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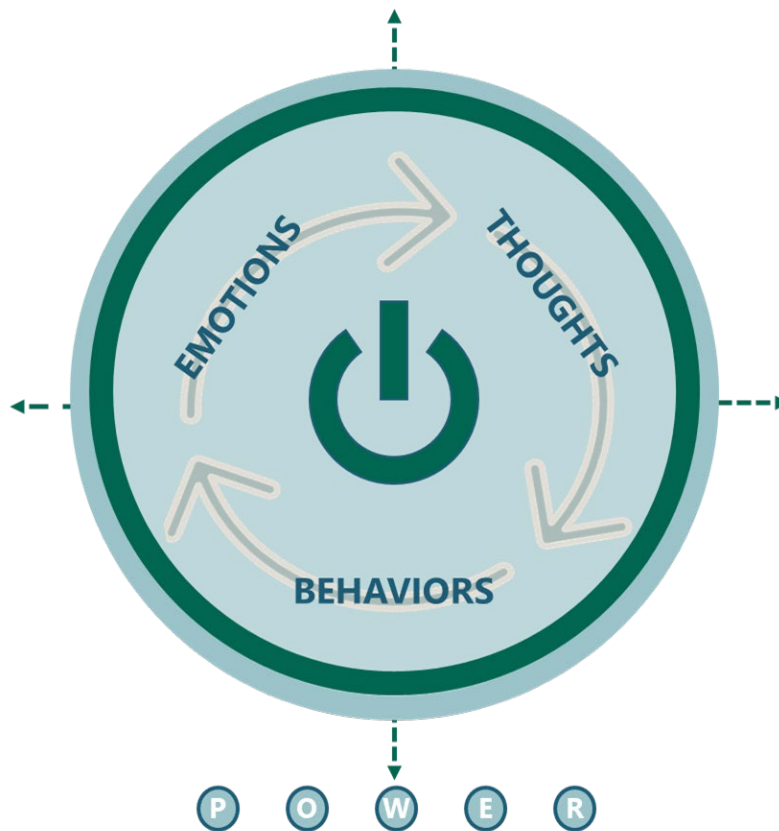
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# The POWER Program

## Positive Outcomes With Emotion Regulation



## Implementation Manual

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# About the POWER Program

The POWER (Positive Outcomes With Emotion Regulation) Program is a school-based intervention program designed to promote emotion regulation skills for high school students with or at risk for developing mental or behavioral health needs. The POWER Program is a transdiagnostic program (Chorpita & Weisz, 2009; Mansell et al., 2009; McEvoy et al., 2009), meaning it incorporates techniques that have been found to be effective across adolescents with different types of emotion-related mental and behavioral health disorders (e.g., anxiety, mood, trauma- and stressor-related, and conduct disorders). The POWER Program includes empirically supported techniques grounded in motivational interviewing (Miller & Rollnick, 2002; Rollnick et al., 2016), behavioral skills training (Dib & Sturmey, 2012; Miltenberger, 2003), cognitive-behavioral therapy (Beck, 1976; Beck, 2011), and acceptance and commitment therapy (Hayes et al., 1999, 2012).

The POWER Program is designed for implementation:

- In school settings
- With students in grades 7 through 12
- In small groups (4–10 students, ideally those in similar grades grouped together)
- In 45-minute periods (with at least 35 minutes allocated for group instruction)
- On a weekly basis for 7 weeks
- By staff with or without formal training in mental and behavioral health service delivery

As a brief, group-based intervention, the POWER Program is well-suited for implementation at Tier 2 within a multi-tiered systems of support (MTSS) framework, such as positive behavioral interventions and supports (PBIS), comprehensive school mental health (CSMH), or the interconnected systems framework (ISF). Although instruction in emotion regulation may be beneficial to all students, the POWER Program is designed specifically for students presenting with or at risk for developing more intensive mental or behavioral health needs.

The core of the POWER Program is a sequence of seven group meetings designed to support students' motivation to participate in the program (Group Meeting 1), identification of internal and external clues to emotions (Group Meeting 2), acquisition of behavioral relaxation and activation strategies (Group Meeting 3), acquisition of cognitive strategies (Group Meetings 4, 5, and 6), and generalization of these strategies to naturalistic environments (Group Meeting 7). In addition to these core group meetings, group- and individual-based meeting protocols are available to further support students' generalization and maintenance of strategies.

This implementation manual is intended to be used alongside the following POWER Program components:

- Student Book
- Challenge Book

- School and Home Program Flyer
- Data-Based Decision-Making Guide

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# Data-Based Decision-Making Within the POWER Program

For the POWER Program to be effective, it must be implemented alongside data-based decision-making. That is, data should be used to (a) identify students to participate in the POWER Program, (b) ensure high-fidelity implementation of the POWER Program, (c) monitor students' progress throughout the POWER Program, (d) evaluate students' outcomes following participation in the POWER Program, and (e) decide whether continued and/or more intensive interventions are needed to support students who have graduated from the POWER Program.



## Identifying Students to Participate in the POWER Program

The POWER Program is designed to be implemented with students who show or report difficulties with regulating emotions in relation to internalizing or externalizing mental health problems and/or challenging life experiences that place them at risk for mental health needs. It is not a good fit for students with intellectual and developmental disabilities, severe signs of internalizing concerns that may only be addressed through more individualized supports, and/or violent or extremely aggressive behaviors.

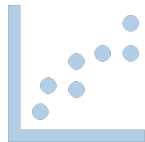
Reference school data sources to identify candidates for the POWER Program. Nominations or referrals by school-based professionals, parents/guardians, and even students themselves may be a helpful way to identify students who would be a good fit for this intervention. Yet, research tells us that relying on nominations/referrals allows schools to overlook students who are presenting with or at risk for developing mental and behavioral health needs. By contrast, universal (school-wide) screenings of social, emotional, and behavioral risk enable schools to systematically consider students' needs and more accurately detect needs to be addressed through Tier 2 supports. Specific examples of universal screeners are described in the ***POWER Program Data-Based Decision-Making Guide***.





## Ensuring High-Fidelity Implementation of the POWER Program

The POWER Program incorporates various empirically supported techniques that are strategically grouped and sequenced to promote student outcomes. When these techniques are not implemented or implemented as intended, the POWER Program may be less effective or not effective at all. The POWER Program adherence checklists can be used to monitor and evaluate intervention implementation. These checklists can be completed by POWER Program group meeting facilitators as a self-assessment tool or by other school-based professionals as an observation tool. When adherence checklists reveal low adherence to group meeting protocols, group meeting facilitators may choose to repeat group meeting plans and/or seek consultative support in implementing the POWER Program.



## Monitoring Students' Progress Throughout the POWER Program

All mental and behavioral health intervention programs must be evaluated for their effectiveness. *Progress monitoring* is a type of formative assessment practice in which students' outcomes are routinely, repeatedly measured during intervention implementation. Progress monitoring is used to answer the question "How is the intervention going for this student?" in order to make adjustments or tailor supports to better address the student's needs.

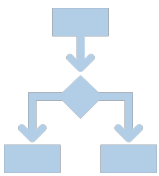
- One method of progress monitoring is self-assessment of emotions and symptoms. This method of progress monitoring is built into the POWER Program through emotion monitoring. This assessment practice is implemented in Group Meetings 3–7, the Booster Group Meeting, and the Individual Meeting(s). During these weeks of the POWER Program, students independently self-reflect on the percentage of time, during the last week, they experienced two emotions: one emotion they would like to increase and one emotion they would like to decrease.
- Other methods of progress monitoring may be layered on top the emotion monitoring. These methods will vary by school or school system, and they may even vary somewhat between students. For example, schools that use Check-In/Check-Out or a related program may choose to use and reference Daily Progress Reports as an additional progress monitoring tool in the POWER Program.



## Evaluating Students' Outcomes Following Program Participation

In contrast with progress monitoring, *outcome evaluation* is a type of summative assessment practice in which students' outcomes are typically measured only (a) before an intervention has begun and (b) after the intervention has ended. Outcome evaluation is used to answer the question "How did the intervention go for the student?" to decide (a) whether the intervention was effective and (b) how to proceed with supporting the student postvention.

- No outcome evaluation method is built into the POWER Program. That is because schools' use of outcome evaluation procedures will likely vary based on the types of data and tools they have available within their system.
- Existing school data, broadband rating scales, and narrowband rating scales may be used to conduct outcome evaluations. Specific examples of outcome evaluation methods are described in the ***POWER Program Data-Based Decision-Making Guide***.



## Deciding Whether Continued/More Intensive Interventions Are Needed

When students' progress and outcome monitoring results suggest they have not adequately responded to the POWER Program despite high-fidelity implementation, consider (a) providing one or more POWER Program individual meetings, (b) referring the student to receive an alternative or modified Tier 2 intervention, and/or (c) referring the student to receive a Tier 3 level of support.

Please see the ***POWER Program Data-Based Decision-Making Guide*** for additional guidance on planning and coordinating data systems to accompany and inform your implementation of the POWER Program.

# Implementation Tips

## Before Starting a Group

- ✓ **Collaborate with teachers to identify a good time to hold your group meetings.** To successfully implement all group meeting components, you will need to allocate at least 35 minutes to group instruction. Building in time for transitions and group management, you should expect group meetings to take between 40 and 45 minutes. Ensure students are not consistently missing critical instructional periods or preferred periods in the day. You do not want attending group to put students behind academically or feel like punishment!
- ✓ **Reserve a private, quiet place to hold your group meetings.** This might be an empty classroom, a school office, or a quiet area of the library or cafeteria. You will want this location to be private to help students feel comfortable talking about their feelings. You will also want this location to be quiet and free of distractions so students can focus on instruction, discussions, and practice opportunities.
- ✓ **Prepare POWER Program physical materials.** Review the format and features of this Implementation Manual and organize materials in a way that will be easy and efficient to use during group meetings. For example, you can organize materials within a binder:
  - Print and hole-punch the Implementation Manual pages
  - Place these pages in a binder
  - Use labeled pocket dividers to separate Group Meeting scripts
  - Laminate Group Meeting visuals or place them in sheet protectors
  - Store laminated/sheet-protected group meeting visuals in a divider pocket alongside each Group Meeting script
  - Prepare Student Books and Challenge Sheets for each student
  - Store student materials in the appropriate divider pocket
- ✓ **Develop a plan for making up missed group meetings.** It is realistic to expect that students will not be in attendance for every scheduled group meeting, but it is also important that students access all content and activities across the program. How will you catch students up when they miss a meeting? Will you add them to a group meeting at another time? Implement the meeting with them individually? Start crafting a plan now.

## Before Each Group Meeting

- ✓ **Communicate to students and staff when and where your group meetings will occur.** Consider providing hall passes to students to remind them of the group meeting schedule.
- ✓ **Arrange your group meeting environment for success.** Ensure you have a desk or tablespace and seat for each student in your group. If possible, arrange desks or tables in a U shape, with students facing in toward the middle of the U. This arrangement will facilitate group discussion and allow you to actively supervise students throughout your group meeting.

- ✓ **Prepare name tents and assign seats.** Even if you already know the names of all students in your group, using name tents can be helpful in two ways. First, students in your group might not know all the other participating students. Second, using name tents is an easy way to assign seats and communicate about seat assignments. Place name tents so that they point to the outside of the U, in the direction of students' seats, so students can find their seat as they enter the space. Then, prompt students to turn their name tent toward the middle of the U and push it to the edge of their desk or tablespace.
- ✓ **Collect and prepare all necessary Group Meeting-specific materials.** Each Group Meeting Plan includes a "Group Meeting at a Glance" box, which includes a list of Group Meeting Materials. Have all materials—and enough materials for all students—ready to go before starting your group meeting.
- ✓ **Prepare a publicly displayed Group Meeting Agenda.** Each Group Meeting Plan includes a "Group Meeting at a Glance" box, which includes a Group Meeting Agenda. To help yourself stay on track and help your students understand what each group meeting will entail, post the Group Meeting Agenda in a public location. You might write it on a whiteboard, a poster board, or chart paper. You might project it or present it on a SMART Board. Refer back to the Group Meeting Agenda as you transition between activities.

## During Each Group Meeting

- ✓ **Teach the school-wide expectations.** Each Group Meeting Plan includes a review of Group Expectations, which are built around your school-wide expectations. Your review of expectations shouldn't stop there, though. Reference the school-wide expectations as you pre-correct (describe an expected behavior to prevent a challenging behavior from occurring) and correct behavior.
- ✓ **Use the Group Meeting Checklists to keep yourself on track.** At the end of each Group Meeting Plan is the aligned Group Meeting Checklist. This can be used by you or by an external observer. Use this checklist to make sure you're hitting all the important points and activities of each Group Meeting Plan.
- ✓ **Use behavior-specific praise throughout your group meeting.** Behavior-specific praise includes a praise statement, a description of the positive behavior, and the student's/students' name. Behavior-specific praise is a powerful way to recognize and reinforce behavior you want to see more of. Strive for a 4-to-1 ratio of praise statements to corrections (4 praise statements for every 1 correction).
  - Use it to recognize expectation-following behavior during group. Example: "Adrian, thank you for returning to our group meeting so quietly."
  - Use it to recognize knowledge and skill development. Example: "Nice work leading our group in that strategy practice, Lyonna."
- ✓ **Continuously evaluate group progress within your allocated time.** In some cases, you may need more time to implement activities and lead discussions than what is recommended in group meeting plans. In others, you may need to repeat practice opportunities to ensure students are meeting learning objectives. As such, consider splitting sessions or repeating activities as necessary to maximize student learning.

- ✓ **Provide structure during transitions.** During transitional periods of group meetings, such as when distributing materials or introducing a new activity, provide as much structure as possible to keep students on-task and prevent challenging behavior. For example, when passing out materials, prompt students to complete a specific action when they've received their required materials. Provide clear, brief, one-step directions, and offer behavior-specific praise to students following those directions.

## After Each Group Meeting

- ✓ **Reflect on the group meeting to identify celebrations and challenges.** What went well? What did not go so well? What, if any, changes will you make to your next group meeting to more effectively engage students, promote their learning and practice, and/or facilitate discussion? Use the Attendance and Reflections Log to document your thoughts!
- ✓ **Reflect on individual student progress through the program.** Are students reaching group meeting learning objectives? Are students demonstrating improvements or increases in symptoms and impairment?
  - For students needing more support, consider scheduling one or more individual meeting(s) to accompany POWER Program group meetings. Consider also using individual meetings to address student-specific topics of interest and relevance that may not be appropriate (given nature or sensitivity) or feasible (given time restrictions) to address in group meetings.
  - For students needing more support, consider also or alternatively scheduling brief daily “check-out” meetings with individual students at the end of their school day. Use the Emotion Monitoring Log from the Student Book and follow this general check-out process:
    - Step 1: Positively greet the student.
    - Step 2: Prompt the student to complete their daily emotion monitoring log.
    - Step 3: Summarize the student's emotion monitoring ratings.
    - Step 4: Support the student in processing factors that impacted their day (positive and/or negative factors).
    - Step 5: When indicated, support the student in problem-solving and/or planning for future challenges.
    - Step 6: When indicated, remind the student of strategies from POWER Program group meetings.
    - Step 7: When indicated, guide practice and/or role play of student-selected strategy.
    - Step 8: End the interaction on a positive, encouraging note

# POWER Program

## Attendance and Reflections Log

Student Name	Emotion Goals		Group Meeting Attendance								
	Increase	Decrease	1	2	3	4	5	6	7	Booster	
Group Meeting	What went well?		What did not go well?				Recommendations for future meetings				
1											
2											
3											
4											
5											
6											
7											
Booster											



# Group Meeting 1: Introduction to the POWER Program

## Group Meeting at a Glance

**Objectives:** Students will...

- ✓ Describe the purpose of the POWER program.
- ✓ Develop norms for group meetings.
- ✓ Explain how everyone encounters stress and unpleasant emotions.

**Materials:**

1 Per Student

- Notecard
- Student Book
- Writing utensil
- Optional:* Name tag or name tent
- Week 1 Challenge Form (see Challenge Book)

1 Per Group

- Agenda (written or projected in a location visible to students)
- Group Expectations poster (posted/displayed where it can be viewed and written on)
- Optional:* Either ball of yarn or bag of multi-colored candy/snacks approved by the school nurse (depending on activity of choice for group cohesion activity)

**Agenda:**

1. Group Welcome (2 min.)
2. Opening Activity: Two Truths and A Lie (5 min.)
3. Group Purpose, Expectations, and Norms (10 min.)
4. Group Cohesion Activity (5 min.)
5. Exploring Motivation for Change (10 min.)
6. This Week's Challenge and Wrap-Up (3 min.)



## Group Welcome (2 min.)

*Before students arrive, on a notecard write two truths and one lie about yourself. Make sure these facts are appropriate to be sharing and disclosing with students.*

*Individually welcome each student as they enter the room. If you are new to the student, briefly introduce yourself and let them know that you're looking forward to getting to know them.*

*Optional: Hand each student a name tag and/or name tent. Direct them to write their preferred name and pronouns on the name tag/tent and to display it appropriately (i.e., either on their shirt or in front of them at their desk/table spot).*

*Distribute one Student Book, notecard, and writing utensil to each student.*

**Welcome, everyone! I'm happy to see you all made it to our group today. I'm looking forward to telling you more about what our group will be doing. But first, I want to make sure we get to know one another.**

**I just handed you a blank notecard and something to write with. On the notecard, please write two facts that are true about you and something that is not true. You can write them in any order. Keep these to yourself for now. In just a few moments we will share them, and everyone will try to guess which one is the lie.**

## Opening Activity: Two Truths and A Lie (5 min.)

**Now that everyone has written down three things on the notecard, we can start the activity. When it's your turn, please introduce yourself. Say the name and pronouns you'd like us to use, and then read the two truths and one lie you wrote about yourself on your notecard. The rest of us will guess which of the three statements is the lie.**

**I'll go first. Introduce yourself.**

- *Say the name students should call you.*
- *Say the pronouns you'd like students to use for you.*
- *Briefly describe your role in their school (like what else you do in the school).*

**This is how we'll play Two Truths and A Lie. When it's your turn, you'll say a number before you read each statement (number 1, number 2, number 3). Then the rest of us will show, using our fingers, the number statement that we think is the lie. Like this:**

- **1:** *Read the first statement you wrote on your card.*
- **2:** *Read the second statement you wrote on your card.*
- **3:** *Read the third statement you wrote on your card.*
- **1, 2, or 3—which one is the lie? Go ahead and vote using your fingers.**
- *Give students a few seconds to vote.*
- *Share which statement was actually the lie. Briefly elaborate on your two truths.*

*Call on a student to go next. Continue until all students have introduced themselves.*

## **Group Purpose, Expectations, and Norms (10 min.)**

**Now that we've all been introduced, we can discuss the burning question: Why are we here?**

**Our group is meeting is for a program called Positive Outcomes With Emotion Regulation. Write this phrase on the Agenda. Who can tell me—what is “emotion regulation?” What does that mean?**

*Provide wait time. Call on 1–2 student volunteers to answer. If no students volunteer, proceed—this is still a new group, and students may be hesitant to share.*

**“Emotion regulation” is our ability to control our emotions. It includes skills and strategies that affect what feelings we have, how long we have those feelings, how intensely we experience those feelings, and what we think and do when we have those feelings.**

**Everyone has emotion regulation skills, and everyone struggles with emotion regulation sometimes, too. That's a part of being human.**

**In this small group, we'll work together to learn, practice, and apply emotion regulation skills—to get Positive Outcomes With Emotion Regulation.**

**When you put the first letters of each of those words together, you get a new word. Underline the first letter of each word in the POWER phrase on the Agenda. What new word do you get?**

*Provide wait time. Call on a student volunteer to answer. If no students volunteer after sustained wait time, write (or start writing) “POWER” on the agenda.*

We get the word “POWER!” from the words “Positive Outcomes With Emotion Regulation.” “POWER” is much easier and faster for us to say, so we can call this group our “POWER” group.

By calling this our POWER group, we will also remind ourselves that we have the power to choose what to do about our emotions. We have the power to choose what we think and how we act. Learning and practicing emotion regulation skills will help give us even more power.

As a POWER group, we will meet about once a week for the next 6 weeks, at *(time/day of week/cycle, etc.)* for one class period. When you are in the group, we hope you feel comfortable participating and discussing the different topics as we move through each group meeting. Our goal as a group is to develop more power to regulate, or control, our emotions. You will have the opportunity to learn different strategies to manage emotions as well as thoughts and behaviors related to different emotions.

In each POWER group meeting, we will use an agenda like this *(gesture to Agenda)* to help us see what is planned for that day.

- *Point to Item 1 on the Agenda.* We already completed our Group Welcome...
- *Point to Item 2 on the Agenda.* ...and our Two Truths and a Lie game.
- *Point to Item 3 on the Agenda.* We’re now on this third item: Our group purpose, expectations, and norms.

You can think of this agenda as our roadmap. During each group meeting, you can look at this agenda to see what topics will be coming up and what we’ll be doing.

In each POWER group meeting, we will also use these Student Books *(display a Student Book)*. You each have a Student Book in front of you. Go ahead and write your name on that front cover now. We will use Student Books in each group meeting to help you complete different activities and reflections. You’ll be able to take your Student Books with you when our group ends. We won’t be using our Student Books right now. We’ll use them later, so you can set them to the side for now.

*Optional Discussion: If students need more information or more time to discuss the purpose of the group, consider asking some of the following discussion questions:*

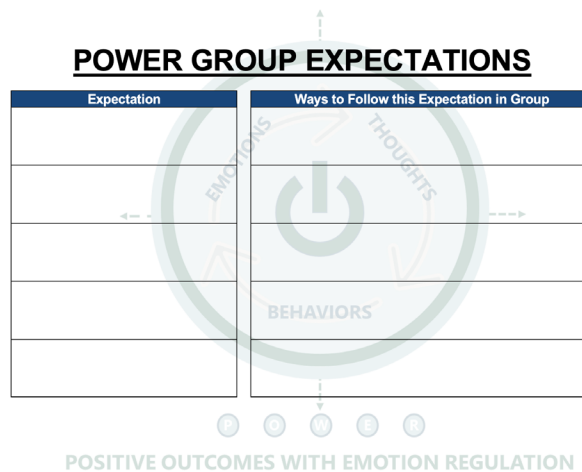
1. *Why do you feel like emotion regulation would be beneficial to you?*
2. *What does emotion regulation mean to you?*
3. *If you had to describe how you currently regulate your emotions, how would you describe it? (For example, other students have described themselves as a “light switch” or a “shaken soda bottle.”)*

Now it's time for us to decide how we want to run this group. In general, we have found it's helpful to have some ground rules established before we start. That helps everyone be on the same page. We can call these ground rules our "group norms."

*If you are leading this in a school that implements positive behavioral interventions and supports (PBIS): And we can choose "group norms" that fit within our school-wide expectations.*

*If you are leading this in a school that does not implement positive behavioral interventions and supports (PBIS): And we can choose "group norms" that fit within just a few different categories.*

**Who would like to volunteer to be our note-taker?** *Call on a student. Hand that student a writing utensil to record norms on the expectations poster. If no student volunteers, record the group's ideas yourself.*



**Okay, here are our general expectations** *(read the school-wide expectations or the expectation categories you chose for the group).* **What are some ground rules we'd like to set for our POWER group within these expectations?** *Call on students to share. Record/prompt the student volunteer to record these norms on the poster.*

*Norms for the group might include the following (revised as needed to be in line with language familiar and developmentally acceptable to students):*

- Use respectful language
- Arrive on time
- Have a positive attitude
- Take turns talking
- What we say in group, stays in group

*This last norm, related to confidentiality, is crucially important and must be defined for group members. Be sure to emphasize the limits of confidentiality while discussing how important it is to keep other students' involvement private.*

**What we say in group, stays in group: This applies to all of us. If someone shares something private or personal about their own experience or life, they must be able to trust us that we will not talk about that private or personal information to people outside of our group. Decide what to share in group recognizing that we cannot control what others will say.**

**Now, there are a few exceptions to this rule. If someone shares something related to being unsafe or in danger, or putting others in danger, I may need to share that information with other adults to help keep you and others safe. As long as information is not related to a safety concern, then I will keep that information private and confidential. You will be responsible for keeping other people's information private and confidential at all times. This means that if another member of the group shares a personal experience during our time together, once we leave the group meeting, you will not share that experience with others outside the group. While I, as the group leader, can guarantee confidentiality with the exceptions I mentioned, I cannot guarantee it completely when it comes to the other group members. So please keep this in mind as you think about what you would like to share.**

**Of course, you may want to talk to your family, friends, or teachers about things you are learning in our POWER group. That can be really helpful, and I very much encourage it! As long as you are not sharing other people's information, you can certainly talk to others about what you learn in our POWER group.**

**What questions do you have about this? Provide wait time. Respond to student questions.**

*After finalizing the expectations poster, verbally review the expectations and specific norms before moving on.*

### **Group Cohesion Activity (Optional – 5 min.)**

*Optional: If your students already know each other well OR if your timing does not allow for this activity, the group cohesion activity can be skipped. Consider the dynamic between the students participating in the group before deciding to skip this activity.*

**Point to Item 4 on the Agenda. Our next activity will give us another chance to get to know each other a bit better.**

*Choose one of the following group cohesion activities (or one of your own choosing that helps create group cohesion and supports students getting to know each other).*

### **Create a Web:**

- *Choose an icebreaker/prompt, such as one of the following:*
  - *If I had a million dollars, I would...*
  - *If I had to sing one song for karaoke, it would be...*
  - *If I could eat only one meal for the rest of my life, it would be...*
  - *If I were a superhero, I would want my superpower to be...*
- *Hold a ball of yarn.*
- *Respond to the selected prompt.*
- *Toss the ball of yarn to a student while holding onto the end of the string.*
- *Prompt the student to respond to the selected prompt and toss the ball of yarn to another person.*
- *Continue this way until everyone has had at least one turn. You can repeat this with additional prompts as necessary.*

### **Candy Introductions:**

- *Take out the bag of multi-colored candies or snacks.*
- *Pass the candy bag around. Tell students to choose between one and five pieces but not to eat them yet.*
- *Circling through each color, prompt students to share out one fact about themselves for each candy/snack they have of that color, within the following categories:*
  - *Red – My favorite thing to do outside of school*
  - *Orange – My favorite food*
  - *Yellow – Something I watch/listen to*
  - *Green – Something I do well*
  - *Blue – Something I learned last week*
  - *Brown – Wild card (tell us anything)*

## **Exploring Motivation for Change (10 min.)**

*Point to Item 5 on the Agenda. Our last activity for today will help get us thinking about what we want to achieve together in our POWER group. Remember, the purpose of this group is to help us with managing strong emotions in productive ways.*

### **Introduction/Demonstration**

**I'm going to tell a story about a student your age, a student named Alex.**

**Alex hasn't had a good day, and it's been a rough week and year, too. He's stressed. He can't escape negative news stories—about politics, about the environment—it's everywhere.**

**Alex's dad is stressed, too; he just lost his job. His family's house is filled with tension. Alex's mom is maxed out at work, with huge responsibilities and a long commute. Her car is constantly needing new expensive parts. Alex's parents are constantly fighting, and he's worried that they'll get a divorce.**

**But back to Alex: Alex's girlfriend just dumped him. School is overwhelming; his teachers are tough on him. His friends have been needy or unavailable lately. He's having trouble coping....**

**Alex is stressed, but he's learning how to cope with that stress. Alex knows that there's such a thing as good stress, which can get you excited and energetic and focused, but there's also unpleasant stress, which can overwhelm your senses and make you ready to fight a tiger.**

**Alex's learning to use different strategies to cope with his stress. Like:**

- **Fuel, or eating healthier, more nutritious foods**
- **Chill, or getting enough good-quality sleep**
- **Play, like spending time with his friends and playing soccer in the park**
- **Chat, like talking to his uncle**

**Alex is working on life design when he uses these strategies: Designing the life he wants to live to help him manage his stress and thrive.**

## **Guided Discussion**

**What can we learn from Alex's story?**

*Use guided questions below if students are reluctant to share initially:*

- 1) *What did we learn about stress in Alex's story? Is he the only one who experiences stressful situations?*
- 2) *What do you think Alex means by "designing his life" to manage stress?*
- 3) *Do you see any similarities in how Alex handles stress to how you manage stress? How about differences?*

*Encourage student responses, and prompt discussion as needed to cover the following topics:*

- 1) *Everyone has stress.*
- 2) *Everyone handles it differently.*
- 3) *Everyone can make choices ("design their life") to help them manage their stress.*

**This story helps us see how Alex had different types and sources of stress in his life. It also showed us how Alex had different strategies for handling his stress – like Fuel, Chill, Play, Chat, and different things he could do for each of those types of activities. Alex**

could choose to use skills and strategies to help him manage his emotions and feel less stressed.

During our time together in POWER group meetings, I will help you figure out how to manage stress and other major emotions or life situations in ways that work specifically for you...because each of us is different and unique.

**Independent Practice and Reflection**

Think for a moment about Alex’s idea of “designing his own life.” *Pause.*

You can design your own life, meaning that you can decide what you can do to manage your life. There are many things in your life that you have control over that you can change to help you feel better and more successful.

How would you design your life to help you manage stress and other difficult emotions? What strategies could you use or choices could you make that could help managing these strong emotions? How ready do you think you are to make these choices?

*Display a Student Book turned to page 7.*

Week 1: An Introduction to the POWER Program

**Exploring Motivation for Change**

<p style="font-size: x-small;">If you had a magic wand and could “redesign” your life to manage stress what would you do?</p>																					
<p style="font-size: x-small;">How <b>READY</b> are you to try and achieve this?</p>	<table style="width: 100%; text-align: center; font-size: x-small;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td colspan="3">Not at all</td> <td colspan="4">Somewhat</td> <td colspan="3">Extremely</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	Not at all			Somewhat				Extremely		
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Not at all			Somewhat				Extremely														
<p style="font-size: x-small;">How <b>CONFIDENT</b> are you that you can achieve this?</p>	<table style="width: 100%; text-align: center; font-size: x-small;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td colspan="3">Not at all</td> <td colspan="4">Somewhat</td> <td colspan="3">Extremely</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	Not at all			Somewhat				Extremely		
1	2	3	4	5	6	7	8	9	10												
Not at all			Somewhat				Extremely														
<p style="font-size: x-small;">What would happen if you did this? What would change if you did this?</p>																					



**Turn to page 7 in your Student Books.** *Ensure all students have turned to this page; provide positive and/or corrective feedback, as needed.*

**Take a few minutes now to reflect on the questions listed on this page. Go ahead and write your responses and ideas in the spaces provided.**

*Provide time for students to complete the activity. Circle the room and provide prompts and positive feedback for students completing the activity.*



## This Week's Challenge and Wrap-Up (3 min.)

**Before we wrap up today's meeting, I will collect your Student Books so we can use them next time. Collect students' Student Books and writing utensils (if applicable).**

*Point to Item 6 on the Agenda.* **Each week, we will have a Weekly Challenge to complete before the next group meeting. Each challenge will relate to what we discuss in our group meeting.**

**This week, the challenge is for you to bring to our next group meeting a photo of anything you choose. Next week you will have the opportunity to share your photo with the group if you want. The purpose is to get to know you better, so feel free to be as creative as you would like. It might be a photo of a pet, your favorite place, you, or even your favorite food. If you can't bring the actual photo either physically or digitally, then you can instead tell us about it!**

**To help you remember to complete our Weekly Challenges, each week I'll give you a Weekly Challenge form that describes the activity.**

*Display Week 1 Challenge form.*

### Week 1 Challenge

Choose a photo of something you'd like to share with the group during the next group meeting!  
It might be a photo of a pet, your favorite place, you, or even your favorite food.  
If you can't show a physical or virtual picture of this thing, you can tell the group about this thing.



Check when completed:

I packed the picture I'd like to share with the group. If I don't have a picture, I thought of something I'd like to tell them about, instead.

**Alright, let's make sure we've got this. Call on a student. What's our Weekly Challenge for this week? Provide positive and, if necessary, corrective feedback. Be sure to emphasize that students can bring a physical or digital copy of a photo of a person or thing of their choice, or can simply verbally share with the group about a photo they wanted to bring.**

**This week we learned what this group is all about. We also learned that all of us experience stress and unpleasant emotions, and we all manage that stress and those**

**emotions in different ways. Next week, we'll learn more about different types of emotions and how to recognize them.**

**Thank you for coming to our group meeting this week!** *Provide students with feedback on their behavior and progress in the group meeting. Be sure to provide more positive than corrective feedback and end on an encouraging note.*

**Remember to bring a photo of your choice to share at our next group meeting!** *Tell students the date and time of the next group meeting.*

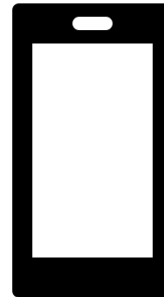
*Hand each student one Week 1 Challenge form before dismissing them from group.*

# POWER GROUP EXPECTATIONS

Expectation	Ways to Follow this Expectation in Group

## Week 1 Challenge

*Choose a photo of something you'd like to share with the group during the next group meeting!*  
*It might be a photo of a pet, your favorite place, you, or even your favorite food.*  
*If you can't show a physical or virtual picture of this thing, you can tell the group about this thing.*



Check when completed:

- I packed the picture I'd like to share with the group.** If I don't have a picture, I thought of something I'd like to tell them about, instead.

# POWER Program

## Group Meeting 1 Checklist

### Instructions:

- If you are **observing another person's implementation**, follow along in the manual's group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Group Meeting Component	Implemented?		Notes
	Yes	No	
<b>Group Welcome</b>			
1. Distributed Student Book, notecard, and writing utensil to students			
2. Welcomed students to group			
<b>Opening Activity: Two Truths and a Lie</b>			
3. Led Two Truths and a Lie activity			
<b>Group Purpose, Expectations, and Norms</b>			
4. Defined "emotion regulation"			
5. Described the purpose and format of group meetings			
6. Introduced the group meeting agenda			
7. Introduced the Student Book			
8. Led discussion of group expectations and norms			
9. Defined expectations for confidentiality			
<b>Group Cohesion Activity</b>			
10. Led one group cohesion activity			
<b>Exploring Motivation to Change</b>			
11. Read vignette about Alex			
12. Led discussion on Alex's story			
13. Supervised students in completing the Student Book reflection			
<b>This Week's Challenge and Wrap-Up</b>			
14. Collected Student Books			
15. Introduced the concept of the Weekly Challenge			
16. Explained this week's Challenge			
17. Assessed students' comprehension of the Weekly Challenge			
18. Summarized group meeting content			
19. Reminded students of the Weekly Challenge			
20. Distributed Week 1 Challenge Form			



# Group Meeting 2: Recognizing and Labeling Emotions

## Group Meeting at a Glance

### Objectives: Students will...

- ✓ Identify and describe different types of emotions
- ✓ Set an individual goal related to an emotion
- ✓ Use external clues to determine when others are feeling an emotion
- ✓ Use external and internal clues to determine when oneself is feeling an emotion

### Materials:

#### 1 Per Student

- Student Book
- Writing utensil
- Week 2 Challenge Form (see Challenge Book)

#### 1 Per Group

- Agenda (written or projected in a location visible to students)
- Group Expectations poster
- Your photo or picture from the Week 1 Challenge
- 12 index cards, each labeled with an emotion label from the dimensional emotion model (1 card per label)
- Scotch tape (or similar adhesive)
- Timer/watch

### Agenda:

1. Group Expectations and Agenda (2 min.)
2. Last Week's Challenge (5 min.)
3. The Dimensional Emotion Model (15 min.)
4. Emotion Detective (10 min.)
5. This Week's Challenge and Wrap-Up (3 min.)

## Group Expectations and Agenda (2 min.)

*Display the Agenda and Group Expectations in a location that will be visible to all students.*

*Greet students as they enter the area and settle into their seats. Provide behavior-specific praise related to how students enter the area and/or follow your directions. Hand each student their Student Book.*

**Welcome back to our POWER group! Let's review our group expectations. Point to Item 1 on the Agenda and gesture toward the Group Expectations poster.**

*Call on one student to lead this review. [Student name], **go ahead and lead our review of our group expectations, please.** Support the student in verbally presenting the group norms for each expectation. Provide prompts and answer questions as applicable. Provide positive and, if necessary, corrective feedback.*

*Repeat until all school-wide expectations have been reviewed.*

*Gesture toward the Agenda. **Alright everyone, here's our game plan for today:***

- *Point to Item 2 on the Agenda. **To get us started today, we will review Last Week's Challenge.***
- *Point to Item 3 on the Agenda. **After that, we will learn a bit about identifying and naming emotions that we have.***
- *Point to Item 4 on the Agenda. **Then, we will talk about different clues that we have that tell us how we are feeling about a situation.***
- *Point to last Item on the Agenda. **To wrap up our group, we will discuss the next Weekly Challenge.***
- ***Any questions before we move ahead? Provide wait time. If applicable, answer student questions.***

## Last Week's Challenge (5 min.)

*Point to Item 2 on the Agenda. **For last week's challenge, I asked you to bring a photo or picture of something related to you.***

***I'll go first.** Share a photo or picture of something related to you. Ensure it is appropriate to disclose and discuss with students.*



Let’s look at what you all brought! You only need to share if you would like, so please raise your hand if you would like to share with the group. Call on students to share what they brought. If students did not physically bring something, ask them to share something verbally instead. Acknowledge all responses and provide positive feedback for participation.

**The Dimensional Emotion Model (15 min.)**

Point to Item 3 on the Agenda. Next we will talk about different types of emotions.

**Introduction/Demonstration**

Turn in your Student Books to page 8. Display a Student Book turned to this page.

Week 2: Recognizing and Labeling Emotions

**The Dimensional Emotion Model**

Situation	Type
You just learned you did really well on your math test.	
None of your friends are at lunch with you today.	
You dropped your books in the hallway between classes.	
You're eating your favorite food.	
You don't want to talk to anyone today.	
You found a present on your desk.	
You think your friends are talking about you.	
You love what you are wearing today.	

Cross out one emotion in this model you would like to decrease, and circle one emotion you would like to increase. On the next page, circle the emotions you have chosen. Then add any other notes/ideas in the space provided.

The POWER Program | Page 8

Ensure all students are turned to the correct page in the Student Book. Provide positive/corrective feedback.

On this page, you’ll see a diagram. In our POWER group, we’ll call this the “dimensional emotion model.” That’s a good name for it because this model helps us see how there are different dimensions—or characteristics, or features—of the emotions we experience.

As people, we all have different dimensions. For example, you might be funny, or kind, or patient, or smart, or sporty. Emotions have different dimensions, too. There are two primary dimensions that emotions have that can affect us in really big ways.

The first dimension is whether the emotion is pleasant or unpleasant. Display a Student Book turned to this page and point to the horizontal axis. Does the emotion feel good or bad to you? Is the emotion enjoyable or not enjoyable? On the right side of this diagram, we have emotions that are pleasant (that feel good or enjoyable).

On the left side of this diagram, we have emotions that are unpleasant (that feel bad or unwelcome).

The second dimension is whether the emotion is **activating or deactivating**. *Display a Student Book turned to this page and point to the vertical axis. Does this emotion increase or decrease your energy? Does it increase or reduce your activity? Does it seem to amp you up or slow you down? On the top half of this diagram, we have emotions that are activating (increase energy and activity). On the bottom half of this diagram, we have emotions that are deactivating (decrease energy and activity).*

When we put these two dimensions together, we see that there are four different categories of emotion according to our dimensional emotion model (*display a Student Book turned to this page*):

- (*Point to the top right quadrant*): **Pleasant, activating emotions**
- (*Point to the top left quadrant*): **Unpleasant, activating emotions**
- (*Point to the bottom left quadrant*): **Unpleasant, deactivating emotions**
- (*Point to the bottom right quadrant*): **Pleasant, deactivating emotions**

On this diagram, we see some example emotions organized in each category. This diagram doesn't include every emotion that you might experience. As we continue with our POWER group meetings, you might identify other emotions that you commonly experience, and you may add those to your diagram.

### Guided Practice

To help us better understand these categories, let's practice. I'll describe a situation, and your job will be to think about the emotion you think you'd experience and the type of emotion that would be. As we go, you will record the category of emotion—an up or down arrow, with a smiley or sad face—in the table on page 8 of your Student Book.

As we do this activity, keep in mind that we are all unique people who may have different emotional experiences. Some of us might experience the same type of emotion in the same situation, and others might experience a different type of emotion in that situation. That's okay. As we move forward, think about how this situation would feel for you.

*Read the following situations aloud. For each situation, call on 1–2 students to (a) name the emotion they would expect to experience and (b) that emotion's type (1, 2, 3, or 4 with reference to the diagram). Elaborate upon student responses and encourage participation. Provide positive and corrective feedback.*

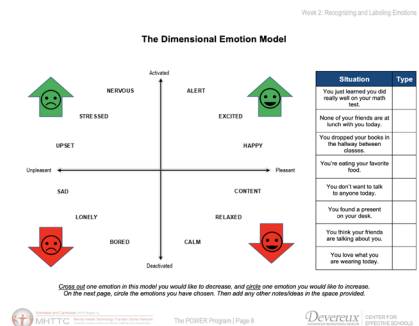
*Discuss at least 4 situations, more if time permits.*

Situations:

- 1) You just learned you did really well on your last math test. *(Likely pleasant and activating)*
- 2) None of your friends are at lunch with you today. *(Likely unpleasant and deactivating)*
- 3) You dropped your books in the hallway in between classes and in the middle of a large crowd. *(Likely unpleasant and activating)*
- 4) You are eating your favorite food. *(Likely pleasant and deactivating)*
- 5) You don't want to talk to anyone today. *(Likely unpleasant and deactivating)*
- 6) You found a present on your desk. *(Possibly pleasant/unpleasant and activating)*
- 7) You think your friends are talking about you. *(Possibly unpleasant/pleasant and activating)*
- 8) You love what you are wearing today. *(Possibly pleasant and activating/deactivating)*

**Independent Practice and Reflection**

Look again in your Student Books on that same page, page 8. Display a Student Book turned to this page.



Ensure all students are turned to the correct page in the Student Book. Provide positive/corrective feedback.

You will use this page to identify your own goal related to emotions, a goal that is specific to you. This is the goal that you'll be working toward and focusing on throughout our POWER group—and remember, POWER stands for Positive Outcomes With Emotion Regulation. By setting goals related to the emotions you want to experience more of and less of, you'll help yourself design the life you'd like to lead.

Take a couple minutes to independently reflect on your own experiences and potential goals.

- Think specifically about one emotion you'd like to decrease, or experience less of, and one emotion you'd like to increase, or experience more of. Once you've identified those emotions, on page 8, cross out the emotion you'd like to decrease, and circle the one you'd like to increase.

- Then, continuing to the next page, or page 9 of your Student Book, circle your final emotion goals, and use the blank space at the bottom of this form to write about anything else you'd like to remember or achieve by participating in our POWER group.

Week 2: Recognizing and Labeling Emotions

**My Emotion Goal**

Feeling less (circle one):

Bored   
 Lonely   
 Sad   
 Upset   
 Stressed   
 Nervous   
 Something else: \_\_\_\_\_

And feeling more (circle one):

Calm   
 Relaxed   
 Content   
 Happy   
 Excited   
 Alert   
 Something else: \_\_\_\_\_

Notes:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

MHTTC Michigan Health Training Center   
 The POWER Program | Page 9   
 Devereux CENTER FOR EFFECTIVE SCHOOLS

Provide time for students to complete the activity. Circle the room and provide prompts and positive feedback for students completing the activity.

Next, turn to page 2 of your Student Book. Display a Student Book turned to this page.

**Emotion Monitoring Log**

Meeting	Write today's date.	Mark along the line how much of the past week you felt	Mark along the line how much of the past week you felt
2	_____		
3	_____		
4	_____		
5	_____		
6	_____		
7	_____		

MHTTC Michigan Health Training Center   
 The POWER Program | Page 2   
 Devereux CENTER FOR EFFECTIVE SCHOOLS

Ensure all students are turned to the correct page in the Student Book. Provide positive/corrective feedback.

Using this page, we will take some time at the beginning of each group meeting to think about how much of the past week we have felt different emotions. We will do this each group meeting to monitor our emotions as the group moves forward.

Write down the emotion you want to decrease in one space, and write down the emotion you want to increase in the other space.

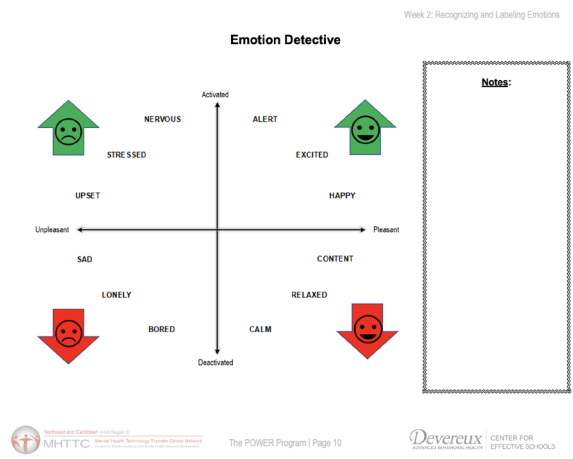
Take a minute and think about this past week, and look at the graph lines for that first row, Group Meeting 2. Think about how much of this week you felt that way for each emotion, and mark along the line how much of the past week you felt that way.

Provide time for students to complete the activity. Circle the room and provide prompts and positive feedback for students completing the activity.

**Emotion Detective (10 min.)**

Point to Item 4 on the Agenda. Now let's dive a little deeper into figuring out how to know when we are experiencing one of these emotions.

Turn in your Student Books to page 10. Display a Student Book turned to this page.



Ensure all students are turned to the correct page in the Student Book. Provide positive/corrective feedback.

Have any of you played Hedbanz before? *Pause.* This is a game where each person wears a word or image on their head that they can't see but other people can. They need to guess what that word or image is. We'll play a game like that. But instead of wearing a headband, you'll have a card on your back. I'll tape it to your shirt using this tape. *Display the cards and tape.*

As I give each of you a card, be sure not to tell others what their card says. Go around to each student, taping one card to each student's back.

When it's your turn, you'll stand up and turn around to show everyone what emotion you have on your back. Once we see your emotion, you can turn back around. The rest of us will have 30 seconds to give you clues about that emotion. We can tell you clues about that emotion or act out clues about that emotion. Our clues can be related to behaviors or physical sensations that are related to that emotion.

Let's practice.

- *Tape a card to your back.*
- *Turn around so your back is facing the group. Take a moment to read my emotion—but don't say it!*
- *Turn around so you are facing the group.*
- **Now think about the clues you can give me about my emotion. You can tell me clues or act out clues. Your clues can be related to behaviors or physical sensations. Pause for about 10 seconds.**
- *Prepare your timer.*
- **Go ahead! Start your timer.**
- *Listen to and observe students' clues. Provide prompts, redirections, and reminders as necessary to reinforce game rules. Make emotion guesses based on clues provided, stopping after 30 seconds.*
- *Reveal the emotion if you did not guess it correctly.*
- **Now, take a few moments to record the clues you heard and saw for this emotion in your Student Book. Display a Student Book. Provide about 20 seconds for students to complete this activity.**

*Repeat this process for each student. Continue with game play until all students have gone.*

**Was it easy or hard to guess the emotion based on others' clues? Why?** *Call on students to respond. Elaborate upon student responses, providing positive encouragement for participation.*

**Even when we're not playing a game and working as a team, we can look for clues about others' emotions.**

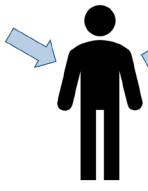
**We can look for clues about our own emotions, too. The way we act or behave can help us identify how we are feeling. Those are called external clues, or clues that others can see, too. The way our body feels can also help us identify how we are feeling. Those are called internal clues, or clues that others cannot see but we can experience.**

**Turn to the next page in your Student Book, to page 11. Display a Student Book turned to this page.**

**Emotion Detective**

**Common "Internal Clues"**


- Face feels warm/hot
- Heart beats faster
- Hands or feet feel cold
- Shivers
- Muscle tension
- Nausea
- Headaches
- Tiredness
- Lump "stuck" in throat
- Sweaty palms
- Butterflies in stomach
- Dizziness
- High or low energy




**Common "External Clues"**

- Smiling or laughing
- Flushing
- Clenched fists
- Yelling or raised voice
- Red face
- Crying
- Eyes closed
- Crossed arms
- Quiet or withdrawn
- Breathing hard
- Pacing
- Walking away or leaving
- Sleeping

Emotion Goal	Internal Clues: <i>What does the emotion feel like?</i>	External Clues: <i>What does the emotion look like, or what are you doing?</i>



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*Ensure all students are turned to the correct page in the Student Book. Provide positive/corrective feedback.*

**On this page, we see common external and internal clues listed for different types of emotion. These are external and internal clues that different people might have, but not all people will have the same external and internal clues. Your clues may be different from those of the person sitting next to you.**

**The first thing I'd like you to do is write down your emotion goals. You set one goal related to increasing an emotion and another goal related to decreasing an emotion. Take a few moments now to remember what those emotion goals are. Then, write those emotions in the space provided on the bottom. Provide about 20–30 seconds wait time. Circulate among students to ensure everyone has identified the two emotion goals they previously set.**

**Now that you've recalled your emotion goals, spend some time thinking about your external and internal clues related to each emotion. For example, if I set a goal of feeling less stressed and feeling more relaxed, I would consider how I behave and how my body feels when I am stressed, and then how I behave and how my body feels when I am relaxed.**

**Go ahead and start: Consider the external and internal clues that apply to you and your two emotion goals. Then, write your external and internal clues that apply to you in the provided space.**

*Provide time for students to complete the activity. Circle the room and provide prompts and positive feedback for students completing the activity.*













**This Week's Challenge and Wrap-Up (3 min.)**

Before we wrap up today's meeting, I will collect your Student Books so we can use them next time. *Collect students' Student Books and writing utensils (if applicable).*

Point to Item 5 on the Agenda. **Let's talk about this week's challenge.** *Display Week 2 Challenge Form.*

**Week 2 Challenge** ▶▶

Choose a song that's related to your emotion goal!

<b>My emotion goal:</b>						
<small>Feeling less (circle one):</small>						
 Bored	 Lonely	 Sad	 Upset	 Stressed	 Nervous	<small>Something else:</small> _____
<small>And feeling more (circle one):</small>						
 Calm	 Relaxed	 Content	 Happy	 Excited	 Alert	<small>Something else:</small> _____
<b>A song that makes me feel this way:</b>						

This week's challenge is to think about and pick a song that relates to your emotion goal. For example, if part of your goal is to feel more calm, think about a song that helps you calm down. If part of your goal is to feel more excited, think about a song that helps you feel more excited. Remember that song title and bring it to our group meeting next week. Next week you will have the opportunity to share your song with the group if you would like.

Okay, let's make sure we understand. *Call on a student. What's our Weekly Challenge for this week? Provide positive and, if necessary, corrective feedback.*

This week we learned about the dimensional emotion model—about how emotions can be pleasant or unpleasant and can activate us or deactivate us. We also discussed different ways we can detect our emotions: By looking at our actions and considering our body sensations. Next week, we'll learn ways to manage our emotions by taking different types of action.

Thank you for coming to our group meeting this week! *Provide students with feedback on their behavior and progress in the group meeting. Be sure to provide more positive than corrective feedback and end on an encouraging note. Remember to bring the name of a song related to your emotion goal to share at our next group meeting! Tell students the date and time of the next group meeting.*

*Hand each student one Week 2 Challenge form before dismissing them from group.*



## Week 2 Challenge



Choose a song that's related to your emotion goal!

### My emotion goal:

Feeling less (circle one):



Bored



Lonely



Sad



Upset



Stressed



Nervous

Something else:

\_\_\_\_\_

And feeling more (circle one):



Calm



Relaxed



Content



Happy



Excited



Alert

Something else:

\_\_\_\_\_

### A song that makes me feel this way:

# POWER Program

## Group Meeting 2 Checklist

### Instructions:

- If you are **observing another person's implementation**, follow along in the manual's group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Group Meeting Component	Implemented?		Notes
	Yes	No	
<b>Group Expectations and Agenda</b>			
1. Distributed Student Books			
2. Facilitated student-led review of group expectations			
3. Reviewed group meeting agenda			
<b>Last Week's Challenge</b>			
4. Led discussion/sharing of last week's challenge			
<b>The Dimensional Emotion Model</b>			
5. Introduced the dimensional emotion model			
6. Guided students in identifying emotion quadrants for at least four scenarios			
7. Directed students to complete the goal-setting activity in the Student Book			
<b>Emotion Detective</b>			
8. Introduced the topic of emotion clues through <u>either</u> the music video or game			
9. Defined external and internal clues			
10. Directed students to complete the clues activity in the Student Book			
<b>This Week's Challenge and Wrap-Up</b>			
11. Collected Student Books			
12. Explained this week's Challenge			
13. Assessed students' comprehension of the Weekly Challenge			
14. Summarized group meeting content			
15. Reminded students of the Weekly Challenge			
16. Distributed Week 2 Challenge Form			



# Group Meeting 3: Relaxation and Behavioral Activation

## Group Meeting at a Glance

### Objectives: Students will...

- ✓ Communicate the rationale for using relaxation strategies to manage unpleasant, activating emotions and behavioral activation strategies to manage unpleasant, deactivating emotions.
- ✓ Identify and independently demonstrate the steps to using relaxation strategies.
- ✓ Identify and independently demonstrate positive replacement behaviors for behavioral activation strategies.

### Materials:

#### 1 Per Student

- Student Book
- Writing utensil
- Week 3 Challenge form (see Challenge Book)

#### 1 Per Group

- Agenda (written or projected in a location visible to students)
- Group Expectations poster
- Your completed Week 2 Challenge form (see Challenge Book)
- Poster or whiteboard (and corresponding writing utensil)

### Agenda:

1. Group Expectations and Agenda (2 min.)
2. Last Week's Challenge (5 min.)
3. Relaxation Strategy Introduction and Practice (15 min.)
  - a. Deep Breathing
  - b. Muscle Relaxation
  - c. Taking Time
4. Behavioral Activation (10 min.)
5. This Week's Challenge and Wrap-Up (3 min.)

## Group Expectations and Agenda (2 min.)

Display the Agenda and Group Expectations in a location that will be visible to all students.

Greet students as they enter the area and settle into their seats. Provide behavior-specific praise related to how students enter the area and/or follow your directions.

Hand each student their Student Book and prompt them to complete their self-monitoring form (page 2) prior to starting the group meeting.

**Emotion Monitoring Log**

Meeting	Write today's date.	Mark along the line how much of the past week you felt _____	Mark along the line how much of the past week you felt _____
2	_____		
3	_____		
4	_____		
5	_____		
6	_____		
7	_____		

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**Welcome back to our POWER group! Make sure you have completed your Emotion Monitoring Log on page 2 of your Student Book, noting today’s date and filling in the row for Group Meeting 3.**

**Now that everyone is ready, let’s review our group expectations. Point to Item 1 on the Agenda and gesture toward the Group Expectations poster.**

**Call on one student to lead this review. [Student name], go ahead and lead our review of our group expectations, please. Support the student in verbally presenting the group norms for each expectation. Provide prompts and answer questions as applicable. Provide positive and, if necessary, corrective feedback.**

**Gesture toward the Agenda. Alright, here’s our plan for today:**

- **Point to Item 2 on the Agenda. First, we will discuss the Weekly Challenge that you completed for today.**
- **Point to Item 3 on the Agenda. Then, we will learn some new strategies that can help you relax. You will have time to practice some of these strategies and talk about another one.**
- **Point to Item 4 on the Agenda Next, we will talk about a strategy called Behavioral Activation and plan how and when to use this strategy.**
- **Point to Item 5 on the Agenda. To wrap up our group, we will discuss the next Weekly Challenge.**

- **Any questions before we move ahead?** *Provide wait time. If applicable, answer student questions.*

## Last Week's Challenge (5 min.)

*Point to Item 2 on the Agenda. Alright, now we will review last week's group meeting and challenge.*

**Who remembers what we talked about in our last group meeting?** *Call on a volunteer or two to share. If no one volunteers, call on a student who attended the last meeting and who you expect will know the answer. Elaborate on student responses and provide positive feedback for participation.*

**During our last group meeting, we discussed the dimensional emotion model, and how emotions can be pleasant or unpleasant, and can activate you or deactivate you. You all selected a goal of what you wanted to achieve in group, by increasing one emotion and decreasing a different emotion. Then we talked about different clues you can use to identify emotions you are feeling.**













**One type of emotion clues we talked about was external clues. Who remembers what external clues are?** *Call on students to respond. Provide positive feedback for participation. Clarify/elaborate upon answers as needed. Answer: Clues related to what you do or how you look (e.g., pacing, fidgeting, sleeping, crying, frowning, smiling)*

**The other type of emotion clues we talked about was internal clues. Who remembers what internal clues are?** *Call on students to respond. Provide positive feedback for participation. Clarify/elaborate upon answers as needed. Answer: Clues related to your body sensations (e.g., racing heart, tense muscles, sweating, lump in throat, headache, fatigue, lots of or little energy)*

**Our challenge from last week was to think of a song that relates to your goal. So, for example, if you are trying to increase pleasant feelings, you would think about a song that gets you excited and happy.**  
*Share your Week 2 Challenge Form.*

Week 2 Challenge ▶▶

Choose a song that's related to your emotion goal!

<b>My emotion goal:</b>						
Feeling less (circle one):						
						Something else: _____
Bored	Lonely	Sad	Upset	Stressed	Nervous	
And feeling more (circle one):						
						Something else: _____
Calm	Relaxed	Content	Happy	Excited	Alert	
A song that makes me feel this way:						

Briefly explain why you chose the example you did and how it can help you in terms of your emotion goal.

You only need to share if you want to, so please raise your hand if you would like to share with the group. Call on student volunteers to (a) share their example, (b) describe why they chose the example, and (c) explain how it relates to their goal. If they did not complete or return the Week 2 Challenge Form, prompt them to share verbally; for any students who cannot think of an answer right away, give them some more time by calling on another student and then returning to the first student. Provide encouragement and positive feedback to students as they share.

**Relaxation Strategy Introduction and Practice (15 min.)**

This example of choosing a song to help us feel an emotion helps us see how our feelings and behaviors are related. For example, when you listen to a sad song, you may start feeling a bit sad, too, even if you were not feeling that way to begin with. When you listen to a happy song, you may become happier. Listening to a song can help us feel a different way.

This is just one example of how changing our behavior can help us feel a different way. We can use our external and internal clues to identify our emotion. Then, we can choose a strategy to help us meet our emotion goal.

When we spot external and internal clues of unpleasant, activating emotions, we can use relaxation strategies to regulate how we feel and calm down. Today, we are going to focus on three different relaxation strategies. *Point to Item 3 on the Agenda.*

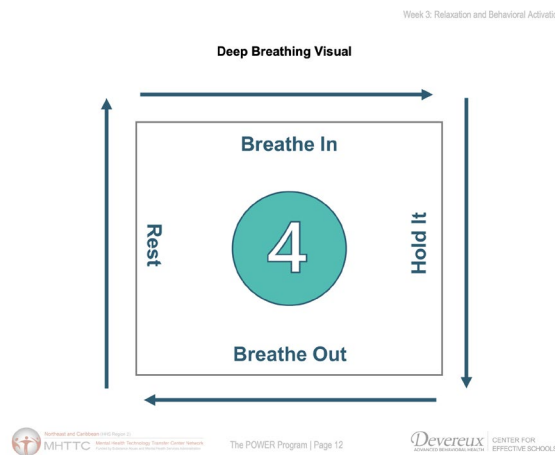
First, we are going to learn and practice **Deep Breathing**. *Point to this item on the Agenda.*

## Deep Breathing: Introduction/Demonstration

We obviously breathe all the time, every day. What's different about Deep Breathing is that you will actually focus on your breathing, and you will count as you breathe to pace your breathing.

When you focus on your breathing and breathe in a slow, thoughtful way, your heart rate slows, and your muscles relax. Because your mind and body are connected, this can help you feel calmer and more relaxed.

Turn in your Student Books to page 12. *Display a Student Book turned to this page.*



*Ensure all students are turned to the correct page in the Student Book. Provide positive/corrective feedback.*

**This page shows a visual of a type of Deep Breathing we will be learning together.**

**To practice effective Deep Breathing, you begin by counting to 4. *Point to one side of the Deep Breathing visual.***

- **On the first 1, you will take a breath by inhaling air deeply through your nose and into your lungs. You will feel air in your nose, and you will feel your lungs and belly expand. This feels like what you do when you smell something good.**
- ***Put your finger on the same side of the box and move your hand across the side. You will count to 4 as you take the breath and then hold it for another count of 4.***
- ***Point to the next side of the box and move your finger along with the next sentence. Then, when you start to count again at 1, you will breathe out, letting all the air out of your belly. You will do this slowly and gently, like when you are blowing on hot food—not forcefully like you are blowing up a balloon or out a candle.***



- *Move your finger along the next side of the box with the next sentence. You will let out the air for 4 seconds.*
- *Move your finger along the last side of the box with this next sentence. Finally, you will rest for 4 seconds before starting again.*

**I will demonstrate for you what this looks like.** *Model the steps of Deep Breathing. As you do this, use one hand to move along the Deep Breathing visual, and rest the other hand on your stomach to help students see your stomach's movement. Repeat this 3 to 4 times.*

### **Deep Breathing: Guided Practice**

**Now we will practice together. First, find a comfortable position. You can close your eyes or maintain a soft gaze. If you notice that there are thoughts crowding your mind, just gently bring your focus back to your breath. Start by placing your hand on your stomach, above your belly button.**

*Display the Deep Breathing visual again. I will begin by counting to 4. Remember, you will begin by inhaling air through your nose. Feel the air in your nose, and feel your lungs and belly expand. Then hold your breath in. This will last for the next 4 seconds. Next, breathe out, noticing the experience of breathing out for the next 4 seconds. For a final count of 4, rest and prepare for the next breath.*

**Let's practice one round.**

- **Breathe in** *pause 2 pause 3 pause 4 pause.*
- **Hold it** *pause 2 pause 3 pause 4 pause.*
- **Breathe out** *pause 2 pause 3 pause 4 pause.*
- **And rest** *pause 2 pause 3 pause 4 pause.*

**Continue your Deep Breathing to my count for the next minute.** *Repeat the counts for 1 minute.*

**Now open your eyes if they're closed. Slowly bring your attention back to our group, away from your breathing, and prepare for our follow-up discussion.**

**How did it feel to use Deep Breathing? Did you notice any changes in your body, like your heart or stomach?** *Allow time for student responses. Call on students to share and acknowledge all responses.*

**Deep Breathing is a great strategy to use when you are feeling unpleasant and activated. You can use it when you notice internal clues, like your body is tense, your heart is racing, your breathing is fast, or your muscles feel tight. You can also use it when you notice external clues, or certain behaviors you do when you are feeling unpleasant and activated.**

## Muscle Relaxation: Introduction/Demonstration

Another good strategy you can try is Muscle Relaxation. *Point to this item on the Agenda.* Muscle Relaxation is when you slowly tense and then relax different muscle groups at a time.

It's always best to start Muscle Relaxation with Deep Breathing. As I said, your muscles relax when you breathe deeply, and we want to start muscle relaxation with muscles that are not tense.

I want to show you what it looks like to tense a muscle.

*Hold a relaxed arm out for the group to see. Look at my arm; right now, it is relaxed. I'll tense the muscles so they are tight, but not so much that they're strained or it hurts.*

*Tense your arm and show the group the tensed muscle. Hold it for about 4 seconds. See, it should look like this. Now, I will relax it. Relax your muscle, letting your arm hang loose.*

## Muscle Relaxation: Guided Practice

We're going to try a Muscle Relaxation exercise now. As we do this, pay attention to how your muscles are feeling. If, at any time, you feel pain or discomfort, please stop and wait until the next muscle is introduced.

Just like we did earlier with Deep Breathing, get comfortable in your chair. You may close your eyes or lower your gaze, whichever is more comfortable to you. We will begin by Deep Breathing. Remember, we are going to use our count of 4 for breathing.

- **Breathe in** *pause 2 pause 3 pause 4 pause.*
- **Hold it** *pause 2 pause 3 pause 4 pause.*
- **Breathe out** *pause 2 pause 3 pause 4 pause.*
- **And rest** *pause 2 pause 3 pause 4 pause.*

One more time. *Repeat once more.*

Pay attention to your feet. Begin to tense your feet by curling your toes up towards the ceiling and stretching the arch of your foot. Hold onto the tension and notice what it feels like.

*Pause for 4 seconds. Release the tension in your foot. Notice what that feels like.*

**Next, bring focus to your lower legs. Tense the muscles in your calves by pointing your toes. Hold them tightly and pay attention to the feeling of tension.**

*Pause for 4 seconds. Release the tension in your lower legs. Notice what that feels like. Continue to take deep breaths.*

- **Breathe in** *pause 2 pause 3 pause 4 pause.*
- **Hold it** *pause 2 pause 3 pause 4 pause.*
- **Breathe out** *pause 2 pause 3 pause 4 pause.*
- **And rest** *pause 2 pause 3 pause 4 pause.*

**Focus on your upper legs. You can do this by squeezing your thighs together. Hold them tightly and feel the tension.**

*Pause for 4 seconds. Release the tension in your upper legs.*

**Next, tense your stomach and chest. You can do this by sucking in your stomach. Squeeze and hold the tension for 4 seconds.**

*Pause for 4 seconds. Release the tension. Notice what it feels like for your body to go limp. Continue to take deep breaths.*

- **Breathe in** *pause 2 pause 3 pause 4 pause.*
- **Hold it** *pause 2 pause 3 pause 4 pause.*
- **Breathe out** *pause 2 pause 3 pause 4 pause.*
- **And rest** *pause 2 pause 3 pause 4 pause.*

**Now tense the muscles in your back by bringing your shoulders together behind you. Hold them tightly. Tense them as hard as you can without straining and keep holding.**

*Pause for 4 seconds. Release your shoulders and all the tension from your back. Feel the tension slowly leave your body. Notice how different your body feels when you allow it to relax.*

**Tense your arms all the way from your hands to your shoulders. Make a fist and squeeze all the way up your arm, from your hand to your shoulder. Hold it.**

*Pause for 4 seconds. Release the tension from your arms and shoulders. Notice the feeling of relaxation in your fingers, hands, arms, and shoulders. Notice how your arms feel limp and at ease.*

**Move up your neck and your head. Tense your face and neck around your eyes and mouth by squinting your eyes shut and scrunching your nose and mouth.**

*Pause for 4 seconds. Release the tension. Again, notice the new feeling of relaxation.*

**Finally, tense your whole body. Tense your feet, legs, stomach, chest, arms, head, and neck. Tense harder, without straining. Hold the tension.**

*Pause for 4 seconds. Now release. Allow your whole body to relax and go limp. Pay attention to the feeling of relaxation, and how different it is from the feeling of tension.*

**Now begin to wake up your body by slowly moving your muscles. Move your arms and legs. Stretch your muscles and open your eyes or look up when you are ready.**

**Open your eyes if they're closed. Slowly bring your attention back to our group, away from your breathing, and prepare for our follow-up discussion.**

**How did it feel to use Muscle Relaxation? What was it like to tense and then relax your muscles?** *Allow time for student responses. Call on students to share and acknowledge all responses.*

**Muscle Relaxation is great way to trick your muscles into relaxing when you feel tense.**

### **Taking Time: Introduction/Demonstration**

**Another strategy we will talk about today is called Taking Time.** *Point to this item on the Agenda.* This is a strategy that you can use when you notice that you are beginning to get upset, nervous, or worried and are in that unpleasant and activated section of the dimensional emotion model. Taking Time is all about taking time for yourself to tune into your emotion and do a behavior that helps you regulate your emotion.

**It's pretty simple: When you notice some external or internal clues that make you think that you may be upset or worried, you can take a break. Even if you stand up and take a quick walk, to go to the bathroom or get a drink, that can help your body calm down. Other ideas are to take a moment to yourself in the back of the classroom or out in the hallway, or even lay your head on your desk.**

### **Taking Time: Guided Discussion**

**Let's make a list of ideas of how you can Take Time, either at home or school.**

*Display a poster paper or whiteboard and something to write with. I already mentioned a walk, getting a drink, going to the hallway, and laying your head down on your desk. So I am going to write these on the list. Write these down.*

**What are some other ideas that could work, either at home or at school?** *Call on students to share ideas. Provide positive feedback for participation. Write down student-offered ideas to generate a list.*

**It is much easier to use Taking Time when you are at home; you can simply get up and go for a walk or get a drink of water. But this can be more difficult at school.**

**It is important for you to talk to your teachers in advance about what may be okay for you to do in their class. As you know, different teachers have different ideas about what is acceptable in their class. Some teachers may let you sit in the back of the classroom. Others may ask you to step in the hallway. Some may let you put your head down for a short time. It will be important for you to work this out with them in advance. You may even want to talk to them about a signal you can use to let them know you want to Take Time or the way they'd like for you to communicate your request to them.**

**What do you think? Does this sound like something that could work for you?** *Allow time for student responses. Call on students to share and acknowledge all responses.*

**What is a way that you would like to Take Time during class?** *Pause for an answer and validate the response.*

- **Has anyone ever used this strategy before in class? If so, how did you work it out with your teacher?** *Allow time for student responses. Call on students to share and acknowledge all responses.*
- **What can you do to make it easier in the future to Take Time in class?** *Allow time for student responses. Call on students to share and acknowledge all responses.*

*Repeat this discussion for 3–4 different strategies.*

## **Behavioral Activation (10 min.)**

### **Behavioral Activation: Introduction/Demonstration**

*Point to Item 4 on the Agenda. Let's move on and discuss a different type of strategy.*

**When we feel unpleasant, deactivating emotions, like being sad, we may start avoiding positive activities. We may instead start engaging in patterns of unhealthy behaviors—of behaviors that are not necessarily unhealthy on their own, but that together are**

unhealthy. These behaviors are typically ones that do not get you moving, active, or socializing with others.

- For example, this might look like not doing things with family or friends and instead sleeping way too much or spending a whole lot of time by yourself in your room.
- As another example, this might look like you avoiding school and a friend's party, and instead watching many hours of TV and eating a lot of food.
- It could also look like you spending a whole lot of time on technology, playing video games or scrolling on social media.

The right amount of sleep, or alone time, or TV, or food, or technology use can be healthy. But when you spend too much time sleeping, being alone, watching TV, eating, or using technology, that can be unhealthy—especially if you are not doing other activities, too.

When we engage in these unhealthy patterns of behavior, we often then feel even worse than we did before. Generally, we wait until we feel better or more motivated before doing something, especially when we feel upset or sad.

This next strategy that we'll learn is called "Behavioral Activation." With Behavioral Activation, instead of waiting to do something until we feel better, we should do that something first to help us feel better. By being activated, which may be doing the opposite of what you may want to do, you may actually start to feel a little better, especially over time.

### Behavioral Activation: Guided Reflection

The first step to using Behavioral Activation is to think of some positive replacement behaviors that you can use. When I say "positive replacement behaviors," I mean behaviors that you can do instead of those unhealthy patterns of behavior. These positive replacement behaviors should be fairly easy and rewarding for you. They should be things you like (or used to like) doing.

Turn to the next page in your Student Books, to page 13. *Display a Student Book turned to this page.*

Positive Replacement Behaviors

Behavior Strategy	Ease (1–10)										Reward (1–10)										Opportunities
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
What I could do:																					When I could try this:
Hang out with a friend	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
Write in a journal	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
Write a blog or poem	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
Draw, paint, color, or craft	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
Cook or bake	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
Read a book or magazine	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
Take photos	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
Go for a walk, run, or bike ride	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
Do yoga	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
Play a sport	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
Play with a pet or child	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	



Ensure all students are turned to the correct page in the Student Book. Provide positive/corrective feedback.

This page has a list of possible replacement behaviors that you can use to help activate yourself. Take a minute to review this list. Note it continues onto page 14. Provide about 1 minute for students to review this list.

Do any of these look like something you could do when you are feeling unpleasant, deactivating emotions? Allow time for student responses. Call on students to share and acknowledge all responses.

Take a minute now to circle a few things you may want to try. Try to identify at least three options that could work for you. Pause for a minute while they circle options on the sheet.

Now that you selected some options, look at the columns to the right of the activities. The first column is labeled “Ease” and the next column is labeled “Reward.” In these columns, on a scale of 1–10, rate how easy it is to complete the activity and how rewarding you think it would be to complete the activity.

For example, if I picked taking a walk, I may rate that as a 9 for easy, because I can just go outside and walk around the block. But I may say it’s a 6 for reward, because it’s okay, but not really my favorite thing to do. Go ahead and rate the items you selected.

Pause for about a minute while students circle and rate their activity options.

Who would like to share one activity you picked, and what you rated it as? Allow time for student responses. Call on students to share and acknowledge all responses.

Now let’s look at the last column of the table. It says “Opportunities: When I Could Try this.” Think about times when it’s possible for you to try these strategies. So, if I picked

**“Go for a walk,” I may write down “after dinner.” Take a minute to add when you can try the items you selected. Pause while they complete the worksheet.**

**Who would like to share? Allow time for student responses. Call on student volunteers to share and acknowledge all responses.**

**This Week’s Challenge and Wrap-Up (3 min.)**

**Before we wrap up today’s meeting, I will collect your Student Books so we can use them next time. Collect students’ Student Books and writing utensils (if applicable). Hand each student one Week 3 Challenge form.**

**Week 3 Challenge**  
Choose at least one strategy to use this week!

<p><b>If your emotion goal is to feel less:</b></p> <p>Upset, Stressed or Nervous</p> <p>...and to feel more:</p> <p>Calm, Relaxed or Content</p> <p>...choose a relaxation strategy to help you deactivate. <small>(Circle one or more.)</small></p> <p>Deep Breathing Muscle Relaxation Taking Time Go for a walk Put your head down Get a drink of water Go into the hallway or another room _____</p>	<p><b>If your emotion goal is to feel less:</b></p> <p>Bored, Lonely or Sad</p> <p>...and to feel more:</p> <p>Happy, Excited or Amused</p> <p>...choose a behavioral activation strategy. <small>(Circle one or more.)</small></p> <p>Hang out with a friend Write in a journal Write a blog or poem Draw, paint, color, or craft Cook or bake Read a book or magazine Take photos Go for a walk, run, or bike ride Do yoga Play a sport Play with a pet or child</p> <p>Play cards or a game Do a puzzle Listen to music or a podcast Play an instrument or sing Watch a movie Rearrange your room Go (window) shopping Visit a library or museum Visit a place of worship Volunteer Explore somewhere new</p>
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**Point to Item 5 on the Agenda. This week’s challenge gives you a choice. I’ve handed out your challenge forms now so you can see what that choice is all about.**

**On your form, you will see two columns. In the first column, there is a list of strategies that we talked about today that help you deactivate and feel relaxed. These are best to use when you are feeling unpleasant and activated. These are Deep Breathing; Muscle Relaxation; and Taking Time. Under Taking Time, there are some ideas listed and some blank lines in case you want to add some of the ones we talked about today (gesture to your list) or if you think of any others later.**

**In the second column, there is a list of activities you can use to become activated. These are extra helpful to use when you are feeling unpleasant and deactivated. This list should look familiar to you: This is the same list we reviewed for our last activity. Any questions so far? Pause to respond to any questions.**

**Think about the emotion goal you set last week. You decided you wanted to feel less of one emotion and more of another emotion.**



**Then decide what type of strategy you will try out this week, if you will try something from the first column for relaxation or the second column for activation. For example, if you want to feel more pleasant and activated, you would try a behavioral activation strategy from the second column. If you want to feel more pleasant and deactivated, you would choose something from the first column. You can pick anything you want from the column you select. Next week you will have the opportunity to share with the group if you would like.**

**Okay, let's make sure we understand so far. *Call on a student. What's our Weekly Challenge for this week? Provide positive and, if necessary, corrective feedback.***

**I recommend selecting a strategy you may not have tried or thought of before, but it's up to you. Also, you can try the strategy at a time this week when you are feeling unpleasant, or you can do it at a time when you are feeling more pleasant. It can be helpful to practice strategies even when we are not feeling like you *need* to use a strategy. Any questions or thoughts before we wrap up for today? *Pause to respond to any questions.***













**This week we learned how we can use relaxation strategies to help us feel more pleasant and deactivated. We also learned how we can use behavioral activation strategies to help us feel more pleasant and activated. Next week, we'll continue talking about emotions, and how emotions, thoughts, and actions are all related.**

**Thank you for coming to our group meeting this week! *Provide students with feedback on their behavior and progress in the group meeting. Be sure to provide more positive than corrective feedback and end on an encouraging note.***

**On your way out, please let me know if you are picking a relaxation strategy or an activation strategy for your challenge. You don't have to tell me which exact strategy you are choosing, just whether it will be relaxation or activation. If you need help deciding, you can stay after our meeting for a minute or two for us to figure out together. *Individually check in with each student prior to dismissing them from group***

## Week 3 Challenge

Choose at least one strategy to use this week!

If your emotion goal is to feel less:	If your emotion goal is to feel less:																						
 Upset,  Stressed, or  Nervous	 Bored,  Lonely, or  Sad																						
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...choose a relaxation strategy to help you deactivate. (Circle one or more.)	...choose a behavioral activation strategy. (Circle one or more.)																						
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# POWER Program

## Group Meeting 3 Checklist

### Instructions:

- If you are **observing another person's implementation**, follow along in the manual's group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Group Meeting Component	Implemented?		Notes
	Yes	No	
<b>Group Expectations and Agenda</b>			
1. Distributed Student Books			
2. Prompted students to complete their emotion monitoring log			
3. Facilitated student-led review of group expectations			
4. Reviewed group meeting agenda			
<b>Last Week's Challenge</b>			
5. Reviewed last week's topic			
6. Led discussion/sharing of last week's challenge			
<b>Relaxation Strategy Introduction and Practice</b>			
7. Facilitated discussion of Deep Breathing using visual			
8. Modeled Deep Breathing			
9. Led Deep Breathing guided practice			
10. Facilitated discussion of Muscle Relaxation			
11. Modeled Muscle Relaxation			
12. Led Muscle Relaxation guided practice			
13. Introduced strategy of Taking Time			
14. Facilitated discussion on Taking Time			
<b>Behavioral Activation</b>			
15. Introduced strategy of Behavioral Activation			
16. Guided discussion of Behavioral Activation			
17. Supervised students' activity completion			
<b>This Week's Challenge and Wrap-Up</b>			
18. Collected Student Books			
19. Explained this week's Challenge			

20. Assessed students' comprehension of the Weekly Challenge			
21. Summarized group meeting content			
22. Reminded students of the Weekly Challenge			
23. Distributed Week 3 Challenge Form			



# Group Meeting 4: Understanding and Observing Thoughts

## Group Meeting at a Glance

**Objectives:** Students will...

- ✓ Describe how emotions, thoughts, and behaviors influence one another.
- ✓ Communicate the rationale for using the Observing Thoughts strategy.
- ✓ Identify the steps to using the Observing Thoughts strategy.
- ✓ Independently demonstrate the steps to the Observing Thoughts strategy.

**Materials:**

1 Per Student

- Student Book
- Writing utensil
- Week 4 Challenge Form (see Challenge Book)

1 Per Group

- Agenda (written or projected in a location visible to students)
- Group Expectations poster
- Your completed Week 3 Challenge Form (see Challenge Book)
- Emotions–Thoughts–Behaviors Triangle visual
- Visualz

**Agenda:**

1. Group Expectations and Agenda (2 min.)
2. Guided Practice: Deep Breathing (5 min.)
3. Last Week's Challenge (5 min.)
4. The Emotions–Thoughts–Behaviors Triangle (10 min.)
5. Observing Thoughts (10 min.)
6. This Week's Challenge and Wrap-Up (3 min.)

## Group Expectations and Agenda (2 min.)




Display the Agenda and Group Expectations in a location that will be visible to all students.

Greet students as they enter the area and settle into their seats. Provide behavior-specific praise related to how students enter the area and/or follow your directions.

Hand each student their Student Book and prompt them to complete their self-monitoring form (page 2) prior to starting the group meeting.

**Emotion Monitoring Log**

Meeting	Write today's date.	Mark along the line how much of the past week you felt _____	Mark along the line how much of the past week you felt _____
2	_____		
3	_____		
4	_____		
5	_____		
6	_____		
7	_____		

**Welcome back! Make sure you have completed your Emotion Monitoring Log on page 2 of your Student Book.**

**Now that everyone is ready, let's review our group expectations. Point to Item 1 on the Agenda.**

**Gesture toward the Group Expectations visual. Who can tell me one way to follow expectations during our group today? Provide wait time. Call on a student to share. Provide positive/corrective feedback.**

*Repeat until all school-wide expectations have been reviewed.*

**Gesture toward the Agenda. Alright, group, here's our game plan for today:**

- **Point to Item 2 on the Agenda. To get into our group "zone," we will practice the Deep Breathing strategy we learned last week.**
- **Point to Item 3 on the Agenda. Then, we will discuss the Weekly Challenge that you completed for today.**
- **Point to Item 4 on the Agenda. Next, we will learn about the Emotions–Thoughts–Behaviors Triangle.**
- **Point to Item 5 on the Agenda. After that, we will learn a new strategy called Observing Thoughts. You will have time to practice that strategy.**

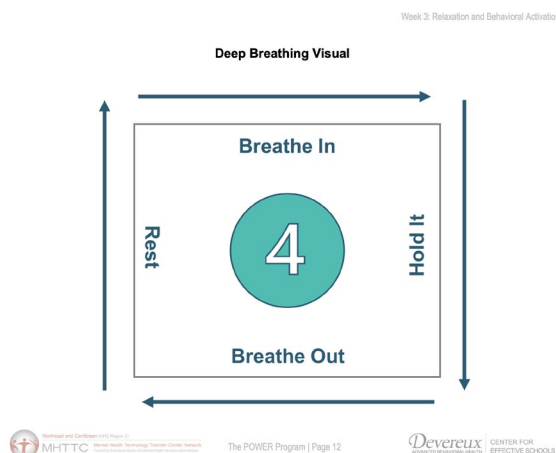
- **Point to Item 6 on the Agenda. To wrap up our group, we will discuss the next Weekly Challenge.**
- **Any questions before we move ahead? Provide wait time. If applicable, answer student questions.**

## Guided Relaxation Exercise: Deep Breathing (5 min.)

*Point to Item 2 on the Agenda. Before we begin our lesson, let's practice Deep Breathing. Deep Breathing is an activity designed to get us relaxed and in the right frame of mind to start our group meeting activities.*

**We learned about Deep Breathing last week. Remember: Deep Breathing is different than the breaths we take all the time. Deep Breathing makes us focus on our breathing and pace our breaths. When we focus on our breathing and breathe in a slow and thoughtful way, our heart rate slows, and our muscles relax. Our muscles send messages to our brain, so relaxing our muscles can help us feel calmer.**

**Turn in your Student Books to page 12. Display a Student Book turned to this page.**



*Ensure all students are turned to the correct page in the Student Book. Provide positive/corrective feedback.*

**This page reminds you of the steps to Deep Breathing. If you'd like, you may look at this visual as we practice our Deep Breathing.**

**First, find a comfortable position. I will be counting to 4 for all of you to follow. Remember, you will begin by inhaling air through your nose. Feel the air in your nose, and feel your lungs and belly expand. Then hold your breath in. This will last for the next**



**4 seconds. Next, breathe out, noticing the experience of breathing out for the next 4 seconds. For a final count of 4, rest and prepare for the next breath.**

**Let's practice one round.**

- **Breathe in** *pause 2 pause 3 pause 4 pause.*
- **Hold it** *pause 2 pause 3 pause 4 pause.*
- **Breathe out** *pause 2 pause 3 pause 4 pause.*
- **And rest** *pause 2 pause 3 pause 4 pause.*

**Continue your Deep Breathing to my count for the next minute. Repeat the counts for 1 minute.**

**Now open your eyes if they're closed. Slowly bring your attention back to our group and away from your breathing.**

**Remember, Deep Breathing is a great strategy to use when you are feeling unpleasant and activated. You can use it when you notice internal clues, like your body is tense, your heart is racing, your breathing is fast, or your muscles feel tight. You can also use it when you notice external clues, or certain behaviors you do when you are feeling unpleasant and activated.**

### **Last Week's Challenge (5 min.)**













*Point to Item 3 on the Agenda.* **Last week we learned about different strategies you can use when you are having unpleasant emotions. You can use relaxation strategies when your unpleasant emotions are activating, and you can use behavioral activation strategies when your unpleasant emotions are deactivating.**

**Our challenge from last week was to choose one type of strategy to try. Some of you may have chosen a relaxation strategy. Others may have chosen a behavioral activation strategy.**

*Share your Week 3 Challenge Form.*

**Week 3 Challenge**

*Choose at least one strategy to use this week!*

<p><b>If your emotion goal is to feel less:</b></p>  Upset,  Stressed, or  Nervous	<p><b>If your emotion goal is to feel less:</b></p>  Bored,  Lonely, or  Sad																						
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*Briefly explain (a) why you chose the strategy you did, (b) when and how you used it, and (c) how it made you feel.*

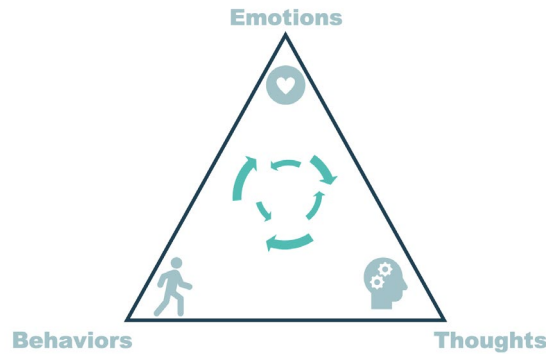
**Let’s discuss how your practice went. You only need to share if you want to, so please raise your hand if you would like to share with the group. Call on student volunteers to share (a) why they chose the strategy they did, (b) when and how they used it, and (c) how it made them feel. If they did not try a strategy, prompt them to identify one strategy they would like to try this week as well as when and how they will try it. Provide encouragement and positive feedback to students as they share.**

**Remember, you can always use these strategies when you are feeling an unpleasant emotion, but you can also practice them when you are feeling happy or relaxed. Practicing your strategies when you are feeling calm helps you better use them in times of stress.**

**The Emotions–Thoughts–Behaviors Triangle (10 min.)**

*Point to Item 4 on the Agenda. Next we’ll learn about the Emotions–Thoughts–Behaviors Triangle.*

*Display the Emotions-Thoughts-Behaviors visual (page 76).*



**The Emotions–Thoughts–Behaviors Triangle shows how our emotions, thoughts, and behaviors are all related. They’re all connected to one another and influence one another.**

*Point to the “Emotions” point on the triangle. Emotions are how we are feeling. Sometimes we show our emotions externally through our behaviors, and sometimes we only experience them internally, through our thoughts and physical sensations. As we learned with the dimensional emotion model, emotions can be pleasant or unpleasant, and activating or deactivating.*

- **Do you think it’s always bad to experience an unpleasant emotion? Allow time for student responses. Call on students to share and acknowledge all responses.**
- **Unpleasant emotions are not always bad. Sometimes, though, you might have an unpleasant emotion for a long time or that really interferes with your life in an unhelpful way. That would be a really good opportunity to use either relaxation or behavioral activation strategies.**
- **But unpleasant emotions can be helpful and important sometimes, too. Who can share an example of a time when an unpleasant emotion might be helpful? Allow time for student responses. Call on students to share and acknowledge all responses. (Example responses: Some nervousness helps motivate you to study for a test, some sadness directs you to take time for yourself following disappointing news.)**
- **Sometimes, unpleasant emotions can be helpful because they encourage you to do behaviors that can help you feel well and be successful.**

*Point to the “Thoughts” point on the triangle. The second point on our triangle is thoughts. Thoughts are the internal statements that run through our minds almost constantly. Thoughts are internal clues to our emotions. Thoughts are very much related to the way we feel.*

- **Think of the last time you were really angry. What is a thought you had? Make sure your response is appropriate to share in school. Allow time for student responses. Call on students to share and acknowledge all responses.**
- **What about the last time you were really sad? What is a thought you had? Allow time for student responses. Call on students to share and acknowledge all responses.**

- **Finally, what about the last time you were really excited? What is a thought you had when you felt that way? Allow time for student responses. Call on students to share and acknowledge all responses.**

**As you can probably tell, we tend to have very different types of thoughts when we feel different types of emotions.**

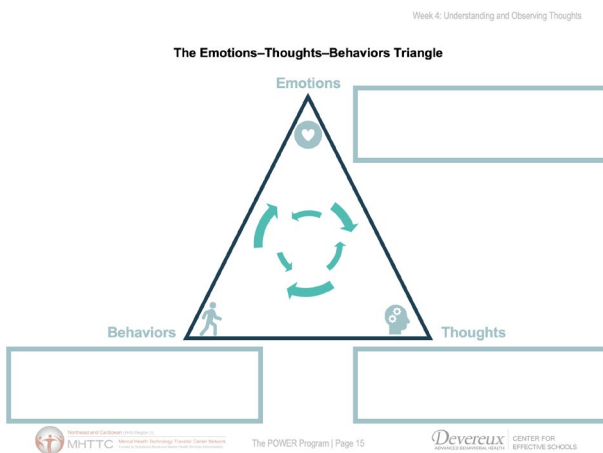
*Point to the “Behaviors” point on the triangle. The third point on our triangle is behaviors. Behaviors are the things we do. They’re the external clues to our emotions. They’re the things we see other people doing, too. We’re all doing things—or behaving—right now.*

**How we think and feel influences how we behave. How we behave influences how we think and feel, too. For example, if you exercise, you may feel like you have more energy and may start to feel happier.**

- **Take a few moments to think about one of those examples we just discussed: The last time you were really angry, sad, or excited. Think about how you acted. Then, think about your feelings, thoughts, and behaviors might have been related to one another. Provide about 20 seconds of wait time.**
- **Assign students to shoulder partners (groups of 3 if needed). Now, turn to your partner to discuss how you acted and how that might have been related to your emotions and thoughts. Monitor discussion, providing positive feedback and redirecting conversations as necessary.**

**Let’s think more about the Emotions–Thoughts–Behaviors Triangle.**

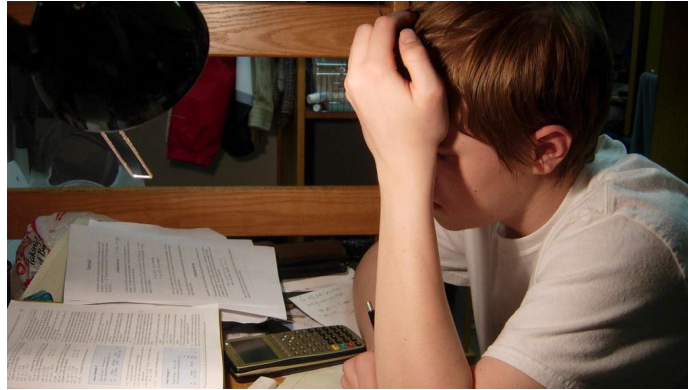
**First, turn in your Student Books to page 15. Display a Student Book turned to this page.**



*Ensure all students are turned to the correct page in the Student Book. Provide positive/corrective feedback.*

**I'll be showing you a picture and asking you some questions. This page provides a space for you to take notes about the questions I ask. After you have some time to think about these questions by yourself, we'll discuss them as a group.**

*Display the visual (page 77).*



Look at this picture.

- Think about how the boy might be feeling right now. Go ahead and write your ideas about his emotions in your Student Book. Provide wait time for students to record their ideas. Monitor student participation and provide feedback.
- Think about what this boy might be thinking right now. Write your ideas about his thoughts in your Student Book. Provide wait time for students to record their ideas. Monitor student participation and provide feedback.
- Finally, think about how this boy might be acting right now—and maybe even in the future. Write your ideas about his behaviors in your Student Book. Provide wait time for students to record their ideas. Monitor student participation and provide feedback.

You used external clues to observe this boy's behavior and guess his emotions and thoughts. Now, let's discuss your ideas as a group. Lead group discussion on the following questions/topics. Call on different students to respond and encourage participation and elaboration.

- What emotions do you think he is experiencing?
  - Pleasant or unpleasant?
  - Activating or deactivating?
- What types of thoughts do you think he might have?
- How might he be acting, now or in the future?

This activity helps us see just how closely our emotions, thoughts, and behaviors can be connected. By changing any one point on this triangle—by changing our emotions, thoughts, or behaviors—we can affect the other points on this triangle—we can change our emotions, thoughts, and behaviors. Last week, we focused on behavior. This week, we'll learn more about thoughts.

## Observing Thoughts (10 min.)

### Introduction/Demonstration

Point to Item 5 on the Agenda. Let's talk more about thoughts and how to observe our thoughts.

Remember, thoughts are internal statements that run through our minds. We're all having thoughts right now—and they're probably all different and unique to us.

The tricky thing about thoughts is they are based on how we personally understand and view our situation and world, and they're not always accurate or truthful. They're not always helpful thoughts, either. This can be especially true when we have unpleasant emotions. Unpleasant emotions can make our thoughts less realistic and helpful.

Any time a thought pops up, we can decide if it is a thought worth paying attention to. Sometimes we decide this automatically, and other times we take more time and use more energy to decide whether to focus on that thought. If we give too much attention to the wrong thoughts, though, we can have unpleasant emotions and act in ways that don't help us feel better.

- **Who can share an example of a thought worth paying attention to?** *Allow time for student responses. Call on students to share and acknowledge all responses.*
- **What about an example of a thought that's probably not worth paying attention to?** *Allow time for student responses. Call on students to share and acknowledge all responses.*

Let's talk more about thoughts and how we can observe them. As we continue, I don't want any of you to think of a pink elephant. Do not think about or visualize a pink elephant at all, okay?

Sometimes creating and holding onto pleasant thoughts is easier said than done. When I told you not to think of a pink elephant, what is the first thing that popped into your mind? *Pause for student response.*

A pink elephant! And the more you tried not to think about it, the more you probably thought about it. Unpleasant thoughts can be like pink elephants. We all have thousands of thoughts every day. This means we all have unpleasant thoughts that we don't want to have. Trying to make those thoughts disappear can actually make them feel bigger and worse.

Instead of trying to demolish our thoughts, we can observe them, or notice what is running through our minds as the thoughts happen. This strategy is called Observing Thoughts. When we observe our thoughts, we are not making judgments about them. Sometimes our mind tells us we are having a "bad thought," or we fall down a rabbit hole of "what ifs," but we want to push pause on those judgments and just investigate our thoughts like curious detectives. We learned about being emotion detectives; we can also be thought detectives. We want to be able to see our own thoughts so that we can figure out if the thought is doing us good or harm.

## Guided Practice

**Let's practice Observing Thoughts.**

*Select a specific object in your space. Display this object for all students to see.*

**We're going to spend some time observing this \_\_\_\_\_. As you observe this \_\_\_\_\_, you'll have different types of thoughts.**

**As each thought about this \_\_\_\_\_ comes into your mind, inspect it. Slow down your thinking, and consider each thought you have. Notice what the thought is all about. Notice how and when it comes and goes. Maybe you notice that the thought seems slow like molasses or quick like a cheetah. Think about how the thought might make you feel or act. Observe the thought for what it is: A private thing you are saying to yourself.**

*Set a timer for 30 seconds. Go ahead and spend 30 seconds now, observing this \_\_\_\_\_. Start your timer. Observe students' practice, providing redirections or prompts as needed.*

**Once the 30 seconds are up: Thank you for practicing observing your thoughts. When you observe thoughts in this way, you recognize that thoughts come and go and are your personal interpretations in a given moment.**

**Thoughts are not always truthful and helpful. Our goal with observing thoughts is to create space between ourselves and our unpleasant thoughts.**

## Independent Practice and Reflection

**Let's take some more time to practice Observing Thoughts. This time, you'll observe thoughts related to something that's more personal to you.**


**Turn to the next page in your Student Books, to page 16. Display a Student Book turned to this page.**



Week 4: Understanding and Observing Thoughts

**Observing Thoughts**

How Embarrassing...



Think of the last time you felt really **embarrassed**.  
As you remember this time,  
observe your thoughts and write them below.

Oh, Happy Day!



Think of the last time you felt really **happy**.  
As you remember this time,  
observe your thoughts and write them below.



The POWER Program | Page 16



*Ensure all students are turned to the correct page in the Student Book. Provide positive/corrective feedback.*

**For this activity, you'll think of two different types of memories.**

- **First, you'll consider the last time you felt really embarrassed. Embarrassment is an emotion that is usually unpleasant and activating. Think back to that time you felt really embarrassed and observe the thoughts you have about that situation. As you observe those thoughts, write them down in your Student Book (*point to the left side of the Student Book page*). You won't need to share these thoughts with anyone in our group—unless you'd like to.**
- **Then, consider the last time you felt really happy. Happiness is an emotion that is usually pleasant and activating. Again, you'll think about that situation, and you'll observe the thoughts you have now about that very happy time. You'll write those thoughts down in your Student Book (*point to the right side of the Student Book page*).**

**Go ahead and get started: Observe your thoughts about the embarrassing and happy memories; write down your thoughts as you go.**

*Circulate among students while allowing students time and space to engage in self-reflection. Provide about 2 minutes for students to complete this activity.*

**Would anyone like to share what thoughts you observed for your embarrassing memory?** *If students volunteer to share, call on them to describe the thoughts they observed. Encourage and reinforce participation.*

**What about for your happy memory—what thoughts did you observe about that one?** *Call on students to share. Elaborate on student responses and provide positive feedback.*

## This Week's Challenge and Wrap-Up (3 min.)

Collect students' Student Books and writing utensils (if applicable).

Point to Item 6 on the Agenda. Let's talk about this week's challenge. Display Week 4 Challenge Form.



The form is titled "Week 4 Challenge" and features a thought bubble icon. It contains the following text: "What do you picture in your mind when you observe your thoughts?" followed by "Do you picture your thoughts as raindrops on a window, clouds in the sky, leaves on a stream, cars on a road, or as something else?" and "Write and/or draw about that below". Below the text is a large rectangular box with the heading "How I Picture My Thoughts" at the top.

For this week's challenge, you'll first need to identify what observing your thoughts looks like in your head.

We each have our own personal analogy. For example, you might picture your thoughts like raindrops falling down a window—some raindrops are big and move slowly, while others are quick and race down the window. You might also picture your thoughts like clouds floating in the sky, leaves floating down a stream, or cars cruising down a highway. There are no wrong answers! It's all about what you picture, or visualize, in your own head.

Does anyone have any examples? How do you picture your thoughts? *Pause. Call on 1–2 student to share, providing encouragement and positive feedback for their participation. If no students volunteer to share, describe the example that resonates most with you, personally.*

Once you have that example, you'll be able to complete the Weekly Challenge! This week's challenge is to bring in a picture of what Observing Thoughts looks like in your head. You can draw the picture, find a picture from a magazine, or save a picture from the internet. Any of those ways of getting a picture will work! Once you have that picture, you can add it or attach it to this week's challenge form. Next week you will have the opportunity to share with the group if you would like.

**Call on a student. Remind us: What's our challenge for this week? What are we doing?**  
*Provide positive and, if necessary, corrective feedback.*

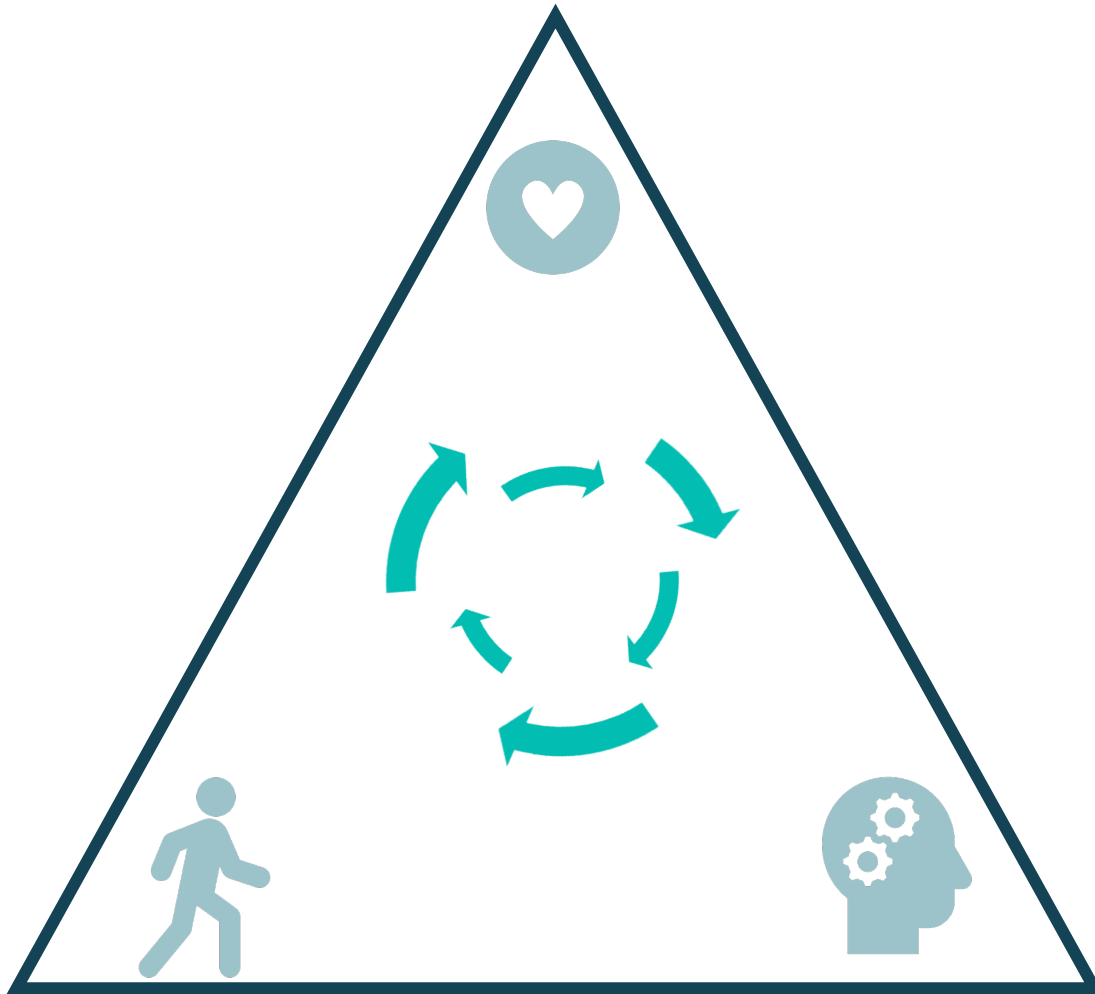
**This week we discussed how closely our emotions, thoughts, and behaviors are all related. We also learned how Observing Thoughts—and remembering that our thoughts are not always realistic or helpful—can help us better understand and take control of our emotions and behaviors. Next week, we'll learn a strategy for what to do when we find ourselves having thoughts that are not realistic or helpful.**

**Thank you for coming to our group meeting this week!** *Provide students with feedback on their behavior and progress in the group meeting. Be sure to provide more positive than corrective feedback and end on an encouraging note.*

**Remember to bring the picture of how you picture your thoughts to share at our next group meeting!** *Tell students the date and time of the next group meeting. Hand each student one Week 4 Challenge form before dismissing them from group.*

**Emotions–Thoughts–Behaviors Triangle**

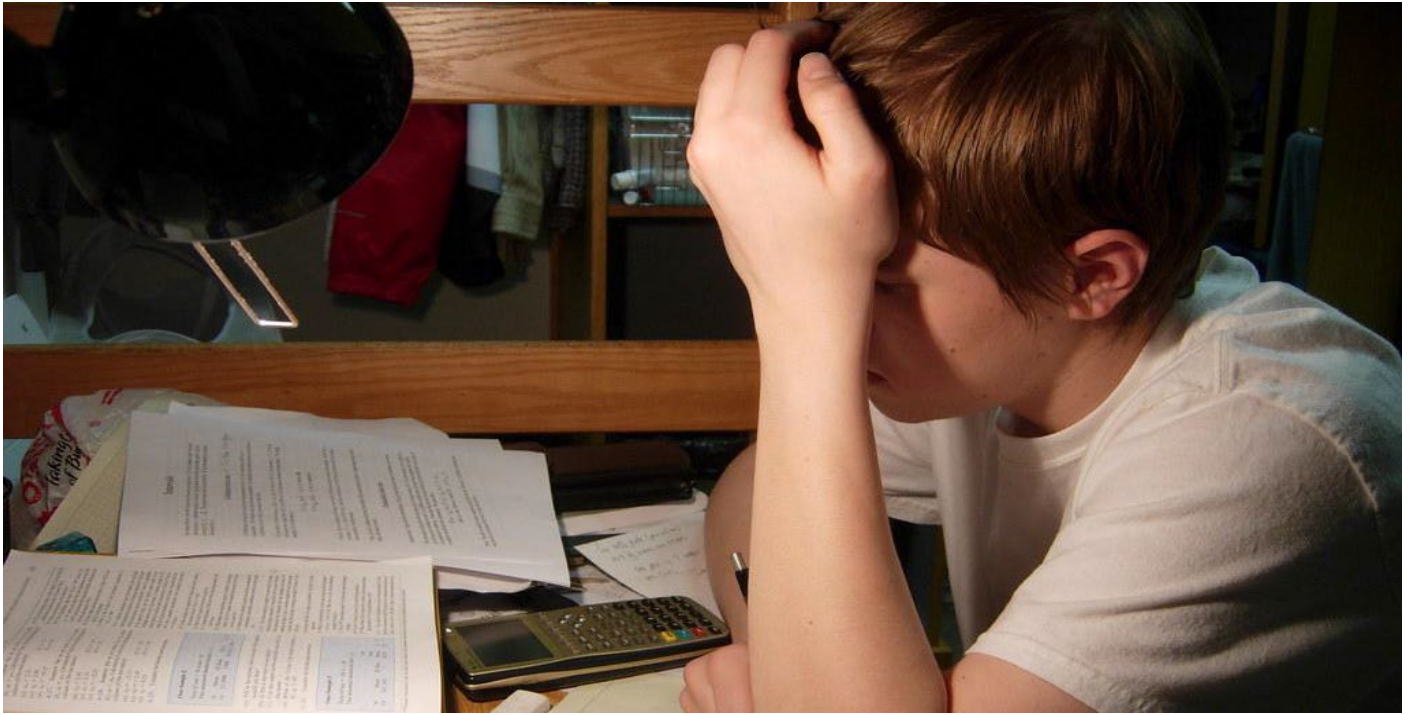
**Emotions**



**Behaviors**

**Thoughts**

## Activity Option 2 Visual



## Week 4 Challenge



*What do you picture in your mind when you observe your thoughts?*

*Do you picture your thoughts as raindrops on a window, clouds in the sky, leaves on a stream, cars on a road, or as something else?*

*Write and/or draw about that below!*

### How I Picture My Thoughts

# POWER Program

## Group Meeting 4 Checklist

### Instructions:

- If you are **observing another person's implementation**, follow along in the manual's group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Group Meeting Component	Implemented?		Notes
	Yes	No	
<b>Group Expectations and Agenda</b>			
1. Distributed Student Books			
2. Prompted students to complete their emotion monitoring log			
3. Facilitated student-led review of group expectations			
4. Reviewed group meeting agenda			
<b>Guided Practice: Deep Breathing</b>			
5. Led Deep Breathing guided practice			
<b>Last Week's Challenge</b>			
6. Reviewed last week's topic			
7. Led discussion/sharing of last Week's Challenge			
<b>The Emotions–Thoughts–Behaviors Triangle</b>			
8. Introduced Emotions–Thoughts–Behaviors Triangle with visual and discussion opportunities			
9. Showed picture and prompted students to take notes in Student Book			
10. Guided discussion of video/picture			
<b>Observing Thoughts</b>			
11. Introduced concept of Observing Thoughts			
12. Led Observing Thoughts guided practice			
13. Supervised completion of independent practice in Student Book			
<b>This Week's Challenge and Wrap-Up</b>			
14. Collected Student Books			
15. Explained this week's Challenge			
16. Assessed students' comprehension of the Weekly Challenge			
17. Summarized group meeting content			
18. Reminded students of the Weekly Challenge			
19. Distributed Week 4 Challenge Form			





# Group Meeting 5: Catch–Check–Choose, Part 1

## Group Meeting at a Glance

**Objectives:** Students will...

- ✓ Communicate the rationale for using the Catch–Check–Choose strategy.
- ✓ Identify the steps to using the Catch–Check–Choose strategy.
- ✓ Independently develop adaptive, brave, and calm thoughts.

**Materials:**

### 1 Per Student

- Student Book
- Writing utensil (Optional: Colored pencils)
- Week 5 Challenge Form (see Challenge Book)

### 1 Per Group

- Agenda (written or projected in a location visible to students)
- Group Expectations poster
- Your completed Week 4 Challenge Form (see Challenge Book)
- Unrealistic and Unhelpful Thoughts slips (cut into strips and placed in a container)

**Agenda:**

1. Group Expectations and Agenda (2 min.)
2. Guided Practice: Muscle Relaxation (5 min.)
3. Last Week’s Challenge (5 min.)
4. Introduction to Catch-Check-Choose (20 min.)
5. This Week’s Challenge and Wrap-Up (3 min.)

## Group Expectations and Agenda (2 min.)




Display the Agenda and Group Expectations in a location that will be visible to all students.

Greet students as they enter the area and settle into their seats. Provide behavior-specific praise related to how students enter the area and/or follow your directions.

Hand each student their Student Book and prompt them to complete their emotion monitoring log (page 2) prior to starting the group meeting.

**Emotion Monitoring Log**

Meeting	Write today's date.	Mark along the line how much of the past week you felt	Mark along the line how much of the past week you felt
2	_____		
3	_____		
4	_____		
5	_____		
6	_____		
7	_____		

**Welcome back! Make sure you have completed your Emotion Monitoring Log on page 2 of your Student Book.**

**Now that everyone is ready, let's review our group expectations.** *Point to Item 1 on the Agenda and gesture toward the Group Expectations poster.*

*Call on one student to lead this review. [Student name], go ahead and lead our review of our group expectations, please. Support the student in verbally presenting the group norms for each expectation. Provide prompts and answer questions as applicable. Provide positive and, if necessary, corrective feedback.*

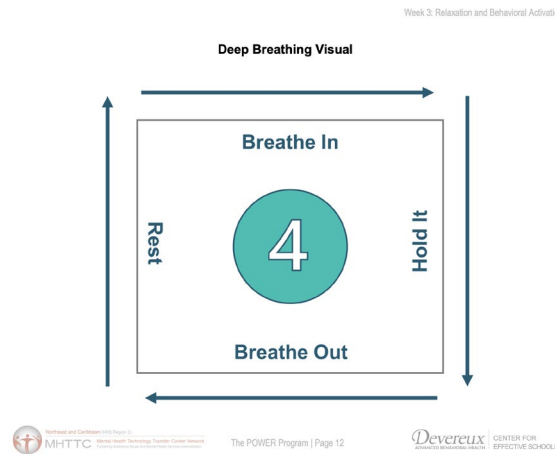
*Gesture toward the Agenda. Alright, group, here's our game plan for today:*

- **Point to Item 2 on the Agenda. To get into our group "zone," we'll practice the muscle relaxation strategies we learned a couple group meetings ago.**
- **Point to Item 3 on the Agenda. Then, we'll discuss the Weekly Challenge that you completed for today.**
- **Point to Item 4 on the Agenda. After that, we'll learn a new strategy called Catch-Check-Choose. We'll practice that strategy and complete an activity related to that strategy.**
- **Point to Item 5 on the Agenda. To wrap up our group meeting, we'll discuss the next Weekly Challenge.**
- **Any questions before we move ahead? Provide wait time. If applicable, answer student questions.**

## Guided Practice: Muscle Relaxation (5 min.)

Point to Item 2 on the Agenda. To start us off, let's practice our muscle relaxation strategy. Muscle relaxation is an activity designed to get us relaxed and in the right frame of mind to start our group meeting activities.

Display Student Book turned to page 12.



In your Student Books, turn to page 12. Here you'll see our Deep Breathing visual.

Get into a comfortable position in your chair. You may close your eyes or soften your gaze. If you notice there are thoughts crowding your mind, gently bring your focus back to your breath.

Display the Deep Breathing visual. When we use the muscle relaxation strategy, we always start with our deep breathing. Gesture to the Deep Breathing visual as you narrate each step: Remember that you deep breathe by breathing in through your nose for 4 seconds as your belly expands (*pause*), holding that breath in your belly for 4 seconds (*pause*), breathing out through your mouth for 4 seconds as your belly shrinks (*pause*), and then resting for 4 seconds (*pause*).

Let's practice this together:

- Breathe in *pause 2 pause 3 pause 4 pause.*
- Hold it *pause 2 pause 3 pause 4 pause.*
- Breathe out *pause 2 pause 3 pause 4 pause.*
- And rest *pause 2 pause 3 pause 4 pause.*

One more time:

- Breathe in *pause 2 pause 3 pause 4 pause.*
- Hold it *pause 2 pause 3 pause 4 pause.*
- Breathe out *pause 2 pause 3 pause 4 pause.*

- **And rest** *pause 2 pause 3 pause 4 pause.*

**As we continue into our muscle relaxation practice, remember to listen to your body. If you feel pain or discomfort, please stop and wait until the next muscle is introduced.**

**Begin by paying attention to your feet. Tense your feet by curling your toes up. Hold onto the tension and notice what it feels like.**

*Pause for 4 seconds. Release the tension in your foot. Notice what that feels like.*

**Next, bring focus to your lower legs. Tense the muscles in your calves by pointing your toes. Hold them tightly and pay attention to the feeling of tension.**

*Pause for 4 seconds. Release the tension in your lower legs. Notice what that feels like. Continue to take deep breaths.*

- **Breathe in** *pause 2 pause 3 pause 4 pause.*
- **Hold it** *pause 2 pause 3 pause 4 pause.*
- **Breathe out** *pause 2 pause 3 pause 4 pause.*
- **And rest** *pause 2 pause 3 pause 4 pause.*

**Next, bring focus to your upper legs. You can do this by squeezing your thighs together. Hold them tightly and feel the tension.**

*Pause for 4 seconds. Release the tension in your upper legs. Next, tense your stomach and chest. You can do this by sucking in your stomach. Squeeze and hold the tension for 4 seconds.*

*Pause for 4 seconds. Release the tension. Notice what it feels like for your body to go limp. Continue to take deep breaths.*

- **Breathe in** *pause 2 pause 3 pause 4 pause.*
- **Hold it** *pause 2 pause 3 pause 4 pause.*
- **Breathe out** *pause 2 pause 3 pause 4 pause.*
- **And rest** *pause 2 pause 3 pause 4 pause.*

**Now tense the muscles in your back by bringing your shoulders together behind you. Hold them tightly. Tense them as hard as you can without straining. Keep holding.**

*Pause for 4 seconds. Release the tension from your back. Feel the tension slowly leave your body. Notice how different your body feels when you allow it to relax.*

**Tense your arms all the way from your hands to your shoulders. Make a fist and squeeze all the way up your arm. Hold it.**

*Pause for 4 seconds. Release the tension from your arms and shoulders. Notice the feeling of relaxation in your fingers, hands, arms, and shoulders. Notice how your arms feel limp and at ease.*

**Move up your neck and your head. Tense your face and neck around your eyes and mouth by squinting your eyes shut and scrunching your mouth and nose.**

*Pause for 4 seconds. Release the tension. Again, notice the new feeling of relaxation, this time in your face.*

**Finally, tense your whole body. Tense your feet, legs, stomach, chest, arms, neck, and head. Tense harder, without straining. Hold the tension.**

*Pause for 4 seconds. Now release. Allow your whole body to relax and go limp. Pay attention to the feeling of relaxation, and how different it is from the feeling of tension.*

**Now begin to wake up your body. Slowly open your eyes if they're closed.**

*Pause for 4 seconds. Demonstrate the actions that follow as you state them: Roll your head in a circle going one way... Pause for 4 seconds. ...and then in a circle going the other way. Pause for 4 seconds. Roll your right shoulder in a circle... Pause for 4 seconds. ...and then your left shoulder in a circle. Pause for 4 seconds. Lean over and touch your fingers to your toes if you can... Pause for 4 seconds. ...and then wiggle your fingers and toes as you sit up straight.*

*Pause for 4 seconds. Now we're awake and ready to move on!*

## Last Week's Challenge (5 min.)

*Point to Item 3 on the Agenda. Alright, time to review last week's group meeting and challenge. Who remembers what we talked about in our last group meeting? Call on a volunteer or two to share. If no one volunteers, call on a student who attended the last meeting and who you expect will know the answer. Elaborate on student responses and provide positive feedback for participation.*

**During our last group meeting, we discussed how our emotions, thoughts, and behaviors all affect one another. We also discussed how observing our thoughts can help us figure out how we are feeling and acting. Observing our thoughts can help us create space between ourselves and the things we think—because those things we think are not always realistic or helpful.**

**Our challenge from last week was to bring in a picture of how you view your thoughts—maybe you picture your thoughts like raindrops sliding down a window, like clouds drifting by in the sky, like leaves floating away on a river, or like cars driving by on the road. There's no right or wrong answer here. We can all think of our thoughts in different ways!**

*Share your Week 4 Challenge Form.*



**Week 4 Challenge**

What do you picture in your mind when you observe your thoughts?

Do you picture your thoughts as raindrops on a window, clouds in the sky, leaves on a stream, cars on a road, or as something else?

Write and/or draw about that below!

How I Picture My Thoughts

*Briefly explain why you chose the example you did and how it can help you remember to observe your thoughts.*

**You only need to share if you want to, so please raise your hand if you would like to share with the group.** Call on student volunteers to (a) share their example, (b) describe why they chose the example, and (c) explain how it can help them remember to observe their thoughts. If they did not complete or return the Week 4 Challenge Form, prompt them to share verbally; for any students who cannot think of an answer right away, give them some more time by calling on another student and then returning to the first student. Provide encouragement and positive feedback to students as they share.

## Introduction to Catch–Check–Choose (20 min.)




*Point to Item 4 on the Agenda. Today we'll learn a new strategy called Catch–Check–Choose.*

**Catch–Check–Choose is a strategy we can use to catch our thoughts; check whether our thoughts are realistic and helpful; and choose what to do about thoughts that are NOT realistic and helpful. This is a strategy that is especially helpful to use when you are experiencing unpleasant emotions, ones that either activate you or deactivate you, like we learned about in other group meetings.**

## Introduction/Demonstration

**Let's learn the steps to the Catch–Check–Choose strategy. Turn in your Student Books to page 17. Display a Student Book turned to this page.**

## The Catch-Check-Choose Strategy

<b>STEP 1</b>	
	<b>Catch</b> your thought. <input type="checkbox"/> Notice what you are thinking. <input type="checkbox"/> Notice how that thought is making you feel. <input type="checkbox"/> Notice how that thought is making you act. <input type="checkbox"/> Consider using a <b>relaxation strategy</b> to help you with next steps.
<b>STEP 2</b>	
	<b>Check</b> your thought. Ask these questions: <input type="checkbox"/> Is it realistic? <input type="checkbox"/> Is it helpful?
<b>STEP 3</b>	
	If your thought is NOT realistic or helpful, <b>choose</b> what to do next: <input type="checkbox"/> Let your thought go <input type="checkbox"/> Change your thought into one of the following (remember your ABCs!): <ul style="list-style-type: none"> <li>• An <b>adaptive</b> thought (A thought that helps you be flexible and solve a problem)</li> <li>• A <b>brave</b> thought (A thought that helps you be courageous and confident)</li> <li>• A <b>calm</b> thought (A thought that helps you stay in control of your emotions)</li> </ul>

Ensure all students are turned to the correct page in the Student Book. Provide positive/corrective feedback.

On this page, we see the three main steps to the Catch-Check-Choose strategy. Are you surprised that the steps are to Catch, Check, and Choose? Pause, allowing students to respond chorally. Probably not.

The first step of this strategy is to **catch** the thought you are having. When you catch the thought, you will be able to observe the thought and how that thought is affecting you. You will then ask yourself:

- How is this thought making me **feel**? Pause.
- How is this thought making me **act**? Pause.
- Should I use a **relaxation strategy** to help me continue with this thought? Pause. In some cases, you may decide to deep breathe, use muscle relaxation, or take time to help yourself continue to use this strategy.
- What is an example of when you might use a relaxation strategy to help you continue with your thought? Call on a student or two to respond. Elaborate upon student responses. Provide positive/corrective feedback.

The second step of this strategy is to **check** the thought you are having. This is the step where you evaluate what the thought is all about. Again, you will ask yourself some questions. You will ask:

- Is this thought **realistic**? Is it probably accurate and true? Pause.
- Is this thought **helpful**? Is it helping me figure out what to do next? Pause.
- What is an example of a thought that is not realistic? Call on a student or two to respond. Elaborate upon student responses. Provide positive/corrective feedback.
- What is an example of a thought that is not helpful? Call on a student or two to respond. Elaborate upon student responses. Provide positive/corrective feedback.

Now, if you check your thought and decide that it is realistic and helpful, you will not move on to step 3 of this strategy. You will only move on to the third step of this strategy if you decide that your thought is not realistic or helpful.

The third step of this strategy is to **choose** what to do about the unrealistic or unhelpful thought you are having. At this step, you will have two options.

Your first option is to let that unrealistic or unhelpful thought go. You can picture that thought in the way that you do—maybe as a raindrop, cloud, leaf, car, or something else that’s floating by in front of you. You can let that thought move on so that you can have new thoughts—thoughts that are realistic and helpful.

Your second option is to replace that unrealistic or unhelpful thought with a thought that is realistic and helpful. To do this, you can remember your ABCs:

- **A is for adaptive!** Adaptive thoughts are thoughts that help you be flexible and solve a problem. One example of an adaptive thought is thinking “I didn’t get it right this time, but I can try again.” What is another example of an adaptive thought, a thought that helps you be flexible and solve a problem? *Provide wait time. Call on students to respond. Provide positive feedback and, if necessary, gently correct any responses that do not fit this category.*
- **B is for brave!** Brave thoughts are thoughts that help you be courageous and confident. One example of a brave thought is thinking “It may not go perfectly, but I will do my best.” What is another example of a brave thought, a thought that helps you be courageous and confident? *Provide wait time. Call on students to respond. Provide positive feedback and, if necessary, gently correct any responses that do not fit this category.*
- **C is for calm!** Calm thoughts are thoughts that help you stay in control of your emotions. One example of a calm thought is thinking “I can keep my problems small.” What is another example of a calm thought, a thought that helps you stay in control of your emotions? *Provide wait time. Call on students to respond. Provide positive feedback and, if necessary, gently correct any responses that do not fit this category.*

That is how to **choose** what to do about your unrealistic or unhelpful thought.

Do you have any questions so far about the Catch–Check–Choose strategy? *Provide wait time. Respond to any student questions.*

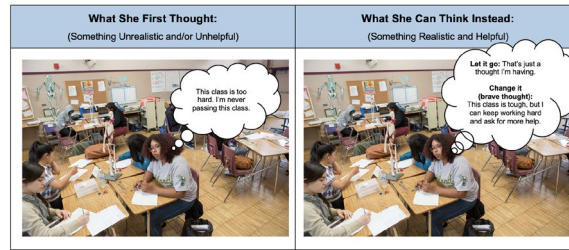
### Example Application

Let’s review an example of a student using the Catch–Check–Choose strategy.

Turn to page 18 in your Student Books, where you will see the name “Destiny.” *Display a Student Book turned to this page.*



## Destiny



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Destiny has been doing well in her science class this year and currently has a “B.” Right now, though, she is having a hard time. Her class is learning about the human body, and she is finding it difficult to keep the different bone names straight. Right now, Destiny is taking a quiz in this class.

On the page in front of us, we see a picture about Destiny’s experience. On the left side, we see what Destiny first thought. *Call on a student to read the thought aloud.*

Now, let’s practice using the Catch–Check–Choose steps as if we were Destiny.

**What is the first step?** *Pause. Call on a student to respond. Provide positive/corrective feedback.*

- **The first step is for Destiny to catch the thought, notice how the thought is making her feel and act, and decide whether she should use a relaxation strategy.**
- **How do you think this thought might be making her feel?** *Call on students to respond. Elaborate upon student responses.*
- **How do you think this thought might be making her act?** *Call on students to respond. Elaborate upon student responses.*
- **Do you think she might need to use a relaxation strategy?** *Call on students to respond. Elaborate upon student responses.*

**What is the second step to the Catch–Check–Choose strategy?** *Pause. Call on a student to respond. Provide positive/corrective feedback.*

- **The second step is for Destiny to check the thought by asking herself whether the thought is realistic and helpful.**
- **Do you think this thought is realistic? Is it probably accurate and true?** [Answer: It is probably not realistic because Destiny has been doing well in this class so far this year.] *Call on students to respond. Elaborate upon student responses.*

- **Do you think this thought is helpful? Is it helping Destiny figure out what to do next?**  
[Answer: It is not helpful because it is not helping Destiny solve her problem.] *Call on students to respond. Elaborate upon student responses.*
- **So, should Destiny move on to the third step of the Catch–Check–Choose strategy?**  
[Answer: Yes, her thought is probably not realistic or helpful.] *Call on students to respond. Elaborate upon student responses.*

**Okay, moving on: What is the final step to the Catch–Check–Choose strategy? Pause. Call on a student to respond. Provide positive/corrective feedback.**

- **The final step is for Destiny to choose what to do about her unrealistic and unhelpful thought. She can either let it go or change it.**
- *Call on a student to read aloud the thought bubble on the right side of the picture.*
- **Remember that Destiny can choose adaptive thoughts, brave thoughts, and calm thoughts. What is another example of an adaptive, brave, or calm thought that is both realistic and helpful? Call on students to respond. Elaborate upon student responses.**

## Guided Practice

**Let’s spend some more time practicing changing thoughts. Pick up the container of Unrealistic and Unhelpful Thought slips.**

Unrealistic and Unhelpful Thought Slips
You're getting ready to interview for a job at a restaurant. You think to yourself: "They'll never hire me. I don't have any experience. I shouldn't even go." What adaptive, brave, or calm thought could you think instead?
You're walking in the hallway. You see two students look at you and begin whispering and laughing. You think to yourself: "They're talking about me. What's their problem?" What adaptive, brave, or calm thought could you think instead?
You're on a social media app. You see your friend tag your other friends (but not you) in a post. You think to yourself: "They must not like me as much as they like those other people." What adaptive, brave, or calm thought could you think instead?
You're in class. You see a missed call on your phone from a family member who knows you're at school. You think to yourself: "Something must be really wrong! There must be an emergency!" What adaptive, brave, or calm thought could you think instead?
You're on your way to a school dance. You realize that all your friends have a date but you. You think to yourself: "This is going to be terrible and awkward. I should just go home." What adaptive, brave, or calm thought could you think instead?
You're in the cafeteria with your friends. A teacher walks by and directs you to quiet down. You think to yourself: "Who does this guy think he is? I should tell him what I really think!" What adaptive, brave, or calm thought could you think instead?
You texted a friend to ask about their weekend plans. It's been a few hours, and they haven't replied. You think to yourself: "They must be mad at me. I must have done something wrong." What adaptive, brave, or calm thought could you think instead?
You're in class. It's almost your turn to give a presentation. You think to yourself: "I'm not prepared. I have no idea what I'm doing. They'll think I'm a joke." What adaptive, brave, or calm thought could you think instead?
You just got home from school and are looking forward to relaxing. Your parent tells you to start doing some chores. You think to yourself: "They don't even care how I feel. They don't know how hard school is!" What adaptive, brave, or calm thought could you think instead?

**When it’s your turn, pick a slip and read it to the group. Then give us one example of an adaptive, brave, or calm thought that you could choose instead.**

*Rotating between students, guide each student in choosing a slip, reading the slip, and responding to the slip. Provide encouragement and positive feedback for participation. Continue until all slips have been drawn and completed.*




## This Week's Challenge and Wrap-Up (3 min.)

**Before we wrap up today's meeting, I will collect your Student Books so we can use them next time. Collect students' Student Books and writing utensils (if applicable).**

*Point to Item 5 on the Agenda. This week's challenge will be for you to identify your own examples of adaptive, brave, or calm thoughts.*

*Display a Week 5 Challenge form.*

**Week 5 Challenge**  
List adaptive, brave, and calm thoughts you can use to help you in challenging times.

Thought Type	How It Helps	My Examples
 Adaptive	Helps me be flexible and solve a problem	
 Brave	Helps me be courageous and confident	
 Calm	Helps me stay in control of my emotions	

**I will give you one of these forms. On this form, list adaptive, brave, and calm thoughts that might help you in future challenging situations. If you lose your form this week, you can create your own form or list on a different piece of paper.**

*Call on a student. What will we do with our challenge form this week? Provide positive and, if necessary, corrective feedback.*

**This week we started learning about the Catch–Check–Choose strategy, a strategy to help us observe and evaluate our thoughts and then choose what to do with thoughts that are not realistic or helpful. When we come together for our next group meeting, we will review your examples of adaptive, brave, and calm thoughts. Then we will continue practicing the Catch–Check–Choose strategy.**

**Thank you for coming to our group meeting this week! Provide students with feedback on their behavior and progress in the group meeting. Be sure to provide more positive than corrective feedback and end on an encouraging note.**

**Remember to identify those example thoughts and bring your form to our next group meeting! Tell students the date and time of the next group meeting.**

*Hand each student one Week 5 Challenge form before dismissing them from group..*

## Unrealistic and Unhelpful Thought Slips

You're getting ready to interview for a job at a restaurant.

You think to yourself: "They'll never hire me. I don't have any experience. I shouldn't even go."

What adaptive, brave, or calm thought could you think instead?

You're walking in the hallway. You see two students look at you and begin whispering and laughing.

You think to yourself: "They're talking about me. What's their problem?"

What adaptive, brave, or calm thought could you think instead?

You're on a social media app. You see your friend tag your other friends (but not you) in a post.

You think to yourself: "They must not like me as much as they like those other people."

What adaptive, brave, or calm thought could you think instead?

You're in class. You see a missed call on your phone from a family member who knows you're at school.

You think to yourself: "Something must be really wrong! There must be an emergency!"

What adaptive, brave, or calm thought could you think instead?

You're on your way to a school dance. You realize that all your friends have a date but you.

You think to yourself: "This is going to be terrible and awkward. I should just go home."

What adaptive, brave, or calm thought could you think instead?

You're in the cafeteria with your friends. A teacher walks by and directs you to quiet down.

You think to yourself: "Who does this guy think he is? I should tell him what I really think!"

What adaptive, brave, or calm thought could you think instead?

You texted a friend to ask about their weekend plans. It's been a few hours, and they haven't replied.

You think to yourself: "They must be mad at me. I must have done something wrong."

What adaptive, brave, or calm thought could you think instead?

You're in class. It's almost your turn to give a presentation.

You think to yourself: "I'm not prepared. I have no idea what I'm doing. They'll think I'm a joke."

What adaptive, brave, or calm thought could you think instead?

You just got home from school and are looking forward to relaxing.

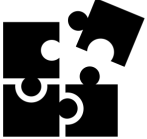


Your parent tells you to start doing some chores.

You think to yourself: "They don't even care how I feel. They don't know how hard school is!"

What adaptive, brave, or calm thought could you think instead?

## Week 5 Challenge

List adaptive, brave, and calm thoughts you can use to help you in challenging times.

Thought Type	How It Helps	My Examples
 <b><u>A</u>ddaptive</b>	Helps me be flexible and solve a problem	
 <b><u>B</u>rave</b>	Helps me be courageous and confident	
 <b><u>C</u>alm</b>	Helps me stay in control of my emotions	

# POWER Program

## Group Meeting 5 Checklist

### Instructions:

- If you are **observing another person's implementation**, follow along in the manual's group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Group Meeting Component	Implemented?		Notes
	Yes	No	
<b>Group Expectations and Agenda</b>			
1. Distributed Student Books			
2. Prompted students to complete their emotion monitoring log			
3. Facilitated student-led review of group expectations			
4. Reviewed group meeting agenda			
<b>Guided Practice: Muscle Relaxation</b>			
5. Led Muscle Relaxation guided practice			
<b>Last Week's Challenge</b>			
6. Reviewed last week's topic			
7. Led discussion/sharing of last week's challenge			
<b>Introduction to Catch–Check–Choose</b>			
8. Introduced concept of Catch–Check–Choose			
9. Explained the steps to Catch–Check–Choose			
10. Defined adaptive, brave, and calm thoughts			
11. Led guided practice of Catch–Check–Choose using example of Destiny			
12. Led guided practice on choosing adaptive, brave, or calm thoughts			
<b>This Week's Challenge and Wrap-Up</b>			
13. Collected Student Books			
14. Explained this week's Challenge			
15. Assessed students' comprehension of the Weekly Challenge			
16. Summarized group meeting content			
17. Reminded students of the Weekly Challenge			
18. Distributed Week 5 Challenge Form			



# Group Meeting 6: Catch–Check–Choose, Part 2

## Group Meeting at a Glance

**Objectives:** Students will...

- ✓ Identify the steps to using the Catch–Check–Choose strategy.
- ✓ Independently demonstrate the steps to the Catch–Check–Choose strategy.

**Materials:**

1 Per Student

- Student Book
- Writing utensil (Optional: Colored pencils)
- Week 6 Challenge Form (see Challenge Book)

1 Per Group

- Agenda (written or projected in a location visible to students)
- Group Expectations poster
- Your completed Week 5 Challenge Form (see Challenge Book)

**Agenda:**

1. Group Expectations and Agenda (2 min.)
2. Guided Practice: Guided Imagery (5 min.)
3. Last Week’s Challenge (5 min.)
4. Catch-Check-Choose Review and Application (20 min.)
5. This Week’s Challenge and Wrap-Up (3 min.)



## Group Expectations and Agenda (2 min.)

Display the Agenda and Group Expectations in a location that will be visible to all students.

Greet students as they enter the area and settle into their seats. Provide behavior-specific praise related to how students enter the area and/or follow your directions.

Hand each student their Student Book and prompt them to complete their emotion monitoring log (page 2) prior to starting the group meeting.

Emotion Monitoring Log

Meeting	Write today's date.	Mark along the line how much of the past week you felt _____.	Mark along the line how much of the past week you felt _____.
2	_____		
3	_____		
4	_____		
5	_____		
6	_____		
7	_____		



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**Welcome back! Make sure you have completed your Emotion Monitoring Log on page 2 of your Student Book.**

**Now that everyone is ready, let's review our group expectations. Point to Item 1 on the Agenda and gesture toward the Group Expectations poster.**

**Call on one student to lead this review. [Student name], go ahead and lead our review of our group expectations, please. Support the student in verbally presenting the group norms for each expectation. Provide prompts and answer questions as applicable. Provide positive and, if necessary, corrective feedback.**

*Gesture toward the Agenda.* **Alright, group, here’s our game plan for today:**

- *Point to Item 2 on the Agenda.* **To get into our group “zone,” we’ll practice a new relaxation strategy.**
- *Point to Item 3 on the Agenda.* **Then, we’ll discuss the Weekly Challenge that you completed for today.**
- *Point to Item 4 on the Agenda.* **After that, we’ll continue the work we’ve started with the Catch–Check–Choose strategy. We’ll review this strategy and practice with some more examples.**
- *Point to Item 5 on the Agenda.* **To wrap up our group meeting, we’ll discuss the next Weekly Challenge.**
- **Any questions before we move ahead? Provide wait time. If applicable, answer student questions.**

### **Guided Practice: Guided Imagery (5 min.)**

*Point to Item 2 on the Agenda.* **Now we are going to do a guided imagery exercise. Guided imagery is an activity designed to get us relaxed and in the right frame of mind to start our group meeting activities. To begin, get yourself into a comfortable position. Adjust how you are sitting, or feel free to lie down on the floor if you wish.**

*Read the instructions slowly, in a relaxed voice.*

**First, consider how your body feels at this moment. Start to relax your body, beginning with your shoulders and head. Let your arms and fingers relax so your hands are slightly open and relaxed. Take a deep breath in, and then slowly breathe out. Take another breath in, and slowly out. Focus on your mind, and breathe out any thoughts on your next breath out. Slowly blow those thoughts away as you relax your body. If you haven’t done so already, close your eyes.**

**Create an image in your mind of the color **red**, any shade of red you’d like. Think about anything you like that is red: maybe apples, flowers, clothing, or a sunset. You might picture red objects, something red in nature, or just a solid color. Anything you like that is red. Think about the color red and how it feels for you.**

**Now allow the color you are imagining to blend to **orange**. Picture the color orange in your mind, and imagine the first orange thing you can think of. It might be a pumpkin, a fruit, or leaves in the fall. Fill the entire visual field of your mind’s eye with the color orange. Continue to imagine the color orange.**

**Now start to think about the color **yellow**. Imagine and think about all the various shades of yellow. Consider the color of butter, of lemons, of lemonade, a bright sunny day, or**

highlighters and markers. Imagine yourself surrounded with the brightness of the color yellow.

Start to the color in your mind become **green**. Fill your vision with all the different shades of green, from grass, to trees in summer, to the pine trees in winter. Think about your favorite thing that is green, and allow it to take over your mind. Think about how you are feeling imagining this thing. Keep imagining the green thing in your mind and let it surround you.

Let the green in your mind start shifting to the color **blue**. Picture all things blue in your mind, the color of the sky, a bright blue ocean, blue flowers, deeper blues at night, or maybe a great pair of jeans. Allow the color blue to wash over you and fill your mind with the many shades and tones of blue.

Next, let the color in your imagination transform into **purple**. Think about the purples in sunsets, purple flowers, the color of grapes, or soft purple fabric. Fill your mind with the color purple and all its complexities, and let it transform your mind.

Now let's slowly bring your attention back to your breathing. Think about how calm and regular your breathing is now. Imagine the colors again, one at a time in any order. Slowly imagine all the colors, and all the shades in between.

Continue letting the colors wash over you, and start to imagine any calming color you wish. Do you have a favorite color, or a color that fits your mood right now? Think about that color in your mind, whatever shade or tone of that color you wish. Consider how the color makes you feel, and what you like about that color, and imagine yourself relaxing while you enjoy it. Take a minute to let your mind surround itself with the color you are picturing, and all the parts of it that you love.

*Allow a minute for the students to imagine the color of their choice. Now it is time to start bringing your attention back to where we are. Start thinking about where we are, what we are doing, and become more alert with each breath that you take. When you are ready, open your eyes. Allow students another minute or two to re-orient themselves back to the group.*

What we just completed is called a Guided Imagery Exercise. It's a practice that is designed to help you relax. Other versions of this exercise sometimes ask you to picture a beach or a lake, or a calming forest. We explored different colors today to help you settle on an colorful image that is entirely of your choosing.

*How do you feel after finishing the exercise? Allow time for student responses. Call on students to share and acknowledge all responses.*

The guided imagery exercise was designed to make you feel relaxed, at ease, and calm. Hopefully the exercise was a positive experience for you.




## Last Week's Challenge (5 min.)

*Point to Item 3 on the Agenda. Alright, time to review last week's group meeting and challenge. Who remembers what we talked about in our last group meeting? Call on a volunteer or two to share. If no one volunteers, call on a student who attended the last meeting and who you expect will know the answer. Elaborate on student responses and provide positive feedback for participation.*

**During our last group meeting, we learned the Catch–Check–Choose strategy. We learned that there are three steps to Catch–Check–Choose. Turn in your Student Books to page 17. Display a Student Book turned to this page.**

Week 5: Catch–Check–Choose, Part 1

**The Catch–Check–Choose Strategy**

	<b>STEP 1</b> <b>Catch</b> your thought. <input type="checkbox"/> Notice what you are <b>thinking</b> . <input type="checkbox"/> Notice how that thought is making you feel. <input type="checkbox"/> Notice how that thought is making you act. <input type="checkbox"/> Consider using a <b>relaxation strategy</b> to help you with next steps.
	<b>STEP 2</b> <b>Check</b> your thought. Ask these questions: <input type="checkbox"/> Is it realistic? <input type="checkbox"/> Is it helpful?
	<b>STEP 3</b> If your thought is NOT realistic or helpful, <b>choose</b> what to do next: <input type="checkbox"/> Let your thought go. <input type="checkbox"/> <b>Change your thought</b> into one of the following (remember your ABCs!): <ul style="list-style-type: none"> <li>• An <b>adaptive</b> thought (A thought that helps you be flexible and solve a problem)</li> <li>• A <b>brave</b> thought (A thought that helps you be courageous and confident)</li> <li>• A <b>calm</b> thought (A thought that helps you stay in control of your emotions)</li> </ul>




- The first step is to **catch** your thought, noticing what you are thinking and feeling and how you are acting.
- The second step is to **check** your thought. You ask yourself these questions: Is this thought realistic? Is this thought helpful?
- The third and final step is to **choose** what to do next if your thought is NOT realistic and helpful. You can choose to let your thought go, reminding yourself that a thought is only a thought. Or you can choose to change your thought into a different type of thought, such as one that is adaptive, brave, or calm.

Our challenge from last week was to choose some adaptive, brave, and calm thoughts we can use when we're in challenging situations.

*Share your Week 5 Challenge Form.*

**Week 5 Challenge**

List adaptive, brave, and calm thoughts you can use to help you in challenging times.

Thought Type	How It Helps	My Examples
 Adaptive	Helps me be flexible and solve a problem	
 Brave	Helps me be courageous and confident	
 Calm	Helps me stay in control of my emotions	

Briefly explain the thoughts you chose and why you chose them.

You only need to share if you want to, so please raise your hand if you would like to share with the group. Call on student volunteers to share their examples.

**Catch–Check–Choose Review & Application(20 min.)**



Point to Item 4 on the Agenda. Let’s do some more practice with some examples of students catching, checking, and choosing.

**Guided Practice: Anthony**

Turn to page 19 in your Student Books, where you will see the name “Anthony.” Display a Student Book turned to this page.

Week 6: Catch-Check-Choose, Part 2

**Anthony**

What He First Thought: <small>(Something Unrealistic and/or Unhelpful)</small>	What He Can Think Instead: <small>(Something Realistic and Helpful)</small>
	

"Think, Catch, Check, Choose: A Middle School Student's Journey to Self-Reflection" by Vanessa Shady, a former teacher. ©2017

Anthony plays on his school football team with his friend Ian. Last week, Anthony had a great game, and Ian told him how well he played. Today, their team is preparing for a pep rally after school. While they are waiting for the pep rally to begin, his teammates are joking around and

talking about tonight’s game. Anthony hears Ian comment that he thinks the coach should start him in the position that Anthony currently plays.

On the page in front of us, we see a picture about Anthony’s experience. On the left side, we see what Anthony first thought. *Call on a student to read the thought aloud.*

Now, let’s practice using the Catch–Check–Choose steps as if we were Anthony.

**What is the first step?** *Pause. Call on a student to respond. Provide positive/corrective feedback.*

- **The first step is for Anthony to catch the thought, notice how the thought is making him feel and act, and decide whether he should use a relaxation strategy.**
- **How do you think this thought might be making him feel?** *Call on students to respond. Elaborate upon student responses.*
- **How do you think this thought might be making him act?** *Call on students to respond. Elaborate upon student responses.*
- **Do you think he might need to use a relaxation strategy?** *Call on students to respond. Elaborate upon student responses.*

**What is the second step to the Catch–Check–Choose strategy?** *Pause. Call on a student to respond. Provide positive/corrective feedback.*

- **The second step is for Anthony to check the thought by asking himself whether the thought is realistic and helpful.**
- **Do you think this thought is realistic? Is it probably accurate and true?** [Answer: It is probably not realistic. Anthony has been playing well, and Ian told him that he thought he was playing well.] *Call on students to respond. Elaborate upon student responses.*
- **Do you think this thought is helpful? Is it helping Anthony figure out what to do next?** [Answer: It is probably not helpful because it does not help him figure out what to do next.] *Call on students to respond. Elaborate upon student responses.*
- **So, should Anthony move on to the third step of the Catch–Check–Choose strategy?** [Answer: Yes, his thought is probably not realistic or helpful.] *Call on students to respond. Elaborate upon student responses.*

**Okay, moving on: What is the final step to the Catch–Check–Choose strategy?** *Pause. Call on a student to respond. Provide positive/corrective feedback.*

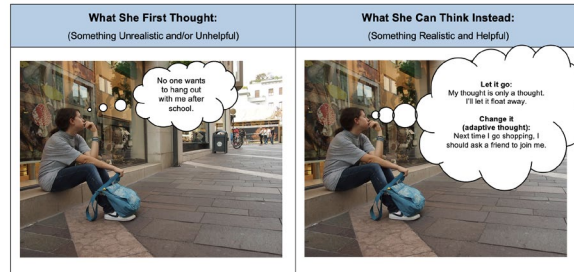
- **The final step is for Anthony to choose what to do about his unrealistic and unhelpful thought. He can either let it go or change it.**
- *Call on a student to read aloud the thought bubble on the right side of the picture.*
- **Remember that Anthony can choose adaptive thoughts, brave thoughts, and calm thoughts. What is another example of an adaptive, brave, or calm thought that is both realistic and helpful?** *Call on students to respond. Elaborate upon student responses.*

## Guided Practice: Tamar

Turn to page 20 in your Student Books, where you will see the name “Tamar.” *Display a Student Book turned to this page.*

Week 6: Catch–Check–Choose, Part 2

Tamar



"Tamar's message" by author/illustrator is licensed under CC BY-NC 2.0



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After school one day, Tamar is shopping for a birthday gift for her friend, Angel. Angel is having a birthday party this weekend, and he invited Tamar and a few of their other friends. As Tamar is leaving a store, she sees four of her friends shopping together a few stores away.

On the page in front of us, we see a picture about Tamar’s experience. On the left side, we see what Tamar first thought. *Call on a student to read the thought aloud.*

Now, let’s practice using the Catch–Check–Choose steps as if we were Tamar.

**What is the first step?** *Pause. Call on a student to respond. Provide positive/corrective feedback.*

- **The first step is for Tamar to catch the thought, notice how the thought is making her feel and act, and decide whether she should use a relaxation strategy.**
- **How do you think this thought might be making her feel?** *Call on students to respond. Elaborate upon student responses.*
- **How do you think this thought might be making her act?** *Call on students to respond. Elaborate upon student responses.*
- **Do you think she might need to use a relaxation strategy?** *Call on students to respond. Elaborate upon student responses.*

**What is the second step to the Catch–Check–Choose strategy?** *Pause. Call on a student to respond. Provide positive/corrective feedback.*

- **The second step is for Tamar to check the thought by asking herself whether the thought is realistic and helpful.**

- **Do you think this thought is realistic? Is it probably accurate and true?** [Answer: It is probably not realistic because Angel invited Tamar to his birthday party.] *Call on students to respond. Elaborate upon student responses.*
- **Do you think this thought is helpful? Is it helping Tamar figure out what to do next?** [Answer: It is not helpful because it is not helping Tamar figure out what to do next.] *Call on students to respond. Elaborate upon student responses.*
- **So, should Tamar move on to the third step of the Catch–Check–Choose strategy?** [Answer: Yes, her thought is probably not realistic or helpful.] *Call on students to respond. Elaborate upon student responses.*

Okay, moving on: **What is the final step to the Catch–Check–Choose strategy?** *Pause. Call on a student to respond. Provide positive/corrective feedback.*

- **The final step is for Tamar to choose what to do about her unrealistic and unhelpful thought. She can either let it go or change it.**
- *Call on a student to read aloud the thought bubble on the right side of the picture.*
- **Remember that Tamar can choose adaptive thoughts, brave thoughts, and calm thoughts.**
- **What is another example of an adaptive, brave, or calm thought that is both realistic and helpful?** *Call on students to respond. Elaborate upon student responses.*

### Independent Practice and Reflection

Now it's your turn. Turn to page 21 in your Student Books, where you will see a blank form for you. *Display a Student Book turned to this page.*

Week 6: Catch–Check–Choose, Part 2

**Catch–Check–Choose Practice**

Identify a real-world situation in which you could have used the Catch–Check–Choose Strategy.  
Write and/or draw about that situation below!

<b>What I First Thought:</b> <small>(Something Unrealistic and/or Unhelpful)</small>	<b>What I Can Think Instead:</b> <small>(Something Realistic and Helpful)</small>
<p style="text-align: center; font-size: x-small;"><b>My Choice</b></p> <p><input type="checkbox"/> Let it go.</p> <p><input type="checkbox"/> Change it into one of the following (remember the ABCs!):</p> <ul style="list-style-type: none"> <li>• An <b>adaptive</b> thought (Helps me be flexible and solve a problem)</li> <li>• A <b>brave</b> thought (Helps me be courageous and confident)</li> <li>• A <b>calm</b> thought (Helps me stay in control of my emotions)</li> </ul>	

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**Take a few moments now to think of a situation in which you had a thought that was not realistic or helpful. Provide about 10–20 seconds of wait time.**



Maybe you have thought of a situation like that. Maybe you need to keep thinking. That’s okay, too.

Once you have chosen a situation, draw and write about that situation on this page. On the left side, write what you thought in that situation. On the right side, write what you could have thought instead—something that was realistic and helpful.

As you work on this, I will go around to each of you to see if you have any questions. Go ahead and get started.

As necessary, distribute writing utensils. Circulate between students, reviewing progress and discussing chosen scenarios. Provide encouragement and feedback.

## This Week’s Challenge and Wrap-Up (3 min.)

Before we wrap up today’s meeting, I will collect your Student Books so we can use them next time. Collect students’ Student Books and writing utensils (if applicable).

Point to Item 5 on the Agenda. This week’s challenge will be for you to practice using the Catch–Check–Choose strategy in the real world.

Display a Week 6 Challenge form.

### Week 6 Challenge

Identify a real-world situation in which you used (or could have used) the Catch–Check–Choose Strategy.  
Write and/or draw about that situation below!

What I First Thought (Something Unrealistic and/or Unhelpful)	What I Can Think Instead (Something Realistic and Helpful)

I will give you one of these forms. After you use the Catch–Check–Choose strategy this next week, go ahead and write or draw about that situation on your form. If you lose your form this week, you can create your own form by drawing two boxes on a sheet of paper.

*Display a Week 6 Challenge form and call on a student. **What will we do with our challenge form this week?** Provide positive and, if necessary, corrective feedback.*

**This week we reviewed the Catch–Check–Choose strategy, a strategy to help us observe and evaluate our thoughts and then choose what to do with thoughts that are not realistic or helpful. When we come together for our next group meeting, we will review and discuss your Catch–Check–Choose forms.**

**This next group meeting will be our last group meeting.**

**Thank you for coming to our group meeting this week!** *Provide students with feedback on their behavior and progress in the group meeting. Be sure to provide more positive than corrective feedback and end on an encouraging note.*

**Remember to practice the Catch–Check–Choose strategy and bring your form to our next group meeting!** *Tell students the date and time of the next group meeting.*

*Hand each student one Week 6 Challenge form before dismissing them from group.*

## Week 6 Challenge

Identify a real-world situation in which you used (or could have used) the Catch–Check–Choose Strategy.

Write and/or draw about that situation below!

<b>What I First Thought</b> (Something Unrealistic and/or Unhelpful)	<b>What I Can Think Instead</b> (Something Realistic and Helpful)
<p style="text-align: center;"><b>My Choice</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Let it go.</b></li><li><input type="checkbox"/> <b>Change it</b> into one of the following (remember the ABCs!):<ul style="list-style-type: none"><li>▪ An <u>adaptive</u> thought (<i>Helps me be flexible and solve a problem</i>)</li><li>▪ A <u>brave</u> thought (<i>Helps me be courageous and confident</i>)</li><li>▪ A <u>calm</u> thought (<i>Helps me stay in control of my emotions</i>)</li></ul></li></ul>	

# POWER Program

## Group Meeting 6 Checklist

### Instructions:

- If you are **observing another person's implementation**, follow along in the manual's group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Group Meeting Component	Implemented?		Notes
	Yes	No	
<b>Group Expectations and Agenda</b>			
1. Distributed Student Books			
2. Prompted students to complete their emotion monitoring log			
3. Facilitated student-led review of group expectations			
4. Reviewed group meeting agenda			
<b>Guided Practice: Guided Imagery</b>			
5. Led Guided Imagery guided practice			
<b>Last Week's Challenge</b>			
6. Reviewed last week's topic			
7. Led discussion/sharing of last week's challenge			
<b>Catch–Check–Choose Review &amp; Application</b>			
8. Led guided practice of Catch–Check–Choose using the example of Anthony			
9. Led guided practice of Catch–Check–Choose using the example of Tamar			
10. Supervised students in completing activity in Student Books			
<b>This Week's Challenge and Wrap-Up</b>			
11. Collected Student Books			
12. Explained this week's Challenge			
13. Assessed students' comprehension of the Weekly Challenge			
14. Summarized group meeting content			
15. Reminded students of the Weekly Challenge			
16. Distributed Week 6 Challenge Form			



# Group Meeting 7: Planning for Success

## Group Meeting at a Glance

**Objectives:** Students will...

- ✓ Independently describe and demonstrate the steps to emotion identification, relaxation, behavioral activation, observing thoughts, and the Catch–Check–Choose strategies.
- ✓ Develop a plan to support them in using their new strategies.

**Materials:**

### 1 Per Student

- Student Book
- Writing utensil
- Week 7 Challenge Form (see Challenge Book)

### 1 Per Group

- Agenda (written or projected in a location visible to students)
- Group Expectations poster
- Your completed Week 6 Challenge Form (see Challenge Book)
- Review game steps
- Review game strategy slips (cut into strips and placed in a container)
- Timer
- Drawing materials for Pictionary (Examples: whiteboard and marker, laminated paper/poster and marker, chalkboard and chalk)

**Agenda:**

1. Group Expectations and Agenda (2 min.)
2. Guided Practice: Relaxation Strategy Choice (3 min.)
3. Last Week's Challenge (5 min.)
4. Strategy Review Game (10 min.)
5. Guided Practice: Relaxation Strategy Choice (2 min.)
6. Action Planning (10 min.)
7. This Week's Challenge and Wrap-Up (3 min.)

## Group Expectations and Agenda (2 min.)




Display the Agenda and Group Expectations in a location that will be visible to all students.

Greet students as they enter the area and settle into their seats. Provide behavior-specific praise related to how students enter the area and/or follow your directions.

Hand each student their Student Book and prompt them to complete their emotion monitoring log (page 2) prior to starting the group meeting.

**Emotion Monitoring Log**

Meeting	Write today's date.	Mark along the line how much of the past week you felt _____	Mark along the line how much of the past week you felt _____
2	_____		
3	_____		
4	_____		
5	_____		
6	_____		
7	_____		

**Welcome to our last group meeting! Make sure you have completed your Emotion Monitoring Log on page 2 in your Student Book.**

**Now that we are ready, let's review our group expectations. Point to Item 1 on the Agenda.**

Call on one student to lead this review. [Student name], **go ahead and lead our review of our group expectations, please.** Support the student in verbally presenting the group norms for each expectation. Provide prompts and answer questions as applicable. Provide positive and, if necessary, corrective feedback.

**Gesture toward the Agenda. Alright, group, here's our game plan for today:**

- **Point to Item 2 on the Agenda. To get into our group "zone," we'll begin by practicing a relaxation strategy.**
- **Point to Item 3 on the Agenda. Next, we'll discuss the Weekly Challenge that you completed for today.**
- **Point to Item 4 on the Agenda. After that, we'll review the different strategies we have been learning and practicing in our group meetings.**

- *Point to Item 5 on the Agenda. To refocus ourselves, we'll practice another relaxation strategy.*
- *Point to Item 6 on the Agenda. Then, we'll spend some time planning how to practice and use these strategies in the real world.*
- *Point to Item 7 on the Agenda. To wrap up, we we'll discuss the next Weekly Challenge.*
- **Any questions before we move ahead? Provide wait time. If applicable, answer student questions.**

## Guided Practice: Relaxation Strategy Choice (3 min.)

*For this guided practice, you may choose to (a) select one strategy you would like the group to practice or (b) offer this choice to the group.*

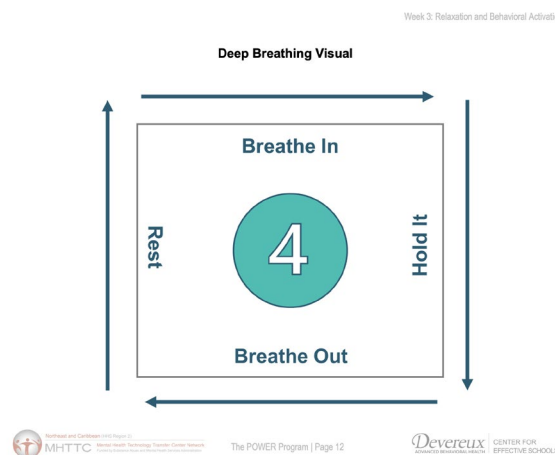
*The scripts for the following strategies are included below:*

- *Deep Breathing*
- *Muscle Relaxation*
- *Guided Imagery*

*Point to Item 2 on the Agenda. To start us off, let's practice a relaxation strategy. The strategy we'll be practicing first today is \_\_\_\_\_.*

## Deep Breathing

*Hold up a Student Book turned to page 12.*





**In your Student Books, turn to page 12. Here, you'll see our Deep Breathing visual.**

*Display the Deep Breathing visual. Gesture to the Deep Breathing visual as you narrate each step: Remember that you deep breathe by breathing in through your nose for 4 seconds as your belly expands (pause), holding that breath in your belly for 4 seconds (pause), breathing out through your mouth for 4 seconds as your belly shrinks (pause), and then resting for 4 seconds (pause).*

**Get into a comfortable position in your chair. You may close your eyes or soften your gaze. If you notice there are thoughts crowding your mind, gently bring your focus back to your breath.**

**Let's practice this together:**

- **Breathe in** *pause 2 pause 3 pause 4 pause.*
- **Hold it** *pause 2 pause 3 pause 4 pause.*
- **Breathe out** *pause 2 pause 3 pause 4 pause.*
- **And rest** *pause 2 pause 3 pause 4 pause.*

*Repeat these instructions 4–5 times.*

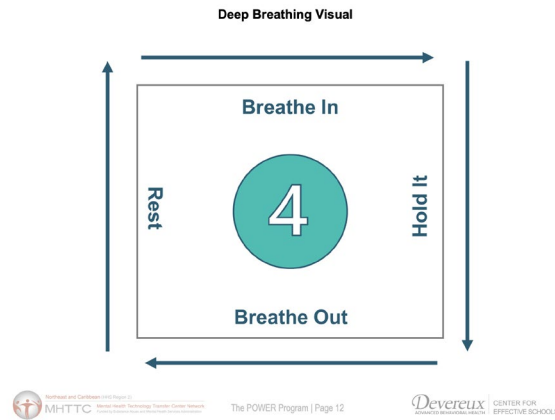
**Now begin to wake up your body. Slowly open your eyes if they're closed.**

*Pause for 4 seconds. Demonstrate the actions that follow as you state them: Roll your head in a circle going one way... Pause for 4 seconds. ...and then in a circle going the other way. Pause for 4 seconds. Roll your right shoulder in a circle... Pause for 4 seconds. ...and then your left shoulder in a circle. Pause for 4 seconds. Lean over and touch your fingers to your toes if you can... Pause for 4 seconds. ...and then wiggle your fingers and toes as you sit up straight. Pause for 4 seconds.*

**Now we're awake and ready to move on!**

## **Muscle Relaxation**

*Hold up a Student Book turned to page 12.*



In your Student Books, turn to page 12. Here, you'll see our Deep Breathing visual.

Get into a comfortable position in your chair. You may close your eyes or soften your gaze. If you notice there are thoughts crowding your mind, gently bring your focus back to your breath.

*Display the Deep Breathing visual. When we use the muscle relaxation strategy, we always start with our deep breathing. Gesture to the Deep Breathing visual as you narrate each step: Remember that you deep breathe by breathing in through your nose for 4 seconds as your belly expands (pause), holding that breath in your belly for 4 seconds (pause), breathing out through your mouth for 4 seconds as your belly shrinks (pause), and then resting for 4 seconds (pause).*

Let's practice this together:

- Breathe in *pause 2 pause 3 pause 4 pause.*
- Hold it *pause 2 pause 3 pause 4 pause.*
- Breathe out *pause 2 pause 3 pause 4 pause.*
- And rest *pause 2 pause 3 pause 4 pause.*

As we continue into our muscle relaxation practice, remember to listen to your body. If you feel pain or discomfort, please stop and wait until the next muscle is introduced.

Begin by paying attention to your feet. Tense your feet by curling your toes up. Hold onto the tension and notice what it feels like.

*Pause for 4 seconds. Release the tension in your foot. Notice what that feels like.*

Next, bring focus to your lower legs. Tense the muscles in your calves by pointing your toes. Hold them tightly and pay attention to the feeling of tension.

*Pause for 4 seconds.* Release the tension in your lower legs. Notice what that feels like. Continue to take deep breaths.

Next, bring focus to your upper legs. You can do this by squeezing your thighs together. Hold them tightly and feel the tension.

*Pause for 4 seconds.* Release the tension in your upper legs.

Next, tense your stomach and chest. You can do this by sucking in your stomach. Squeeze and hold the tension for 4 seconds.

*Pause for 4 seconds.* Release the tension. Notice what it feels like for your body to go limp. Continue to take deep breaths.

Now tense the muscles in your back by bringing your shoulders together behind you. Hold them tightly. Tense them as hard as you can without straining. Keep holding.

*Pause for 4 seconds.* Release the tension from your back. Feel the tension slowly leave your body. Notice how different your body feels when you allow it to relax.

Tense your arms all the way from your hands to your shoulders. Make a fist and squeeze all the way up your arm. Hold it.

*Pause for 4 seconds.* Release the tension from your arms and shoulders. Notice the feeling of relaxation in your fingers, hands, arms, and shoulders. Notice how your arms feel limp and at ease.

Move up your neck and your head. Tense your face and neck around your eyes and mouth by squinting your eyes shut and scrunching your mouth and nose.

*Pause for 4 seconds.* Release the tension. Again, notice the new feeling of relaxation, this time in your face.

Finally, tense your whole body. Tense your feet, legs, stomach, chest, arms, neck, and head. Tense harder, without straining. Hold the tension.

*Pause for 4 seconds.* Now release. Allow your whole body to relax and go limp. Pay attention to the feeling of relaxation, and how different it is from the feeling of tension.

Now begin to wake up your body. Slowly open your eyes if they're closed.

*Pause for 4 seconds. Demonstrate the actions that follow as you state them: Roll your head in a circle going one way... Pause for 4 seconds. ...and then in a circle going the other way. Pause for 4 seconds. Roll your right shoulder in a circle... Pause for 4 seconds. ...and then your left shoulder in a circle. Pause for 4 seconds. Lean over and touch your fingers to your toes if you can... Pause for 4 seconds. ...and then wiggle your fingers and toes as you sit up straight. Pause for 4 seconds.*

**Now we're awake and ready to move on!**

## **Guided Imagery**

**Get into a comfortable position in your chair. You may close your eyes or soften your gaze.**

**For this guided imagery practice, create a picture in your mind of a place where you feel calm and relaxed. This may be a real place or an imaginary place. Think of a spot where you can feel at peace. Now, start creating an image of this peaceful place.**

**Think about what your peaceful place looks like. Where is your peaceful place? Is it indoors, or is it outdoors? Is it a large space or a small space? What objects are in your peaceful place? Who is in this place? Are you alone, or is someone else there with you? Notice the shapes and colors in this place. Take in all the sights of your peaceful place.**

**Next, think about what your peaceful place sounds like. Listen carefully... What do you hear? Are people talking? Is music playing? Take in all the sounds of your peaceful place.**

**Finally, imagine yourself in this peaceful place. What are you doing there? Are you sitting, relaxing, or are you being more active?**

**Enjoy your peaceful place for a few more seconds, taking in any sights and sounds and feelings.**

**Take a picture in your mind of this peaceful place. You can return to your peaceful place when you need a break, such as when you are feeling activated with unpleasant feelings. You can return to this place to take a break, calm yourself, and relax.**

**Now begin to wake up your body. Slowly open your eyes if they're closed.**

*Pause for 4 seconds. Demonstrate the actions that follow as you state them: Roll your head in a circle going one way... Pause for 4 seconds. ...and then in a circle going the other way. Pause for 4 seconds. Roll your right shoulder in a circle... Pause for 4 seconds. ...and then your left*

shoulder in a circle. *Pause for 4 seconds. Lean over and touch your fingers to your toes if you can... Pause for 4 seconds. ...and then wiggle your fingers and toes as you sit up straight. Pause for 4 seconds.*

Now we're awake and ready to move on!

**Last Week's Challenge (5 min.)**

Point to Item 3 on the agenda. Last week's challenge was for you to practice the Catch-Check-Choose strategy in the real world.

Remind me:

- **What do we check our thoughts for?** [Answer: To see if they are realistic and helpful.] *Call on students to respond. Elaborate upon student responses.*
- **...and what do we do if our thoughts are not realistic and helpful?** [Answer: We either let our thought go or change the thought to a new thought that is realistic and helpful.] *Call on students to respond. Elaborate upon student responses.*
- **...and what are the different types of thoughts that are realistic and helpful?** [Answer: The ABCs: Adaptive thoughts, brave thoughts, and calm thoughts.] *Call on students to respond. Elaborate upon student responses.*

Share your Week 6 Challenge Form.

**Week 6 Challenge**

Identify a real-world situation in which you used (or could have used) the Catch-Check-Choose Strategy.  
Write and/or draw about that situation below!

What I First Thought <small>(Something Unrealistic and/or Unhelpful)</small>	What I Can Think Instead <small>(Something Realistic and Helpful)</small>
<p style="text-align: center;"><b>My Choice</b></p> <p><input type="checkbox"/> Let it go.</p> <p><input type="checkbox"/> Change it into one of the following (remember the ABCs):</p> <ul style="list-style-type: none"> <li>• An <b>adaptive</b> thought (Helps me be flexible and solve a problem)</li> <li>• A <b>brave</b> thought (Helps me be courageous and confident)</li> <li>• A <b>calm</b> thought (Helps me stay in control of my emotions)</li> </ul>	

Narrate your thinking processes aloud and explain the choice you made (e.g., to let your thought go or change it).

Alright, let's see how you used the Catch-Check-Choose strategy this week! You only need to share if you would like, so please raise your hand if you would like to share with the group.

Call on student volunteers to briefly present their Week 6 Challenge Form. If they did not complete or return the Week 6 Challenge Form, prompt them to share their responses verbally; for any students who cannot think of an answer right away, give them some more time by calling on another student and then returning to the first student. Provide encouragement and positive feedback to students as they share.

## Strategy Review Game (10 min.)

Point to Item 4 on the Agenda. In today’s group meeting, we’re not learning any new strategies. We’ve learned plenty of strategies in our other group meetings, so it’s time for us to review everything we’ve already learned. To do that, we’ll play a review game.

### Introduction/Demonstration

Have any of you played Charades before? *Pause.* What about Pictionary? *Pause.* What about Taboo? *Pause.* These are all games in which you get a word that you want your team members to guess... but you can’t tell your team members the word. You need to act out your word, draw your word, or use words to describe your word. We’re going to play a game that’s a lot like those games you might already know.

We’ll split into two teams. Divide the group in half, with teams that are as equal as possible in terms of (a) number of students and (b) number of students with high rates of active engagement and participation.

Display the Review Game steps visual (page 124), the container of Review Game strategy slips (page 125), and the Pictionary materials.

#### Review Game

When it's your turn:

- Step 1.** Pick a strategy slip.
- Step 2.** Read the strategy slip.
- Step 3.** Decide whether you will act out, draw, or describe the strategy.
- Step 4.** Tell the group your decision: Will you act, draw, or describe?
- Step 5.** Act out, draw, or describe the strategy for the group to guess. You have 30 seconds!

Review Game Strategy Slips

Naming Emotions
Identifying Clues to Emotions
Deep Breathing
Muscle Relaxation
Taking Time
Behavioral Activation
Observing Thoughts
Catch-Check-Choose
Letting a Thought Go
Changing a Thought
Guided Imagery

- **Point to Step 1 on the Review Game steps visual. We're all going to take turns picking a slip from this container. Each slip will have the name of a strategy we learned in our group meetings.**
- **Point to Step 2 on the Review Game steps visual. We'll read the slip to ourselves—not telling or showing anyone what's on our slip.**
- **Point to Step 3 on the Review Game steps visual. We'll decide whether we want to act out, draw, or describe what's on our slip. If we choose to act it out, we cannot draw or say anything. If we choose to draw it, we cannot act it out or say anything. If we choose to describe it, we cannot act it out or draw it.**
- **Point to Step 4 on the Review Game steps visual. Once we've decided, we'll tell our team our decision.**
- **Point to Step 5 on the Review Game steps visual. And then we'll go ahead and act it out, draw it, or describe it! You'll have 30 seconds to get your team to guess your clue (display your timer), and every team will have 5 rounds of clues.**
- **Display page 22 in the Student Book.**

Week 7: Planning for Success

**Review Game**

Guided Imagery	Naming Emotions	Identifying Clues to Emotions	Deep Breathing
Muscle Relaxation	Taking Time	Behavioral Activation	Observing Thoughts
Catch-Check-Choose		Letting a Thought Go	Changing a Thought



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Devereux CENTER FOR EFFECTIVE SCHOOLS

- **When you're guessing, you can look at this list to help you remember the different strategies we learned. I'll hand out your Student Books. When you get yours, turn to page 22. Distribute the Student Books. Ensure all students are turned to the correct page in the Student Book. Provide positive/corrective feedback.**
- **If your team guesses correctly within 30 seconds, your team will earn 1 point. If your team does not guess correctly within 30 seconds, the other team will have one chance to guess (and earn that 1 point if they're correct).**
- **Any questions about the rules of this game before we do a practice round? Provide wait time. Respond to any student questions or concerns.**

## Guided Practice

**I'll go first. For this practice round, everyone can guess my clue—we won't have teams.**

- **Point to Step 1 on the Review Game steps visual. Pick your slip.**

- *Point to Step 2 on the Review Game steps visual. Without speaking, review what's on your slip.*
- *Point to Step 3 on the Review Game steps visual. Without speaking, gesture that you are thinking (e.g., finger to temple).*
- *Point to Step 4 on the Review Game steps visual. **I will be** [acting out/drawing/describing] **my strategy**.*
- *Point to Step 5 on the Review Game steps visual. Start your timer in a way that the group can see it. Act out, draw, or describe your strategy, stopping when it is guessed correctly or after 30 seconds if it is not guessed correctly.*
- *Provide the group feedback on their performance and clarify any necessary steps/rules to game play.*

### Independent Practice and Reflection

**Okay, let's play for real! We'll take turns between teams. When it's your team's turn, go ahead and guess the strategy. When it's not your team's turn, make sure you are not guessing the strategy—but that you are paying attention and getting ready to make a guess if the other team does not guess correctly!**

*Select one player from the first team to go first. Allow them to select one strategy slip. Keep the used strategy slips in a separate location from the unused strategy slips so that none are repeated. When the player begins drawing/acting/describing, start your timer. Announce when there are 10 seconds remaining and then when time is up. If the team correctly guesses within the 30 seconds, award them 1 point. If the team does not correctly guess within the 30 seconds, direct the other team to provide one guess; if their guess is correct, award them 1 point. After the strategy is correctly guessed or revealed, call on a student to describe the strategy and when to use it. Rotating between teams, continue for all five rounds of play (10 total clues excluding the practice round).*

### Guided Practice: Relaxation Strategy Choice (2 min.)

**Point to Item 5 on the Agenda. We have one more activity left for this group meeting. To help us get ready for that activity, let's practice another relaxation strategy.**

*For this guided practice, call on a student volunteer to lead the group in practicing a strategy that has not already been practiced in this group meeting. The student may lead this practice from memory or by using a script (pages 25–27 in the Student Book).*



## Action Planning (10 min.)

As we saw in that review game, we've learned different strategies in our group meetings. It can be easy to forget about these strategies or forget to use them if we don't have a plan.

*Point to Item 6 on the Agenda. So, for our final activity, you'll each be developing your very own game plan for successfully using the strategies you've learned in our group meetings.*







Turn in your Student Book to page 23. *Display a Student Book turned to this page.*

Week 7: Planning for Success







**My Action Plan**

**1. I will continue to focus on:**

...feeling less (circle one):

						Something else: _____
Bored	Lonely	Sad	Upset	Stressed	Nervous	

...and feeling more (circle one):

						Something else: _____
Calm	Relaxed	Content	Happy	Excited	Alert	

**2. I will observe my emotions by looking out for external and internal clues.**

My external clues are actions that I do. These are some of my external clues: \_\_\_\_\_

My internal clues are physical sensations. These are some of my internal clues: \_\_\_\_\_

**3. When I have an emotion that is negative and activating, I will use a relaxation strategy.**

I will use this strategy (circle one):

Deep Breathing	Muscle Relaxation	Taking Time	Guided Imagery	Something else: _____
----------------	-------------------	-------------	----------------	-----------------------

These are some times/situations when I might need to use this strategy: \_\_\_\_\_

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On this page, we see a planning form. This planning form guides you through different things to consider and plan for.

You will all have time now to independently review and complete this planning form. As you work on this, I will go around to each of you to see if you have any questions. Go ahead and get started.

*As necessary, distribute writing utensils. Circulate between students, reviewing progress, answering questions, and discussing plans. Provide encouragement and feedback.*

## This Week's Challenge and Wrap-Up (3 min.)

*Point to Item 7 on the Agenda. This week's challenge will be for you to share the plan you just created with someone you trust.*

*Display Week 7 Challenge Form.*

**Week 7 Challenge**



Share your action plan with someone you trust.  
Tell them about the strategies you've learned and how you'll use those strategies to achieve your goal.  
Plan this discussion using the form below.

<b>Who</b> (With whom will you share your action plan?)	<b>Who</b> (With whom will you share your action plan?)
<b>When</b> (When will you share this action plan with them?)	<b>When</b> (When will you share this action plan with them?)
<b>What</b> (What specific things do you want to discuss with them?)	<b>What</b> (What specific things do you want to discuss with them?)

In our group meetings, we learned different strategies to help us feel well and in control of our emotions. One thing we did not talk about is how another great strategy is turning to people we trust for support. Many people feel better when they have someone to talk to about their life. Many people do better when they have someone who can help them practice and use different strategies.

Think of one person you trust and would like to share your plan with. This person could be someone like a friend... a family member... a neighbor... an adult at school... or an adult you know from stuff outside of school. Take a few moments now to think of that person. *Provide about 15 seconds of wait time.*

You may still be thinking about who you will share your plan with, and that's okay. For those of you who have already decided, who will you share your plan with? *Call on students to respond. Elaborate upon student responses.*

Of course, to share your plan, you'll need to have your Student Books! I will be collecting your Student Books only one more time. That's so I can make a copy of your Student Book so we always have a back-up. Accidents happen, and we all misplace things sometimes—I want to make sure we have an extra Student Book in case anything happens to the one you'll take with you.

*Collect students' Student Books and writing utensils (if applicable). Describe when you will be making copies of Student Books. Explain when and how you will distribute Student Books to students for them to keep.*

Once I return your Student Book, that book will be yours to keep. Make sure you keep your Book in a safe and secure place so that you can review your materials whenever you would like a refresher.

**Once I return your Student Book, you will be able to complete the Weekly Challenge! Who can remind us: What is our challenge for this week? Call on a student to share. Provide encouragement for participation. Provide positive and, if necessary, corrective feedback.**

**This week we practiced the many strategies we learned in our group meetings. You each developed a plan of action for how you can incorporate these strategies into your everyday life moving forward.**

**This is our last [regular] group meeting.** *Describe how students can contact you or other school-based professionals to receive support in implementing their plan and troubleshooting implementation challenges.*

*If applicable, inform students of upcoming group booster meeting(s).*

- *If you have a meeting already scheduled for this group, inform them of the day you will meet again.*
- *If you do not yet have a booster meeting scheduled for this group but plan to hold one, let them know you will meet again and approximately when that will happen.*

**Thank you for all the work you have put into learning in this group across the past seven weeks! You have learned important information and strategies that can help you achieve your personal goals.** *Provide students with feedback on their behavior and progress throughout the group. Be sure to provide more positive than corrective feedback and end on an encouraging note.*

**Remember that I will be giving you your Student Book for you to keep, and that your Weekly Challenge is to review this Student Book with someone you trust.**

*Hand each student one Week 7 Challenge form before dismissing them from group*

When it's your turn:

**Step 1.** Pick a strategy slip.

**Step 2.** Read the strategy slip.

**Step 3.** Decide whether you will act out, draw, or describe the strategy.

**Step 4.** Tell the group your decision: Will you act, draw, or describe?

**Step 5.** Act out, draw, or describe the strategy for the group to guess. You have 30 seconds!

## Review Game Strategy Slips

<b>Naming Emotions</b>
<b>Identifying Clues to Emotions</b>
<b>Deep Breathing</b>
<b>Muscle Relaxation</b>
<b>Taking Time</b>
<b>Behavioral Activation</b>
<b>Observing Thoughts</b>
<b>Catch–Check–Choose</b>
<b>Letting a Thought Go</b>
<b>Changing a Thought</b>
<b>Guided Imagery</b>

## Week 7 Challenge



*Share your action plan with someone you trust.*

*Tell them about the strategies you've learned and how you'll use those strategies to achieve your goal.*

*Plan this discussion using the form below.*

<p><b><u>Who</u></b> (With whom will you share your action plan?)</p>  <p><b><u>When</u></b> (When will you share this action plan with them?)</p>  <p><b><u>What</u></b> (What specific things do you want to discuss with them?)</p>	<p><b><u>Who</u></b> (With whom will you share your action plan?)</p>  <p><b><u>When</u></b> (When will you share this action plan with them?)</p>  <p><b><u>What</u></b> (What specific things do you want to discuss with them?)</p>
--	--

# POWER Program

## Group Meeting 7 Checklist

### Instructions:

- If you are **observing another person's implementation**, follow along in the manual's group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Group Meeting Component	Implemented?		Notes
	Yes	No	
<b>Group Expectations and Agenda</b>			
1. Distributed Student Books			
2. Prompted students to complete their emotion monitoring log			
3. Facilitated student-led review of group expectations			
4. Reviewed group meeting agenda			
<b>Guided Practice: Relaxation Strategy Choice</b>			
5. Led guided practice of one relaxation strategy of choice			
<b>Last Week's Challenge</b>			
6. Reviewed last week's topic			
7. Facilitated discussion/sharing of last week's challenge			
<b>Strategy Review Game</b>			
8. Introduced review game			
9. Led demonstration of review game			
10. Facilitated review game			
<b>Guided Practice: Relaxation Strategy Choice</b>			
11. Led guided practice of one relaxation strategy of choice			
<b>Action Planning</b>			
12. Supervised students' activity completion in Student Books			
<b>This Week's Challenge and Wrap-Up</b>			
13. Explained this week's Challenge			
14. Assessed students' comprehension of the Weekly Challenge			
15. Summarized group meeting content			
16. Reminded students of the Weekly Challenge			
17. Distributed Week 7 Challenge Form			





# Booster Group Meeting

## Group Meeting at a Glance

**Objectives:** Students will...

- ✓ Review and analyze the action plans they previously developed.
- ✓ Think critically about social media serving as a social support system.
- ✓ Describe the options they have as the group meetings come to an end.

**Materials:**

1 Per Student

- Copy of Student Book (made following Group Meeting 7)
- Writing Utensil

1 Per Group

- Agenda (written or projected in a location visible to students)
- Group Expectations poster
- Timer
- Posterboard or whiteboard (and corresponding writing utensil)

**Agenda:**

1. Group Expectations and Agenda (2 min.)
2. Independent Practice: Relaxation Strategy of Choice (5 min.)
3. Follow-Up on Action Plan (10 min.)
4. Connecting with Social Support (15 min.)
5. Wrap-Up (3 min.)

## Group Expectations and Agenda (2 min.)

Display the Agenda and Group Expectations in a location that will be visible to all students.

Greet students as they enter the area and settle into their seats. Provide behavior-specific praise related to how students enter the area and/or follow your directions.

Hand each student their Student Book and prompt them to complete their emotion monitoring log (page 3) prior to starting the group meeting.

Meeting	Write today's date.	Mark along the line how much of the past week you felt	Mark along the line how much of the past week you felt
Booster Group Meeting	_____	0 1 2 3 4 5 6 7 8 9 10 None Satisfactory 100% Achieve	0 1 2 3 4 5 6 7 8 9 10 None Satisfactory 100% Achieve
Individual Meeting 1	_____	0 1 2 3 4 5 6 7 8 9 10 None Satisfactory 100% Achieve	0 1 2 3 4 5 6 7 8 9 10 None Satisfactory 100% Achieve
Individual Meeting 2	_____	0 1 2 3 4 5 6 7 8 9 10 None Satisfactory 100% Achieve	0 1 2 3 4 5 6 7 8 9 10 None Satisfactory 100% Achieve
Individual Meeting 3	_____	0 1 2 3 4 5 6 7 8 9 10 None Satisfactory 100% Achieve	0 1 2 3 4 5 6 7 8 9 10 None Satisfactory 100% Achieve
Individual Meeting 4	_____	0 1 2 3 4 5 6 7 8 9 10 None Satisfactory 100% Achieve	0 1 2 3 4 5 6 7 8 9 10 None Satisfactory 100% Achieve
Individual Meeting 5	_____	0 1 2 3 4 5 6 7 8 9 10 None Satisfactory 100% Achieve	0 1 2 3 4 5 6 7 8 9 10 None Satisfactory 100% Achieve



**Welcome back! Make sure you have completed your Emotion Monitoring Log in your Student Book. If we are ready, let's review our group expectations. Point to Item 1 on the Agenda.**

**Gesture toward the Group Expectations visual. It's been a little while since we last met. Who can remember and tell me one way to follow expectations during our group today? Provide wait time. Call on a student to share. Provide positive/corrective feedback. Repeat until all school-wide expectations have been reviewed.**

**Gesture toward the Agenda. Alright, group, here's our game plan for today:**

- **Point to Item 2 on the Agenda. To get into our group "zone," you each will choose a relaxation strategy you want to practice.**
- **Point to Item 3 on the Agenda. Then, we'll review the action plans you developed last time we met.**
- **Point to Item 4 on the Agenda. Next, we'll discuss connecting to social support and how social media can play a positive and negative role in your life.**
- **Point to Item 5 on the Agenda. To wrap up our group meeting, we'll discuss next steps as our group meetings come to an end.**
- **Any questions before we move ahead? Provide wait time. If applicable, answer student questions.**

## Relaxation Strategy of Choice (5 min.)

*Point to Item 2 on the Agenda.* To start us off, each of you will select a relaxation strategy that we previously learned. We will all spend the next 3 minutes practicing it independently. Remember the strategies we have learned are: Guided Imagery, Deep Breathing, and Muscle Relaxation. Turn to page 25 of your Student Book. As a reminder, here are some directions for each of the strategies. Feel free to use this to help you as we do this activity independently. Are there any questions? *Provide wait time. If applicable, answer student questions.*

*Start a 3-minute timer.*

*(After 3 minutes has lapsed)* Good job practicing your relaxation skill. If you closed your eyes, please open them and slowly bring movement back into your body.

## Follow-Up on Action Plan (10 min.)

In our group meetings, we learned different strategies to help us feel in control of our emotions. When we last met, you all developed your own action plans for successfully using the strategies we learned together.

*Point to Item 3 on the Agenda.* Let's look back at those plans and discuss how they are going.







*Display Student Book page 23.*

Week 7: Planning for Success







### My Action Plan

**1. I will continue to focus on:**

...feeling less (circle one):

						Something else: _____
Bored	Lonely	Sad	Upset	Stressed	Nervous	

...and feeling more (circle one):

						Something else: _____
Calm	Relaxed	Content	Happy	Excited	Alert	

**2. I will observe my emotions by looking out for external and internal clues.**

My external clues are actions that I do. These are some of my external clues:

\_\_\_\_\_

My internal clues are physical sensations. These are some of my internal clues:

\_\_\_\_\_

**3. When I have an emotion that is negative and activating, I will use a relaxation strategy.**

I will use this strategy (circle one):

Deep Breathing    Muscle Relaxation    Taking Time    Guided Imagery    Something else: \_\_\_\_\_

These are some times/situations when I might need to use this strategy:

\_\_\_\_\_

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**Please open your Student Book to page 23.** Ensure all students are turned to the correct page in the Student Book. Provide positive/corrective feedback.

Everyone should be looking at their completed action plan. Looking at the first question, raise your hand if you would like to share with the group which emotion you chose to focus on decreasing. *Pause for student response. If there are no student volunteers offer an example (e.g., “Maybe you chose to decrease feeling sad or nervous”).* **What about the emotion you focused on increasing?** *Pause for student response. If there are no student volunteers offer an example (e.g., “Maybe you chose to increase feeling calm or alert”).*

Look at the external clues and internal clues you wrote down to notice in question 2. Draw a checkmark next to the cues you experienced in the last week. *Allow students to complete task.* Now, draw a star next to the cues you experienced the most frequently in the last week. *Allow students to complete task.*

Look at question 3 on your action plan. Who would like to share what went well when using a relaxation strategy for unpleasant and activating emotions? *Pause for student response. Provide behavior-specific praise for student use of skills.* Now reviewing question 4, what went well when using an enjoyable activity for unpleasant and deactivating emotions? *Pause for student response. Provide behavior-specific praise for student use of skills.*

Finally, briefly review your action plan questions 5 and 6. Raise your hand if you would like to share something you learned when using the Catch-Check-Choose strategy in your everyday life. Maybe you realized it is easier for you to think of a brave thought, or maybe you realized you need to change what you tell yourself when letting thoughts go. *Pause for student response. Provide behavior-specific praise for student use of skills. If students express difficulty with using this strategy, follow-up with them individually using the Individual Meeting plan on page 138.*

Based on what you have learned since we last met, and what we talked about today, do you want to change your action plan in any way? Take a couple minutes to look over your plan and think about anything that you would like to add or change. Maybe something you thought would work does not, or maybe you tried something that was more successful for you. Write these down on pages 23 and 24. *Circulate between students, reviewing progress and discussing any changes students decide to make to their action plans. Provide encouragement and feedback.*

## Connecting with Social Support (15 min.)

### Introduction/Demonstration

*Point to Item 4 on the Agenda.* Next, we'll be talking about how other people can serve as supports in our life. Many people feel better when they have someone to talk to about their life. Your last challenge was to share your action plan with someone you trust. We talked about how this person could be someone like a friend, a family member, a neighbor, an adult at school, or an adult you know from stuff outside of school. Most of these people you probably see in-person in your daily life.

Today we are going to talk about how social support can exist virtually, through social media. Social media can provide positive support, but social media can also have a negative effect on us.

Let's talk about social media. Ask some questions to generate conversation, including some of the following:

- In what ways do you use social media?
- Do you ever feel pressure to post or not post certain things? What kind of things?
- Do you ever count the number of followers you have or the number of likes a post gets?
- On social media who can see your posts?
- What do you think about posting things with filters, edits, or photoshopping?

### Guided Practice

On a whiteboard or large piece of paper, make 2 columns: "Pros" and "Cons." Look at our 2 columns: "Pros," which means good things, the positive parts of social media; and "Cons" refers to bad things, the negative parts of social media. Who can think of some pros and/or cons to social media serving as a social support?

Help students consider potential positive and negative aspects of social media.











- *Potential Pros: keep in touch with family or friends who live far away, hear stories from people you would never meet in-person, learn about different cultures that you wouldn't otherwise come into personal contact with*
- *Potential Cons: you only see what people want to show you, people can change pictures and videos so it is hard to determine what is accurate, people can pretend to be someone they are not*

### Independent Practice and Reflection

Now let's consider different ways to manage the negative parts of social media without losing the positive parts. Turn to page 28 in your Student Book. Display a Student Book turned to this page.

**Strategies for Using Social Media**

- ✓ Place a checkmark next to strategies you'd like to use.
- X Place an "X" next to strategies you think wouldn't work for you.

<input type="checkbox"/>	 Keep your account(s) private	<input type="checkbox"/>	 Follow people on social media who are transparent (for example, who are honest about using a filter or when something is an advertisement)
<input type="checkbox"/>	 Accept invites only from people you know	<input type="checkbox"/>	 When looking at posts, ask if that person may have used a filter
<input type="checkbox"/>	 Only direct message people you know	<input type="checkbox"/>	 When looking at posts, ask whether everything written/said is necessarily true
<input type="checkbox"/>	 Before you post, remember content cannot truly be deleted (you never know who will screenshot and share something you send)	<input type="checkbox"/>	 When looking at posts, ask whether there are things that the person has chosen not to post
<input type="checkbox"/>	 Never send a message, picture, or video that you would not want the whole world to see	<input type="checkbox"/>	 Unfollow people who are untrustworthy or disrespectful

*Ensure all students are turned to the correct page in the Student Book. Provide positive/corrective feedback.*

**For this activity, you can see there is a list of different ways you may be able to keep the good parts of social media while managing the not-so-great parts. Please take a few minutes to review this list. Put a check next to any that you think you can use. Place an “X” next to the ones that you don’t think would work for you. Once you are done, circle your favorite one.**

**Go ahead and get started. I will walk around and answer questions.**

*Circulate among students while allowing students time and space to engage in self-reflection. Provide about 2 minutes for students to complete this activity.*

**Would anyone like to share which strategy you chose as your favorite? If students volunteer to share, call on them to describe their favorite social media strategy. Encourage and reinforce participation.**

## Wrap-Up (3 min.)

**Collect Student Books and writing utensils (if applicable). I will be collecting your Student Books one more time so I can make a copy with the changes from today as a back-up. I will return them to you soon.**

**Point to Item 5 on the Agenda. That takes us through our plan for today! I am glad we were able to meet today to review what we learned over the past few weeks. I may get into contact with some of you individually in the next couple of days to meet with me one-on-one and discuss your progress.**

**Thank you for all the work each of you has put into our group meetings over the past several weeks. Remember: I am here to support you. If you start to struggle with using your strategies or need to discuss a difficult situation, I am here to help. Also, I encourage you to share what we talked about today regarding social media and your progress with your action plan with the person you trust with whom you shared your plan before. *Provide students with your preferred contact information (e.g., email, office slips, request form).***

# POWER Program

## Booster Group Meeting Checklist

### Instructions:

- If you are **observing another person’s implementation**, follow along in the manual’s group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Group Meeting Component	Implemented?		Notes
	Yes	No	
<b>Group Expectations and Agenda</b>			
1. Distributed Student Books			
2. Prompted students to complete their emotion monitoring log			
3. Facilitated student-led review of group expectations			
4. Reviewed group meeting agenda			
<b>Independent Practice: Relaxation Strategy of Choice</b>			
5. Led guided practice of one relaxation strategy of choice			
<b>Follow-Up on Action Plan</b>			
6. Reviewed and discussed goals			
7. Reviewed and discussed clues			
8. Reviewed and discussion relaxation/behavioral activation			
9. Reviewed and discussed Catch–Check–Choose			
10. Led discussion on action plan adjustments			
<b>Connecting with Social Support</b>			
11. Guided conversation of social media			
12. Guided identification of pros and cons			
13. Led discussion of managing negative aspects of social media			
<b>Wrap-Up</b>			
14. Collected Student Books			
15. Discussed next steps/methods of contact			





# Individual Meeting

## Meeting at a Glance

**Note:** This meeting protocol is designed to be implemented with individual students rather than small groups of students. It is intended to be conducted with students following their participation in the seven-meeting POWER program sequence. It may supplement or substitute for the booster group meeting. In addition, given its flexible/non-prescriptive format, this meeting protocol may be implemented more than once with individual students as indicated (e.g., delivered on a weekly basis with individual students for a designated period).

**Objectives:** The student will...

- ✓ Examine barriers to implementing their POWER action plan.
- ✓ Describe logistical and coping strategies for successfully implementing their POWER action plan.
- ✓ Identify one challenge or area of distress currently impacting their life.
- ✓ Choose and implement a solution to try to address this problem.

**Materials:**

- Copy of Student Book (made following Group Meeting 7)
- Next Step Challenge Form
- Writing Utensil
- Timer

**Agenda:**

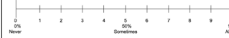
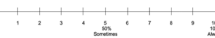
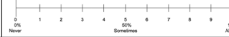




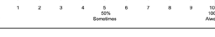
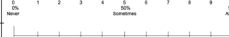
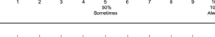


1. Emotion Monitoring and Meeting Agenda (2 min.)
2. Relaxation Strategy Practice (5 min.)
3. Action Plan Review (~10 min.)
4. Magic Wand Discussion and Solution Planning (~ 15 min.)
5. Next Step Challenge (3 min.)

## Emotion Monitoring and Meeting Agenda (2 min.)

Place the copy of the student's Student Book in a location accessible to you both.

As the student enters for your meeting, greet the student and ask how their day/week is going, follow up on a conversation from the prior week, and/or briefly discuss a topic of interest to the student.

Hand the student their Student Book and prompt them to complete their emotion monitoring log (page 3) prior to starting the meeting.

Meeting	Write today's date.	Mark along the line how much of the past week you felt _____	Mark along the line how much of the past week you felt _____
Booster Group Meeting	_____		
Individual Meeting 1	_____		
Individual Meeting 2	_____		
Individual Meeting 3	_____		
Individual Meeting 4	_____		
Individual Meeting 5	_____		

**If this is the student's first or only individual meeting:**

I'm glad you were able to come our meeting today. This meeting will be different than other POWER Program meetings because it will be a one-to-one meeting rather than a group meeting. Meeting in this one-to-one format will allow us to take a closer look at your POWER Program action plan together. It will allow me to provide you with more specific support as you plan to use the POWER Program strategies.

During our time together today, we'll practice a relaxation strategy and review your POWER Program action plan. Then we'll discuss how things are generally going for you and if there's anything I can do to help you in school, at home, or in other areas of life.

**If this is NOT the student's first individual meeting:**

During our time together today, we'll practice a relaxation strategy and review your POWER Program action plan. Then we'll discuss how things are generally going for you and if there's anything I can do to help you in school, at home, or in other areas of life.

## Relaxation Strategy Practice (5 min.)

In our POWER Program group meetings, we learned different relaxation strategies, including Deep Breathing, Muscle Relaxation, and Guided Imagery. These strategies can help us experience more pleasant and deactivated emotions. As we learned during our group meetings, these strategies can also help us calm our minds and bodies to be able to focus. Let's practice one of these strategies now, to better help us focus during the rest of our meeting today.

**Which strategy would you like to practice today: Deep Breathing, Muscle Relaxation, or Guided Imagery?** *Allow time for the student to respond.*

**Would you like to practice this strategy by yourself, or would you like us to practice together?** *Allow time for the student to respond.*

- *If the student chooses to practice by themselves, prompt them to turn in their Student Book to page 25 and reference those instructions as needed. Start a timer for 3 minutes and prompt them to begin their practice.*
- *If the student chooses to practice with you, ask them if they would like to lead the practice (e.g., verbalize the steps) or if they would like you to lead the practice. Prompt them to turn in their Student Book to page 25 and reference those instructions as needed. Start a timer for 3 minutes and begin the practice.*

*(After 3 minutes has lapsed)* **Slowly bring your awareness back into the room and your surroundings... If you're ready, let's continue on with our discussion.**

## Action Plan Review (~ 10 min.)

**Let's review your POWER Program action plan!**

*If this is the student's first or only individual meeting:*







In our group meetings, you learned different strategies to help you feel in control of your emotions, and you developed an action plan to help you use those strategies. Let's take a look at that action plan now to identify how it's going for you. *Turn in the Student Book to page 23.*

Week 7: Planning for Success

### My Action Plan







**1. I will continue to focus on:**

...feeling less (circle one):







 Something else: \_\_\_\_\_

Bored      Lonely      Sad      Upset      Stressed      Nervous

...and feeling more (circle one):







 Something else: \_\_\_\_\_

Calm      Relaxed      Content      Happy      Excited      Alert

**2. I will observe my emotions by looking out for external and internal clues.**

My external clues are actions that I do. These are some of my external clues:

\_\_\_\_\_

My internal clues are physical sensations. These are some of my internal clues:

\_\_\_\_\_

**3. When I have an emotion that is negative and activating, I will use a relaxation strategy.**

I will use this strategy (circle one):

Deep Breathing      Muscle Relaxation      Taking Time      Guided Imagery      Something else: \_\_\_\_\_

These are some times/situations when I might need to use this strategy:

\_\_\_\_\_

The POWER Program | Page 23

*With the student, review each component of the action plan. For each component:*

- *If the student reports successfully doing/using that component on a regular basis,*
  - *Provide praise/encouragement.*
  - *Reinforce the importance of continuing to do/use this action plan component.*
  - *Briefly discuss strategies to ensure the student can continue implementing this action plan component.*
- *If the student reports NOT doing/using that component on a regular basis,*
  - *Support the student in identifying the barriers/challenges with doing/using that component.*
  - *With the student, either (a) change this component of the action plan or (b) expand the action plan to include a logistical or coping strategy that allows the student to do/use this component more regularly.*







***If this is NOT the student's first individual meeting:***

*Turn in the Student Book to page 23.*

**My Action Plan**







**1. I will continue to focus on:**

...feeling less (circle one):

      Something else: \_\_\_\_\_

Bored      Lonely      Sad      Upset      Stressed      Nervous

...and feeling more (circle one):

      Something else: \_\_\_\_\_

Calm      Relaxed      Content      Happy      Excited      Alert

**2. I will observe my emotions by looking out for external and internal clues.**

My external clues are actions that I do. These are some of my external clues:

\_\_\_\_\_

My internal clues are physical sensations. These are some of my internal clues:

\_\_\_\_\_

**3. When I have an emotion that is negative and activating, I will use a relaxation strategy.**

I will use this strategy (circle one):

Deep Breathing      Muscle Relaxation      Taking Time      Guided Imagery      Something else: \_\_\_\_\_

These are some times/situations when I might need to use this strategy:

\_\_\_\_\_

***Briefly review with the student each component of the latest version of their POWER Program action plan. For each component:***

- *If the student reports successfully doing/using that component on a regular basis,*
  - *Provide praise/encouragement.*
  - *Reinforce the importance of continuing to do/use this action plan component.*
  - *Briefly discuss strategies to ensure the student can continue implementing this action plan component.*
- *If the student reports NOT doing/using that component on a regular basis,*
  - *Support the student in identifying the barriers/challenges with doing/using that component.*
  - *With the student, either (a) change this component of the action plan or (b) expand the action plan to include a logistical or coping strategy that allows the student to do/use this component more regularly.*

***In our last one-to-one meeting, we discussed [the “one thing to change” discussed in the last individual meeting]. We set a goal for you to [the Next Step Challenge identified in the last individual meeting].***

***Prompt the student to share out on whether they completed the Next Step Challenge.***

- *If the student completed the Next Step Challenge,*
  - *Provide praise/encouragement.*
  - *Ask them how it went, what outcomes it produced, etc.*
- *If the student did NOT complete the Next Step Challenge,*
  - *Support the student in identifying the barriers/challenges with completing the Next Step Challenge.*
  - *With the student, either (a) modify the Next Step Challenge to be more feasible or (b) identify a logistical or coping strategy that allows the student to complete the Next Step Challenge.*

## Magic Wand Discussion and Solution Planning (~ 15 min.)

**Next, let's talk about how you are doing in relation to your emotion goals.**

*Turn to the student's Emotion Monitoring Log. Summarize the ratings the student provided earlier in your meeting (i.e., for the one emotion to increase and one emotion to decrease).*

*Direct the student to elaborate on these emotion ratings by describing any specific positive or challenging situations the student experienced in the past week.*

- *Support the student in recognizing celebrations or successes.*
- *Prompt the student to reframe experiences where indicated (e.g., as learning opportunities, as the student demonstrating growth).*
- *Guide the student in identifying and analyzing the factors that made particular situations positive or challenging.*

**Think about your goals to [increase this emotion and decrease this emotion]. Now, imagine that you had a magic wand and could magically change ONE THING in your life—any one thing. If you changed this one thing, you would feel more [emotion to increase] and less [emotion to decrease]. What ONE THING would you change with your magic wand?**

*Allow time for the student to respond.*

- *Prompt the student to elaborate on their response. Why is this “one thing to change” so important and impactful?*
- *Guide the student in identifying whether this “one thing to change” is within or beyond their control.*
  - *If this “one thing” is within their control, support the student in identifying (a) how it is within their control and (b) what manageable steps they can take toward changing this “one thing.”*
  - *If this “one thing” is beyond their control, support the student in identifying (a) what related factors are within their control and (b) what manageable steps they can take toward influencing this “one thing.”*

## Next Step Challenge (3 min.)

*With the student, identify their specific “Next Step Challenge:” Something they can do in the immediate future (e.g., in the next week) to try to change that “one thing” or overcome related challenges.*

*Support the student in:*

- *Planning their course of action*
- *Recognizing potential barriers to taking this action*
- *Identifying strategies they can use to cope with potential barriers*

*With the student, document these decisions on the Next Step Challenge Form (page 145). Make a copy of this completed form or take a picture for your future reference. Then allow the student to take their Next Step Challenge Form with them.*

*Let the student know when and how you will further discuss this Next Step Challenge.*

- *If you are holding multiple individual meetings with this student, notify them of your next scheduled meeting.*
- *If you are NOT holding multiple individual meetings with this student, identify a time when you can briefly check in with the student.*

*Describe for the student how they can contact you (and, if applicable, other relevant school-based professionals) for support in the interim.*

*Praise the student for their engagement in the meeting and their use of strategies outside meetings. Provide the student with encouragement and end on a positive note.*

*As needed, make a copy of the student's updated POWER Program action plan for them to reference. Keep the copy of the Student Book for your records and future meetings.*



## Next Step Challenge Form

**What I will do:**

Steps:



**Why I am doing it:**



**When/by when I will do it:**

**What resources/supports I might need to do it:**

**How I will cope with and overcome potential barriers:**

<b>Potential Barrier</b>	<b>Strategies</b>

# POWER Program

## Individual Meeting Checklist

### Instructions:

- If you are **observing another person's implementation**, follow along in the manual's group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Meeting Component	Implemented?		Notes
	Yes	No	
<b>Emotion Monitoring and Meeting Agenda</b>			
1. Distributed Student Book			
2. Prompted student to complete their emotion monitoring log			
3. Reviewed group meeting agenda			
<b>Relaxation Strategy Practice</b>			
4. Supervised practice of one relaxation strategy			
<b>Action Plan Review</b>			
5. Reviewed POWER Program action plan and discussed implementation status			
6. (If not the first individual meeting): Reviewed Next Step Challenge and discussed status			
<b>Magic Wand Discussion and Solution Planning</b>			
7. Reviewed emotion goal ratings			
8. Discussed experienced related to emotion goal ratings			
9. Presented "magic wand" question			
10. Guided student in elaborating on response to "magic wand" question			
11. Prompted student to identify factors within and beyond their control			
12. Supported student in identifying manageable steps toward goal			
<b>Next Step Challenge</b>			
13. Identified a Next Step Challenge linked to the "magic wand" question response			
14. Supported student in planning completion of the Next Step Challenge			
15. Identified plan for future meetings/check-ins			
16. Shared contact information/plan			
17. Provided positive encouragement			
18. (If applicable): Shared copy of updated Student Book			

