

WORKSHOP PRESENTER CONTACT INFORMATION

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OREGON RESILIENCY PROJECT/Strong Kids & Strong Teens Curricula

Visit our website at <http://orp.uoregon.edu> or www.uoregon.edu/~orp

RESOURCES

Assessment Instruments

Achenbach System of Empirically-Based Assessment (ASEBA)
(Child Behavior Checklist, Teacher's Report Form, Youth Self-Report, and more)
University Associates in Psychiatry
802/ 656-8313
www.aseba.org

Beck Youth Inventories of Social and Emotional Impairment (J. S. Beck, A. T. Beck, & J. Jolly, 2001)
(Beck Depression Inventory for Youth, Beck Anxiety Inventory for Youth, Beck Anger Inventory for Youth,
Beck Disruptive Behavior Inventory for Youth, Beck Self-Concept Inventory for Youth)
Harcourt Assessment
800/ 211-8378
www.harcourtassessment.com

Behavior Assessment System for Children, 2nd ed. (C.R. Reynolds & R.W. Kamphaus, 2004)
American Guidance Service
800/ 328-2560
www.agsnet.com

Children's Depression Inventory (M. Kovacs, 1991)
Multi-Health Systems
800/ 456-3003
www.mhs.com

Millon Adolescent Clinical Inventory (T. Millon, 1993)
Pearson Assessments
800/ 627-7271
www.pearsonassessments.com

Minnesota Multiphasic Personality Inventory-Adolescent Version (misc. 1992)
Pearson Assessments
800/ 627-7271
www.pearsonassessments.com

Multidimensional Self-Concept Scale (B. A. Bracken, 1992)
PRO-ED
800/ 897-3202
www.proedinc.com

Preschool and Kindergarten Behavior Scales, 2nd Edition (K.W. Merrell, 2003)

PRO-ED
800/ 897-3202
www.proedinc.com

Revised Children's Manifest Anxiety Scale (C.R.Reynolds & B.O. Richmond, 1985)
Western Psychological Services
800/ 868-8857
www.wpspublish.com

Reynolds Adolescent Psychopathology Scale, Reynolds Adolescent Depression Scale-Revised,
Reynolds Child Depression Scale (W.M. Reynolds, 1998, 1986, 1989)
Psychological Assessment Resources
800/ 331-8378
www.parinc.com

School Social Behavior Scales, 2nd Edition (K.W. Merrell, 2002) and Home and Community Social
Behavior Scales (K. W. Merrell & P. Caldarella, 2002)
Assessment-Intervention Systems
541-338-8736
www.assessment-intervention.com

State-Trait Anxiety Inventory for Children (C. Spielberger, 1973)
Mind Garden
650/ 261-3500
www.mindgarden.com

Systematic Screening for Behavior Disorders (H.M. Walker & H.H. Severson, 1990)
Sopris West
303/ 651-2829
www.sopriswest.com

Prevention and Intervention Programs and Materials

Adolescent Coping with Depression Course (G. Clarke, P.M. Lewinson, & H. Hops, 1990)
Free download available from the Kaiser Foundation website:
<http://www.kpchr.org/info/newacwd.html>

Connecting With Others: Lessons for Teaching Social and Emotional Competence (R.C. Richardson &
E.T. Evans)
Research Press
800/ 519-2707
www.researchpress.com

"Coping Cat" curriculum for anxiety, and "Taking Action" curriculum for depression (Kendall, Stark, et al.)
Workbook Publishing
Phone: 610/896-9797
www.workbookpublishing.com

The Tough Kid Social Skills Book (S.M. Sheridan, 1995)
Sopris West
303/ 651-2829
www.sopriswest.com

Skillstreaming the Elementary-Age Child (E. McGinnis & A. P. Goldstein, 1984)
Skillstreaming the Adolescent (A.P. Goldstein, R.P. Sprafkin, & N.J. Gershaw, 1980)
Research Press

800/ 519-2707
www.researchpress.com

Strong Kids and Strong Teens Curricula (K. W. Merrell et al., 2002)
Available for free download for a limited time through the University of Oregon
<http://orp.uoregon.edu> or www.uoregon.edu/~orp

Thinking, Feeling, Behaving: An Emotional Education Curriculum For Children (A. Vernon)
Research Press
800/ 519-2707
www.researchpress.com

Books

Cytryn, L., McKnew, D. H., & Weiner, J. M. (1998). *Growing up sad: Childhood depression and its treatment*. New York: W. W. Norton.

Dacey, J. S., & Fiore, L. B. (2001). *Your anxious child: How parents and teachers can relieve anxiety in children*. San Francisco: Jossey-Bass.

Fassler, D. G., & Dumas, L. S. (1998). *"Help me, I'm sad:" Recognizing, preventing, and treating childhood and adolescent depression*. New York: Penguin Books.

Hibbs, E. D., & Jensen, P. S. (Eds.) (1996). *Psychological treatment for child and adolescent disorders: Empirically based strategies for effective clinical practice*. Washington DC: American Psychological Association.

Kendall, P. C. (1991). *Child and adolescent therapy: Cognitive-behavioral procedures*. New York: Guilford Press.

Kendall, P. C. (1992). *Anxiety disorders in youth: Cognitive-behavioral interventions*. Boston: Allyn & Bacon.

Kratochwill, T., & Morris, R. (1998). *The practice of child therapy* (2nd ed.). Boston: Allyn & Bacon.

Merrell, K. W. (2003). *Behavioral, social, and emotional assessment of children and adolescents* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Merrell, K. W. (2001). *Helping students overcome depression and anxiety: A practical guide*. New York: Guilford.

Merrell, K. W., & Gimpel, G. A. (1998). *Social skills of children and adolescents: Conceptualization, assessment, treatment*. Mahwah, NJ: Lawrence Erlbaum Associates.

Miller, J. A. (1999). *The child depression sourcebook*. New York: McGraw-Hill.

Mufson, L., Moreau, D., Weissman, M. M. (1993). *Interpersonal therapy for depressed adolescents*. New York: Guilford Press.

Reynolds, W. M. (Ed.) (1992). *Internalizing disorders in children and adolescents*. New York: Wiley.

Reynolds, W. M., & Johnston, H. F. (Eds.) (1994). *Handbook of depression in children and adolescents*. New York: Plenum Press.

Stark, K. D. (1990). *Childhood depression: School-based interventions*. New York: Guilford.

HANDOUTS AND WORKSHEETS FROM THE *STRONG KIDS* CURRICULUM

Note: *The handouts and worksheets included here are selected from the Strong Kids (for grades 4-8) social and emotional learning curriculum, developed by the Oregon Resiliency Project. To access the complete materials for this program or the Strong Teens program,, go to <http://orp.uoregon.edu>*

Supplement 2.2 (Handout) from *Strong Kids*
Feelings Identification

Directions: This activity will help you learn to identify comfortable and uncomfortable feelings. *Comfortable feelings make people feel good. They can help you have fun and enjoy life. Uncomfortable feelings make people feel bad. They can also help people grow and change for the better. Uncomfortable feelings can help people notice and appreciate their comfortable feelings.* For one of the lists on this worksheet, put a plus (+) mark next to any words that you think describe comfortable feelings, and put a minus (-) mark next to any words that you think describe uncomfortable feelings.

Feeling List 1

happy	lonely	scared	bored
angry	sad	upset	surprised
strong	proud	afraid	glad
shy	worried	tired	love

Feeling List 2

lonely	sorry	guilty	worried
happy	miserable	excited	proud
confused	strong	scared	loyal
crabby	surprised	upset	bored
serene	inspired	warm	angry
anxious	frustrated	thrilled	furious
compassion	ignored	embarrassed	love

Supplement 3.6 (Homework) from *Strong Kids*
Reacting to Emotional Situations

Directions: For each situation listed on this worksheet, describe the feeling you would probably have if it happened to you. Put a check in the box to show if it is a comfortable or uncomfortable feeling. Also, think about “why” you think you might feel that way.

Situation	Feeling	Comfortable	Uncomfortable
You are invited by three different students to sit with them in the cafeteria			
One of your friends doesn't want to spend time with you anymore.			
You can't think of anything to do.			
You get picked last to play on a team.			
You are home alone at night.			
You get picked first to play on a team.			
Your teacher says, "Great job. You got 100% right!"			
Your teacher says, "Your work is too sloppy. Do it over again."			
A student says, "I don't understand how to do this. Will you help me?"			
Your parents are having an argument.			
There isn't enough money to get something you want.			
Your mom or dad says, "You're too young. Wait until you're older."			
A family member is very ill.			

Supplement 5.3 (Homework) from *Strong Kids*
Empathy Homework Assignment

Name: _____ Date: _____

Think of two times when you could tell how someone else was feeling.

1. _____

2. _____

How could you tell? (What were the clues that you noticed)?

1. _____

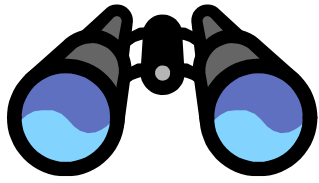
2. _____

What did you do, or what could you do to help that person?

1. _____

2. _____

2. Think of someone who you think might be having a hard time now. Think of some ways you can understand this person's feelings using the skills you have learned in this lesson.



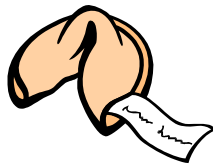
Binocular vision: looking at things in a way that makes them seem bigger or smaller than they really are.



Black-and-white thinking: looking at things in only extreme or opposite ways. For example, thinking of things as being *good or bad, never or always, all or none*.



Dark glasses: thinking about only the negative parts of things.



Fortune-telling: making predictions about what will happen in the future without enough evidence.



Making it personal: blaming yourself for things that are not your fault.

Supplement 9.2 (overhead) from *Strong Kids*
Steps to Conflict Resolution

Steps to Conflict Resolution			
<p>1. IDENTIFY THE PROBLEM</p> <ul style="list-style-type: none"> ⇒ Have the other person state his/her wants and feelings. ⇒ Use empathy and active listening skills. ⇒ Describe your wants and feelings using “I” statements. ⇒ Summarize both people’s wants and needs. 	<p>2. BRAINSTORM SOLUTIONS</p> <ul style="list-style-type: none"> ⇒ Each person should generate at least two solutions. 	<p>3. CHOOSE A SOLUTION</p> <ul style="list-style-type: none"> ⇒ Does it work for all involved? ⇒ Is someone willing to compromise? 	<p>4. MAKE AN AGREEMENT</p> <ul style="list-style-type: none"> ⇒ All people must accept the terms of the solution and formalize the solution with a handshake or a written contract.

A Summary Statement

When a problem is present, jointly define the conflict (what is the problem?), exchange your positions (where do you each stand?) and your interests (what do you each want?), and use your empathy skills (how does the other feel?). Suggest at least four possible agreements that would “work” for all involved and agree upon a mutual solution.

Let's Let Go of Stress!

When you find yourself feeling stressed, go through the following steps. At the end you may find your muscles relaxed and your mind clear.

1. Find a place that is not too noisy, where you feel comfortable closing your eyes.
2. When you find a place a quiet spot, sit or lie down in a comfortable position.
3. Now it's time to close your eyes.
4. Listen to your breathing; draw in deep, full breaths, let them out slowly, and feel yourself relax as you breathe out. Keep on listening to your breath.
5. Tense and tighten your muscles, group by group. Breathe in and tighten your muscles, breathe out and relax your muscles. Notice how calm they feel as you let them relax.
6. Let your whole body relax, and continue to breathe in and out in deep, slow breaths.
7. Think about being in a favorite place, and being very relaxed and calm. Imagine placing worrying thoughts into a box and placing it high on a shelf or in a tree.
8. Sit quietly for a few minutes.