

# Addressing Internalizing Concerns through Tier II Supports

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Key Words: Behavior, Mental Health, Tier II

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## Learning Outcomes

1. Learn about the influence of internalizing concerns on student functioning within schools
2. Identify a range of interventions designed to address internalizing behaviors, including the Resilience Education Program (REP)
3. Explore measures designed to support intervention implementation, including those related to universal screening and progress monitoring
4. Hear from exemplar presenters regarding their efforts to implement Tier II internalizing interventions within their schools

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## Mental Health Challenges

Two broad categories:  
◦ Externalizing problems  
◦ Internalizing problems\*

Problems exist along a continuum

- Low risk
- Subthreshold symptoms
- Diagnosable disorder

Calls for increased emphasis on targeted intervention for subthreshold symptoms

- NIMH, 2015
- Community Preventive Services Task Force, 2019



*"The CPSTF recommends targeted school-based cognitive behavioral therapy programs to reduce depression and anxiety symptoms among school-aged children and adolescents who are assessed to be at increased risk for these conditions."*

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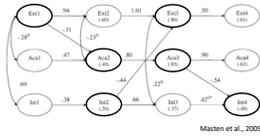
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## Internalizing Problems

Disorder	Prevalence	Median Onset
Anxiety	31.9%	6 years old
Mood	14.3%	13 years old

Enhanced risk for negative outcomes (National Research Council and Institute of Medicine, 2009)

- Social rejection
- Academic concerns
- Later diagnosis
- Suicide



Masten et al., 2005

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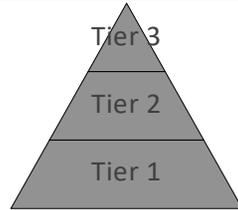
## Tier 2

Reviews of the Tier 2 literature reveal strong attention to **externalizing problems** (Bruhn et al., 2014; Mitchell et al., 2012)

- Less focus on **internalizing problems**
- Several calls for increased focus in this area (Kilgus et al., 2015; McIntosh et al., 2014)

Multiple options have been explored

- Check In/Check Out (CICO)
- Courage and Confidence Mentor Program
- **Resilience Education Program (REP)**




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## REP – Two Components

### Cognitive behavioral instruction (CBI)

- Five lessons, taught across five weeks
- Small-group format (3-5 students)
- Focus on key skills
  - Coping skills
  - Cognitive restructuring
  - Problem-solving skills

### Modified Check In/Check Out (CICO)

- Check in and out with a mentor each day
- Teacher feedback throughout the day regarding skill use and other positive behaviors
- Connection with parents




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## REP – Core Characteristics

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**Efficiency**

- Takes only a few weeks
- CICO: few minutes per day for teachers and mentors
- CBI: 30-45 two times per week

**Relevance**

- Includes intervention elements already being used in schools

**General**

- General CBI applicable to both depression and anxiety




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## REP – Theory

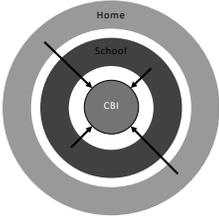
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**CBI**

- Student-oriented
- Instruct key social-emotional skills

**CICO**

- Ecologically-oriented
- Educators
- Parents and caregivers
- Prompt and reinforce student use of those skills




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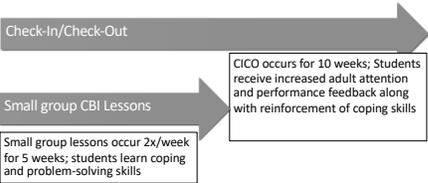
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## Overview of REP

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Small group lessons occur 2x/week for 5 weeks; students learn coping and problem-solving skills

CICO occurs for 10 weeks; Students receive increased adult attention and performance feedback along with reinforcement of coping skills

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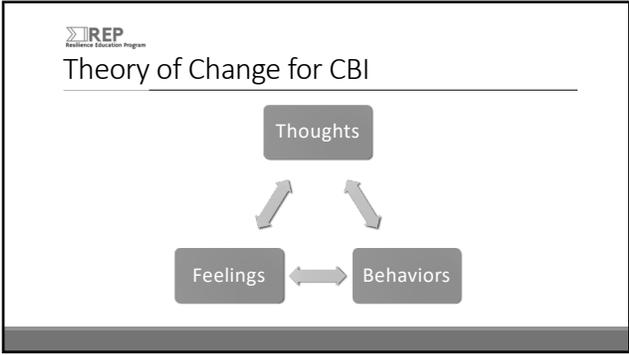
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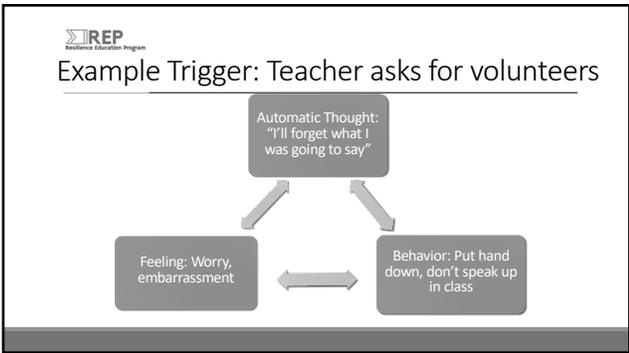
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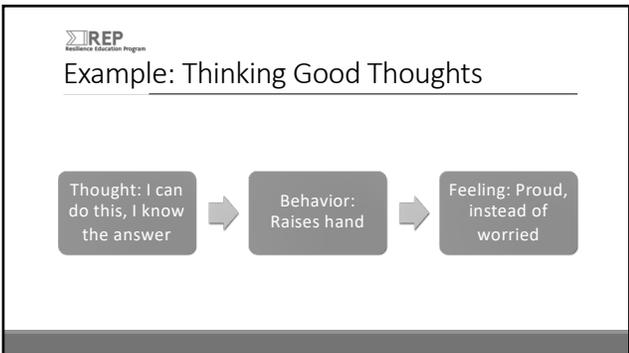
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### Example: Using STU Coping Skills

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Feeling: Recognize that was feeling worried; now calm

➔

Behavior: Takes 5 belly breaths then raises hand

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Thought: I can do this, I know the answer

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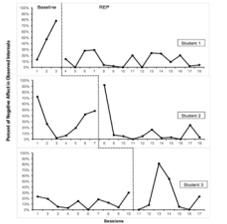
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### Pilot Study 1

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Allen, Kilgus, & Eklund, 2018

- Three students
- Multiple baseline, single-case design
- Direct observation
  - Negative affect
  - Internalizing problems (e.g., worry, irritability)
  - Social engagement
- Visual analysis
  - Clear improvement for 2 of 3
- PAND (for 2 of 3)
  - Range = .75-.83
  - "Effective"




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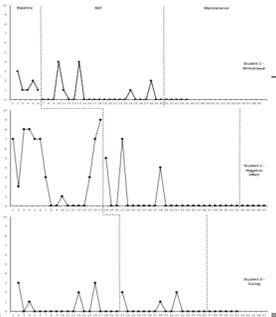
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### Pilot Study 2

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Eklund, Kilgus, Izumi, DeMarchena, & McCollom, 2018

- Three students
- Multiple baseline, single-case design
- Teacher direct behavior ratings
  - Internalizing problems (e.g., withdrawal, negative affect)
- Visual analysis
  - Clear improvement for 2 of 3
- PAND (for 2 of 3)
  - Range = .79-.83
  - "Effective"




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## Underpowered waitlist control RCT study

Kilpatrick et al., 2019

**Students in 4<sup>th</sup> - 7<sup>th</sup> grade**

- 3 elementary schools & 1 middle school

**Randomized to intervention & waitlist control groups**

- Intervention N = 21 students
- Waitlist control N = 17 students

**Pre- and post-measure data evaluated**

- ASEBA Teacher Report & Youth Self-Report Internalizing scales
- Coping skills, social support, perceived control of internal states

**Primary Findings**

- The effect of REP on internalizing concerns
- Teacher report: large effect size ( $\eta^2 = .15$ )
- Self-report: large effect size ( $\eta^2 = .18$ )

**Secondary findings**

- The effect of REP on student-reported coping skills, social support, and control of internal states
- Large effect size ( $\eta^2 = .18$ )

**Acceptability**

- Positive findings as intervention that is easy to understand and feasible to use

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Building an Efficient Targeted Intervention for Students At Risk for Internalizing Problems: The *Resilience Education Program (REP)*



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**YEAR 1:** PLANNING AND DEVELOPMENT PROCESS

**YEAR 2:** FEASIBILITY OF IMPLEMENTATION

**YEAR 3:** COMPONENT ANALYSES

**YEAR 4:** PILOT EFFICACY TESTING

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## Modified CICO

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## CICO Procedures

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**Typical CICO**

- Morning check in with REP mentor
- Teacher feedback and praise throughout the day  
**Daily progress report (DPR)**
- Afternoon check out with REP mentor
- Home-based reinforcement
- Progress monitoring via DPR
- Self-monitoring (fading)

**Modified Components**

- Modified DPR targets
  - Skills aligned with CBI
  - Other positive behaviors
- Students self-rate their mood throughout the day

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## CICO Procedures

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**Check In:**

- Check student readiness for school
- Target behavior goals reviewed
- Daily reward determined
- Encouragement to use CBI skills
- Prompt to have a great day




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## CICO Procedures

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**Teacher Feedback & Praise**

At the end of each activity...

- Teacher rates student behavior
  - CBI-aligned behaviors
  - Positive replacement behaviors (need to select)
- Delivers praise
- Minimizes attention to inappropriate behavior
- Student rates his or her mood
  - Behavior ↔ Mood

	Controlled Emotions	Made Good Choices	Total Points	How I Felt
Math	0 1 2	0 1 2	0 1 2	0 1 2
Science	0 1 2	0 1 2	0 1 2	0 1 2

7	Fantastic!
6	Really good
5	Good
4	So-so
3	Bad
2	Really bad
1	Terrible!

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### CICO Procedures

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**Check Out:**

- Provides praise to student
- Receives reward if goal met
- Encouraged to try next day if goal not met and reminder to use CBI skills

**Home-based reinforcement:**

- Student brings home DPR for parents to sign
- Parents provide reward if goal met
- Parents praise student and minimize attention to negative behavior




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### CICO Procedures

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**Progress monitoring:**

- Plot DPR data every day (% of points)
- Monitor data over time
- Make occasional decisions regarding the need to continue, modify, or discontinue intervention

**Self-monitoring:**

- When student has met high-level goals consistently
- Self-rate behavior throughout the day
- Same check in and out procedures

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### REP: Cognitive-behavioral instruction

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## REP Intervention: CBI Lessons

**Say-Show-Do Direct Instruction Model:**

- Define key skill and explain importance
- Provide steps for using the skill
- Model steps for using the skill
- Role-play opportunities
- Goal-setting and homework

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## Setting up your group

**Size of group**

**Number of weeks**

**Lesson format**

- Two 30-minute lessons each week
- One 45-50 minute lesson once a week

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## Essential REP Materials

- REP Lesson binder
- Worksheets
- Homework sheets
- Extra CICO point sheets
- Supplemental materials
  - Online videos/links
  - Feelings thermometer
  - Markers/writing utensils
  - Cue cards

	Controlled Environment	Made Good Choices			Total Points	How Full
Reading	0 1 2	0 1 2	0 1 2	0 1 2		
Math	0 1 2	0 1 2	0 1 2	0 1 2		
Spelling	0 1 2	0 1 2	0 1 2	0 1 2		
Writing	0 1 2	0 1 2	0 1 2	0 1 2		
Social Studies/Science	0 1 2	0 1 2	0 1 2	0 1 2		
<b>Total:</b>						

Please rate the extent to which the student engaged in each of the following three behaviors during each of the five academic activities:  
0 = Never, 1 = Sometimes, 2 = Often

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### REP Lesson Format

- General objectives
- Concepts taught
- Materials needed
- SAY
  - Provide direct instruction and definition of concepts covering
- SHOW
  - Provide examples through modeling and/or video demonstration
- DO
  - Provide opportunity for students sharing and acting out examples
- Generalize
  - Homework
- Summary

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### REP Lesson 1: Introduction

- Objectives:
- State the group purpose & rules
  - Demonstrate familiarity with structure of the group
  - State group meeting time & CICO procedures
- Concepts:
- Getting to know you
  - Group purpose, rules, structure, & format
  - Establish meeting time
  - Describe CICO procedures

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### REP Lesson 1: Introduction

- Group rules:
- Be safe
  - Be respectful
  - Be kind
  - Personal things talked about in group stays in group\*
  - Be open to new skills!
  - Brainstorm examples of these rules with group & add any new rules
- Group structure: Can practice SAY-SHOW-DO using group rules as an example
- Ex: Say the rule of being respectful and an example, such as turn-taking
  - Show yourself practicing turn-taking
  - Practice doing turn-taking during the Ice Breaker

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## REP Lesson 2: Identifying Feelings

**Objectives:**

- Identify and name strong emotions when they occur
- Describe what triggers own emotions
- Describe what happens to thinking and behavior when experiencing strong emotions
- Recognize that we are in control of our own emotions

**Concepts:**

- When you are having strong emotions, it's hard to think clearly
- Unmanaged, strong emotions can lead to negative behavior and consequences
- We are in control of our own emotions

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REP Lesson 2:  
Identifying  
Feelings

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**SAY:** Understand and Identify Feelings

- Show the Emotions Wheel

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## REP Lesson 2: Feelings in Our Body

**SAY**

Be sure to emphasize that it's okay to have strong feelings, we all have them. Want to emphasize that there are positive ways we can respond to those strong feelings.



Brainstorm body clues that tell us when we're feeling sad, anxious, angry, excited?

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## REP Lesson 2: Triggers

Trigger = something that makes me feel a strong emotion

Examples:

- Taking a test → Nervous
- Losing a game → Sad
- Getting a bad grade → Worried

Brainstorm other examples of triggers and related feelings that students may experience at school

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## REP Lesson 2: Triggers

**SHOW: Example**

Students are working quietly at their seats on a new math assignment that the teacher has just passed out. Maya is not sure how to do the first problem as she had stayed home sick from school the day before and did not hear the lesson on how to complete the problems. As Maya begins to feel sad, she begins to think about what she can do with her strong feelings. She decides to take a big belly breath and raises her hand quietly to ask the teacher for help.

*What strong emotions was Maya feeling?*

*What were the triggers?*

*Did she take control of her strong emotions? How did she do it?*

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## REP Lesson 2: Triggers

**DO:** Transition into student's personal experience

- *What is an example of a time when you had a strong feeling or emotion?*
- *How did your body feel?*
- *What were you thinking while you were feeling that way?*
- *How did you respond in that situation?*

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### REP Lesson 3: Using Coping Skills

**Objectives:**

- Demonstrate the ability to stop escalating emotions
- Identify personal “triggers”
- Use calming down strategies (e.g., belly breathing) to address stressful or anxiety-provoking situations
- Acquire STU skills

**Concepts:**

- Using coping strategies can decrease feelings of sadness or anxiety
- Staying in control of your emotions helps you make better choices

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### REP Lesson 3: Using Coping Skills

**STU**

- S**ee the Trigger
- T**ake belly breaths
- U**se your imagination




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### REP Lesson 3: See the Trigger

- Review Triggers identified with students
- Have students volunteer to share triggers and discuss types of emotions that they trigger

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### REP Lesson 3: Take belly breaths

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**REP Lesson 3: Use Your Imagination**  
Let's practice!

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### REP Lesson 3: Use Your Imagination

Imagine your feelings thermometer going down as you take your belly breaths.

**SHOW**  
Teacher tells Sam to go work with the new student in the class. Sam is a little scared at first because she has a hard time meeting new people and is feeling sad because her best friend moved away. But then, Sam begins to use STU skills and calms down (imagine the thermometer going down).

Afterwards, ask students to identify skill steps present within the model

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## REP Lesson 3: Use Your Imagination

**DO**

1. Prior to practice, instructor should remind students that this is a safe space and they having nothing to worry about. This is just for practice.
2. Practice one student at a time – Have student shares his/her trigger with the instructor, and then pretend to do the trigger.
3. The student should apply the STU skills to calm him/herself down prior to engaging in the task or scenario. Instructor provides feedback & copious amounts of praise specific to effort and performance.
4. Each student should go once, one at a time.




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### ABC Log

REP Lesson 3 Homework: Record when you use your STU (See the Trigger, Take belly breaths, Use your imagination) coping skills throughout the week.

A: What was the trigger and how did it make you feel?	B: Did you use a STU skill? What STU skill did you use?	C: What happened right after? How did you feel?	D: Did you do any other coping skill, like doing something you enjoy?

REP Lesson 3: Using the ABC Log

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## REP Lesson 4: Preventing Negative Thoughts

**Objectives:**

- Demonstrate ability to stop escalating emotions
- Use cognitive restructuring to reduce negative thoughts and increase positive self-talk
- Use cognitive restructuring strategies with calming down strategies to address strong feelings
- Acquire ability to Think Good Thoughts (TGT)

**Concepts:**

- Using coping strategies can decrease anxiety
- Altering our thinking can prevent strong emotions and bad behavior
- Staying in control of your emotions help you make better choices

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### REP Lesson 4: Preventing Negative Thoughts

**SAY**

What does it mean to have a negative thoughts?

- Thinking badly about ourselves
- Thinking we can't do something
- Thinking that others are thinking bad things about us
- Thinking that something bad is going to happen to us
- Thinking we shouldn't even try something

Let's brainstorm examples of negative thoughts students may have.

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### REP Lesson 4: Preventing Negative Thoughts

Replacement good thoughts:

- I can do this!
- I will be okay.
- The teacher wouldn't let me get hurt.
- I can try this new thing.



Let's brainstorm examples of replacement thoughts that are good.

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### REP Lesson 4: Preventing Negative Thoughts

**SHOW**

Paul is walking down the hallway. Chris then bumps into Paul. Chris says, "Sorry!" Paul thinks, "Chris is trying to hurt me!" Paul then thinks about it a bit more and thinks, "No I bet Chris just didn't see me coming." Paul then says, "That's ok."

Discuss with students what steps Paul used.

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### REP Lesson 4: Thinking Good Thoughts

**DO**

1. Notice the bad thought
2. Choose a good thought instead!
3. If I need to, I can use my STU skills

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### REP Lesson 5: Using Problem-Solving Skills

**Objectives:**

- Realize they are in control of their emotions
- Understand they are capable of solving problems once they are calm
- Learn the **Think and Act** process, which involves considering one's options, making a choice, and identifying the steps to complete the action

**Concepts:**

- When we're calm, we can make better choices
- Making better choices helps us to get along better with others and do better at school

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### REP Lesson 5: Think & Act

**SAY**

**Think**

1. Once you have used the STU skills and feel calm...
2. Consider your choices with the situation: what are good choices and bad choices?
3. What will happen if you make a good choice? A bad choice?

**Act**

1. Make a good choice between your options.
2. Identify the steps for that choice...what will it take to get it done?
3. Do it!

Let's practice some problem-solving scenarios

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### REP Lesson 5: Think & Act

#### SHOW

Jill will not let Madison play the game she is already playing. Jill looks frustrated and angry at first, but then begins to use STU skills and starts to calm down. Jill stops to **Think**, realizing that she has two choices: (1) steal the game from Madison or (2) patiently wait her turn. Jill decides **Act** by patiently waiting her turn, so she finds something else to do while Madison finishes with the game.

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### REP Lesson 5: Using Problem- Solving Skills



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### Planning for Next Steps

1. How does this compare to our priorities?
2. Who would do this work?
3. Where would this work live (e.g., responsibility)?
4. What should we stop doing to make room for this work?
5. How will we assess whether it's
  - (a) implemented well, and
  - (b) working?

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**Thank you!**  
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