



Healthy Relationships Plus Program

A Fourth R small groups program
to promote healthy relationships
and positive mental health

PRESENTERS



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OBJECTIVES

1. Provide overview of evidence-based Fourth R program and how mental health has been embedded
2. Provide overview and practise some of the session activities.
3. Highlight emerging research and adaptations.

m&m's





Share a moment when someone did something nice for you



Name someone you look up to and why



Share a recent random act of kindness you showed to someone else



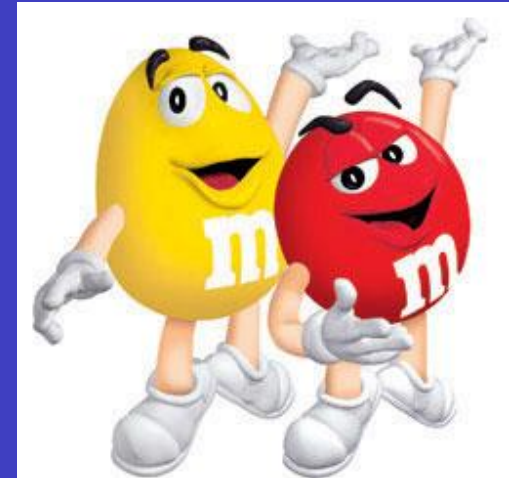
Name one important aspect of a Healthy Relationship



Share a wish you have for youth in your community



Wild – Share one unique thing about yourself



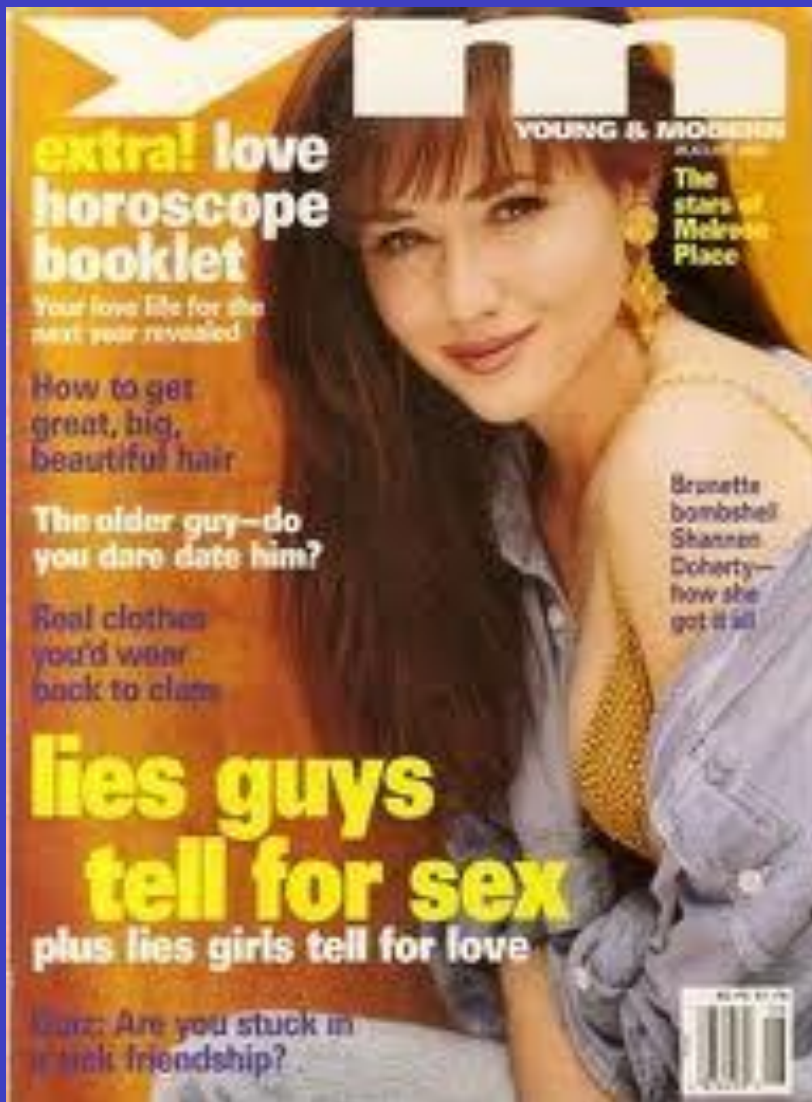
RELATIONSHIPS



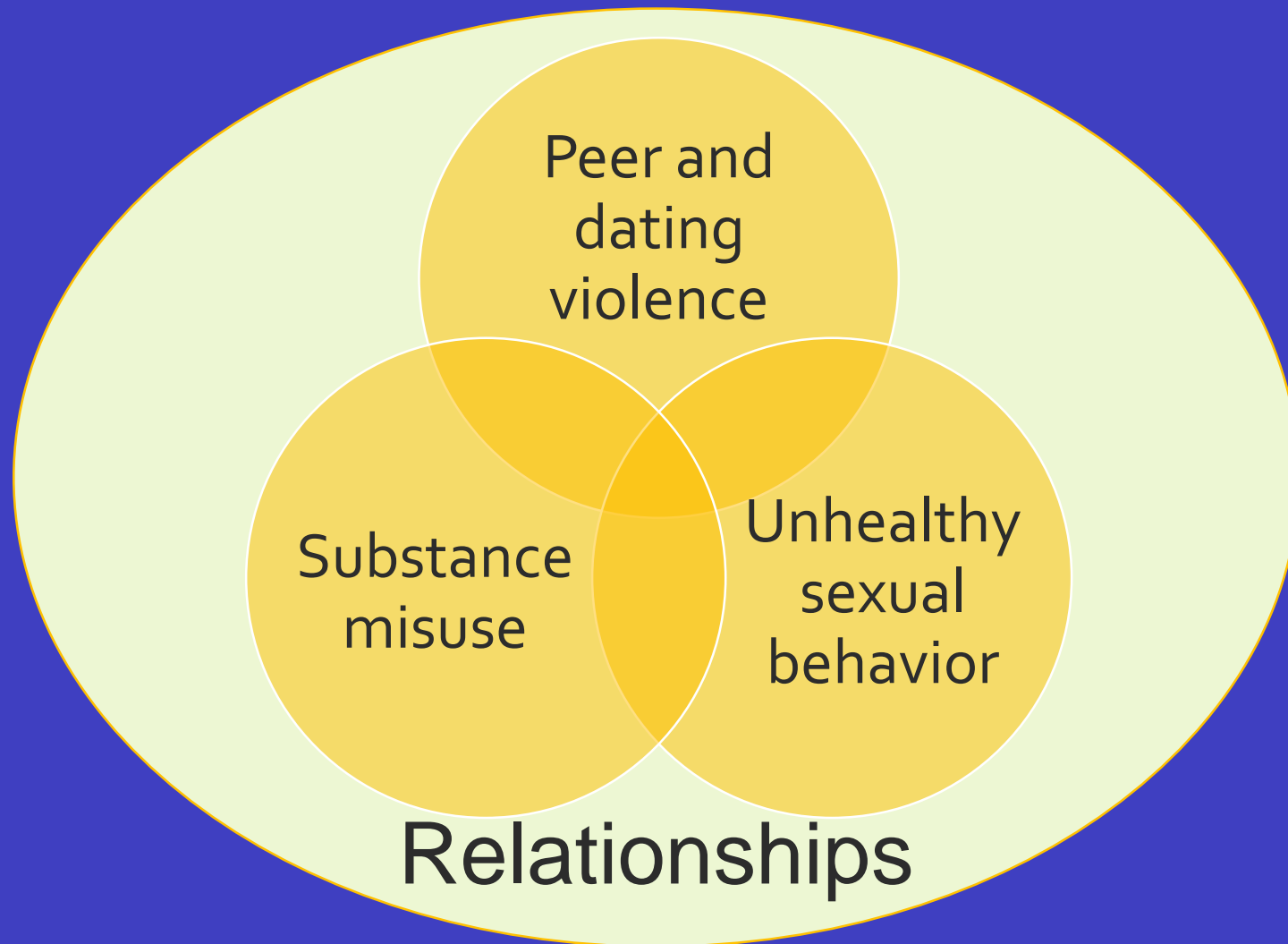
WHAT IS THE *FOURTH R*?

- A relationship-based approach to prevent adolescent violence and related risk behaviours
- School based comprehensive prevention approach. Units include:
 - Personal Safety & Injury Prevention
 - Substance Use, Addictions & Related Behaviours
 - Human Development and Sexual Health
 - Healthy Eating

WHY RELATIONSHIPS?



THE ADOLESCENT RISK TRIAD: THE RELATIONSHIP CONNECTION



POSITIVE YOUTH DEVELOPMENT

- Want to help teens go beyond not drinking, not being violent. etc.
- What do they WANT their relationships to look like, not merely what to avoid
- Build resilience for future stressful situations
- Universal intervention
 - No stigma for being involved
 - All teens will end up in difficult interpersonal situations
 - Increase capacity of bystanders

SKILL DEVELOPMENT

- Focus on helping teens keep themselves safe in potentially dangerous situations
- Recognize that some of these behaviours are normative
- Criminalization has not been an effective way to reduce problems and can exacerbate problems

FOURTH R EVIDENCE BASE

Compared to students receiving the usual health class in their schools, students in the Fourth R reported:

- Decreased rates of physical dating violence perpetration
- Increased condom use among sexually active youth

FOURTH R YOUTH DEMONSTRATED INCREASED SKILLS

Negotiation Skills

- Fourth R students were 2.2 times more likely than controls students to show at least one negotiation skill during role-play interaction

▪ Delay Skills

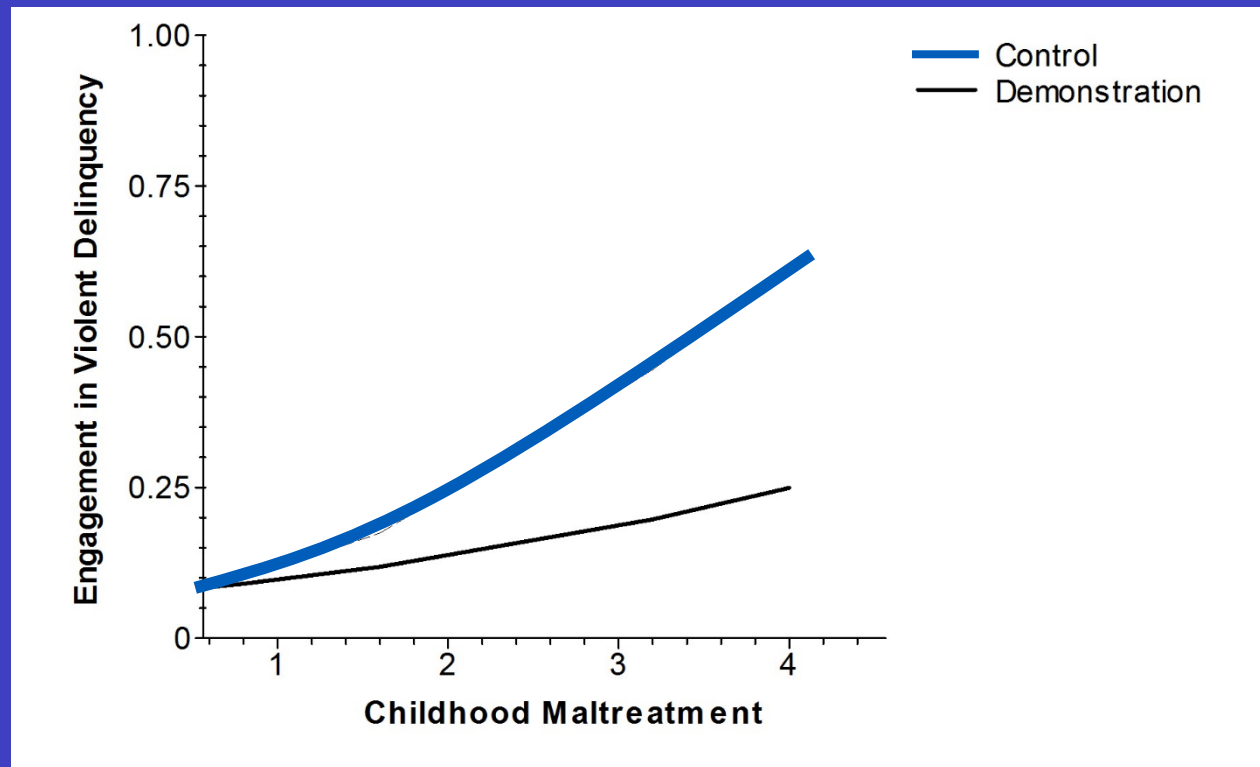
- Fourth R female students were 4.8 times more likely to show at least one delay skill during role-play interaction

▪ Yielding to Pressure

- Control students were 2.0 times more likely than Fourth R students to yield to pressure

PROTECTIVE EFFECT IN *FOURTH R* SCHOOLS

- The relationship between multiple forms of child abuse and violent delinquency was weaker in *Fourth R* schools



Crooks, C.V., Scott, K., Ellis, W., & Wolfe, D. (2011). Impact of a universal school-based violence prevention program on violent delinquency: Distinctive benefits for youth with maltreatment histories. *Child Abuse and Neglect*, 35, 393-400.

FOURTH R EXTENSIONS

- Program for Aboriginal youth increases youth engagement, relationships skills, leadership, and academic success
- Aboriginal mentoring program increases mental wellbeing and cultural connectedness
- Grade 8 program increases knowledge, awareness of impact of violence on others, and healthy coping strategies

Crooks, C.V., Burleigh, D. Lapp, A., Snowshoe, A., Hughes, R. & Sisco, A. (2015). A case study of culturally relevant school-based programming for First Nations youth: Improved relationships, confidence and leadership, and school success. *Advances in School Mental Health Promotion*, 8, 216-230.

Crooks, C. V., Scott, K. L., Broll, Zwarych, Hughes, & Wolfe, D. A. (2015). Does an evidence-based healthy relationships program for 9th graders also show effects for 7th and 8th graders? Results from a 57 school randomized intervention. *Health Education Research*, 30 (3), 513-519.

PROGRAM REGISTRIES

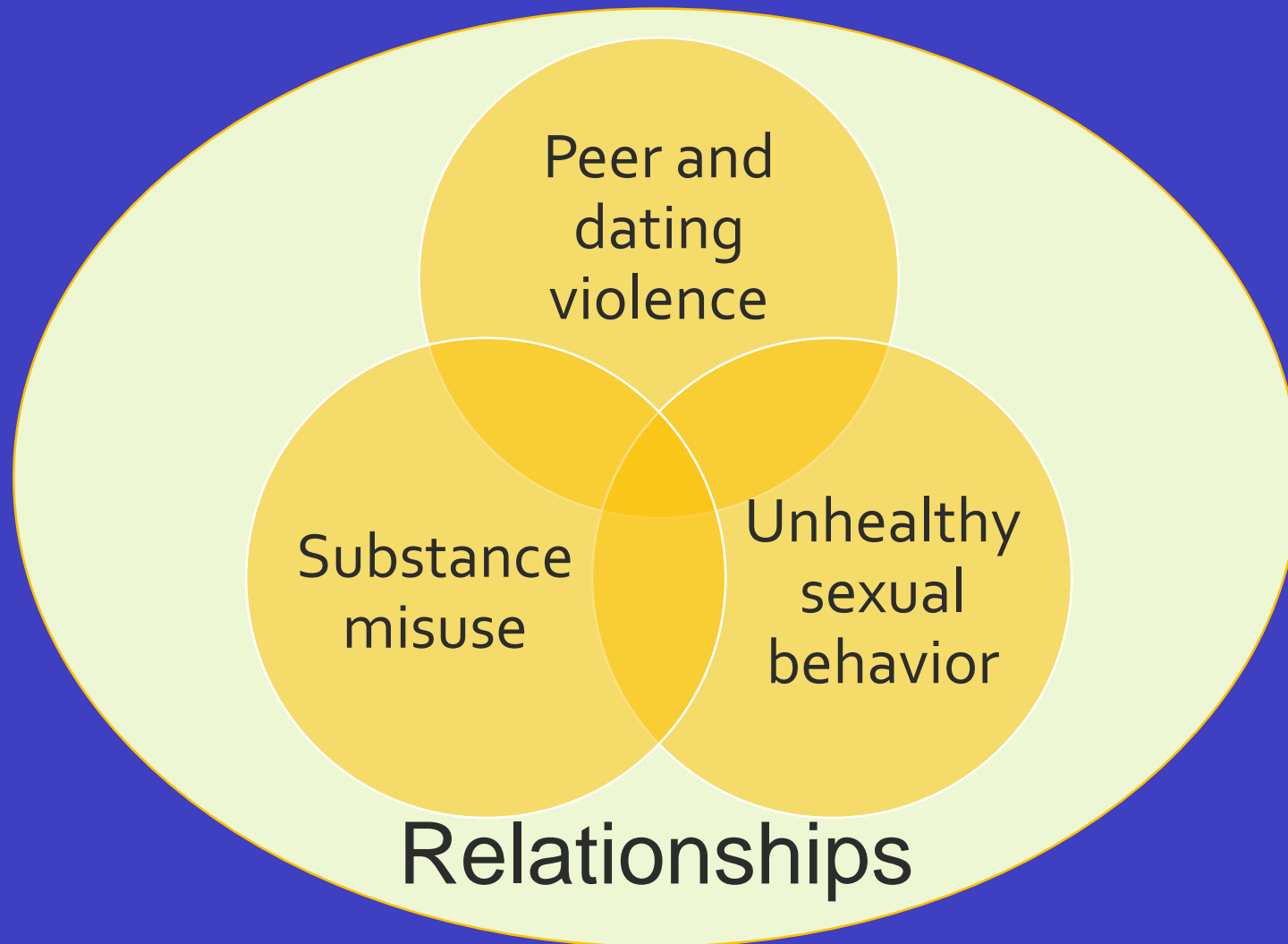
- **Canada**

- Ontario Bullying Prevention Data Base
- Canadian National Crime Prevention Registry
- Curriculum Services Canada
- Public Health Agency of Canada Promising and Best Practices Portal
- Public Health Agency of Canada Promising and Model Crime Prevention Programs
- National School-Based Mental Health and Substance Abuse Consortium

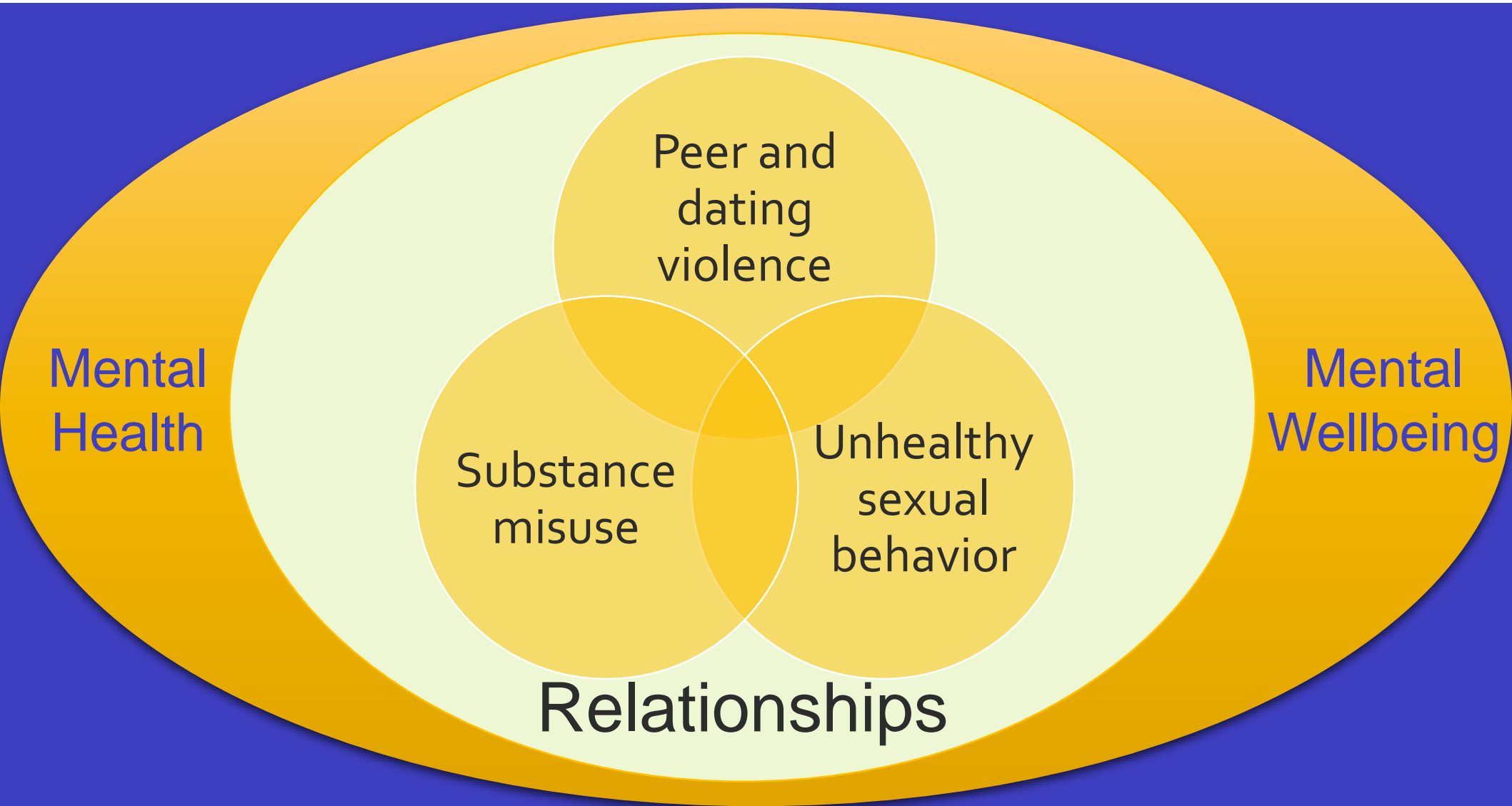
- **United States**

- SAMHSA's National Registry of Evidence-Based Programs and Practices
- US Department of Justice Programs Crime Solutions
- Office of Juvenile Justice and Delinquency Prevention's Model Programs Guide
- Find Youth Info Government Evaluated Program Directory

THE ADOLESCENT RISK TRIAD: THE RELATIONSHIP CONNECTION



THE ADOLESCENT RISK TRIAD: THE RELATIONSHIP CONNECTION



MENTAL HEALTH

- Many mental health issues surface during adolescence or young adulthood
- Depression and anxiety are common among high school aged youth
- Suicide is the second leading cause of death among young people next to car accidents



RELATIONSHIPS AND MENTAL HEALTH: WHAT'S THE CONNECTION?

- Healthy relationships can contribute to a person's mental wellbeing. A young person who feels meaningfully connected and who has healthy relationships in their life is in a much better position to access help when needed.
- Unhealthy relationships can contribute to mental health issues and challenges.
- A person's mental health can affect how they interact with the people in their life: Parents, peers, partners, teachers, co-workers, etc.



THE LINKS BETWEEN SUBSTANCE USE AND EMOTIONAL WELL-BEING

- Adolescents use substances for a range of reasons
- In some cases, substance use is a response to emotional distress:
 - Depression
 - Trauma
 - Anxiety

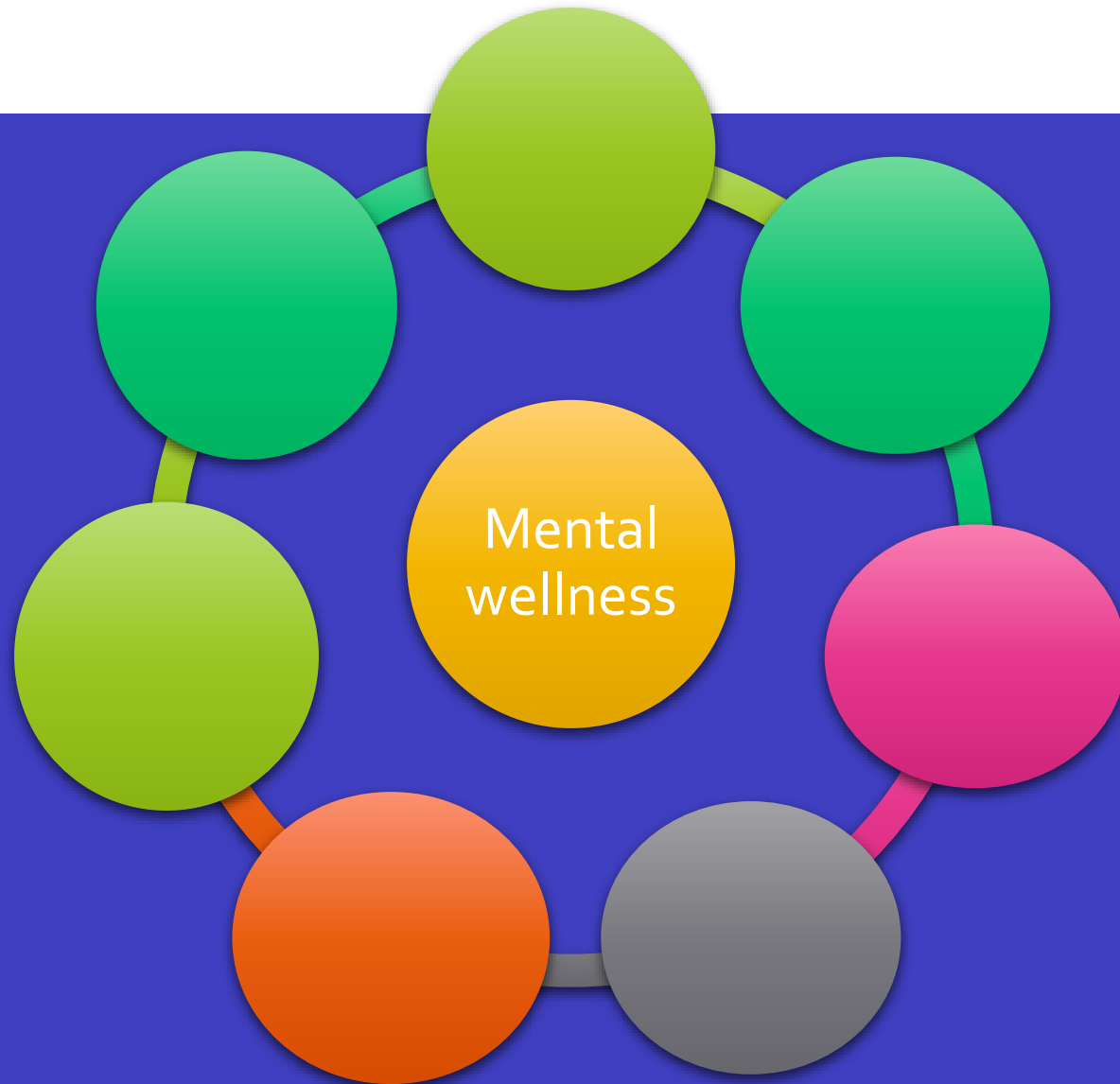
HEALTHY RELATIONSHIPS PLUS

- Small group format
- Not tied to curriculum expectations
- 14 sessions
- Flexibility around delivery
- Potential for youth co-facilitator

QUESTIONS ABOUT MENTAL WELLNESS

- What does it mean to be mentally well?
- What kinds of issues can get in the way of good emotional health?
- What can cause or trigger a mental health issue or mental illness?

WHAT DOES IT MEAN TO BE "MENTALLY WELL"?



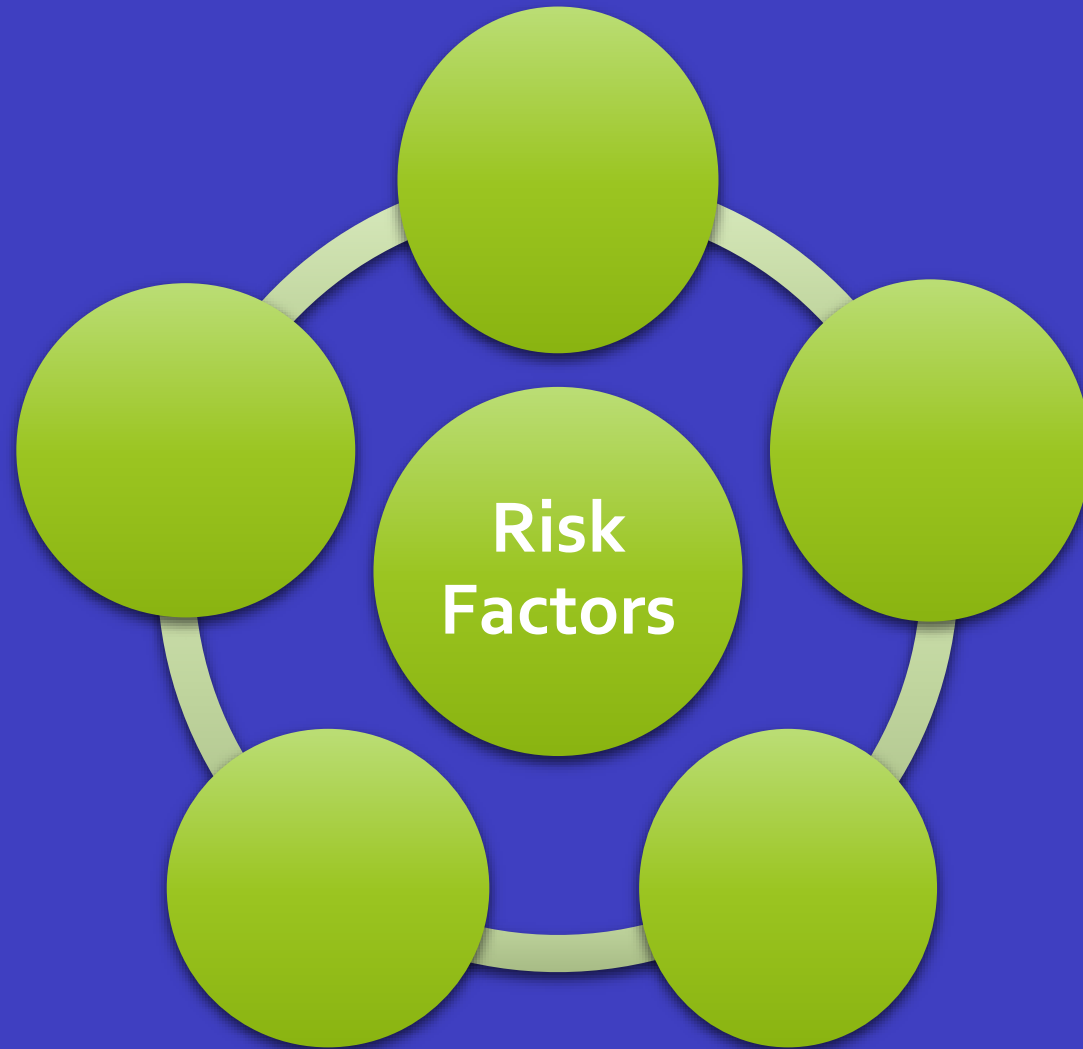
WHAT DOES IT MEAN TO BE "MENTALLY WELL"?



MENTAL HEALTH CONTINUUM



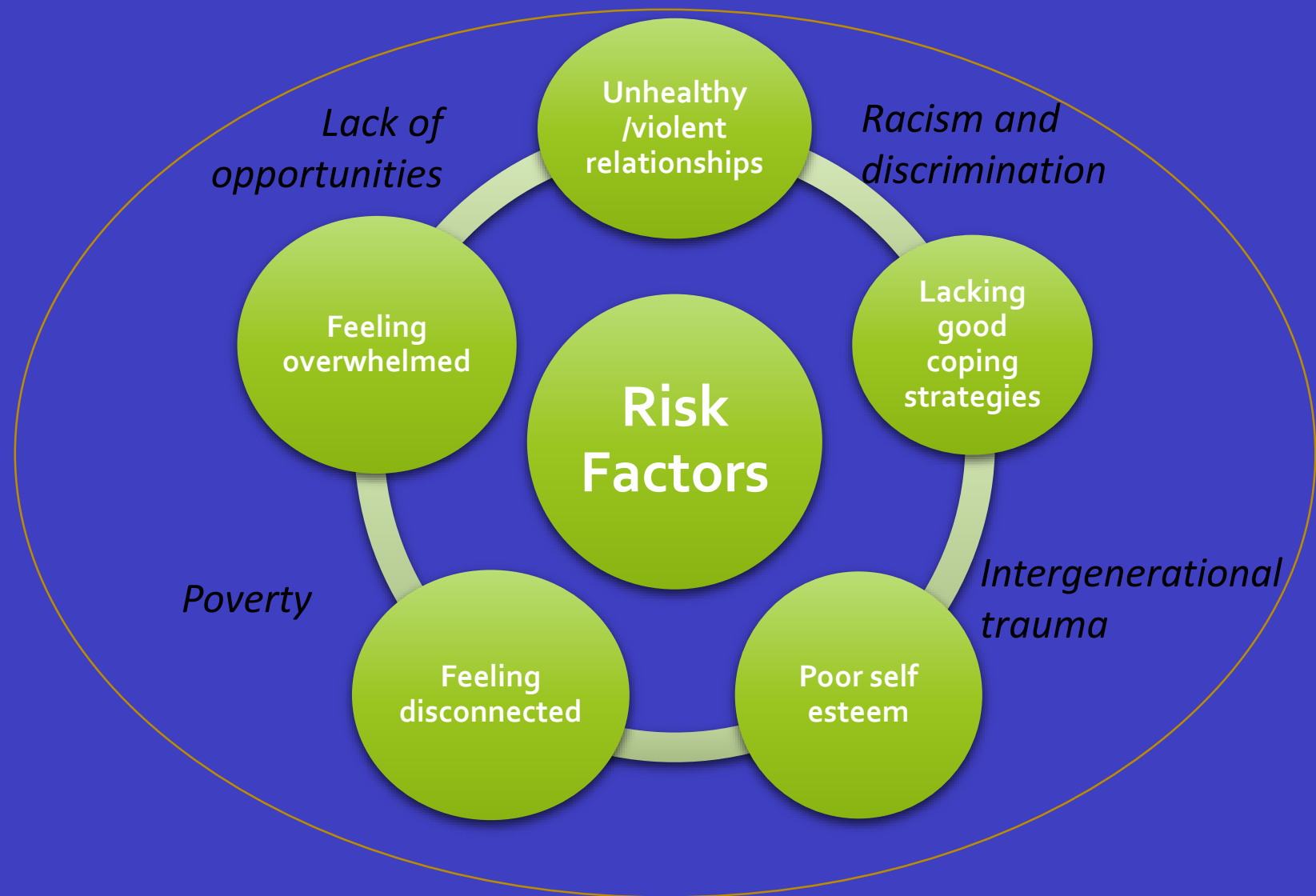
WHAT KINDS OF ISSUES CAN GET IN THE WAY OF GOOD EMOTIONAL HEALTH?



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WHAT CAN CAUSE OR TRIGGER A MENTAL HEALTH ISSUE OR MENTAL ILLNESS?

- Genetic factors
- Psychological factors (*low self esteem, inability to deal with anger or stress*)
- Hormonal/chemical imbalance
- Traumatic or stressful life events (*An assault, being bullied, abusive situations, a death of a loved one, etc.*)
- Unhealthy or abusive relationships
- Drug and alcohol abuse

Any of these factors, alone or in combination, can cause or trigger a mental health issue.


ONE IN FOUR PEOPLE WILL EXPERIENCE A
MENTAL HEALTH ISSUE IN THEIR LIVES



WHY DON'T MORE PEOPLE GET HELP?



WHY DON'T MORE PEOPLE GET HELP?



People will think I'm weird, weak, or "crazy".

There's nothing wrong with me. I don't think I need help. I'll snap out of it.

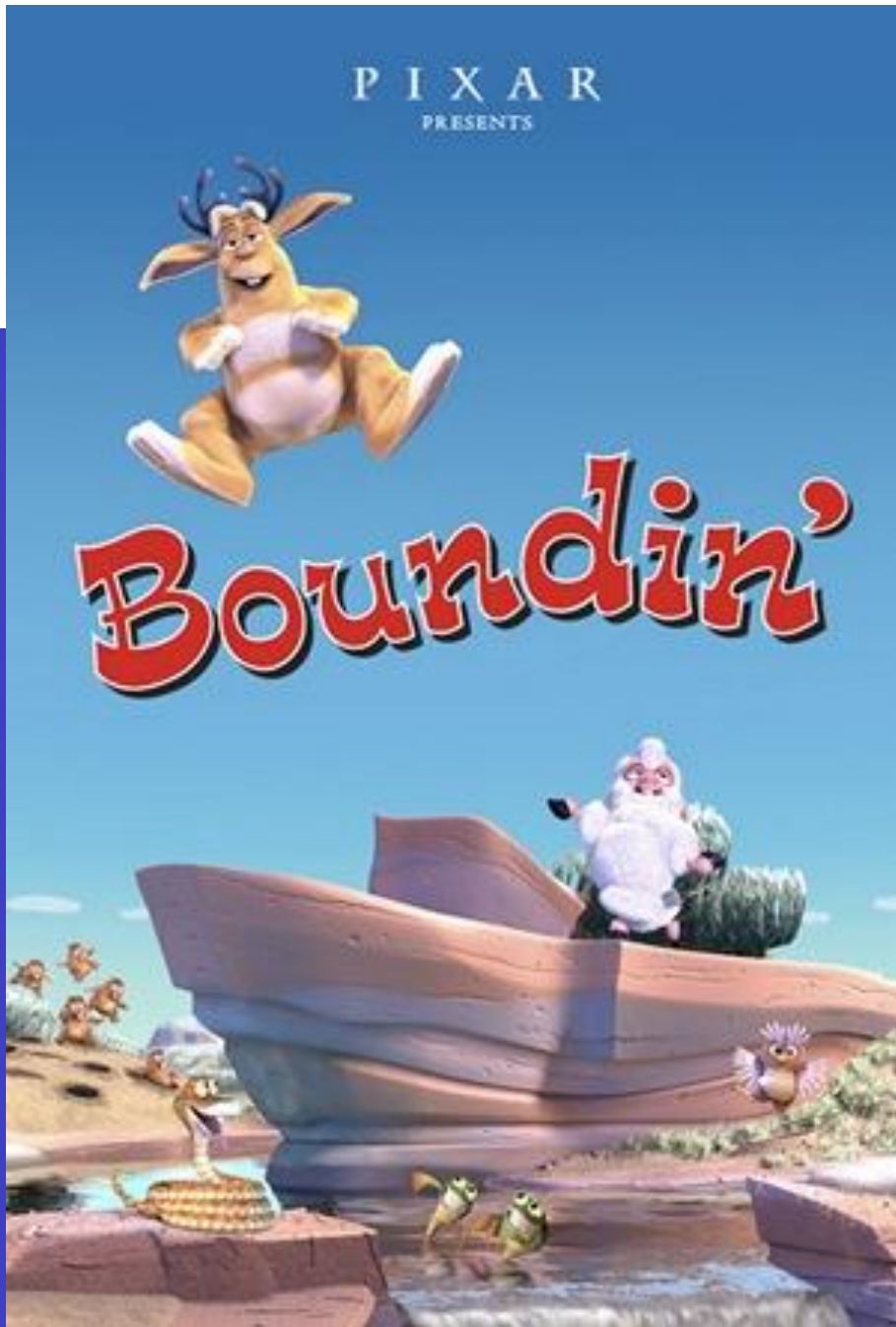
Everyone feels like this... right?

I don't know where to go to get help.

YOUNG PEOPLE, ARMED WITH THE RIGHT INFORMATION, CAN BE IN A GREAT POSITION TO HELP THEMSELVES OR A FRIEND IN TROUBLE.



- Young people often **turn to their friends first** when they are struggling.
- 8 out of 10 young people who attempt suicide mention their plans to someone before the attempt. **Often this person is a friend.**



OUR JOB:

What we are trying to do and
how we are going to do it!



WHAT WE ARE TRYING TO DO...

1. Promote discussion about mental health challenges in a safe, accepting environment.



WHAT WE ARE TRYING TO DO...

2. Get youth to think about how they manage their stress level and emotional wellbeing.



WHAT WE ARE TRYING TO DO...



3. Get youth to think about how their relationships contribute to their emotional wellbeing.

WHAT WE ARE TRYING TO DO...

4. Arm them with some information about how they might help themselves or a friend who is struggling.



WHAT WE ARE TRYING TO DO...

5. Help students to know when they need to seek professional assistance, either for themselves or a friend, and how to do that.



HOW DO WE DO IT...

6. Model nonjudgmental, calm communication around difficult mental health topics such as suicide.



HOW DO WE DO IT...



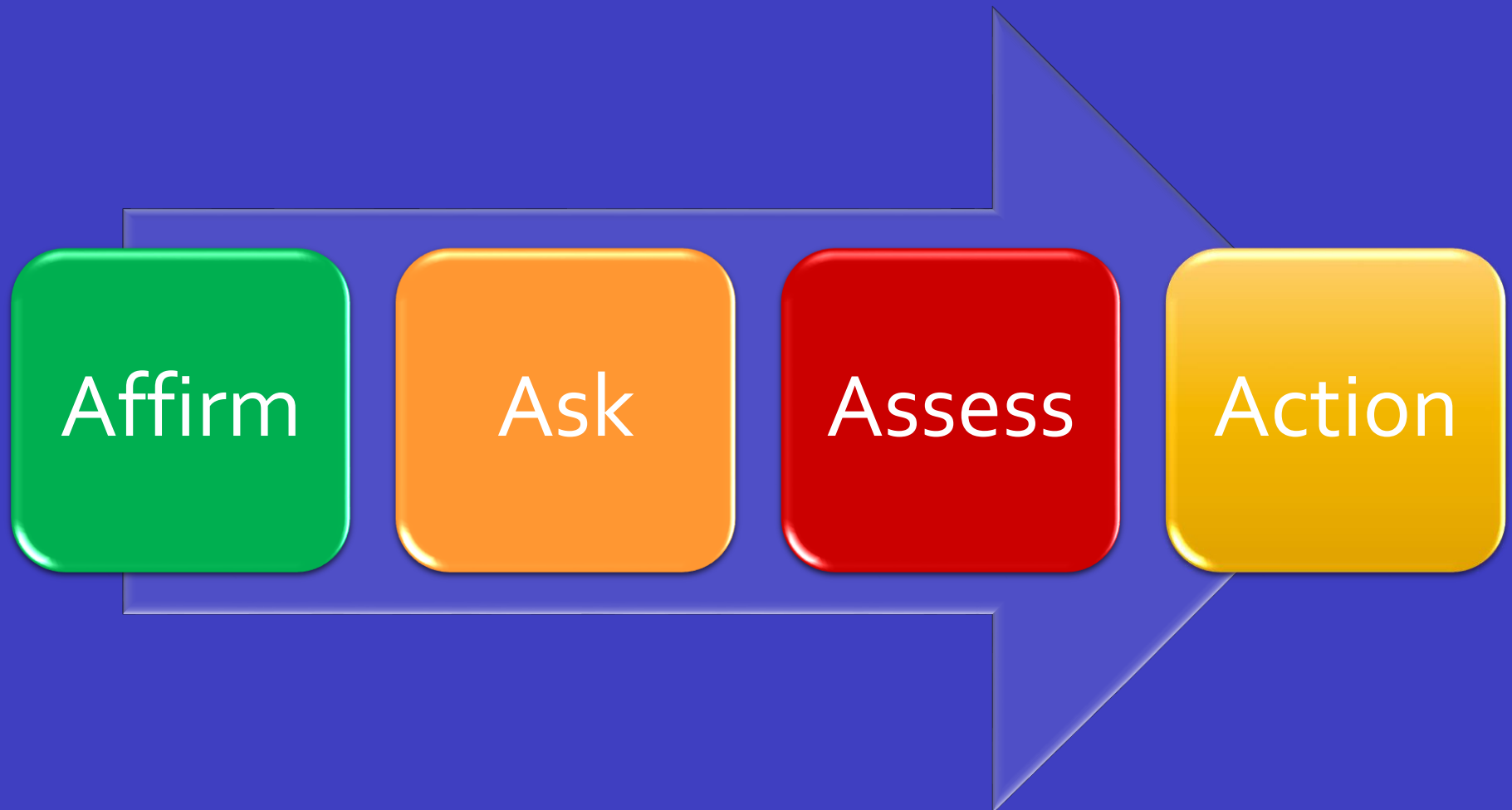
7. Be familiar with the different procedures and policies of our organizations as they relate to disclosure and risk of harm.

HOW DO WE DO IT...

8. Know how to respond to a disclosure or help-seeking attempt by a youth



4-A RESPONSE TO DISCLOSURES



AFFIRM

- Affirm the student's feelings
- Support the student for coming forward (e.g., "You did the right thing", "I'm really glad you came to talk about this")
- Reflect their emotions (e.g., "I can tell this is scary for you")



ASK



- Ask questions
- Aim for a non-judgmental tone
- Gather information about who, what, when and where
- How long a situation has been going on

ASSESS

- If it is a disclosure about bullying – safety may differ depending on role
- If it is a disclosure about potential harm, get a sense of thoughts versus plans
- Pay special attention to threats
- Help safety plan



ACT



- No quick fix, but a step by step plan
- Most important is the next step (e.g., speak with principal, parents, students involved)
- If there are threats of self-harm, ask youth to commit to staying safe until next day/meeting, etc.
- Tell the student what will happen next
- Follow your protocol for reporting or consulting with others

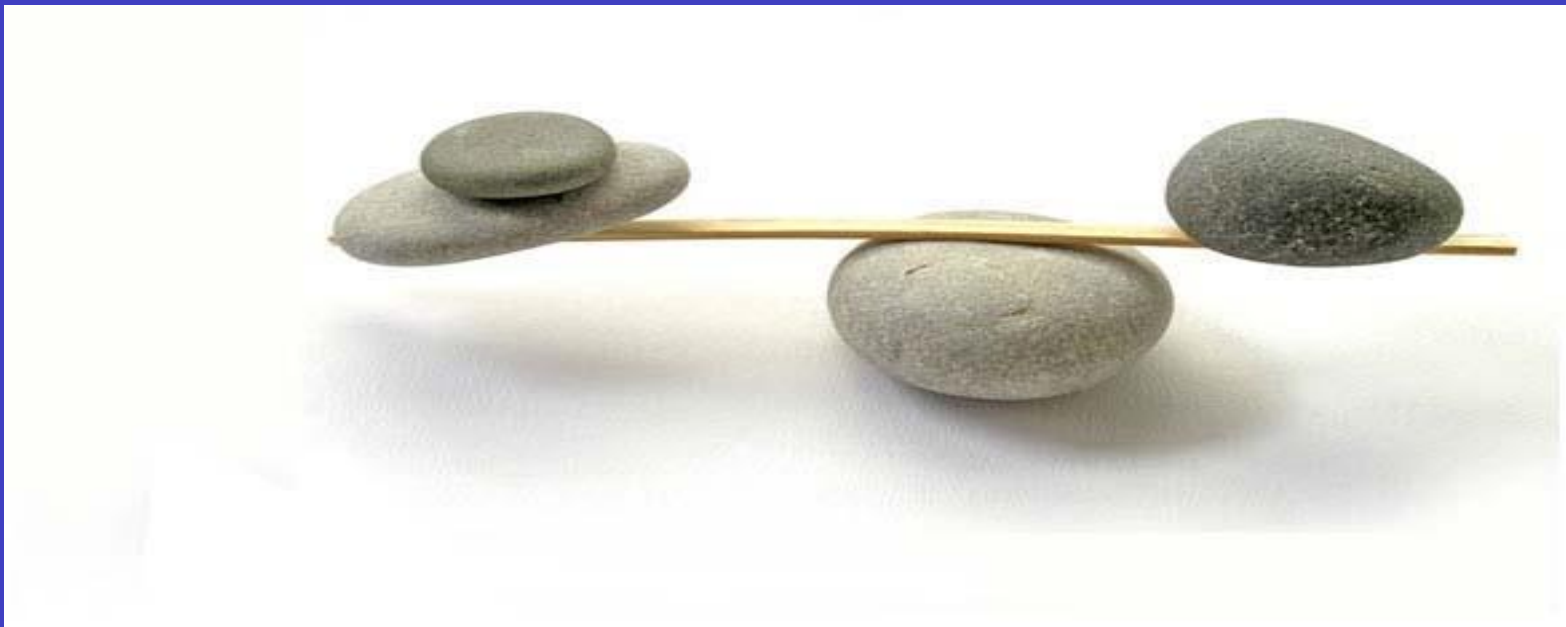
HOW DO WE DO IT...

9. Engage in self-reflection to examine our own beliefs and attitudes about mental health challenges and suicide.



HOW DO WE DO IT...

10. Be aware of the need for self-care and develop a plan to help maintain balance.





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OVERVIEW: HEALTHY RELATIONSHIPS PLUS

- Background
- Participants
- Implementation
- Prior Experience



SCAVENGER HUNT



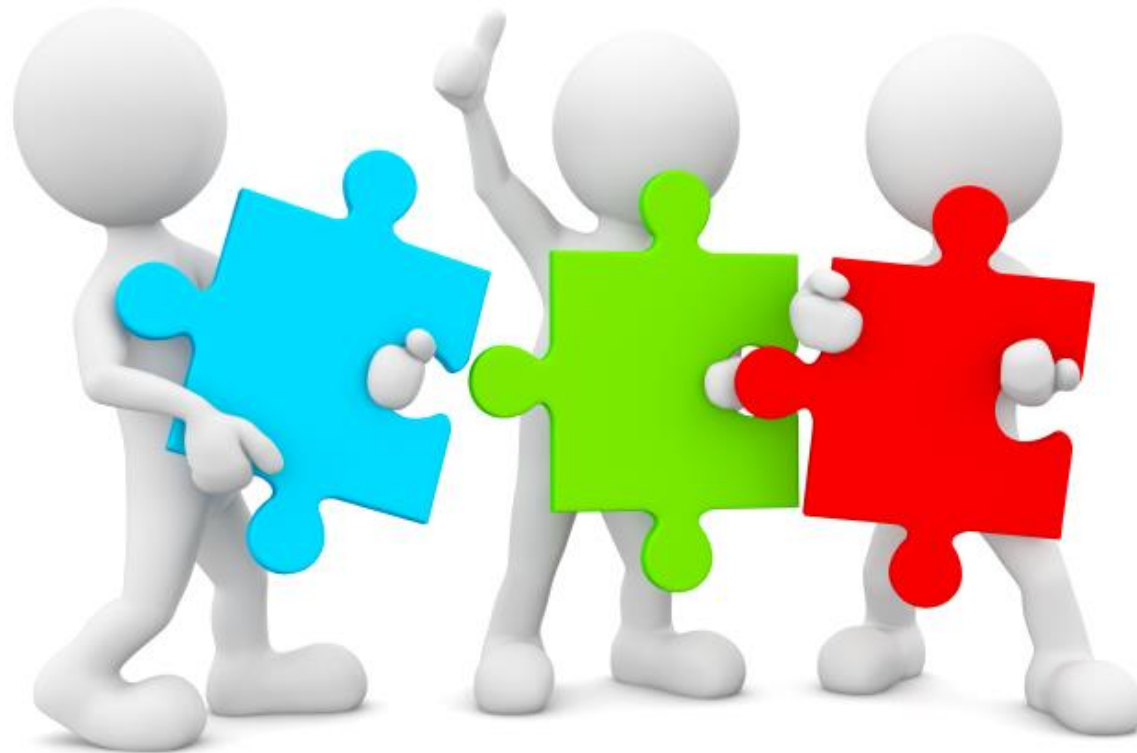
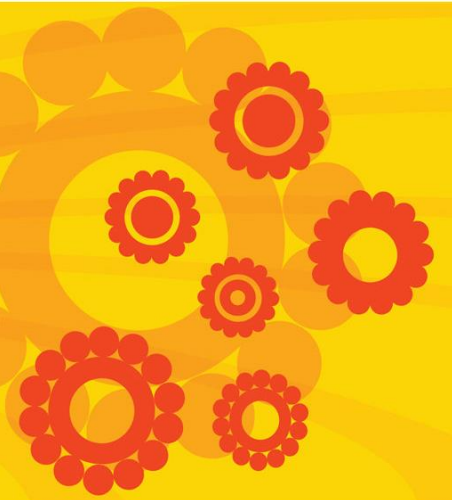
OVERVIEW

- Document Overview
- Lesson Overview
- Options
- Additional Resources



BREAK

Strategien



WARM-UP





Where's the Lie?





GAME

Values Line/Fold the Line/ Communication Line



**MOVE TO
THE
MUSIC**





MOVE TO THE MUSIC QUESTIONS

- What does it **LOOK** like when people are in a *healthy* relationship? What do you actually **SEE**?
- What does it **LOOK** like when people are in an *unhealthy* relationship? What do you actually **SEE**?

Q

Quiz, Quiz, Trade Card

Mental Health is something we all need to know about.

Myth or Fact?

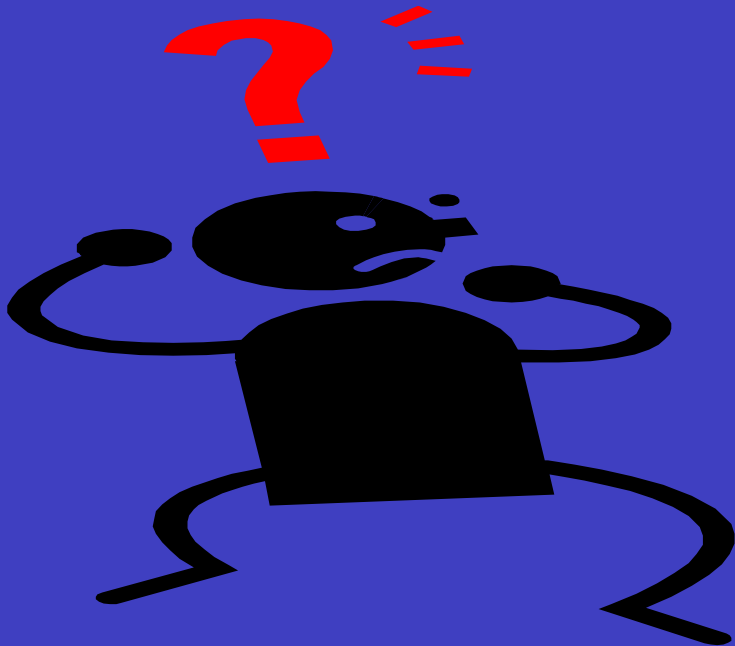
Quiz, Quiz, Trade

Answer:

Fact – 1 in 4 people in Canada will experience a mental health issue



A



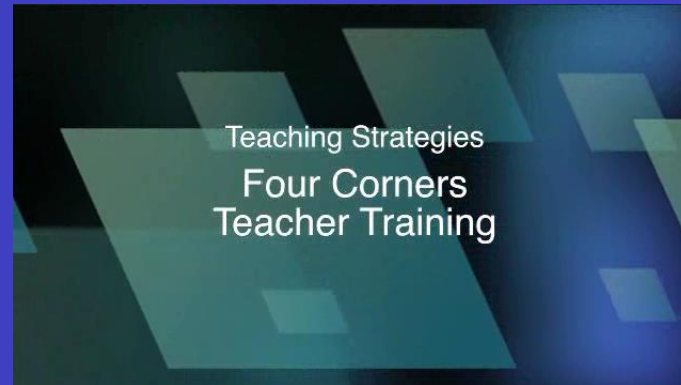
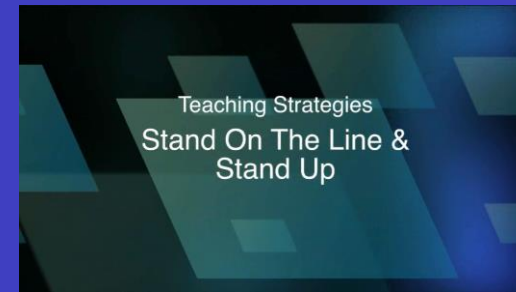
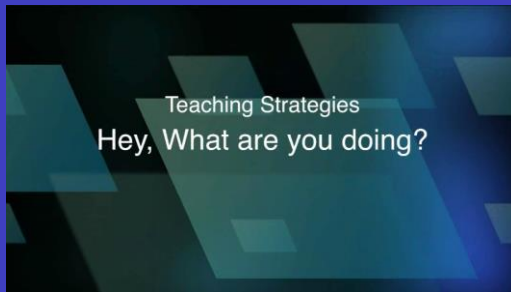
Cool Down



EXIT STATEMENT



TEACHING/LEARNING STRATEGY VIDEOS

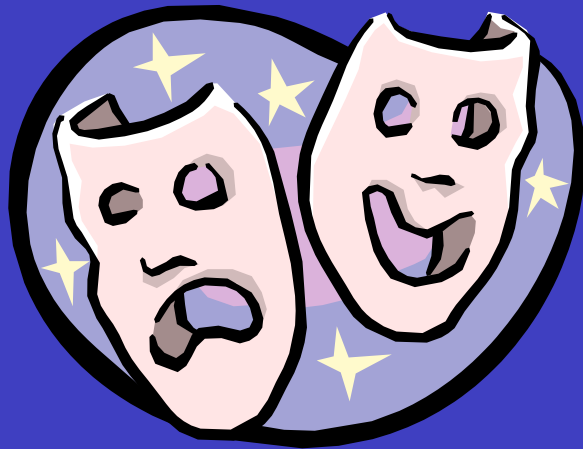




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SKILLS PRACTICE



FOURTH R SKILLS

- Active Listening
- Assertive Communication
- Delay, Refusal, Negotiation
- Help Seeking
- Providing Support
- Apologizing
- Ending a Relationship



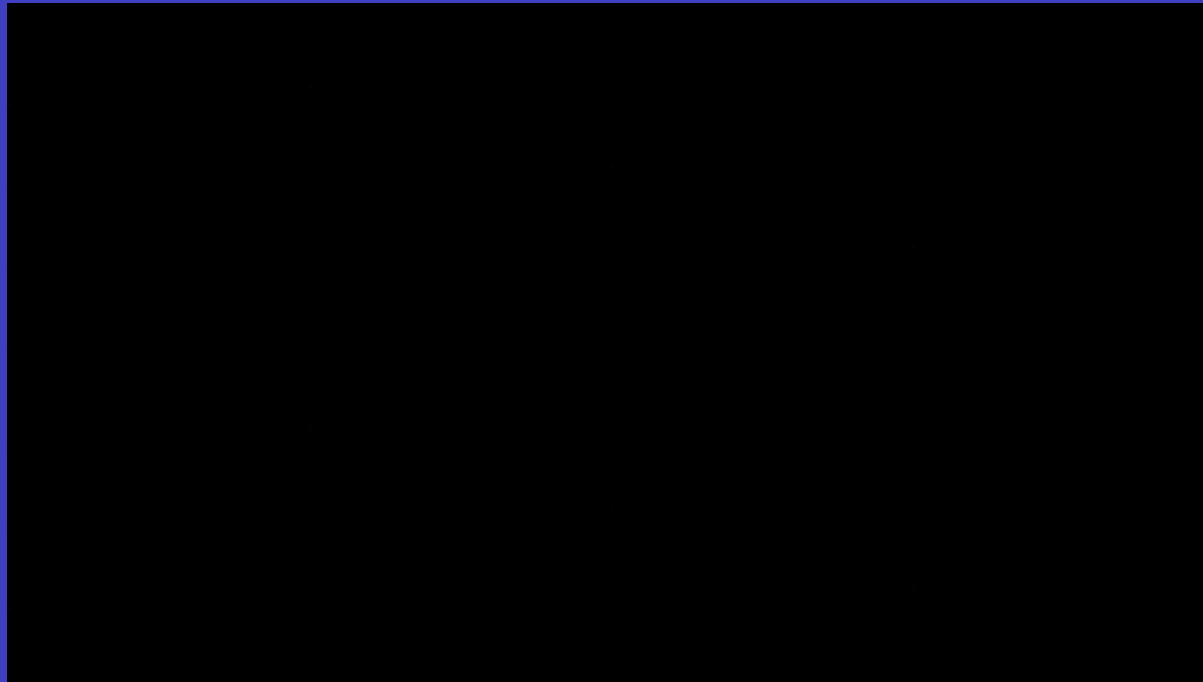
STEPS FOR SUCCESSFUL SKILLS PRACTICE

- Give clear directions
- Provide a model
- Focus on skills
- Monitor and coach as necessary
- Keep the responses short
- Debrief completely

GUIDELINES FOR RESPONDENT

F	EELINGS:	Have I said how I feel?
O	PTIONS:	Have I offered a win-win option?
U	NDER CONTROL:	Am I staying calm?
R	IGHTS:	Am I respecting my rights and the rights of others?
T	ALKING:	Am I talking assertively?
H	APPEN:	Have I said what I want to happen?
R	EALISTIC:	Is my response realistic?

VIDEO RESOURCES:
SKILLS FOR EFFECTIVE RELATIONSHIPS
PART I – ASSERTIVE, PASSIVE, AGGRESSIVE



ASSERTIVE COMMUNICATION

- Step I – presenting a written model
- Step II – practising written responses
- Step III – demonstrating a verbal response
- Step IV – practise verbal responses



GUIDELINES FOR MAKING AN APOLOGY

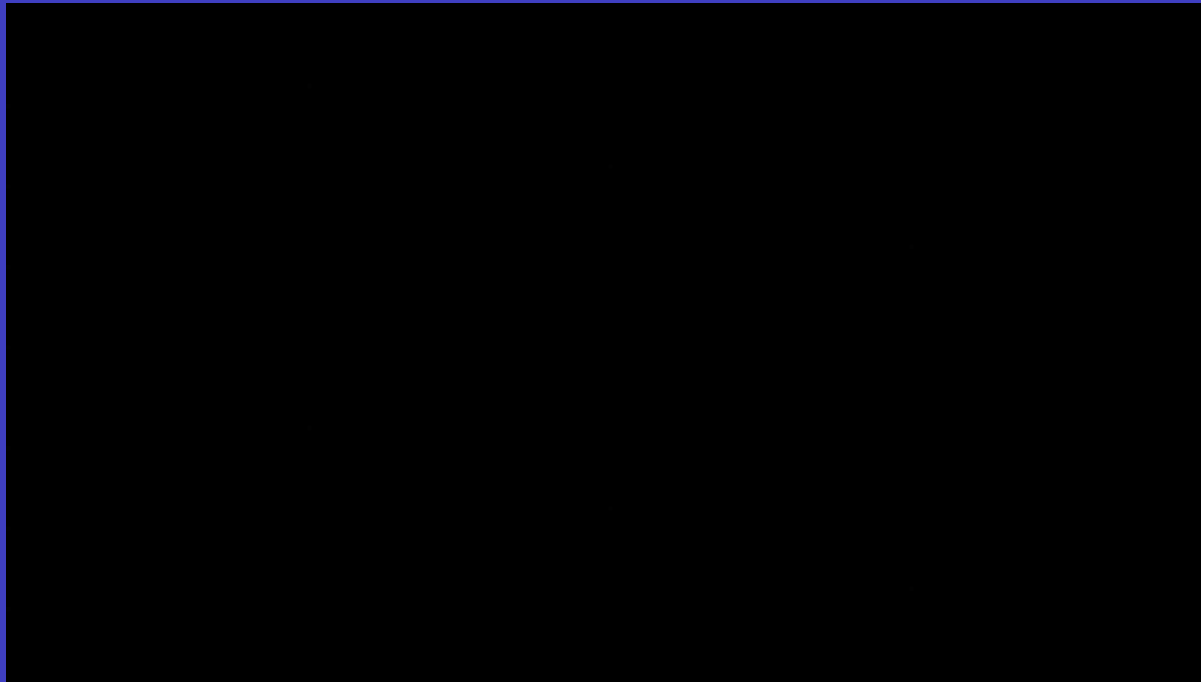
- Be sincere
- Tell the person why you are sorry
- Tell the person how you will correct the situation (if possible)
- Use a serious tone of voice



APOLOGIES

- Step I – presenting a written model
- Step II – practising written responses
- Step III – demonstrating a verbal response
- Step IV – practising verbal responses

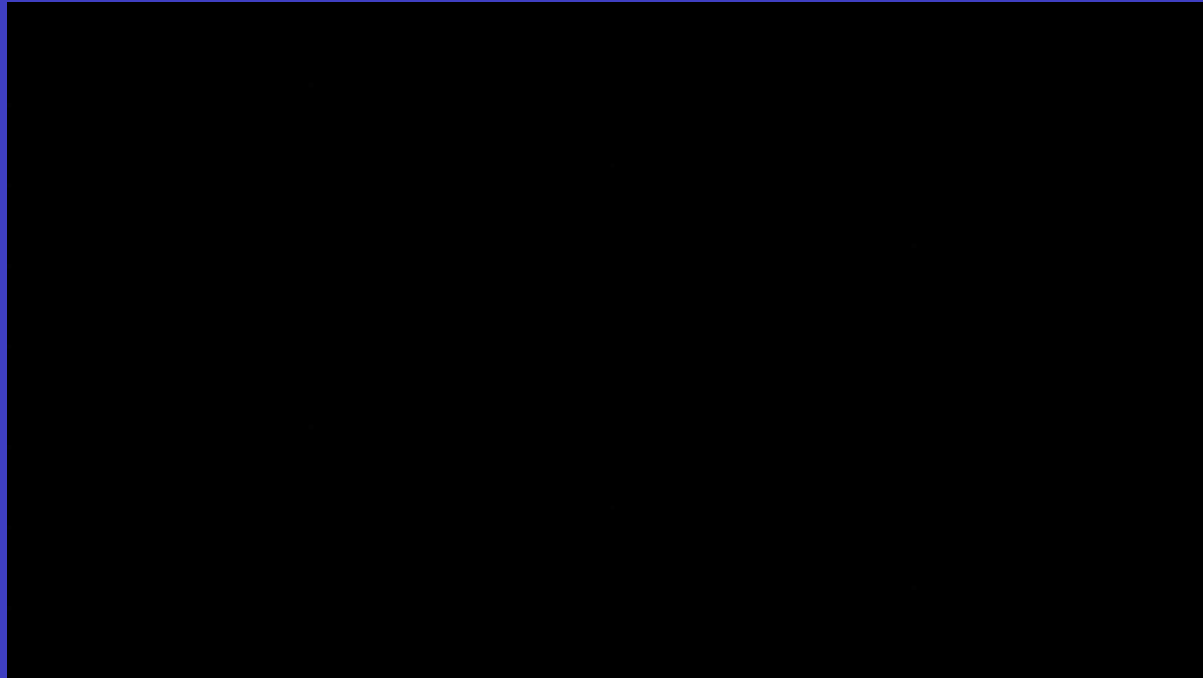
VIDEO RESOURCES:
SKILLS FOR EFFECTIVE RELATIONSHIPS
PART II- DELAY, REFUSAL AND NEGOTIATION



DELAY / NEGOTIATION / REFUSAL SKILLS

- Step 1 – Show clips from DVD Skills for Effective Relationships
- Step 2 – written response
- Step 3 – demonstrating a verbal response
- Step 4 – practise verbal responses

VIDEO RESOURCES:
SKILLS FOR EFFECTIVE RELATIONSHIPS
PART III – COMBINATION OF SKILLS



RESEARCH AND ADAPTATIONS

NATIONAL IMPLEMENTATION STUDY

- HRP currently being implemented in more than 80 sites across 4 provinces and territories
- Significant variability across sites
- Look at *how* the program is actually used – formats, modifications
- Identify necessary adaptations

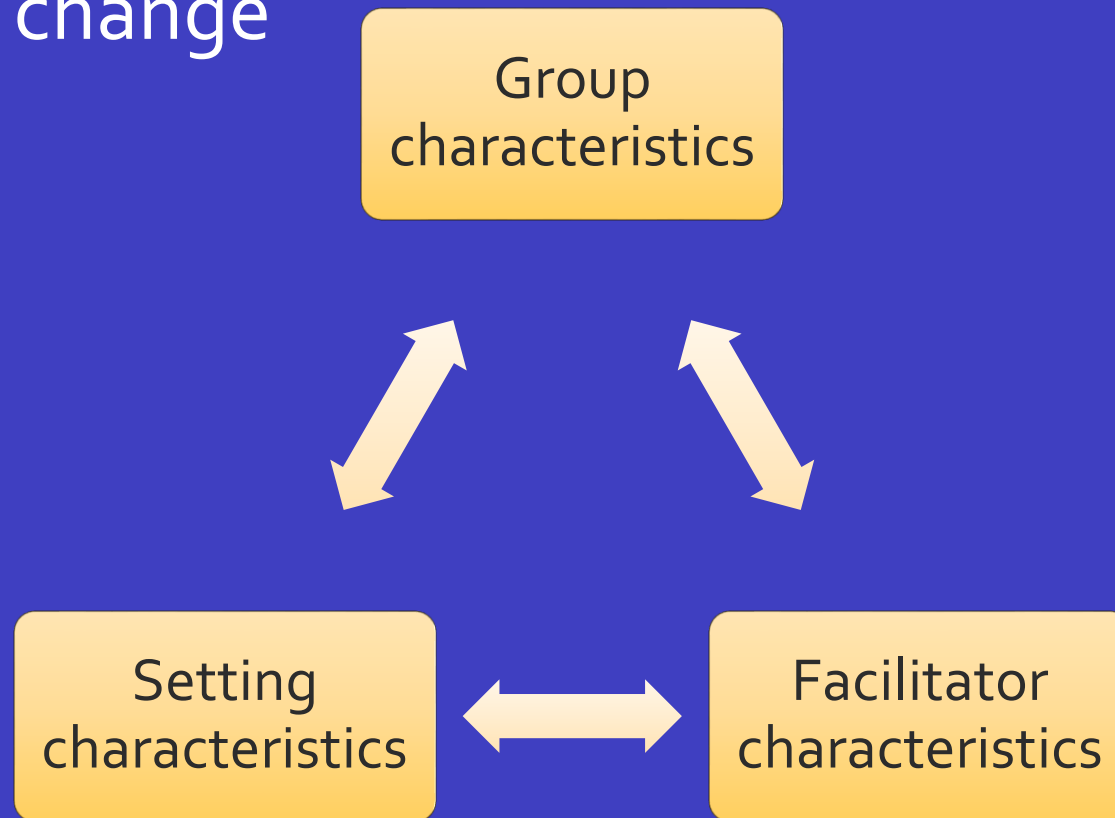


NATIONAL IMPLEMENTATION STUDY: DESIGN

- Pre-post surveys with youth
- Implementation surveys with facilitators
 - Group and setting characteristics
 - Facilitator characteristics
 - Successes and challenges
 - Modifications
 - Perceived benefits
 - Perceived support and accountability

FACTORS THAT AFFECT IMPLEMENTATION QUALITY

- Within group design to look at impact of different levels on implementation quality and pre-post change



EMERGING FINDINGS

- Facilitators report high levels of satisfaction
 - 95% report being likely or very likely to implement in the future
 - 95% would recommend it to colleagues
 - 100% say benefits for youth

It is an amazing and rewarding program to facilitate! Plan ahead by pre-reading sessions and if you need to make modifications do it- every group is different and come from different environments- make HRPP relevant to them!

I really enjoyed how relevant it appeared to be to the students. Some students experienced a lot of the situations and they stepped up spoke to the importance or practicality of some of the lessons, leading the way in discussions for less "mature" (for lack of a better term) students.

STUDENT REPORTS: RELATIONSHIPS

- Similar to other Fourth R research – see evidence of relationship vocabulary and new skill acquisition:

I enjoyed participating in each session and I think the sessions did contribute to learning relationship skills (like communication skills, what to do and what not to do in break-up; etc)

I learned to be respectful and assertive when apologizing, ending relationships/friendships, and when not agreeing with peer pressure. I also learned how to be a good listener.

STUDENT REPORTS: MENTAL HEALTH

- Evidence of learning mental health related concepts and skills in the same way:

I learned how to approach someone who may have a mental health illness and what to say to them.

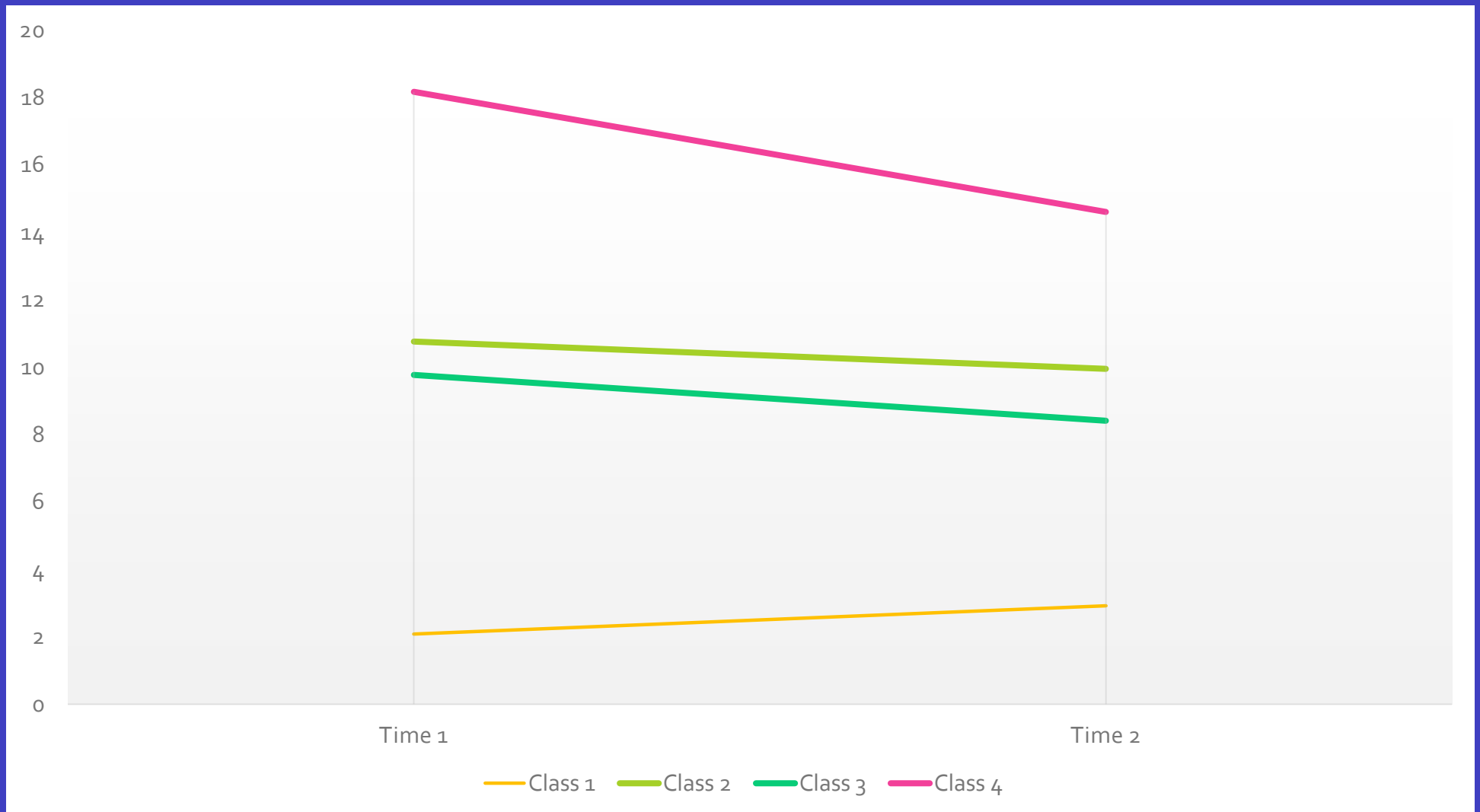
I learned what to do for a friend in suicidal situations.

I learned lots! but what I learned mostly was the signs to mental health illnesses.

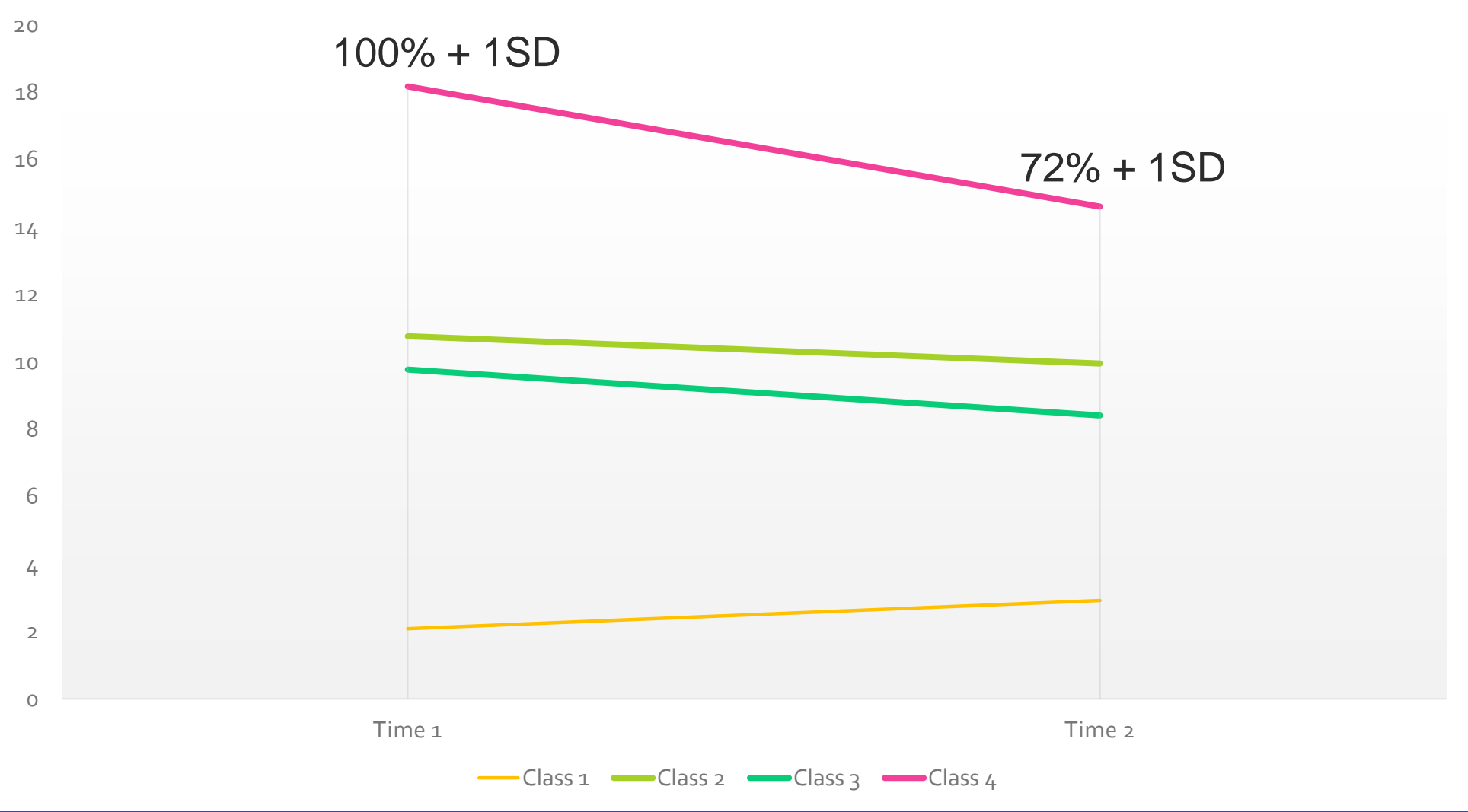
PRE- AND POST- DEPRESSION SCORES

- Main effect for time (i.e., decrease from pre- to post-)
- Within group analysis indicates four latent classes
- Class 1 (n=438) – low depression
- Class 2 (n = 92) – moderate depression
- Class 3 (n=150) - moderate depression
- Class 4 (n=130) – high depression

CHANGES IN DEPRESSION BY CLASS



CHANGES IN DEPRESSION BY CLASS



ADAPTATIONS

- French language version
- Supported literacy version
- LGBTQ+ pilot

SUMMARY

- Extending evidence-based healthy relationships programming to have strengthened focus on mental health is a natural next step
- Facilitators love the program and see significant and specific changes in youth
- Youth are engaged and find the program beneficial
- Preliminary analyses identify a main effect on lowering depression, with greater benefits for those who need it more
- Our national implementation study will help us better understand how to optimize the impacts of the program in different contexts

NEXT STEPS...

- Five free regional trainings in 2016-2017
- Leave your name on the list at the back if you want to be emailed once they are scheduled

HEALTHY RELATIONSHIPS PLUS PROGRAM



Thank You!

- Feedback Form
- Questions - email thefourthr@uwo.ca