

Skills Training for Emotional Problem Solving as Tier 1 Mental Health Education



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Edgerton School District Strategic Plan 2016-2021

VISION

Learn Today. Lead Tomorrow.

MISSION

To ensure that all students have the foundational skills necessary to succeed in the path they choose beyond high school.



Teaching, Learning & Instruction

Our students grow toward their goals every academic year; they are prepared to select and succeed in their path beyond high school.



Students' Social & Emotional Well-Being

Our students demonstrate skills and attributes to cope with life challenges and achieve personal well-being. Our students feel safe, respected and supported in their learning community.



Staff Engagement & Effectiveness

All staff are fully invested in students' success. They feel valued and receive the support they need to be highly effective employees.



Family & Community Partnership

Our families and community members are valued and collaborative partners in promoting student success.



Finance, Facilities & Operations

Our resources are used efficiently and all opportunities are maximized to achieve our strategic goals.

Students' Social & Emotional Well-Being

Our students demonstrate skills and attributes to cope with life challenges and achieve personal well-being.

Our students feel safe, respected and supported in their learning community.

1. Mental Health Education for Students

(Universal Supports)

Students achieve personal well being when taught skills to cope with life challenges.

2. Mental Health Supports for Students

(Tiered Level Supports)

Some students benefit from additional instruction and supports in coping with life challenges as a precursor to achieving academic success.

3. Positive School Climate

Students are most successful when they feel safe, respected and supported in their learning community.

The 20/20 Problem

20% of children have a mental health disorder

20% of those get the help they need

Why a “Whole School” Approach to Mental Health?

1. Efficient and effective way to meet student need

- Mental health concerns and adverse childhood experiences (ACES) are **common**
- It is **not always obvious** who has been impacted by these issues
- Ensures help for the ‘**silent sufferers**’

Why a “Whole School” Approach to Mental Health?

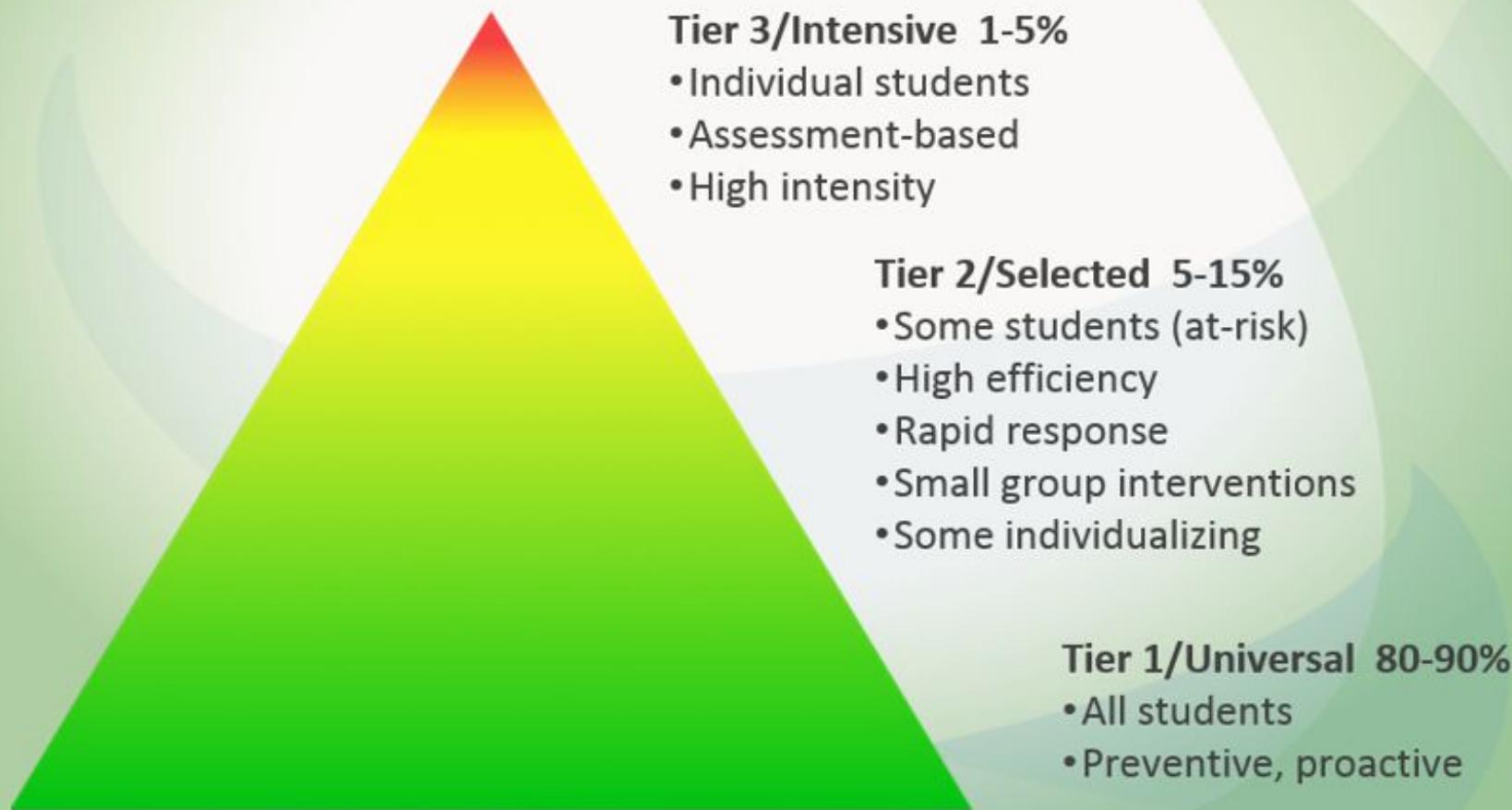
2. Proactive rather than reactive

- Focuses on **skills building, social emotional learning, and resiliency**
- **Linked back** to school culture and expectations

Why a “Whole School” Approach to Mental Health?

3. Empowers *all* educators in the building
 - Focuses on **shifting adult perspectives**
 - Creates the opportunity for **all adults** to build resiliency and make a difference in student lives

PBIS is a Framework for Supporting School Mental Health Work

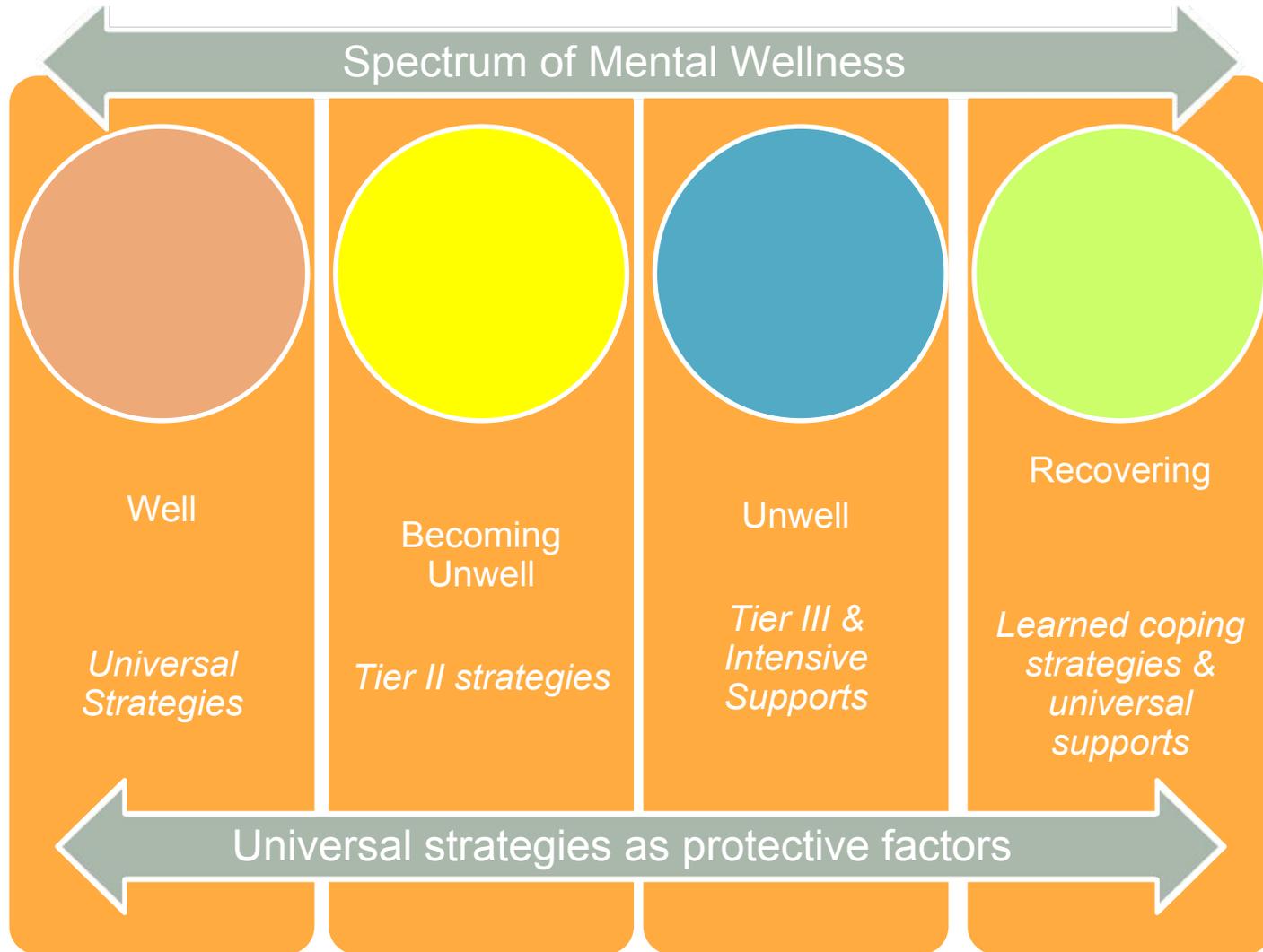


Mental Health is a Spectrum



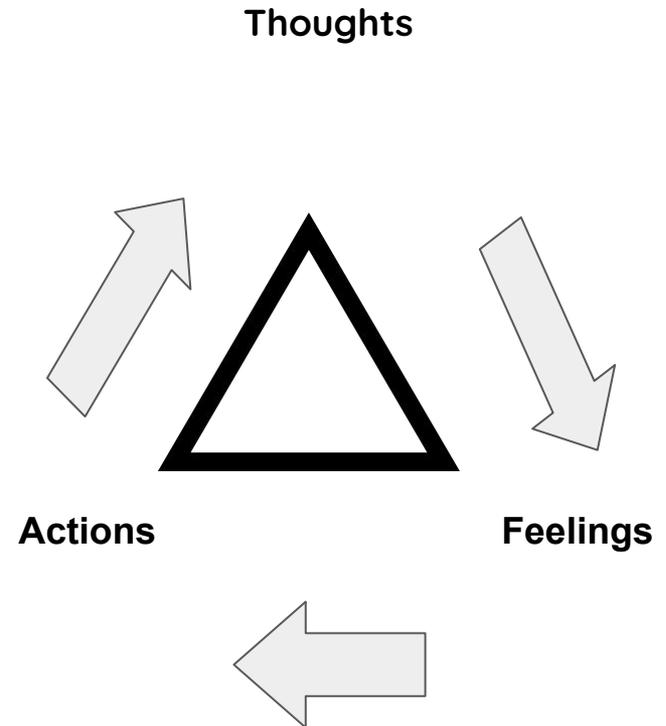
*graphic adapted from the National Council for Behavioral Health

Embed & Thread for Resiliency



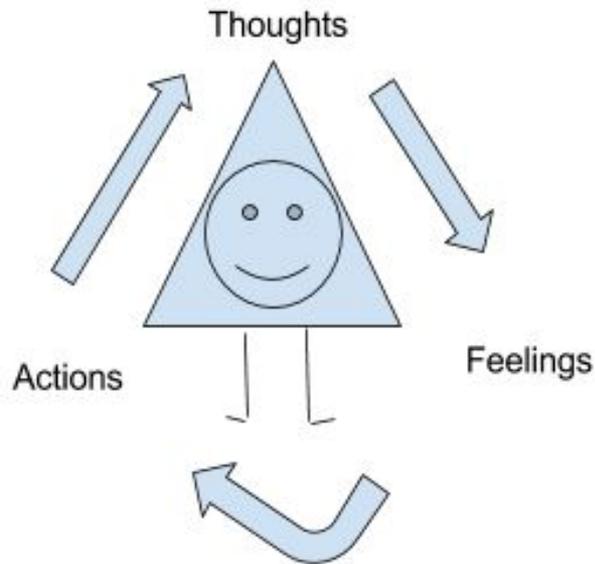
Tier 1 - Teaching Super Triangle in the classroom

- Our feelings and behaviors start first with our **thoughts**
- No **one** or no **thing** can MAKE us feel a certain way
- **We** have the tools to help ourselves feel balanced emotionally!
- Just because we **THINK** something **doesn't mean** it is true!

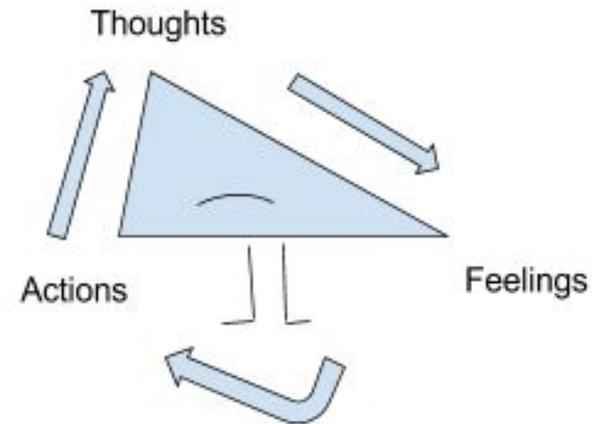


Tier 1 - Teaching Super Triangle in the classroom

Tier 2 - Using Super Triangle in individual/small group counseling



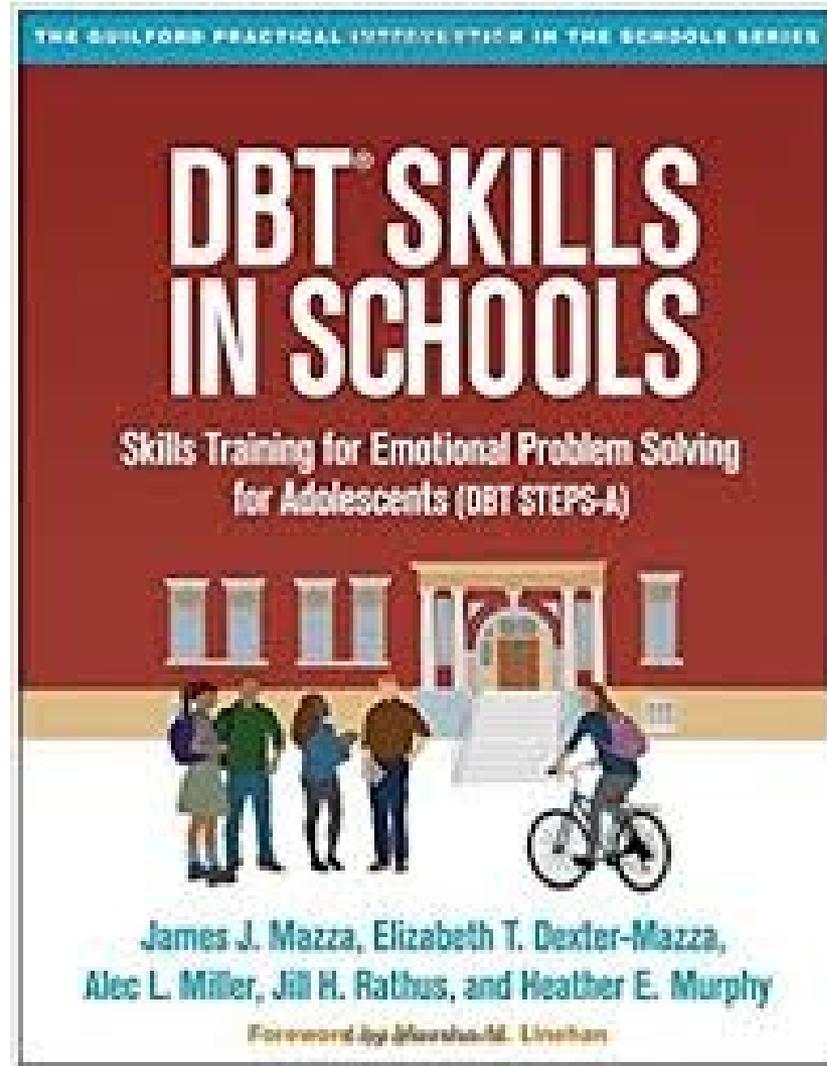
The goal is to have a balanced triangle.



Usually students will have one of the three angles WAY bigger or smaller than 60 degrees.

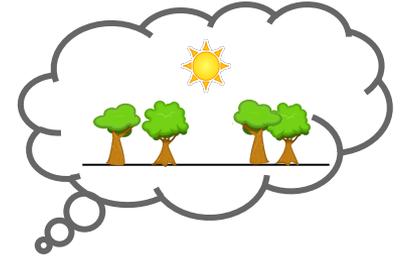
Why DBT?

- “Best practice” for a myriad of issues at the Tier 3 level
- **Why not use it for Universal and Tier 2???**



EMS Social-Emotional Health Objectives

M – Mindfulness



IE – Interpersonal Effectiveness

DT – Distress Tolerance



ER – Emotion Regulation



Dialectics

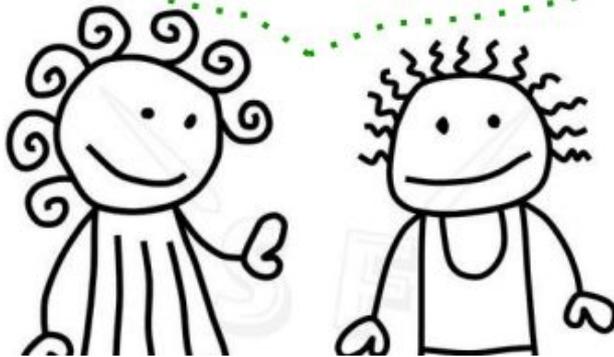
Examining & discussing opposing ideas in order to find a synthesis - a combination of these ideas.



"I feel _____
when you _____ because _____
I would like _____"

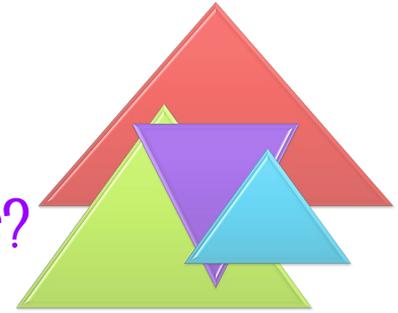
ARE YOU SEEING THE
WHOLE ELEPHANT?

MAKE SURE YOU GET ALL
SIDES TO THE STORY!





Options for Solving Any Problem



When life presents you with problems, what are your options?

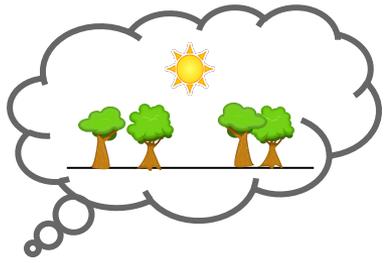
1. **Solve the Problem** -- Change the situation ... OR avoid, leave or get out of the situation for good.
2. **Feel Better about the Problem** -- Change (or regulate) your feelings about the problem.
3. **Tolerate the Problem** -- Accept and tolerate both the problem and your response to the problem.
4. **Stay Miserable** -- Or possibly make it worse!

Interpersonal Effectiveness Objectives

The background features a large, stylized illustration of a person in a brown suit and glasses, with several smaller figures around them. Each figure has a thought bubble containing a different image: a landscape, a fan, a brick wall, a textured surface, a classical column, and a lizard.

IE1: I can examine and discuss situations dialectically.

IE2: I can use “I feel...” statements effectively.



Mindfulness Objectives

M1: I can use mindfulness strategies to calm and center myself.

M2: I can mindfully observe, describe, and participate in my daily activities.

M3: I can recognize when I am not being mindful and effectively turn my mind.

M4: I can make decisions from a position of Wise Mind.

IS it really worth the time?

Here's a summary of research findings on benefits of mindfulness particularly relevant to educators:



Attention

Numerous studies show improved attention¹, including better performance on objective tasks that measure attention.²



Compassion

People randomly assigned to mindfulness training are more likely to help someone in need⁶ and have greater self-compassion.⁷



Emotion Regulation

Mindfulness is associated with emotion regulation across a number of studies³. Mindfulness creates changes in the brain that correspond to less reactivity⁴, and better ability to engage in tasks even when emotions are activated.⁵



Calming

Studies find that mindfulness reduces feelings of stress⁸ and improves anxiety and distress when placed in a stressful social situation.⁹

Benefits of Mindful Schools on Teachers:

98%

RECOMMEND THE COURSE
to others³⁰

77%

ARE MORE SATISFIED
with their jobs

80%

DELIVER CURRICULUM
with more ease

82%

CONNECT BETTER
with students

Teacher's sense of efficacy³¹, stress³², and self-compassion³³ improved significantly from pre to post on course surveys

What teachers saw in their students:

83%

See Improved
FOCUS

89%

See Better
EMOTION REGULATION

76%

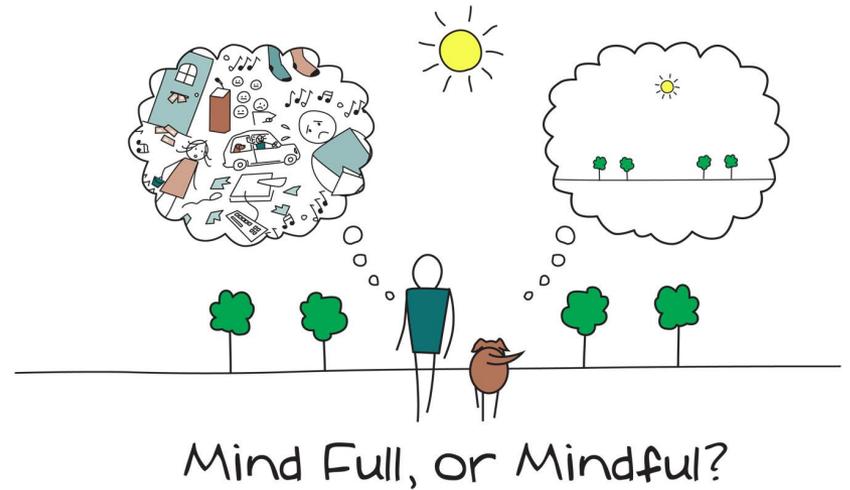
See More
COMPASSION

79%

See Improved
ENGAGEMENT

Mindfulness

- being in control of our minds instead of letting our minds be in control of us;



- putting our mind where we want it to be, free from worries about the future or regrets about the past



Two Elements of Mindfulness:

Open mind - aware of the present moment without judgment and without trying to change it



Focused mind - staying focused on one thing at a time

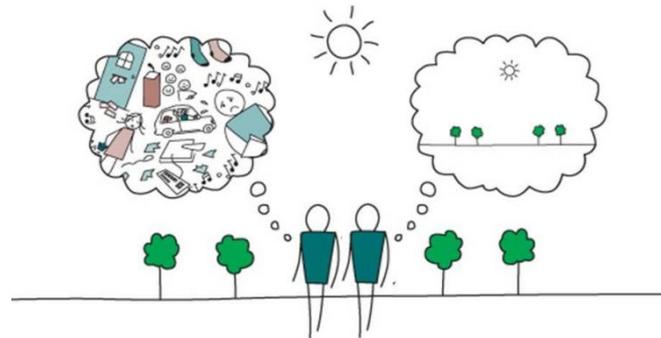


observe

describe

participate

Mindfulness



Observation

Using your five senses to **wordlessly** watch the situation



Note: You can't **observe** someone's internal experience ("He's sad.") but only their external features ("He's crying.")

Describe

label your observations with words but without interpretations. **STICK TO THE FACTS!**



"I feel my heart racing."

"THEY JUST ROLLED THEIR EYES."

"MY FACE FEELS HOT."

"The orange was a little tart."

Participate

Be **fully** in the moment and give it your all - not worrying about your thoughts or being self-conscious.

Get in "the zone"



observe

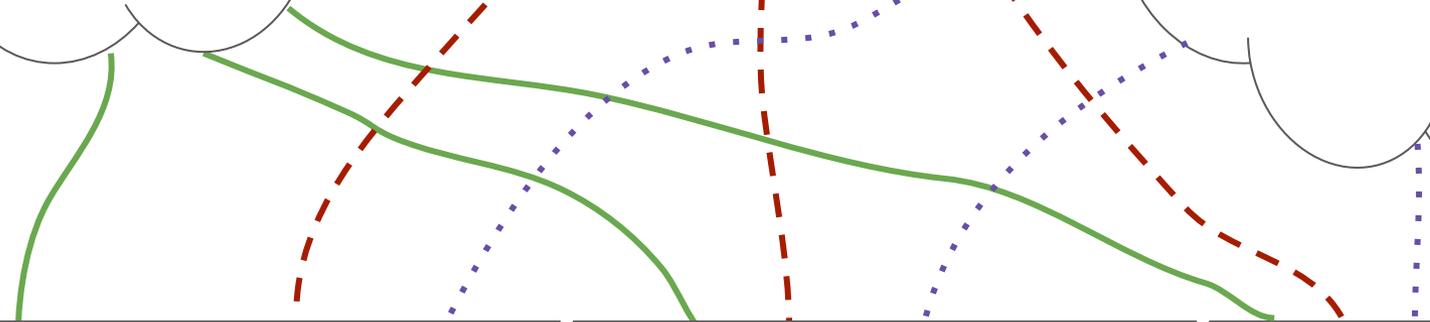
describe

participate

NONJUDGMENTALLY

ONE-MINDFULLY

EFFECTIVELY

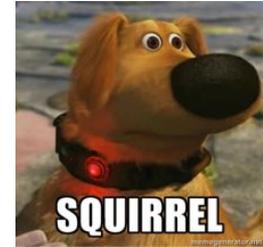


Nonjudgmentally

- NOTICE, BUT DON'T EVALUATE OR JUDGE
- STICK TO THE **OBSERVABLE** FACTS
- GET RID OF "GOOD AND "BAD," AND REPLACE THEM WITH FACTS!
- WHEN YOU FIND YOURSELF JUDGING, DON'T JUDGE YOUR JUDGING! JUST NOTICE IT AND



One-mindfully



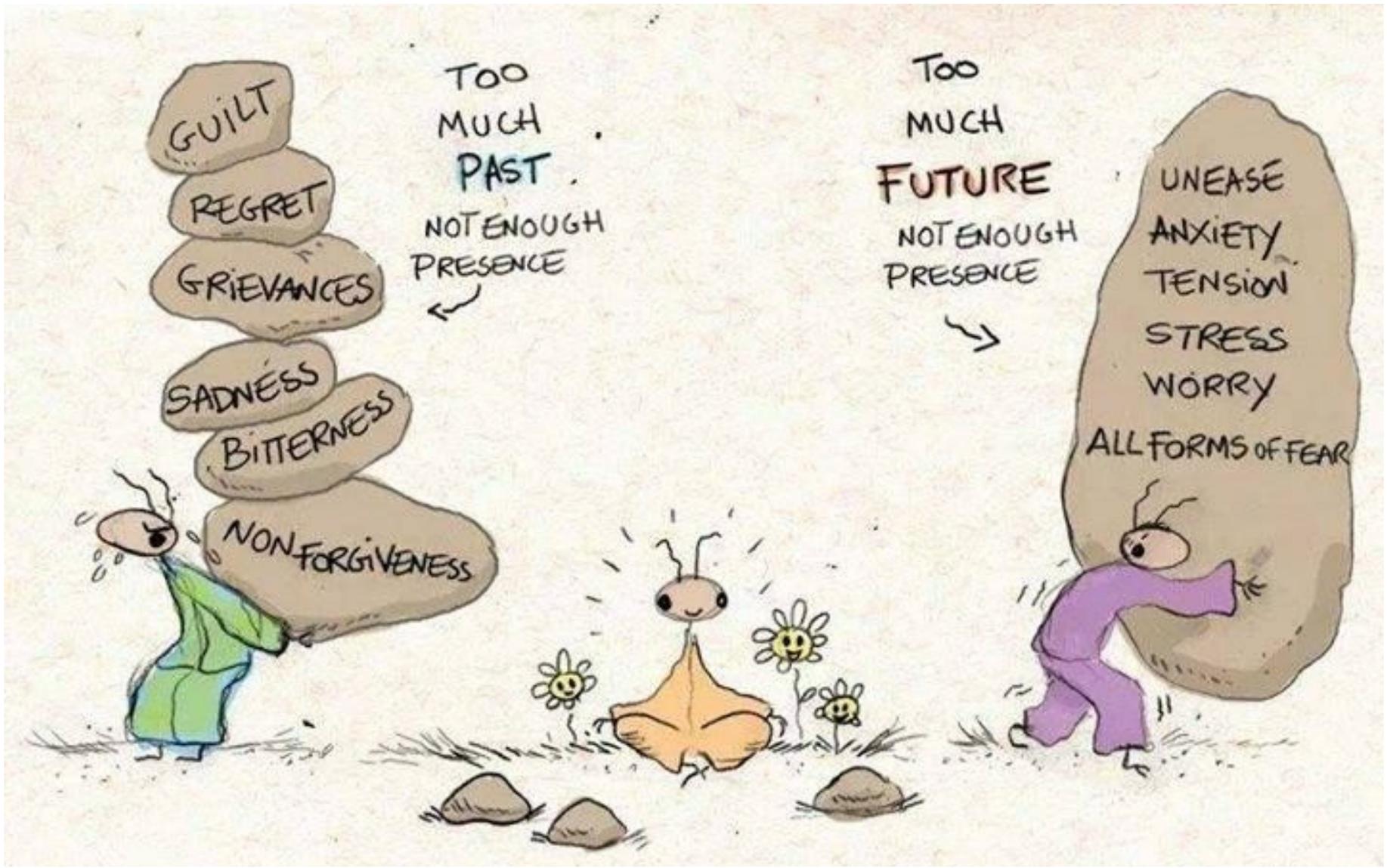
- STAY FOCUSED!!
- FOCUS ON **ONLY** ONE THING IN THIS MOMENT!
- LET GO OF DISTRACTIONS; REFOCUS YOUR ATTENTION WHEN IT DRIFTS, AGAIN AND AGAIN!
- FOCUS ON THE PRESENT, NOT THE PAST OR FUTURE!

Effectively

- FOCUS ON WHAT WORKS TO ACHIEVE YOUR GOALS
- DON'T LET EMOTIONS CONTROL YOUR BEHAVIOR
- **PLAY BY THE RULES!**
- LET GO OF NEGATIVE FEELINGS AND "SHOULDs."



Don't be Randall...



GUILT

REGRET

GRIEVANCES

SADNESS

BITTERNESS

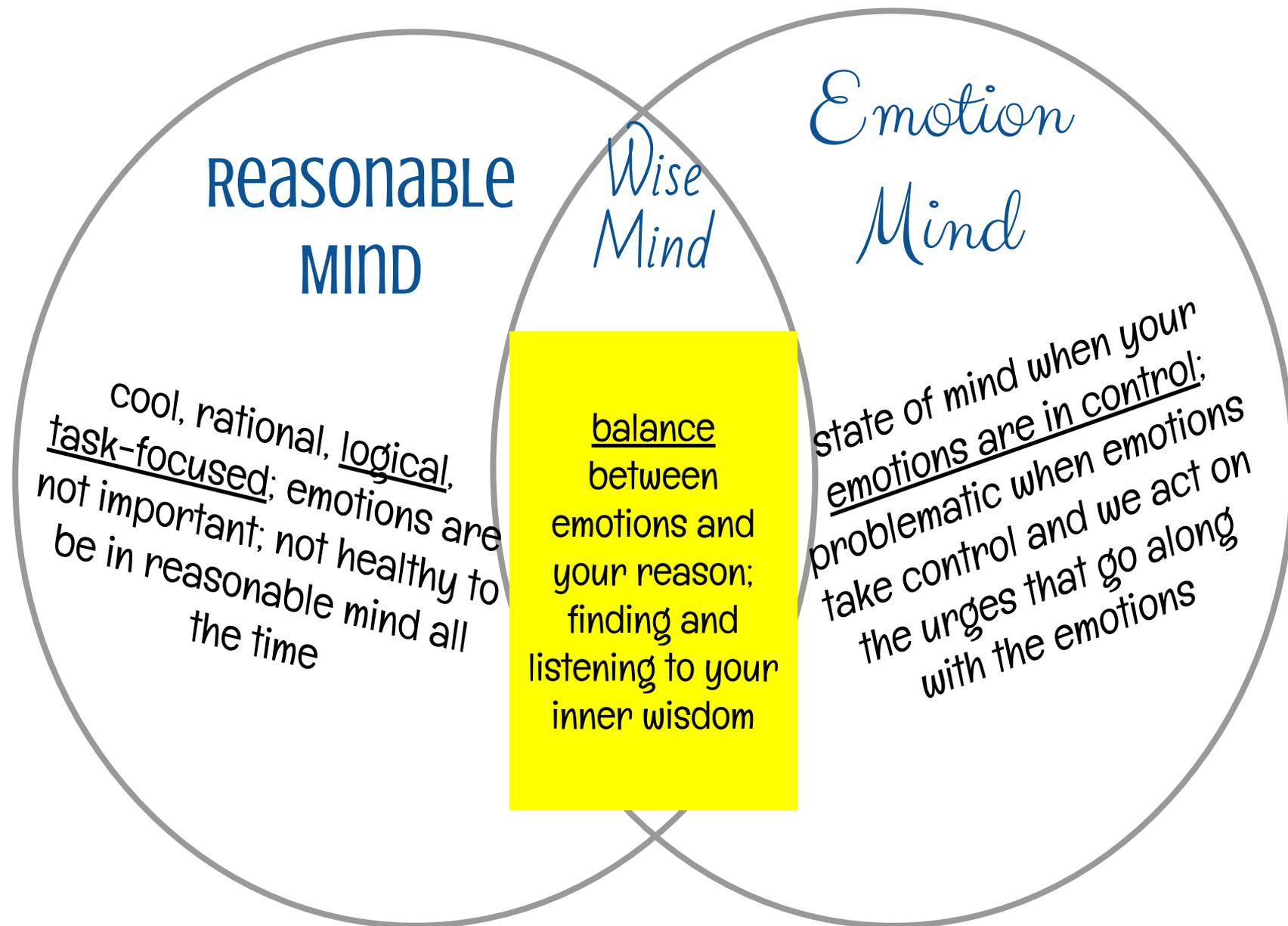
NON-FORGIVENESS

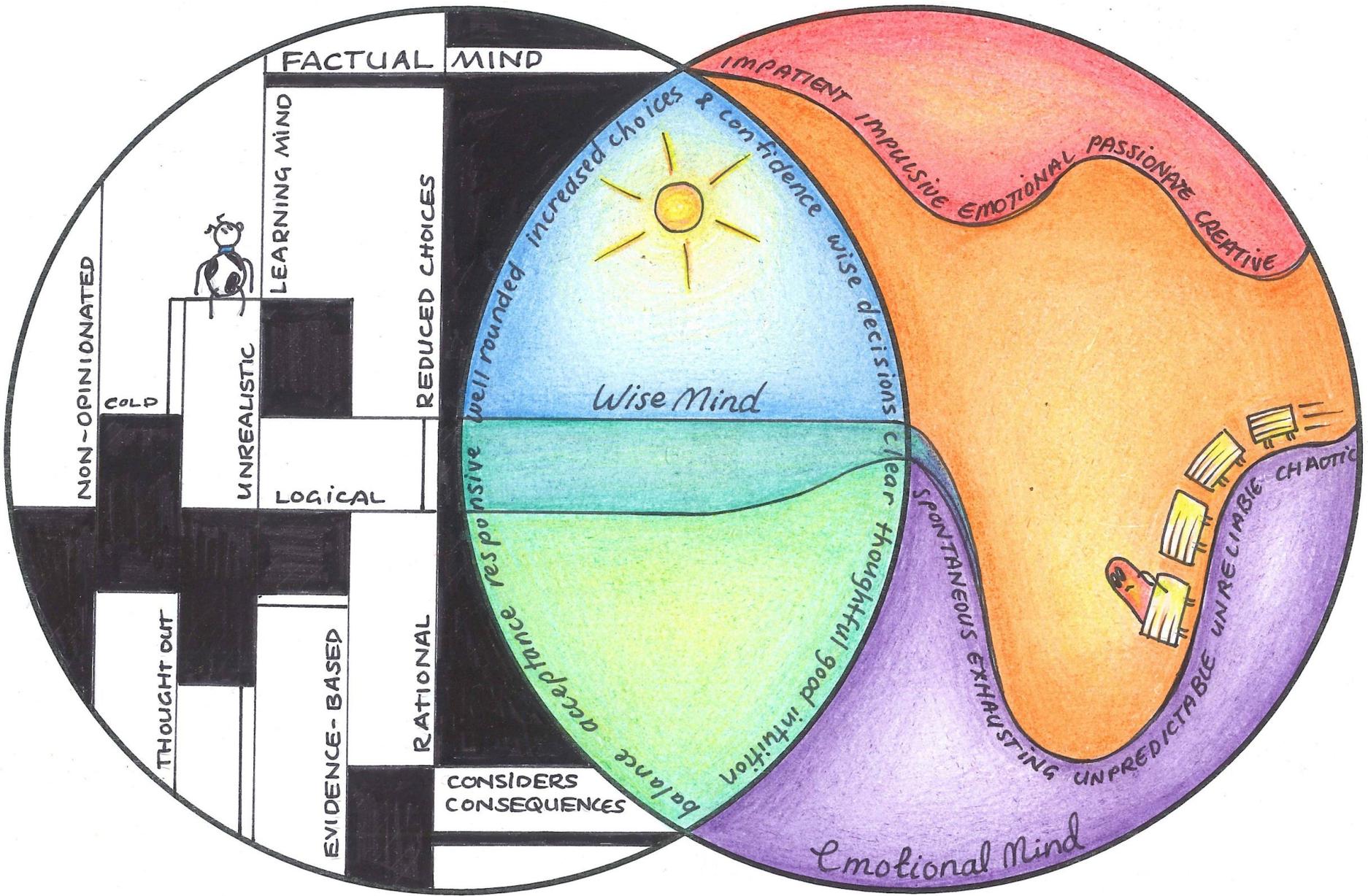
TOO MUCH PAST
NOT ENOUGH PRESENCE

TOO MUCH FUTURE
NOT ENOUGH PRESENCE

UNEASE
ANXIETY
TENSION
STRESS
WORRY
ALL FORMS OF FEAR

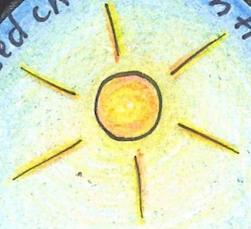
Three States of Mind:





FACTUAL MIND

LEARNING MIND



Wise Mind

IMPATIENT IMPULSIVE EMOTIONAL PASSIONATE CREATIVE

NON-OPINIONATED

COLD

UNREALISTIC

LOGICAL

REDUCED CHOICES

THOUGHT OUT

EVIDENCE-BASED

RATIONAL

CONSIDERS CONSEQUENCES

well rounded
increased choices & confidence
wise decisions
clear
thoughtful
good intuition
balance
acceptance
responsive

SPONTANEOUS EXHAUSTING UNPREDICTABLE UNRELIABLE CHAOTIC



Emotional Mind

Distress Tolerance

Learning how to bear pain skillfully...





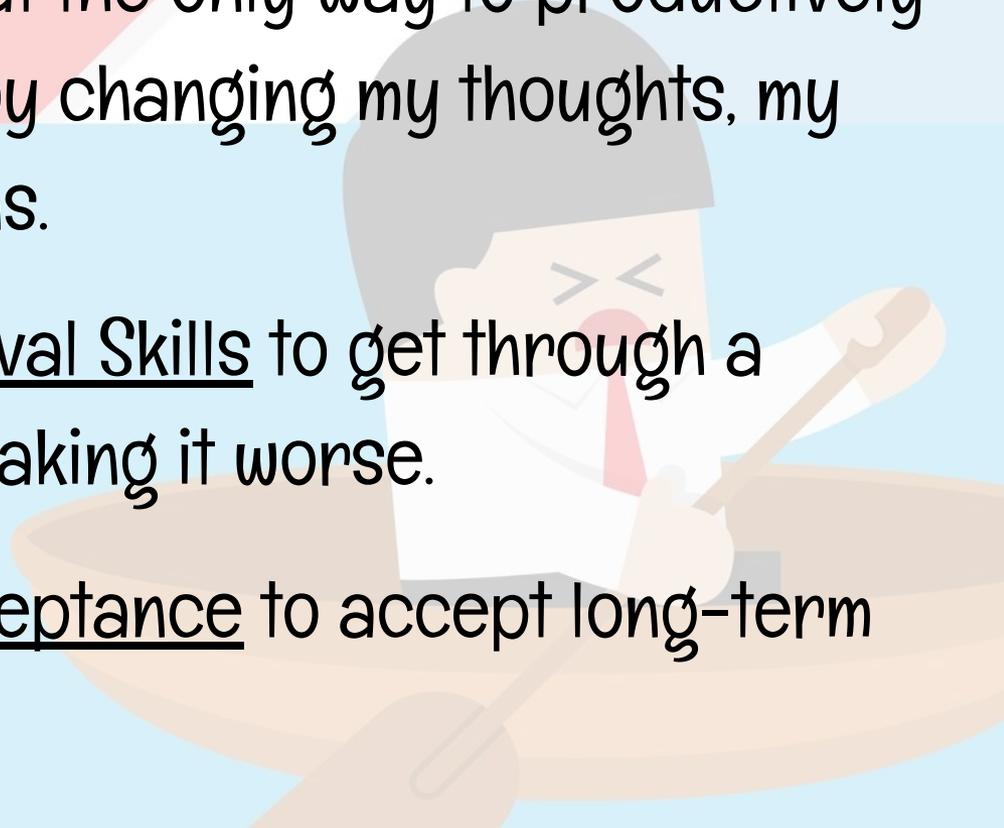
Distress Tolerance Objectives

DT1: I can accurately evaluate my current emotional state.

DT2: I can demonstrate that the only way to productively respond to a problem is by changing my thoughts, my feelings, and/or my actions.

DT3: I can use Crisis Survival Skills to get through a painful situation without making it worse.

DT4: I can use Radical Acceptance to accept long-term realities I cannot change.



Why Bother Coping with Painful Feelings and Urges?

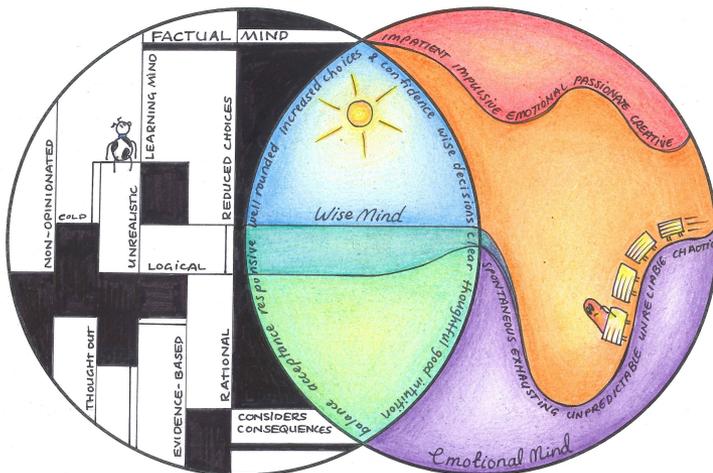
- Pain is part of life and can't be avoided
- If you can't deal with your pain, you might act impulsively (emotion mind)
- When you act impulsively, you may end up hurting yourself, hurting someone else, and not getting what you want.



Distracting Techniques

- Get away from the urges to act on an emotion
- Do something else
- Wait for urges to come down on their own

Distracting doesn't fix situations or make you feel better, but it can get you through a situation without acting in ways that make it worse!



Short-term Crisis Survival Skills

Activities -

do something really engrossing

Contributing -

contribute to (or do something nice) for someone

Comparisons -

compare yourself to those less fortunate to see your situation in a more positive light

Emotions -

create opposite emotions to change the current painful emotion

Pushing Away -

push the painful situation out of your mind temporarily

Thoughts -

fill your mind with other thoughts so that negative or upsetting thoughts can't get in

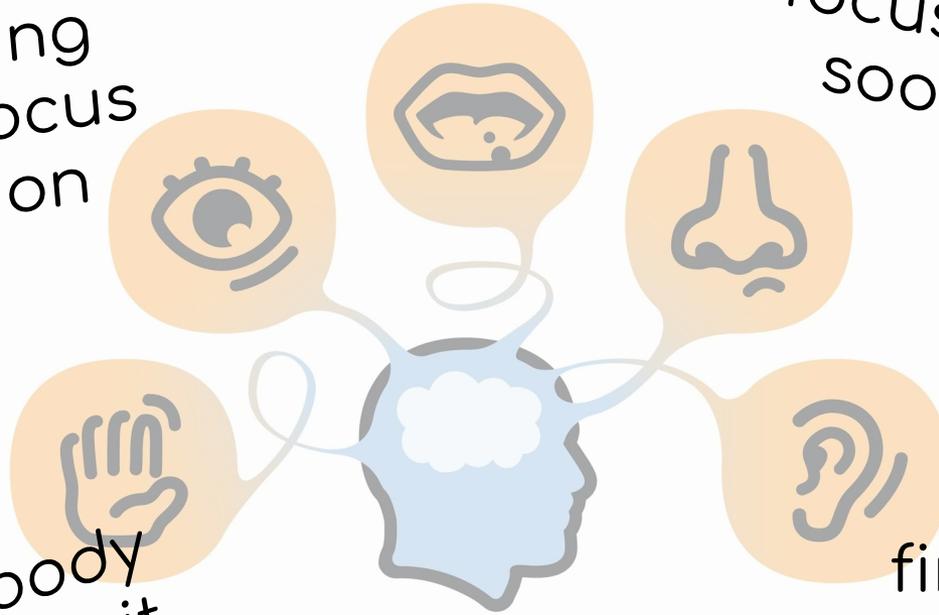
Sensations -

distract your attention with physical sensations

MINDFULLY taste
a favorite food and
not miss any
moment of it

find something
pleasant to focus
your sights on

focus on pleasant,
soothing smells



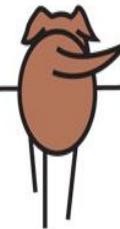
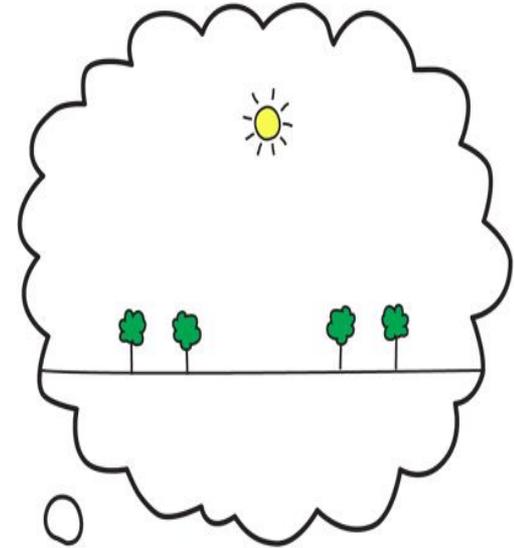
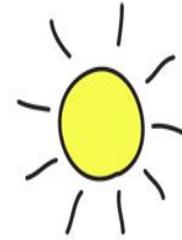
soothe your body
through moving it

find something
soothing to
listen to

Self - Soothing Skills

Self-Soothe Skills

It is important that whatever
one you decide to do...



Do. It.

Mindfully!

More Short-term Crisis Survival Skills

IMAGERY -

-imagine a calm scene, a safe place; practice during non-crisis times

MEANING -

-find or create some purpose or meaning in the pain; make lemonade out of lemons!

PRAYER -

-ask for strength and wisdom to tolerate the pain of the moment (rather than asking for the pain to go away)

RELAXATION -

-activities that relax; lets the body communicate acceptance to the mind

ONE THING AT A TIME -

-focus your entire attention on what you are doing right now; mindfulness!

VACATION -

-take a brief vacation; have a starting and ending time and be planned at an effective time

ENCOURAGEMENT -

-talk to yourself the way you would talk to someone else you are encouraging; cheerlead yourself!



**GRANT ME
THE SERENITY**

**TO ACCEPT THE THINGS
I CANNOT CHANGE,
THE COURAGE TO CHANGE
THE THINGS I CAN, AND
THE WISDOM TO KNOW
THE DIFFERENCE.**

-NIEBUHR-

Student Example: STEPS Toolbox



CLICK TOOLBOX TO SEE EXAMPLE OF
AVA D.'S EMOTIONAL TOOLBOX.

— DISTRESS —

TOLERANCE

Crisis Survival Skills: tolerating stress in the SHORT term
(ACCEPTS, self-soothe, IMPROVE, TIP, Pros & Cons)

Reality Acceptance Skills: tolerating distress for
problems that cannot be solved in the LONG term
(Radical Acceptance, Turning the Mind, Willingness instead of Willfulness,
Mindfulness of Current Thoughts)

Suffering = **Pain + Non-acceptance**

Pain is Inevitable
Suffering is Optional



Acceptance turns suffering you **can't** cope with into pain you **CAN** cope with.

We will all have **pain** in our lives.
It is how we manage the pain
that is important.



When Riley finally chose to notice her pain about the move, she was able to accept her situation and ask for support.

Radical Acceptance

is the skill of accepting things you cannot change.

What you deny
or ignore,
you **DELAY**.

What you
accept and face,
you **CONQUER**.

IT IS WHAT IT IS!!!!

“RADICAL” = complete and total
accepting in mind, heart, and body

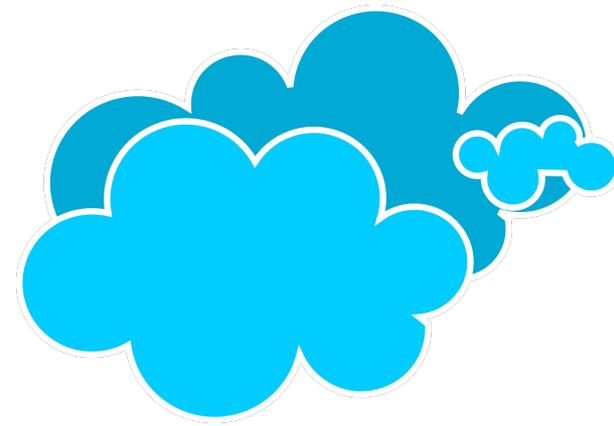
“ACCEPTANCE” = seeing reality
for what it is, even if you don't like it.

Things we have to radically accept:

As given by 6th graders

- Having a test or project or homework
- Going to school when I don't want to
- Animal abuse, extinction
- Having to take medications, go to dr.
- Divorce, splitting up
- Death (loved one, pet)
- Siblings (fighting, sharing a room)
- Accidents (car crashes, broke a phone)
- Friends not talking to me, quit liking me
- Cancer, serious illness, injuries, asthma
- Being grounded
- Things that interfere with social events (family plans, getting sick)
- Sports - losing, not playing, choosing between
- Not getting to see cousins/family members
- Late/missing work, grades
- Performances (concerts, solo & ensemble)
- Chores
- Moving
- Crushes not liking you
- Parents fighting, anger issues, name calling
- People going to jail
- Military deployments
- Sleep problems
- Appearance - size, shape, differences
- Being lied to

Mindfulness of Current Thoughts

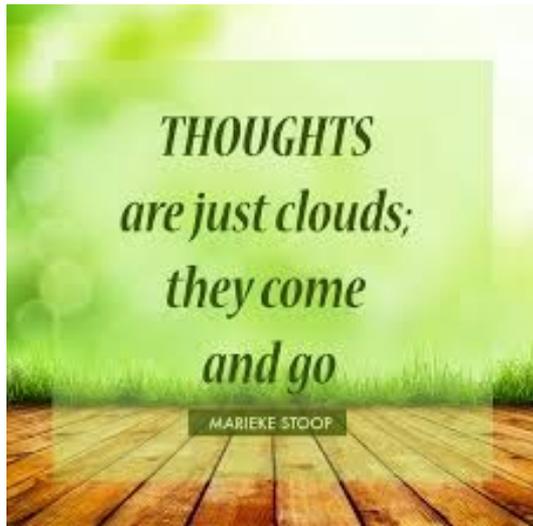


Our thoughts are just thoughts!
Thoughts are simply firings of the
brain cells.

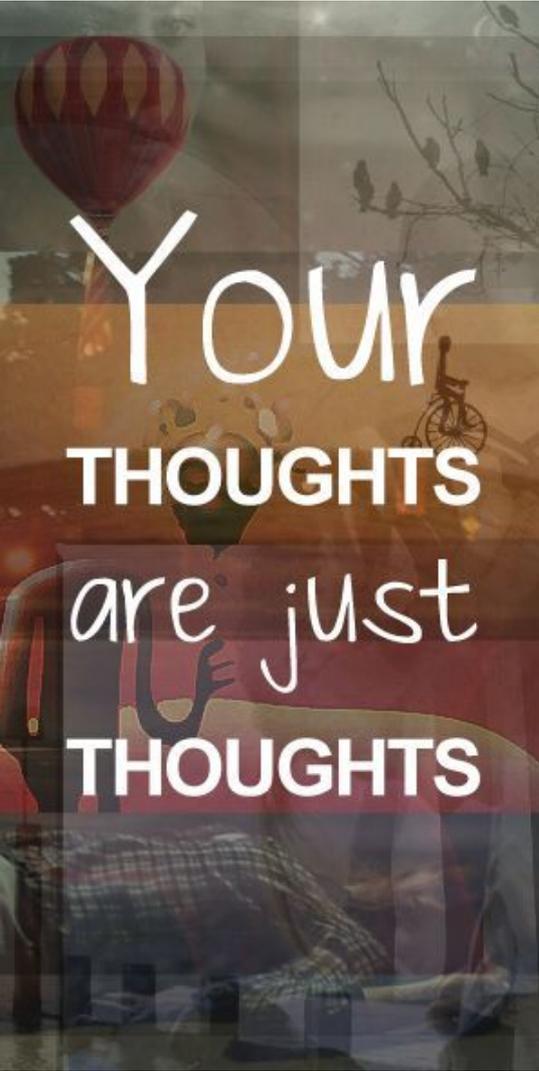
Don't hold on to them - Let them go!

Don't suppress them - Notice them and let
them pass!

Don't treat them as facts - Our thoughts are
thoughts, NOT facts!



Not all thoughts are facts!



Just because I think it,
this doesn't mean it's
true.

Just because someone
said it, this doesn't mean
that it's true.

EMOTION

   *regulation*

ER1: I can explain how thoughts are thoughts, not facts.

ER2: I can assess the accuracy of my thoughts by Checking the Facts.

ER3: I can operate from my Zone of Peak Performance.

ER4: I can build positive emotions by using strategies

such as: **A**ccumulating positive experiences

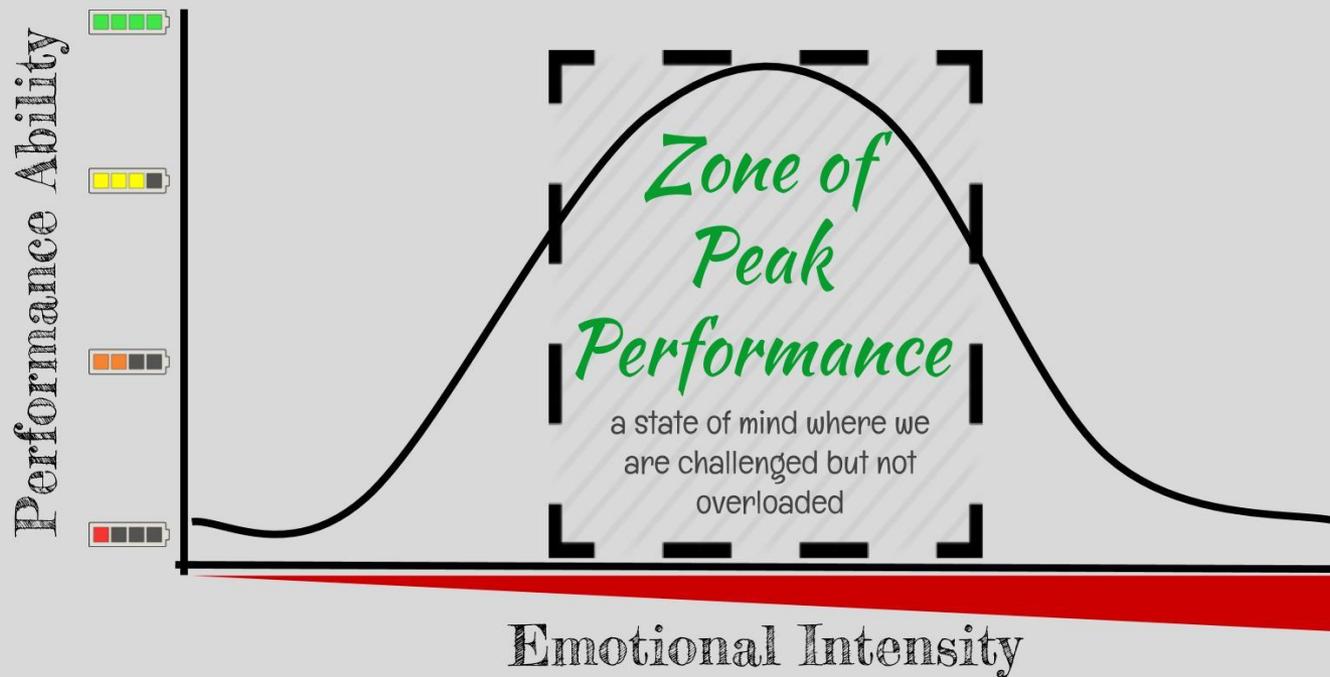
Building mastery

Coping ahead of time

EMOTION regulation

We must identify & deal with our feelings so they don't overwhelm us.



Emotion Regulation

ABC PLEASE



+



A = Accumulating Positive Experiences

One way of increasing **positive** emotions is to focus on having **positive** experiences in both the short and long term.



*Absence of pleasurable events =
absence of **positive** emotions*

Build up of **positives** = prepared to handle it when the **negatives** come along

B = Building Mastery

Two types of mastery activities:

1. Activities that you may not enjoy while you are doing them, but once you accomplish these tasks, you feel better
(cleaning your room, writing a paper, sports practice)
2. Activities that leave you feeling effective and in control; they build confidence

GOAL OF THIS SKILL

= plan at least one activity a day to give you a sense of accomplishment

Plan something that is difficult and still possible!! Plan for Success,
not failure!!

C = Coping Ahead of Time

Rehearse for a big event.

1. Ask = What's the threat? What am I most worried will happen?
2. Imaginal rehearsing = practice something in your head -- works just as well as actual practicing!

Key = practice the situation going well, but more importantly, imagine the situation NOT going well and then rehearse how you will skillfully handle it!

Coping ahead is planning how to be skillful in case the worst possible outcome does occur!

PLEASE

- Treat **PhysicalL** illness
- Balance **Eating**
- Avoid** mood-altering drugs
- Balance **Sleep**
- Get **Exercise**



To be continued...

There are more lessons, and we just aren't there yet!

