Resilience in the Schools:
Understanding and Fostering Positive Adaptation in At-Risk Students

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How does the context of schools influence resilience?

How can teacher resilience be promoted?

How can I accomplish systems change in schools to better support students?

What is trauma-informed care?

What examples of school-based resilience supports are available?

What is PBIS?

Today's Roadmap

Introductions

A little about me...

Who are you?

A little about you...

Why are you here?
The Context of Schools Where I am…

The Context of Schools Where You Are…

What are the challenging trends in your schools?

What are the positive trends in your schools?

Understanding Resilience

"The human capacity for burden is like bamboo—far more flexible than you’d ever believe at first glance.”
- Jodi Picoult

"Persistence and resilience only come from having been given the chance to work through difficult problems.”
- Gever Tulley

"Life isn’t about how fast you run or how high you climb but how well you bounce.”
- Vivian Komori

"The greatest glory in living lies not in never falling, but in rising every time we fall.”
- Nelson Mandela

The Chinese Character for “Crisis”

危 机

The Chinese character for the word, “Crisis,” is a combination of characters for two words:

危 Danger 机 Opportunity

It is possible for some good to emerge from a negative situation

Resilience

➔ Patterns of desirable adaptation in situations where adversity has threatened normal development (Masten, 1999)
➔ Students who have “beat the odds” or “bounced back”
➔ Socially and contextually influenced process

Considerations for Different Populations

We must consider development, cultural, and individual differences that may influence risk, protection and resilience

Benefits of Mild Adversity


• Randomized study using socially housed squirrel monkeys

• In previous published studies of the same monkeys, intermittent separations (i.e., mild stress) reduced subsequent stress-levels of cortisol, increased exploration in new situations, and enhanced prefrontal-dependent cognitive control of behavior

• This study’s findings revealed that the process of coping with stress has broader effects on plasticity in prefrontal development.
  • Intermittent separations (i.e., stress) increased ventromedial prefrontal cortical volumes, which reflects surface area expansion and coincides with increased white matter myelination

Coping with mild early life stress may make subsequent coping efforts more effective and therefore more likely to be used as a means of arousal regulation and resilience.

Risk Factors

➔ To be characterized as resilient, a child must experience one or more adversities or risk factors that threaten his or her developmental outcomes
➔ Risk-inducing factors exist across a continuum of ecological systems
➔ Examples
  ◆ Individual
  ◆ Family
  ◆ School
  ◆ Community
Benefits of Mild Adversity

Multi-year longitudinal national study

A history of some lifetime adversity—relative to both no and high adversity—predicted lower global distress, lower functional impairment, lower PTS symptoms, and higher life satisfaction

Observed U-shaped patterns were not entirely symmetrical, however (more negative effects of high adversity than zero adversity)

People with a history of some lifetime adversity appeared less negatively affected by recent adverse events

Conclusion: Experiencing some adversity may contribute to the development of resilience

Aimee Mullins – The Opportunity of Adversity

Thoughts? Reactions? Discussion?

http://www.ted.com/talks/aimee_mullins_the_opportunity_of_adversity

Can you guess what it is?

Exposure to ____________

- Affects brain development, immune system, hormones, and DNA transcription (in high doses)
- Increased risk for disease, including suicide and death

Yet, most doctors are not trained in routine screening/treatment.

Possible Examples:

- Natural disaster
- Physical/emotional abuse
- Death of family member or friend
- Temporary illness
- Bullying
- Failure in school
- Direct victim of repeated violence
- Chronic disease

Possible Examples:

- Natural disaster
- Physical/sexual/emotional abuse
- Death of family member or friend
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- Bullying
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- Chronic disease
Adverse Childhood Experiences (ACEs)

**Summary:** The Adverse Childhood Experiences (ACE) Study examined the relationship among ACEs, use of health care services, and current health status (or cause of death). Data were collected during a two-year period (1995-1997) in which questionnaires about ACEs were completed during a standard physical at the doctor's office. The study continues to track participants' health statuses, behaviors, and (if applicable) causes of death.

**Definition of ACE:** Any personal experience of abuse (emotional, physical, or sexual) or neglect (emotional or physical), as well as any experience of household dysfunction (i.e., one or more family members faced the problem(s) of domestic violence, substance abuse, mental illness, separation, divorce, or incarceration) during the first 18 years of a person's life.

**Key Findings:**

![Percentage of Total Participants with Certain Number of Adverse Childhood Experiences (ACEs)](image)

- 36.1% of participants reported 0 ACEs.
- 26% reported 1 ACE.
- 15.9% reported 2 ACEs.
- 9.5% reported 3 ACEs.
- 12.5% reported 4+ ACEs.

The more ACE's a participant reported, the higher his/her risk for:

- Alcoholism
- Chronic Obstructive Pulmonary Disease (COPD)
- Fetal Death
- Lower Health-Related Quality of Life
- Depression
- Illicit Drug Use
- Intimate Partner Violence
- Smoking
- Multiple Sexual Partners
- Unintended Pregnancies
- Early Initiation of Sexual Activity
- Sexually Transmitted Diseases (STDs)
- Early Initiation of Smoking
- Suicide Attempts
- Ischemic Heart Disease (IHD)
- Liver Disease
- Teen Pregnancy

**More on ACEs**

- **Purpose:** This study explored whether ACEs had an effect on adolescent high-risk behavior.
- **Hypothesis:** Cumulative exposure to up to 20 different types of trauma and bereavement/loss will incrementally predict high-risk adolescent behavior beyond demographic variables.
- **Results:**
  - Participants had histories of an average of 4+ different types of trauma in childhood and adolescence.
  - Each additional type of trauma exposure significantly increased the odds ratio for problem behavior or functional impairment by 6-22% in the domains of interest.
- **Conclusion:** Childhood trauma is linked to high-risk behavior and functional impairment during adolescence, and therefore a trauma-informed public health approach is suggested.

**Toxic Stress**

<table>
<thead>
<tr>
<th>Description</th>
<th>Positive Stress</th>
<th>Tolerable Stress</th>
<th>Toxic Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Buffers present</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social-emotional buffering</td>
<td>More frequent or sustained</td>
<td>Moderate to severe</td>
<td>Frequent or sustained</td>
</tr>
<tr>
<td>Social-emotional buffering</td>
<td>Insufficient social-emotional buffering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likely outcomes</td>
<td>Buffed resilience</td>
<td>No sustained alterations</td>
<td>Causes distress</td>
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<td></td>
<td></td>
<td></td>
<td>Alterations in brain development</td>
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<td></td>
<td></td>
<td></td>
<td>Alterations in developmental, psychological, and/or physical health outcomes</td>
</tr>
</tbody>
</table>

Impact of Toxic Stress on the Brain

- Environmental experiences generate neuronal which influence and mold the brains structure and neuronal connectivity

Prefrontal Cortex
- Stress alters synaptic connectivity which may limit ability to suppress impulsivity and aggression as well as execute adaptive responses to stress

Amygdala
- Enlarged and more reactive in those with PTSD and significant childhood adversity
- Suggests that these pathways are "built-up, reinforced, and strengthened by adverse experiences, leading to a hyper-responsive or chronically active stress response." (p. 69)

Hippocampus
- New neurons that are created play a large role in forming memories
- Chronic stress can inhibit this process resulting in impaired learning and delay of development of critical skills

So what do we do?

“If you’re a doctor and you see 100 kids that all drink from the same well, and 98 of them develop diarrhea, you can go ahead and write that prescription for dose after dose after dose of antibiotics, or…...you can walk over and say, "What the hell is in this well?" (Burke Harris, 2014).

Nadine Burke Harris – How Childhood Trauma Affects Health Across a Lifetime

Results from the US CDC 2013 high school Youth Risk Behavior Survey (YRBS)

- 8.1% were in a fight on school property during the 12 months before the survey
- 16.5% were bullied on school property during the 12 months before the survey
- 7.7% did not go to school at least one day in the past 30 days due to safety concerns
- 6.9% were threatened or injured with a weapon on school property during the 12 months before the survey
- Others???
Protective Factors

- Supports can help buffer children experiencing adversity from negative social-emotional and mental health outcomes
- Protective factors may differ based on the context-dependent nature of resilience
- Examples
  - Individual
  - Family
  - School
  - Community

Today’s Primary Focus

Individual Protective Factors

Examples include...

- Neural plasticity and hormonal factors
- Cognitive appraisal of situations
- Positive explanatory style
- Optimism
- Faith, spirituality, and/or religion
- Others

School Protective Factors

Examples include...

- Positive teacher-student relationships
- Positive school climate
- High quality instruction and intervention
- High and realistic expectations
- Extracurricular activities
- Peer support
- Others

Family Protective Factors

Examples include...

- Low parental discord
- Socioeconomic and cultural advantages
- Parental responsiveness and supportive behaviors
- Parental monitoring
- Positive sibling relationships
- Others

Will talk about the research on each of these in detail during the MTSS section of this presentation (up next!)
Community Protective Factors

Examples include...

➔ Access to resources
➔ Safe neighborhoods
➔ Community social connection
➔ Prosocial behavior
➔ Others

What about teacher resilience?

• Klassen and Anderson (2009) found that job satisfaction is lower in 2007 than in 1962.

• Day & Gu (2014) outline five challenges that test teacher resilience:
  • 1) Increase in social problems
  • 2) Screen cultures
  • 3) Pressures of policy
  • 4) Standards and accountability
  • 5) Higher demand cultures

• Does teacher resilience matter?
  • In the VITAE research project in England (Gay et al., 2006, 2007) researchers found that teachers’ sustained sense of commitment and resilience was significantly associated with value-added student results.
  • 65% of teachers who sustained resilience, compared to 50% of those who did not, saw expected or better student progress.
  • 18% of teachers who sustained their resilience, versus 41% who did not, saw below desired academic progress.

Protective factors for teachers

• Personal attributes (altruism, intrinsic motivation, adaptability/flexibility; Beltman, Hazlewood, & Price, 2011; Decuy, 2013; LeCornu, 2013)
• Self-efficacy, confidence (Beltman et al., 2011; Decuy, 2013; Oakes, Lane, Jenkins & Bautier, 2011; Schwarzer & Luszcz, 2006)
• Coping strategies (Beltman et al., 2011; Decuy, 2013; Schwarzer & Luszcz, 2006)
• Teaching skills (Beltman et al., 2011)
• Professional reflection and growth (Beltman et al., 2011)
• Personal wellness (Beltman et al., 2011; Curry & O’Brien, 2012)
• Supportive personal, professional and peer relationships (Beltman et al., 2011; Decuy, 2013; LeCornu, 2013; Van Maele & Van Houtte, 2015)
• Support of family and friends (Beltman et al., 2011; Decuy, 2013; LeCornu, 2013)
• Relationship with students/parents of students (Decuy, 2013)
• Adequate teacher preparation, selection of students to program (Beltman et al., 2011; Curry & O’Brien, 2012; Decuy, 2013)
• Adequate teacher supports/professional development (Beltman et al., 2011; Decuy, 2013; LeCornu, 2013)
• Facilitate collaborative relationships (Beltman et al., 2011; Decuy, 2013; LeCornu, 2013; Van Maele & Van Houtte, 2015)
• Stress coping strategies/Relaxation techniques/Wellness (Curry & O’Brien, 2012)
• Increased sensitivity/Involvement of administration (Van Maele & Van Houtte, 2015)
• Preventative student supports (Oakes et al., 2012)
• Support Groups (Decuy, 2013)

“For teachers whose everyday professional worlds are inherently characterized by uncertain and unpredictable circumstances and scenarios, to be able to maintain their commitment to teaching and focus upon high quality teaching practices means more than recovering quickly and efficiently from difficulties. In this ‘everyday’ sense, resilience is not a rare quality that is reserved for the heroic few”

--Day & Gu (2014)
Multi-tiered system of support (MTSS)
A framework for promoting resilient outcomes in the schools

Multi-Tiered Systems of Support (MTSS)

Improved Student Outcomes

Multi-Tiered Systems Of Support
(Noltemeyer, 2014)

Problem Solving

At the individual level...
Bergan & Kratochwill (1990)

At the systems level...
Ohio Improvement Process (Ohio Department of Education)
Before you get started...

• Remember, this is a team-based process.
  • Identify a building leadership team (BLT) with diverse representation to plan for and evaluate the initiative

• Carefully study the systems change and implementation science literature to best plan for implementation and sustainability!
  • Stay tuned!

Tier 1 - Primary or Universal Support

Some general principles to consider...

➔ Goal is to enhance factors that promote protective factors for the general school population while minimizing risks

➔ Advocate for nurturing environments for all students

➔ Consider universal screening for risks and/or assets

➔ Work with educational team to use data-based decision making; local data should determine what your priorities are and inform how you will address them

Teacher-Student Relationships

What characterizes positive student-teacher relationships?
- Conflict
- Trust
- Support
- Warmth
- Closeness
- Fairness
- Dependency

How do student-teacher relationships relate to outcomes?
- They predict academic achievement, subjective well-being, school satisfaction, motivation, and much more.
- Such positive findings have been observed across several cultures and ethnicities (e.g., Close & Solberg, 2008; Decker, Dana, & Christenson, 2007; Hughes & Kwok, 2007; Hui & Sun, 2010).

Do student-teacher relationships matter in the long-run?
- Hamre & Pianta (2001) found that students who had more conflict or dependency with teachers in kindergarten had lower achievement and higher behavioral problems through the eighth grade.

Teacher-Student Relationships

Are these findings replicated internationally?
- Perceptions of teacher fairness have been found to protect at-risk adolescents in the USA from delinquent behavior (McKnight & Loper, 2002);
- School caring relationships and high expectations have been associated with academic resilience in a sample of Turkish students living in poverty (Ali Güzir & Aydin, 2009);
- Positive teacher-student relationships have been found to attenuate risk for marijuana use in high-risk Central American adolescents (Kliwer & Murrelle, 2007).
- However, in a qualitative study investigating rural South African youth resilience, Theron, Theron, & Malindi (2012) found that specific adult-child relationships did not appear to play an important role in resilience.
Communication Techniques for Teachers

- Greet students by name with eye contact and friendly gestures/facial expressions
- Provide frequent positive, authentic, and sincere feedback
- Model appropriate interpersonal skills and manners
- Maintain a calm demeanor
- Verbalize your problem-solving process in challenging situations
- Avoid sarcastic, frustrated, and snide comments
- Listen to, and show interest in, all students
- Maintain high and realistic expectations
- Model optimistic thought processes
- Communicate that students are responsible for their outcomes
- Be aware of implicit and explicit messages you send

School-wide Positive Behavioral Interventions and Supports (SW-PBIS)

SW-PBIS emphasizes the need to maximize socially appropriate behaviors by proactively identifying, teaching, modeling, and reinforcing 3-5 clear and positively worded behavioral expectations at the school level

Core principles (from pbis.org):
1. We can effectively teach appropriate behavior to all children.
2. Intervene early.
4. Use research-based, scientifically validated interventions to the extent available.
5. Monitor student progress to inform interventions.
6. Use data to make decisions.
7. Use assessment for three different purposes.

Meet Children’s Basic Needs

- Maslow (1954) suggests that children’s ability to be motivated by “growth needs” (e.g., academic achievement) first requires satisfaction of “deficiency needs” (e.g., physiological needs, safety needs, and love/belonging needs).
- Examples

Butler County Success Program

Butler County Success Program (Noltemeyer, Bush, Patton, and Bergen, 2012)

School-focused initiative that addresses issues related to Maslow’s hierarchy

- Students in grades K-6 (and their families) who qualify for Temporary Aid to Needy Families (TANF)
- 15 liaisons assigned to work in one or more of the 40 participating schools across 8 school districts
- Has been useful in assessing and helping families meet basic deficiency needs (e.g., Bush & Bergen, 2011)
- All students in the BCSP for whom data on each of the variables were collected during the 2009-2010 school year
- 389 students

Results:

Increases in health and safety need fulfillment were associated with significant increases in:
- Parent-reported child reading skills and cognitive competence
- Child academic achievement via direct assessment

Increases in love and belonging need fulfillment were associated with significant increases in:
- Parent-reported child cognitive competence
Instructional Quality

The quality of curricula has been found to moderate the effects of child and familial risks (Hall et al., 2009).

Planning
- Decide what to teach
- Decide how to teach
- Communicate realistic expectations

Managing
- Preparing for instruction
- Using time productively
- Creating a positive environment

Delivering
- Present content
- Monitor student learning
- Adjust instruction

Evaluation
- Monitor student understanding and engaged time
- Record student progress
- Use data to make decisions
- Make judgments about student performance

Effective Instruction
(Algozzine & Ysseldyke, 2006)

Characteristics of 90/90/90 Schools

- A strong focus on academic achievement (Kearney & Herrington, 2010)
- Clear curriculum choices (Reeves, 2003)
- Frequent assessment of school progress and multiple opportunities for improvement (Reeves, 2003)
- A focus on writing in all areas (Kearney, 2003)
- Support structures (Kearney & Herrington, 2010; Kearney, Herrington, & Aguilar, 2012)
- Stability over time, principal longevity (Kearney & Herrington, 2010)
- Consistency (Kearney et al., 2010; Reeves, 2003)
- Staff development based on identified needs (Kearney & Herrington, 2010)
- Refining the shared vision (Kearney & Herrington, 2010)

Resilience or Social-Emotional Curricula

- Resilience programs are more likely to be successful in strengthening student resilience when they (MindMatters, n.d.):
  1) Are based on a theoretical framework that incorporates an understanding of development, learning, and prevention science
  2) Have some data supporting their effectiveness
  3) Engage students
  4) Have clear objectives, implementation guidelines, and resources
  5) Provide sufficient training and support
  6) Involve structured activities to guide students toward goal achievement
  7) Are interactive (e.g., may use coaching, cooperative learning or role-playing scenarios)
  8) Are sustainable over time

Peer Support

- Peer support has been demonstrated to buffer states of risk and adversity in multiple populations
  - E.g., immigrant youth in Hong Kong (Wong, 2008) and students living in poverty in Turkey (Ali Güz & Aydin, 2009).

- However, an interaction between peer support and gender may exist
  - E.g., Powers, Ressler, and Bradley (2009) found that friend-support protected against depression for maltreated children, but only in females; in contrast, Tanigawa, Furlong, Felix, and Sharkey (2011) found that perceived social support from a friend buffered the expression of depressive symptoms in children victimized by peers, but only in males.

- How can we foster peer support in the schools?
Resilience or Social-Emotional Curricula (cont.)

- Several systematic reviews and descriptions of curricula exist, such as the Collaborative for Academic, Social, and Emotional Learning (CASEL; http://casel.org/).
- Examples of curricula that have some evidence to support their use from these sources include:
  - Promoting Alternative Thinking Strategies (Kam, Greenberg, & Kusche, 2004)
  - Caring Community (Schaps, Battistich, & Solomon, 2004)
  - 4Rs (Brown, Jones, La Russo, & Aber, 2010)
  - I Can Problem Solve (Shure, 1992)
  - Bounce Back! (McGrath & Nobel, 2003)
  - Incredible Years (Webster-Stratton)

Tier 1 Case Study Activity

Read the Tier 1 case study provided to your group. Discuss the questions together, and be prepared to share out to the larger group.

Tier 2: Secondary, selective, or strategic supports

- Involves supporting youth who have experienced adversity
- Goal is to intervene early and decisively to prevent risk-inducing experiences from contributing to negative outcomes
- Involves supplemental intervention for students who are identified as experiencing adversity to protect and/or reduce behavioral correlates of risk factors

Examples:
  - Trauma-informed strategies
  - Small-group counseling or psychoeducational programs
  - Mentoring programs
  - Encouragement to join extra-curricular or community activities
  - Home-school collaboration
  - Intentionally teach at-risk children about resilience

CAPPD = mnemonic that can be used to guide schools interested in creating more trauma responsive system

**C**alm. Keep you and the students in a relaxed, focused state.

**A**ttuned. Be aware of students’ nonverbal signals.

**P**resent. Be in-the-moment with your students, focusing on them.

**P**redictable. Provide structured, and repeated positive experiences.

**D**on’t Let Children’s Emotions Escalate Your Own. Remain in control of your emotions and their expression.

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**Small Group Counseling or Psychoeducational Programs**

- Should be informed by the nature of the adversity experienced, the current functioning of the child, and the protective resources that can be built upon

- Some examples include:
  - Coping Cat (Kendall, Gosch, Furr, & Sood, 2008)
  - Children of Divorce Intervention Program (Pedro-Carroll, 1997)
  - The Incredible Years Dina Dinosaur Child Training Programs (Webster-Stratton, & Reid, 2003)

- Important considerations for schools (see Herbstrith, 2014, for “best practices” in these areas):
  - Determining who will participate and obtaining consent/assent
  - Group size
  - Scheduling
  - Structure
  - Techniques
  - Evaluation methods

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**Extracurricular Activities**


- Longitudinal study of 695 boys and girls
- Four configurations were identified:
  - 1 – highly competent in all domains considered (physical maturity, aggression, popularity, academic competence, SES)
  - 2 – like configuration 1 but SES below average
  - 3 – moderately low academic competence, popularity, and SES, moderately high aggression
  - 4 – multiple risk with few or no assets; older, high aggression, low academic competence, popularity, and SES

**Main Findings**:
- Participants in the “multiple risk configuration” were more likely than those in other configurations to show long-term antisocial patterns.
- Participants who became involved in school extracurricular activities were less likely to drop out of school as adolescents or to become arrested as young adults than were similar persons who were not involved; these results were primarily observed amongst the highest risk populations.
- These findings were also influenced by whether the individuals’ social network was also involved.

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**Extracurricular Activities**


- Longitudinal study of 1,356 participants ages 14-21 using interviews and questionnaires
- Educationally vulnerable youth were identified at the beginning of high school
- Study found that college enrollment rates increased dramatically for vulnerable youth whose activity patterns were marked by involvement in both school clubs and organized sports, both organized sports and volunteering, multiple positive activities, and (to a lesser degree) school clubs only.
- On the other hand, vulnerable youth engaged primarily in paid work or relatively unengaged in positive extracurricular activities were significantly less likely to show educational resilience by pursuing postsecondary education.
- Vulnerable adolescents’ engagement in any of the four positive activity patterns resulted in a three-fold increase in the likelihood that they would enroll in college compared to youth who were not engaged in these patterns

**Conclusions**:
- These results suggest that positive extracurricular activity settings afford vulnerable youth developmentally appropriate experiences that promote educational persistence and healthy development.
Mentoring Programs

• More formal or systematic mechanism for ensuring positive adult interaction

• Examples
  • Big Brothers/Sisters
  • Check-in Check-out (CICO)/Behavior Education Program (BEP)

• Important to evaluate the quality of the program to ensure the experience has its intended positive effects.
  • MENTOR National Mentoring Partnership’s *Elements of Effective Practice for Mentoring* (2009) provides standards and benchmarks for six dimensions of mentoring programs (i.e., recruitment; screening; training; matching; monitoring and support; and closure) along with ideas related to program planning, implementation, and evaluation.

"Overcoming Adversity through Friendship- David and Gerald"

Family-school involvement

Why should families be involved?
• Much of a child’s life is spent at home
• Home-school collaborations have been shown to increase student achievement
• Parents serve as long-term advocates and supports
• Parents often know their child better than anyone else!

Barriers to involvement
• Family "survival" functions
• Systemic challenges
• Communication difficulties
• Perceptions, attitudes, values
• Cultural differences
• Professional constraints

Ways to Establish Relationships with Parents

- Home visits
- Planned special events
- Phone calls
- Open houses
- Parent center or resource area
- Computer communication
- Exhibits and displays
- Opportunities for parent input
- Classroom visits
- Home–school notes
- Volunteer opportunities
Communicating with Parents

• Avoid only contacting parents when there is a problem
• Be sensitive of how to best communicate with parents
• Focus on strengths along with areas of need
• Ask for parent input
• Avoid jargon and explain things in a user-friendly way
• Be respectful of cultural differences in communication styles
• The physical arrangement matters
• Be prepared for difficult or emotional conversations

Teaching Resilience: Positive Explanatory Style

• What is the explanatory style of many resilient youth? Many non-resilient youth?
  • "When faced with difficult problems, resilient individuals do not automatically blame themselves or others for the problem, imagine that the problem is unsolvable, or worry that the problem will affect all areas of their life. Instead, they tend to place blame where it realistically belongs, they assess the difficulty as temporary and usually solvable, and they view the problem as affecting only limited areas of their life" (Southwick, Vythilingam, & Charney, 2005, p. 270).
• Explanatory style strongly predicts depression in children (e.g., Seligman 1988)
• Adults who had depression and a permanent/universal explanatory style for negative events were more likely to have increasingly temporary and specific explanatory style as their symptoms of depression improved (Peterson & Seligman, 1984).

(Southwick et al., 2005)

Cognitive Appraisal

• Participants were randomly assigned to either a reappraisal condition or one of two control conditions
• Researchers found that participants who were trained to cognitively reappraise their physiological responses to stress as functional/helpful
  • Reported higher levels of resources
  • Exhibited improved cardiovascular functioning
  • Demonstrated less attentional bias for emotionally negative information (i.e., threat-related attentional bias) on a Stroop test

Conclusion: "Interpretations of bodily signals affect how the body and mind respond to acute stress" (p. 420).

Cognitive Appraisal

• Nationally-representative study of U.S. adults
• Compared to those who reported hardly any or no perception of stress affecting health, those who reported perceiving that stress affected health “some” or “a lot” were:
  • About two times and four times more likely to report being in poor health, respectively
  • More than two times and five times more likely to report being in psychological distress, respectively
  • Reporting a lot of stress and perceiving that stress affects health a lot increases the risk of death by 43% 

• Conclusions: "The appraisal of both the amount of stress and its impact on health may work together synergistically to increase the risk of premature death" (p. 682).
  Stress appraisal influences outcomes!
Examples from Theron (2013)

Zinzi: “So even this year when most of my peers... were graduating, my heart was like, OK, I was supposed to be one of them, but (sigh) it’s fine... It gives me more space and time. I saw it as an opportunity... I don’t know about other racial groups, but with us Blacks, you know, we just have that thing of, um, being patient you know and staying in something, fighting...”

Tebogo: “... but I always say that for one door to open another one must close... when I look back, I saw a lot of things as a door being closed for me – OK for that time it was a door being closed because I had no source of income, I would go and sit at home again, start again to look for something else to do. But, I wouldn’t have been here if all those other doors never closed for me.”

Teaching Resilience

- Read about and/or discuss famous individuals who demonstrated resilience.
- Help children view mistakes and failures as opportunities
- Highlight local community examples of resilience
- Also, encourage and recognize “resilience builders” in the community

TIER 2: case study activity

Read the Tier 2 case study provided to your group. Discuss the questions together, and be prepared to share out to the larger group.

TIER 3: tertiary, indicated or intensive supports

- Provide intensive and individualized supports
  - Students identified for Tier 3 services respond inadequately to Tier 1 and Tier 2 supports
- Continuum of integrated and coordinated services designed to support the student
  - Alignment between home and school planning and implementation efforts
  - Intense, individualized resources and interventions
Cognitive Behavioral Intervention for Trauma in Schools

Cognitive Behavioral Intervention for Trauma in Schools (CBITS) is a program designed to help students who have experienced a traumatic event. It primarily targets students in grades four to eight who are exhibiting symptoms of Post-Traumatic Stress Disorder (PTSD) following exposure to a traumatic event. The program is comprised of 10 weekly group sessions, with 1–3 individual sessions, and additional parent and teacher education sessions. It is designed for delivery by a mental health clinician and incorporates common CBT (Cognitive Behavioral Therapy) techniques for PTSD symptoms, anxiety, and depression among children.

CBITS helps children to develop more realistic cognitions about events and emotions that they are experiencing, employs techniques to cope with and manage difficult emotions both individually and through peer and adult support, and understand the impact of their behaviors on themselves and others. It has been delivered in diverse communities and allows group leaders to integrate cultural backgrounds into service delivery.

Students can be identified for this intervention using a brief screener for trauma to identify students who have been exposed to trauma and are experiencing symptoms of PTSD.

CBITS in Action...
Perspectives from Educational Professionals

https://cbitsprogram.org/materials

CBITS in Action...
Perspectives from Educational Professionals

https://cbitsprogram.org/materials

CBITS, cont.

- This trauma-focused CBT program is associated with a modest decline in trauma-related mental health problems, including posttraumatic stress disorder and depressive symptoms.

- A standardized 10-session cognitive-behavioral group intervention can significantly decrease symptoms of PTSD, depression, and psychosocial dysfunction in students who are exposed to violence.

- Preliminary evidence suggests that receiving a school trauma intervention soon after screening compared to delaying treatment can result in better school grades.

- Both group intervention at school and individual treatment at a mental health clinic led to significant symptom reduction of PTSD symptoms but many still had elevated PTSD symptoms at post-treatment.

### Other Trauma-Focused Curricula

- **Cultural Adjustment and Trauma Services (CATS)**
  - An evidence-based mental health program that treats immigrant students with trauma exposure or need of cultural adjustment assistance through relationship-building, outreach services, and comprehensive clinical and case management services (Beehler, Birman, & Campbell, 2012)

- **Project Fleur-de-Lis™**
  - A three-tiered school-based mental health model that uses evidence-based interventions (tier 1-CBI, tier 2-CBITS, and tier 3-TF-CBT) to treat student populations after natural or man-made disasters (Cohen et al., 2009)

- **Trauma-focused Cognitive Behavior Therapy (TF-CBT)**
  - An individual-based, empirically validated mental health intervention that works with a child’s family and uses relaxation training, cognitive behavior therapeutic techniques, and the creation of permanent products (e.g., a journal) to treat children with trauma exposure (Little, Akin-Little, & Somerville, 2011)

- **Identify “Islands of Competence”**
  - In a “sea of inadequacy” (Brooks) it is critical to identify and nurture areas of strength and competence
  - Shift from fixing deficits to identifying and supporting strengths (Brooks)
  - Questions to ask:
    - What is the child good at?
    - What does the child do well?
    - What are the child’s strengths?
  - Responding to “I don’t know” or “Nothing”
  - Ripple effect

### Functional Behavior Assessment/Behavior Intervention Plan

- **FBA** is a multi-method, multi-source assessment process designed to understand a particular problem behavior
  - Examines underlying cause of behavior
  - Identifies environmental factors that trigger, exacerbate, and/or maintain the behavior

- **Assumes (McIntyre, n.d.)**
  - Behaviors are influenced by environmental factors (antecedents and consequences)
  - Behaviors serve a function

- **Leads to the development of a Behavior Intervention Plan (BIP)** based on the function of the behavior(s)

---

**More on FBAs**

Conducting an FBA involves four steps (Carr et al., 2002)
1. Concretely defining the problem behavior(s) to be addressed,
2. Identifying the contextual events that predict occurrence and nonoccurrence of the behavior,
3. Identifying the events that maintain problem behavior (and serve as the function of problem behavior),
4. Developing an individualized behavior intervention plan to decrease problem behaviors and increase appropriate behaviors.

- Several studies (e.g., Ingram, Lewis-Palmer, & Sugai, 2005; Newcomer & Lewis, 2004) have shown that function-based interventions derived from FBAs are more effective than other interventions designed around the topography of the behavior.

- Free resource from the Center for Effective Collaboration and Practice: http://cecp.air.org/fba/
Faith, spirituality, and/or religion

- Although you may or may not be in a faith-based school, students’ faith may be an important protective factor that you should be aware of.
- Religious adolescents report lower levels of suicidality than their non-religious counterparts (Donahue & Benson, 1995).
- Eggerman and Panter-Brick (2010) interviewed 1011 children and 1011 adult caregivers in Afghanistan, and found that faith was one of six key cultural variables that promoted resilience.
  - An 11 year old girl stated: “If God wants our life to be better, it will get better. If not, it won’t” (p. 77).
- Ungar (2008) found that spirituality and religious attendance were valued differently across cultures.
  - One South African participant stated, “I can say that they [religious organizations] play a large part in my life. Yes it does play a large role, because I mean, if you do not have religion, what is really your purpose on earth? The Lord gives so much to you. He gives you breath. He does so much for you and if you do not do anything for Him, what is your purpose really?” (p. 227).

How Do Religion and Spirituality Promote Resilience?

- Masten (2014) suggests religion and spirituality may promote resilience by:
  - Prescribing guidelines for parenting, conduct, and values
  - Providing a sense of connection to the divine that is similar to an attachment relationships
  - Providing relationships to other humans who can be models and supports
  - Teaching self-regulation and self-reflection skills
  - Offering views on the meaning of life
  - Providing opportunities for spiritual journeys or other challenging quests
  - Providing (through religious organizations) direct individual and family support in difficult times
  - Fostering a positive cultural identity
  - Transmitting traditions believed to promote resilience

TIER 3: case study activity

Read the Tier 3 case study provided to your group. Discuss the questions together, and be prepared to share out to the larger group.

Evaluation of Services within MTSS

- Schools need to establish a method of identifying educationally relevant risk and protective factors so prevention and intervention can be targeted appropriately
- Tier 1 Supports
  - Teacher-, student-, or parent- provided information about key factors relevant to school functioning
  - May include universal screening
Evaluation of Services

Tier 2 Supports
◆ Students should be monitored to assess the degree that social-emotional manifestations of their risk are (or are not) expressed

Tier 3
◆ More detailed information may be collected about risk factors, protective factors, and behavioral manifestations the students are experiencing
◆ May include diagnostic testing
◆ Functional behavior assessment

Resilience Instruments

<table>
<thead>
<tr>
<th>Resilience Scales for Children and Adolescents: A Profile of Personal Strengths (RSCA; Prince-Embury, 2006)</th>
<th>Tool to profile personal strengths and vulnerability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures of personal attributes of the child that are critical for resilience</td>
<td></td>
</tr>
<tr>
<td>Devereux Student Strengths Assessment (DESSA; Naglieri, LeBuffe, &amp; Shapiro, 2011)</td>
<td>Standardized behavior rating scale</td>
</tr>
<tr>
<td>Age Range: Kindergarten-8th Grade</td>
<td></td>
</tr>
<tr>
<td>Assess the social-emotional competencies that serve as protective factors</td>
<td></td>
</tr>
<tr>
<td>Devereux Student Strengths Assessment—Mini (DESSA-Mini)</td>
<td>Used to screen for and monitor progress in the acquisition of social-emotional aptitude</td>
</tr>
<tr>
<td>Used with DESSA, it’s a complete system to support screening, assessment, planning, progress monitoring and outcome evaluation of social-emotional competencies</td>
<td></td>
</tr>
<tr>
<td>Social Emotional Assets and Resilience Scales (SEARS; Merrell, 2010)</td>
<td>Assesses positive social-emotional attributes</td>
</tr>
<tr>
<td>Age Range: 5-18</td>
<td></td>
</tr>
<tr>
<td>Can be used with children and adolescents who are at high risk for developing clinical problems</td>
<td></td>
</tr>
<tr>
<td>Child and Youth Resilience Measure (CNYRM-28; Ungar &amp; Liebenberg, 2011, 2013)</td>
<td>Self-report instrument that measures individual or global resilience across cultures</td>
</tr>
<tr>
<td>Age Range: 5+</td>
<td></td>
</tr>
<tr>
<td>Available in 7 languages; Can be scored/interpreted without training</td>
<td></td>
</tr>
<tr>
<td>Resilience Research Centre Interview Guide</td>
<td>9 interview questions</td>
</tr>
<tr>
<td>Used to illustrate the process of resilience in different settings and cultures</td>
<td></td>
</tr>
</tbody>
</table>

For more information...

Ohio’s Project AWARE and School Climate Transformation Grant
Emerging examples of resilience promotion in action
Emily Jordan, M.S.
Cricket Meehan, Ph.D.
Amity Noltemeyer, Ph.D.
Michael Petrasek, Ph.D.
Project AWARE (Advancing Wellness and Resilience in Education) Objectives

1) Raise awareness of mental health needs of school-aged youth
2) Increase capacity to deliver evidence-based mental and behavioral health services

- Certified YMHFA Training Instructors
- Mental Health Referrals
- Professionals Trained in Mental Health Practices & Activities
- Adults Trained in Detecting & Responding to Mental Illness
- Youth Access to Mental Health Services

Resources for Connection of PBIS & Mental Health Systems

- Provides easy access to coordinated safe and supportive school and community services and local links
- Go to [http://continuum.oberlinkconsulting.com/](http://continuum.oberlinkconsulting.com/) and click on Ohio

YMHFA Training

Information Briefs
Screening and Evaluation Compendium

The Ohio Quality and Effective Practice Registry
• Highlights schools and school-community partnerships successfully addressing academic and/or social emotional needs of students.
• Creates a state-wide network for schools to learn from each other in implementing successful school mental health programs.

Ohio’s School Climate Transformation Grant (SCTG)

DESCRIPTION OF THE SCTG

• Goal: to improve school climate
  • Build & expand statewide resources
  • Local implementation of a multi-tiered behavioral framework
• The Ohio PBIS Network = PBIS specialists from each of Ohio’s 16 regional State Support Teams (SSTs)
  • Provide multi-tiered behavioral supports that are coordinated & aligned with other Ohio initiatives
  • Will increase the training, coaching and resources available to LEAs
OBJECTIVES

To build and expand the statewide resources and local implementation of a multi-tiered behavioral framework by:

- Improving the capacity of SEA personnel to assist LEA implementation of PBIS
- Developing a group of professionals to train LEAs on PBIS implementation
- Enhancing LEA capacity to implement and sustain PBIS
- Developing curriculum materials, training protocols, and evaluation procedures for a PBIS pilot
- Implementing an evidence-based system for evaluating PBIS and recognizing exemplar schools

Promoting Systems Change in the Schools:
How to make change happen!

Importance of Understanding Systems Change and Implementation Science

“It has been well documented in many disciplines that major gaps exist between what is known as effective practices (i.e., theory and science) and what is actually done (i.e., policy and practice)”

Fissen, Nason, Blase, Friedman, & Wallace (2005)

Managing Complex Change

VISION+ COLLAB- SKILLS- INCENTIVES+ RESOURCES- ACTION PLAN- = CHANGE
VISION- COLLAB- SKILLS+ INCENTIVES+ RESOURCES- ACTION PLAN- = CONFUSION
VISION- COLLAB- SKILLS- INCENTIVES+ RESOURCES- ACTION PLAN- = ANXIETY
VISION+ COLLAB- SKILLS- INCENTIVES+ RESOURCES- ACTION PLAN- = RESISTANCE
VISION+ COLLAB- SKILLS- INCENTIVES+ RESOURCES- ACTION PLAN- = FRUSTRATION
VISION+ COLLAB- SKILLS- INCENTIVES+ RESOURCES- ACTION PLAN- = TREADMILL

Fullan’s (2007) Framework

• Three phase model of educational change
  • Phase I: Initiation
  • Phase II: Implementation
  • Phase III: Institutionalization

• Change is a dynamic and complex process
  • 2-10 years from Phase I to Phase III, depending on complexity of change

• Multiple factors inhibit and facilitate progress at each of the three phases (see next slide)

Factors Impacting Change

Phase I:
• Legislative changes
• Existence of quality interventions
• Teacher or parent advocacy
• Recommendations from outside consultants

Phase II:
• Characteristics of change
• Need, clarity, complexity, quality
• Local characteristics
• District, community, principal, teacher
• External factors
• Government, agencies, laws

Phase III:
• Administrative pressure
• Lack of staff resistance
• Low staff turnover
• Embedded changes in the system infrastructure
• Teacher-administrator harmony

Fixsen, Naoon, Blasé, & Wallace (2007) Stages of The Change Process

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration</td>
<td>Involves gathering information and deciding whether to implement the change</td>
</tr>
<tr>
<td>Installation</td>
<td>Begins with decision to implement the change and ends when the change is first implemented</td>
</tr>
<tr>
<td>Initial Implementation</td>
<td>Teachers first begin utilizing new practices</td>
</tr>
<tr>
<td>Full Implementation</td>
<td>Often takes 9 to 24 months</td>
</tr>
<tr>
<td>Innovation</td>
<td>Achieved when at least 50% of teachers are performing their new functions acceptably</td>
</tr>
<tr>
<td>Sustainability</td>
<td>Improvements are made to the existing processes and procedures</td>
</tr>
</tbody>
</table>

Groups in Systems Change

• Individuals in a system vary in their willingness and ability to adopt and implement change

<table>
<thead>
<tr>
<th>Group</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovators</td>
<td>Accept the change and lead efforts to adoption</td>
</tr>
<tr>
<td>Early adopters</td>
<td>Accept the change and provide leadership, but only after reasoned consideration</td>
</tr>
<tr>
<td>Early majority</td>
<td>Invest more time in considering adoption of the change</td>
</tr>
<tr>
<td>Later majority</td>
<td>Adopt the change only when a majority of stakeholders have authorized it</td>
</tr>
<tr>
<td>Laggards</td>
<td>Continue to resist the change</td>
</tr>
</tbody>
</table>
Activity

• Assume you are looking to develop and implement an MTSS framework to support student resilience. Each group will be assigned one phase of the systems change process. Please develop a list of questions that it will be important for the planning team to ask themselves during that phase of the process (a checklist of sorts). Also, discuss how the team will work with various implementer groups during that phase, to ensure implementation success.

• I will collect the questions, combine them, and add to them myself. Following the presentation I will email you the complete list so you have it.

Ongoing Evaluation

• An evaluation team should be established in the initial implementation
• Need to use formative and summative evaluation—DATA!
• Need data for efficacy of outcomes for students, but also for program development and organizational change
• Necessary to collect implementation integrity data
• Use the problem-solving process

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Questions

Thank You!

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References Not Included on Individual Slides


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