

Social and Emotional Learning and Resilience Programs

**DEVELOPED BY WORLD
RENOWNED CHILD PSYCHOLOGIST,
PROF. PAULA BARRETT**



Young Children 4 to 7 Yrs
(JK-Gd 1)



Children - 7 to 11 Yrs (Gd. 2-6)
Youth - 12 to 16 Yrs (Gd. 7-11)

Friends for Life is the *only*
anxiety prevention program acknowledged
by the World Health Organization
with over 15 years of comprehensive
research evaluation and practice.

AUSTIN
resilience development inc.
TRAINING FOR PROFESSIONALS

Phone: 613-692-3764
E-mail: contactus@friendsrt.com
Website: www.friendsrt.com

FUN FRIENDS AND FRIENDS FOR LIFE PROGRAMS:

The evidence-based FRIENDS for Life social and emotional learning programs address the cognitive (mind), physiological (body) and learning (behavior) processes that interact in the development, maintenance and experience of anxiety. FRIENDS:

- Assists children and youth in developing life skills to effectively cope with difficult and/or anxiety provoking situations
- Normalizes the emotional state of anxiety.
- Builds emotional resilience and problem-solving abilities.
- Encourages peer learning and builds support networks and positive role models.
- Promotes self-confidence in dealing with difficult or anxiety-provoking situations
- Empowers children, families and teachers with knowledge and skills

CHILDREN AND YOUTH ACQUIRE IMPORTANT SKILLS SUCH AS:

- Understanding emotions in themselves and other people
- Recognizing signs of anxiety and body clues for anxiety
- Learning ways to relax and become more self-aware
- Understanding how their thoughts affect their feelings and behaviour
- Changing negative “red” thinking into positive “green” thinking
- Focusing on the positives in difficult and anxiety provoking situations
- Learning problem solving and positive coping strategies
- Facing fears and self-rewarding for effort and trying their best
- Learning to be kind and empathic and appreciate differences
- Developing positive peer relationships, friendships and support teams
- Dealing with difficulties, conflicts, bullying and peer pressure

WHY ARE THESE PROGRAMS SO IMPORTANT?

- Children and youth are experiencing increasing levels of pressure and stress and at younger and younger ages (Dr. K. Kellie Leitch, 2007)
- Anxiety is the most common mental health problem among children and youth today, affecting a greater number than Attention Deficit Hyperactivity Disorder, Conduct Disorder or Substance Abuse Disorder (C. Waddell & al., 2002).
- Only a minority of children and youth with mental health problems receive treatment and often only after years of suffering. Anxiety disorders frequently have a chronic course and persist into adulthood if not treated.
- The consequences of untreated anxiety are serious and include; lower educational and vocational achievement, impaired relationships, being bullied more than their peers, and a greater risk for depression, alcohol abuse, and cigarette smoking (Dadds et al., 1997; March et al. 1998; Muris et al., 2000; Murray et al., 1996; Sareen, 2005; Wittchen, 1998).

DO THESE PROGRAMS WORK?

A wealth of research and practical experience in schools and clinics world-wide has shown that:

- Early intervention reduces the onset of youth anxiety and depression.
- Exposing anxious children to FRIENDS as part of their normal school curriculum is likely to significantly reduce the risk of developing an anxiety disorder.
- Children with moderate or normal levels of concern benefit from the program by acquiring resilience to emotional stress that can help them lifelong.
- FRIENDS significantly increases children's level of self-esteem while reducing their feelings of worry and depression.
- Up to 80% of children showing signs of an anxiety disorder no longer display those signs for up to 6 years after completing the program.
- "FRIENDS for Life" programs are best practice for the prevention *and* treatment of anxiety and depression in children and youth.

WHAT MAKES FRIENDS DIFFERENT?

- FRIENDS for Life is the only program of its kind that is recognized by the **World Health Organization**.
- FRIENDS is supported by **ongoing research** by Dr. Paula Barrett and her research team with a demonstrated preventative effect.
- FRIENDS is a **positive program** that equips children with skills to overcome daily challenges and negative life events which we all encounter.
- FRIENDS is **effective at all intervention levels**; as a universal anxiety prevention program delivered in the classroom, as an early intervention program for children and youth with anxiety concerns, and as a treatment program for children and youth with diagnosed anxiety disorders.

ABOUT THE AUTHOR – Dr. PAULA BARRETT:

- Is internationally recognized as a prominent scholar and is a Professor of Education at the University of Queensland.
- Is a groundbreaking researcher in the field of child psychology and is internationally acclaimed for her work in the field of child and youth anxiety.
- Is a practitioner in the field of child psychology and the founder and director of the innovative research-based clinic, Pathways Health and Research Centre.

- Has authored and evaluated the well-known *FRIENDS for Life*, FUN FRIENDS, and FOCUS programs for the prevention and treatment of childhood and adolescent anxiety and depression.
- Was a finalist for the Australian of the Year Queensland Award, Queensland in 2008; and a Finalist in the Queenslander of the Year Award for her contribution to the well-being of children and to the community.

FRIENDS PROGRAM STRUCTURE

The program consists of three developmentally sensitive versions:

FUN Friends (Young Children)	JK - Gd. 1	4 - 7 years
Friends for Life (Children)	Gd. 2 - 6	8 - 11 years
Friends for Life (Youth)	Gd. 7-11	12 - 16 years

An overview of FRIENDS	Why is it called FRIENDS?
<p>F = Feelings</p> <p>R = Remember to Relax</p> <p>I = I can do it! I can try my best! (Inner Helpful Thoughts)</p> <p>E = Explore Solutions and Coping Step Plans</p> <p>N = Now reward yourself! You've done your best!</p> <p>D = Don't forget to practice!</p> <p>S = Smile! Stay calm for Life!</p>	<p>The word 'FRIENDS' helps children and youth to remember each of the skills taught throughout the program (i.e. each letter stands for a new skill learned).</p> <ol style="list-style-type: none"> 1. Our body is our FRIEND and tells us when we are feeling worried or nervous by giving us clues. 2. It is important to learn to be our own FRIEND, and reward ourselves when we try our best. 3. It is important to make FRIENDS, so that we can build our social support network and feel happier. 4. FRIENDS can help us to cope with difficult situations more effectively now and for life.

Friends for Life is implemented by Certified Group Leader over:

- 10 sessions (1 - 1.5 hours weekly) + 2 optional booster sessions
- 2 Parent Sessions are included in the Group Leader Manual
- Parent Sessions are delivered by the Group Leader

FUN FRIENDS is implemented by Certified Group Leader over:

- 12 play-based sessions (1 hour weekly)
- Parent Guide with activities for parent to complete with child

An Overview of Concepts Taught in the Programs

#	Fun Friends 4 - 7 yrs	Child – Friends for Life 7 – 11 yrs	Youth – Friends for Life 12 - 16 yrs
1	<ul style="list-style-type: none"> • Sense of Identity –Who am I? • Feeling scared is OK; we can all learn to be brave • Being brave = looking people in the eye, smiling, saying hello with a brave voice, trying your best • We all share similarities and differences 	<ul style="list-style-type: none"> • Working in groups • Feeling confident and brave • Getting to know one another and interacting • Understanding and accepting differences • Setting goals to achieve • Identifying happy experiences 	<ul style="list-style-type: none"> • Working in groups • Feeling confident and brave • Getting to know one another and interacting • Understanding and accepting differences • Setting goals to achieve • Identifying happy experiences
2	<ul style="list-style-type: none"> • Identification of feelings in self and others • Role-play of feelings • Normalization of all feelings • Making happy feelings grow 	<ul style="list-style-type: none"> • Understanding our own and other people's feelings • Thinking in powerful or helpful ways • Understanding how thoughts and feelings affect behaviour 	<ul style="list-style-type: none"> • Self-esteem and feelings • Self-confidence • Recognizing personal achievements and strengths • Safety cues to help us cope
3	<ul style="list-style-type: none"> • Paying attention to other people's feelings – parents, siblings, grandparents, teachers, friends • Helping other people feel better (empathy training) • Recognizing other's feelings 	<ul style="list-style-type: none"> • Listening to our body's clues to understand feelings • Different methods of relaxation – progressive muscle relaxation, deep-breathing, using relaxation scripts, the importance of rest and quiet time. 	<ul style="list-style-type: none"> • Understanding our own and other people's feelings • Thinking in powerful or helpful ways • Understanding how thoughts and feelings affect behaviour • Verbal and non-verbal communication • Learning to make good friendships
4	<ul style="list-style-type: none"> • Paying attention to what your body is telling you. "Listen"!! • Breathing slowly/milkshake bubbles! • Learning relaxation games 	<ul style="list-style-type: none"> • Exploring what makes us happy • Understanding self-talk - helpful (green) thoughts make us feel strong, brave and happy; unhelpful (red) thoughts make us feel sad, worried or upset 	<ul style="list-style-type: none"> • Listening to our body's clues to understand feelings • Different methods of relaxation – progressive muscle relaxation, deep-breathing, using relaxation scripts, rest and quiet time. • Using humour
5	<ul style="list-style-type: none"> • Understanding how thoughts and feelings affect behaviour • Understanding self-talk - helpful (green) thoughts make us feel strong, brave and happy; unhelpful (red) thoughts make us feel sad, worried or upset Unhelpful "RED" thoughts – STOP! • Helpful "GREEN" thoughts – GO! • Attention training 	<ul style="list-style-type: none"> • Paying attention to positive thoughts and things • Challenging unhelpful thoughts • Changing unhelpful thoughts into helpful thoughts • Exploring ways to cope • Coping step plans (breaking down difficult things into smaller steps) 	<ul style="list-style-type: none"> • Exploring what makes us happy • Understanding self-talk - helpful (green) thoughts make us feel strong, brave and happy; unhelpful (red) thoughts make us feel sad, worried or upset • Paying attention to positive thoughts and things • Challenging unhelpful thoughts • Changing unhelpful thoughts into helpful thoughts
6	<ul style="list-style-type: none"> • Changing unhelpful red thoughts into more positive and helpful green thoughts • Throwing away "red" thoughts can be so easy 	<ul style="list-style-type: none"> • The importance of role models and support teams • 6-stage problem-solving plan (identifying the problem and possible solutions, listing possible consequences, picking the best solution, putting the plan into action, evaluating the results) 	<ul style="list-style-type: none"> • Exploring ways to cope • Coping step plans (breaking down difficult things into smaller steps) • Mindfulness and attention training • Looking at situations more positively, while focusing on other people (interpersonal), yourself (intrapersonal), and surrounding environment (environmental)
7	<ul style="list-style-type: none"> • Learning to do things one step at a time • Breaking hard things down into lots of little steps • Learning to be brave! 	<ul style="list-style-type: none"> • Rewarding ourselves for trying (reward for effort is important) • Thinking like a winner • Using humour to deal with different situations 	<ul style="list-style-type: none"> • The importance of role models and support teams • Dealing with conflict using the CALM plan • Understanding conflict styles • Managing bullying
8	<ul style="list-style-type: none"> • How to be friendly and make new friends • Being a good friend: smile, share, help, listen 	<ul style="list-style-type: none"> • Practicing the skills learned in the FRIENDS program • Planning ahead for difficult situations • Staying calm • Being confident and brave • Positive affirmations about self 	<ul style="list-style-type: none"> • 6-stage problem-solving plan (identifying the problem and possible solutions, listing possible consequences, picking the best solution, putting the plan into action, evaluating the results) • Reward ourselves for trying

9	<ul style="list-style-type: none"> We should reward ourselves for doing something brave and trying new things. 	<ul style="list-style-type: none"> Putting the skills all together Using the FRIENDS plan to help ourselves and others 	<ul style="list-style-type: none"> Practicing the skills learned in FRIENDS program Planning ahead for difficult situations Staying calm Positive affirmations about self
10	<ul style="list-style-type: none"> The importance of role models The importance of spending quality time together doing fun activities with teachers, parents, siblings, and extended family 	<ul style="list-style-type: none"> Preparing for future challenges Party to celebrate new skills learned 	<ul style="list-style-type: none"> Putting it all together Using the FRIENDS plan to help ourselves and others Preparing for future challenges Party to celebrate skills learned
11	<ul style="list-style-type: none"> Support teams and support networks 	<ul style="list-style-type: none"> Booster Session #1 Review and Practice skills 	<ul style="list-style-type: none"> Booster Session #1 Review and Practice
12	<ul style="list-style-type: none"> Learning to be happy with our efforts. Celebrating finishing the FUN FRIENDS program. 	<ul style="list-style-type: none"> Booster Session #2 Review and Practice skills 	<ul style="list-style-type: none"> Booster Session #2 Review and Practice

FRIENDS TRAINING AND CERTIFICATION



- Austin Resilience Development Inc.** is the accredited *Pathways Health and Research Centre* FRIENDS training partner for Ontario, Quebec, the Maritimes, Manitoba, Saskatchewan, the Northwest Territories, the Yukon and Nunavut.
- FRIENDS trainings will be of interest to classroom teachers, guidance counselors, special education teachers, social workers, psychologists, child and youth workers, early years educators, health professionals and other qualified professionals working with children and/or youth.

FRIENDS Regional Training Workshops (selected cities and provinces)

- Professionals working with children or youth in educational and community health and social service agencies can participate in an interactive FRIENDS training workshop offered in selected cities and provinces. Information about these trainings is posted on the Austin Resilience Development Inc. website at www.friendsrt.com.

FRIENDS Staff In-Services Training Workshops (On-site)

- If your school or agency has a number of staff wanting to be trained in the FRIENDS program, an accredited FRIENDS trainer can be sent to your school or community agency to run a staff in-service. For information please contact Austin Resilience Development Inc. at:

Phone: 613-692-3764
E-mail contactus@friendsrt.com
Address: P.O. Box 302, North Gower
 Ontario, Canada K0A 2T0
Website: www.friendsrt.com