14

Applications of REBT in Schools: Prevention, Promotion, Intervention

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More than ever before there is a need in schools today for evidence-based, comprehensive, developmentally-based school-wide programs designed to promote social and emotional competence as well as to prevent and or reduce behavior and emotional problems including educational under-achievement. Fortunately, there now exists an increasing number of "promising" school-based programs being implemented that focus on the social and emotional learning of children and adolescents that are designed to equip young people with an array of social and emotional capabilities seen as intrinsic to academic success, emotional well-being and positive relationships (see review in Zins et al., 2004) including the PATHS curriculum (e.g., Greenberg et al., 2004), the Child Development Project (e.g., Schaps et al., 2005), the Resolving Conflict Creatively Program (e.g., Brown et al., 2004), the I Can Problem Solve Program (e.g., Shure, 1996) and Think First (e.g., Larson, 2005).

It is now recognized that teaching children social and emotional competence is central not only to their social and emotional well-being but also their academic achievement (e.g., Bernard, 2006; Zins et al., 2004). As well, the promotion of emotional intelligence of young people is becoming more accepted (Goleman, 1995; Mayer and Salovey, 1997). Bernard (2005a) has delimited a range of social and emotional learning standards (what students are expected to know and do in the area of social and emotional learning) that are seen as crucial for student emotional well-being, success in school and life and to their positive relationships including social responsibility.

Recent reviews indicate that successful school-based social and emotional learning programs share common characteristics. Good practice has teachers with the support of psychologists and counselors teaching social and emotional skills in formal lessons as an integrated component of the curriculum. However, it is recognized that in order for students to general these skills,

TABLE 1. Summary of social and emotional learning standards (Bernard, 2005a).

Goal I: Emotional Well-Being
Social and Emotional Learning Standards Cluster: Resilience

1. Identify and correctly label emotions and how they are linked to thinking and behavior.
2. Describe and apply emotional resilience skills and positive attitudes in being able to stay calm and independently calm down within a developmentally-appropriate period of time in the face of troubling or negative events without needing the guidance and support of someone else.
3. Demonstrate a realistic self-perception of one's personal strengths and challenges (e.g., interests, abilities, skills, behavior), develop accepting attitudes towards oneself, and a desire to build on strengths and to work on challenges.
4. Demonstrate self-control of aggressive, withdrawal or irresponsible behavior when emotionally upset and "bounce back" to normal routine.
5. Identify, locate and interact with peers and adults in school, home, and community who offer support and assistance in handling stress and achieving goals of building strengths and addressing challenges.

Goal II: Success in School and Life
Social and Emotional Learning Standards Cluster: Positive Work Orientation

1. Demonstrate organization as shown in a positive goal orientation towards achievement, time management with respect to developmentally appropriate activities and expectations, and self-management (storage, locating) and care of materials (work, play).
2. Demonstrate confidence when faced with new or difficult developmentally appropriate tasks or schoolwork.
3. Demonstrate persistence and high effort when faced with frustrating, time-consuming or low interest developmentally appropriate tasks, situations or school work.
4. Demonstrate teamwork and cooperative learning skills when working on different learning tasks and activities.

Goal III: Positive Relationships and Social Responsibility
Social and Emotional Learning Standards Cluster: Positive Social Orientation

1. Recognize, value and respect the feelings of others and how others see the world.
2. Recognize and value similarities and differences among people.
3. Demonstrate social confidence, friendship-making, assertive and leadership skills when interacting with peers and adults in work, play, and social situations.
4. Demonstrate conflict resolution skills in different contexts with different people including listening, problem identification and analysis, conflict solution generation and evaluation and negotiation skills.
5. Demonstrate decision-making skills leading to pro-social and health-related, low risk behaviors.
6. Demonstrates social responsibility by displaying the values of honesty, fairness, respect, caring and citizenship thereby making their classroom, school, home, and community a better place to live and learn.
7. Demonstrates social responsibility by actively contributing in making their classroom, school, home and community a better place to live and learn.

social and emotional learning experiences need to be present throughout the school day including during academic instruction and throughout the school year. Other characteristics include: (a) are of longer duration, (b) synthesize a number of successful approaches, (c) incorporate a developmental model, (d) provide greater focus on the role of emotions and emotional development, (e) provide increased emphasis on generalization techniques, (f) provide

ongoing training and support for implementation, and (g) utilize multiple measures and follow-ups for assessing program effectiveness (Greenberg et al., 2004; Zins et al., 2004).

Albert Ellis pioneered the application of rational-emotive behavior therapy (REBT) to the treatment of children and adolescents in the mid 1950s and from its inception REBT and its educational derivative, Rational Emotive Education, has always been a social-emotional learning program. A long-time proponent of the use of REBT in schools, Ellis has always stressed the importance of a prevention curriculum designed to help young people help themselves by learning positive social-emotional learning concepts (Ellis, 1971, 1972). From 1971 to 1975, Ellis and his staff taught rational thinking as a preventive social-emotional learning program in addition to regular subjects at The Living School, a small private grade school housed in the Institute for Advanced Study in Rational Psychotherapy (now called the Albert Ellis Institute). The school prospered for several years, during which time the staff discovered that not only therapists but teachers, could teach REBT principles in the classroom to improve children's emotional well-being.

Based on the effective thinking, feeling, and behaving strategies that were taught at The Living School, Knaus (1974) developed a curriculum that would educate children in the ABCs of REBT. Bedford (1974) wrote a short story emphasizing the connection between thinking, feeling, and behaving, and Waters (1979) created a coloring book that incorporated rational principles. Since that time, other curricula (Bernard, 2001, 2005; Gerald and Eyman, 1981; Vernon, 1989a, 1989b, 1998a, 1998b, 1998c) have been developed that teach children to develop critical thinking skills, differentiate between facts and assumptions, distinguish between thoughts and feelings, link thoughts and feelings, identify what leads to emotional upset, distinguish between rational and irrational beliefs, and learn to challenge irrational beliefs.

Rational-Emotive Education (REE) has a long-standing presence in the field of school-based mental health programs and has always been used as a form of prevention, promotion and intervention focused on young people and their problems (e.g., Knaus, 1974). Its focus has been on the elimination of the irrational beliefs of children and adolescents associated with emotional, behavioral and achievement problems and the promotion of rational beliefs associated with social, emotional, and work competence. The research across four decades indicates that when REBT is used in schools with both clinical and non-clinical populations it has a positive effect (e.g., DiGiuseppe et al., 1979; Gonzalez et al., 2004; Hajzler and Bernard, 1991).

As prevention, REE programs are employed in classrooms to help prevent the development of irrational beliefs and associated unhealthy emotions and behaviors (e.g., Vernon, 2006a, 2006b). It helps children of all ages recognize the self-defeating effects of irrational beliefs and the beneficial outcomes of rational beliefs. More recently, as represented in a REBT-oriented program, You Can Do It! Education (e.g., Bernard, 2001, 2003, 2004, 2005), children as young as 4 and as old as 18 are being taught positive Habits of the Mind

(rational beliefs) and associated emotion and behavioral action tendencies that Bernard has found leads not only to emotional well-being and positive relations, but which contribute greatly to academic achievement; these *social and emotional capabilities* include academic confidence, work persistence, organization, work cooperation, and emotional resilience). As well, when young people are equipped with emotional problem solving skills including rational self-statements and disputing skills, they are able to diffuse potential problem situations that potentially can lead to more harmful outcomes.

As promotion, REBT-based programs are, again, being used with groups of young people with an eye to the strengthening of rational beliefs and self-management skills that help young people make the very most of their innate potential by helping them minimize unhealthy emotions, irrational beliefs and to maximize their effort and well-being.

As intervention, REBT has a long track record and supportive research (e.g., Hajzler and Bernard, 1991) as a form of 1:1 and group interventions for young people with psychosocial and mental health problems (anxiety, low self-esteem, behavior problems). Apparently, REBT is being used more frequently with young people with internalizing than externalizing problems (Terjesen et al., 1999). When working with children who manifest internal or externalizing disorders, REBT practitioners recognize the need for multisystemic solutions encompassing the child's full ecology.

The purpose of this chapter is to provide a rationale for emotional education and to discuss why REBT principles inherently form the basis for a comprehensive form of emotional education that serves the multiple functions of prevention, promotion and intervention. Examples of core concepts and implementation approaches are also addressed, along with specific lessons to illustrate the process. The chapter will review the theory and practice of Rational-Emotive Education (REE) and, then, a REBT- and CBT-based program, You Can Do It! Education.

Rationale for Emotional Education Programs

Growing up is increasingly more challenging, and young people have to deal with the complexities of a contemporary society in addition to the normal developmental challenges they all face in varying degrees. Today's youth are growing up too fast, too soon, and while they may be young chronologically, they are exposed to adult issues through the media and the Internet, as well as from their day-to-day experiences. Despite this exposure, many are not developmentally equipped to deal with many of the issues they are confronted with. A compounding factor is that children and many adolescents function in their emotional lives in the pre-concrete stage of cognitive development, which has significant ramifications for how they perceive events and predisposes them to irrational thinking in the form of overgeneralizations, low-frustration tolerance, demandingness, and self-downing.

For increasing numbers of young people, the combination of dealing with day-to-day developmental issues, as well as more serious situational problems such as varying forms of family dysfunction, abuse, loss, poverty, or homelessness, is too much to handle. As a result of this helplessness, depression, suicide, eating disorders, teen pregnancy, and substance abuse are all on the rise as young people try unsuccessfully to deal with their problems (McWhirter et al., 2004; Vernon and Clemente, in press).

The reality is that many youngsters will not receive mental health services, and even for those who do, the effectiveness of the "cure" approach is somewhat questionable. These factors, coupled with the recognition that young people need more effective coping mechanisms than ever before, necessitates a more proactive approach.

Over 25 years ago, Pothier (1976) advocated problem prevention, noting that we are in danger of wasting one of our major resources unless we initiate and support preventive as well as remedial mental health programs. Pothier strongly suggested that preventive mental-health programs be implemented in the schools as a way of ensuring that all children are provided with a learning environment that promotes positive cognitive, social, and emotional growth. Unfortunately, this has not occurred to the extent that it should or we would see a decrease, not an increase, in self-destructive behaviors such as suicide, self-mutilation, eating disorders, and the like.

Rational-Emotive Education

Rational-emotive education (REE) is uniquely suited for a prevention curriculum for several reasons: (a) the principles can be readily transferred into lessons that teach children the core REBT concepts; (b) it is a comprehensive approach in that by identifying irrational beliefs that perpetuate the problem, children gain a better understanding of how to change their negative feelings and self-defeating behaviors; (c) a wide variety of cognitive behavioral methods are employed in delivering the lessons; (d) the concepts can be adapted to different age levels, ethnicities, and intelligence levels; (e) the principles emphasize helping children "get better" not just "feel better"; (f) it is a skills-oriented approach that equips children with cognitive, emotive, and behavioral strategies to apply to problems of daily living, both in the present and future.

Rational-emotive education (REE) is based on the assumption that it is possible and desirable to teach children how to help themselves cope with life more effectively. Specifically, the importance of preventing emotional disturbances by providing children with "tools" with which to cope is the basis of rational-emotive education. The core principles of REBT—that emotional problems result from faulty thinking about events rather than from the event itself and that these faulty, irrational thoughts can be disputed, resulting in more moderate, healthy feelings and productive behaviors—forms the basis of an REE program, along with the A-B-C-D-E-F paradigm and an

understanding of the core irrational beliefs: self-downing, demandingness, and low-frustration tolerance.

Unlike other emotional education programs, REE empowers recipients to take charge of their lives, first by understanding the connection between what they think, feel, and do, and then by learning that while they may not be able to change other people or the events in their lives, they can exercise control over themselves. Given the realities that many young people have to contend with, this pragmatic approach enables them to make changes that are within their control, which at the same time, will enhance the quality of their lives.

In the following sections, a several ways of implementing REE will be described, followed by examples of REE lessons and further applications.

Implementing REE

There are four basic approaches to implementing an REE program: the informal approach (teachable moment), structured emotional education lessons, learning centers, and integration into the curriculum. Each has its merits. Optimally, all four approaches will be used, in addition to REBT concepts being practiced and modeled in the environment.

The Informal Approach

The basic assumption of this approach is that teachers and parents will seize "teachable moments" to introduce and reinforce rational thinking concepts. There are numerous ways in which this can be done: with the entire class, individually, or with small groups of children.

As an example, suppose that a teacher returns a test and it is obvious that almost all the children are upset with their low scores. At this point, the teacher could introduce rational thinking in the classroom setting by asking children what the score says about them: does it make them a better or worse person? Does this bad score mean that they will always do poorly on exams? Just because they did not do well on this test, does it necessarily mean they will not do well in the course? Is getting a bad score the worst possible thing that could ever happen to them? Raising disputations of this sort helps children avoid self-downing, awfulizing, and overgeneralizing. A next step could be to ask them what they could have done, if anything, to improve their score, which could result in appropriate goal setting for the next exam.

Similarly, this approach can be used with an individual. Selina, a fourth-grader, frequently got upset when learning something new. She would throw down her pencil and tear up her paper and simply not finish the task. When the teacher approached her and asked her to explain what was wrong, Selina replied, "It's too hard—I'll never learn this." The teacher introduced some disputations: had she ever tried to learn anything before and succeeded? Just because something was hard, did it mean she should give up? Although Selina responded appropriately to these questions, she remained frustrated,

so the teacher drew two talking heads. On the first one, she listed Selina's irrational beliefs: "This is too hard—I'll never learn this." On the second one, she helped Selina identify rational self-talk, such as: "This is hard, but I just have to work harder to learn it; I don't like learning hard things, but I can stand it if I do a little at a time." The teacher instructed Selina to keep this visual inside her desk to use as a reminder when she felt frustrated and wanted to give up. As a homework assignment, she asked Selina to read *The Little Engine That Could*, a book that described how a little train chanted "I think I can, I think I can" as he tried to make it up a mountain, and think about how this story applied to her situation.

The informal approach can also be used with small groups. For instance, as the teacher was walking through the hall, he noticed a group of young adolescents arguing with each other. As he approached the group, he heard all sorts of accusations being directed at one individual: "You're a horrible, selfish friend . . . you stole Katinka's boyfriend and we will never forgive you for it. We know you are the one who started all the rumors about us, and we are going to turn all the other girls against you so that no one in this class will ever speak to you again." The teacher wanted to diffuse the situation, so he pulled the group into an empty classroom and asked them to tell him more about the situation. As they talked, he began to challenge some of their assumptions: where was the evidence that this girl had started all the rumors? Did they know for a fact that she "stole" another's boyfriend? Did they have so much power that they could turn *everyone* against her? Forever is a long, long time—do they really believe that they will *never* speak to her again, or is it possible that they will eventually get over being so upset? These disputations seemed to help de-escalate their emotions and put the problem in better perspective, and eventually they reached a point where they could communicate more effectively about how they felt and listen to the other side of the story.

In each of these situations, if the teacher had not intervened, the problems would have compounded themselves and interfered with children's ability to concentrate in school. Furthermore, until the underlying beliefs are addressed, the problems would have perpetuated themselves. Nipping problems in the bud through this informal approach helps prevent this from occurring.

To use this approach, it is necessary to have a thorough understanding of the basic REBT principles and the disputation process. In addition, it is important to realize that while it might be easier to tell children how to feel or what to do to solve a problem, it is advisable that they be allowed to work things out for themselves, with proper guidance. Once they are able to dispute their irrational beliefs that will result in more moderate, healthy feelings, they are in a better position to look at alternatives and develop a plan to resolve the problem.

Structured REE Lessons

The second approach, the most structured of all, is a series of emotional education lessons that can be presented to a small group or to a total class of

children. In contrast to subject-matter lessons, these lessons are typically not graded because the emphasis is on personal application of concepts. However, in this age of accountability, teachers can develop effective ways to measure whether or not the concepts have been attained, since skill acquisition is also an inherent part of the lessons.

Rational-emotive education lessons are typically experiential, with a good deal of student involvement and group interaction, which increases the likelihood that children will be engaged in the activity. Understandings are deduced from the use of such methods as simulations, games, role-playing, art activities, bibliotherapy, guided discussions, and music and writing activities. In addition, time is spent debriefing the lesson so that, through guided questions, children master the content.

REE Concepts

REE lessons are developed around the following basic concepts: self-acceptance, feelings, beliefs, and disputing beliefs (Vernon, 2004).

1. *Self-acceptance*. REE emphasizes the importance of developing a realistic self-concept, including accepting the notion of personal weaknesses as well as strengths. Learning that who a person is should not be equated with what he or she does is also a key component, as well as understanding that people are fallible human beings who make mistakes and must accept the fact that they are not perfect.
2. *Feelings*. A critical component of REE lessons is learning the connection between thoughts, feelings, and behaviors. Developing a feeling vocabulary, learning to deal with emotional overreactions, assessing the intensity of feelings, and distinguishing between healthy and unhealthy ways to express feelings are also important. Understanding that feelings can change, that the same event can result in different feelings depending on how the event is perceived, and that it is natural to have feelings, are significant concepts.
3. *Beliefs*. A key component of REE is that there are two types of beliefs, rational and irrational. Irrational beliefs result in negative feelings that can lead to self-defeating behaviors. These irrational beliefs manifest themselves in the form of a basic "must" that falls into three main categories: self-demandingness, other-demandingness, and world-demandingness. Self-demandingness refers to the idea that you must always perform well and win others' approval; and if you do not, you are incompetent, unworthy, and deserve to suffer. Other-demandingness implies that people with whom you associate must always treat you kindly, considerately, and fairly; and if they do not, they are unworthy, bad, rotten, and deserve to be punished. World-demandingness means that the conditions in which you live must be enjoyable, hassle free, safe, and favorable; and if they are not, it is awful and horrible and unbearable. Rational beliefs are self-enhancing and result in moderate feelings that help people achieve their goals; they are

realistic preferences that typically result in constructive behaviors (Dryden, 1999). The goal of the disputation process is to replace irrational beliefs with rational beliefs.

4. *Facts versus Assumptions*. It is also important that children understand the difference between facts and assumptions. As concrete thinkers, children and many adolescents readily misconstrue events by failing to distinguish between a fact (she didn't sit by me) from assumptions (she's mad at me and doesn't want to be my friend). Because of their impulsive nature, it is all too common for young people to act on their assumptions and create more problems when others react to their overreaction.
5. *Disputing Beliefs*. The concept of disputing, a cornerstone of this theory, entails replacing irrational beliefs with rational beliefs in order to achieve a more sensible way of thinking, which in turn results in more moderate emotions and more self-enhancing behavior. The disputational process can take several forms: functional disputes, or questioning the practicality of the irrational beliefs (Bernard, 2004b; Ellis and MacClaren, 1998); the Socratic approach, in which questioning gives clients insight into the irrationality of their thinking (Dawson, 1991); the didactic approach, where the differences between rational and irrational beliefs are explained (Ellis and MacClaren, 1998); empirical disputes, which help people evaluate the factual aspects of their beliefs; logical disputes, which enables people to see how illogical it is to escalate desires into demands and use of exaggeration or humor. These types of disputes can be taught directly to children in REE lessons or the concepts can be incorporated into lessons that teach children to apply the various types of disputations.

These basic concepts form the essence of the REE lessons, but it is critical that they be presented in accordance with the developmental level of the child. For example, it is appropriate to use the terms *rational* and *irrational* with older adolescents, but with younger children, the terms *sensible* and *insensible* would be easier for them to grasp. Likewise, younger children will not understand the concept of disputing unless it is presented in a very concrete manner, such as with the use of puppets in a dialogue, with one puppet being insensible and the other being sensible. Similarly, whereas adolescents can more readily understand the how irrational beliefs result in negative feelings and unproductive behaviors, younger children need to have these concepts presented in a very concrete method, such as making a paper chain to visually illustrate how insensible thoughts create negative feelings which result in poor behavioral choices.

It is also important to present the concepts in a sequential manner to assure greater mastery of the concepts. It is best to introduce these concepts in units. For example, the first unit might be self-acceptance, and all concepts pertaining to that would be introduced, followed by those relating to beliefs, and so forth. It is also advisable to have a sequential progression of lessons within the specific units so that concepts can be introduced and expanded on.

For example, in a feelings unit, the distinction between healthy and unhealthy feelings precedes the more difficult concept that feelings come from thoughts. Likewise, when introducing beliefs, a first level would be to distinguish facts from beliefs before moving on the notion of rational and irrational beliefs. In addition, the lessons should follow a similar structure, as subsequently described.

REE Lesson Plan Format

Having a well-developed lesson is essential, as is the notion of presenting the activities in developmentally-appropriate formats to help children master the concepts. For example, rather than explain in a short lecture the difference between facts and assumptions, it is much more effective to engage students in identifying facts and assumptions in a game format similar to tic-tac-toe (Vernon, 1980), or to learn that everyone makes mistakes by attempting to juggle tennis balls (Vernon, 1989a). As previously mentioned, a wide variety of methods can be incorporated into REE lessons: games, simulations, role-playing, puppetry, music and art activities, writing and worksheet activities, drama, experiments, bibliotherapy, and rational-emotive imagery, for example (Bernard, 2001, 2005; Vernon, 1980, 1989b, 1998a, 1998b, 1998c).

A lesson should contain the following:

1. *Learning objectives*. It is important to have one or two learning objectives for each lesson. For example, in a unit on beliefs for second graders, a specific objective would be to identify the negative effects of demandingness. For a sixth grader, a specific objective would be to identify the connection between thoughts and actions. The objectives should be stated in behavioral terms so that they can be measured, and they should be developmentally appropriate for the age level. It is preferable, in delivering a sequential curriculum, that there be separate objectives for each grade level.
2. *Stimulus activity*. This is the heart and soul of the lesson, where the concepts are introduced. The stimulus activity should be engaging and can assume a variety of formats as previously described. For example, an REE lesson on tease tolerance can be developed using art—children make a radio out of a cardboard box and write rational thoughts they can use to tune out teasing around a dial on the radio (Vernon, 2002, pp. 222–224). Art can also be used to help adolescents deal with depressed feelings. They can draw around their hand and in the palm, write down the things they are depressed about, and then identify rational coping self-statements on each finger to serve as a reminder about how to cope with depression (Vernon, 2002, pp. 131–132). Experiential activities can also be very engaging. Elementary children can be divided into two groups, procrastinators and non-procrastinators. They are to pretend that they are recruiting "members" to their club, so the procrastinators make a poster of all the good things about being a procrastinator, and the non-procrastinators do the same. Discussion follows about the advantages and disadvantages of procrastination (Vernon, 2002, p. 184).

Adolescents can learn how to use rational thoughts to de-escalate anger by making a paper accordion, identifying thoughts about an anger-provoking incident on one level of the accordion sheet, and then writing a rational thought to counteract the irrational thought contributing to the anger on the next level of the accordion (Vernon, 2002, p. 167).

It is advisable to use more concrete activities with younger children and gradually introduce more abstract lessons with adolescents. However, it is also important to be experiential and to use wide array of activities to maintain interest. The stimulus activity should take no more than half of the allotted time for the lesson, leaving time for discussion.

3. *Content and personalization questions*. Because a critical part of the lesson is the personal application of concepts, it is very important to allow sufficient time for discussion. Two types of questions provide the most effective debriefing: content questions, which focus on the cognitive concepts presented in the lesson, and personalization questions, which involve applying the concepts to the child's own life. For example, in a lesson on rational thinking, the objective was to learn how to distinguish between rational and irrational thinking. The activity, for high school students, involved a short lecturette on the difference between rational and irrational thinking, followed by a worksheet, where students were asked to identify irrational beliefs in statements such as: "My parents never let me do anything—everyone else has more freedom than I do"; "I can't stand it if my boyfriend breaks up with me—I'll never find anyone like him again." The content questions asked students to describe the difference between rational and irrational thinking and examples of key irrational beliefs. The personalization questions asked students if they were generally rational or irrational thinkers, what they would need to do to change the way they think in order to handle situations more effectively, and how they can apply what they learned to their own lives (Vernon, 1998c).
4. Using this lesson plan format provides a basic structure, but at the same time, allows for flexibility and creativity in the actual design of the activity. The inclusion of both content and personalization questions achieves the objectives of emotional education programs: to present mental health concepts and to help students personally apply these to their own lives. The primary focus is prevention, with the hope that these concepts will reduce the frequency and intensity of future problems.

Considerations in Implementing Lessons

In conducting emotional education lessons, it is vital to establish an atmosphere of trust and group cohesion because children are encouraged to look at themselves, to share with others, to apply concepts to their own lives, and to learn from classmates with regard to emotional and behavioral adjustment. Sensitivity should be exercised, listening carefully to children's responses,

supporting their struggles to gain new insights, and encouraging their attempts to acquire REE concepts.

It is also important to create an atmosphere where students respect each other's expression. The facilitator of the lesson has the responsibility for seeing that this minimal rule is respected so that children will feel comfortable in sharing. At the elementary level, this may not be a problem, but as adolescence approaches, students become more self-conscious and hesitant. A nonthreatening classroom atmosphere helps to assure the success of the emotional education experiences.

As previously mentioned, assigning a grade to an REE lesson is not recommended because it is difficult to evaluate personal application of concepts, which is one of the significant components of an REE lesson. However, since the objectives are measurable, quizzes or other types of evaluation can be used to determine cognitive acquisition of concepts. For example, after presenting a lesson on the difference between facts and assumptions, the teacher could have students complete a short True/False quiz, identifying which statements were facts and which were assumptions.

It is very appropriate to ask students what they learned following a lesson or to assign homework as a follow up to the lesson to help reinforce the concepts. After the lesson on facts and assumptions, a homework assignment for younger children could involve having them be "fact detectives," where they attempt to identify facts versus assumptions in their interactions with peers or siblings. Or, after a lesson on developing high frustration tolerance, middle school students were asked to try something that had previously proven to be frustrating, and to practice the examples of self-talk they had learned in the lesson to help them deal more effectively with their frustration.

Sample REE Lessons

There are numerous ways to introduce REE concepts. The following two lessons illustrate the lesson plan procedure. The first lesson is for elementary students to help them learn that people can feel differently about the same event based on what they think, and the second is a self-acceptance activity for adolescents.

Face Your Feelings

Objective: To learn that people can feel differently about the same event.
Materials: Four paper plates per student; markers or crayons

Stimulus Activity:

1. Ask students to draw faces on their paper plates to represent the following emotions: happy, sad, angry (mad), worried.
2. Explain that you will be reading some situations and that they are to think about how they feel when they experience a situation similar to the ones they are hearing about.

3. Read aloud each of the following situations, one at time, instructing students to respond by flipping up the face that illustrates how they would feel. Before reading another situation, note the different feelings that were portrayed and make a tally on the board.

Situations:

It is going to snow tonight.
Your younger cousins are coming to visit.
Your parents are taking you shopping after school.
Your teacher is keeping you in for recess.
You did not get picked for the kickball game.
You are moving to a new reading group.
You might move to a different town and go to a different school.

Discussion:
Content Questions:

1. Did everyone respond to a given situation with the same feeling? If not, why do you think this happened?
2. Do you think that there is any situation in which all people would feel exactly the same? If so, what would be some examples?
3. Why do you think two people can feel differently about the same situation?

Personalization Questions:

1. Can you think of a time when you felt one way about something and your friend felt another way? (Encourage sharing of examples).
2. How do you think you should act if someone feels differently about a situation than you do?
3. What did you learn about feelings from this activity?

To the Leader:

In the discussion, emphasize that feelings vary based on what the person is thinking. Use examples to illustrate this process so that it is clear to the children.

Don't Soak It Up

Objective: To identify how to deal with criticism and put-downs which contribute to self-downing.

Materials: One sponge and a bucket of water, paper and pencil for each student

Stimulus Activity:

1. Introduce the activity by stating the objective of the lesson and asking for a volunteer.
2. Ask the volunteer to dip the sponge into the bucket and pull it back out. Discuss with the class what has happened to the sponge (it soaked up lots of water).

3. Next, explain that when people say negative things about us that often we "soak up" the negative words, just as in the demonstration, without examining the content of the message to see if in fact it is true. For example, if someone says that you are ugly and stupid, you need to look at the evidence, asking yourself if that is really true. If not, you do not have to "soak it up." Instead, you need to think about wringing out the sponge, getting rid of the put-downs or criticisms that are not true.
4. Invite students to write down three recent examples of times they were absorbed by criticism or put-downs. Have them identify things they could say to themselves to avoid "soaking up" the negatives that lead to self-downing.
5. Invite students to share examples.

Discussion:
Content Questions:

1. What does the concept of "soaking it up" mean?
2. What can you do to avoid "soaking it up?"

Personalization Questions:

1. Are you someone who "soaks up the negative" often? If so, how do you feel when you do that? If not, how do you avoid soaking it up?
2. Suppose that some of the things others say about you are true—does that make you a bad person?
3. What did you learn from this lesson that you can apply to your life?

To the Leader:

Emphasize the importance of examining criticism to avoid excessive self-downing. Also stress that if some it is true, it does not make you a bad person.

REE Learning Centers

Oftentimes elementary and middle school teachers establish learning centers, where students work independently on activities to reinforce concepts presented in class or to introduce new ideas. REE activities can easily be incorporated into this type of format through worksheets, writing, or games. For example, Waters (1979) *Color Us Rational* stories lend themselves to a learning center activity. A copy of several of the stories can placed at the center, along with paper and pencil. After reading one or more of the stories, students are instructed to write a rational story based on one of their own experiences. Other good center activities involve having students write rational limericks or make rational bumper stickers or posters for their rooms, making up silly songs to help them deal with sad feelings, putting on rational puppet plays, or playing a game of hop scotch, where children have to identify rational self-talk to help them deal with anger or anxiety before jumping to the next space.

The teacher is limited only by his or her creativity in designing center activities. They should be engaging and able to be completed independently.

Integration into the Curriculum

Yet another approach to REE is to integrate the concepts into an existing subject-matter curriculum. When teaching literature, teachers could select and discuss stories that present characters solving problems rationally or expressing feelings in a healthy manner. Topics for themes could be related to self-awareness such as making mistakes, identifying strengths and weaknesses, and the prices and payoffs for perfection. Vocabulary and spelling lessons could include feeling-word vocabularies and definitions.

Social studies lessons could focus on personal and societal values and on a rational understanding of the concept of fairness as it applies to societal groups or to law and order, for example. Students could examine the rational and irrational practices of politicians, the difference between facts and assumptions in political campaigns, or the concept of high-frustration tolerance as it applies to political leaders.

Integration into the curriculum is less direct than a structured lesson, but it is a viable way of reinforcing rational concepts and making them an integral part of the school structure. Although it may seem awkward and forced initially, once teachers become more familiar with the REE concepts, they will find that integration becomes more natural.

You Can Do It! Education

You Can Do It! Education (YCDI) (e.g., Bernard, 1995, 2001, 2002, 2003a, 2003b, 2004a, 2004c, 2005a) derives from diverse psychological and educational theory as well as REBT and cognitive-behavior therapy that identifies distinct social-emotional capabilities and disabilities associated with students' well-being, achievement and relationships. The goals of YCDI as presented in Fig. 1 are twofold: (a) to eliminate the *social and emotional disabilities* that lead to a variety of psychosocial and mental health problems and (b) to develop the social and emotional capabilities that research indicates as leading to success in emotional well-being, school and life, positive relationships (see Fig. 1).

A close examination of this model will reveal 12 negative Habits of the Mind that are associated with different social and emotional disabilities such as anger, anxiety, depression and work avoidance. Additionally, there are 12 positive Habits of the Mind supporting social and emotional capabilities. Many of these Habits of the Mind are simple re-labelling of Ellis' core set of rational and irrational beliefs to more child-friendly language. Other negative and positive Habits of the Mind are distillations of different dysfunctional and functional cognitions that other CBT theories have identified including attributional theory (e.g., Dweck and Elliott, 1983; Weiner, 2000), locus of control (e.g., Bar-tal and

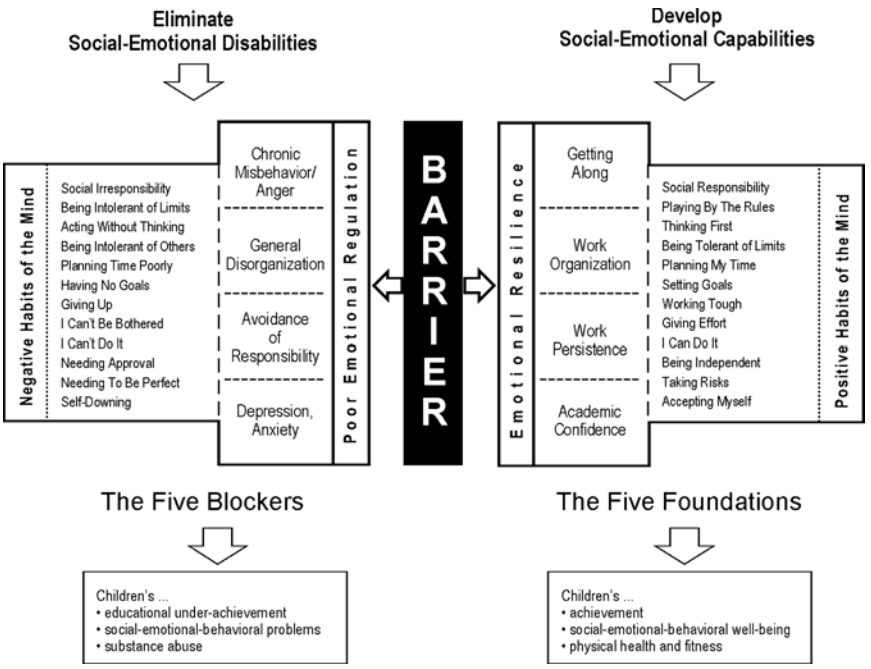


FIGURE 1. You Can Do It! Education Model (Bernard, 2005a).

Bar-Zohar, 1977; Rotter, 1966), learned helplessness and optimism (e.g., Seligman, 1975, 1991), self-efficacy e.g., Bandura, 1986, 1997; Zimmerman, 1991), goal setting (e.g., Ames, 1992; Lange and Adler, 1997; Schunk, 1996), internal motivation (e.g., Spaulding, 1993) and interpersonal cognitive problem solving (e.g., Spivack and Shure, 1974; Spivack et al., 1976). A more detailed representation of the relationships of positive and negative Habits of the Mind to different social and emotional capabilities and disabilities are presented in Tables 2 and 3.

Research supporting YCDI's central propositions are reported in the literature (see Bernard, 2006, for a complete review). Findings indicate that young people who have achievement and/or behavior problems are delayed in the development of social and emotional capabilities and manifest many more social and emotional disabilities in comparison with young people with no psychosocial disorders.

Teaching You Can Do It! Education

There are a number of school entry points for YCDI. These will be briefly reviewed including personal development programs (whole class, individual/small group mentoring), integration in classroom teaching-learning, whole school culture, and parent education).

TABLE 2. 12 Positive habits of the mind (rational beliefs) and the five social and emotional capabilities they support (Bernard, 2003a).

Confidence means knowing that you will likely be successful at many things you study. It means not being afraid to make mistakes or to try something new. Examples of confident behavior are raising your hand in class to answer a hard question, doing hard work without asking for help, or sharing a new idea with a teacher or the class. Positive HOMs that help develop a young person's Confidence include:

- Accepting Myself—not thinking badly about myself when I make a mistake.
- Taking Risks—thinking that it's good to try something new even though I might not be able to do it.
- Being Independent—thinking that it's important to try new activities and to speak up even if my classmates think I'm silly or stupid.

Persistence means trying hard and not giving up when schoolwork feels like it's too difficult or boring. Examples of persistent behavior are continuing to try even when school work is hard, not being distracted by others, and checking work when it's finished to make sure it's correct. Positive HOMs that help develop a young person's Persistence include:

- I Can Do It–thinking that I'm more likely to be successful than I am to fail.
- Giving Effort–thinking that the harder I try, the more successful I will be, and knowing that success is not caused by external factors (luck, ease of task), but by internal factors (effort).
- Working Tough–thinking that in order to be successful in the future, I sometimes have to do things that are not easy or fun in the present.

Organization means setting a goal to do your best in your school work, planning your time so that you are not rushed, having all your supplies ready, and keeping track of your assignments' due dates. Examples of organized behavior include making sure you understand the teacher's instructions before you begin work, having all your school supplies ready at a neat desk, recording your assignments and their due dates, and planning when you're going to do your homework so that you have enough time. Positive HOMs that help develop a young person's Organization include:

- Setting Goals—thinking that setting a goal can help me be more successful at a task.
- Planning My Time—thinking about how long it will take me to do my schoolwork and planning enough time to get it done.

Getting Along means working well with teachers and classmates, solving problems without getting too angry, and following the rules of the classroom. Examples of getting along behavior are being helpful when working in a group, listening and not interrupting when someone else is speaking, talking rather than fighting when someone acts unfairly, and not breaking classroom rules. Positive HOMs that help develop Getting Along behavior in a young person include:

- Being Tolerant of Others—accepting that everyone acts unfairly towards others some of the time, and not making overall judgments of people's character ("good person," "bad person") based on their differences or behavior.
- Thinking First—thinking that when someone treats me badly I need to think about different ways I can react, the consequences of each, and the impact of my actions on the other person's feelings.
- Playing by the Rules—thinking that by following important school and home rules, I will live in a better world where everyone's rights are protected.
- Social Responsibility—thinking that it is important to be a good citizen and to help build a world with fairness and justice for all and where everyone feels safe and secure. Examples of social responsibility include being sensitive to the feelings of others, acting honestly, treating others (especially those who come from different backgrounds) with respect, caring about and reaching out to people in need, and working towards protecting the environment.

(Continued)

TABLE 2. 12 Positive habits of the mind (rational beliefs) and the five social and emotional capabilities they support (Bernard, 2003a) *(Cont'd)*

Emotional Resilience means knowing how to stop yourself from getting extremely angry, down, or worried when something "bad" happens. It means being able to calm down and feel better when you get very upset. It also means being able to control your behavior when you are very upset.

Examples of Emotional Resilience

- When someone treats you unfairly, inconsiderately, or disrespectfully, you can stop yourself from getting too angry and lashing out.
- When you make mistakes, do not understand something, get a bad school report, or are teased or ignored, you can stop yourself from getting very down.
- When you have an important test or activity to perform, you can stop yourself from getting extremely worried.
- When you want to meet someone new, you can stop yourself from getting extremely worried.
- When someone is putting pressure on you to do the wrong thing, you can stop yourself from getting extremely worried about what that person will think if you stand up and say "no."

Positive Habits of the Mind that Help Your Emotional Resilience

- Accepting Myself—not thinking badly about myself when I make a mistake.
- Taking Risks—thinking that it's good to try something new even though I might not be able to do it.
- Being Independent—thinking that it's important to try new activities and to speak up even if my classmates think I'm silly or stupid.
- I Can Do It—hinking that I'm more likely to be successful than I am to fail.
- Working Tough—thinking that in order to be successful in the future, I sometimes have to do things that are not easy or fun in the present
- Being Tolerant of Others—accepting that everyone acts unfairly towards others some of the time, and not making overall judgments of people's character ("good person," "bad person") based on their differences or behavior.

Emotional Resilience Skills include:

- Finding something fun to do
- Finding someone to talk to
- Relaxation
- Exercise
- Solving the problem
- Changing negative to positive self-talk
- Not blowing things out of proportion

TABLE 3. Negative habits of the mind (irrational beliefs) that lead to problems (Bernard, 2003a).

Depression/Anxiety means that you worry a lot about whether other people like you and/or whether you will do as well at your school work as you think you should; you get emotionally upset when others reject (e.g., tease) you or when you do not achieve at the level you think you should (e.g., receive a low grade); you get extremely down when you are rejected and/or do not do well on a school assignment; you may delay starting homework, saying that you do not know what to do or how to do it (characterizes the "perfectionist"). Negative HOMs that lead to Low Self-Esteem/Anxiety include:

- **Self-Downing**—thinking that I am a total failure or useless when I have been rejected or have not achieved a good result.
- **Needing to be Perfect**—thinking that I have to be successful in everything important I do and that it's horrible when I'm not.
- **Needing Approval**—thinking that I need people (parents, teachers, peers) to approve of what I do and that, when they don't, it's the worst thing in the world.
- **I Can't Do It** (also called Pessimism)—thinking that, when I have not been successful at something, I am no good at anything, that I will never be good at anything, and that I'm a hopeless person.

General Work Avoidance means that you put off doing tasks and chores because they are frustrating, boring or hard; you give up easily after having started something that is difficult or boring to do; you rush to finish your work so that you can do fun things; you spend a lot of time having fun and enjoying yourself even when there is work to be done. Negative HOMs associated with General Work Avoidance include:

- **I Can't Be Bothered**—thinking that life should always be fun and exciting, and that I can't stand it when things are frustrating or boring.
- **Giving Up** (also called External Locus of Control for Learning)—thinking that I have no control over what happens to me (good or bad) and that there is little point in trying anything because I'll never be successful

General Disorganization means that you do not have a definite direction for how you use your time; you do not have goals to do well in any area of your life; you do not keep track of when important things have to be done and the steps you have to take to get them done; you do not decide ahead of time what are the most important things to be doing (e.g., not good at setting priorities). Negative HOMs associated with General Disorganization include:

- **Having No Goals**—thinking that it's pointless to have any goals associated with being successful for anything I do.
- **Planning Time Poorly**—thinking that it's pointless to plan my time; thinking that things will somehow get done; thinking, "When is the latest I can start?" when approaching some chore or task that isn't fun.

Anger/Chronic Misbehavior means that you break important rules at home and school even if property is destroyed or people get hurt; you act defiantly towards people in authority; you may lose your temper easily when faced with people who block you from getting what you want. Negative Habits of the Mind associated with Rebelliousness/Anger include:

- **Being Intolerant of Others**—thinking that people should always treat me fairly and considerately and in the way I treat them, and when they do not, I can't stand it and they are totally bad.
- **Acting Without Thinking** *(this Habit of the Mind can be defined by the absence of reflection about different ways to handle interpersonal conflict, the consequences of different course of action, and how someone else will feel after you have chosen to act in a certain way)* - thinking that if you treat me badly, I have no other choice but to treat you badly.

(Continued)

TABLE 3. Negative habits of the mind (irrational beliefs) that lead to five social and emotional disabilities (Bernard, 2003a) *(Cont'd)*

- **Being Intolerant of Limits**—thinking that I should be able to do what I want, that nobody should be able to tell me what to do, and that I can't stand having to follow rules.
- **Social Irresponsibility**—thinking that I only have to be concerned about me and that it is not important to be a good citizen and to help make contributions to my community. It also means that I do not need to concern myself with others who are less fortunate, nor do I need to be sensitive to the feelings of others, act honestly, and to treat others—especially those from different backgrounds—with respect.

Poor Emotion Regulation means that you get quickly upset and stay upset when things around you are unsettling or difficult such as when someone teases you or you do not understand something the teacher is saying. It means that you have a lot of trouble controlling your behavior when you get upset and you take a long time to bounce back to playing or working without the help of someone else to calm you down.

Negative Habits of the Mind that that lead to poor emotion regulation include:

- Self-Downing—means thinking that you are useless or a total failure when you have been rejected or have not achieved a good result.
- Needing To Be Perfect—means thinking that you have to be successful or perfect in everything important you do.
- Needing Approval—means thinking that you need people (peers, parents, teachers) to approve of you and that, when they do not, it's the worst thing in the world.
- I Can't Do It—means thinking that, when you have not been successful at something important, you are not good at anything and never will be.
- I Can't Be Bothered—means thinking that life should always be fun and exciting and that you can't stand it when things are frustrating or boring.
- Being Intolerant of Others—means thinking that people should always treat you fairly, considerately, and the way you want and that, when they do not, they are rotten people and you have a right to get back at them.

People who have a hard time controlling their emotions seem not to have learned coping skills for calming themselves down when upset or in the face of frustrating or challenging situations.

Personal Development Programs

Program Achieve (Bernard, 2001, 2005a) is a six volume curriculum of structured lessons designed for teachers and others to use in a whole group classroom setting that are designed to eliminate negative Habits of the Mind and associated social and emotional disabilities and to develop the five social emotional capabilities of confidence, persistence, organization, getting along and emotional resilience including strengthening positive Habits of the Mind (including rational beliefs). All lessons contain objectives, a scripted lesson plan, handouts, overheads and homework activities. Program Achieve is currently being used in over 6,000 schools in Australia, New Zealand, England, and North America. The *You Can Do It! Education Mentoring Program* (Bernard, 2003b) consists of individual activities that a mentor can employ with individual or small groups of young people (ages 12 +) who are identified as having achievement and/or behavior problems and are felt to be likely to profit from intensive social and emotional learning experiences (see sample activity in Table 4). Bernard (2004a) published the YCDI! Early Childhood

TABLE 4. Sample personal development mentoring activity (Bernard, 2003b).

Inventory of Hard Yakka

Directions: Indicate which of the tasks or activities below you find or would find to be hard yakka (e.g., tiresome, dull, boring) and which you often do not feel like doing.

Activity	Hard Yakka? (Y) Yes	No
1. knowing what is important to study when preparing for an exam		
2. reading required books		
3. writing in-class essays		
4. putting up with a boring teacher		
5. regular attendance at after-school extra-curricular activities (e.g., sporting practice, drama rehearsals)		
6. being required to study in class or library		
7. saving money		
8. having to do "compulsory" classes to graduate		
9. having to give a public "thank you" to a coach or other teacher		
10. having to run errands for parents		
11. doing community service		
12. other		
13. other		

You can indicate to students that this activity will help them identify activities they find to be "hard yakka." You will need to ask students whether they have ever heard the expression "hard yakka." Unless they are Australian, it is unlikely that they will know the meaning.

You can indicate that Hard Yakka is an Australian expression that has come to mean "hard work." The expression is used in conversation in Australia when people discuss tasks or activities that they have to do but are not fun to do because they are tedious, hard, or both.

Ask your students to say out loud: "Hard Yakka!"

You will want to explain to your students that it will come as no surprise to them that some parts of their school work and homework they have been assigned and completed over the years have not been fun or exciting to do and, therefore, could be called hard yakka.

Indicate that from your experience, you have noticed that successful learners in school have developed the ability to do hard yakka.

You can discuss the hard yakka you have done in the past and present that helps you to be successful.

Discussion Questions and Sample Answers

You will want to ask students the following two questions:

1. Does school have its fair share of things that are hard yakka?

   Sample answer: Yes.
2. To be successful at things you are learning at school, do you sometimes have to do hard yakka?

   Sample answer: Yes. The Habit of the Mind is called "Working Tough."

"Real Life" Application

1. Have students to agree to spend more time doing specific hard yakka in the coming week.
2. Have students to identify and then remove any obstacles (telephone, television, computer, friends) that might prevent them from doing hard yakka.
3. Discuss with students any successes in doing hard yakka at the beginning of the following mentoring session.

program for 4 to 7-years-olds that consists of structured curriculum activities, songs, puppets and posters geared to teach young people social and emotional capabilities including positive Habits of the Mind (rational beliefs). A teacher guide for working with parents is also included.

The You Can Do It! Classroom: Integration of Social and Emotional Learning

It has long been recognized that it is important to reinforce the ideas and skills learned in life-skills type classes throughout the school day; otherwise, many of the ideas and skills do not generalize. In YCDI, there are a wide variety of practices that teachers use for integrating confidence, persistence, organization, getting along, and emotional resilience along with the positive Habits of the Mind (including rational beliefs) into the school day. Many You Can Do It! classrooms are in existence today. Their purpose is to help all students develop their academic, emotional and interpersonal potential through the learning and application of the 5 Foundations and the supporting 12 positive Habits of the Mind.

One of the biggest lessons learned from many years of experience is that for personal development curricula like Program Achieve to have a maximum impact on young people's achievement and emotional well-being, the Foundations and Habits of the Mind need to be taught and reinforced in the classroom (and school) throughout the school year. While Program Achieve has definite benefits when it is taught, it has more benefit when students' regular classroom teachers are as passionate about and determined to teach and reinforce the material taught in Program Achieve as they approach teaching the academic curriculum.

Just as teachers introduce to their students "classroom rules" and the academic standards that constitute the objectives of the curriculum early on in the school year, it is recommend that the 5 Foundations and 12 Habits of the Mind become part of the overall purpose of the class. It is recommended that teachers integrate the 5 Foundations into the classroom ethos so that their students know that it is important for them to learn the 5 Foundations and 12 Habits of the Mind and apply them in their doing schoolwork, in their interpersonal relationships, and in managing their own emotions. One of the best practices for doing this is to display on the walls on a permanent basis examples of positive Habits of the Mind and negative Habits of the Mind and how they impact their emotions and behaviors in the classroom and refer to them on a regular basis (see Table 5).

The following practices are ways in which teachers can incorporate You Can Do It! Education into the ethos and practices of their classroom.

Practice 1. Establish Student Understanding of the Goals of You Can Do It! Education

TABLE 5. Positive and negative habits of the mind (Bernard, 2005b)

Accepting Myself
. . . leads to confidence

Self-Downing
. . . leads to feeling down

Taking Risks
. . . leads to confidence
and not feeling worried

Needing To Be Perfect
. . . leads to feeling worried and
not doing or saying things

Being Independent
. . . leads to confidence
and not feeling worried

Needing Approval
. . . leads to feeling worried and
not doing or saying things

(Continued)

TABLE 5. Positive and negative habits of the mind (Bernard, 2005b) *(Cont'd)*

I Can Do It!
. . . leads to confidence to try new things and persistence

I Can't Do It
. . . leads to feeling down and not trying

Giving Effort
. . . leads to persistence and effort

Giving Up
. . . leads to feeling down and not trying

Working Tough
. . . leads to persistence and effort

I Can't Be Bothered
. . . leads to feeling angry and avoiding responsibility

(Continued)

TABLE 5. Positive and negative habits of the mind (Bernard, 2005b). *(cont'd)*

Setting Goals
. . . leads to organization and trying hard to be successful

Having No Goals
. . . leads to being disorganized and avoiding responsibility

Planning My Time
. . . leads to organization and trying hard to be successful

Planning Time Poorly
. . . leads to being disorganized and avoiding responsibility

Being Tolerant of Others
. . . leads to getting along with people

Being Intolerant of Others
. . . leads to feeling angry and behaving badly

(Continued)

TABLE 5. Positive and negative habits of the mind (Bernard, 2005b) *(Cont'd)*

Thinking First
. . . leads to solving conflicts peacefully and getting along

Acting Without Thinking
. . . leads to behaving badly and getting into trouble

Playing By The Rules
. . . leads to behaving in ways that help everyone get along

Being Intolerant of Rules
. . . leads to behaving badly and getting into trouble

Social Responsibility
. . . leads to behaving in ways that help everyone get along

Social Irresponsibility
. . . leads to behaving in ways that do not help everyone get along

In order for students to be motivated to participate in learning about YCDI, it is important that they clearly understand the purpose of the program. To develop student "buy in," teachers will want to begin by describing the keys for success and happiness and the characteristics of achieving students who are relating well to others and who are managing their feelings successfully. Students will be more likely to be motivated to become interested in YCDI if they see that they will learn tools that can help them be successful; that is, the program is of benefit to them. Another point teachers will want to communicate is that all students in their class have great potential and that a teacher cannot really predict or know how successful they will be at mastering the many things they will be learning during the school year in their classes. It all depends on whether they use the 5 keys for success (see Fig. 2).

Practice 2. Present/Display Images and Explicit Statements of the 5 Foundations Including the 12 Habits of the Mind

It is vital that students clearly understand what specific behaviors go along with each of the 5 Foundations. Teachers should not take for granted that

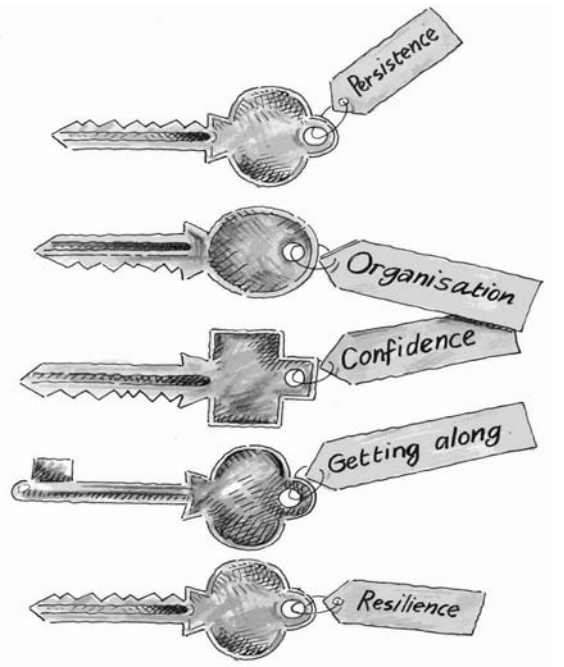


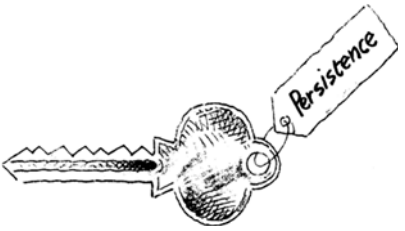
FIGURE 2. The Five Keys to School Success and Happiness (Bernard, 2005b).

TABLE 6. Example of in class display of "persistence" (Bernard, 2003a).

The Key of Persistence

Definition:

To try hard and not give up easily when doing schoolwork you find frustrating and do not feel like doing; to keep trying to complete an assignment rather than becoming distracted; to choose to play after you have done your work; when having a lot of work to do in different subjects, to not give up but make the additional effort required to complete it.



Persistent Behavior

- Trying and completing work found to be "boring."
- Listening when tired.
- Staying on task.
- Keeping track of progress on accomplishing different steps of doing an assignment.
- Staying up-to-date on writing in a journal.
- Completing homework on time.
- Asking necessary questions.
- Not being distracted by classmates.
- Finishing work instead of playing.
- Asking for help rather than giving up.
- Editing/checking completed work for mistakes.

Persistence Habits of the Mind

1. **I Can Do It** – thinking that I will be successful in doing my work, especially when working on difficult and time consuming material; taking credit for when I have been successful and not thinking when I do poorly that I am not good at doing anything nor will I ever be.
2. **Giving Effort** – thinking that the harder I try, the better my achievement and the more skilled I will become; knowing that it is not the case that I was either born to be good at my studies or not and believing that with persistence I will become more skillful.
3. **Working Tough** – thinking that in order to achieve pleasant results in the long-term, I will sometimes have to unpleasant things in the short-term; believing I can stand things that are frustrating and that I do not like to do and not blowing the unpleasantness of events out of proportion.

their students know what it means to be persistent or confident. When it comes time to formally teach each of the 5 Foundations, teachers will want to review what each Foundation means. A classroom teacher will want to display a statement that describes the Foundation, including examples of behavior that reflect the Foundations, in a prominent position in the classroom (as they probably have done with their classroom rules). Teachers may also choose to design a handout for students that summarizes in very simple language what each Foundation means, and provides examples of behaviour that reflects the Foundation and the specific Habits of the Mind (ideas) that help support the Foundation (see Table 6).

Practice 3. Communicate Behavior-Specific Feedback When You Notice That A Student is Engaging in or Has Engaged in Behaviour That Reflects the 5 Foundations

For the most part, teachers tend to focus on the product of students' efforts rather than on the processes employed in producing the product. Finished products include the English essay, the math test, the science project, and the musical score played. Genuine praise for the end product sounds like: "Good job." "Excellent work." "Well done." "High standard." Constructive criticism of the end product sounds like: "You could have done better." "You rushed your work." "You didn't answer the question." While there is nothing wrong with this focus, it needs to be balanced with behavior-specific feedback that focuses on the process of learning. When teachers use the behavior-specific feedback technique, they "are not allowed" to refer to the outcome or final result of a student's efforts. Rather, they will want to have their eye on a student, looking for instances of confident behaviour, persistent behaviour, organised behaviour, getting along and resilient behaviour. At those times, they will want to communicate both verbally and non-verbally their recognition of the behavior (e.g., "Great effort." "You did that confidently." "Didn't it feel good to have organized your time?" "You worked cooperatively on that project" "You didn't lose your cool.").

In using behavior-specific feedback, teachers communicate to the student immediately following the occurrence of a behavior they are teaching or hoping the student is using (confident behavior, persistent behavior, organized behavior, getting along behavior, resilient behavior). For example, if the student they are teaching is really trying hard on a piece of work, and they are working with him to develop persistent behavior, they could say, "Great effort. You are can see now that there is a pay off to your hard work." Notice that there is little attention placed on the end product of the student's labors; rather, attention is focused on the *process*.

Practice 4. Regularly Assess Students' Use of the 5 Foundations

Some teachers have formalized their assessment of students' progress in learning the 5 Foundations. A report form that is a part of the regular assessment of students' academic progress can be used as a basis of discussions at parent-teacher-student conferences (see Table 7).

Practice 5. Teach Students about the Important Role of Their Thinking (Habits of the Mind) in Their Success and Social-Emotional-Behavioral Well-Being

One of the important ideas for teachers to impart to students is that it is not what happens to them that determines how successful and happy they are. You can mention that this idea has been around for some time. Epictetus, a stoic-Roman philosopher, wrote in the second century A.D. that "People are

TABLE 7. Sample student report card assessing social and emotional capabilities (Bernard, 2002).

Student Progress Report

Our goal at our school is for all students to realize their potential and to achieve to the best of their ability. Using the proven and effective You Can Do It! approach, we endeavor to instill in our students the attitudes and values that are vital for academic achievement, sound interpersonal relationships, and healthy psychological development. We actively teach the 5 Foundations and the 12 Habits of the Mind which are the characteristics of successful learners. This report reflects your child's progress in these areas. Please read this report, in conjunction with your child's learning journal, for discussion at mid-year interviews. (We have not included as assessment of your child's Emotional Resilience)

Student _____

Confidence ... is the ability to believe in yourself, to work independently, have an optimistic outlook and recognise mistake making as part of authentic learning. sometimes usually	**Persistence ...** is the ability to stick to a job until it is completed, even if it is difficult or "boring." It is the ability to work hard to achieve results. sometimes usually consistently
Organisation ... is the ability to set goals and manage time effectively. It means being responsible for personal items and belongings in the classroom and playground. sometimes usually	**Getting Along ...** is the ability to mix well with others, to be tolerant and non-judgmental, to be able to think through problems independently and to work within accepted rules of the school and the classroom. sometimes usually consistently

Comments:_____

_____

_____

Principal _____

Classroom Teacher _____

_____

not affected by events, but by their view of events." Shakespeare wrote that "Things are neither good nor bad but thinking makes them so." The step teachers need to take is to introduce this notion to students. They can do this in a number of ways. A favorite parable gets this point across. It is called "The Mule Story."

The Mule Story

A parable is told of a farmer who owned an old mule. The mule fell into the farmer's well. The farmer heard the mule "braying" or whatever mules do when they fall into wells. After carefully assessing the situation, the farmer sympathized with the mule, but decided that neither the mule nor the well was

worth the trouble of saving. Instead, he called his neighbors together and told them what had happened and enlisted them to help haul dirt to bury the old mule in the well and put him out of his misery. Initially, the old mule was hysterical! But as the farmer and his neighbours continued shovelling and the dirt hit the mule's back, a thought struck him. It suddenly dawned on him that every time a shovel load of dirt landed on his back, he should shake it off and step up! This he did, blow after blow. 'Shake it off and step up . . . shake it off and step up . . . shake it off and step up!' he repeated to himself. No matter how painful the blows, or distressing the situation seemed, the old mule fought "panic" and just kept right on shaking it off and stepping up! You're right! It wasn't long before the old mule, battered and exhausted, stepped triumphantly over the wall of that well! What seemed like it would bury him, actually blessed him. All because of the manner in which he handled his adversity.

Whether teachers use examples from literature (e.g., "The Little Train that Could"), from movies that are well known, or from their own experience, they will want to discuss and illustrate how a positive, optimistic, tolerant mind can make the critical difference between success and failure. One idea that they can introduce to students is "self-talk." Teachers can explain to students that positive or rational self-talk can encourage them to do things they do not feel like doing ("This maths homework isn't the worst thing in the world. Even if I don't understand it at first, I can still be successful by trying hard. I'm not stupid or hopeless because it's hard. That's the way homework is sometimes – hard."). Negative self-talk can discourage them from doing things that are hard or boring ("I can't stand doing this. School should be more fun. I'll do it later when I'm in the mood."). One of the goals of YCDI is to help students recognise their negative self-talk and replace it with positive self-talk (see Fig. 3).

Practice 6. Take Opportunities to Teach the 12 Habits of the Mind (Rational Beliefs)

The different Habits of the Mind that students have already learned in their short lives determine how Confident, Persistent, and Organised they are, how well they Get Along and their Emotional Resilience. It is important for teachers as they learn more about these Habits of the Mind from reading, using Program Achieve and from discussions with colleagues in professional development to take opportunities to teach them to your students.

It is suggested that they identify a five-minute period during the school week and on a routine basis discuss a Habit of the Mind and how it influences how we feel and what we do. They can relate the Habit of the Mind to an existing person who is in the news, to their own lives, or to something they observed in one of your students. They may choose to formalise this five-minute period in name (e.g., "A You Can Do It! Moment," "A Self-Reflective Moment.").

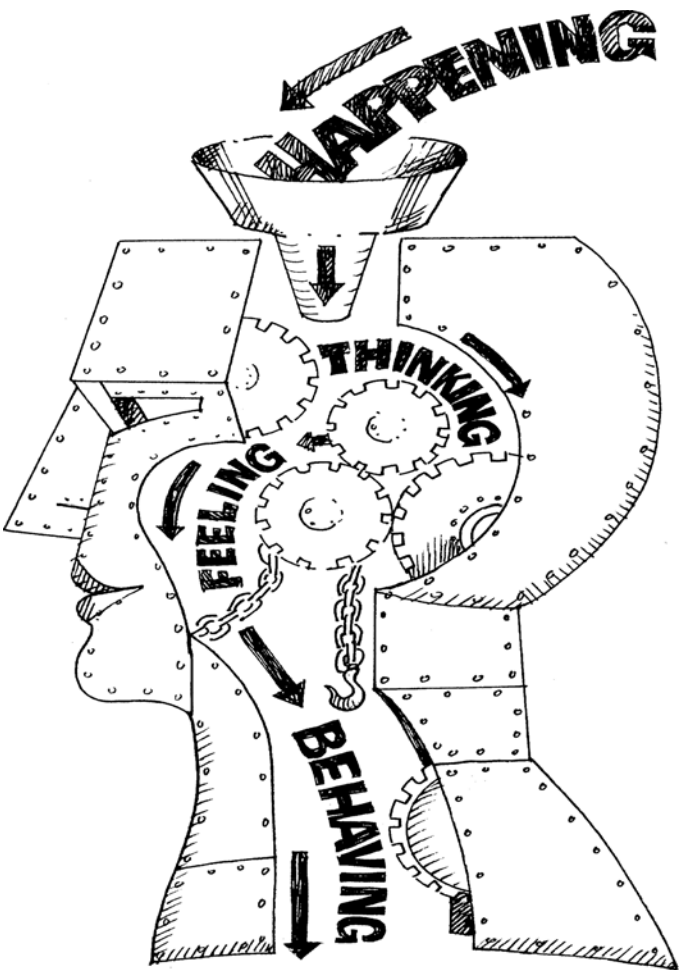


FIGURE 3. Classroom Image: Your Thinking about Things That Happen Causes Your Feelings and Behaviors (from Bernard, 2005b).

Other suggestions for teaching HOMs include: (a) when writing letters home to parents, have students include what Habits of the Mind they used that week; (b) when sharing books they have read, ask students to find examples of when main characters used different Habits of the Mind.

Practice 7. Provide Written (And Oral) Feedback to Students on Homework Assignments That Communicate the 5 Foundations and the 12 Habits of the Mind

Sometimes teachers can be too "product-oriented" in our feedback to students (e.g., "Good job."). It is recommend that teacher feedback also focus

on the process of achieving the product by highlighting aspects of students' work that reflects their application of Confidence (e.g., "You had a confident tone of voice in your oral presentation."), Persistence (e.g., "You really tried hard."), Organisation (e.g., "You set a big goal and achieved it."), Getting Along (e.g., "This good grade reflects how well you worked with your partner.") and Emotional Resilience (e.g., "You really were calm!").

Practice 8. Employ Academic Goal/Target Setting on a Regular Basis and Teach Students How the Foundations Can Help Them Achieve Their Goals

It has been found that a good route for helping students apply the 5 Foundations to their school work is through academic goal setting. Academic goal setting can be effectively employed when teachers are assigning students a piece of work (e.g., research report, science project, book report) that is due in a week to two weeks and that requires students to work on the assignment for homework. General guidelines for doing this are as follows.

1. Present students with the assignment. Indicate the purpose of the assignment, important elements to be included (including questions to be answered), style/format of final product, and date due.
2. Present learning/curriculum objectives the assignment is designed to accomplish (knowledge/skills to be taught in the lesson). Review with students the skills and knowledge the assignment is designed to teach. For example, a writing assignment may be designed to provide students with practice in writing paragraphs (topic sentences, supporting sentences, etc.), using varied vocabulary, and employing correct punctuation.
3. Share with students the criteria for success/grading rubric. Using the grading scheme that is employed for the assignment (e.g., 1, 2, 3, 4, 5; A, B, C, D, F; below grade level, grade level, above grade level) the teacher should discuss with students and, if possible, provide examples from previous students' work of what they need to demonstrate in their finished product to achieve the different grades. For example, they could indicate to their students, to receive a grade of A, your assignment will need to include the following; to receive a grade of B, you will need to include the following, etc.
4. In light of the learning objectives for the assignment and the criteria for success, the teacher should have students set one or more academic targets they wish to achieve and the mark they want to obtain. These academic targets can be recorded by each student on a goal setting form and can be handed into the teacher. You will want to explain the purpose of setting a goal (to help motivate you, to help you plan your time). You will also want to discuss those elements that constitute a "good" goal. Good goals are realistic for students to achieve, challenging (not too easy or hard), specific, and proximal (capable of being achieved in a short period of time).

5. Discuss how the one or more of the 5 Foundations (and specific Habits of the Mind) can assist students in managing the process of achieving their goal. For example, teachers can:
   - Have students discuss what activities they will need to accomplish and when they will accomplish them before they get started with their assignment.
   - Have students discuss the aspects of the assignment they may find hard or boring (Hard Yakka) and ways of thinking and studying that can help them do the work anyway.
   - Help students identify aspects of the assignment that involve creative applications or areas where they might make mistakes and encourage them to discuss how they can be confident (Habits of the Mind: Taking Risks, Being Independent).
   - Help students identify any aspects of the assignment that can involve working together with each other or a parent at home. Have students discuss aspects of getting along.
6. Encourage students to self-observe their progress along the way as they accomplish those activities necessary to achieve their goal and complete the assignment. Teachers may elect to have students use a checklist to record their successes in accomplishing different aspects of the assignment.
7. Once assignments have been turned in and graded, have students reflect on the goal they initially set and whether it was achieved. Teachers can discuss with students whether the initial goal they set was appropriate and, if it was not achieved, how they could achieve their goal the next time. Also, discuss how setting goals can help them be more successful. Teachers can help students react to negative feedback (e.g., not achieving goal) by discussing the Habit of the Mind of self-acceptance (e.g., "Don't think badly about yourself when you don't achieve your goals. Work out a plan to do better next time.").
8. Have students discuss how any of the 5 Foundations and/or the 12 Habits of the Mind helped them achieve their goal.

Practice 9. Especially for Students Who Are Under-Achieving or Experiencing Poor Social-Emotional-Behavioural Adjustment, Employ YCDI Weekly Goal Setting with Feedback and Follow-Up Targeting Increases in the Use of the 4 Foundations

One of the best ways a teacher can help students take responsibility for learning each of the 5 Foundations is involving them in weekly goal setting. Using the accompanying form (see Table 8), teachers can discuss with a student in private conference which specific Foundations they would like to work on during the following week. They can work through the form with the student. It is a good idea to help students identify goals that are in their area of academic weakness (e.g., "I need to be more persistent in reviewing my spelling

TABLE 8. Weekly goal setting form (Bernard, 2002).

YCDI Weekly Goal Setting Sheet

Your Name _____ Date _____

Name of Teacher _____

1. Which of the Foundations do you want to learn or practise (circle one)? confidence persistence (trying hard) organisation getting along resilience
2. My goal this week is (be specific):

   _____

   _____

   _____
3. List obstacles that might stop you from achieving your goal and how you will deal with them.

   _____

   _____

   _____
4. Write down any positive thinking that will help you achieve your goal.

   _____

   _____

   _____
5. Date by which you want to achieve goal _____
6. Your Signature

   Signature of Teacher/Tutor

Result a week later:

Did you achieve your goal? yes no almost

Talk about what you learned, including the positives that happened when you achieved the goal or the negatives that occurred by not achieving your goal.

words."). Using this form on a weekly basis provides students with visible means of improvement.

Practice 10. Use Supplementary Activities to Teach the Foundations and the Habits of the Mind

The more teachers can incorporate the Foundations and the Habits of the Mind in other activities of their class or in one-to-one mentoring discussions, the more rapidly students will internalise them. Teachers can be encouraged to utilize their creative ideas and activities to help develop the themes of Confidence, Persistence, Organization, Getting Along and

TABLE 9. Character analysis using different social and emotional capabilities as tools (Bernard, 2002).

Foundations for Achievement Habits of the Mind

Report on Rat Compiled by Ashleigh

–	**0**	+		
Organization				
Planning My Time		Y		Comment:
Setting Goals			Y	Rat, your organisation is brilliant. You set your goals and achieve them. You make sure everything is in the right place.
Getting Along				
Playing by the Rules		Y		Comment:
Thinking First			Y	Your level of tolerance is high. You solve your problems quickly and theoretically. You tolerate others who annoy you.
Being Tolerant of Others			Y	
Persistence				
Working Tough		Y		Comment:
Giving Effort		Y		Rat, you can persist very well. You never give up and you tell others to keep on going. When you make mistakes, you learn from them.
I Can Do It			Y	
Confidence				
Taking Risks	Y			Comment:
Being Independent			Y	You have confidence, but you never take risks. You are independent and optimistic.
Accepting Myself		Y		
General Comment: **Rat, you were born to lead. You are wise, kind, persistent, organised and helpful.**				

Emotional Resilience. Successful teachers utilize creative stories, posters, and plays to illustrate, dramatize and bring to life these critical keys to success.

One common technique that teachers can be taught to use with students is "role play" where volunteers from the class practice thinking out loud both positive, rational and negative, irrational self-talk when confronted with difficult circumstances (e.g., being teased, not understanding a piece of homework). Role play helps students recognise the role of their thinking in

their own lives and that, by changing their thinking, they can change how they feel about what has happened or what they are doing.

A popular activity is for students to identify a character from a book they are reading or a movie they have seen and conduct a character analysis using key YCDI concepts (see Table 9 for an example of a student's character analysis of Rat, a major character in *Wind in the Willows*. Note that Emotional Resilience was not included in the analysis).

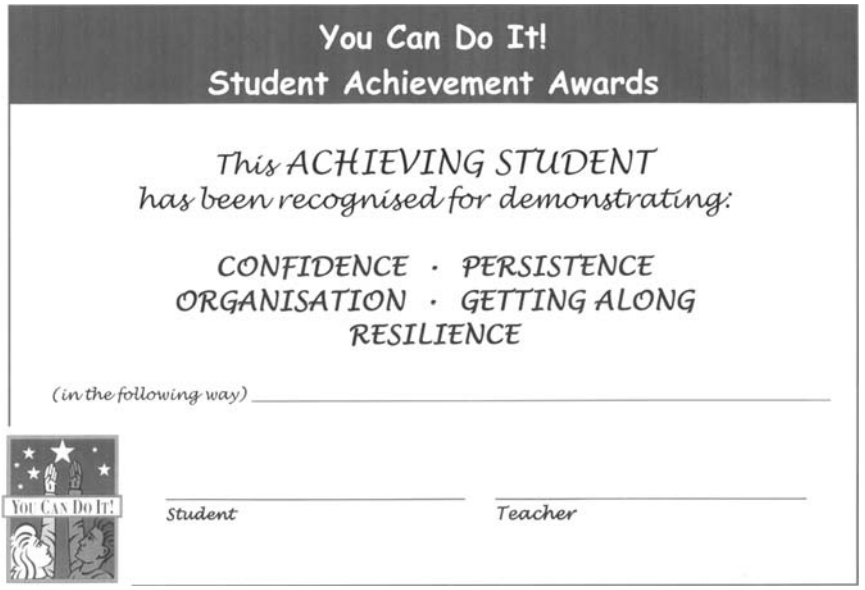
Embedding Social and Emotional Learning in School-Wide Culture

It is clear that when social and emotional learning including the 12 positive Habits of the Mind and the 5 Foundations become embedded within school-wide culture and common language, more students take them seriously and are more influenced by them. Some suggestions for school-wide infusion of social and emotional learning include:

School Assemblies

School assemblies are excellent forums for principals/head teachers and others to address the school community on one or more of the Foundations and Positive Habits of the Mind that are being stressed in your school. Guest speakers, plays and other discussion groups can address the meaning and

TABLE 10. Student recognition awards (Bernard, 2002).



importance of the 5 Foundations and positive Habits of the Mind to student well-being, success and relationships.

Student Recognition Awards

An excellent vehicle for bringing all students in a class/grade/year level of school "on board" is to award students recognition certificates for employing one or more of the 5 Foundations on a regular basis. Many schools present awards for achievement, citizenship, or "Student of the Month." It is recommended that awards for demonstrating characteristics consistent with the goals of YCDI be employed (see Table 10).

It's Worth a Re-Think

(This practice has been developed by Rob Steventon, Principal of Madison Park Primary School, to address problems of misbehaviour by employing ideas taught in Program Achieve. Description provided by Rob)

"Re-Think" is an important element of our school's general You Can Do It! Education support for students. "Re-Think" is a 20-minute portion of the lunch period in which particular students meet with the principal. The meeting addresses the reasons for any particular student's referral by a teacher for Behaviour Code infringements. In a group of five to eight students, each student discusses why he/she is in referral, and a joint-decision is made on the particular referral to be discussed. Sometimes the selection is based on the severity of the reason for the referral. At other times, the selection is based on a request from a teacher. The selection might be related to a pattern of infringement that might be emerging. For whatever reason, a particular student's reason is selected for discussion.

The student outlines the circumstances in which the behaviour of concern occurred. The student discusses the incident in sufficient detail for everyone to identify the key players. In most cases, the incident involves non-compliance and/or harassment, which might be physical or psychological.

On most occasions, the familiar model of:

Happenings → Thoughts → Feelings → Behaviors

is written on the white board, and the incident from the particular student's perspective is reconstructed in this framework. Consistent with Program Achieve's process for "New Thinking," the students work together to identify how new behavior outcomes can be achieved. Students are helped to see their behavior (and feelings) as a result of their thinking. Commonly, the student is not sufficiently self-aware to recall the particular thought pattern that might have influenced his/her behaviour during the incident. This is where group work is particularly helpful. In response to the student's common response of "I don't know" to the question "What were you thinking at the time?" the group is able to suggest/hypothesise a range of reasonable alternatives. More sensible or rational alternative thought-patterns are suggested by

the group. The new feelings and behavior likely to flow from the new, alternative, rational thought patterns are listed.

Role playing is often an important component of "Re-Think." For example, it is common for us to be helping the students who respond angrily to teasing. We identify that the key Foundation for these students is Getting Along. Further, we identify Being Tolerant of Others and Thinking First as important positive Habits of the Mind to have in order to cope with feelings of anger about being teased. We reiterate what we have learned from Programme Achieve—that there is no requirement for others to see us as we see ourselves. Teasing by others is simply an indication that others do not accept us. There is no rule that they must. We might prefer them to like us, but we can easily survive without their approval. Through the role play, we rehearse new ways of thinking (e.g., "You can say what you like about me. Just don't expect me to get upset about it.").

This approach is consistent with the school's broad teaching of You Can Do It! Education. Children coming to "Re-Think" are already familiar with the language and the concepts. The few recidivists benefit from repeated practice.

Over the years since YCDI! took hold in our school, the old detention numbers have crashed. Helpers even volunteer to come to Re-Think to support their friends! The emphasis is on reeducation. Students do not walk out chastened or with their tails between their legs. They are aware of the school's position about their behaviour and that failure to stick to the school's behaviour code has its consequences. Yet the students know "why" they do what they do, they do not blame others, and they know "how" to make a change.

You may create a running record on each student's use of the 4 Foundations. A note home can acknowledge students for having demonstrated use of one or more of the Foundations or one or more of the Habits of the Mind. Alternatively, weekly summaries can be discussed at parent conferences.

School-Wide Behavior Management

Many schools have incorporated social and emotional learning represented by the 5 Foundations and supporting 12 habits of the Mind. They have done this in two distinct ways.

Schools are incorporating within individual behavior management plans social and emotional capabilities that need to be developed in the individual student who demonstrates chronic misbehavior. Research indicates that children with problem behaviors display developmental delays in their social and emotional capabilities.

Some schools award students cards or stickers when they demonstrate behavior reflecting one or more of 5 Foundations. Sometimes, students are issued "Good behavior" cards or booklets that enable them to collect points for displaying all 5 Foundations. When certain thresholds are achieved, some

schools award students with a pencil that displays the name of Confidence, Persistence, Organization, Getting Along or Resilience.

Integration of Social and Emotional Learning in School Excursions and Special Events

TABLE 11. Social and emotional learning parent education material: teacher guide (Bernard, 2004a).

How to Extend YCDI Education into the Home

You can say to parents that there are three main things they can do to help their children at home develop each of the 5 Foundations.

1. Use the five words that describe each of the 5 Foundations in everyday conversation with your child.
   You can illustrate to parents how to talk about the 5 Foundations:[S1]
   4. **It really took a lot of confidence for your brother to pet the dog even though he's scared of dogs.**
   5. **Gee, that athlete really shows persistence in his training even though his leg is bandaged.**
   6. **Putting things away where they belong helps your father get organized.**
   7. **It is good to see your two friends getting along so well together and sharing their toys.**
   8. **Even though I was angry, I calmed down quickly. It's good to calm down.**
2. Acknowledge your children when they demonstrate behavior that reflects the 5 Foundations.
   You can discuss with parents how children who are praised when they display the 5 Foundations in their behavior are more likely to do so. (You may elect to offer a parent education session devoted to teaching parents how they can employ praise to strengthen their children's Foundations). Examples of praise that parents can use at home to acknowledge their children's behavior that reflects the 5 Foundations include:
   9. **When your child does an activity independently without first asking for help, say: That took confidence.**
   10. **When your child completes a difficult puzzle without giving up, say: Wow! You found that hard, but you kept on trying. You are persistent.**
   11. **When your child puts away any toys that are left lying around in their proper place, say: You put things away were they belong. You are very organized.**
   12. **When your child takes turns when playing with others, say: Taking turns really shows how well you are learning to get along.**
   13. **When your child calms down quickly after having been upset without yelling or screaming or withdrawing from the situation, say: I can see you have calmed down and did not yell or scream. You're a lot like Ricky Resilience!**
3. Read books to your children and discuss characters who display Confidence, Persistence, Organization, Getting Along, and Emotional Resilience.

   Say to parents:

   Story books that you will be reading with your child offer your child a great opportunity to see how each of the 5 Foundations is applied in characters they will be learning about in different stories.

   Discuss with parents some of the titles of books that cover themes associated with each of the 5 Foundations (see list of Recommended Literature for Children that appears in this Guide).

TABLE 11. Social and emotional learning parent education material: teacher guide (Bernard, 2004a) *(Cont'd)*

Share with parents some of the questions they can ask their children during and after the story has been read aloud. The questions below are illustrated for a story that focuses on the trait of Confidence. (See Parent Information Session 3 for similar questions that can be posed when parents have read a story dealing with different traits such as Persistence, Organization, Getting Along, and Emotional Resilience):

14. **What did the character do that showed that he/she was/was not confident?**
15. **What happened to the character because he/she was/was not confident?**
16. **Did the character believe that he/she was good at many things?**
17. **Did the character believe that he/she was likeable and could make new friends?**
18. **Was the character afraid to make mistakes when he/she was learning something new?**
19. **Did the character keep trying, even when things were hard?**
20. **Did the character look and sound confident?**

YCDI School-Home Notes

Explain to the parents:

At the beginning of each unit of the YCDI Early Childhood Education Program, I will be sending home an YCDI Home-School Note that will explain the Foundation that is being taught at school. This will provide you with the opportunity to discuss, practice, and extend your child's learning of each Foundation at home.

(Optional: show an overhead example of a School-Home Note found in a subsequent session.)

Indicate to parents that in the note, they will be provided with some things to say and do with their child to help support what their child is learning. Explain that at the bottom of each of the YCDI School-Home Notes there is a tear-away slip that they can sign and return to you after they have discussed the idea with their child.

It is good practice for those in charge of special events at schools (e.g., building a radio studio; going on a camping expedition; visiting a museum) to remind and acknowledge students about how the 5 Foundations can help everyone make the event a success.

Parent Education

Involving parents in supporting social and emotional learning at home including the 5 Foundations and Habits of the Mind is good practice. In YCDI, a variety of material is available for teachers and parent educators to use with parents of children of different ages (e.g., Bernard, 2003a, 2003c, 2004a).

At home, teachers and parent educators can encourage to discuss positive Habits of the Mind (rational beliefs) with their children. They can also be encouraged to provide behavior-specific feedback to their children when they catch them in the act of being confident, persistent, organized, getting along and emotionally resilient. Depending on the age of the child, parents can be instructed in how to select and discuss books and movie videos with characters displaying varying degrees of these qualities. Teachers can inform

TABLE 12. Social and emotional learning material for parents: school-home note (Bernard, 2004a).

Dear Parent,

We are teaching children all about the Foundation of Persistence. The character "Pete Persistence" will be introduced this week to help your child learn that persistence means:

↑↑ Trying hard and keep trying when something feels like it is too hard to do

Some ideas that we would like for you to discuss this week with your child that help develop persistence are: (1) When work is hard, I can do it, (2) The harder I try, the better I get, and (3) To do the best I can, I sometimes have to do things that are not easy or fun.

When you catch your child being persistent, give lots of praise ("You did that even though it was not easy or fun, "You see, the harder you try, the better you get!" and "You are becoming persistent.")

✂----------

Return to Teacher Slip

Name of the Child _____ Date _____

We have discussed the ideas: ❑ Yes ❑ No

My child understands the ideas: ❑ Yes ❑ No

Signature of Parent _____

Your comments _____

_____

parents when in their class they begin to introduce a social and emotional capabilities and indicate in a school-home note what parents should know and do (see Tables 11 and 12).

Conclusions

In the ideal world, approaches such as rational-emotive education and You can Do It! Education would be routinely implemented in schools throughout the world in a systematic effort to enhance the emotional health of

children. The major assumption of emotional education programs is that prevention is more effective than remediation, and that if we can teach children how to think rationally, they will approach both developmental and situational challenges in a healthier manner, which in turn will decrease the proliferation of self-defeating behaviors that far too many young people succumb to.

In order to effectively implement REE and YCDI, teachers and other school personnel must learn the theory and model it. Professionals need to continually challenge their own irrational thinking, getting rid of their demands that their job should always be easy, that their students should always behave perfectly, or that they will always be treated fairly. They must stop making overgeneralizations about student behavior or performance, avoid awfulizing about their work conditions, refrain from equating their own self-worth with their performance as a teacher; and force themselves to give up their demandingness that everything should come easily to their students. Until teachers themselves "walk the talk" and believe in the REBT principles, implementing REE and YCDI will not be as effective.

Although REE lessons appear to be an effective way to help children and adolescents approach life more successfully, rational thinking principles need to be an inherent part of every young person's experience. Adults are important models, and although it is difficult to develop a rational stance toward life when surrounded by irrationality in the world, every effort to teach rational principles, directly or indirectly, will help facilitate healthy emotional development.

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