Intervention Protocol

Program Title: Resilience

Program Purpose: The general purpose of the resilience program is to teach patients about resilience and help them develop skills that contribute to their own personal resiliency. This program will engage patients in therapeutic activities that teach them these skills and prepares them to use these skills as a toolkit to thrive in the face of difficulty and change to help achieve their goals.

Description of Program: This program serves adults 18+ who are in an inpatient behavioral health unit experiencing a form of mental illness. The resilience skills program will be facilitated in small-medium group interventions (2-10) with either one facilitator or with two co-facilitators. The program is offered daily and interventions last for one hour. The program contains interventions that teach about the nature of resilience and utilize skills that contribute to a person’s ability to be resilient: including communication, flexible thinking, perseverance, and emotional awareness.

Client Problems to be Addressed:

- Decreased effective communication skills
- Decreased social and occupational functioning
- Depression
- Anxiety
- Decreased impulse control

Program Outcomes:

- Client will identify and utilize productive coping skills.
- Client will utilize effective communication skills.
- Client will demonstrate the ability to utilize stress management techniques.
- Client will demonstrate flexible thinking through leisure initiatives.

Referral Criteria: Admittance to the inpatient behavioral health treatment center and permission from physician to receive recreational therapy services.

Contraindicated Criteria:

- Individuals who are physically aggressive and have proven to actively be a harm to others
- Individuals who are experiencing extreme and debilitating symptoms such as active visual hallucinations

Interventions: (3)

Headbands (1)

Group Size: 2-10 participants

Supplies:

- Laminated pictures and names (provided below)
- tape
- Pens/markers
- List of well-known people and descriptions - pictures may be included. (provided below)
- Resilience handout (provided below)
Setting Considerations: This intervention will need to take place in a room that has table and chairs. This room must also have adequate space for individuals to ambulate in a clear path. This room preferably should have little foot traffic and noise. It should be free of sharp objects that could be used to intentionally harm oneself or others.

Intervention Purpose: The purpose of this intervention is for the clients to communicate with one another to reach an end goal. This game also gives an opportunity for the client to learn stories of hope and success. In addition, this intervention will educate about resilience and its contributing factors.

Intervention Outcomes:

- Client will utilize effective communication skills.
- Client will identify and utilize productive coping skills.

Implementation Instructions:

- Prepare room with tables and chairs. The tables do not need to be placed together. However, there should be clear paths for group participants to ambulate.
- After group participants have gathered in the room, introduce the game and its rules.
- The game is called “Headbands”. Have a list of well-known people along with its accompanying pictures to print and laminate. Start the game by having someone putting the laminated card on their back or forehead without knowing whose name is on it. The goal of the game is to have this person guess whose name is on the sticky note. The other participants in the group have to give hints to assist this person in guessing. This can include facts about this person (movies/shows they have been in, common catch phrases or quotes, successes, etc.). These hints cannot include the name of the person or words that rhyme with the name. As this is done, be aware of the type of hints given by the group participants. Be aware if they are generally describing positive or negative facts about the person. If the group does not know anything about the person on the card, you can move onto another person or give yourselves.
- After the first name has been guessed, two things can be done. Individual rounds can be processed, or processing can occur after all rounds have been played. This intervention protocol will outline processing at the end of the group.
- Once rounds have been completed, process the group for the last 10-15 minutes.
  - What did you think of this game?
  - What were your observations?
  - Did you find it difficult or easy to guess the cards/give hints about the card?
  - Did this game facilitate communication?
  - What did you notice about the type of hints given? Where they generally positive/describe successes of the names?
- During processing, disclose that all of the well-known people on the list come from difficult backgrounds. Go through each individual and describe hardships.
  - Were you aware that these individuals faced these difficult situations? Is that surprising to you? Why or why not?
  - How do you think that these individuals were able to rise from these difficult circumstances and ultimately find success? … Resilience!
- What is resilience? What does it involve? Teach about the aspects of resilience and give a handout (provided below)
- Close group by describing the transformation seen in these well-known individuals. Look at where they came from/what they had experienced. They were able to utilize their resources and be resilient. There is always hope. We can do the same by utilizing skills in handout. In this game participants already have.
Communicating with others is one of those steps and having knowledge is the first step to change. Thank the participants for coming.

References/Sources:
Adapted from Information given by Jeremiah Cox at 2018 URTA Conference.


Resilience can be defined as “the capacity to spring back, rebound, successfully adapt in the face of adversity and develop social, academic, and vocational competence despite exposure to severe stress or simply to the stress inherent in today’s world” (Henderson and Milstein, 1996, p. 7). It includes the capacity to bounce back, to withstand hardship, and to repair yourself (Wolins and Wolins, 1993, p. 5). It can also be defined as “the ability to tolerate, to adapt to, or to overcome life crisis” (Beauvais, and Oetting, 1999, p. 103).

**Protective factors** are conditions or attributes that mitigate or eliminate risk and increase health and well-being.

**Risk factors** are conditions or attributes that increase the likelihood of developing disease or injury.
<table>
<thead>
<tr>
<th>Perseverance</th>
<th>Optimism</th>
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<tr>
<td>Wait for what’s right</td>
<td>Focus on what is going right</td>
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<td>Learn from your mistakes</td>
<td>Practice daily gratitude</td>
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<td>Anticipate challenges</td>
<td>Don’t frame things as insurmountable</td>
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<td>Practice tolerating discomfort</td>
<td>Don’t catastrophize</td>
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<td>Learn how to get un-stuck</td>
<td>Develop balanced perspective</td>
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<td>Seek out daily good news</td>
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<td>Practice positive anticipation</td>
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<tr>
<th>Emotional Awareness</th>
<th>Flexibility</th>
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<tr>
<td>Deal with your feelings</td>
<td>Accept that change WILL happen</td>
</tr>
<tr>
<td>Practice acceptance of painful emotions</td>
<td>Interesting question: Who suffers the most?</td>
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<td>Find balance in your emoting</td>
<td>Develop a bigger perspective</td>
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<tr>
<td>Expressive writing/journaling</td>
<td>Practice the ability to surrender</td>
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<td>Face your fears</td>
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<td>Look for opportunities for self-discovery</td>
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<th>Self - Care</th>
<th>Belief in your own self efficacy</th>
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<tr>
<td>Prepare be resilient</td>
<td>Develop your ‘locus of control’</td>
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<tr>
<td>Nurture a positive self-image</td>
<td>Mind your victim mentality</td>
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<tr>
<td>Learn how to calm down</td>
<td>Develop positive self talk</td>
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<tr>
<td>Learn to let go of anger</td>
<td>Avoid blaming</td>
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<tr>
<td>Develop self-care habits</td>
<td>Believe in your ability to do something</td>
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<td>Humor helps</td>
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<th>Social Support</th>
<th>Spirituality</th>
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<td>Make connections</td>
<td>Look at pain as a teacher</td>
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<td>Advocate for yourself</td>
<td>Find the lesson</td>
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<tr>
<td>Know what support you need</td>
<td>Practice surrender</td>
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<td>Study your life models</td>
<td>Have a moral compass</td>
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<td>Engage in service</td>
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<td>Make meaning</td>
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<td>Keep a spiritual perspective</td>
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HEADBANDS

Examples of Well-known People Who Exemplify Resilience
J.K. Rowling had just gotten a divorce, was on government aid, and could barely afford to feed her baby in 1994, just three years before the first Harry Potter book, *Harry Potter and The Philosopher’s Stone*, was published. When she was shopping it out, she was so poor she couldn’t afford a computer or even the cost of photocopying the 90,000-word novel, so she manually typed out each version to send to publishers. It was rejected dozens of times until finally Bloomsbury, a small London publisher, gave it a second chance after the CEO’s eight year-old daughter fell in love with it.

Famous author, known worldwide, who comes from difficult circumstances.
Oprah Winfrey is an American media proprietor, talk show host, actress, producer, and philanthropist. She is best known for her talk show *The Oprah Winfrey Show,*

Oprah’s dealt with a lot throughout her public life, but she never let it get in the way of her ambition and drive. When you look at her childhood, her personal triumphs are cast in an even more remarkable light.

Growing up, Oprah was reportedly a victim of sexual abuse and was repeatedly molested by her cousin, an uncle, and a family friend. Later, she became pregnant and gave birth to a child at age 14, who passed away just two weeks later. But Oprah persevered, going on to finish high school as an honors student, earning a full scholarship to college, and working her way up through the ranks of television, from a local network anchor in Nashville to an international superstar and creator of her OWN network (we couldn’t help ourselves).

Jim Carrey used to be homeless.

Carrey revealed to James Lipton on “Inside the Actor’s Studio” that when he was 15, he had to drop out of school to support his family. His father was an unemployed musician and as the family went from “lower middle class to poor,” they eventually had to start living in a van. Carrey didn’t let this stop him from achieving his dream of becoming a comedian: He went from having his dad drive him to comedy clubs in Toronto to starring in mega-blockbusters and being known as one of the best comedic actors of an era.
Mary Jane Blige is an American singer, songwriter, rapper and actress.

Mary J. Blige was only five years old when she was sexually abused, and the trauma of that experience continues to haunt her.

Mary explained the horrifying incident during her Behind the Music feature, saying that she remembered “feeling, literally right before it happened, I just could not believe that this person was going to do this” to her.

“That thing followed me all my life. The shame of thinking my molestation was my fault. It led me to believe I wasn’t worth anything,” she explained. She later struggled with alcoholism but became sober with the help of her husband Kendu Isaacs.
Before she proved that starships are meant to fly, Nicki Minaj (formerly, Onika Minaj) had to find her own set of wings within a broken nest. The singer-turned-actress revealed in 2010 that her father was a violent drug addict who subjected herself and her mother to neglect, theft and even arson.

“I thought we would just be happy, but with a drug-addicted parent there is no such thing as being happy,” she told Vibe Magazine. “When you have a father who is stealing your furniture and selling it so that he can buy crack, you suffer. You come home from school and your couch is gone. You’re like, ‘What happened?’”

Minaj, who was born in Trinidad but moved to New York at age five, reported being in constant fear that her father would end the life of her mother.
Robert Downy Jr. comes from a history of alcohol, marijuana, heroin, and cocaine abuse. An aspiring actor, Downy was practically unhireable due to his drinking and drug abuse. After repeatedly missing court ordered drug tests, Downey was sentenced to a three-year prison stint in 1999, but only ended up serving a year in California Substance Abuse Treatment Facility and State Prison. Downey relapsed and was sent to other stints in rehab. The actor credits a combination of 12-step programs, yoga, meditation and therapy with keeping him sober.

Characters/popular movies: Iron Man, Avengers, Sherlock Holmes
Franklin Delano Roosevelt Sr., often referred to by his initials FDR, was an American statesman and political leader who served as the 32nd President of the United States from 1933 until his death in 1945.

After vacationing in Canada, Roosevelt developed polio, which eventually left him paralyzed from the waist down for the rest of his life. Even though he couldn’t walk, he went on to lead the country as one of the most respected and memorable presidents in history.

When Theron was 15, she witnessed her mother shoot her alcoholic father in an act of self-defense. Instead of letting the trauma immobilize her ambition, Theron channeled her energy into making a name for herself. She would eventually become one of the most respected and talented actresses, becoming the first South African actress to win an Academy Award.
Tyler Perry is an American director, screenwriter, actor and comedian.

Tyler Perry may have a slew of movies sliding into movie theaters every year, but it wasn’t always that way. He suffered abuse as a child, both physical and sexual, and “he never felt safe,” according to oprah.com. But his rise into stardom started with a simple concept — he would think of his family.

"I could go to this park (in my mind) that my mother and my aunt had taken me to. ... I’m there in this park running and playing, and it was such a good day," Perry said to oprah.com. "So, every time somebody was doing something to me that was horrible, that was awful, I could go to this park in my mind until it was over."
Nelson Mandela (1918 – 2013) worked very hard to train as a lawyer, despite the South African apartheid system making this very difficult for a black man. Against the odds Nelson Mandela was able to practice law, helping many black South Africans to survive in the apartheid system. When Nelson Mandela was sent to jail for his opposition to apartheid in the 1960s (he was imprisoned for 29 years), there seemed no end in sight to the all-powerful apartheid system of South Africa. But, against the odds, Mandela played a critical role in bringing about the end of apartheid and the first truly democratic elections.
Joan of Arc, nicknamed “The Maid of Orleans,” was born in 1412. She was an illiterate peasant girl. Despite both prejudice against both peasants and women, she became a national heroine of France and at age 18 she led the French army to victory over the English at Orleans.
Helen Keller (1880-1968) A became deaf-blind before her second birthday. Despite this debilitating disability, she learned to read and write, and became the first deaf-blind person to gain a bachelor’s degree. She campaigned on issues of social welfare, women’s suffrage, disability rights and impressed many with her force of personality.
Nominated for three Academy Awards and has won three Golden Globe Awards; As of 2012, Cruise is Hollywood's highest-paid actor. Fourteen of his films grossed over $100 million domestically; twenty have grossed in excess of $200 million worldwide.

He grew up in near poverty. The family was dominated by his abusive father, whom Cruise has described as "a merchant of chaos."; He was beaten by his father, who Cruise has said was a bully and coward: "He was the kind of person where, if something goes wrong, they kick you. It was a great lesson in my life--how he'd lull you in, make you feel safe and then, bang! For me, it was like, 'There's something wrong with this guy. Don't trust him. Be careful around him.'
Depp's family lived in over 20 locations, settling in Miramar, Fla., when Depp was 7, living in a hotel until his father found work. Prone to self-inflicted knife wounds, Depp started smoking at 12, lost his virginity at 13, started doing drugs at 14 and eventually dropped out of high school at 16; worked as a telemarketer.

Films featuring Depp have grossed over $3.1 billion at the United States box office and over $7.6 billion worldwide. He has been nominated for top awards many times, winning the Best Actor Awards from the Golden Globes. Starred in Pirates of the Caribbean and movies such as Edward Scissorhands and Alice and Wonderland Sweeney Todd, Finding Neverland, Charlie and the Chocolate Factory.
Considered by many the greatest basketball player of all time. Little do people know that he was cut from varsity basketball team in his sophomore year. He became dedicated to work harder and become his best and this motivation and perseverance brought him great success.
Imprisoned at several concentration camps by Nazis, including Auschwitz. His wife and family were killed by the Nazis. Wrote *Man's Search for Meaning*, one of "the ten most influential books in the United States." At the time of his death in 1997, the book had sold over 10 million copies and had been translated into 24 languages.
Abraham Lincoln comes from a poor frontier family who lived a life of hard labor. Lincoln was self-educated and ultimately became an American statesman and lawyer. From his first foray into the Illinois state legislature in 1832 to his presidential election in 1860, Lincoln lost eight races for various political offices. Despite all these setbacks, he didn't quit because he was committed to making an impact on his country. Not only did his tenacity finally pay off in a successful presidential race, but it gave him the skills to lead the nation through a turbulent time. He was president during the time of the Civil War. Today, many regards his four years in office as one of the most well-respected and successful presidencies in history. Without his advocacy for equal rights, many Americans wouldn't be able to vote in this year's election, proving just how long his legacy has endured.
Hardly anyone can imagine a world without all the wonders of modern transportation, especially airplanes. But if the Wright brothers had given up after their first two failed attempts at flight, our world would be totally different. Their first full-sized kite glider barely got off the ground during their first two test flights at Kittyhawk in 1900 and 1901. The third time, however, proved to be the charm. In 1902, their latest glider design not only worked, but successfully completed 700 subsequent flights.

After another year of work, they added a small motor to the glider, creating the first powered flight. That plane first flew 120 feet over 20 seconds. Since then, millions of aviators have built on the Wright brothers' original idea. Neil Armstrong even carried a piece of the original 1903 Wright Flyer in his spacesuit pocket during his legendary moon landing, showing just how far we'd come in mere decades.
Benjamin Franklin is often known more as one of the founding fathers in US history. Franklin is credited with creating bifocals, that whole Daylight Saving Time, and a smokeless coal stove. But Benjamin Franklin had a financially fragile upbringing before co-signing the Declaration of Independence.

Franklin had to drop out of school at the age of ten to become an indentured servant to a printmaker. Considering he was one of seventeen children, it was incredible that a child with sixteen siblings who only attended two years of secondary schooling at Boston Latin School was able to write an autobiography, promote public health, and contribute in founding the US.
THOMAS EDISON

Growing up, Thomas Edison did not do well in school. He had dyslexia and was considered poor and lazy by his teachers. He only went to school for three years and stayed at home to be taught by his mother thereafter. As a young man he lost all his hearing in his left ear and later 80% in his right.

Later in life, he became an inventor. In his lifetime he created 1,093 inventions. After several failures he prevailed to create the lightbulb as well as the means of electric heat and power. He is now known as one of the smartest people who have ever lived.
TOM CRUISE

JOHNNY DEPP

MICHAEL JORDAN

VIKTOR FRANKL

ABRAHAM LINCOLN
THE WRIGHT BROTHERS

BENJAMIN FRANKLIN

THOMAS EDISON
Jenga For Resilience (2)

Group Size: 2-10

Supplies:

- Jenga
- Hand sanitizer
- Resilience handout (provided below)

Setting Considerations: This intervention will need to take place in a room that has table and chairs. This room must also have adequate space for individuals to ambulate in a clear path. This room preferably should have little foot traffic and noise. Have a table set up with no chair in a central location. It should be free of sharp objects that could be used to intentionally harm oneself or others.

Risk Management Considerations:

- Sharp objects such as pencils and pens are to be kept in a place monitored by staff. Therapist must keep track of how many of these items are being given to clients and make sure that same number of items are returned after group and then cleaned.
- Therapist should have an awareness of the medications that the clients are taking and possible side effects. Client should have a working knowledge of how to address possible side effects and what procedures to follow.
- Therapist should have a working knowledge of client diagnoses and possible behavioral symptoms. The therapist should be trained to appropriately address these problems.

Intervention Purpose: Jenga can have many purposes. For this intervention, it can be used as an opportunity for the participants to practice awareness of self and the environment, practice flexible thinking skills, and practice distress tolerance/perseverance. Self-awareness is a crucial step towards self-care. These things in addition to flexible thinking and perseverance are elements that contribute to a person’s ability to be resilient. In addition to focusing on resilience, this intervention utilizes concepts from the ACT Mindfulness model.

Intervention Outcomes:

- Client will identify and utilize productive coping skills.
- Client will utilize effective communication skills.
- Client will demonstrate the ability to utilize stress management techniques.
- Client will demonstrate flexible thinking through a leisure initiative.

Implementation Instructions:

- Prepare room with tables and chairs. The tables do not need to be placed together. However, there should be a central table clear of chairs to place the jenga set on. There should be clear paths for group participants to ambulate.
- After group participants have gathered in the room, introduce Jenga and its rules while setting it up.
- Engage in one round of game play.
- Process
  - What were your observations? What were you aware of?
  - Did you feel like you were being aware or was it a mindless activity?
  - What are the benefits and disadvantages of mindless activities?
• Benefits: distraction, short term relief
• Disadvantages: lack of long term benefits, does not result in behavior change
  o Introduce model from ACT mindfulness (provided below)
  o Did you have to utilize any flexible thinking through this game? Did you have to make any
    adjustments to plans that you had made? Do you have to do that in real life? Was it
    beneficial? Is it always?
• Engage group participants in a second round of Jenga, this time asking them to be more aware of
  themselves and the environment as well as with the intention to think flexibly and see if they come out
  of the second round feeling any differently.
  o Notice any differences?
  o Any more observations of feelings and environment?
  o Did going into the second round setting an intention to be more self-aware make any difference
    in your game play? How does that apply to real life?
  o Did setting an intention to be flexible during the game make a difference in your game play?
    How so?
  o Did you make any observations of the Jenga set itself? Notice how it was about to tip over and
    fall, but then it ended up straightening itself out in the end? The Jenga set itself is able to
    bounce back!
• Tie all of this in, all of these skills discussed to the concept of resilience! What is resilience? Teach using
  handout. (provided below)

References/Sources:
Adapted from Information given by Jeremiah Cox at 2018 URTA Conference.
Clinical Psychology, 7*, 511-535

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Roberts, A. C., Galassi, J. P., Mcdonald, K., & Sachs, S. (2002). Reconceptualizing Substance Abuse Treatment in
Therapeutic Communities: Resiliency Theory and the Role of Social Work Practitioners. *Journal of Social
Work Practice in the Addictions, 2*(2), 53-68. doi:10.1300/j160v02n02_06

Zimmerman, M. A., PhD. (2013). Resilience theory: A strengths-based approach to research and practice for
Sometimes this is what we need when life is overwhelming to be in a safer, healthier place.

"Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom." - Viktor Frankl
Resilience can be defined as “the capacity to spring back, rebound, successfully adapt in the face of adversity and develop social, academic, and vocational competence despite exposure to severe stress or simply to the stress inherent in today’s world” (Henderson and Milstein, 1996, p. 7). It includes the capacity to bounce back, to withstand hardship, and to repair yourself (Wolins and Wolins, 1993, p. 5). It can also be defined as “the ability to tolerate, to adapt to, or to overcome life crisis” (Beauvais, and Oetting, 1999, p. 103).

Protective factors are conditions or attributes that mitigate or eliminate risk and increase health and well-being.

Risk factors are conditions or attributes that increase the likelihood of developing disease or injury.
Perseverance

- Wait for what’s right
- Learn from your mistakes
- Anticipate challenges
- Practice tolerating discomfort
- Learn how to get un-stuck

Optimism

- Focus on what is going right
- Practice daily gratitude
- Don’t frame things as insurmountable
- Don’t catastrophize
- Develop balanced perspective
- Shift your focus
- Challenge your negative bias
- Seek out daily good news
- Practice positive anticipation

Emotional Awareness

- Deal with your feelings
- Practice acceptance of painful emotions
- Find balance in your emoting
- Expressive writing/journaling
- Face your fears
- Look for opportunities for self-discovery

Flexibility

- Accept that change WILL happen
- Interesting question: Who suffers the most?
- Develop a bigger perspective
- Practice the ability to surrender

Self - Care

- Prepare be resilient
- Nurture a positive self-image
- Learn how to calm down
- Learn to let go of anger
- Develop self-care habits
- Humor helps

Belief in your own self efficacy

- Develop your ‘locus of control’
- Mind your victim mentality
- Develop positive self talk
- Avoid blaming
- Believe in your ability to do something

Social Support

- Make connections
- Advocate for yourself
- Know what support you need
- Study your life models

Spirituality

- Look at pain as a teacher
- Find the lesson
- Practice surrender
- Have a moral compass
- Engage in service
- Make meaning
- Keep a spiritual perspective
Ready, Set, Respond (3)

Group Size: 3-10 participants

Supplies:

- Ready, Set, Respond Game set:
  - Response cards
  - Situation cards
  - Spinner
- Resilience hand out (included below)

Setting Considerations: This intervention will need to take place in a room that has tables and chairs and can be set up together, allowing the group to sit around a set of tables. This room must also have adequate space for individuals to ambulate in a clear path. This room preferably should have little foot traffic and noise. It should be free of sharp objects that could be used to intentionally harm oneself or others.

Intervention Purpose: This intervention utilizes a game that helps to understand the different reactions we have to difficult situations and how our responses affect those around us. This game allows group members to engage in social interaction and practice flexible thinking skills, which are contributing factors to resilience.

Intervention Outcomes:

- Client will identify and utilize productive coping skills.
- Client will utilize effective communication skills.
- Client will demonstrate the ability to utilize stress management techniques.
- Client will demonstrate flexible thinking through a leisure initiative.

Implementation Instructions:

- Prepare your room so that there is enough room to seat up to 10 people around a set of tables. Bring your supplies (detailed above and provided below).
- Once group members are present, introduce the risk and resilience model and further describe.
  - Resilience can be defined as “the capacity to spring back, rebound, successfully adapt in the face of adversity and develop social, academic, and vocational competence despite exposure to severe stress or simply to the stress inherent in today’s world” (Henderson and Milstein, 1996, p. 7). It includes the capacity to bounce back, to withstand hardship, and to repair yourself (Wolins and Wolins, 1993, p. 5). It can also be defined as “the ability to tolerate, to adapt to, or to overcome life crisis” (Beauvais, and Oetting, 1999, p. 103).
  - Protective factors are conditions or attributes that mitigate or eliminate risk and increase health and well-being.
  - Risk factors are conditions or attributes that increase the likelihood of developing disease or injury.
  - When looking at this model, we recognize there are some things that we have some sort of control over (like the relationships we stay in), but not others (what circumstances that we grew up in or some sort of trauma that we have experienced). Which is hard, right? We recognize that we can’t change our past... but what can we do to positively effect our future? What can we do to increase our protective factors? Well, the research says there are a few things, two of which are communication and flexibility/flexible thinking.
- Introduce the game and explain that in this game you will be asked to communicate use flexible thinking. Put the spinner on the table and deal out appropriate cards (listed in instructions below).
- Introduce how to play the game (instructions listed below)
• Complete an example round with you as the card dealer.
• Complete several more rounds of the game, giving each group participants a chance to be “dealer”.
• After each round, discuss the answers given during the round and it’s affects.
• Continue completing rounds of the game discussing between rounds.
• With 10-15 left of group time, wrap up the game and process group.
  o What did you think of this game?
  o What were your observations?
  o What feelings did you experience during this group?
  o Were there any times that you found it difficult to find the right card?
    ▪ Did you find yourself having to be a little bit creative? Or think about it a little more flexibly?
  o Are there any situations in life where we have to use this flexible thinking?
    ▪ If necessary, provide an example.
  o How can flexible thinking help us to be more resilient/handle our stress on a day to day basis?
  o Are there any questions?
  o Was this group beneficial?
• Close the group by giving a handout about resilience (see below) for their reference and thanking them for their participation

References/Sources:

Adapted from http://www.socialskillscentral.com/free/Ready_Set Tình_response_Complete_Game.pdf

Adapted from Information given by Jeremiah Cox at 2018 URTA Conference.


Resilience can be defined as “the capacity to spring back, rebound, successfully adapt in the face of adversity and develop social, academic, and vocational competence despite exposure to severe stress or simply to the stress inherent in today’s world” (Henderson and Milstein, 1996, p. 7). It includes the capacity to bounce back, to withstand hardship, and to repair yourself (Wolins and Wolins, 1993, p. 5). It can also be defined as “the ability to tolerate, to adapt to, or to overcome life crisis” (Beauvais, and Oetting, 1999, p. 103).

Protective factors are conditions or attributes that mitigate or eliminate risk and increase health and well-being.

Risk factors are conditions or attributes that increase the likelihood of developing disease or injury.
Ready, Set, Respond! Instructions

Before you play:

1. Place the Response cards and the Situation cards facing down on the placing surface.
2. Decide who will be the dealer first.
3. The dealer deals out 5 Response cards to each player.

How to play:

1. The dealer picks the top cards from the Situation card pile and reads it to the group.
2. The dealer chooses a response category by spinning the spinner and selecting the category pointed to. (or by simply dropping a coin on the spinner and choosing the category the coin lands on.). The dealer then reads the type of response to the group.
3. The other players look at their cards and place the response they think is best face down in a pile on the table.
4. The dealer selects the response cards (without noting who put down which card) and reads them to the group.
5. The leader discusses why each response might be a good response to this situation and picks the response he or she thinks is the very best.
6. The player who puts down that card is the winner of his round receives the Situation card.
7. Each player picks another Response card from the pile (players should always have 5 cards).
8. The player seated to the left of the first leader is now the leader and play continues.
9. The first player to receive 5 situation cards is the winner.
10. Example round

Notes:

- When the spinner lands on Spinners Choice the leader can pick any of the categories from the spinner (or make up one of their own)
- This game comes with blank Situation and Reaction cards. You can use a pencil to add your own situations and responses. If you do not want to use them remove the blank cards from the deck before you play.
- It is important to remind players that there are no right or wrong answers. The purpose of the game is to have open discussion.
- Sometimes players may not have a card in their hand that fits the situation. In those cases, players can put down a card that is closest to how they would react. Or they can just put down a card they want to get rid of.
- Players are encouraged to explain why they put down the card they chose. The leader can listen to the explanation and consider it when selecting the best response.
- Some of the situation cards are YIKES! Cards. These cards have situations that are funny or uncomfortable. They add some humor (and reality) to the game.
READY,
SET,
RESPOND!

- Most Certain Response
- Spinnners
- Most Likely To Make Everyone Happy
- Most Selfish Response
- Wackiest Response
- Most Hurtful Response
- Most Calming Response
- Most Likely To Get Troubled In Response
| Your therapist asks, "Would you be willing to change?"
| Your therapist says, "You may be in denial."
| Your therapist says, "Let's take a moment to calm down."
| Your therapist says, "Let's get back on task."
| Your therapist says, "There is nothing you can do to change that."

| Your therapist says, "After next week, I can't be your therapist anymore."
| Your therapist says, "I am here to support you."
| Your therapist says, "I need you to leave."
| Your therapist says, "I am here to listen."
| Your therapist says, "We can work through this together."
| A family member says,  
| “You need to do more to help around the house.” | A family member asks,  
| “Can you help me out with rent this month?” | A family member says,  
| ”You only care about yourself.” | A family member says,  
| “I love you.” | A family member says,  
| “Thank you for everything you do.” |

| A family member asks,  
| “Will you help me clean the kitchen?” | A family member asks,  
| “Can you come over? I need your help.” | A family member says,  
| “My car just broke down.” | A family member says,  
| “You can't live here anymore.” | Your friend asks,  
<p>| “Want to go on a double date?” |</p>
<table>
<thead>
<tr>
<th>Your friend asks, “Can I borrow some money?”</th>
<th>Your friend asks, “Want to get high?”</th>
<th>Your friend asks, “Why don’t you hang with us anymore?”</th>
<th>Your friend says, “I don’t know what I would do without you.”</th>
<th>Your friend says, “Just have one drink. It’ll be okay.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>You don’t have enough money for rent.</td>
<td>You miss the last bus ride home.</td>
<td>A family member passes away.</td>
<td>Your close friend starts choking on their food.</td>
<td>You step in dog poop.</td>
</tr>
</tbody>
</table>

Cut out bookmark and fold down the center and glue or tape the two sides together, or use flat.
**READY, SET, RESPOND!**

**SITUATION CARDS 5**

<table>
<thead>
<tr>
<th>YIKES!</th>
<th>YIKES!</th>
<th>YIKES!</th>
<th>YIKES!</th>
<th>YIKES!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone starts speaking to you in a foreign language.</td>
<td>You catch someone trying to pickpocket you.</td>
<td>You see someone picking their nose.</td>
<td>Your cat barfs on the floor.</td>
<td>Someone spills a drink on you.</td>
</tr>
<tr>
<td>READY, SET, RESPOND! SITUATION CARD</td>
<td>READY, SET, RESPOND! SITUATION CARD</td>
<td>READY, SET, RESPOND! SITUATION CARD</td>
<td>READY, SET, RESPOND! SITUATION CARD</td>
<td>READY, SET, RESPOND! SITUATION CARD</td>
</tr>
<tr>
<td>YIKES!</td>
<td>YIKES!</td>
<td>YIKES!</td>
<td>YIKES!</td>
<td></td>
</tr>
<tr>
<td>Your best friend falls on their face.</td>
<td>Someone asks you to go bungee jumping.</td>
<td>You get to the register at the store and realize you forgot your wallet.</td>
<td>Someone trips you on a busy sidewalk.</td>
<td></td>
</tr>
<tr>
<td>READY, SET, RESPOND! SITUATION CARD</td>
<td>READY, SET, RESPOND! SITUATION CARD</td>
<td>READY, SET, RESPOND! SITUATION CARD</td>
<td>READY, SET, RESPOND! SITUATION CARD</td>
<td></td>
</tr>
</tbody>
</table>

*Cut out bookmark and fold down the center and glue or tape the two sides together, or use flat.*
READY, SET, RESPOND!
SITUATION CARDS - BLANK

Cut out bookmark and fold down the center and glue or tape the two sides together, or use flat.
READY, SET, RESPOND!
RESPONSE CARDS 1

**CRY**
weep, sob, shed tears

**STAY QUIET**
remain silent

**GET ANGRY**
fume, mad, furious

**ANSWER BACK**
respond in anger

**THROW A TANTRUM**
get loudly upset, draw attention to yourself

**LISTEN**
pay attention to others

**YELL**
express yourself loudly

**AVOID**
keep away

**CONSIDER THE OTHER PERSON'S FEELINGS**
think about how others feel

**ASK WHY**
question
### READY, SET, RESPOND!

**Response Cards 2**

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
<th>Icon</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boast</strong></td>
<td>brag, show off</td>
<td>😄</td>
</tr>
<tr>
<td><strong>Taunt</strong></td>
<td>tease, jeer</td>
<td>😞</td>
</tr>
<tr>
<td><strong>Disagree</strong></td>
<td>oppose, conflict</td>
<td>😞</td>
</tr>
<tr>
<td><strong>Ask for Help</strong></td>
<td>request assistance</td>
<td>😞</td>
</tr>
<tr>
<td><strong>Make a Joke</strong></td>
<td>say something funny, lighten the mood</td>
<td>😃</td>
</tr>
<tr>
<td><strong>Say, “No!”</strong></td>
<td>refuse</td>
<td>😞</td>
</tr>
<tr>
<td><strong>Explain</strong></td>
<td>give details, make clear</td>
<td>🕵️</td>
</tr>
<tr>
<td><strong>Ignore</strong></td>
<td>pay no attention</td>
<td>😞</td>
</tr>
<tr>
<td><strong>Pause</strong></td>
<td>take a step back</td>
<td>😞</td>
</tr>
<tr>
<td><strong>Laugh</strong></td>
<td>chuckle, express amusement</td>
<td>😃</td>
</tr>
</tbody>
</table>

*Cut out bookmark and fold down the center and glue or tape the two sides together, or use flat.*
## Ready, Set, Respond!

**Response Cards**

<table>
<thead>
<tr>
<th>Communicate</th>
<th>Complain</th>
<th>Refuse</th>
<th>Compromise</th>
<th>Walk Away</th>
</tr>
</thead>
<tbody>
<tr>
<td>talk, exchange words</td>
<td>whine, criticize, find fault</td>
<td>shout, scream</td>
<td>cooperate, negotiate</td>
<td>flee, depart, vanish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Breathe</th>
<th>Apologize</th>
<th>Give a Deceitful Answer</th>
<th>Change the Subject</th>
<th>Argue</th>
</tr>
</thead>
<tbody>
<tr>
<td>inhale, exhale</td>
<td>say sorry, make amends</td>
<td>be dishonest, mislead</td>
<td>switch the topic of the conversation</td>
<td>fight, disagree, bicker</td>
</tr>
</tbody>
</table>

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READY, SET, RESPOND!
RESPONSE CARDS 4

EMBARRASS THE OTHER PERSON
humiliate, make self-conscious

SUGGEST ALTERNATIVE
propose something different

OBEY
follow instructions, do as you are told

MOCK
tease, make fun

SAY, "IN 10 MINUTES."
try to extend your activity

LIE
say something untrue

ASK FOR MORE TIME
try to extend your activity

DEMAND AN ALTERNATIVE
insist on something different

ASK A QUESTION
inquire

STOP AND THINK
pause to reflect on the situation
<table>
<thead>
<tr>
<th>Complain</th>
<th>Compromise</th>
<th>Cry</th>
<th>Beg</th>
<th>Obey</th>
</tr>
</thead>
<tbody>
<tr>
<td>whine, criticize, find fault</td>
<td>cooperate, negotiate</td>
<td>weep, sob, shed tears</td>
<td>plead</td>
<td>follow instructions, do as you are told</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Say, “No!”</th>
<th>Listen</th>
<th>Ignore</th>
<th>Apologize</th>
<th>Laugh</th>
</tr>
</thead>
<tbody>
<tr>
<td>refuse</td>
<td>pay attention to others</td>
<td>pay no attention</td>
<td>say sorry, make amends</td>
<td>chuckle, express amusement</td>
</tr>
</tbody>
</table>
READY, SET, RESPOND!
RESPONSE CARDS 6

TELL THE TRUTH
be honest

BEG
plead

REFUSE TO COOPERATE
do the opposite

INSIST THAT YOU KNOW BEST
ignore other opinions

Cut out bookmark and fold down the center and glue or tape the two sides together, or use flat.
<table>
<thead>
<tr>
<th>READY, SET, RESPOND! RESPONSE CARD</th>
<th>READY, SET, RESPOND! RESPONSE CARD</th>
<th>READY, SET, RESPOND! RESPONSE CARD</th>
<th>READY, SET, RESPOND! RESPONSE CARD</th>
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</tbody>
</table>

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Risk Management Considerations:

- Sharp objects such as pencils and pens are to be kept in a place only available to staff. Therapist must keep track of how many of these items are being given to clients and make sure that same number of items are returned after group.
- Therapist should have an awareness of the medications that the clients are taking and possible side effects. Client should have a working knowledge of how to address possible side effects and what procedures to follow.
- Therapist should have a working knowledge of client diagnoses and possible behavioral symptoms. The therapist should be trained to appropriately address these problems.

Program Evaluation:

- Gathering of formative information at specified intervals:
  - Observation of client’s progress towards the accomplishment of individual treatment goals
  - Conduct patient satisfaction surveys/group feedback forms after each group intervention

Staff License/Certifications/Training:

- Recreational therapist is required to have a Utah State license as a TRS or MTRS and hold NCTRS certification as a CTRS.
- CPR/First Aid Certification
- CPI – behavior management

M. Burgess (RT Student)

7/12/2018