

Rochester Resilience Project

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Administration and Staff of Schools:

19, 22, 30, 45, 50

RCSD Administration; Special thanks to: Gladys Pedraza–Burgos, Gary Hewitt, Andrew MacGowan

Goals

- Apply ‘state-of-art’ knowledge about emotional development to strengthen children’s self-control skills
- Promote successful ‘life course’ – prevent future problems
- Build a sustainable program that enhances the school setting and engages parents
- Ongoing quality improvement

Resilience Project





Focus: 1st – 3rd grade

- Critical period for academic skills, achievement motivation
- Language and emotion competence burgeoning

Complement primary education focus by:

- Strengthening children's behavioral self-control
- Child-Adult Mentoring relationship
- Parent engagement and support of child skills



Resilience Mentors




Why do many social–emotional programs have weak effects?

‘Hot’ Emotions – under challenging emotions, individuals rely on old learning

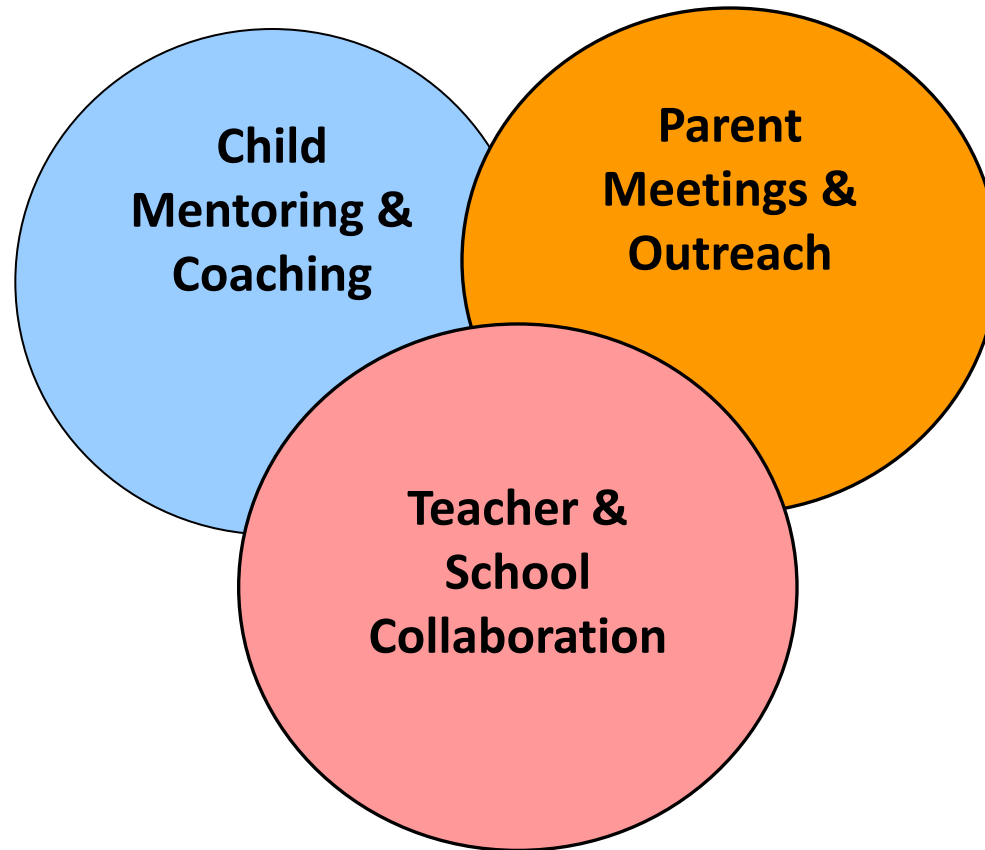
Learning new skills is optimal under ‘cool’ situations

How to Strengthen ‘transfer’ of new skills by children?


- ▶ Generalization to “hot” situations -- classroom and ‘whole school’ (e.g., lunchroom)
 - ▶ School-Based Resilience Mentor
 - ▶ ‘Coaching’ by Mentor in challenging situations for child; support by teacher and parent
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Resilience Project Components



Child–Mentor Program Phases

1. Building positive relationship
 2. Exploring/Learning about feelings
 3. Managing Feelings and coping skills
 4. Using new skills in challenging situations
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Child Component



- 2 years of formal 1:1 skill building meetings
- Ongoing practice of skills
- Ongoing coaching in 'hot zones' for transfer

- Emotion Regulation Skills
 - To manage behavior
 - Recognition & Labeling feelings, identifying feeling intensity, 'hot zone'
 - Mental Muscles, "DB", Step back-Count Back, Imaginary Umbrella
 - Self-soothing

- Attribution, Control, Problem-Solving

Core Emotion Competencies

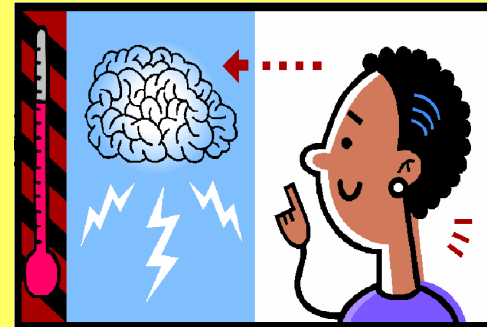
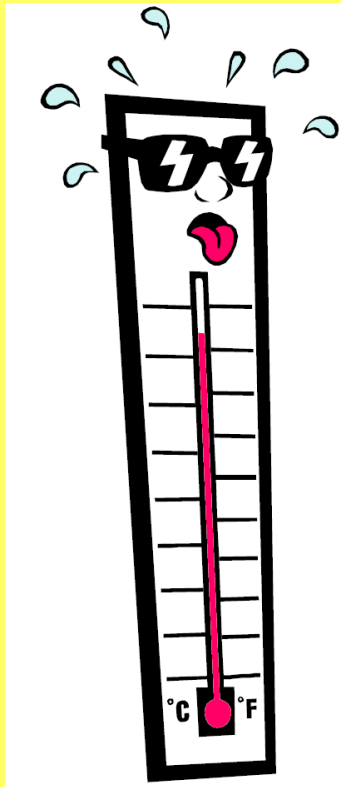
- Identifying emotions (e.g. heart racing)
- Comfortable/Uncomfortable Feelings
- Feelings small-BIG gradient (e.g., annoyed or furious')
- Feelings can Change
- Can Feel 2 Ways (e.g. excited and scared)

Emotions in Social Context

- Two People Can Feel the Same Way *or Different Way*
- Can Help to Tell Someone *How you Feel*
- When Feelings Get in **Hot Zone** – it can be hard to control behavior

Avoiding 'Hot Zone' by Coaching

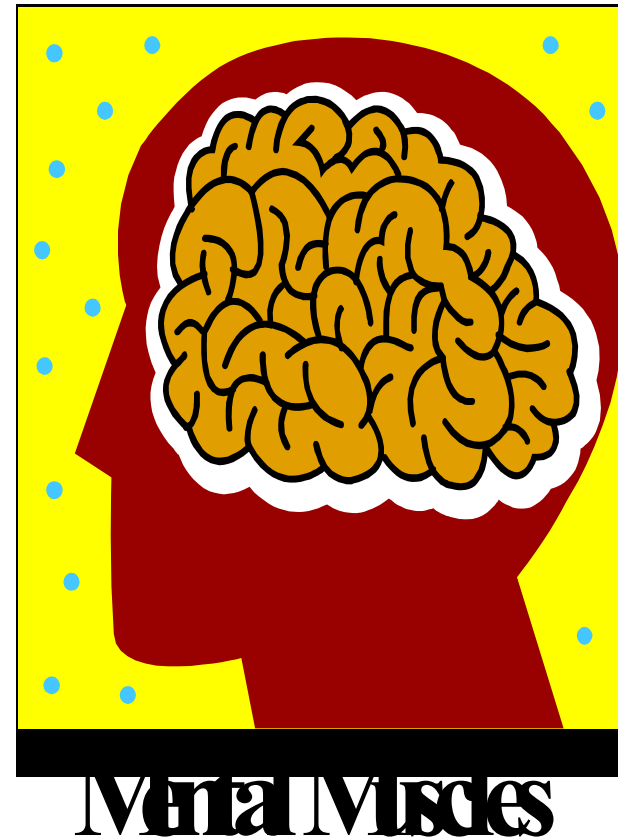
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M.M.

Self control with ‘Mental Muscles’

- Help yourself to ‘Stop’ and keep feelings from entering Hot Zone
- ‘Belief’ and ‘Identity’
– I’m a kid who uses MM



Regaining Equilibrium – Calming

Take time to use a strategy to calm down, regain equilibrium



SBCB



Scaffolding model for teaching emotion self-regulation skills

Situational Contexts

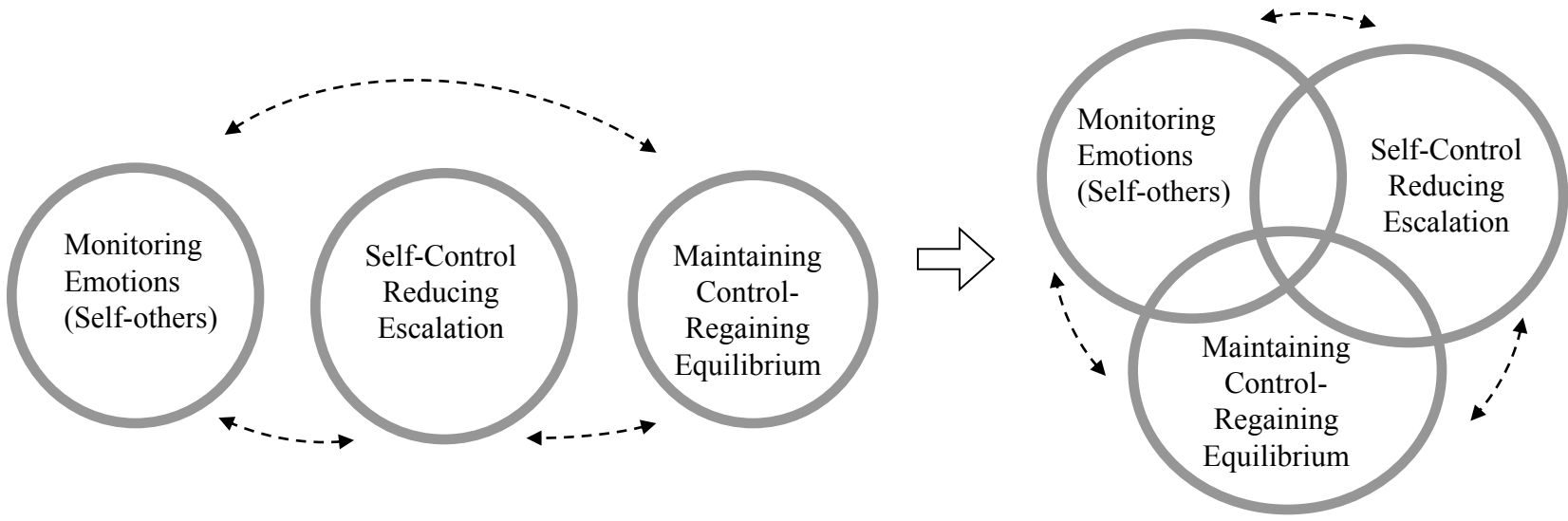
Unchallenging Neutral

Increasingly challenging emotions

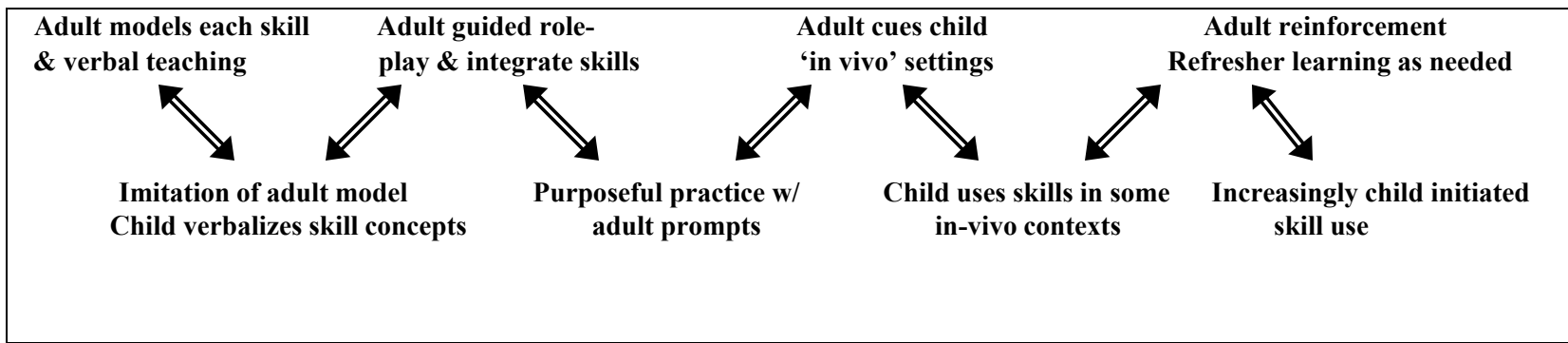
'In vivo' emotionally challenging

Contextualized in diverse settings

Primary Skill Components



Sequence of Adult-Child Interactions



Parent Component

- 2 year relationship
- Parent–Mentor meetings at home or school
 - Teach parent child’s skills
 - Reinforce with activities
 - Family goals/needs – information
 - Enhance positive connection to school

Classroom Component

- Teachers identify target children (Screening)
- Mentors ‘coach’ in classroom with teacher collaboration
- **Teacher –Mentor Lessons**
 - Developed with RCSD teachers
 - 15 min group skill building
 - Parallels child program

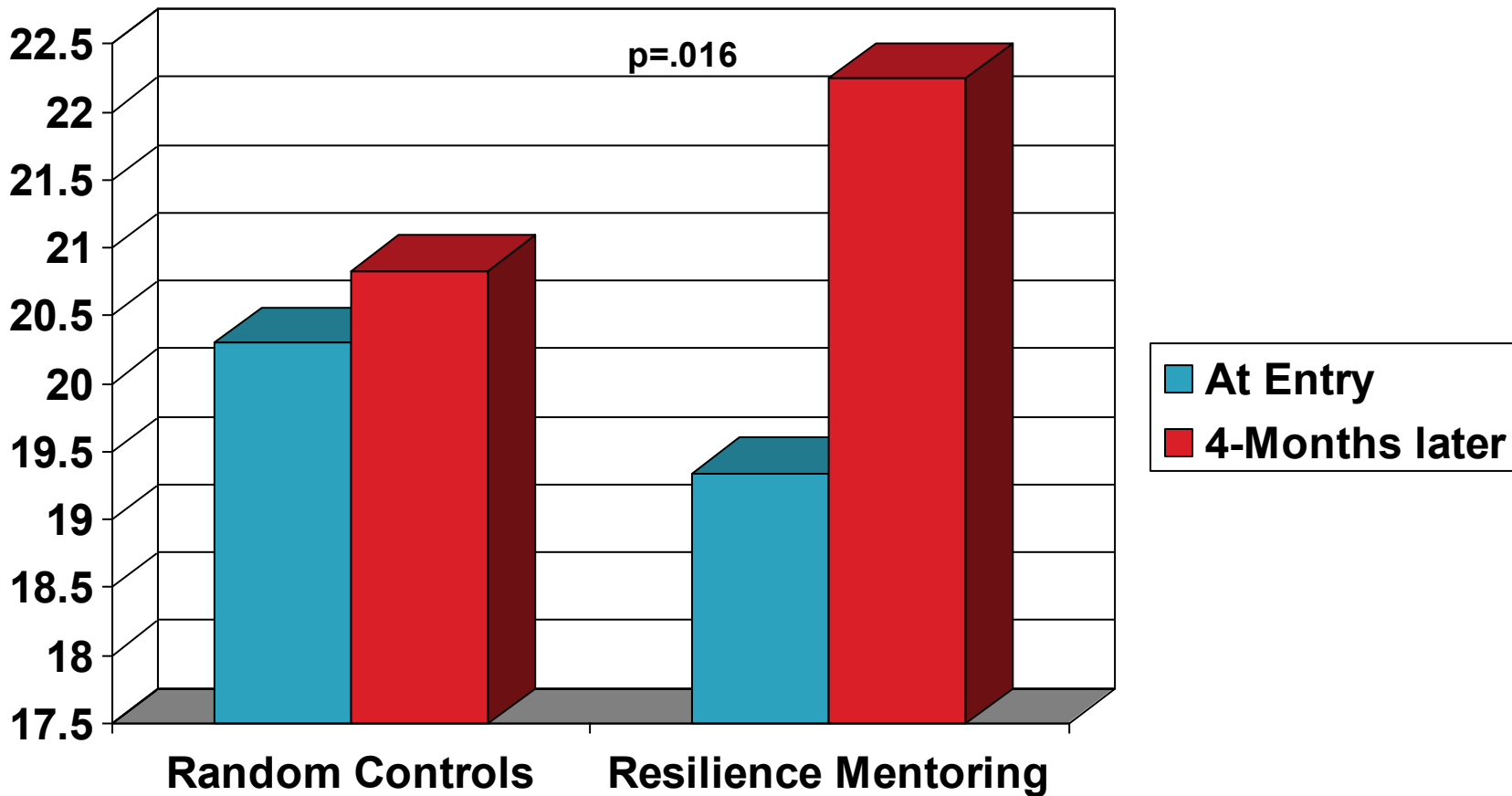


Three Phases

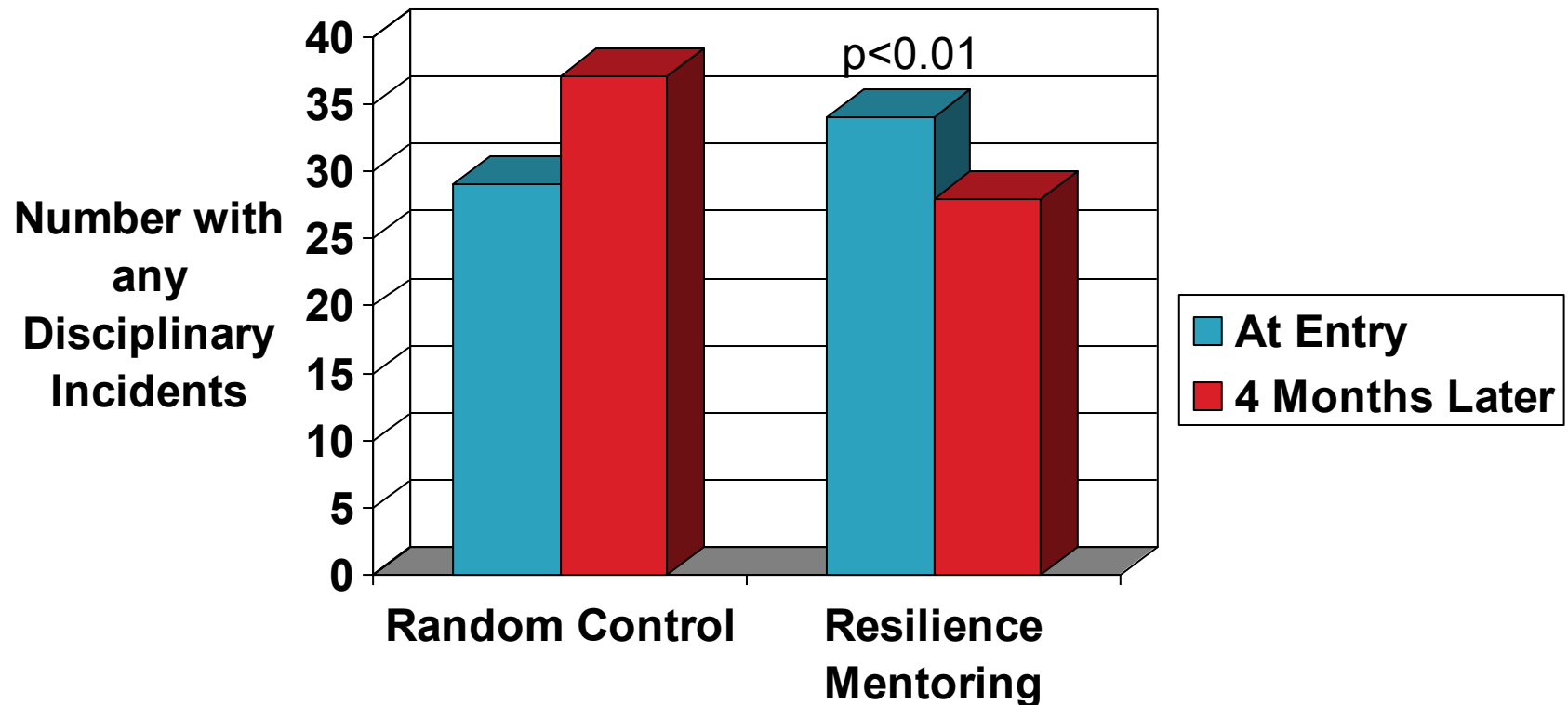
1. **Program Development and ‘proof of concept’**
(SAMHSA, UR, NYS funding; 2000 – 2003 in 2 schools)
2. **‘Efficacy’ Study (\$2.4 mil NIMH grant; 2005 – 2010)**
Schools # 19, 22, 30, 45, & 50
400 children/parents; 100+ teachers
3. **Quality improvement , sustainability and expansion**



Phase 1 Study: Classroom 'On-Task' Behavior (teacher report) (Wyman et al, 2010)




Disciplinary Behavior Changes (Record data)



Mentored Group 40% fewer suspensions



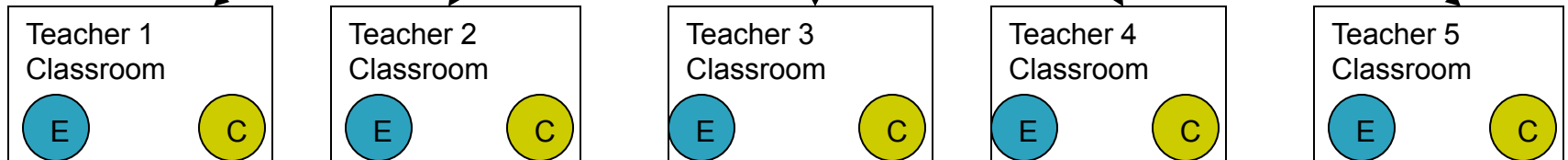
Stages of Learning Self-Control

1. Adult Introduces Skill to Child
 2. Practice
 3. Adult 'Coaches' Child
 4. Child Independently Uses Skills
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Design for Ongoing Phase 2

5 SCHOOLS

Random assignment to: Individual Mentoring or Classroom Skills



30-month follow-up with each child/parent:

Children's learning of resilience skills

Child behavior, classroom adaptation, emotional development

Teacher, parent engagement

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2006 – 2010

Intervention Component	Total Number
Students Receiving Individual Skill Mentoring	383
Individual Mentoring Lessons	5,694
'Coaching' students to use skills in school setting	8,800 +
Parent meetings with Mentors # individual Parents engaged	806 197
Teacher–Mentor Resilience Lessons in the Classroom	720

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What is Progression of Skill Development?

1) Declarative Knowledge

- Verbal, generic, accessible

2) Procedural Knowledge

- Embodied, sub-symbolic, specific

3) Generalized Procedural Knowledge

- Proceduralized and flexible to allow use in diverse settings

Intervention Skill Interview

30-min interactive interview

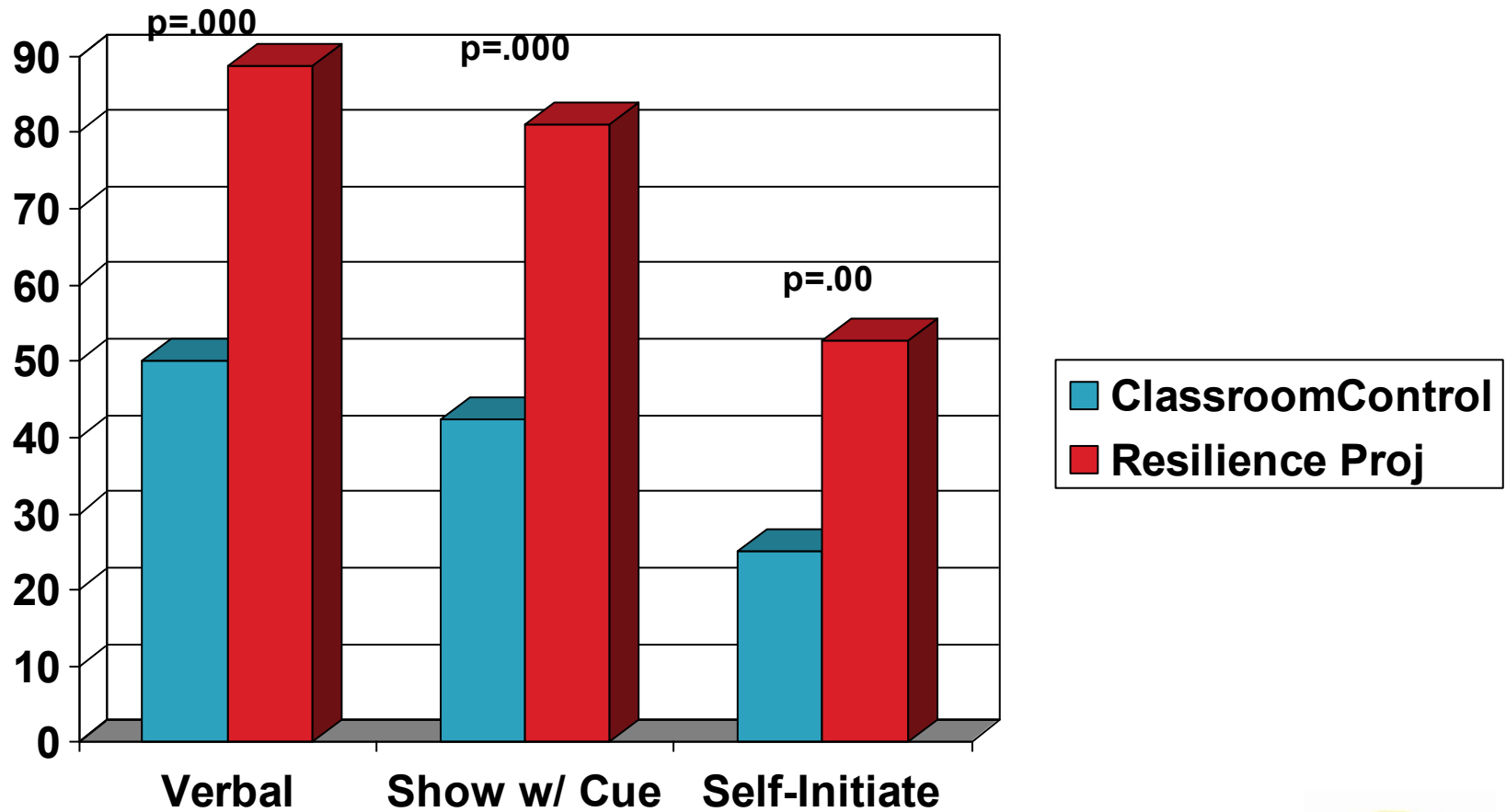
Declarative Knowledge

- *Child can verbalize what “DB” is and why use it*
 - *‘How’, ‘When’, ‘Why’ = Function in ER’*

Procedural Knowledge

- **Other-Directed:** *child demonstrates a ‘DB’ with prompt by examiner (“can you show me how’d you’d use DB to handle this situation?”)*
- **Self-Directed:** *child fully demonstrates ‘DB’ without prompt (child ‘generalizing skill’ to a new setting)*

Phase 2: Knowledge of Resilience Skills after 6 months - interactive interview method



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Phase 2 Initial finding

Children receiving Resilience
Mentoring learn more skills
than controls

Analyses are ongoing...

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Phase 3: Next steps & questions

- ▶ Peer to peer group component
 - ▶ Extend to novel settings
 - ▶ Teacher engagement in 'lessons'
 - ▶ Parent engagement
 - ▶ Mentor training
 - ▶ Spread of skills across students
 - ▶ Teaching skills to 'other personnel' (e.g., lunch staff; ISS/ ATS)
 - ▶ Which students do not respond and why? How to improve outcomes?
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