

Does resilience training increase the academic resilience of Year 7 students with SEN?

Abstract:

TBC

Introduction:

The Penn Resilience Programme (PRP) (Gillham, J., Reivich, K. & Jaycox, L. 2013) has been developed by the University of Pennsylvania and 'How To Thrive': a non-profit entity who are specialists in training schools to help their children and young people be resilient. The PRP is based on research evidence and years of experience of working with schools and young people in teaching emotional resilience with the aim to equip pupils with resilience skills that enable them to make the most of every opportunity and reach their full potential. Students take part in the first 7 lessons of the programme, with activities designed to introduce pupils to: 'Self talk'; the links between thoughts and feelings with the ABC model, 'Activating Event (A) Belief (B) Consequence (C)'; and different thinking styles. These ideas are then developed to help students practise how to generate alternative thoughts and test the accuracy of these using evidence. The idea is to teach students to think flexibly, accurately and not to rely on habits of pessimistic thinking. Students are taught how to put things into perspective and learn strategies that will help them to face everyday problems with positivity. The remaining lessons of the programme are designed to develop skills around assertiveness.

The 30 item Academic Resilience Scale (ARS-30) (Cassidy, S.F, 2016) explores process—as opposed to outcome—aspects of resilience, providing a measure of academic resilience based on students' specific adaptive cognitive-affective and behavioural responses to academic adversity. Findings from the study, involving a sample of undergraduate students, demonstrated that the ARS-30 had good internal reliability and construct validity. It is suggested that a measure such as the ARS-30, which is based on adaptive responses, aligns more closely with the conceptualisation of resilience and provides a valid construct measure of academic resilience relevant for research and practice in university student populations. The aim underlying the ARS-30 was to develop a context-specific construct measure of academic resilience based on student responses to academic adversity. Scale items thus represented a sample of relevant positively and negatively phrased cognitive, affective and behavioural responses to adversity informed by, and derived from, the published literature in the fields of individual psychological resilience and academic resilience, self-regulated learning and self-efficacy. All items were formulated in to statements that align with accepted good practice for questionnaire design. Responses to the 30 scale items were made by participants, along a 5-point Likert scale from likely (1) to unlikely (5), once they had had read a short vignette. The vignette was constructed to portray an example of academic adversity, representing significant academic challenge and struggle. Participants were asked to imagine themselves as the student characterised in the vignette and thus experiencing academic adversity. The statements were then separated into 3 factors which aligned with the traits of academic resilience: 'Perseverance'; 'Reflective and Adaptive Help-Seeking'; and 'Negative Affect and Emotional Response'.

Aims – The aim of the research was to see if creating a 'Learning Resilience Group' (LRG) in which Year 7 students with SEND could concentrate on building resilience skills through the PRP would have a positive impact on their Academic Resilience (as defined and measured by the ARS) and observed confidence.

Hypothesis - By adapting the PRP to focus on aspects of learning and school based challenges, it is hypothesised that Year 7 students would have increased ARS scores and self-presentation of confidence.

Methodology:

Design –

Responses to 26 scale items from the ARS were made by participants, along a 3-point Likert scale from, unlikely (1) to likely (3), once they had been read a short vignette (see Appendix A). Students were given the questionnaire in both Lesson 1, at the beginning of the programme and Lesson 2, at the end of the programme. The questionnaire consisted of 26 individual items with a theoretical range of 26 – 78. Negative items: 1, 3, 5,6,11,13,14,25 were reversed so that a higher ARS score would indicate greater academic resilience.

The individual items were also grouped into factors:

Perseverance: 1, 2,3,4,7,8,9,10,12,14,15,26

Reflecting and adaptive help-seeking: 5,6,11,13,20,25

Negative affect and emotional response: 16, 17,18,19,21,22,23,24

The LRG teacher also recorded observations after each lesson to monitor students' self-presentation.

Participants –

The participants were 4 female Year 7 (aged 11-12) students, who had been identified as having SENs that required 25% extra time or/and had been observed as having a significant impact on their self-esteem, potentially caused by low academic performance, by teachers, the SENCO or the school counsellor. Participants were referred to the Learning Resilience Group (LRG) by parents, teachers and/or the school SENCO. Student 1: Sensory processing difficulties (25% extra-time) and observations of low self-esteem. Student 2: Slow handwriting and mild attention difficulties (25% extra-time) and observations of low self-esteem. Student 3: Observation of very low self-esteem. Student 4: Dyslexia (25% extra-time) and observations of low self-esteem.

The LRG teacher had been trained and was qualified to deliver the PRP.

Materials –

The ARS (Academic Resilience Scale)-30 item questionnaire was adapted by removing 4 statements and making language more accessible for Year 7 students, alongside changing the Likert scale to 3 points to simplify responses (see Appendix A).

The PRP Student Book and Lesson Plans were used to deliver the resilience training (see Appendix B). Lessons 1-7 were adapted by removing scenarios that focused on problems occurring outside of school and any content that was not deemed appropriate for Year 7 pupils, such as scenarios based around relationships.

Procedure –

Students were told they would be part of a pioneering group that could be rolled out to other Year 7s and given the first ASR questionnaire. Students then completed 7 lessons based on developing resilience, focused around scenarios of challenging situations in school and in subject lessons. Lessons took place one a

week when other students were having PSHE. On the last lesson students had a discussion to evaluate the 'LRG' and then filled in the ARS questionnaire again to see how far their attitudes had changed.

5. Results:

Results:

Figure 1.1: Table to show the results of all students on the ARS questionnaire administered in Lesson 1, colour coded to identify the responses to the three AR factors. Negative items are in red and have been positively reversed.

Question	Student 1	Student 2	Student 3	Student 4
1	3	2	2	3
2	2	3	1	2
3	2	2	1	2
4	1	2	1	1
5	1	1	1	2
6	2	1	1	3
7	3	2	2	2
8	1	2	1	2
9	2	1	1	3
10	2	2	1	2
11	2	1	1	3
12	2	2	1	2
13	2	1	1	3
14	3	3	2	3
15	3	2	1	3
16	2	2	1	1
17	1	2	1	1
18	1	2	1	2
19	1	2	2	0
20	1	1	1	2

21	2	2	1	3
22	2	2	1	2
23	1	1	1	1
24	2	2	2	3
25	2	1	1	3
26	2	2	1	3
ARS Total (78):	48	46	31	57

Perseverance (36)	26	25	15	28
Reflection (24)	12	17	10	13
Negative affect (18)	10	6	6	16

Figure 1.2: Table to show the Academic Resilience Scale % score (and % score for individual AR factors) for each student on the questionnaire administered in Lesson 1.

Student	ARS% Score (Perseverance/Reflection/Negative affect)
Student 1	61.5% (72.2%/ 50% / 55.5%)
Student 2	59% (69.4%/ 70.8%/33.3%)
Student 3	39.7% (41.7%/83.3%) /33.3%)
Student 4	73% (77.8%/54%/88.8%)

Analysis:

Student 1 showed a moderate level of AR (Academic Resilience): presenting the lowest level of AR in relation to 'reflective and adaptive help-seeking', which was significantly lower than 'perseverance' but not 'negative affect and emotional response'. The highest level of AR was in 'perseverance'.

Student 2 showed an average level of AR: presenting a strong level of AR in relation to 'reflective and adaptive help-seeking' but had a very low score in 'negative affect and emotional response', majorly different from the other two areas.

Student 3 showed a low (the lowest out of all the students) level of AR: presenting the lowest level of AR in relation to 'negative affect and emotional response', which was significantly different from the other factors. The highest level of AR (the highest out of all the students) was in 'reflective and adaptive help-seeking'.

Student 4 showed a good level of AR: presenting the highest level of AR (highest out of all students) in relation to 'perseverance'. The lowest level of AR was in 'reflective and adaptive help seeking'. Student 4 chose not to answer question 19 - 'I would give myself encouragement'.

Although students varied in their level of AR, students showed the lowest level of AR in the area of 'negative affect and emotional response' which refers to students' internalisation of emotions relating to failure; or in 'reflective and adaptive help-seeking', which refers to the students' ability to reflect on their own skills and ask for the appropriate type of help.

Figure 2: A table with recorded LRG lesson observation notes

Learning Resilience Group – Lesson Notes

Lesson	Notes
Intro	Students were positive and engaged. Students seemed excited to be the first to participate and showed a good level of engagement for the first session.
1	Students were more comfortable in sharing ideas and problems with the group. Problems submitted in the problem pool were mostly surrounding school (friendships, worries about tests and concerns with ability). Two students more hesitant to speak than the others that may need a little more prompting than the others.
2	Students were far more open this session. The discussion about different emotions and the attached thoughts and physical reactions was very interesting: discussion on 'sadness' and 'happiness' led to how we may inwardly respond to sadness and 'cry on the inside' even if you don't show it on the outside and how 'happiness' can be feel like it takes over and makes you approach your day and tasks with a different perspective. Discussion on 'fear' lead to conversation on how we can be both scared of things we know and the unknown and how the unknown can give rise to 'irrational thoughts'. Discussion on 'confidence' and 'pride' revealed that many students felt that in order to feel these emotions you had to have done something noteworthy, with one student identifying feeling confident if seeing others feel that way first/too. It was also mentioned that 'confidence' can often be quite temporary. 'Jealousy' and 'shame' were identified as contributing to lots of negative self-talk and the idea that these can have more serious/lasting consequences than some of the other emotions. 'Hope' was described as a 'cliché' emotion that is sometimes on felt when people are sad. 'Guilt' was also linked to repercussions such as 'lying' and 'feeling defensive'. All students (except one) participated to a good deal and shared some personal experiences. One student needed more prompting to participate, but was able to give some ideas, sometimes relying on saying, 'I would feel the same.'

	Thought bubble cartoons generated a discussion on how some people would find it more difficult to feel 'okay' and mostly the girls thought that looking in the mirror and feeling sad would be down to appearance, leading to a discussion on how sometimes we may reflect on our character/feelings too.
3	Students were much more outspoken this lesson. Students needed more reminding of the ABC process but were able to distinguish between 'always me' and 'not always me' thoughts and how these can have different consequences. Students just started to touch on their own 'always me' and 'not always me' thoughts but this still needs developing. A homework task will be to complete the 'thoughts' worksheets for the next session. *Absent student caught up in an individual session.
4	Students had a break of 3 weeks but came back showing embedded understanding of ABC process and Always Me vs. Not Always Me. They responded well to the idea of negative thoughts and the Velcro effect and also the idea of working hard to generate alternative thoughts – especially the significance of the impact it has on their emotions and behaviour and how it can affect them in the long-term. Merlock Worms and Sherlock Holmes was received but unsure of how successful the story choice was – could be shortened- they didn't find it that humorous. Two students need prompting to speak whereas two students give answers freely- asking for each student to comment has worked well in getting contributions to be more equal in discussions. Problem pool cards working well also – more personal problems being submitted- showing they are growing in trust.
5	Students have fully grasped the concept of ABC and Always vs. Not Always Me thoughts but need more development in how to look for evidence to challenge their beliefs. Students spoke of varying pressure from parents, some not motivating them enough and others having expectations that lead to an increased level of anxiety in which set they would end up in math. Other students preferred not to talk to their parents about their problems in case it made it worse. Students enjoyed the practical aspect of this section and were shocked at how much 'Paul' had let things get to them. They were able to relate this to the 'velcro' effect and see how they sometimes will have to collect evidence from their own memories and experiences, even if it's difficult, to change their perspectives.
6	Students really enjoyed catastrophizing events – all admitting to having catastrophized in the past or recently. They enjoyed planning for the best case scenario and agreed that it helped to lighten the situation when they felt worried. They also looked at how they would need to find evidence to help them to plan. Many students didn't have their workbooks this week, so need to develop a strategy for how to combat this.
7	Students were extremely responsive and engaged! A previously shy student was the first to participate in the HOT Seating activity and all girls were able to use the tag lines effectively. The students were able to recall all the strategies gone over so far and were showing strong signs of confident and positivity at being part of the group. Students said that they enjoyed- catastrophizing the most as they were able to see all the techniques come together and it provided them with a good way to stay positive and bring them back to being focused. Students said that one way to improve the sessions was to have less sheets to do, they have a lot of homework and they found the sometimes the amount of activities good be a bit overwhelming to do at home. Perhaps one or 2 with scenarios and then one without. Students then filled out the questionnaire and were directed to lesson 8 which helps them review strategies over the coming weeks.

Analysis:

Students were observed to have increased in confidence in terms of participating in group discussions, sharing meaningful experiences of perceived failure in class room lessons and generate positive alternative ways of thinking. Students were also observed to have increased in their ability to re-call methods and strategies to combat negative thoughts.

Figure 3.1: Table to show the results of all students on the ARS questionnaire administered in Lesson 7, colour coded to identify the responses to the three AR factors. Negative items are in red and have been positively reversed.

Question	Student 1	Student 2	Student 3	Student 4
1	3	3	3	3
2	3	3	3	3
3	2	2	3	3
4	2	3	3	2
5	2	3	2	3
6	3	3	3	3
7	2	2	3	2
8	2	3	3	3
9	3	2	3	3
10	3	3	3	3
11	3	3	3	3
12	2	3	3	3
13	3	3	2	2
14	3	3	3	3
15	3	3	3	3
16	3	3	3	2
17	2	3	3	2
18	2	3	3	2
19	2	3	3	3

20	2	3	3	3
21	3	2	3	3
22	3	3	3	3
23	3	3	3	2
24	3	3	3	2
25	3	3	3	3
26	2	3	3	3
ARS Total (78):	67	74	76	70

Perseverance (36)	30	33	36	34
Reflection (24)	21	23	24	19
Negative affect (18)	16	18	16	17

Figure 3.2: Table to show the Academic Resilience Scale % score (and % score for individual AR factors) for each student on the questionnaire administered in Lesson 7.

Student	ARS% Score (Perseverance/Reflection/Negative affect)
Student 1	85% (83.3%/87.5%/88.8%)
Student 2	94.8% (91.6%/95.8%/100%)
Student 3	97.4% (100%/100%/88.8%)
Student 4	92.1% (94.4%/79.1%/94.4%)

Analysis:

Student 1: Showed a 23.5% increase in overall ARS and made the most improvement in the 'Reflective and Adaptive Help Seeking' factor (which was initially the lowest area). In addition, the student scored lower in item 7 and the same in 12 and 26.

Student 2: Showed a 35.8% increase in overall ARS and made the most improvement in the 'Negative affect and emotional response' factor (which was initially the lowest area). In addition, the student scored the same in items 2 and 21.

Student 3: Showed a 57.7% increase in overall ARS and made the most improvement in 'Perseverance', closely followed by 'Negative Affect and Emotional Response' (which was initially the lowest area). The student scored 3 for all items except 3 and 2.

Student 4: Showed a 19.1% increase in overall ARS and made the most improvement in the 'Reflective and adaptive help seeking' factor (which was initially the lowest area). In addition, the student scored the same in items 4, 7 and 18 and answered lower in 13 and 24.

Discussion:

Overall the data from the Learning Resilience Group shows that:

- All students scored 85% and above in their Academic Resilience by the end of the lessons
- All students scored above 80% in resilience factors by the end of the lessons
- All students have increased in their overall Academic Resilience by the end of the lessons
- All students showed a significant and positive improvement in the two target areas identified from the first data analysis, of 'Negative affect and emotional response' and 'Reflective and adaptive help seeking'.
- Most students showed the most improvement in their lowest ARS factor, identified from the first data analysis.

The results from the first questionnaire were interesting as some students, such as Student 2 and Student 1, showed good levels of resilience in other factors, but still had quite a low level of resilience in 'Negative affect and emotional response' and 'reflective and adaptive help-seeking'. This suggests it is an area that students need help understanding and developing in – the ability to reflect on their current situation and seek help, without being stopped by a negative emotional response. The student with the highest level of AR seemed to be more resilient when it came to perseverance but showed a lower level in relation to 'reflective and adaptive help seeking' and the highest level in 'negative affect and emotional response' which could indicate a sense of 'bravado' and a more limited understanding of their situation and emotional response to failure. Student 3 showed the lowest level of AR but the score linked to emotional response was almost doubled in their ability to seek help and be reflective, showing a possible awareness of their low AR and the need for help but a lack of ability to address the emotional aspects alone, similar to Student 2. The 'negative affect and emotional response' factor has statements that link to students' self-talk, which is something directly addressed within the LRG sessions. The 'reflective and adaptive help seeking' factor has statements directed at looking at strengths and weaknesses and also seeking help to combat problems, another skill developed in the LRG sessions. In this way it is not surprising that the ARS scores in the 'negative affect and emotional response' and 'reflective and adaptive help seeking' factors for each student have improved after the LRG sessions were complete, along with the overall ARS score.

Throughout the lessons students were observed to become visibly more confident, each student bringing more personal and relevant problems in relation to struggling academically to each session and also openly engaging with the sessions. Students were observed to be more able to recognise the negative thinking habits of characters within scenarios and then within themselves and their peers. In addition to this, students became increasingly more capable of solving their problems or challenging their perceptions by using the strategies provided by the Penn Resilience Programme.

The results from the questionnaire administered in the last lesson, provided good support for the hypothesis that participating in the PRP would improve the academic resilience of students with SEN that had been identified as struggling with their self-esteem due to a perceived low academic performance or weakness in certain academic subjects. Student 3 showed the most improvement which initially seemed overly optimistic. However scoring 2 on the items concerned with feeling disappointed and getting annoyed, shows acknowledgement that certain problems will lead to negative feelings that in turn have to be challenged.

Student 4, showed the least improvement but was able to answer the statement on if they would give themselves encouragement, which they had previously felt unable to answer and also scored lower in statements on thinking about strengths and weaknesses and feeling disappointed, which could show that they are being more open about their feelings and habits. Student 1 and 2 show that there is still some way to go in terms of feeling unsure about if they would 'just give up' or not and showing no change in either looking forward to showing improvements or trying to find new ways to study.

Student feedback was helpful in showing that if we did the LRG again it would be better to limit the homework sheets, as this clashed with their current school commitments and we wouldn't want to group to seem like a burden. In addition, there were some weeks where students were late or absent due to PSHE commitments or felt like they may be missing out on something important, so the timing of the sessions could be improved also. A follow up with the students in a month or so would be beneficial to see, from the students and perhaps the teacher's perspectives, how and if the LRG has had a lasting impact.

Findings suggest that this programme would be beneficial for all students that are struggling with remaining positive in situations of failure (not just SEN students) as it has allowed students to reflect on their own attitudes and behaviour and have a more positive outlook in general. It would be worth looking into how more students could take part, given only a PRP trained teacher can deliver the programme and the school currently, only has one teacher able to do this.

References:

Cassidy, S.F. *The Academic Resilience Scale (ARS30): a new multidimensional construct measure*, 2016.

Gillham, J., Reivich, K., and Jaycox, L. *Penn Resilience Programme (revised and updated by How to Thrive)*, 2013.

Appendices

Appendix A – Learning Resilience Questionnaire

Learning Resilience Questionnaire

Name: _____

Form: _____

Please read the following scenario:

You have received your mark for a recent assignment and it is significantly below what you expected to achieve. The last two recent assignments you handed in were also poorer than you would want as you are aiming to get the best results you can. You have clear goals for your future GCSEs in mind and don't want to be disappointed. The feedback from the tutor for the assignment is quite critical, including reference to a 'lack of understanding' and 'errors in writing and expression,' but it also includes ways that the work could be improved. Similar comments were made by the teachers who marked your other two assignments.

Imagine that you are the pupil in the scenario. How likely are you to respond in the ways listed below, on a scale of 1-3 (1 being unlikely and 3 being likely)?

If you do not wish to answer a question, please leave it blank.

Response	1 (Unlikely)	2 (Unsure)	3 (Likely)
1.I would not accept the teacher's feedback			
2.I would use the feedback to improve my work			
3.I would just give up			
4.I would use the situation to motivate myself			
5.I would probably get annoyed			
6.I would begin to think my chances of success at GCSE were low			
7. I would see the situation as a challenge			
8. I would do my best to stop thinking negative thoughts			
9. I would see the situation as temporary			
10.I would work harder			

11.I would probably feel extremely sad			
12.I would try to think of new solutions			
13.I would be very disappointed			
14.I would blame the teacher			
15.I would keep trying			
16.I would use my past successes to help motivate myself			
17. I would start to monitor and evaluate my achievements and effort			
18.I would seek help from my teachers			
19.I would give myself encouragement			
20.I would try to stop myself from panicking			
21.I would try different ways to study			
22.I would set my own goals for achievement			
23.I would seek encouragement from my family and friends			
24.I would try to think more about my strengths and weaknesses to help me work better			
25.I would feel like everything was ruined and was going wrong			
26.I would look forward to showing that I can improve			

Thank you for completing the questionnaire 😊

Your responses will remain confidential and will only be used in the development of the Learning Resilience Group.

Appendix B – PRP Adapted Lesson Plans

Learning Resilience Group

Lesson Plans

Introduction

<p>Welcome to 'Learning Resilience'</p> <p>Set the ground rules for the group including confidentiality</p> <p>Learning Outcomes: At the end of the lesson each student will be able to:</p> <ul style="list-style-type: none"> • Explain their responsibilities within the group. • Explain the teacher's role and when they may need to break a confidence. 		
Introduce the PRP	Introduce idea that problems are a part of everyday life and these lessons are about how to deal with them.	
Students introduce themselves	Ask them to give the name of a book character (WBD) (or other category e.g. animal) that reflects their personality. Begin with yourself.	
Discuss confidentiality and ground rules	<p>Discuss with the group what you will do if you feel you need to tell someone else about something that is said in this lesson.</p> <p>Refer to the General Issues and Guidelines.</p> <p>It is important that you spend some time discussing their reactions to this. Do not move too quickly past this point.</p> <p>Discuss their responsibilities to keep each other's information confidential.</p> <p>They may not share the personal stories the other students tell.</p> <p>Remind the students that they can share the concepts they learn and their notebooks and worksheets if they want to.</p> <p>Create the Confidentiality Contract using points from the group and teacher suggest points, these will be typed up and given to each pupil to be signed at the beginning of Lesson 1, along with their student books and other resources.</p>	TH CD
Review Main Points	<p>Remind students of key points:</p> <ul style="list-style-type: none"> -Dates and times of the lesson (these should be recorded in their planners) -Importance of attending every lesson -Confidentiality and its limits -Rules established to make 'LRG' a safe space for sharing 	SN

Lesson 1

<p>Self-Talk</p> <p>Aim of Lesson: Introduce the idea of self-talk.</p> <p>Learning Outcomes: At the end of the lesson each student will be able to:</p> <ul style="list-style-type: none"> • Re-call the pupils' and teacher's role and when they may need to break a confidence. • Talk about the problems they and their peers may be facing. • Understand what self-talk is. 		
Re-call confidentiality + Give out questionnaire on feelings	Pupils are given confidentiality sheets to sign along with student notebooks. Students to fill out a short questionnaire on how they manage their feelings (this can be re-issued at the end of the programme to measure impact).	Questionnaire
Generate a discussion of feelings	<p>Pass around a bag of multi-coloured counters and ask each student to take one.</p> <p>Allocate a feeling to each counter (happy, sad, angry, proud, embarrassed, afraid and worried).</p> <p>Ask each student to think of a situation when they felt the emotion that matches the colour of their counter.</p> <p>Start with 'happy' and share a situation of your own. Then have each student who raised his/her hand share an experience that made him/her happy or excited.</p> <p>Continue for a few more rounds with other counters.</p>	Counters
Elicit typical problems they face from students	<p>Record the problems on the board and poll the group to see how many students have experienced the same problems.</p> <p>Include problems that are typical for this age such as problems with peers, conflicts with family members, academic difficulties, concerns about self-image, etc.</p> <p>Do not include more severe problems. Keep a record of the problems students generate, as you may need to refer to them later.</p>	
Start your problem pool	<p>Hand out two index cards to each student and ask them to write down an everyday school problem that they face then collect the index cards. Include some pre-made due to small number of students in the group.</p> <p>Have volunteers describe the problems they wrote about. Ask them questions about their experience, particularly how they felt or what they were thinking when it was happening.</p>	Cards

Lesson 1

Introduce self-talk	<p>There is a variety of language that applies to “self-talk.” You can refer to it as self- talk, internal radio station, inner thoughts, and inner dialogue.</p> <p>If you use the language interchangeably, make sure the students understand that each term refers to the same experience. It is also important to label self-talk as the B in the ABC model if you explicitly use the model when you teach these skills (see below).</p>	TH Example
Role-Play self-talk	<p>Direct students to Self-Talk Role-Plays in the STUDENT NOTEBOOK.</p> <p>Briefly describe the situation for each role-play.</p> <p>Choose volunteers to describe the internal dialogues in the role-plays. In each example, ask then person to describe how he or she felt and what he or she did.</p> <p>Discuss the students’ reaction to the idea of self-talk. Elicit their examples.</p>	SN
Review Main Points	Refer students to the Lesson 1 Main Points.	SN

Lesson 2

Links Between Thoughts and Feelings

Aim of Lesson: Students learn to identify the link between their self-talk, feelings and actions

Learning Outcomes: At the end of the lesson each student will be able to:

- Identify different emotions
- Discuss problems in the context of their self-talk
- Identify when their self-talk is leading to feelings and behaviours that are unhelpful to them.

Review last lesson	<p>Answer any questions the students have before beginning.</p> <p>Elicit responses and discuss main points.</p> <p>Ask students to define the ABC model and refer to the Lesson 1 Main Points.</p>	SN
Add to problem pool	<p>Emphasise the importance of practising new skills.</p> <p>Choose volunteers to write the situations that are sometimes difficult for them.</p> <p>For each card, you can poll the group to see how many other students also have difficulty with that situation.</p> <p>After the discussion, collect the index cards and add them to the problem pool.</p>	
Ask students to describe the experience of different emotions	<p>If this feels too difficult for students suggest it does not necessarily have to be their own emotion.</p> <p>Ask the students to describe how their bodies feel, what they think, how they act, and any other question that helps them to vividly describe the emotion.</p> <p>If students are uncomfortable sharing their experiences of negative emotions, begin with positive emotions such as pride and happiness.</p> <p>Begin with the basic emotions (e.g., sadness, happiness, fear, etc.) and then discuss more complex emotions such as shame, jealousy, guilt,</p>	
Discuss how problems make students feel	<p>Use examples from the problem pool or the earlier discussion and ask students how they might feel in that situation.</p> <p>If students are hesitant to share how they would feel, ask them to share how their friends might feel (without revealing names, etc.).</p> <p>Encourage the students to report both the type of feeling (sad, embarrassed, and scared) and the intensity (1 to 10 with 10 representing the most intense).</p> <p>Record some of the different feelings on the board.</p> <p>If anyone makes the point that our thoughts or interpretations affect our</p>	

Lesson 2

Ask the students to close their eyes and pretend that a teacher is explaining how disappointed they are with them.	Be as vivid as possible so the students experience an emotional reaction. Ask them to describe their reaction and highlight any differences between students.	
Make the link between thoughts and feelings	<p>Talk students through the Teacher Shouting Cartoon. Explain the scenario and identify what has happened and how the student is feeling. Ask the students what the self-talk might be. Record ideas on whiteboard.</p> <ul style="list-style-type: none"> Emphasise the A's trigger our in the moment B's which then generate (emotions and behaviours). If you do decide to do this, use the ABC Model and remember the link between different types of beliefs and <p>Work through the five Thought-Emotion Cartoons.</p>	S N T H
Work through a Real Life Situations Worksheet .	<p>Have a volunteer describe the situation and how he or she felt.</p> <p>As they describe the situation, listen closely for the student's ability to separate the A from the B from the C. This is critical for their ability to use the subsequent skills effectively.</p> <p>Separate the A from the B, by asking for the facts of the situation – the who, what, when, where.</p> <p>Help students to see how their self-talk affects their feelings and reactions to good events as well as problems.</p> <p>After the student describes the problem and how he/she felt, ask the group what kinds of thoughts would make a person feel this way.</p>	SN
Share their good situations	If no one volunteers to share a situation, use one from your own life .	Example
Review	Refer students to the Lesson 2 Main Points . Ask for any other questions and feedback about the lesson	SN
Homework	<ol style="list-style-type: none"> Four Cartoon Bubbles Worksheets. Good Thing, Real Life Situations Worksheet. Problem, Thought, Feeling Real Life Situations Worksheet. Two cards for the problem pool. 	SN Card

Lesson 3

Thinking Styles

Aim of Lesson: To identify pessimistic thinking and identify alternatives.

Learning Outcomes: At the end of the lesson each student will be able to:

- Understand the link between thoughts and feelings.
- Identify thinking styles and types of thoughts that can make people feel bad and give up.
- Generate more optimistic and realistic thoughts.

Review lesson 2	<p>Answer any questions the students have before beginning.</p> <p>Elicit responses and discuss main points.</p> <p>Write down the main points on the board and refer to the Lesson 2 Main Points.</p>	SN
Review Homework	<p>Refer to the Cartoon Bubble Worksheets.</p> <p>Work through each response and evaluate whether or not it is appropriate in terms of evoking the feeling in the last frame. If it isn't appropriate, explore the meaning of the thoughts with the student, and if, the B-C still don't "match" after the discussion, help the students to supply Bs that more clearly link to the Cs.</p> <p><i>Comment on the Me and Always aspect of some of the negative thoughts.</i></p> <p>Refer to the two Real Life Situations Worksheets (Good Thing and Problem). Select volunteers to describe their situation, thoughts, feelings, and actions (Good Thing or Problem). If no one volunteers, be prepared to begin with your own example. If there are still no volunteers after this, pick a problem from the problem pool and ask a student what he/she might think and how he/she might feel.</p> <p>If the students do not suggest exploring the thoughts, you may want to work through this.</p> <p>Ask for a volunteer to describe a situation in which he/she felt unhappy or angry or embarrassed. Ask the student to describe his/her thoughts. Then ask the group what would change the way that student felt. <i>If the students suggest changing the problem, endorse this, but let them know that sometimes they do not have control over the problem and</i></p>	<p>SN</p> <p>Example</p>
Thinking Styles Role- Play #1 Greg	<p>Select two volunteers to act in the role-play.</p> <p>Ask students to identify the underlying thoughts that Greg is having. Ask the group what Greg thought right before saying what he did?</p> <p>Likewise, what is Mathew saying to himself that keeps him trying to persuade Greg?</p>	SN

Lesson 3

Thinking Styles Role- Play #2 Sara	<p>Select two volunteers.</p> <p>Ask the group to identify Sara's self-talk.</p> <p>Stress the self-fulfilling prophecy and how negative thoughts can lead to giving up and make it hard to take any action.</p>	SN
<p>Compare Greg and Sara's self-talk</p>	<p><i>If necessary, set the reality by saying something to the effect that "Let's that before the role-play, Greg and Sara have an equal chance of making They aren't definitely going to make it, and it's not definite that they won't. Who do you think will be more likely to make the team now?"</i></p> <p>Make the point that Greg looks on the negative side of the situation and Sara looks on the bright side.</p> <p>Underscore that the <i>goal is flexibility and accuracy.</i></p> <p><i>Point out that being optimistic can also be problematic and that accuracy--being able to accurately assess the causes and implications of problems--leads to the greatest resilience and most effective problem solution</i></p> <p>Steer clear of communicating that pessimism is bad and optimism is good. Strive to stay focused on nuance in this conversation.</p> <p>Provide an example or two to further illustrate the point if necessary.</p>	Example
School Disco Role-Plays	<p>List Sara and Greg's internal dialogue and analyse the differences between</p> <p>Point out Greg's 'Me' and 'Always' thoughts. Discuss how these thoughts would make him feel and behave.</p> <p>Emphasise the difference between Me and Always thoughts versus Me and Always thoughts. Me and Always often lead to hopelessness. Also discuss the idea of Never Me thoughts.</p> <p>Ask students if they ever have 'Always' and 'Me' thoughts like Greg. If the students are having trouble remembering the thoughts, perform the second role-play again. Circle the thoughts the group identifies with and add any new ones.</p> <p>Stress the point that if there really isn't anything Greg can do to improve the situation, then not trying is reasonable. Resilience is not synonymous with persistence. Ceasing and desisting and reengaging with another action is often an effective and resilient style.</p> <p>Ask students to identify "Always Me" thoughts. Emphasise that these thoughts are about our character and refer to attributes about our personality that are longstanding (e.g., outgoing, shy, intelligent, etc.). "Not Always Me" thoughts refer to our behaviours and, in contrast, are specific actions that are more easily changed. Pessimistic, Always thoughts about our character often lead to feelings of worthlessness because it feels as if the core of who we are is bad or undesirable. 'Never Me' thoughts are denial and often cause frustration and defensive behaviours. Make the point that many of these thoughts</p>	SN

Select a volunteer to describe a situation and his/her thoughts	<p>Make sure the thoughts are Always thoughts.</p> <p>If no one volunteers, describe a situation of your own or choose a situation from the problem pool. Describe the situation and generate some pessimistic thoughts for the group to think about.</p> <p>Ask the student and the group how true they think these thoughts were. <i>Discuss the problems with being overly optimistic. Reinforce that the goal of these lessons is to help students think flexibly about situations and to accurately assess the causes and consequences of the problems they face.</i></p>	Example
Practise identifying Always vs. Not Always thoughts.	Direct students to the Always vs. Not Always Cartoon . Ask them to spot these thoughts.	SN
Review	<p>Refer to the Lesson 3 Main Points.</p> <p>Ask for any other questions and feedback about the lesson.</p>	SN
Homework	<ol style="list-style-type: none"> Three Alternative Thoughts Cartoons. Alternative Thoughts, Real Life Situations Worksheet. Greg and Grace Role - Plays (Depending on time) <p>Ask them to work in pairs and circle all the 'Always' thoughts for one of the role- plays. Allow about 5 minutes. Circulate and make sure that each pair understands the activity.</p> <p>Ask for volunteers to read out their role-play and identify the pessimistic 'Always' thoughts.</p> <p>Review one more play in the same manner. SN</p>	SN Card

Lesson 4

Alternatives and Evidence

Aim of Lesson: To learn how to generate alternative thoughts.

Learning Outcomes: At the end of the lesson each student will be able to:

- Understand the importance of looking for evidence for in-the-moment thoughts.
- Generate alternatives – think more accurately and flexibly.

Review Lesson 3	Answer any questions the students have before beginning. Ask students what they remember from last session. Refer to the Lesson 3 Main Points.	SN
Review Homework	<p>1. Collect the problem pool cards. Have any volunteers describe the problems they wrote about.</p> <p>Elicit the thoughts and feelings that students would have in this situation.</p> <p>Highlight the link between thoughts and feelings and ask them to generate a few pessimistic beliefs and a few optimistic beliefs, identifying the feelings and behaviours that they would have in this situation.</p> <p>2. Select a volunteer to describe the event and the thoughts on their Alternative Thoughts, Real Life Situations Worksheet.</p> <p>Ask the group to generate some of the thoughts that this might come up in this situation. Record some of these thoughts on the board. Read one of the thoughts the group generated and ask, "How do you think _____ would feel if he thought "-----"? " Pick out a few more thoughts and ask about the feelings that would go with them. Review the other worksheets in a similar manner. You may want to ask the students if the situations have happened to any of them and, if so, how they felt and what they thought. Elicit examples and discuss that by changing their thoughts, their feelings changed. If any of the students comes up with unrealistic pessimistic thoughts, ask them how accurate they think they are. If the students are reluctant to share their own examples, share one of your own or work through an example from the problem pool.</p>	SN
Read and discuss the Sherlock and Merlock Story	<p>Read the story out loud to the Students. Refer to the pictures of Sherlock and Merlock. Discuss the fact that Merlock believed the first thought that popped into his head. Refer students to the Look for Evidence diagram and discuss the kinds of questions students can ask to gather evidence about beliefs, especially when they have Always Me thoughts about problems. Discuss the two important things that Sherlock did, but Merlock Worms did not:</p> <ul style="list-style-type: none"> • Sherlock first made a list of all the possible people who could have stolen the bike (flexibility). • Sherlock looked for evidence to decide which person was the most likely thief (accuracy). 	T H S N

Lesson 4

Ask students for situations when they acted like Merlock	<p>For each experience, ask the student to describe the situation (A) and then to describe his/her self-talk (B).</p> <p>Next, ask the group to identify how this self-talk might make the student feel/behave.</p> <p>Label the self-talk according to Me/Not Me, Always/Not Always.</p> <p>Ask the students to generate some alternative beliefs and then help them to think about evidence. You will teach the evidence lesson later, but begin to help the students think about the process in a more informal way.</p>	
Russell Role-Play	<p>Ask for someone to play Russell.</p> <p>Choose one student to act out the role of his mother.</p> <p>Point out how Russell now feels better because he can accurately identify the real problems.</p>	SN
Practise generating alternatives using the Alternative Thoughts Worksheets	<p>Ask the students to work individually to describe the character's thoughts and identify the thoughts about the cause of the problem (Why Thoughts).</p> <p>Review their work as a group and record the beliefs about what caused the problem on the whiteboard.</p> <p>Help the students generate alternatives using Me/Not Me and Always/Not Always as a guide.</p> <p>Rank them in terms of relative contribution to the problem. Use this to illustrate that more than one reason may have contributed to the problem, or just talk through the list of alternative beliefs to make this point</p> <p>Remind the students that the next step of the process is to use evidence to <u>determine the accurate causes of the problems. They will learn about this in</u></p> <p>After drawing the pie of the new beliefs or talking through the list, ask the students to identify which contributing factors they have control over and which they do not. Help the students think about two steps they can take to change the factors they can control.</p> <p>It is important that the students learn that even if the controllable factors of the problem are small, it makes more sense for them to focus their problem solving strategies on these, rather than focusing on the biggest, but uncontrollable problem.</p>	SN
Identify a real life situation for each student	<p>Direct students to the Alternative Thoughts, Real Life Situations Worksheet. Ask the students to think of a situation when they experienced a strong emotion (greater than 6 on the 1 to 10 emotion scale) and don't understand why. Ask the students to write down the situation and their initial thoughts.</p>	SN

Lesson 4

Introduce the Velcro/Teflon Effect	Describe the Velcro/Teflon effect (or confirmation bias). You can use an example from your own life . Ask the students to identify the problem that is created by the Velcro/Teflon effect. Point out that it interferes with our ability to accurately assess our beliefs. Ask the students to share experiences where they can identify the Velcro/Teflon effect in operation. Point out strategies for overcoming the Velcro/Teflon effect such as asking yourself what your best friend or parent or teacher would see, setting out to find evidence to prove the belief false, taking on the persona of a detective (like Sherlock) looking for an unbiased account of the situation. Remind students about the questions listed on the Look for Evidence	Example SN
Generate alternatives to their initial beliefs about their real life situation	Refer back to the Alternative Thoughts, Real Life Situations Worksheet that they have already started to complete and ask them to generate some alternatives. Remind the students to consider Me versus Not Me and Always versus Not Always beliefs when generating alternatives. If appropriate and if you have time you can involve the other students to help one student think of even more alternatives. If you feel the students need it, repeat this process for a different situation generated by them.	
Review	Refer to the Lesson 4 Main Points in the Student's Notebook. Ask for any other questions and feedback about the lesson.	SN
Homework	1. Three Alternative Thoughts Worksheets . 2. Alternative Thoughts, Real life Situations Worksheet . 3. Card for the problem pool.	SN Cards

Lesson 5

Evidence - The File Game		
<p>Aim of Lesson: Learn how to look for evidence to ensure that beliefs are accurate.</p> <p>Learning Outcomes: At the end of the lesson each student will be able to:</p> <ul style="list-style-type: none"> Describe the importance of evidence in deciding whether a belief is accurate or not. Identify evidence that supports a belief or could provide an alternative view. Understand that all beliefs aren't automatically true. 		
Review Lesson 4	<p>Answer any questions the students have before beginning.</p> <p>Write down the main points on the board and refer to the Lesson 4 Main Points. As much as possible, ground the review in real life situations and allow the conversation to be a discussion rather than a quick review of the points. Reinforce flexibility and accuracy, not simply optimism and pessimism.</p>	SN
Review Homework	<p>Refer students to the Alternative Thoughts Real Life Situations Worksheet. Select volunteers to share what they wrote.</p> <p>You may want to ask the group if they can think of other interpretations of the situation.</p> <p>Be sure to review with the students how they came to determine which interpretation was the most accurate.</p> <p>Collect students' cards for the problem pool.</p>	SN
File Game	<p>Distribute the File Games.</p> <p>Give the students clear directions on how to play the game:</p> <ul style="list-style-type: none"> Work in pairs. Select a belief from those that are highlighted in the diary entry. Write this belief at the top of the Evidence Worksheet and then work through the information in the file. If the information provides evidence to support the belief or to suggest it is inaccurate then write it down on the appropriate column on the worksheet. <p>When they have done this discuss the findings for each belief with the whole group. When reviewing the evidence, make sure the students are evaluating the evidence accurately. For example, if a student is a perfectionist, he may record "Got 3 As and 2 Bs" as evidence supporting the belief that the character is stupid. Similarly, if a student has concerns about popularity and fitting in, she may record the information that the character has two close friends as supporting evidence for the belief "The other kids don't like me."</p> <p>Explore with students what makes finding evidence challenging.</p> <p>Ask students to share ideas of ways they try to be even-handed and optimistic when thinking about situations they've confronted.</p>	C D S N
Review	<p>Refer to the Lesson 5 Main Points.</p> <p>Ask for any other questions and feedback about the lesson.</p>	SN
Homework	<p>Write a card for the problem pool that describes a situation that meant they started to worry about the future.</p>	Cards

Lesson 6

Putting It Into Perspective		
<p>Aim of Lesson: Learn how to put the implications of problems into perspective.</p> <p>Learning Outcomes: At the end of the lesson each student will be able to:</p> <ul style="list-style-type: none"> Identify when their beliefs about the future aren't accurate or helpful. Put situations that they worry about into perspective. 		
Review Lesson 5	<p>Answer any questions the students have before beginning.</p> <p>Write down the main points on the board and refer to the Lesson 5 Main Points. As much as possible, ground the review in real life situations and allow the conversation to be a discussion rather than a quick review of the points. Reinforce flexibility and accuracy, not simply optimism and pessimism.</p>	SN
Review Homework	Collect students' cards for the problem pool—they will be discussed later.	
Tell the Chicken Little Story and discuss	<p>If students know it then ask them to tell it or summarise it briefly.</p> <p>Make the link between what Chicken Little did and evidence – he was more of a Merlock Worms than a Sherlock Holmes.</p> <p>Explain why this thinking is not good, talk about the feelings and behaviour it may lead to. Link to the ABC model if you have already introduced it.</p> <p>Ask the students if they have had experiences when they have catastrophised or thought the worst. Encourage them to share these</p>	TH
Practise Putting It Into Perspective on your own example	<p>NOTE: When teaching this skill it is critical to focus on thoughts about the consequences of problems (What Next Thoughts).</p> <p>Describe that you will be teaching them how to apply the skills of Alternatives and Evidence in a slightly different way to help them Put It Into Perspective.</p> <p>Pick an example from your own life that is appropriate to share with your students.</p> <p>Describe that you were 100% certain that these thoughts were going to come true when you were in the process of catastrophising.</p> <p>Describe that even though it seems funny or unlikely now, when it was going on it seemed real and likely and you feel very anxious and afraid.</p>	Example
Work through an example with the group	<p>Select a relevant example to work with from the problem pool or generated by you.</p> <p>Since this is the first time teaching this skill, choose an example that is "ordinary" catastrophising (e.g., bad haircut, bad grade, fight with friend, etc.).</p> <p>Ask students to identify possible worst-case and then possible best-case beliefs. Write them up on the whiteboard with worst on one side, best on the other and most likely in the middle.</p>	

Lesson 6

	<p>If students have difficulty generating best-case beliefs, point this out to them and ask them to speculate about why it is harder to think of outlandish positive outcomes than outlandish negative outcomes. After they have made the worst and best lists, guide them in generating the most likely outcomes.</p> <p>Make sure the most likely actually are most likely, and should not be placed in the worst or best column.</p> <p>Guide the students in coming up with a plan of action for dealing with the most likely outcomes now that they are identified.</p>	
Work through a student's example	<p>Check that the situation is appropriate and the students' understand that the group are not identifying the volunteer's beliefs, but beliefs that someone might have in that situation.</p> <p>Ask the students to list the worst case, the best case, and the most likely outcomes. After listing the worst, best and most likely, help the students develop plans of action to decrease the worst, increase the best, and cope with the most likely.</p> <p>It is important that each plan is realistic and within the students' capabilities. If no one volunteers a situation, choose a situation from the problem pool and generate a catastrophic thought to go with it. Have the group work through this situation.</p>	
Michael Role-Plays	<p>If more help is needed to illustrate the difference between catastrophising and putting it in perspective use this role-play.</p> <p>Identify Michael's catastrophic thinking in the first role-play.</p> <p>Discuss how his thinking would make Michael feel in the two examples.</p>	SN
Individual Practice Options	<p>Direct the students to the Putting It Into Perspective Worksheet and ask them to think of an example from their own experience.</p> <p>Make sure the students are working with appropriate examples (i.e., situations in which they had catastrophic What Next beliefs).</p> <p>If students are having difficulty identifying the best and most likely, they can work with a partner who can help him/her generate these outcomes.</p> <p>Make sure the students are identifying appropriate most likely outcomes and that they are not minimising the situation.</p> <p>If you choose to do the last activity, encourage the students to have fun with the worst and best, but to work hard to list all the most likely outcomes and develop a clear plan for handling them.</p>	SN
Review	<p>Ask the students what they learnt today. Refer to the Lesson 6 Main Points.</p>	SN
Homework	<ol style="list-style-type: none"> Putting It Into Perspective Worksheet. Two cards for the problem pool, writing about a problem that is important to them. 	SN Card

Lesson 7

Real-Time Resilience: The Hot Seat

Aim of Lesson: Learn how to respond to non-resilient beliefs in real-time.

Learning Outcomes: At the end of the lesson each student will be able to:

- Identify situations that require Real-Time Resilience.
- Know how to change negative self-talk in the moment.

Review Lesson 6	Answer any questions the students have before beginning. Write down the main points on the board and refer to the Lesson 6 Main Points .	SN
Review Homework	Select volunteers to describe their homework. Have each volunteer describe the situation, his/her thoughts about the future, and the worst, best, and most likely things that could happen. Assess whether the plans of action are reasonable and appropriate. Encourage students to apply the cognitive skills to the problems they wrote about for the problem pool. For example, help students to identify ABCs, always thoughts, and/or catastrophic thoughts. Encourage students to consider evidence and alternatives.	
Introduce the Real- Time Resilience Skill	Introduce Real-Time Resilience as a skill that you use in particular situations, but not to replace all the other skills the students are learning. Provide an example of where you might use Real-Time Resilience. Encourage the students to generate other situations and describe what the negative self-talk might be. Make clear that the time to use the Hot Seat is when you need to disarm counter- productive thoughts so that you can get back to the task at hand. It is not appropriate to use when the situation is complex or when you	Example
Demonstrate the Hot Seat	You may choose to set up the classroom with a 'Hot Seat' at the front of the room. In preparation you might want to write out the negative thoughts for the scenarios you are going to use on cards – one thought on each card - so that you can give one thought to a student to call out. Select one of the Hot Seat Scenarios . Ask the students to read out the negative thoughts provided for that Scenario, one at a time. Provide an alternative thought, pause and ask the students to label whether you used Evidence, Alternatives, or Putting it Into Perspective . Select another scenario and demonstrate and evaluate the 3 pitfalls: <ul style="list-style-type: none"> • Minimising the situation. • Dismissing the grain of truth. • Excusing one's contribution to the problem. Select a third scenario and ask the students to identify whether you used the skill effectively or made any mistakes.	TH

	It is critical that you emphasise accuracy over speed the first few times through. Stick to tried and tested examples.	
Teach the tag lines	<p>Teach them the three tag lines they can use to structure their response to the counter-productive thought:</p> <ul style="list-style-type: none"> • That is not true because.... (Evidence) • Another way of seeing this is...(Alternative) • The most likely outcome is...and I can...(Putting It Into Perspective) Refer them to the Hot Seat Tag Lines diagram. Ask the students to practise the skill individually, using the Hot Seat Scenarios. 	S N T H
Students practise the Hot Seat on own examples	<p>Take a short period of time to have each student describe a problem when Real- Time Resilience would be useful.</p> <p>Select volunteers to practise the Hot Seat one at a time in front of the group. Have each volunteer sit on the chair in front of the room. Ask them if they want to work with one of their own situations or if they want you to provide one for them.</p> <p>If they choose to work with their own situation ask them to read their written description and have them describe it to the group. Otherwise, choose a situation from the problem pool or from the Hot Seat Scenarios and describe the problem. Throw out five negative thoughts for the student to dispute (if you are using their example remember to start the belief with "I").</p> <p>If the group is a supportive group, you may want to have the other students throw out negative thoughts as well.</p> <p>The student should dispute each negative belief as it is voiced. Encourage them to use concrete, specific evidence in refuting beliefs. Select other volunteers to practise this technique.</p> <p>Describe the "gut test" to the students: that they can notice how it felt when they generated the response. When the response is accurate and powerful, people often feel it in their gut – they notice a sense of empowerment, strength and confidence that comes with the response. At the end of the activity, reiterate to the students that the goal is accuracy over speed – speed will naturally come.</p> <p>Also reiterate (and discuss) the downside of relying on this skill all the time and depriving oneself of opportunities to think thoroughly, deeply and complexly about situations that one struggles with.</p>	TH
Review	<p>Ask the students what they've learnt over the sessions – what they enjoyed, what they will use and what they think could have been improved.</p> <p>Re-enforce: ABC / Always Me vs. Not Always Me/ Looking for Evidence /Generating Alternatives/ Catastrophizing and Putting It Into Perspective.</p> <p>Give out questionnaire for them to complete.</p>	SN
Homework	1. Practice with the sheets for the review lesson in a month's time.	SN

