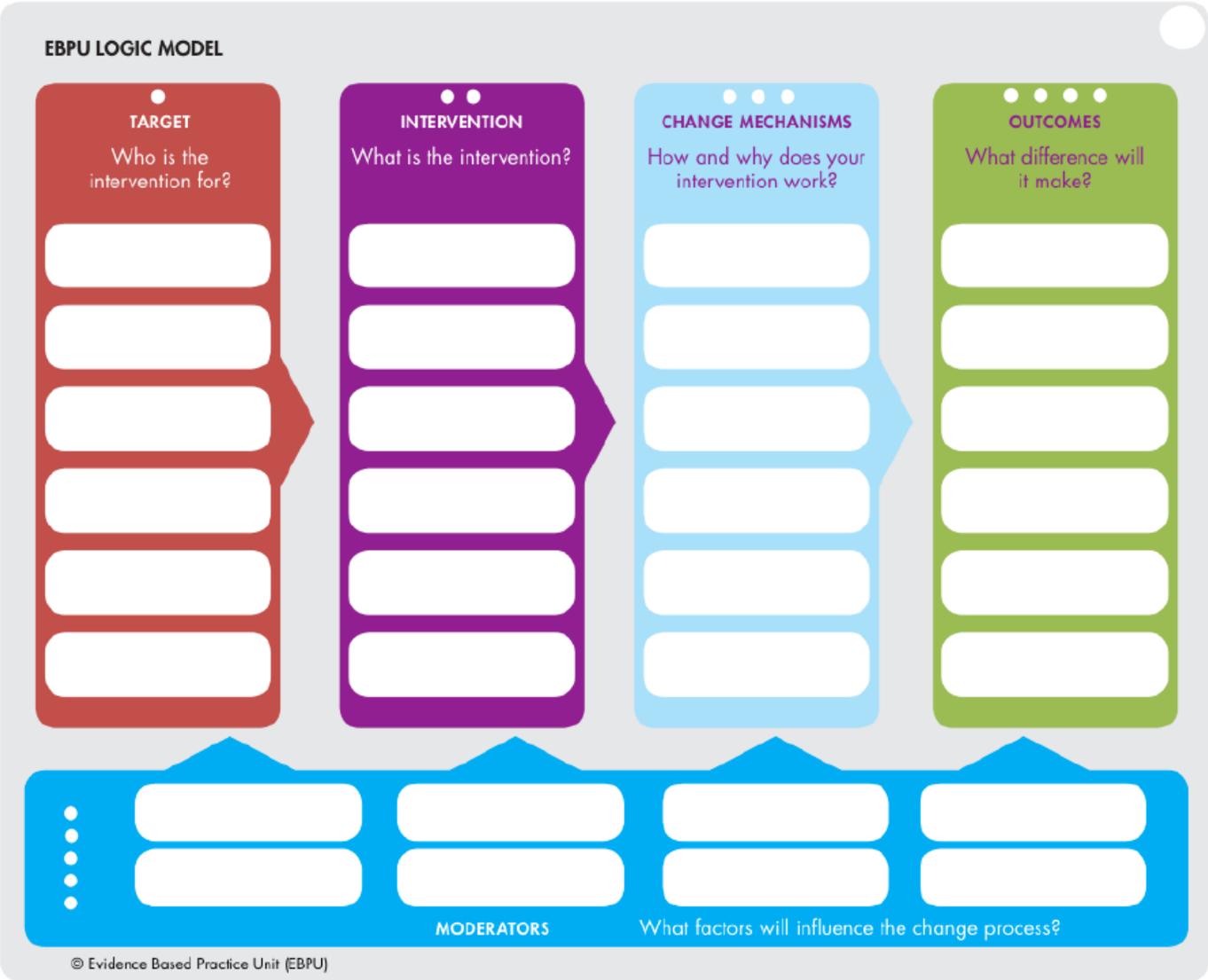
CONFLICT MANAGEMENT



DE-ESCALATION TRIAD



LOGIC MODEL



EMOTION REGULATION PLANS



Name: _____

Date: _____

Reviewed by: _____

My Emotional Regulation Plan

Behavior concerns: These are behaviors I sometimes show, especially when I am stressed

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Losing my temper | <input type="checkbox"/> Fighting/hurting people | <input type="checkbox"/> Withdrawing | <input type="checkbox"/> Using alcohol or drugs |
| <input type="checkbox"/> Running away | <input type="checkbox"/> Injuring myself | <input type="checkbox"/> Feeling suicidal | <input type="checkbox"/> Threatening others |
| <input type="checkbox"/> Swearing | <input type="checkbox"/> Damaging property | <input type="checkbox"/> Throwing things | <input type="checkbox"/> Attempting suicide |
| <input type="checkbox"/> Leaving the classroom | | | |

Other: _____

Triggers: When these things happen, I am more likely to feel unsafe and upset

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Not being listened to | <input type="checkbox"/> Feeling pressured | <input type="checkbox"/> Being touched | <input type="checkbox"/> People yelling |
| <input type="checkbox"/> Feeling lonely | <input type="checkbox"/> Feeling left out | <input type="checkbox"/> Being stared at | <input type="checkbox"/> Teasing |
| <input type="checkbox"/> Not having a say | <input type="checkbox"/> Particular class/subject | <input type="checkbox"/> Contact with: | <input type="checkbox"/> Not understanding work |
| <input type="checkbox"/> Arguments | <input type="checkbox"/> Particular time of day | | |

Other: _____

Warning signs: These are things other people may notice me doing if I begin to lose control

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Sweating | <input type="checkbox"/> Red face | <input type="checkbox"/> Acting hyper | <input type="checkbox"/> Being rude |
| <input type="checkbox"/> Singing/humming | <input type="checkbox"/> Breathing heavy | <input type="checkbox"/> Wringing hands | <input type="checkbox"/> Swearing |
| <input type="checkbox"/> Pacing | <input type="checkbox"/> Becoming very quiet | <input type="checkbox"/> Loud voice | <input type="checkbox"/> Bouncing legs |
| <input type="checkbox"/> Crying | <input type="checkbox"/> Hygiene issues | <input type="checkbox"/> Clenching teeth | <input type="checkbox"/> Rocking |
| <input type="checkbox"/> Squatting | <input type="checkbox"/> Damaging things | <input type="checkbox"/> Hurting myself | <input type="checkbox"/> Isolating/avoiding others |

Other: _____

Possible ways to regulate my feelings: These are things that might help me calm down and keep myself safe when I'm feeling upset

✓ what works ☆ what to try

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> Time to myself | <input type="checkbox"/> Listening to music | <input type="checkbox"/> Singing softly | <input type="checkbox"/> Sitting with staff |
| <input type="checkbox"/> Pacing in private | <input type="checkbox"/> Talking with a support person | <input type="checkbox"/> Coloring, playing with clay | <input type="checkbox"/> Reading a book |
| <input type="checkbox"/> Run, fast walk, jumping jacks | <input type="checkbox"/> A cold splash of water | <input type="checkbox"/> Writing in a journal | <input type="checkbox"/> Punching a pillow |
| <input type="checkbox"/> Humor | <input type="checkbox"/> Push-ups, sit-ups | <input type="checkbox"/> Bouncing a ball | <input type="checkbox"/> Drawing |
| <input type="checkbox"/> Being around other people | <input type="checkbox"/> Hugging a stuffed animal | <input type="checkbox"/> Playing cards | <input type="checkbox"/> Talking to staff: |
| <input type="checkbox"/> Holding an ice cube | <input type="checkbox"/> Deep breathing | <input type="checkbox"/> Calling: | <input type="checkbox"/> Using the sensory room |
| <input type="checkbox"/> Speaking to my therapist | <input type="checkbox"/> Lying down | <input type="checkbox"/> Snapping a rubber band | <input type="checkbox"/> Using the gym |
| <input type="checkbox"/> Being in nature | <input type="checkbox"/> My designated safe space: | <input type="checkbox"/> Telling myself to relax | <input type="checkbox"/> Hearing hopeful messages |
| <input type="checkbox"/> Rocking or swinging | | | |

Other: _____

Things that make it worse for me: These are things that do NOT help me calm down or stay safe

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Being alone | <input type="checkbox"/> Being around people | <input type="checkbox"/> Humor | <input type="checkbox"/> Not being listened to |
| <input type="checkbox"/> Peers teasing | <input type="checkbox"/> Being disrespected | <input type="checkbox"/> Loud tone of voice | <input type="checkbox"/> Being ignored |
| <input type="checkbox"/> Having staff support | <input type="checkbox"/> Talking to an adult | <input type="checkbox"/> Being touched | <input type="checkbox"/> Being reminded of the rules |

Other: _____

Action Plan:

When I notice these warning signs and triggers: _____
_____, I will _____
_____ to prevent a crisis from developing.

When staff notices _____
_____, I would like them to help prevent a crisis by _____
_____.

When I follow this plan, I will reward myself by:

Other ideas about what to do if a crisis develops:

Collaboration with Caregivers:

Reach out to the parents/caregivers and invite them answer the following questions:

What do you see as your child's primary triggers and warning signs of distress?

What strategies can we use at home and school to increase your child's ability to feel safe and calm down?

How can we work together better when your child is experiencing distress at school?

People on my support team:

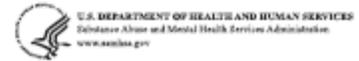
Include: school teaching/admin/counseling/coaching staff, case manager, therapist, psychiatrist, social worker, family and friends

Name	Phone	Email

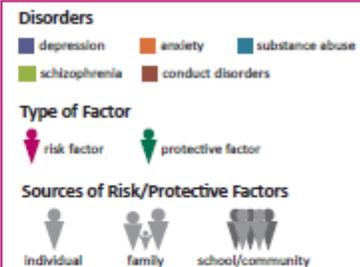
INFANCY & EARLY CHILDHOOD

- Difficult temperament
 - Insecure attachment
 - Hostile to peers, socially inhibited
 - Irritability
 - Fearfulness
 - Difficult temperament
 - Head injury
 - Motor, language, and cognitive impairments
 - Early aggressive behavior
 - Sexual abuse
- Parental drug/alcohol use
 - Cold and unresponsive mother behavior
 - Marital conflict
 - Negative events
 - Cold and unresponsive mother behavior
 - Parental drug/alcohol use
 - Family dysfunction
 - Disturbed family environment
 - Parental loss
- Poor academic performance in early grades
 - Specific traumatic experiences
 - Negative events
 - Lack of control or mastery experiences
 - Urban setting
 - Poverty

- Self-regulation
 - Secure attachment
 - Mastery of communication and language skills
 - Ability to make friends and get along with others
- Reliable support and discipline from caregivers
 - Responsiveness
 - Protection from harm and fear
 - Opportunities to resolve conflict
 - Adequate socioeconomic resources for the family
- Support for early learning
 - Access to supplemental services such as feeding, and screening for vision and hearing
 - Stable, secure attachment to childcare provider
 - Low ratio of caregivers to children
 - Regulatory systems that support high quality of care



Risk and Protective Factors for Mental, Emotional, and Behavioral Disorders Across the Life Cycle



MIDDLE CHILDHOOD

- Negative self-image
 - Apathy
 - Anxiety
 - Dysthymia
 - Insecure attachment
 - Poor social skills: impulsive, aggressive, passive, and withdrawn
 - Poor social problem-solving skills
 - Shyness
 - Poor impulse control
 - Sensation-seeking
 - Lack of behavioral self-control
 - Impulsivity
 - Early persistent behavior problems
 - Attention deficit/hyperactivity disorder
 - Anxiety
 - Depression
 - Antisocial behavior
 - Head injury
 - Self-reported psychotic symptoms
- Parental depression
 - Poor parenting, rejection, lack of parental warmth
 - Child abuse/maltreatment
 - Loss
 - Marital conflict or divorce
 - Family dysfunction
 - Parents with anxiety disorder or anxious childrearing practices
 - Parental overcontrol and intrusiveness

- (family risk factors continued)*
- Parents model, prompt, and reinforce threat appraisals and avoidant behaviors
 - Marital conflict; poor marital adjustments
 - Negative life events
 - Permissive parenting
 - Parent-child conflict
 - Low parental warmth
 - Parental hostility
 - Harsh discipline
 - Child abuse/maltreatment
 - Substance use among parents or siblings
 - Parental favorable attitudes toward alcohol and/or drug use
 - Inadequate supervision and monitoring
 - Low parental aspirations for child
 - Lack of or inconsistent discipline
 - Family dysfunction
- Peer rejection
 - Stressful life events
 - Poor grades/achievements
 - Poverty
 - Stressful community events such as violence
 - Witnessing community violence
 - Social trauma
 - Negative events
 - Lack of control or mastery experiences

- (school/community risk factors continued)*
- School failure
 - Low commitment to school
 - Peer rejection
 - Deviant peer group
 - Peer attitudes toward drugs
 - Alienation from peers
 - Law and norms favorable toward alcohol and drug use
 - Availability and access to alcohol
 - Urban setting
 - Poverty
- Mastery of academic skills (math, reading, writing)
 - Following rules for behavior at home, school, and public places
 - Ability to make friends
 - Good peer relationships
- Consistent discipline
 - Language-based rather than physically-based discipline
 - Extended family support
- Healthy peer groups
 - School engagement
 - Positive teacher expectations
 - Effective classroom management
 - Positive partnering between school and family
 - School policies and practices to reduce bullying
 - High academic standards

Risk and Protective Factors for Mental, Emotional, and Behavioral Disorders Across the Life Cycle *(continued)*

ADOLESCENCE		<i>(family risk factors continued)</i>	<i>(school/community risk factors continued)</i>
	<ul style="list-style-type: none"> Female gender Early puberty Difficult temperament: inflexibility, low positive mood, withdrawal, poor concentration Low self-esteem, perceived incompetence, negative explanatory and inferential style Anxiety Low-level depressive symptoms and dysthymia Insecure attachment Poor social skills: communication and problem-solving skills Extreme need for approval and social support Low self-esteem Shyness Emotional problems in childhood Conduct disorder Favorable attitudes toward drugs Rebelliousness Early substance use Antisocial behavior Head injury Marijuana use Childhood exposure to lead or mercury (neurotoxins) 	<ul style="list-style-type: none"> Marital conflict Family conflict Parent with anxiety Parental/marital conflict Family conflict (interactions between parents and children and among children) Parental drug/alcohol use Parental unemployment Substance use among parents Lack of adult supervision Poor attachment with parents Family dysfunction Family member with schizophrenia Poor parental supervision Parental depression Sexual abuse 	<ul style="list-style-type: none"> Urban setting Poverty Associating with deviant peers Loss of close relationship or friends Positive physical development Academic achievement/intellectual development High self-esteem Emotional self-regulation Good coping skills and problem-solving skills Engagement and connections in two or more of the following contexts: school, with peers, in athletics, employment, religion, culture
	<ul style="list-style-type: none"> Parental depression Parent-child conflict Poor parenting Negative family environment (may include substance abuse in parents) Child abuse/maltreatment Single-parent family (for girls only) Divorce 	<ul style="list-style-type: none"> Peer rejection Stressful events Poor academic achievement Poverty Community-level stressful or traumatic events School-level stressful or traumatic events Community violence School violence Poverty Traumatic event School failure Low commitment to school Not college bound Aggression toward peers Associating with drug-using peers Societal/community norms about alcohol and drug use 	<ul style="list-style-type: none"> Family provides structure, limits, rules, monitoring, and predictability Supportive relationships with family members Clear expectations for behavior and values Presence of mentors and support for development of skills and interests Opportunities for engagement within school and community Positive norms Clear expectations for behavior Physical and psychological safety

EARLY ADULTHOOD			<div data-bbox="1104 1144 1421 1522"> <p>Disorders</p> <ul style="list-style-type: none"> depression anxiety substance abuse schizophrenia conduct disorders <p>Type of Factor</p> <ul style="list-style-type: none"> risk factor protective factor <p>Sources of Risk/Protective Factors</p> <ul style="list-style-type: none"> individual family school/community </div>
	<ul style="list-style-type: none"> Early-onset depression and anxiety Need for extensive social support Childhood history of untreated anxiety disorders Childhood history of poor physical health Childhood history of sleep and eating problems Poor physical health Lack of commitment to conventional adult roles Antisocial behavior Head injury 	<ul style="list-style-type: none"> Identity exploration in love, work, and world view Subjective sense of adult status Subjective sense of self-sufficiency, making independent decisions, becoming financially independent Future orientation Achievement motivation Balance of autonomy and relatedness to family Behavioral and emotional autonomy 	
	<ul style="list-style-type: none"> Parental depression Spousal conflict Single parenthood Leaving home Family dysfunction Decrease in social support accompanying entry into a new social context Negative life events Attending college Substance-using peers Social adversity 	<ul style="list-style-type: none"> Opportunities for exploration in work and school Connectedness to adults outside of family 	

RESILIENCE

ELEMENTS OF RESILIENCE ~ Susan Kobasa

CHALLENGE: Resilient individuals view a difficulty as a challenge, not a paralyzing event. They see mistakes as lessons to be learned from and opportunities for growth. Difficulties have no negative reflection on their ability or worth.

COMMITMENT: Resilient individuals commit to life and daily goals and are compelled to live life accordingly. They are committed despite feelings about those commitments.

PERSONAL CONTROL: Resilient individuals spend time and energy on situations that can be influenced, which increases confidence. They spend no time worrying about uncontrollable events, which reduces helplessness.

VIEW OF SETBACKS ~ Martin Seligman

PERMANENCE: Resilient individuals see the effects of bad events as temporary rather than permanent. They expect that the difficulties of this time will resolve or be handled in such a way that they will not continue to affect one negatively.

PERVASIVENESS: Resilient individuals deal with setbacks or bad events in relation to that part of their daily life. They are unwilling to let a difficulty in one area affect other unrelated areas.

PERSONALIZATION: Resilient individuals do not exclusively blame themselves when external negative events occur. They ensure that the full picture of how causes interact is considered.

LEARNED ATTRIBUTES ~ Cal Crow

POSITIVE IMAGE OF THE FUTURE: Resilient individuals envision brighter days ahead and see past the difficulty of the present. They harness their ability to look over what is current and to paint a picture of what will be.

EMPATHY & COMPASSION: Resilient individuals do not waste time worrying what others think of them. They feel for others, but not with them. They encourage and support but do not bow to peer pressure and they enforce limits and boundaries.

LACK OF VICTIM MENTALITY: Resilient individuals discern the difference between being a victim and being victimized. They focus time and energy on changing things that they have control over and letting go of those they do not.

Identify RESILIENCE in myself

My 2 Strongest Resilience Characteristics Are...

- Challenge
- Commitment
- Personal Control
- Permanence
- Pervasiveness
- Personalization
- Positive Image of the Future
- Empathy & Compassion
- Lack of Victim Mentality

My 2 Growth Resilience Characteristics Are...

- Challenge
- Commitment
- Personal Control
- Permanence
- Pervasiveness
- Personalization
- Positive Image of the Future
- Empathy & Compassion
- Lack of Victim Mentality

Incorporate RESILIENCE into my life

I will increase my STRENGTH in the

_____ resilience characteristic by:

I will increase my GROWTH in the

_____ resilience characteristic by:

