Managing Stress for School Success

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You Will Learn About...

1. The *Managing Stress for School Success* curriculum.

2. *Stress Awareness and Stress Management* as a vehicle to strengthen emotional regulation skills.

3. The impact of *Positive and Negative Thinking* on feelings and behavior.

4. How stress and our ability to manage it impacts goal-achievement.
A developing practice with foundation in:
- CBT – Cognitive Behavioral Therapy
- LSCI (Life Space Crisis Intervention) [www.lcsi.org](http://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
Use Data to Identify Concerns and Needs

Prioritize Concerns; Set Goals

Select Strategies

Assure Readiness to Implement Strategies

Assess Fidelity of Implementation of Strategies

Implement Strategies with Fidelity

Assess Effectiveness of Strategies

Monitor Strategies using data; Address Sustainability of Effective Strategies

PBIS/MTSS/RtI: Decision-Making Model
Skill Deficits & Skill Strengthening: The Big 4

1. Academic Skills
2. Social Skills
3. Executive Function Skills
4. Emotional Regulation Skills

Skill Deficits are often at the root of concerning behaviors in schools
Building ‘Stress Skills’ can strengthen Emotional Regulation Skills
Managing Stress for School Success

11 Primary Lessons

Part 1: Intro
Lessons 1:
- Introduction, Group Rules
- Intro to “4 Big Ideas”

Part 2: Learning about Stress
Lessons 2 through 4
- Four 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
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
Do you have...

STRESS?
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)?
Beliefs about Self, Others and their World Influence What Children Experience as Stressful

- “I can rely on adults.”
- “It is to my benefit to comply with adults.”
- “I can be successful at anything I am asked to do in school.”
- “I can read, write and do math successfully”
Beliefs about Self, Others and their World Influence What Children Experience as Stressful

- “Adults are not trustworthy.”
- “I need to be cautious about doing what adults ask.”
- “School exists to remind me of my inadequacies.”
- “I am unsure of myself as a student or as a social being.”
- “I’m not worthy of success.”
Emotional Memory

Emotional Memories are triggered as we go through life. Some Consciously, Some Not.
Beliefs about self, others, and the world, and

Emotional Memories

...set the stage for what a person experiences as stressful.
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.
The Stress Management Equation (Mann, 2012)

Presence (volume and intensity) of Stressors + Stress Skills (awareness & management) = Behavioral Output
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)
2. Knowledge of *how* stress impacts you (how you respond to stress).
3. Knowledge of reliable strategies that help you reduce or manage your stress.
4. 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.*
MS³ Big Idea: Knowing What Matters to you Matters

- Matters for goal-setting
  - Goal-setting is an important skill in a future-oriented society.
  - Kids are often poor at goal-setting.
- Matters for motivation
- Matters for aligning (or not) with adults
### Goals and Dreams:
**Put a check (✓) to the left if this is a Goal or Dream for you**

<table>
<thead>
<tr>
<th>✓</th>
<th>Graduate High School</th>
<th>✓</th>
<th>Graduate College</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Break a record (What record?: ________________________)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Be rich (wealthy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Get in better physical shape or build muscles</td>
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</tr>
<tr>
<td>✓</td>
<td>Join the Military</td>
<td></td>
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</tr>
<tr>
<td>✓</td>
<td>Own a Car</td>
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</tr>
<tr>
<td>✓</td>
<td>Increase my reading speed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Have better control of my emotions or my behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Be less concerned about what others think of me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Be a professional musician (a singer, guitar player, piano player,….)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Be better organized</td>
<td></td>
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<tr>
<td>✓</td>
<td>Travel across America or travel the world</td>
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<tr>
<td>✓</td>
<td>Get a paying job</td>
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<tr>
<td>✓</td>
<td>Have Nicer Clothes</td>
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<td></td>
</tr>
<tr>
<td>✓</td>
<td>Get Married</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Be a ______________________________ (job or occupation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Be more easy going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Be more confident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>Live in a different country (which one:_______________)</td>
<td></td>
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<tr>
<td>✓</td>
<td>Do something dangerous or adventurous (risk-taking)</td>
<td></td>
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<tr>
<td>✓</td>
<td>Live Independently (not with parents)</td>
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<tr>
<td>✓</td>
<td>Have a Role in a Movie or TV Show</td>
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<tr>
<td>✓</td>
<td>Be a father or mother</td>
<td></td>
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<tr>
<td>✓</td>
<td>Speak a different language fluently</td>
<td></td>
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</tr>
<tr>
<td>✓</td>
<td>Be on a TV show or in a movie</td>
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</table>

**Other Goals/Dreams/Bucket List Items Not Listed Above:**

### Values:
**Put a check (✓) to the left if this matters a lot to you:**

| ✓ | Being healthy |
| ✓ | Honesty |
| ✓ | Helping people:  ✓ at school  ✓ at home  ✓ in the community |
| ✓ | Being a good:  ✓ Brother/Sister  ✓ Friend  ✓ Son/Daughter |
| ✓ | Having a lot of money (rich; wealthy) |
| ✓ | Being productive and focused |
| ✓ | Being a leader |
| ✓ | Being popular |
| ✓ | Spending time with:  ✓ friends  ✓ Family |
| ✓ | Freedom |
| ✓ | Participating in youth activities:  ✓ Sports  ✓ Religious groups |
| ✓ |  ✓ Scouts  ✓ Dance  ✓ Other:_________________________ |
| ✓ | Learning new things (gaining knowledge, wisdom, intelligence) |
| ✓ | Taking care of my pet |
| ✓ | Having time alone (being by myself) |
| ✓ | Being noticed when I do something well |
| ✓ | Achieving in school (get good grades; learn a lot) |
| ✓ | Peace |
| ✓ | Fairness |
| ✓ | Listening to music |
| ✓ | Reading books (for pleasure) |
| ✓ | Watching TV |
| ✓ | Playing video games |
| ✓ | Creativity (art; building things; thinking creatively) |
| ✓ | Being liked by:  ✓ Peers  ✓ Adults |
| ✓ | Being clean and neat |
| ✓ | Being listened to (being understood by others) |
| ✓ | Humor or laughing |
| ✓ | Power |
| ✓ | Other things that matter to me:
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.
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?

_________________________________________________________________________________________________________
_______________________________________________________________________________________________________
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.
  - Examples:
    - Practice guitar
    - Get your work done
    - Say something kind to a friend
    - Be on time for your job
    - Exercise

- Goal-supporting behaviors are more likely when a person is dealing effectively with stress.
Goal—Supporting vs. Goal—Defeating Behaviors:

- Goal-Defeating Behaviors are behaviors that lead a person away from his or her long-term goals.
  - Examples:
    - Disrupt class when you are unsure how to do the task (or if you are bored).
    - Sleep all day when you’ve got things you know you have to do.
    - Yell at your friend when you are really mad at someone else.
    - Throw your project in the trash because you got frustrated.
- Goal-defeating behaviors are more likely to occur when a person isn’t dealing effectively with stress.
You can gain control over your mood or feelings — by controlling your own self-talk!

So, I said to myself, "Self! ... You're amazing."
Different Psychological Worlds

I am getting this rebound!

He is getting this rebound...
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”
Two Important facts about Negative and Positive Thinking:

1. It is very hard to think negatively and positively at the same time.

2. IF you can get positive thoughts in your head or engage in positive actions you can:
   - *Stop or slow down negative thinking.*
   - *Reduce stress.*
   - *Avoid goal-defeating behavior.*
Mind-reading is something that almost everyone does.

Do you ever think that you know what someone else is thinking?

Do you ever think that someone is thinking something bad or negative about you?

Do you ever predict in your mind that someone will be unfair, unhelpful or unkind?

These are examples of ‘Negative Mind-Reading’
Negative Mind Reading

Examples:

- “I didn’t ask Melanie to go to the mall with me because I knew she’d say ‘no’.”

- “I didn’t tell the coach that the kid was giving me a hard time because I knew he wouldn’t do anything about it.”

- “I never go to the after school club because all the kids in that club hate me.”

- “When I walked into my classroom today everyone was thinking that my new hair looks stupid”.

These statements could be true. But when we mind-read, sometimes we jump to the wrong conclusions since we don’t have all the information to know for sure.
When you Mind-Read, sometimes you are right, **BUT**....sometimes you are wrong.
# Positive Thinking Strategies: Be Aware of Negative Thinking and Plan to Stop It!

Lessons 5 and 6

<table>
<thead>
<tr>
<th>If you are…</th>
<th>What to do…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discounting the Positive</strong></td>
<td>Notice that you’ve discounted the positive. Get your mind onto the positive part of what happened.</td>
</tr>
<tr>
<td><strong>Mind-Reading</strong></td>
<td>Notice when you mind-read. Remind yourself that when you mind-read you can jump to the wrong conclusions. Decide not let mind-reading take you in the wrong direction.</td>
</tr>
<tr>
<td><strong>Dwelling</strong></td>
<td>Notice when you are ‘dwelling’ Decide to think of something specific that makes you happy, OR, force yourself to do something active.</td>
</tr>
</tbody>
</table>
| **Awful-izing or ‘All or Nothing Thinking’ or ‘Making a Mountain out of a Molehill Thinkng’** | Notice when you are ‘awfulizing’. Try to find ‘Shades of Grey’ instead of thinking the worst:  
  • Instead of thinking “I made a mistake, therefore I never do anything right.”, try thinking, “I made a mistake, I guess I mess up sometimes.”  
  • Instead of thinking “Jodi is mad at me, therefore everyone hates me.”, try thinking, “Friends get mad at each other sometimes.” |
Steps to STOP negative thinking:

1. Be aware of the negative thinking.
2. Be aware that negative thinking can lead to goal-defeating results.
3. Implement a positive thinking strategy.
1. Create a Positive thoughts wall or Positive thinking journal:
   
   • In school, look at the positive thoughts wall – get your mind into something positive.
   
   • At home, create your own positive thoughts wall – or a positive thinking journal.
Positive Thinking Wall or Area
Lesson 8

Post written items, drawings, photos, etc. to the wall or area.

Ideas:
- Post writings that could bring a smile to you or boost your energy.
- Post events or dates that someone could look forward to.
- Add photos or draw pictures of important things:
  - People that inspire you
  - Pets
  - Things that are fun for you
- Post words that inspire positive thinking like “Confidence” or “Self-Control” or “Success” or “Resilience” or “Determination”.
- Post a favorite expression or quote that gives you a positive outlook or makes you laugh (examples):
  - “Embrace Life”
  - “If at first you don’t succeed try, try again”
  - “To create more positive results in your life, replace “if only” with “next time”.
  - “It is only those who never do anything who never make mistakes”.
  - “A positive attitude may not solve all your problems, but it will annoy enough people to make it worth the effort” (laugh).
Positive Thinking Journal

Lesson 8

- Some students may want to create their own Positive Thinking Journal – a booklet to keep with you to inspire positive thinking.

- A positive thinking journal is an example of a “Stress Management Strategy”.

- You can look at it when stress is building up or negative thinking is starting.
Positive Thinking Strategies:
Lesson 8

1. **Plan a strategy in advance:** Tell yourself that the next time you start negative thinking that you’ll think about something specific that you enjoy to take your mind off the negativity.

2. **Get up!** Do something active and productive! Take your focus off the negative!
   - Exercise
   - Take a walk
   - Shoot hoops
   - Bake/Cook something fun or tasty
   - Build something/ work on fixing something.

3. **Call a positive person.** Tell them you called them because you need to get positive.
Positive Thinking Strategies: Lesson 8

4. **Mindfulness, Meditation or Yoga** (if you know how): learn how to accept your thinking, or to clear your thoughts.

5. **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, make a plan to talk to a trusted adult about it.**
Managing Stress for School Success

Building Stress Awareness
Lessons 2-3

Using a ‘Stress Test’
Lesson 7
Managing Stress for School Success

Lessons 2 & 3

Stress Awareness
Four Basic Ideas:

1. Everyone has stress.

2. Stress sometimes motivates people in positive ways.

3. Stress sometimes leads to *Frustration, Aggression, Big Worries, Sadness, or Giving Up.*

4. Things that stress you may not stress someone else...
   Things that stress someone else may not stress you.
<table>
<thead>
<tr>
<th><strong>STRESS TEST ('Think About It’ Worksheet)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:____________________________________  Student Name:_______________________________________  Time of Day:__________</td>
</tr>
<tr>
<td><strong>“I have extra worries sadness, or stress today”</strong>.</td>
</tr>
<tr>
<td><strong>“I am angry or frustrated about something (or angry at someone)”</strong></td>
</tr>
<tr>
<td><strong>“Doing school work is frustrating”</strong>:</td>
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<td></td>
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<td></td>
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<td></td>
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<tr>
<td><strong>“I am not getting my basic needs met”</strong>:</td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>“My energy level is”</strong>:</td>
</tr>
<tr>
<td><strong>“I am doing negative thinking or negative self-talk”</strong>:</td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>“I carried something in today from home or my personal life”</strong>.</td>
</tr>
<tr>
<td><strong>“I have unfinished business I need to take care of and get off my mind”</strong>.</td>
</tr>
<tr>
<td><strong>“I don’t think there is anything going on right now that should keep me from doing my work”</strong>.</td>
</tr>
</tbody>
</table>
# STRESS TEST (‘Think About It’ Worksheet)

<table>
<thead>
<tr>
<th>If you checked:</th>
<th>Think about it:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I HAVE EXTRA WORRIES, SADNESS, OR STRESS TODAY.”</td>
<td>What is worrying me?  What is making me feel stressed or bummed out? How can I deal with this so it doesn’t mess up my day?</td>
</tr>
<tr>
<td>“I’M ANGRY OR FRUSTRATED ABOUT SOMETHING (OR ANGRY AT SOMEONE).”</td>
<td>What am I angry or frustrated about? Who am I angry with? How can I avoid taking out my anger where it doesn’t belong? How can I deal with it so that I don’t make things worse for myself?</td>
</tr>
<tr>
<td>“DOING SCHOOL WORK IS FRUSTRATING.”</td>
<td>Can I be persistent or resilient? How can I deal with the stress without getting myself into goal-defeating behavior like:</td>
</tr>
<tr>
<td>□ I DON’T UNDERSTAND WHAT I AM SUPPOSED TO DO</td>
<td>• Giving up</td>
</tr>
<tr>
<td>□ MY HOMEWORK WASN’T DONE</td>
<td>• Refusing to work</td>
</tr>
<tr>
<td>□ IT’S TOO BORING</td>
<td>• Avoiding</td>
</tr>
<tr>
<td>□ I’M FALLING BEHIND IN MY WORK</td>
<td></td>
</tr>
<tr>
<td>“I AM NOT GETTING MY BASIC NEEDS MET”</td>
<td>Who can I talk to about this?</td>
</tr>
<tr>
<td>□ I Didn’t get enough sleep last night (lately)</td>
<td></td>
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<tr>
<td>□ I Didn’t eat breakfast</td>
<td></td>
</tr>
<tr>
<td>□ I am not feeling safe</td>
<td></td>
</tr>
<tr>
<td>“MY ENERGY LEVEL IS: □ TOO HIGH □ TOO LOW.”</td>
<td>I need to slow myself down or get myself energized for school so that I avoid goal-defeating behavior</td>
</tr>
<tr>
<td>“I AM DOING NEGATIVE THINKING OR NEGATIVE SELF-TALK”:</td>
<td></td>
</tr>
<tr>
<td>□ DWELLING</td>
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<tr>
<td>□ MIND READING</td>
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<tr>
<td>□ DISCOUNTING THE POSITIVE</td>
<td></td>
</tr>
<tr>
<td>□ AWFULIZING – MAKING A MOUNTAIN OUT OF A MOLEHILL</td>
<td></td>
</tr>
<tr>
<td>“I CARRIED SOMETHING IN TODAY FROM HOME OR MY PERSONAL LIFE”</td>
<td></td>
</tr>
<tr>
<td>“I HAVE UNFINISHED BUSINESS I NEED TO TAKE CARE OF AND GET OFF MY MIND”</td>
<td></td>
</tr>
<tr>
<td>“I DON’T THINK THERE IS ANYTHING GOING ON RIGHT NOW THAT SHOULD KEEP ME FROM DOING MY WORK”</td>
<td></td>
</tr>
</tbody>
</table>
Managing Stress for School Success

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
“I have unfinished business I need to care of.”
(this means that the person has something pressing on their mind that they know they have to take care of)

- Has anyone in the group had a day in which you could check this item?

- What goal-defeating behaviors may happen if the person doesn’t manage the stress and deal with the issue?
Planning Guide: Make a Plan to Complete Unfinished Business

What do I need to do:

- Make a plan to get caught up on my school work (who can help me get caught up? ________________________________).
- Talk to the person I am mad at (who? ________________________________).
- Arrange time to talk to a trusted person about a problem or issue? (who? ________________________________).
- Take care of other specific unfinished business (What? ____________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
)

Next Step: Find the time.
Decide when you are going to take the next step to solve the problem.

- Today at _____ (Time)
- Tomorrow at _____ (Time)
- Other ____________________(Day and Time)

Describe exactly what you are going to do:

- Talk to ____________________ about helping me to make a plan to get caught up on my work.
- Talk to ____________________ to work out our disagreement.
- Talk to (or set up a time to talk to) ____________________ about something I need some help with.
- Take care of my other unfinished business which is: ____________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Mann, 2013
Persistence

Persistence is about the ability to refuse to give up, to be determined, to continue trying even when you are tired or frustrated.

“If you can't fly, then run, if you can't run, then walk, if you can't walk, then crawl, but whatever you do, you have to keep moving forward.”

— Martin Luther King Jr.
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.
Resilience

Resilience is about the ability to ‘bounce back’ or recover from a setback or a challenge.
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 become 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.
"I like how easy the curriculum is to present. I don’t have time in my schedule to create a thoughtful curriculum. This includes everything I need; logically organized, step by step. The checklists early in the program allow students to reflect and have a deeper understanding of their values and stressors without the added anxiety of having to share out in a group they may not trust yet. Later when students have grown to trust the group they are able to share personal thoughts and feelings, making the experience powerful for all of them."

   Julie Thompson, School Counselor,
   Implementing as Tier 2 Group Intervention
   William Allen Elementary School Rochester, NH

"It's great to have found a curriculum that students of all ages can really buy into! Students are taking charge of their choices and goals!"

   Jessica Gervais, Program Director, John Powers School - Alternative school Grades 1-9, Somersworth, New Hampshire
   Implemented school-wide (all teachers and classroom) in 2012-13 and 2013-14

"One very simple aspect of MS3 that I like is the use of the word "stress." Kids and adults alike can relate to this word!"

   Ben Nester, School Psychologist, South Meadow Middle School, Peterborough, NH
   Implementing as group intervention for students with intensive emotional skills challenges
Comments From Implementers:

“I think this curriculum has helped students' identify what they do and feel and gives it a name. Students are starting to identify on their own some goal supporting and goal defeating behavior. They explain how they can turn negative self talk around to positive self talk. They are starting to identify their stress and what they can do about it. Throughout the year we keep referring back to Augie in the book Wonder and talk about stress from Augie's perspective. Making the connections to literature (the stress the characters are experiencing and how they are dealing with it) is easy to do and incredibly helpful. We have enjoyed using the curriculum. It took a little bit for fifth graders to understand stress can be caused by many different reasons besides the death of a pet or divorce.”

Paula Rounds, 5th Grade Teacher, South Meadow Middle School, Peterborough, NH
Implementing in 5th Grade Advisory

“I am going to be starting session 9 next week. So far it has been great. I combined session 1 and 2 and had students go through their own surveys and summarize it themselves. This was great because they could reflect on themselves. We had great discussions regarding this. Overall this has been a great program with wonderful information.”

Sara Cox, 7th Grade Science and Math Teacher, South Meadow Middle School, Peterborough, NH
Implementing in 7th Grade Advisory

“Many of the activities have opened up discussion about stressors teens can experience. Even students that may not be verbally sharing are listening to the conversation. I believe it helps them to know that they are not the only ones experiencing these things.”

Cindy Bradshaw, South Meadow Middle School, Peterborough
NH Implementing in 6th Grade Advisory
Comments From Implementers:

“We have had much success with the Managing Stress curriculum. Our students check in each morning and have been able to, over time, see the link between a good night of sleep, breakfast, talking about their stress and having a good day. Many times, students will link their weekly goals to the areas on their morning check in that seem to be troublesome (going to bed at the same time each night, having breakfast or simply asking to stay with us during advisory).”

The learning and language allows us (adults) to assess student needs before they become so big that the kids get overwhelmed and shut down. They have all noted to us as well that they like to be able to talk about little things before they become bigger issues.”

Sarah Milos, Project ME program teacher, West Running Brook Middle School Derry, NH
Implementing as group intervention for students with intensive emotional skills challenges

“I have implemented the curriculum with a middle school group and a high school group. In both groups the vocabulary of persistence, resilience and dwelling have been an awesome tool, both when processing in group and in individual counseling.
In both groups we were able to have rich discussions from the initial Managing Stress Survey and a common theme grew that frustrations from schoolwork, arguments they have, and issues with family were often based on being unclear about understanding directions or the specific rules around a behavioral procedure. They experienced a common bond by saying it out loud. They said "wow -- it’s about getting clarifications before jumping to conclusions".
A huge success in the HS group was the lesson on goal supporting vs. goal defeating behaviors along with the actual setting of goals for practice and follow up. For example : Starting as broad goals “I will work on my anger and anxiety by playing basketball and listening to music.” The next week, being able to identify making it through the week without going ballistic on people. Winner !!!!
I am wrapping up the groups for the end of the year by connecting goal setting to summer activities -- a student idea!: “Sue, why don't you make a survey for us and ask “What are we doing for work (job) and how do we manage people that may piss us off? What will I do if I am pissed or stressed? Who will I go to?””

Sue Cohen, Counselor for Rochester Learning Academy, Rochester, NH
Implementing as group intervention for students with emotional skills challenges at middle school and high school levels.
Some Researched and Evidence-Based Practices Addressing Emotional Regulation

- Life Space Crisis Intervention [www.lsci.org](http://www.lsci.org)
- Incredible Years® / Dina Dinosaur (early childhood) [http://incredibleyears.com/](http://incredibleyears.com/)
- Positive Action ® (3-18) [https://www.positiveaction.net/overview/introduction](https://www.positiveaction.net/overview/introduction)
- Strong Kids (Oregon Resiliency Project) (all ages) [http://strongkids.uoregon.edu/about.html](http://strongkids.uoregon.edu/about.html)
- Penn Resiliency Program (PRP) (all ages) [http://www.ppc.sas.upenn.edu/prpsum.htm](http://www.ppc.sas.upenn.edu/prpsum.htm)
- FRIENDS program (Paula Barrett) (6-16) [http://paulabarrett.info/paula-barrett-friends/](http://paulabarrett.info/paula-barrett-friends/)
- The Anger-Coping Program (K-8): CBT Group Intervention [http://php.scripts.psu.edu/dept/prevention/ACP.htm](http://php.scripts.psu.edu/dept/prevention/ACP.htm)
- The Coping Cat (8-13) (group) [http://copingcat.net/](http://copingcat.net/)
- C.A.T. Project (14-17) [http://www.cebc4cw.org/program/c-a-t-project/](http://www.cebc4cw.org/program/c-a-t-project/)
- Coping with Depression [www.kpchr.org/public/acwd/acwd.html](http://www.kpchr.org/public/acwd/acwd.html)
- Coping with Stress Course [http://www.promisingpractices.net/program.asp?programid=151](http://www.promisingpractices.net/program.asp?programid=151)