

MODULAR BEHAVIOURAL INTERVENTION

**Manual for delivery of a face-
to-face modular behavioural
intervention in schools**

English



**For counsellors, non-specialist guides/coaches or
intervention facilitators**

Sangath

*This modular behavioural intervention is part of the PRIDE
adolescent mental health research programme.*

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TECHNICAL GUIDE

This guide is designed for counsellors and intervention developers. It uses technical terms where needed. Within this guide, the person in receipt of the intervention is referred to as the 'student', this being shorthand for an adolescent with persisting mental health concerns. The person delivering the intervention is described as a 'counsellor'.

Context

MBI is the second step in a two-step intervention system to promote student mental health designed by Sangath. It is designed to address persisting common mental health difficulties in secondary school students aged 12 to 18 years (grades 9-12), who are non-responsive to the first line of intervention (Problem Solving Intervention). The intervention is not suitable for students with reading and writing difficulties, those with high-risk suicidal behaviour, and those with substance abuse problems. It has the following general characteristics:

- It was designed to be delivered in-person within schools, during school working hours. It can also be adapted to be delivered remotely, over phone-based audio call or internet-based video call (referred to as 'remote delivery')
- It is suitable for a broad range of persisting common mental health difficulties (emotional and behavioural)
- It can be delivered to students with limited reading ability. It can be delivered by a 'counsellor' who has minimal experience of providing psychological interventions and knowledge of mental health disorders. The counsellors are required to

complete a training program before delivering the intervention

- It requires the provision of supplementary resource booklets, posters and a few other resources depending on the mode of delivery
 - Within schools, it would require a private/ semi-private space for the intervention sessions
 - Remote delivery would additionally require access to a phone/laptop, private space and steady network/ internet connection, for both student and counsellor
- This intervention has been previously evaluated in two cohort studies which have shown preliminary evidence of its beneficial impact among those who are non-responsive to Step 1. Those students who received and completed Step 2 have showed significant reduction in mental health symptoms and problem severity (Chorpita et al., 2020; Malik et al., under preparation). The number of cases in both studies were small and thus, these findings need to be interpreted with caution.

Intervention goal

The first step of the stepped care intervention aims to build problem-solving skills among adolescents. This skill is likely to benefit many adolescents by teaching them how to manage the most commonly faced adolescent problems. However, there may be some adolescents that will find it valuable to learn additional behavioural skills that will help them better cope with persisting mental health problems.

The MBI is designed to expand the student's adaptive coping skills by teaching them skills that are directed towards emotional, behavioural and interpersonal difficulties

MBI aims to develop the person's skills in specific areas where problems/deficits are present. The counsellor,

with inputs from the student, and guidance of supervisor decides which one of the 3 behavioural modules is best suited for them as described below:

- Being Active:** For adolescents who feel sad, withdrawn, demotivated, experience persistent anxiety and are unable to work or manage their time appropriately.
- Facing Fears:** For adolescents who feel worried/ anxious/scared in a situation where the danger can be relatively less threatening in reality as compared to how it is perceived (fear of talking to authority figures, the opposite sex, in front of groups; fear of heights, domestic animals, exams, and so on).

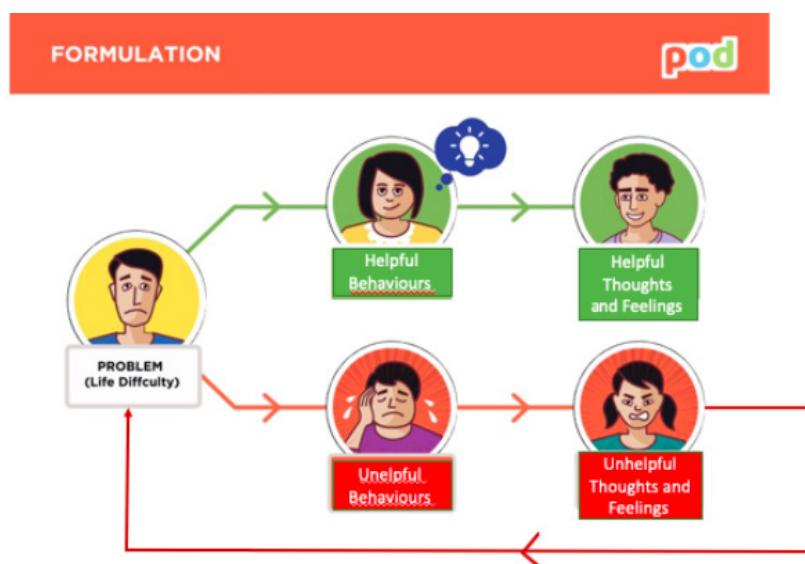
c. **Learning to Communicate:** For adolescents who get angry easily, get into arguments and frequent

fights with others or are unable to or feel inhibited to express their needs and/or are shy.

Conceptual Model

‘Common mental health disorders’ refer to depressive and anxiety disorders and are distinct from the feeling of sadness, stress or fear that anyone can experience at some moment in life. Common mental health difficulties are caused by a combination of biological, psychological and environmental factors. Individuals predisposed to developing mental health difficulties

and experiencing multiple challenging situations in their lives, are likely to develop chronic stress reactions. Along with this, young people with limited adaptive coping mechanisms, namely, problem-solving skills, are particularly susceptible to experiencing mental health symptoms(see diagram)



Life difficulties or problems (e.g. at home or school) can make one do things or behave in ways that are unhelpful (e.g withdrawing from pleasurable or important activities, avoiding speaking in public gathering, making rude comments towards others), which in turn can affect their thoughts and feelings adversely (such as thinking bad things would happen, think there is no hope or feeling sad, nervous, angry).

However, if we work on changing the things we do or the way we behave, it will help us think differently and feel better. In the MBI intervention student’s effort at

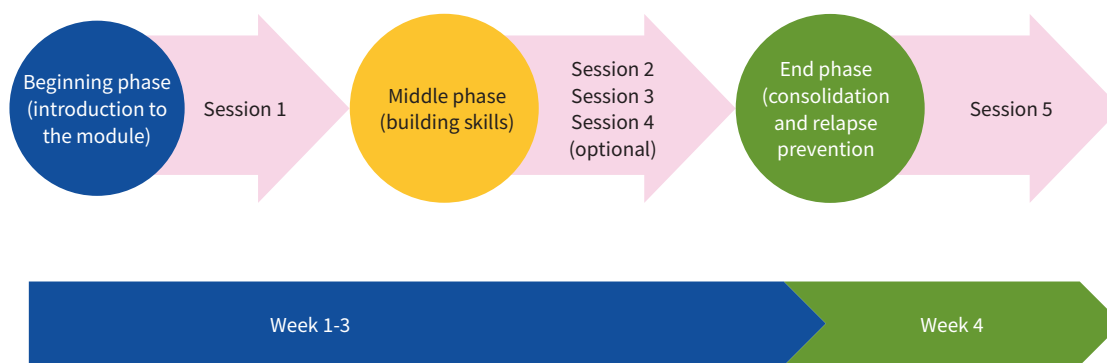
solving problems will be directed towards altering their stress reactions to such problems via emotion-focused coping and changing behavioural responses. Emotion-focused coping will include, reducing maladaptive emotional reactions such as anger, tension etc. Changing behavioural responses will include having the adolescent engage in different more adaptive behaviours by teaching them relaxation, doing activities, demonstrating alternate ways of communication etc.

Intervention Structure

MBI is an intensive intervention comprising 4-5 biweekly or weekly sessions spread over 4 weeks. The duration of each session is approximately 30 minutes. The length of the intervention can be extended in cases of logistical disturbances (for example, school vacations,

examination break) or due to clinical factors (i.e., need for a greater number of sessions needed in the middle phase for practicing the skill learned).

The intervention is divided in three phases, as shown below:



Beginning phase: The focus of this phase (first session) is to review the student’s progress through the previous step of intervention, educate the student about the intervention structure and the module relevant for their problems (‘Being Active’, ‘Facing your Fears’ or ‘Learning to Communicate’).

Middle phase: The counsellor and the student work on building skills that are specific to the main problem presented by the student. It is intended to last 2-3 sessions.

End phase: In this phase (last session) the focus is to summarize the student’s counselling journey, highlight the successes and challenges and prepare a plan for dealing with challenges. Relapse prevention is an important part of this phase, where the student and counsellor discuss a plan to ensure continued student progress.

What you need for delivery: Intervention Material¹

MBI is an intensive intervention comprising 4-5 biweekly or weekly sessions spread over 4 weeks. The duration of each session is approximately 30 minutes. The length of the intervention can be extended in cases of logistical disturbances (for example, school vacations, examination break) or due to clinical factors (i.e., need

for a greater number of sessions needed in the middle phase for practicing the skill learned).

The intervention is divided in three phases, as shown below:

¹ It is recommended that at the start of the program/ training, counsellors receive a starter kit containing a sample copy of the materials mentioned above (printed, digital, or both) and the manual.

Material	Purpose
MBI Booklets	<p>Following booklets are made available:</p> <ol style="list-style-type: none"> 1. Module specific booklets that explain the 'act-well' behavioral skills (Being Active, Facing your Fears, Learning to Communicate) through illustrated vignettes and home practice exercises 2. Looking ahead booklet to summarize their learnings from program and prepare relapse prevention plan <p>The material is available in printed and digital formats, in both Hindi and English. The material is intended to encourage application of skills between sessions and generalization of across contexts.</p>
Progress Journey Graph	<p>An idiographic tool to monitor progress and changes in mood and the severity of the students' problem from session to session. The material is available in printed and digital formats, in both Hindi and English.</p>
MBI Manual	<p>A session wise guide for counsellors delivering the MBI to students. The manual is available in both printed and digital format.</p>
Counselling Planner	<p>'In session' pictorial aid to show students' the intervention structure.</p>
Formulation Sheet	<p>A pictorial aid to explain the link between problems, associated stress reactions and 'act-well' skills. The material is available in printed and digital formats, in both Hindi and English.</p>
Session Record Forms	<p>Forms filled by the counsellor after the session to document clinical indicators, processes and issues. Electronic forms to be used where available.</p>

Next Step

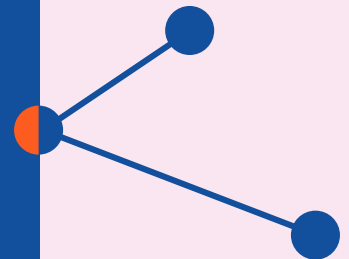
After completion of MBI, there may be students that continue to have persisting problems.. These students may benefit from specialist services and the counsellor should work with the student and their family by

assisting them with this process and helping them access resources.Principles of shared-decision making as discussed in PS Manual can also be used for deciding the need for specialist referral.

SESSION-BY-SESSION USER GUIDE FOR EACH MODULE

Note: At this point in the intervention, the student will branch off to one of three possible paths i.e. Being Active, Facing your fears or learning to communicate based on their presenting problem. You can pick only 1 path.

The student and counsellor will arrive at this decision together where the counsellor will present the student with all 3 paths and a collaborative decision is made keeping in mind the problem that the student wishes to work on and the skills required to manage the concerns.



BEING ACTIVE (BA)

Session 01.

Session Objectives

1. Learn about persisting problems
2. Introduce 'Being Active' skill
3. Generate list of positive activities
4. Instill hope

Materials Required

- MBI Manual
- 'Being Active' booklet titled 'get up and get going'
- Formulation sheet
- Progress Journey graph
- Session Record Forms
- Audio recorder

Session Components Checklist

- Continue engagement
- Set the agenda
- Monitor problems using progress journey graph
- Introduce 'Being Active'
- Activity generation
- Assign home practice
- Address barriers to attending counselling
- Summarize and instill hope
- Wrap up the session

Session Components

Continue Engagement from the previous sessions

Greet the student. Revisit the discussion from the last meeting and ask them to summarise what they remember. Address any discomfort they might feel towards the extended counselling sessions. Remind them that working on their problems takes effort and courage and as they practice the skills learned between the sessions, it will result in them overcoming their difficulties.

“Hello! It is good to see you. How has your week/day been?”

“I would like to know if you remember what we covered in our last meeting?”

“How do you feel about attending more counselling sessions?”

“It’s good to see your commitment and effort towards overcoming your problem. Working on our problems can take time and requires practice, so don’t be discouraged!”

Set Agenda and Session Guidelines

- Orient the student to the process of agenda setting. Make a list of items that will be covered in today’s session. The agenda for the session will include discussing the problems, introducing the progress journey, reviewing and practicing relaxation, introducing being active and generating a list of activities.

“I’d like to start our meeting by discussing what we will be covering today. We call this the agenda. Today, we will start discussion by identifying problems for which you would like help for. After this, I will tell you about a new skill called ‘Being Active’ that can help you manage your problems. Towards the end of the session we can discuss what you need to do at home to help you practice these skills.

Do you have anything else that you would like to add?”

If the student reports or appears feeling distressed, let them share their concerns.

If the concerns are unrelated to the students’ problem, suggest it be discussed at the end of the session.

If the concerns are related to the student’s problem, tell them that they will be discussed in today’s session.

“It seems to me that the day/ week has been rather stressful/ distressing/ overwhelming. Do you think we can talk about this in greater detail towards the end of our session?”

OR

“It seems to me that the day/ week has been rather stressful/ unexpected/ overwhelming. Let us see how we can manage these problems better through the skills we are going to learn in our sessions.”

- Go over the session guidelines briefly, clarify concerns and provide suggestions on how to make the counselling process smoother.

“At the start of your counselling journey, we discussed and mutually decided certain guidelines e.g., about privacy and confidentiality, audio-recording of sessions, dealing with interruptions, changing your session timings. Would you like me to go over them? [Wait for the student to respond] Is there anything you would like to change about these guidelines? [Wait for the student to respond].”

Monitor Problems- Reintroduce Progress Journey Graph

- Provide them with a fresh copy of the 'Progress Journey Graph'. Summarise the problems that they identified during shared decision making as the problems for which they want additional help. Re-demonstrate the process of completing the progress journey graph, assisting them in noting down their problem/s and mark its intensity. Refer to 'Appendix A' for guidelines on using the progress journey and a sample copy of the graph.

"We will be using the Progress journey graph to monitor changes in your problems from session to session, like we have done earlier. Please use a new graph to enter today's session ratings. You can see that on the left side it asks you to fill in your problems. Based on our discussion in the last meeting, you can list up to three main problems for which you would like help, similar to what you have done earlier. You can look at the sample graph to guide you to locate where to write your problems [help the student locate the sample graph] Let me know when you are done or if you have any questions [Wait for the student to complete writing their problems]."

"Now, similar to the last graph, this graph will help keep track of how your problems are affecting you. First, you should fill in the session number and date for today over the dash given at the bottom of the graph [if possible, point where to fill the details]. Now, you should rate each problem on a scale from 0 'not at all a problem' to 10 'a huge problem'. Think about how big the problem is for you NOW. Draw a vertical bar to represent your rating, just as it is shown in the sample progress journey graph. Remember to make this rating in the space provided for the first session. I'll give you a minute to complete ratings for all problems and let me know if you have any questions."*

Introduce Being Active

- Introduce the purpose and rationale of how being active will help with managing the current/ chosen problems. Reference the formulation sheet to better illustrate the concept.

"We will be doing this every session. This will help us understand the impact of counselling on your problems. Do you have any questions about this?"

- Once the student completes the progress graph, ask them to report what they have written verbatim and document the problem(s) and rating(s) for each problem in the record form to keep track of their progress.
- This is followed by a detailed review of the target problem, including how it impacts student's behaviour, thoughts, feelings, physiology and functioning and the ways student has been coping with these problems, they should enquire using one or more of following probes:

"Can you explain with example of a situation where you have experienced this problem?"; "For how long has this problem been persisting?"; "I would like to know how this makes you feel?"; "How does this affect your thinking?"; "What are some ways in which your behavior may have been different since the problem began?"; "How does your problem interfere with your school work, your life at home, your relationships and your free time?"; Some people feel different sensations in their body when they feel stressed such as increased heart rate, sweating, butterflies in stomach etc, have you being experiencing any changes in body since the problem began?"; "Have you tried anything to reduce/manage this problem?"; "How does this affect your mood and your thinking?"

- If they appear very distressed, nervous or worried, practice deep breathing before proceeding with the session. Refer to 'Appendix B' for the deep breathing activity instructions.

"We will be learning a new skill called 'being active' to help manage the problems you had discussed earlier. As you can see here [reference formulation sheet] when we are faced with a problem or difficulty, we sometimes end up engaging in unhelpful ways of coping. In your case,

when you experienced [insert student's target problem], *you started doing* [insert student's current unhelpful behaviours- for e.g. sitting alone, lying in bed for hours, postponing your studies] *or stopped doing* [insert previous helpful behaviours-for e.g. meeting with your friends, going for exercising, helping your mother in kitchen]. *All these unhelpful behaviours may have led to having unpleasant thoughts and feelings* [insert based on description provided by student- for e.g feeling sad, hopeless, exhausted], *which in turn further increased your problems.*

To break this cycle it is important to focus on changing the unhelpful ways of coping to more positive and helpful behaviours that will in turn help you feel better, think differently and cope better."

"How do you feel about doing a small exercise to help you understand this better?"

- Ask them to think of something stressful related to their problem, this can be one of the recent situations related to the problem. Spend two to three minutes talking about and discussing the situation in detail. Then introduce the 'mood monitoring' sheet and have them mark how they feel. It is important to spend some time discussing the situation, so that they get time to process information and experience a change in mood.

"Do you think you can tell me about a recent situation where you felt sad/stressed/ withdrawn [other feeling terms used by the student to describe their problem]? This can be the situation related to the problems you described earlier or a new situation. Please describe this situation in as much details as possible [assist the student by having them imagine this stressful situation and their outcome by asking questions about what happened, what they did or did not, how they felt]"

"This is a sheet that will help you monitor your mood [pointing to 'How do you feel when you do things' sheet]. On the top you can see the instructions for filling this sheet and 5 smiley faces to indicate your mood. Mark how you are feeling right now by ticking the smileys that best represent your feeling [Ask them to mark their rating in the left column, top row]."

Next, do something enjoyable in the session. You can ask them to suggest some activities or pick an activity from 'Appendix C'-Being Active. Either of

you can then note down the selected activity on the 'mood monitoring' sheet and proceed to complete the activity. Spend two to three minutes doing the activity, so that they have time to process their experience and associated change in mood.

"Now that we have completed this activity, how do you feel? Let us make a note of this using the smileys." [Ask the student to mark their rating in the right column, top row].

If the student's mood improves, ask why they think their mood went up and discuss. Reflect with them about what might have happened. Allow them to generate some hypotheses.

"Your mood went up after we did our activity. Why do you think this happened?"

If the student's mood doesn't improve, encourage them to try the activity for a longer time or try another activity, according to their interest.

"Sometimes, we don't notice the instant changes in mood. Do you think you had any difficulties doing this activity? [Wait for the student to respond] For many students, it takes longer for mood to change, but if you keep trying or pick a different activity, we may see different results. Let's take a look at some more activities that you can try."

- Re-emphasize the link between activity and mood.

"Just now, when you were thinking of your problem, your mood rating indicated that you have unpleasant thoughts and feelings. When you did an activity that you liked, your mood improved, making you have more pleasant thoughts and feelings."

Explain that it is very common for people to start or stop doing certain activities when feeling low or worried. It is important to discuss the ways in which avoidance or withdrawal actions (or lack of any action) may be making them feel stuck and unable to do things they enjoy or find important over a long period of time.

"When people face a stressful situation, they stop doing some routine activities such as talking to friends and family or missing school, playing games. This may help for some time and provide some relief because doing these activities can be quite tiring. However, if this inactivity continues, it can become a habit and prevent you from doing things that make you feel better."

Introduce Activity Generation

Help them generate examples of positive activities that can help break the cycle. The positive activities can be from one of the following categories:

- i. Activities that I enjoy and do with others (e.g., sports, dancing)
- ii. Activities that are useful or important (e.g, studying, singing)
- iii. Activities that I enjoy and do yourself (painting, doing puzzles)
- iv. Activities that help others (teaching younger sibling, helping parents with chores)

You can use the ‘Things I like to do’ sheet from the booklet to explain the different types of activities with help of some examples

“You mentioned [insert students problem] does not make you feel good. Because of that you have stopped engaging in various activities or finding it difficult to do more tasks. Can you tell me more about the activities that you have been finding difficult to do or activities that you previously did, you like them, but you have stopped doing them now? These could be fun activities [pointing to space in the booklet] or activities that are important for you [pointing to space in the booklet] or activities through which you helped other [pointing to space in the booklet] [if needed provide examples of these activities]”

Assign Home Practice

- Ask them to read the story in the ‘being active’ booklet and add more activities to the **‘Things I like to do’** sheet.

“In your booklet there is a story of students like you for you to read. After you finish reading this story you can go to the page titled the ‘Things I like to Do’. Here, you can write down the activities that we discussed today and if you can think of more activities, you can add them on this page as well.”

OR

“You mentioned [insert the student’s problem] does not make you feel good, but when you try doing [insert other positive activities that they have been engaging in] you feel better. What are some more activities you can think of that you can do to keep yourself active?”

[Wait for the student to respond]

These are some good ideas! Let us think of a few more types of activities”

“It’s great that you want to try [insert student reported activity/activities]. It is also a good idea to do some activities where you are physically moving such as playing, dancing, painting, cooking and so on. You can also think of some activities that are helpful to others such as helping someone out like a friend, a sibling or a parent. Even though you may not feel like doing these tasks, it will help you become more active and you may feel good at the end of the day”

Emphasize that it is important to think of activities that are free, simple and doable. Guide them towards writing down at least one activity per category in the session. Refer to ‘Appendix C’ for detailed guidelines on activity generation.

- Next, help identify one or two activities that they can do before the next session and document them on the **‘Planning Activities’** sheet.

“Let us decide together what activities you can do before our next session, from the list we made today. You need to mark how you feel before and after you do these activities in your booklet.”

If the student expresses concern about doing any of the activities, encourage them and build hope.

“I understand that when we don’t feel good (or feeling sad/worried/tense etc.), we do not feel like doing anything. If you take small steps to do some of these activities, it will help you to feel better, and think differently. Let us plan that the activity is simple and easy for you to do and start with one activity at a time. You need not wait to start feeling good before doing activities!”

- You may use the following probes to facilitate the plan for their home practice:

“How much time do you think you can keep aside to read the booklet and then complete the activities?”; “Would you prefer to write in the booklet or a separate sheet?”; “If you don’t understand something or need help with an activity, is there anyone who can help you?”; “Do you anticipate any difficulties in completing these activities?”; “What will make it easier for you to try out the activities?”²

- Remind them to practice taking mood ratings before and after scheduled activities (visiting a relative, speaking to a friend) using the ‘Planning Activities’.

Ask them to notice how their mood changes.

- Emphasize the importance of practice in learning skills.

“To get the maximum benefit from this, it is important that you regularly practice what you have learned! By practicing, you will develop skills to cope with your current and future difficulties.”

- Identify a safe place for them to store the materials carefully and explain the importance of doing so.

“It is important to store the material carefully.. Sometimes, you may write down things in the booklet that you may want to keep private from others, so it’s important you store them in a safe and private place. Do you have a place to keep the material safely?”[Wait for them to respond, troubleshoot any concerns there may have about storing the booklet]

“Remember to get this booklet for all of our meetings”

Address Barriers to Attending Counselling

- Explore if they are experiencing any barriers in attending counselling. Common barriers include scheduling conflicts with classes, exams or other home-related responsibilities, stigma, not completing homework due to limited time, poor understanding of concepts taught in sessions, feeling that the skills taught do not address the problem, or concerns from parents/teachers about attending sessions.
- Ask them if their parents or teachers have any concerns with them attending sessions and if they would like you to brief the parents/teachers with information about counselling and/or clear any doubts they may have. (See PSI manual for more details)

Summarize and Instill hope

“I know we spoke about quite a few things today. Will you be able to tell me what you understood from our discussion?”

“Do you have questions?”

“Do you feel ready to take on this counselling journey?”

Provide hope that counselling can help them feel better. Explain that counselling is effective and consider sharing a brief, confidential success story from a previous student if you have one appropriate and relevant.

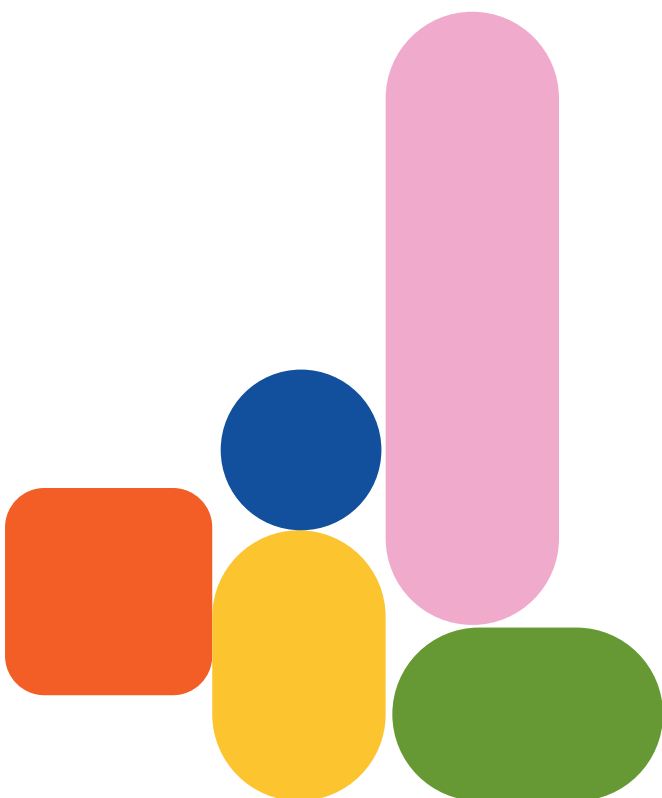
² These are examples of probing questions that the counsellor can use to elicit details about the problems. The probes can be modified/ new probes can be added/ relevant ones can be selected based on the student’s responses.

Wrap Up the Session

- Set up the next session. Agree on the time for the next session and ask them to write it on top of their booklet or any other convenient place. Remind them to get the booklet for the next session.
- Ask if they would like to be reminded, and if so, the medium of being reminded (text message, calls, email, through another student etc.)

Inform them that in case of absence, they must inform you in advance and schedule the next meeting on an alternate date. Close the session.

“We are now coming to the end of our first session. Do you have any questions? I would be happy to answer them. I hope what we discussed was clear and helpful. See you on _____ at _____.”



Session 02.

Session Objectives

1. Monitor progress
2. Review and facilitate activity generation
3. Schedule positive activities

Materials Required

- MBI Manual
- 'Being Active' booklet titled 'get up and get going'
- Formulation sheet
- Progress Journey graph
- Session Record Forms
- Audio recorder

Session Components Checklist

- Continue engagement
- Set the agenda
- Monitor problems and progress
- Review home practice
- Scheduling activities
- Assign home practice
- Wrap up the session

Session Components

Continue Engagement

- Greet the student.
- Check if they had any difficulties in attending sessions.
- Ask how they got on with the home practice, and what they felt about doing it. Actively praise all positive efforts. Address any barriers or difficulties they may have faced. Also remind them that it is what they do between the sessions that will result in them overcoming their difficulties.

“It is great to know that you have been able to do the activity/activities that we had decided in the last session!”

Well done! Doing this will help you make progress quickly”

OR

“I understand that you have not been able to practice the activity/activities that we had decided for you to do last time. Let us discuss what made it difficult for you to practice it. I can add this to our session agenda.”

“Is this okay with you?”

Set Agenda and Session Guidelines

- Set Agenda

“Let us go over what we will cover in our session. We will discuss how you are feeling about your problems and mark it on your progress journey. We are also going to review how you’ve been doing with the activity/activities that we chose last time for home practice. Then we will discuss the possibility of including other activities in your daily routine in order to keep improving your mood. How does that sound? Do you have anything else that you would like to add?”

If the student reports feeling distressed or appears to be distressed, let them share their concerns.

If the concerns are unrelated to the students’ problem, suggest that it can be discussed towards the end.

If the concerns are related to the student’s problem, tell them that it will be discussed in today’s session.

- Go over the guidelines briefly, clarify their concerns and provide suggestions on how to make the counselling process smoother.

“We had earlier discussed and mutually decided certain guidelines e.g., about privacy and confidentiality, audio-recording of sessions, dealing with interruptions, changing your session timings. Would you like me to go over them? [Wait for the student to respond] Is there anything you would like to change about these guidelines? [Wait for the student to respond].”

- Check if they have the counselling kit/material for the session. Help them locate and identify material required for the session.

“Remember I had said that at the start of every session, we will check if you have the materials you need for the counselling session? Great, let’s go through it and see what we may need for today.”



Monitor Problems and Progress

- Ask them to take out the ‘Progress Journey Graph’ and encourage them to complete it, using the instructions provided in ‘Appendix A’.
- Once they complete the rating, ask to see it. Record their responses in the session record form.
- Share your feedback on their progress.

If the student ratings show improvement, as indicated by the downward trend in the rating for the target problem, discuss how they feel about the improvements and possible reasons for the improvement.

“I can see there is a reduction in your problem from the first day you came in for counselling. It seems you have made good progress on your problems since we last met. How do you feel about this?”

“What could have led to these improvements?”

If the student has shown a lack of improvement, as indicated by the upward trend or no changes in the graph rating for the target problem, instill hope and enquire about their challenges.

“I can see that there has been no improvement/worsening of your problem. It is important for you to know that this is quite common; we are just beginning to learn how to resolve your problems. The process requires patience and practice, which will help you to get better at it and eventually make you feel better.”

Conclude this part of the session.

“We will talk more about what has been helpful or challenging in working through your problems.”

- If a student appears very distressed, nervous or worried, practice deep breathing before proceeding with the session. Refer to ‘Appendix B for the deep breathing activity instructions.

Review Home-Practice and Troubleshoot Barriers

- Ask them if they followed through with the assigned home practice of reading the story in the booklet and doing the chosen activity/activities.

If they attempted the practice task, praise them. Go over the list of tasks, if the comic book stories were read, discuss the additional activities that they have included in the list, and the experience of practicing the planned activities. Discuss the impact, if any, the practice had on their mood by asking them to review the mood monitoring sheet.

“Can you tell me about what you read in the booklet?”

“Are there any new activities that you have written down that we haven’t yet spoken about?”

“It’s good to know that you were able to do the activities we had planned and it seems that your mood has also improved. Can you tell me more about this?”

OR

“So, you were able to do the planned practice tasks (reading, expanding the listing, doing activities) despite some difficulties and you were able to overcome these challenges. That’s great! How did you feel while doing the activity?”

If they report not feeling good or about the same, acknowledge their feelings and the fact that sometimes it takes more practice for changes in feeling and thoughts to take place. Encourage them and build hope by using the following script:

“It can be difficult to have fun when you’re not in the mood. However, it’s worth giving it another try. Let’s see if there are ways to make these activities more enjoyable than the last time.”

If they did not attempt/ complete the practice task, normalize any difficulties they had and problem solve around barriers:

“Sometimes students do experience difficulty in practicing tasks (reading/ expanding the listing/ doing activities) assigned to them. It would be helpful to

understand what got in the way of you practicing so we can figure out how to make it easier. Can you tell me what happened?”[Wait for student to respond]

“It sounds like practicing tasks (reading/ expanding the listing/ doing activities) has been challenging. Can we think of ways to make it easier for you to practice this/ these activity/activities?”

If required, give them some time during the session to complete the task. Additional guidance can be provided to help finish the task if required (if they are not clear about what needs to be done or look confused). Pick one or two activities that can be practiced within the session.

- If the tasks seem to be too challenging, guide them towards choosing activities that are feasible. If

required, encourage student to seek support/help from someone at home where possible.

- Explain the importance of regular home practice and skill building.

“Remember, it’s important to keep practicing these skills, just like it’s important for you to consistently attend school or sports practice if you want to improve. The more you practice, the easier it will be to do these activities and build them into your schedule. Do you think there is someone who could help you practice these activities?”

Ask if they followed through with the assigned home practice of reading the story in the booklet and doing the chosen activity/activities.

Generating activities

- Link the skills taught in the previous session to this session and extend list of positive activities:

“In the last session, we learnt that we could improve our mood by doing some activities. Can you think of any other things that make/made you feel good? These can be fun activities that you can do yourself or activities that you can do with others. You can also think of activities that are important to you and help you achieve your goal. Or it can be an activity that involves helping others. Can you think of any such activities to do this week?”

Activities need to be free, available, simple, and doable. Activities are to be inclusive of components that may have been lacking in the students usual activities such as social activities, physical movement activities, activities that help others etc;before coming for counselling. Refer

to ‘Appendix C’ for detailed guidelines on activity generation.

- You can also identify positive activities to be included by discussing the challenges that they may be facing with day-to-day tasks. It could be simple tasks like waking up on time in the morning, getting ready for classes on time, making their bed, and so on. Remember, for some students even getting ready on time may be challenging and for some other students, a challenge may be more complex such as managing a busy schedule.
- Following the discussion, encourage them to update the **‘Things I like to do’** sheet from the booklet (‘Get up and get going’) with at least 5 activities under each category.

Scheduling activities

- Explain that having a list of activities is just the first step. The next step is to make sure that they actually engage in the activity – this is why it is important to schedule. Please note that the schedule

prepared should be flexible, both in terms of activities and the time to be spent on each activity.

“It is important to make sure you follow through and schedule these activities, and then do them. This will help you keep your mood positive and get into the habit of doing different types of activities. Our goal will be for you to do one-two activities each day. We will gradually build more activities into your schedule. I want you to think about the activities you would like to start with, the time and place where you can do each activity. Remember, it is important that you keep trying out these activities. Sometimes you may not enjoy them initially, but keep trying until you feel better.”

- You use the following probes to discuss some of the aspects of implementing the plan with the student, so that they can understand the task better.

Assign Home Practice

Encourage them to follow the schedule developed in the Planning Activities sheet in the next week and think about how more activities can be scheduled. Ask them

Wrap up the Session

Tell them you look forward to seeing them for the next session. Keep the following points in mind when wrapping up the session.

- Summarize and answer any doubts.
- Set up the next session. Agree on the time for the next session; ask them to write it on top of their booklet.
- Remind them to get the booklet for the next session.

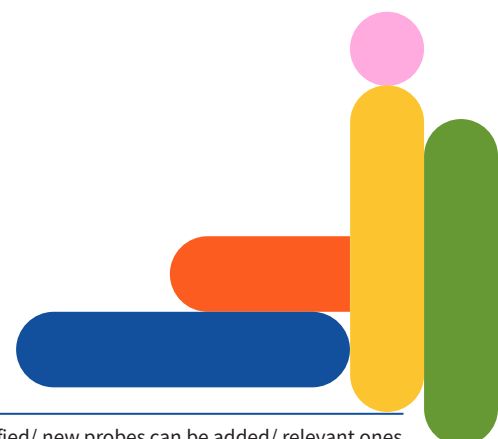
“What activities will you do?”, “When will you do them?”, “How frequently will you try them out in this week?”, “What might get in the way while you try them out?”, “Would you need someone’s help ?”³

- Use the **Planning Activities sheet** in the booklet to schedule some activities for the week with the student
- Refer to Appendix for detailed guidelines on activity scheduling.

to complete a mood rating before and after each activity on the calendar.

- Ask if they would like to be reminded, and if so, the medium of being reminded (text message, calls, email, through another student etc.)
- Inform them that in case of absence, they must inform you in advance and schedule the next meeting on an alternate date. Remind them of the protocol to be followed for communication between sessions, as applicable.

³ These are examples of probing questions that counsellor can use to prepare activities. The probes can be modified/ new probes can be added/ relevant ones can be selected based on the student’s responses.



Session 03.

Session Objectives

1. Monitor progress
2. Review and facilitate the continued practice of activity scheduling
3. Troubleshoot barriers

Materials Required

- MBI Manual
- 'Being Active' booklet titled 'Get up and get going'
- Formulation sheet
- Progress journey graph
- Session record forms
- Audio Recorder

Session Components Checklist

- Continue engagement
- Set the agenda
- Monitor problems and progress
- Review home practice
- Schedule activities
- Assign home practice
- Wrap up the session

Session Components

Continue Engagement

Greet the student and engage in small talk.

Check if they had any difficulties in attending/ coming for a session. Ask how they got on with the home practice, and what they felt about doing it. Actively praise all positive efforts.

If a practice task was not completed, add this to today's discussion

Set the Agenda and Session Guidelines

“Let us discuss what we will cover in our session today. We will go over how you are feeling about your problems today and mark it on your progress journey. We will then review how you've been doing with the activity/activities that you chose to do last time. Following this, we will look at your schedule and see if it needs to be modified in any way to help you improve your mood and activity levels. How does that sound? Do you have anything else that you would like to add?”

[Wait for the student to respond]

Ask if they agree and if there are any additional items that they would like to talk about.

If the student reports feeling distressed or appears to be distressed, let them share their concerns.

If the concerns are not related to the student's problem, suggest that they can be discussed towards the end of the session.

If the concerns are related to the student's problem, tell them that it will be discussed in today's session.

- Go over the guidelines briefly, clarify concerns and provide suggestions on making the counselling process smoother.
- Check if they have the counselling kit/material for the session. Help them locate and identify material required for the session.

Monitor Problems and Progress

- Encourage them to complete the 'Progress journey graph'.
- Ask them to share their rating with you (by reading it aloud/ showing it to you). Make a record of it in the session record form.
- Share feedback on progress with them
- **If the student ratings show improvement**, as indicated by the downward trend in the graph rating for the target problem, discuss how they feel about the improvements and possible reasons for the improvement.
- **If the student has shown a lack of improvement**, as indicated by the upward trend or no changes in the graph rating for the target problem, instill hope and enquire about their challenges.
- Refer to 'Appendix A' for instruction for progress monitoring and sharing feedback with the student.
- If a student appears very distressed, nervous or worried, practice deep breathing before proceeding with the session. Refer to 'Appendix B' for the deep breathing activity instructions.

Review Home-Practice and Troubleshoot Barriers

- Ask if they followed through with the assigned home practice of reading the story in the booklet and doing the chosen activity/activities.

If they attempted the practice task, praise them. Go over the Planning Activities sheet, discuss the additional activities that they have included in the list, and the experience of practicing the planned activities. Discuss the impact, if any, the practice had on their mood by asking students to review the mood monitoring sheet.

If they reported not feeling good or about the same, acknowledge their feelings and the fact that sometimes it takes more practice for changes in feeling and thoughts to take place. Encourage them and build hope through.

“It can be difficult to have fun when you’re not in the mood. However, it’s worth giving it another try. Let’s see

if there are ways to make it more likely that you end up enjoying situations that you didn’t enjoy the last time.”

If they did not attempt/ complete the practice task, normalize any difficulties they had and problem solve around barriers:

“Sometimes students do experience difficulty in practicing some activities (expanding the listing/ making ratings/ doing activities). It would be helpful to understand what got in the way of your practicing so we can figure out how to make it easier. Can you tell me what happened?”
[Wait for student to respond]

- If the tasks seem to be too challenging, guide them towards choosing activities that are feasible. If required, encourage students to seek support/help from someone at home where possible.
- Explain the importance of regular home practice and skill building.

Scheduling Activities

- Build on the activity schedule and plan for trying activities:

“Last time, we made a flexible schedule to ensure that you include fun/ helpful/ important activities [select the appropriate category based on previous schedule of activities] in your daily routine. Do you think we could plan and add more details to your daily schedule so that you are able to manage your time better and ensure that you remain active?”

Work with them in updating the schedule of activities. This can be written down on a Planning Activity Sheet or on a blank page at the end of the booklet. Ensure different kinds of activities are included to help students balance fun with things that are important to them or helpful to others.

If a student struggles to add activities in schedule, you can provide suggestions based on the activity list generated.

- If a student has added too many activities in schedule, help to prioritise tasks and manage their schedule.

“I see you have planned to do quite a few activities on each day, that’s great! I want to ensure that your schedule is well-balanced and can be managed within the available time. Do you think some of the activities from Day X [insert day name] can be moved to another day? Remember to stay active by including fun activities as well as activities that are important to you.”

- Help the student to reward themselves for completion of tasks, and keep them motivated to maintain their schedules.

“You and I can think of ways to reward yourself when you manage to complete some of your planned activities. For example if you finish all your homework for the day, you can play for an extra 30 minutes/ meet your friend. How would you like to reward yourself?”

- Refer to ‘Appendix C’ for detailed guidelines on activity scheduling.

Assign Home Practice

Encourage them to do the activities in a structured manner, according to the schedule prepared before your next meeting. Discuss with students about the possible barriers they may encounter in completing the assigned home-based tasks, give special emphasis to this part if they have had difficulties in completing home practice tasks earlier.

“Our home practice plan looks good! Can you think of any difficulties you may encounter when you start following this schedule?”

“Would you need someone’s help to do it?”

If a student does not think they will experience any difficulties, give suggestions on potential barriers and ways to overcome them.

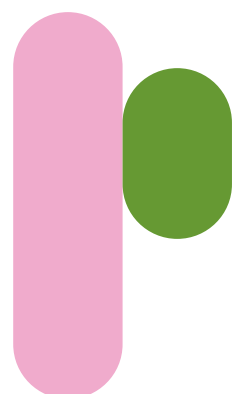
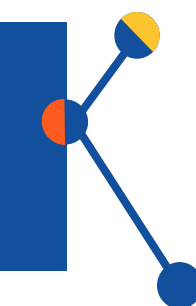
“Sometimes, it happens that we are unable to follow the time-table on a particular day. For example: If there are guests over or you were unwell. If that happens, it is okay, you can start afresh the next day. Be sure to give this your best shot and keep yourself busy and active!”

Wrap up the Session

Tell them you look forward to seeing them for the next session. Keep the following points in mind when wrapping up the session.

- Summarize and answer any doubts.
- Set up the next session. Agree on the time for the next session; ask them to write it on top of their booklet.
- Remind them to get the booklet for the next session.
- Ask if they would like to be reminded, and if so, the medium of being reminded (text message, calls, email, through another student etc.)
- Inform them that in case of absence, they must inform you in advance and schedule the next meeting on an alternate date. Remind them of the protocol to be followed for communication between sessions, as applicable.

Note: If the student has received less than satisfactory reduction in target problem at this point, or hasn’t been able to completely grasp the concepts, one more session of BA can be scheduled before moving to consolidation. The session components of this additional session will be the same as session 3.



FACING YOUR FEARS (FF)

Session 01.

Session Objectives

1. Learn about persisting problems
2. Introduce 'Facing fear' skill
3. Introduce 'Deep breathing'
4. Build a 'courage ladder'
5. Instil hope

Materials Required

- MBI Manual
- 'Facing your fears' booklet Formulation sheet
- Progress Journey graph
- Session Record Forms
- Audio recorder

Session Components Checklist

- Continue engagement
- Set the agenda
- Monitor problems using 'progress journey' graph
- Introduce 'Facing Fears'
- Building courage ladder
- Introduce Deep breathing'
- Assign home practice
- Address barriers to attending counselling
- Summarize and instill hope
- Wrap up the session

Session Components

Continue Engagement

Greet the student. Revisit the discussion from the last meeting and ask them to summarise what they remember. Address any discomfort they might feel towards the extended counselling sessions. Remind them that working on their problems takes effort and courage and as they practice the skills learned between the sessions, it will result in them overcoming his/her difficulties.

“Hello! It is good to see you. How has your week/day been?”

“I would like to know if you remember what we covered in our last meeting?”

“How do you feel about attending more counselling sessions?”

“It’s good to see your commitment and effort towards overcoming your problem. Working on our problems can take time and requires practice, so don’t be discouraged!”

Set the Agenda

- Orient the student to the process of agenda setting. Make a list of items that will be covered in today’s session. The agenda for the session will include discussing the problems, introducing the progress journey, reviewing and practicing relaxation, introducing being active and generating a list of activities.

“I’d like to start our meeting by discussing what we will be covering today. We call this the agenda. Today, we will start the discussion with identifying a problem(s) for which you would like help in counselling. After this, I will tell you about a new skill called ‘Facing Fears’ that can help you manage your problems. Towards the end of the session we can discuss what you need to do at home to help you practice these skills.

Do you have anything else that you would like to add?”

If the student reports or appears feeling distressed, let the student share their concerns.

If the concerns are unrelated to the students’ problem, suggest it be discussed at the end of the session.

If the concerns are related to the student’s problem

tell them that it will be discussed in today’s session.

“It seems to me that the day/ week has been rather stressful/ distressing/ overwhelming. Do you think we can talk about this in greater detail towards the end of our session?”

OR

“It seems to me that the day/ week has been rather stressful/unexpected/ overwhelming. Let us see how we can manage these problems better through the skills we are going to learn in our sessions.”

- Go over the session guidelines briefly, clarify concerns and provide suggestions on how to make the counselling process smoother.

“At the start of counselling, we discussed and mutually decided certain guidelines e.g., about privacy and confidentiality, audio-recording of sessions, dealing with interruptions, changing your session timings. Would you like me to go over them? [Wait for the student to respond] Is there anything you would like to change about these guidelines? [Wait for the student to respond].”

Monitor Problems- Reintroduce Progress Journey Graph

- Provide them with a fresh copy of the ‘Progress Journey Graph’ or help them locate in the printed or digital kit provided to them. Summarise the problems identified during shared decision making as the problems for which they want additional help. Re-demonstrate the process of completing the progress journey graph, assisting them to note down their problem/s and mark its intensity. Refer to ‘Appendix A’ for guidelines on using the progress journey and a sample copy of the graph.

“We will be using the Progress journey graph to monitor changes in your problems from session to session, like we have done earlier. Please use a new graph to enter today’s session ratings. You can see that on the left side it asks you to fill in your problems. Based on our discussion in the last meeting, you can list up to three main problems for which you would like help in counselling, similarly to what you have done earlier. You can look at the sample graph to guide you to locate where to write your problems. [Help the student locate the sample graph] Let me know when you are done or if you have any questions [Wait for the student to complete writing his/her problems].”

“Now, similar to the last graph, this graph will help keep track of how your problems are affecting you. First, you should fill in the session number and date for today over the dash given at the bottom of the graph [point where to fill the details]. Now, you should rate each problem on a scale from 0 ‘not at all a problem’ to 10 ‘a huge problem’. Think about how big the problem is for you NOW. Draw a vertical bar to represent your rating, just as it is shown in the sample progress journey graph. Remember to make this rating in the space provided for the first session. I’ll give you a minute to complete ratings for all problems and let me know if you have any questions.”

“We will be doing this every session. This will help us understand the impact of counselling on your problems. Do you have any questions about this?”

- Once they complete the progress graph, ask them to report what they have written verbatim and document the problem(s) and rating(s) for each problem in the record form to keep track of their progress.
- This is followed by a detailed review of the target problem, including how it impacts student’s behaviour, thoughts, feelings, physiology and functioning and the ways student has been coping with these problems, they should enquire using one or more of following probes:

“Can you explain with example of a situation where you have experienced this problem?”; “For how long has this problem been persisting?”; “I would like to know how this makes you feel?”; “How does this affect your thinking?”; “What are some ways in which your behavior may have been different since the problem began?”; “How does your problem interfere with your school work, your life at home, your relationships and your free time?”; Some people feel different sensations in their body when they feel stressed such as increased heart rate, sweating, butterflies in stomach etc, have you being experiencing any changes in body since the problem began?”; “Have you tried anything to reduce/manage this problem?”; “How does this affect your mood and your thinking?”

If a student appears very distressed, nervous or worried, practice deep breathing before proceeding with the session. Refer to ‘Appendix B’ for the deep breathing activity instructions.

Introduce Facing Fears

- Introduce the purpose and rationale of how being active will help with managing their current/ chosen problems. Reference the formulation sheet to better illustrate the concept.

“We will be learning a new skill ‘facing your fear’ to help manage the problems you had discussed earlier and help you feel better. As you can see here [reference formulation sheet] when we are faced with a problem or difficulty, we can engage in unhelpful behaviours. In your case, when you experienced [insert student’s target problem], you started doing [insert student’s current unhelpful behaviours for e.g., sitting at back seat, running away from dogs] or stopped doing [insert previous helpful behaviours for e.g. participating in stage shows, asking questions in class, going out for work]. All these unhelpful behaviours may have led to having unpleasant thoughts and feelings [insert based on description provided by student for e.g., feeling nervous, anxious, overwhelmed], which in turn further increase your problems.

To break this cycle it is important to focus on changing the unhelpful ways of coping to more positive and helpful behaviours that will in turn help you feel better, think positive and cope better.”

“How do you feel about doing a small exercise to help you understand this better?”

- Ask about some of the things/ activities they like doing; help them generate ideas – e.g., climbing a tree, petting dogs, playing by the water, meeting new people, going on a school trip.

“I want to start by asking you about something you love to do?” [Wait for the student to respond]

“What would you tell me if I said that I was very afraid of doing this? What advice would you give me?” “How

would you convince me that I can take small steps towards facing my fear or worry?”

The goal is for them to state that the fear must be confronted, step by step. For example, if afraid of water, start by looking at it from far away, then get closer, then dip toes, etc. until you are in the water.

- Link the above anecdote to the presenting fear:

“This is what we are going to do with thing(s) you are fearful of or anxious about. Till now you have been avoiding (or running away from) the thing(s)/ place(s)/ people that make you feel fearful/ anxious. This may feel helpful in that moment because it helps you avoid feeling fearful/anxious but it may not be helpful for a long time. When you run away from a situation, your mind gets a message that this is scary and you must always avoid it. This makes your fears grow and you may end up avoiding many situations, feeling more and more anxious making you miss/ lose out on many good things in your life. You can change this by learning to face your fears. Once you stop avoiding this situation(s) and start facing it little by little, you will realize many of your negative predictions may not come true and your anxiety will gradually go away.”

- Introduce an overview of facing your fears

“Together we will learn to overcome fear by making a plan and face the fears that you have been avoiding. We will do this in a step-by-step manner; we will first make a list of your fears moving from least fearful to the most fearful. Then, we will slowly start practicing how to face each fear you have listed one at a time! When you start facing your fears instead of running away from them, they will stop growing and with time, they will become smaller so that you no longer feel afraid of them.”

Building Courage Ladder

- Ask them to list all the things/ places/ people that make them feel fearful/ anxious. Group the fears together. Then ask them about the one category of fear (social situations, animals or birds, studying) that they would like to work on.

“Let us make a list of all the fears you may have and what fear you would like to work on” [Encourage the student to write these fears on a piece of blank paper].

“Of all these fears, which is the one you would like to work on first?”[Wait for the student to respond]

“Now that we have identified the fear you want to work on, let us break it down into smaller steps using the courage ladder [Point to appropriate page]. *Think of all the places, people, things where you experience this fear. These will range from situations that you don’t fear at all or fear very little, to situations that make you feel extremely anxious at this time. List them in the booklet* [Point to appropriate page].”

- Once they have completed the rating, choose up to 10 items to place on the ladder (one for each rating) that you can easily turn into facing fear exercises to practice in sessions and between the sessions. Ask them to rate each item on 1 – 10 rating scale, where 1 is no fear and 10 is high fear.

“From the list, can you tell me something you do not fear at all about this situation(not having to come in contact

Introduce Deep Breathing

- Assess prior knowledge of the relaxation strategies (e.g.: yoga, meditation) and then introduce deep breathing:

“Before we end today’s session, I would like to teach you a simple skill of relaxation. Do you know what relaxation is? Have you ever tried it before? Is there anything that you like about relaxation?”

“You already are doing some things to help you relax. There are several strategies you can try to help you relax. Different things work for different people. Today we will be learning a relaxation skill called Deep Breathing

with a dog or talk to people)? Good, that would be a 1, let us also make a note of this at the bottom of the ladder. Now what is something that scares you a lot about this situation, so much so that nothing else would make you more afraid (petting a dog or talking in from of a crowd)?Let us mark this in the book as well on the top of the ladder.”

“Is there something which scares you, but not as much as petting a dog like passing by a dog while walking in a group [insert relevant problem based on student’s description], maybe it would be a 5? What is it? Let us make a note of it somewhere in the middle of the ladder.”

If the student only lists high fears (rated 10) or low fears (rated 1), struggle with moderate fear, guide them with potential examples:

“How would you feel if you saw a dog on the street from a distance?”

OR

“How would you feel if you had to ask a stranger on the road for some directions?” [insert example problem based on student’s description of problems].

Refer to ‘Appendix D’-Facing your fears for more details on building ‘courage ladder’.

where we will breathe not from the chest, but from the abdomen.”

- Introduce the in-session practice of deep breathing using the following script:

“Now sit in a comfortable position and rest your hands on your knees, keeping them loose, light and free. Let us begin the deep breathing exercise by slowly taking a deep breath in and a long relaxing breath out. The goal is to achieve a slow and steady breath. Now place one hand on your abdomen, and one hand on your chest. As you breathe in and breathe out, you will find that your

chest and abdomen are contracting and expanding. Some people find it helpful to count their breath. Let us try it, breathe in....1.....2..... 3..... 4, breathe out....1.....2.....3.....4, breathe in....1.....2..... 3..... 4, breathe out....1.....2.....3.....4.”

Check in to understand if they are experiencing any discomfort. If excessive discomfort is expressed, please stop the activity and ask them if they would like to practice the skill in the next session. If they appear comfortable, continue practicing deep breathing for another 3 or 4 rounds, for around 2 minutes.

“Let us continue sitting in a comfortable position and gently close your eyes. Now, slowly breathe in....1.....2..... 3..... 4, breathe out....1.....2.....3.....4, breathe in....1.....2..... 3..... 4, breathe out....1.....2.....3.....4.now say it in your mind and inhale and exhale slowly a few more times. Now slowly open your eyes.”

- Ask what they liked/did not like about the practice, using one or more of following probes:

“How did you feel about deep breathing?” “Did you notice any change in your mood or body after practicing this exercise?” “Did you experience any difficulty with deep breathing?” “Would you like to continue practising this exercise? Why and Why not?”

If student experiences any barrier, help them

Assign Home Practice

- Ask them to read the story in the facing fear booklet and add more activities to ‘Build your courage ladder’ sheet.

“In your booklet there is a story of students like you for you to read. After you finish reading this story you can go to the page titled the Build your courage ladder. Here, if you can think of more fearful activities, you can add them on this page as well.”

“Also, practice deep breathing at least 5 minutes each day.”

- You may use the following probes to facilitate their

troubleshoot by repeating instructions and a second round of practice.

If you didn’t observe any change in mood after the first round, encourage them to be patient and inform them that for some it takes time for this exercise to show effect.

- Emphasize the importance of regular practice of this exercise:

“You were able to do the deep breathing activity well and it seems that it helped uplift your mood. When you practice deep breathing on a regular basis, it will help you improve your mood and help you feel relaxed. Can you think of 5 minutes each day when you could practice this exercise? [wait for the student to respond]

That’s good! Make sure when you practising this exercise you are sitting comfortable and in a place where others don’t disturb you. You can do this anytime of the day. Keep your phone silent while practising the exercise”

“To get the maximum benefit from this, it is important that you practice. In our life, to learn anything new, regular practice is important! We cannot become a good cricket player by playing just one time, right? Similarly, by practicing, you will develop skills to cope with your current and future difficulties.”

plan for their home practice:

“How much time do you think you can keep aside to read the booklet and then complete the writing task?” “Would you prefer to write in the booklet or a separate sheet?” “If you don’t understand something or need help with an activity, is there anyone who can help you?” “Do you anticipate any difficulties in completing these activities?” “What will make it easier for you to try out the activities?”⁴

- Based on the items on the courage ladder, ask them to bring any material that would aid in the facing fear exercise for the next session or you can bring

⁴ These are examples of probing questions that counsellor can use to elicit details about the problems. The probes can be modified/ new probes can be added/ relevant one can be selected based on the student’s responses.

relevant material (e.g., Math book and notebook, pictures of dogs).

- Explain that it can be helpful to involve another person (e.g., a parent/guardian) when practicing facing fear. Ask them to think about if they're open to involving someone else, who that person would be, how they could ask them and if they want counsellor to contact them to explain the process. Refer to 'Appendix D' on details for contacting parent/guardian in getting involved with the process.
- Identify a safe place for them to store the materials carefully and inform them of the importance of

doing so.

"It is important to store the material carefully, so it doesn't get torn or lost. Sometimes, you may write down things in the booklet that you may want to keep private from others, so it's important you store them in a safe and private place. Do you have a place to keep the material safely?"[Wait for the student to respond, troubleshoot any concerns the student may have about storing booklet]

"Remember to get this booklet for all of our meetings"

Address Barriers to Attending Counselling

- Explore any barriers they may face in attending counselling. Common barriers include scheduling conflicts with classes, exams or other home-related responsibilities, stigma, not completing homework due to limited time, poor understanding of concepts taught in sessions, feeling that the skills taught do not address the problem, or concerns from parents/teachers about attending sessions.
- Inquire if their parents or teachers have any concerns with them attending sessions. Check if they would like you to brief the parents/teachers with information about counselling and/or clear any doubts they may have. (See PSI manual for more details)

Summarize and Instill hope

"I know I have explained a lot today. Would you be able to tell me what you understood from our discussion?"

"Do you have questions?"

"Do you feel ready to take on this counselling journey?"

Provide hope that counselling can help them feel better. Explain that it is effective and consider sharing a brief, confidential success story from a previous student if you have one appropriate and relevant.

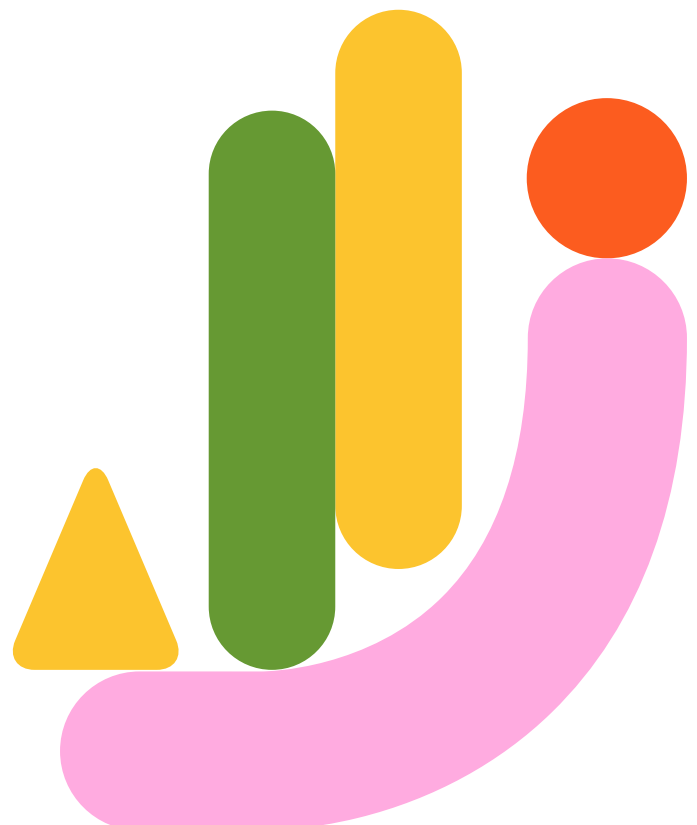
Wrap Up the Session

- Set up the next session. Agree on the time for the next session and ask them to write it on top of their booklet or any other convenient place. Remind them to get the booklet for the next session.
- Ask if they would like to be reminded, and if so, the medium of being reminded (text message, calls, email, through another student etc.)
- Inform them that in case of absence, they must inform you in advance and schedule the next meeting on an alternate date.

“Okay. I understand you would prefer having sessions over video using [insert platform name based on discussion with student]. We can do this from the next session onwards. [If relevant] I will send you a link on your number/ email and you can just click on it to begin the session. Do you have any questions about using WhatsApp/ Zoom/ Teams? Is it okay if we begin few minutes earlier to test out the call before the next session?”

- Close the session.

“We are now coming to the end of our first session. Do you have any questions? I would be happy I would be happy to answer them. I hope what we discussed was clear and helpful. See you on _____ at _____.”



Session 02.

Session Objectives

1. Monitor progress
2. Decide a target fear from the 'courage ladder'
3. Practice 'Facing your fears'

Materials Required

- MBI Manual
- 'Facing your fears' booklet
- Formulation sheet
- Progress Journey graph
- Session Record Forms
- Audio recorder

Session Components Checklist

- Continue engagement
- Set the agenda
- Monitor problems and progress
- Review home practice
- Practice Facing Fears
- Review learnings from Facing Fears
- Assign home practice
- Wrap up the session

Session Components

Continue Engagement

Check if they had any difficulties in attending sessions.

Ask how they have got on with the home practice, and what they felt about doing it. Actively praise all positive efforts. Address any barriers or difficulties they may have faced. Also remind them that it is what they do between the sessions that will result in overcoming their difficulties.

“It is great to know that you have been able to do the activity/activities that we had decided in last session!”

Well done! Doing this will help you make progress quickly”

OR

“I understand that you have not been able to practice the activity/activities that we had decided for you to do last time. Let us discuss what made it difficult for you to practice it. I can add this to our session agenda.”

“Is this okay with you?”

Set the Agenda and Session Guidelines

- Set Agenda

“Let us go over what we will cover in our session today. We will discuss how you are feeling about your problems today and mark it on your progress journey. We will then review the list of fears on your courage ladder. Then we will choose one fear from the ladder to practice facing fear in our session today. How does that sound? Do you have anything else that you would like to add?”

If the student reports feeling distressed or appears to be distressed, let the student share their concerns.

If the concerns are unrelated to the students' problem, suggest that it can be discussed towards the end.

If the concerns are related to the student's problem, tell them that it will be discussed in today's session.

- Go over the guidelines briefly, clarify concerns and provide suggestions on how to make the counselling process smoother using the same script as detailed in the beginning.
- Check if they have the counselling kit/material for the session. Help them locate and identify material required for the session.

“Remember I had said that at the start of every session, we will check if you have the materials you need for the counselling session? Great, let's go through them and open those we will be using today.”

Monitor Problems and Progress

Ask them to take out the 'Progress Journey Graph'. Encourage them to complete the graph using instructions provided in 'Appendix A'.

Once they complete the rating, ask them to share them with you. Record responses in the session record form. Share feedback on progress with them.

If the student ratings show improvement, as indicated

by the downward trend in the rating for the target problem, discuss how they feel about the improvements and possible reasons for the improvement.

“I can see there is a reduction in your problem from the first day you came in for counselling. It seems you have made good progress on your problems since we last met. How do you feel about this?”

What could have led to these improvements?”

If the student has shown a lack of improvement, as indicated by the upward trend or no changes in the graph rating for the target problem, instill hope and enquire about their challenges.

“I can see that there has been no improvement/ worsening of your problem. It is important for you to know that this is quite common; we are just beginning to learn how to resolve your problems. The process requires

patience and practice, which will help you to get better at it and eventually make you feel better.”

Conclude this part of the session.

“We will talk more about what has been helpful or what was challenging in working through problems.”

- If a student appears very distressed, nervous or worried, practice deep breathing before proceeding with the session. Reference ‘Appendix B’ for the deep breathing activity instructions.

Review Home-Practice and Troubleshoot Barriers

- Ask them if they followed through with the assigned home practice of reading the story in the booklet and reviewing the courage ladder.

If they attempted the practice task, praise them. Go over the list of tasks, reading the booklet and additional items on the courage ladder.

“Can you tell me about what you read in the booklet?”

“Are there any new items that you have written down in the courage ladder that we haven’t yet spoken about?”

“How was your experience of practicing deep breathing?”

If they did not attempt/ complete the practice task, normalize any difficulties they had and problem solve around barriers:

“Sometimes students do experience difficulty in practicing tasks (reading/ expanding the list/ practicing deep breathing) assigned to them. It would be helpful to understand what got in the way of you practicing so we can figure out how to make practicing easier. Can you tell me what happened?” [Wait for student to respond]

“It sounds like practicing some tasks (reading/ expanding the list) has been challenging. Can we think of ways to make it easier for you to practice this/these activity/ activities?”

If required, give them some time during the session to complete the task. Additional guidance can be provided to help finish the task if required (if they are unclear about what needs to be done or looks confused).

- Explain the importance of regular home practice and skill building.

“Remember, it’s important to keep practicing these skills, just like it’s important for you to consistently attend school or sports practice if you want to improve. The more you practice, the easier it will be to do these activities and build them into your schedule. Do you think there is someone who could help you practice these activities?”

Practicing Facing Fears

- Link the skills taught in the previous session to this session and practicing facing fears:

“Now that we have put together your fears on the courage ladder and discussed the importance of facing our fears, today, we will try and practice facing some of the fears on the ladder in our session. Is that ok?”

If the student seems reluctant, encourage them and assure them that they will not be forced to do any of these tasks, if they don’t feel ready. Inform them that they will start with situations that are less fearful/ anxiety- provoking for them. Once they feel confident, only then situations that are extremely fearful for them

will be taken up. At no point will they be forced to do any particular tasks/ activities.

“It may seem difficult or even impossible to face the things you are fearful of. This may be because of some of the unpleasant experiences you have had in the past when you have tried to face them [insert students concerns e.g., study a new topic in Math, visiting someone who has a dog as a pet, talking to a new student in school.] This is an opportunity for us to take small steps together and help you slowly do things that will help you face your fears.”

- Start facing fear exercise with situations lower in rating on the courage ladder. You can choose a fearful situation with a rating of 3-4 depending on their readiness. Prepare the set-up before starting the exercise. Make the exercise as ‘real’ as possible. This may mean leaving the counselling room at times.
- If a student appears very distressed, nervous or worried, practice deep breathing before proceeding ahead with the session. Reference ‘Appendix B’ for the deep breathing activity instructions.
- Go through the following steps with the student during the session:
 - Ask them to provide the fear rating before starting the exercise and document in the ‘**facing your fear one step at a time**’ sheet. help them locate the sheet and guide them where to add ratings.

“Before starting the exercise, I want you to write today’s date on the first row in the sheet. There is a dotted line, you can write the date on that. Once you write the date, rate on a scale of 0-10 how anxious/fearful you are feeling NOW, where 0 is not at all and 10 is extremely fearful/ anxious. You can write this rating in the first circle below the before heading”

“I want to let you know, when we do this exercise, you will find that your fear/anxiety is increasing in the beginning and as you continue doing the practice, the anxiety/fear will reduce by itself, you just have to wait a little while for it to reduce. You might find it helpful to practice deep breathing as you do the exercise to help you manage the anxiety/fear. The more we practice facing our fears the less anxious we will feel and it will slowly lose its power

over you. Do you want to try this together?” [wait for response]

- If they resist doing the facing fear exercise or engage in avoidance behavior, encourage them to try it out:

“I understand that you’re afraid of trying this out. What do you think might happen? [wait for response]. Let’s be detectives and do a short experiment. We can try this and then see if your prediction comes true. Then we can discuss why it did or did not come true. Your fear will gradually reduce when we practice this again and again.”

- Introduce the feared situation. Take fear ratings after each trial if the facing fear exercise is discrete (an event with a beginning and an end – e.g., talking to a stranger). Take fear ratings continuously (about once per minute) for continuous facing fear exercise (e.g., standing in a crowded room).
- Once their fear rating decreases by 50% from the rating given before starting exercise, you may end the facing fear exercise for this item on the ladder (For eg- if the fear rating before starting the exercise was 4, you must end the exercise when the fear rating comes down to 2 or lower). Do not end the exercise before this point. This will further reinforce the fear and may lead to an increase in the overall problem.
- Check with if they were able to imagine the fear or if they were avoiding it during the exercise by having thoughts that were less fearful or even pleasant. If they were not able to successfully imagine their fears, re-do the activity and encourage them to experience the fear.
- If the student’s fear is difficult to simulate in the session, try imaginal facing fear exercise

“Since we cannot directly face your fear right now. We will try and visualize the fear and check how you feel from time to time”

Refer to ‘Appendix D’ for more details on imaginal facing fear exercise

Review Learnings from Facing Fears

- Review the facing fear activity and discuss the observed changes and what they found to be helpful or unhelpful.

“Can you tell me what you observed through this process? Do you think there was any reason your fear rating began to drop? Did anything like what you imagined to happen to you take place?” [wait for the student to respond]

“As you have noticed, sometimes we imagine our worries to be bigger than what they actually are when we are anxious. Previously, you have avoided this situation (insert here the facing fear practice situation) and your fear kept increasing. Today you faced this fear and it decreased because you learned to manage your fear. What do you think will happen if you continue to face this fear?” [wait for the student to respond]

“That’s right, as you have seen today, facing your fears will decrease them and eventually make them disappear.”

- While exploring the reasons, check if they were able to imagine the fear or if they were avoiding it during the exercise by having thoughts that were less fearful or even pleasant. If they were not able to successfully imagine their fears, re-do the activity and encourage them to experience the fear.
- Sometimes it may happen that you may have to end the exercise, even before a desirable drop in anxiety is observed. In this situation, explore with

the student some challenges they faced and how they can prepare better for the next cycle of facing fears.

“I noticed that there wasn’t much of a drop in rating. I understand this has been challenging for you. Can we think of ways to make it easier for you to practice this activity next time?” [Wait for the student to respond]

We are just beginning to learn how to resolve your problems and this is quite common; The process requires patience and practice will definitely help you to get better at it.”

- If you have time, repeat the facing fear exercise either with the same situation but making changes based on challenges identified or with a situation at a lower level in the courage ladder. If there is less time, this can be planned for the next session. Post completion, ask if it was easier the second time. Explain that the more they face their fear, the less power it has:

“It looks like this was easier the second time around. This is because the more you face your fear, the less powerful it becomes. This is why we do these exercises – to reduce your fear by changing your behavior. You can practice facing your fears until you have control over them. You are doing very well.”

Assign Home Practice

- Using the **facing your fear one step at a time sheet**, assign daily facing fear exercise practice that they can do safely and successfully outside of session. Start with easy tasks and gradually go on to more difficult ones (last longer, higher up on the ladder). You may use the following probes to discuss some of the aspects of implementing the plan, so that they can understand the nature of the task. better

“What activity will you do?”, “When will you do it?”, “How frequently will you try this out in this week?”, “What might get in the way?”, “Would you need someone’s help to do it?”⁵

- Remind the student to complete a fear rating before and after each facing fear exercise as mentioned on the courage ladder.

⁵ These are examples of probing questions that a counsellor can use to elicit potential options. The probes can be modified/ new probes can be added/ relevant ones can be selected based on the student’s responses.

- Check with the student if they need help/ assistance to follow the schedule developed in Facing your Fears booklet. If yes, include the parent/guardian(s) to help with the home practice, especially if the student is struggling to complete them. They are to

be informed about the procedures and tasks over a phone or video call. Refer to 'Appendix D' for more details on the procedure.

Wrap up the Session

Tell them you look forward to seeing them for the next session. Keep the following points in mind when wrapping up the session.

- Summarize and answer any doubts.
- Set up the next session. Agree on the time for the next session; ask them to write it on top of their booklet.
- Remind them to get the booklet for the next session.
- Ask if they would like to be reminded, and if so, the medium of being reminded (text message, calls, email, through another student etc.)
- Inform them that in case of absence, they must inform you in advance and schedule the next meeting on an alternate date. Remind them of the protocol to be followed for communication between sessions, as applicable.



Session 03.

Session Objectives

1. Monitor progress
2. Review and continue practice of 'Facing fears'
3. Troubleshoot barriers

Materials Required

- MBI Manual
- 'Facing your fears' booklet
- Formulation sheet
- Progress Journey graph
- Session Record Forms
- Audio recorder

Session Components Checklist

- Continue engagement
- Set the agenda
- Monitor problems and progress
- Review home practice
- Practicing Facing Fears
- Review learnings from Facing Fears
- Assign home practice
- Wrap up the session

Session Components

Continue Engagement

- Greet the student and engage in small talk.
- Check if they had any difficulties in attending the session.
- Ask how they got on with the home practice, and what they felt about doing it.
- Actively praise all positive efforts. If practice task was not completed, add this to today's discussion

Set the Agenda and Session Guidelines

- Set Agenda

“Let us go over what we will cover in our session today. We will go over how you are feeling about your problems today and mark it on your progress journey. We will then review how you’ve been doing with the items that you chose to do last time. Then, we will make a plan on how to proceed further with facing your fears. We will continue to do some more exercises in the session that will help you do this and you will have to continue practicing and strengthening these skills at home as well. How does that sound? Do you have anything else that you would like to add?”[Wait for the student to respond]

Ask the student if they agree and if there are any additional items that they would like to talk about.

If the student reports feeling distressed or appears to be distressed, let the student share their concerns.

If the concerns are not related to the student's problem suggest that it can be discussed towards the end of the.

If the concerns are related to the student's problem, tell them that it will be discussed in today's session.

- Go over the guidelines briefly, clarify student's concerns and provide suggestions on making the counselling process smoother.
- Check if they have the counselling kit/material for the session. Help them locate and identify material required for the session.

Monitor Problems and Progress

- Ask them to take out the 'Progress Journey Graph' and encourage them to complete it, using the instructions provided in 'Appendix A'.
- Once they complete the rating, ask to see it. Record their responses in the session record form.
- Share your feedback on their progress.

If the student ratings show improvement, as indicated by the downward trend in the graph rating for the target problem, discuss how they feel about the improvements and possible reasons for the improvement.

If the student has shown a lack of improvement, as indicated by the upward trend or no changes in the graph rating for the target problem, instill hope and enquire about their challenges.

- Refer to 'Appendix A' for instruction for progress monitoring and sharing feedback with the student.
- If a student appears very distressed, nervous or worried, practice deep breathing before proceeding with the session. Reference 'Appendix B' for the deep breathing activity instructions.

Review Home-Practice and Troubleshoot Barriers

- Ask them if they followed through with the assigned home practice of reading the story in the booklet and doing the chosen activity/activities.

If they attempted the practice task, praise them. Go over the Facing your Fear one at a time sheet, discuss the experience of practicing the facing fear exercise for the targeted item. Discuss the impact, if any, the practice had on their mood by asking them to review the mood ratings.

If they reported not feeling good, acknowledge their feelings and the fact that sometimes it takes more practice for changes in feeling and thoughts to take place. Encourage them and build hope through.

“It takes time to master facing your fears and overcoming your anxiety. I can understand while you were practicing facing your fear your anxiety was not reducing for a long duration of time. Can you tell me a little more about what happened? If you feel ok with it, we can practice the situation you tried at home in our session today and identify the challenges you are facing.”

Practicing Facing Fears

- Based on the home practice review, revisit the ‘Courage Ladder’ that they prepared and identify the appropriate target item for practicing facing fear in today’s session. If they have successfully mastered the previous target item on the ‘ladder’, move to the next level, else practice the same item on the ladder.

“In the last session [and at home if the student has done the home practice], you faced one of your fears and found that the fear reduced when you continued to face it for some time. Today, we will continue facing fears a little higher up on the ladder. Is that ok? [If the student seems reluctant, try to encourage them].

Before we do that, I want to ask you if you think the ranks on the ladder are the same or you think they have changed.”

If they did not attempt/ complete the practice task, normalize any difficulties they had and problem solve around barriers:

“Sometimes students do experience difficulty in practicing tasks (practicing facing fears/ making rating) assigned to them. It would be helpful to understand what got in the way of you practicing so, we can figure out how to make practicing easier. Can you tell me what happened?”[Wait for student to respond]

- If the tasks seem to be too challenging, guide them towards choosing items that are lower in rating of fear. If required, encourage them to seek support/ help from someone at home where possible.
- Explain the importance of regular home practice and skill building.

“Sometimes facing our fears can be difficult but once we start taking small steps towards our fears and continue to do it, the fears slowly reduce. That is why it is important to keep practicing doing it again and again, so that you can easily manage your fears.”

OR

“Let practice one more time the feared situation that we practiced in our last session. This will help me identify the challenges you are facing and also help you practice and feel more confident about managing the situation. Is that ok?”

If the student feels that some fears are less or more, redo the ranking on the ‘courage ladder’ and then choose the facing fear task, preferably in the higher band than the one faced in previous session

“I know it is tough because now you are facing fears that are so intense. You expressed similar concerns during the previous sessions. Can you tell me what we have discovered, once we started facing the fearful situation? [wait for the student to respond]. Yes, your anxiety came down/ the anticipated negative outcome didn’t take

place. This way the fear loses its power over you. Today, as we continue facing situations that are fearful to you, you might learn that you can overcome many more of your fears. Do you want to try this together?"

- After discussing and identifying the target fear item for the session, initiate the exercise. Introduce the feared situation. Take fear ratings after each trial. Once their fear rating decreases by 50%, you may end the facing fear exercise for this item on the ladder.
- Depending on the fear, exposure exercises may take multiple trials before they are successful..

- Repeat this process for as many fears as possible on the courage ladder until the fear is no longer interfering with their daily life.
- If the fear is difficult to simulate in the session, try imaginal facing fear. Ask them to imagine the surroundings in great detail to make the simulation as real as possible. Then, guide them through their surroundings towards the stimulus feared by them. Take rating and following the remaining process as outlined above (Appendix D)

Review Learnings from Facing Fears

Review the exercise and discuss the observed changes.

"Can you tell me what you observed through today's practice of facing fears? Did anything like what you imagined, take place?"[wait for the student to respond]

"What do think led to fear decreasing even though you didn't avoid it?"[wait for the student to respond]

"As you have noticed through our exercises, when

anxious our worries seem to be much bigger than what it actually is. Previously, to deal with your anxiety/ fear, you have avoided this situation [insert here the facing fear practice situation] and by doing it your fear kept increasing. As you have started facing these fears, they have started decreasing and the more you practice, they will decrease further and eventually disappear. Does this make sense?"

Assign Home Practice

- Ask them to continue facing their fears, gradually moving up to the situations in the courage ladder. Assign 'daily facing fear' practice that to do outside of the session. Start with tasks they covered during the session and gradually move to more difficult ones (last longer, higher up on the ladder). Ask them to complete a fear rating before and after each facing fear.
- Encourage them to face their other categories of fears as well, so that the fear diminishes gradually.
- Make a detailed plan of how they will do the facing fear exercise outside the session and who will help them. Discuss potential barriers and develop a plan to ensure they can follow through with their home practice.

"Our home practice plan looks good! Can you think of any

difficulties you may encounter when you start following this schedule?"

"Would you need someone's help to do it?"

If a parent/guardian will help the students with the home practice, inform them about the procedures and tasks over a phone or video call. Refer to 'Appendix D' for more details on the procedure.

If a student does not think they will experience any difficulties, give suggestions on potential barriers and ways to overcome them.

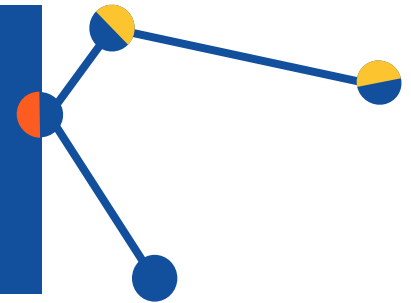
"Sometimes, it happens that your anxiety may not come down fully or you're not able to complete the task as planned. If this happens, note down about your difficulties in 'facing your fear' sheet. We can meet and discuss this in detail. Be sure to continue practicing facing your fears, one step at a time!"

Wrap up the Session

Tell them you look forward to seeing them for the next session. Keep the following points in mind when wrapping up the session.

- Summarize and answer any doubts.
- Set up the next session. Agree on the time for the next session; ask them to write it on top of their booklet.
- Remind them to get the booklet for the next session.
- Ask if they would like to be reminded, and if so, the medium of being reminded (text message, calls, email, through another student etc.)
- Inform them that in case of absence, they must inform you in advance and schedule the next meeting on an alternate date. Remind them of the protocol to be followed for communication between sessions, as applicable.

Note: If the student has received less than satisfactory reduction in target problem at this point, or hasn't been able to completely grasp the concepts, following discussion with supervisor, schedule one more session of FF before moving to consolidation. The session components of this additional session will be the same as session 3.



COMMUNICATING WELL (CW)

Session 01.

Session Objectives

1. Learn about persisting problems
2. Introduce the skill of communicating well
3. Identify various communication styles used by the student
4. Instill hope

Materials Required

- MBI Manual
- 'Communicating Well' booklet
- Formulation sheet
- Progress journey graph
- Session record forms
- Audio recorder

Session Components Checklist

- Continue engagement
- Set the agenda
- Monitor problems using progress journey graph
- Introduce 'Communicating Well'
- Introduce 'Learning to be assertive'
- Assign home practice
- Address any barriers in attending counselling
- Summarize and instill hope
- Wrap up the session

Session Components

Continue Engagement

Greet the student. Revisit the discussion from the last meeting and ask them to summarise what they remember. Address any discomfort they might feel towards the extended counselling sessions. Remind them that working on their problems takes effort and courage and as they practice the skills learned between the sessions, it will result in them overcoming their difficulties.

“Hello! It is good to see you. How has your week/day been?”

“I would like to know if you remember what we covered in our last meeting?”

“How do you feel about attending more counselling sessions?”

“It’s good to see your commitment and effort towards overcoming your problem. Working on our problems can take time and requires practice, so don’t be discouraged!”

Set the Agenda

- Orient the student to the process of agenda setting. Make a list of items that will be covered in today’s session. The agenda for the session will include discussing the problems, introducing the progress journey, reviewing and practicing relaxation, introducing being active and generating a list of activities.

“I’d like to start our meeting by discussing what we will be covering today. We call this the agenda. Today, we will start the discussion with identifying problems for which you would like help. After this, I will tell you about a new skill called ‘Communicating Well’ that can help you manage your problems. Towards the end of the session we can discuss what you need to do at home to help you practice these skills.

Do you have anything else that you would like to add?”

If the student reports or appears feeling distressed, let the student share their concerns.

If the concerns are unrelated to the students’

problem, suggest it be discussed at the end of the session.

If the concerns are related to the student’s problem, tell them that it will be discussed in today’s session.

“It seems to me that the day/ week has been rather stressful/ distressing/ overwhelming. Do you think we can talk about this in greater detail towards the end of our session?”

OR

“It seems to me that the day/ week has been rather stressful/ unexpected/ overwhelming. Let us see how we can manage these problems better through the skills we are going to learn in our sessions.”

- Go over the session guidelines briefly, clarify their concerns and provide suggestions on how to make the counselling process smoother using the same script as detailed earlier.

Monitor Problems- Reintroduce Progress Journey Graph

- Provide them with a fresh copy of the 'Progress Journey Graph'. Summarise the problems that they identified during shared decision making as the problems for which they want additional help. Re-demonstrate the process of completing the progress journey graph, assisting them to note down their problem/s and mark intensity. Refer to 'Appendix A' for guidelines on using the progress journey and a sample copy of the graph.

"We will be using the Progress journey graph to monitor changes in your problems from session to session, like we have done earlier. Please use a new graph to enter today's session ratings. You can see that on the left side it asks you to fill in your problems. Based on our discussion in the last meeting, you can list up to three main problems for which you would like help in counselling, similarly to what you have done earlier. You can look at the sample graph to guide you to locate where to write your problems [help the student locate the sample graph] Let me know when you are done or if you have any questions [Wait for the student to complete writing his/her problems]."

"Now, similar to the last graph, this graph will help keep track of how your problems are affecting you. First, you should fill in the session number and date for today over the dash given at the bottom of the graph point where to fill the details]. Now, you should rate each problem on a scale from 0 'not at all a problem' to 10 'a huge problem'. Think about how big the problem is for you NOW. Draw a vertical bar to represent your rating, just as it is shown in the sample progress journey graph. Remember to make this rating in the space provided for the first session. I'll give you a minute to complete ratings for all problems and let me know if you have any questions."

"We will be doing this every session. This would help us understand the impact of counselling on your problems. Do you have any questions about this?"

- Once they complete the progress graph, ask them to report what they have written verbatim and document the problem(s) and rating(s) for each problem in the record form to keep track of progress.
- This is followed by a detailed review of the target problem, including how it impacts their behaviour, thoughts, feelings, physiology and functioning and the ways student has been coping with these problems, they should enquire using one or more of following probes:

"Can you explain with an example of a situation where you have experienced this problem?"; "For how long has this problem been persisting?"; "How does this make you feel?"; "How does this affect your thinking?"; "Are there any ways in which it may have changed your behaviour?"; "How does it interfere with your school work, your life at home, your relationships and your free time?"; Some people feel different sensations in their body when they feel stressed such as increased heart rate, sweating, butterflies in stomach etc, have you being experiencing any changes in body since the problem began?"; "Have you tried anything to reduce/manage this problem?"

If a student appears very distressed, nervous or worried, practice deep breathing before proceeding with the session. Refer to 'Appendix B' for the deep breathing activity instructions.

Introduce Communicating Well

- Introduce the purpose and rationale of how communicating well will help with managing the students' current/ chosen problems. Reference the formulation sheet to better illustrate the concept.

"We will be learning a new skill 'communicating well to help manage the problems you had discussed earlier and help you feel better. As you can see here [reference formulation sheet] when we are faced with a problem or difficulty, we can engage in unhelpful behaviours."

In your case, when you experienced [insert student's target problem], you started doing [insert their current unhelpful behaviours for e.g., shouting at your friend, breaking objects] or stopped doing [insert previous helpful behaviours for e.g., expressing your likes/dislikes, giving names for school competition]. All these unhelpful behaviours may have led to having unpleasant thoughts and feelings [insert based on description provided by student for e.g., feeling nervous, lonely, angry], which in turn further increase your problems.

To break this cycle it is important to focus on changing the unhelpful ways of coping to more positive and helpful behaviours that will in turn help you feel better, think positive and cope better."

"How do you feel about doing a small exercise to help you understand this better?"

- Discuss how they have been communicating with different people (e.g., teachers versus peers) and in different situations.

"I want to start by asking you about how you talk to your favourite teacher in the class?" [Wait for the student to respond]

"How do you talk to your not-so-favourite teacher in the class?" [Wait for the student to respond]

"What about the way you talk to your favourite friend?" [Wait for the student to respond]

"What about the way you talk to your favourite friend when they are doing things that irritate you?" [Wait for the student to respond]

"How do you talk to a classmate you don't like?" [Wait for the student to respond]

- Linking to the student's example help them understand difference in communication with different people and different situations:

"People communicate in different ways with different people and across different situations. Can you tell if there is a difference in the way you talk to your favorite teacher versus not so favorite teacher at your school. Can you tell if there is a difference in the way you talk to your best when you are having fun versus when you are angry or sad?"

- Encourage them to reflect on what went well and what did not go well for them in these instances. End by summarizing:

"It sounds like there were some situations where your communication went well, whereas there were others where it did not go as well as you wanted it to go and negatively affected you and others involved. Let's look at these styles of communication closely."

- Introduce the three communication styles i.e. Aggressive, Passive and Assertive using the **'Understanding the three communication style sheet'** in the **'Now We Are Talking Booklet'**

"There are three main ways in which people communicate with one another.

Aggressive: *This is where one person dominates the conversation and is inconsiderate of the other person's needs or wants by only focusing on what they want to say and refusing to listen to others.*

Passive: *Here a person gives into another person's demands or opinions by agreeing to everything that the other person has said or done but not communicating their own needs, opinions or wants.*

Assertive: *This is where a person firmly but politely makes their needs known; a middle ground between aggressive and passive is reached by listening to others and giving in to needs of others whenever necessary while also expressing their own needs."*

"You described some ways in which you communicate at the start of the session. From what we have learned today, can you tell me what may be a style of communication you may have used with others? [wait for the student to respond]

"It does seem to me that when you are stressed, your communication style tends to become aggressive/passive [choose appropriate style]. [if applicable] It seems you are also assertive in some of the situations"

"Now let us try and understand the advantages and disadvantages of communicating in the ways that were described earlier"

- From the **communication style sheet**, have them read out the characteristics of the types of communication and the pros and cons. Help them

come to the conclusion that they have the highest chance of success at resolving conflict if an assertive style is used.

“Now which do you think is the better style of communicating and why?”

Learning to be Assertive

- Using example of situation from student’s life, help them identify the characteristic of assertive behavior and differentiate from aggressive and passive behavior:

“Can you tell me about a recent incident where you were able to successfully negotiate with another person to get what you want [wait for the student to respond] ? Can you tell what did you say, how did you say and how did you behave?”

“Do you think you were able to assertively communicate in this situation?”, “What do you think showed that you were assertive in this situation for e.g., in the way you talked, what you said and how you behaved?”

OR

“ If you were not assertive in this situation, what could you have done differently to be assertive for e.g., in the way you talked, what you said and how you behaved?”

- Share with example a few tips for assertive communication. See below for assertive communication skills :

- » Use a calm tone of voice
- » Avoid abusive or bad language
- » Listen carefully to what the other person is saying
- » Take turns to listen and speak
- » Use ‘I’ statements when you are talking about your feelings. E.g I feel angry when you tell me what to do
- » If the conversation is overwhelming, excuse yourself and take a break. Say- I would like to talk about this later when I feel calmer
- » Keep messages short and to the point

Assign Home Practice

- Ask them to read the story in the booklet and complete ‘**What is my communication style**’ sheet?

“In your booklet there is a story of students like you for you to read. After you finish reading this story you can go to the page titled ‘What is my communication style’ [say out page number for student to navigate]. Here, you can note down your communications and interactions with others during the day, including what happened, what did you say, how did you feel, what was the outcome? Then you can mark, red, blue or purple circle to show whether you have communicated aggressively, passively or assertively?”

“We will review this in our next session and this will help me guide on how to communicate more effectively. Does this make sense?”

- Use the following probes to facilitate their plan for their home practice:

“How much time do you think you can keep aside to read the booklet and then complete the writing task?”, “Would you prefer to write in the booklet or a separate sheet?”, “If you don’t understand something or need help with an activity, is there anyone who can help you?”, “Do you anticipate any difficulties in completing these activities?”, “What will make it easier for you to try out the activities?”⁶

⁶ These are examples of probing questions that the counsellor can use to elicit details about the problems. The probes can be modified/ new probes can be added/ relevant ones can be selected based on the student’s responses.

- Emphasize the importance of practice in learning skills.

“To get the maximum benefit from this, it is important that you practice. In our life, to learn anything new, regular practice is important! We cannot become a good cricket player by playing just one time, right? Similarly, by practicing, you will develop skills to cope with your current and future difficulties.”

- Identify a safe place for the student to store the materials carefully and inform them the

importance of doing so.

“It is important to store the material carefully. Sometimes, you may write down things in the booklet that you may want to keep private from others, so it’s important you store them in a safe and private place. Do you have a place to keep the material safely?”[Wait for the student to respond, troubleshoot any concerns they may have about storing booklet]

“Remember to get this booklet for all of our meetings”

Address Barriers to Attending Counselling

- Explore with the student if they are experiencing any barriers in attending counselling. Common barriers include scheduling conflicts with classes, exams or other home-related responsibilities, stigma, not completing homework due to limited time, poor understanding of concepts taught in sessions, feeling that the skills taught do not address the problem, or concerns from parents/teachers about attending sessions.
- Ask them if their parents or teachers have any concerns with them attending sessions and if they would like you to brief the parents/teachers with information about counselling and/or clear any doubts they may have. (See PSI manual for more details)

Summarize and Instill hope

“I know I have explained a lot today. Would you be able to tell me what you understood from our discussion?”

“Do you have questions?”

“Do you feel ready to take on this counselling journey?”

Provide hope that counselling can help them feel better. Explain that counselling is effective and consider sharing a brief, confidential success story from a previous student if you have one appropriate and relevant.

Wrap Up the Session

- Set up the next session. Agree on the time for the next session and ask them to write it on top of their booklet or any other convenient place. Remind them to get the booklet for the next session.
 - Ask them if they would like to be reminded, and if so, the medium of being reminded (text message, calls, email, through another student etc.). Inform them that in case of absence, they must inform you in advance and schedule the next meeting on an alternate date.
- Close the session.
- “We are now coming to the end of our first session. Do you have any questions? I would be happy I would be happy to answer them. I hope what we discussed was clear and helpful. See you on _____ at _____.”*

Session 02.

Session Objectives

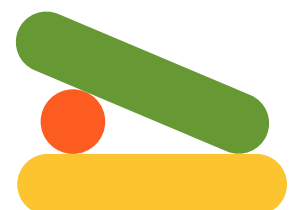
1. Monitor progress
2. Practice Assertiveness: Modeling and Role playing

Materials Required

- | | |
|--|--|
| <ul style="list-style-type: none">• MBI Manual• 'Facing your fears' booklet• Formulation sheet | <ul style="list-style-type: none">• Progress Journey graph• Session Record Forms• Audio recorder |
|--|--|

✓ Session Components Checklist

- Continue engagement
- Set the agenda
- Monitor problems and progress
- Review home practice
- Practice assertive style: Modeling
- Practice assertive style: Role-playing
- Assign home practice
- Wrap up the session



Session Components

Continue Engagement

Check if they had any difficulties in attending sessions.

OR

Ask how they got on with the home practice, and what they felt about doing it. Actively praise all positive efforts. Address any barriers or difficulties faced. Also remind them that it is what they do between the sessions that will result in them overcoming their difficulties.

“It is great to know that you have been able to do the activity/activities that we had decided in the last session.! Well done! Doing this will help you make progress quickly”

“I understand that you have not been able to practice the activity/activities that we had decided for you to do last time. Let us discuss what made it difficult for you to practice it. I can add this to our session agenda.”

“Is this okay with you?”

Set the Agenda and Session Guidelines

- Set Agenda

“Let us go over what we will cover in our session today. We will discuss how you are feeling about your problems and mark it on your progress journey. Today we are also going to practice more skills on how to communicate well, to help you manage the problems you are facing. Towards the end of the session we can discuss details of the activity you need to do at home to help you practice the skill you are learning. How does that sound? Do you have anything else that you would like to add?”

If the student reports feeling distressed or appears to be distressed, let them share their concerns.

If the concerns are unrelated to the students’ problem, suggest that it can be discussed towards the end.

If the concerns are related to the student’s problem, tell them that it will be discussed in today’s session.

- Go over the guidelines briefly, clarify concerns and provide suggestions on how to make the counselling process smoother.

“We had discussed and mutually decided certain guidelines e.g., about privacy and confidentiality, audio-recording of sessions, dealing with interruptions, changing your session timings. Would you like me to go over them? [Wait for the student to respond] Is there anything you would like to change about these guidelines? [Wait for the student to respond].”

- Check with if they have the counselling kit/material for the session. Help them locate and identify material required for the session.

“Remember I had said that at the start of every session, we will check if you have the materials you need for the counselling session? Great, let’s go through them and open those we will be using today.”

Monitor Problems and Progress

Ask them to take out the ‘Progress Journey Graph’ and encourage them to complete it, using the instructions provided in ‘Appendix A’.

Once they complete the rating, ask to see it. Record their responses in the session record form.

Share your feedback on their progress.

If the student ratings show improvement, as indicated by the downward trend in the rating for the target problem, discuss how they feel about the improvements and possible reasons for the improvement.

“I can see there is a reduction in your problem from the first day you came in for counselling. It seems you have made good progress on your problems since we last met. How do you feel about this?”

“What could have led to these improvements?”

If the student has shown a lack of improvement, as indicated by the upward trend or no changes in the graph rating for the target problem, instill hope and enquire about their challenges.

Review Home-Practice and Troubleshoot Barriers

- Ask if they followed through with the assigned home practice of reading the story in the booklet and filling the communicating style practice sheet.

If they attempted the practice task, praise them. Go over the list of tasks- reading booklet and the communicating style practice sheet.

“Can you tell me about what you read in the booklet?”

“Could you tell me about the different styles you used to communicate”

“What were the situations in which you adopted an aggressive style?”, “ What happened, what did you say and do?”, “What was the outcome?”, “ What made it difficult for you to adopt assertive style in this situation?”

“What were the situations in which you adopted passive style?, “ What happened, what did you say and do?”, “What was the outcome?”, “ What made it difficult for you to adopt assertive style in this situation?”

“What were the situations in which you adopted assertive style?, “ What happened, what did you say and do?”, “What was the outcome?”, “ What made it possible for you to adopt assertive style in this situation?”

If they did not attempt/ complete the practice task, normalize any difficulties they had and problem solve around barriers:

“I can see that there has been no improvement/ worsening of your problem. Don’t be disheartened! This is quite common; we are just beginning to learn how to resolve your problems. The process requires patience and practice will definitely help you to get better at it”

Conclude this part of the session.

“We will talk more about what has been helpful or what was challenging in working through problems.”

- If a student appears very distressed, nervous or worried, practice deep breathing before proceeding with the session. Reference ‘Appendix B’ for the deep breathing activity instructions.

“Sometimes students do experience difficulty in practicing tasks (reading/ writing) assigned to them. It would be helpful to understand what got in the way of you practicing so we can figure out how to make practicing easier. Can you tell me what happened?”
[Wait for student to respond]

“It sounds like doing practice tasks (reading/ writing) has been challenging. Can we think of ways to make it easier for you to practice this/these activity/activities?”

If required, give them some time during the session to complete the task. Additional guidance can be provided to help finish the task if required (if they are not clear about what needs to be done or looks confused).

- Explain the importance of regular home practice and skill building.

“Remember, it’s important to keep practicing these skills, just like it’s important for you to consistently attend school or sports practice if you want to improve. The more you practice, the easier it will be to do these activities and build them into your schedule. Do you think there is someone who could help you practice these activities?”

Practicing Assertive Style: Modeling

- Use one of the examples of aggressive/ passive generated by the student as part of home practice to demonstrate assertive communication styles or one of the other commonly encountered situations from 'Appendix D'(Communicating well) .

“Let us use the situation you have described, and use that to learn what an assertive response could be.”

“Can you tell me what would have been an assertive response in this/these situation(s)?” [wait for the student to respond and clarify any gaps in comprehension]

“Could you think of the various tips I have shared with you that could have been used here to make communication more effective?”

- Review the assertive communication skills again. See 'Appendix D' for more tips.
- Model how one might respond using each of the styles by taking the role of the student in the situation and asking them to play the role of the other person. See 'Appendix D' for examples of statements for each of the style.
- After you model each style, highlight how each style is characterized by content, pitch, voice, and tone.
- Repeat this with another example if the student is struggling to understand.

Practicing Assertive Style: Role Play

- Use the same examples of aggressive/ passive generated by, do a role-play where the student can demonstrate the use of assertiveness skill.

“Let us use the same situation you have described and do a role-play. You will play yourself and this time I would like you to negotiate the situation more assertively. I will play the role of another person. Should we try this?”

- If they are feeling reluctant/ shy, encourage them by emphasizing that practicing these skills will help them to learn to communicate more effectively in real life.

“This may seem artificial but the practice we do in our sessions will help you prepare and apply the assertive communication skills, outside in the real world, possibly more effectively and with confidence. Should we give it a try”

- Pause and redirect any aggressive or passive behaviours into more assertive behaviours/ responses. Once role-play is completed, praise appropriate rehearsal of assertive behaviors. Reflect on what could have gone better.

“Let’s pause here and see what you said and how you said it. You said [add here student’s verbatim] and this

was an assertive response. Could you tell me what your posture and your facial expressions are like right now? [wait for the student to respond]

Good job! You have learnt how to communicate the same thing in a more effective manner.”

OR

Let’s pause here and see what you said and how you said it. You said (add here verbatim what the student said) and this was an aggressive/ a passive response. Could you tell me what your posture and your facial expressions are like right now? [wait for the student to respond]

Let us discuss what you could have said or done differently to be assertive.” (give examples of some assertive statements if required)

- Repeat this with another example. This can be another situation from the homework sheet or part of any ongoing or past conflicts that the student reported in previous sessions. Model appropriate assertiveness first by taking on the role of the student and then, switch roles and have them rehearse their skills by practicing what they will say and how they will say it.

- Address any concerns expressed about being assertive in real life situations.

“I understand that communicating in a different manner can seem new and different for you right now. And you might be feeling afraid/ uncomfortable as interactions with some people have been unpleasant in the past. Other people may also find it strange to see you communicating in a different way but that’s only because it will be new for them. However, it is possible that if we try a new way of communicating you might feel differently from what you have been feeling so far. We will learn how this new

skill can be helpful to you only when we give it a chance. Others will soon get used to your new communication styles as well.

Once you try this new way of communicating, we can discuss how you felt and discuss any challenges you faced in the next session!”

Assign Home Practice

- Guide them to complete the ‘How to communicate’ worksheet in the booklet for the next session and ask them to note down the situation and the style of communication that they use outside the session and how it impacts their feelings and thoughts. Encourage them to choose at least one situation outside the session to practice assertiveness skills.

“For your home practice, it would be good for you to continue writing about the different situations where you have communicated with others, what happened and what style of communication you have used. We have also practiced talking in an assertive manner in today’s

session. Can you think of at least one situation outside the session where you can practice communicating assertively? [Wait for student to respond and if student has difficulty, suggest one of the situations used in role play in the session] That’s good, when will you get an opportunity to practice the assertive communication style? ”

“How frequently will you try this out this week?”, “What might get in the way?”, “Would you need someone’s help to do it?”

Wrap up the Session

Tell them you look forward to seeing them for the next session. Keep the following points in mind when wrapping up the session.

- Summarize and answer any doubts.
- Set up the next session. Agree on the time for the next session; ask them to write it on top of their booklet.

- Remind them to get the booklet for the next session.
- Ask if they would like to be reminded, and if so, the medium of being reminded (text message, calls, email, through another student etc.)
- Inform them that in case of absence, they must inform you in advance and schedule the next meeting on an alternate date.



Session 03.

Session Objectives

1. Monitor progress
2. Review and continue practice of Facing fears'
3. Troubleshoot barriers

Materials Required

- | | |
|--|---|
| <ul style="list-style-type: none">• MBI Manual• 'Facing your fears' booklet | <ul style="list-style-type: none">• Progress Journey graph• Session Record Forms |
| <ul style="list-style-type: none">• Formulation sheet | <ul style="list-style-type: none">• Audio recorder |

Session Components Checklist

- Continue engagement
- Set the agenda
- Monitor problems and progress
- Review home practice
- Practice assertive style
- Assign home practice
- Wrap up the session



Session Components

Continue Engagement

- Greet the student and engage in small talk.
- Check if they had any difficulties in attending the session
- Ask how they got on with the home practice, and what they felt about doing it. Actively praise all positive efforts.
- If practice task was not completed, add this to today's discussion

Set the Agenda and Session Guidelines

- Set Agenda

“Let us go over what we will cover in our session today. We will go over how you are feeling about your problems today and mark it on your progress journey. We are also going to practice more skills on how to ‘Communicate Well’ to help you manage the problems you are facing. Towards the end of the session we can discuss details of the activity you need to do at home to help you practice the skill you are learning. How does that sound? Do you have anything else that you would like to add?”

[Wait for the student to respond]

Ask if they agree and if there are any additional items that they would like to talk about.

If the student reports feeling distressed or appears

to be distressed, let the student share their concerns.

If the concerns are not related to the student's problem suggest that it can be discussed towards the end of the.

If the concerns are related to the student's problem tell them that it will be discussed in today's session.

- Go over the guidelines briefly, clarify student's concerns and provide suggestions on making the counselling process smoother.
- Check with if they have the counselling kit/material for the session. Help them locate and identify material required for the session.

Monitor Problems and Progress

- Ask them to take out the ‘Progress Journey Graph’ and encourage them to complete it, using the instructions provided in ‘Appendix A’.
- Once they complete the rating, ask to see it. Record their responses in the session record form.
- Share your feedback on their progress.

If the student ratings show improvement, as indicated by the downward trend in the graph rating for the target problem, discuss how they feel about the improvements and possible reasons for the improvement.

If the student has shown a lack of improvement, as indicated by the upward trend or no changes in the graph rating for the target problem, instill hope and enquire about their challenges.

- Refer to ‘Appendix A’ for instruction for progress monitoring and sharing feedback.
- If a student appears very distressed, nervous or worried, practice deep breathing before proceeding with the session. Reference ‘Appendix B’ for the deep breathing activity instructions.

Review Home-Practice and Troubleshoot Barriers

- Ask if they followed through with the assigned home practice of reading the story in the booklet and doing the chosen activity/activities.

If they attempted the practice task, praise them. Go over the communicating style practice sheet and discuss their experience of using assertiveness skills and any barriers they experienced.

If they did not attempt/ complete the practice task, normalize any difficulties they had and problem solve around barriers:

Explain the importance of regular home practice and skill building.

“Remember, it’s important to keep practicing these skills, just like it’s important for you to consistently attend school or sports practice if you want to improve. The more you practice, the easier it will be to do these activities and build them into your schedule. Do you think there is someone who could help you practice these activities?”

Practicing Assertive Style

- From the home practice sheet, review various situations where the student used an assertive style, how it went, the challenges they experienced and what they could have done better.

“You told me that you have been trying to communicate assertively. Can you tell me what strategies of assertive communication you used?”, *“What strategies did you find helpful?”*, *“Were there any situations where you found it difficult to use an assertive style?”*, *“Were there any strategies you found unhelpful/ difficult?”*, *“Is there anything you could have done differently to communicate more assertively?”*

- If they are still struggling to use assertive communication, take up some additional modelling and role plays using different scenarios. Review the tips of assertive communication
- Use one of the situations generated by the student or come up with your own and have them practice using an assertive response in session. They should now be the ones practicing the assertive response while you play the other role.

Assign Home Practice

- Encourage the student to try and practice communicating assertively before your next meeting. Specific situations for the same can be mutually decided like talking to parents or siblings at home, speaking up in online class, sending messages on WhatsApp groups. Discuss the possible barriers they may encounter towards completing the assigned home practice tasks, give special emphasis to this part if they have had difficulties in completing home practice tasks earlier.

“Our home practice plan looks good! Can you think of any difficulties you may encounter when you talk to any of these people/in any of these situations?”

- If a student does not think they will experience any difficulties, give suggestions on potential barriers and ways to overcome them.

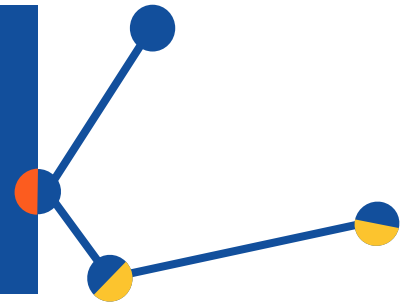
“Sometimes, it happens that we are unable to be assertive on a particular day or in a particular situation for example: being assertive with a parent or a teacher. It can be helpful in such a situation to practice being assertive on your own, that is, think of what you want to say, when you want to say it and maybe take the help of a family member/friend to practice how you want to say what you want. Be sure to give this your best shot!”

Wrap up the Session

Tell them you look forward to seeing them for the next session. You may keep the following points in mind when wrapping up the session.

- Summarise and answer any doubts.
- Set up the next session. Agree on the time for the next session; ask them to write it on top of their booklet.
- Remind them to get the booklet for the next session.
- Ask if they would like to be reminded, and if so, the medium of being reminded (text message, calls, email, through another student etc.)
- Inform them that in case of absence, they must inform you in advance and schedule the next meeting on an alternate date. Remind them of the protocol to be followed for communication between sessions, as applicable.

Note: If the student has received less than satisfactory reduction in target problem at this point, or hasn't been able to completely grasp the concepts, following discussion with supervisor, schedule one more session of FF before moving to consolidation. The session components of this additional session will be the same as session 3.



MAINTENANCE AND TERMINATION

Final Session.

Module Objectives

1. Review impact of problem-solving on student's difficulties
2. Consolidate and prepare for the future

Materials Required

- | | |
|--|--|
| <ul style="list-style-type: none">• MBI Manual• 'Looking ahead' booklet• Formulation sheet | <ul style="list-style-type: none">• Progress Journey graph• Session Record Forms• Audio recorder |
|--|--|

Session Components Checklist

- Engage the student
- Set agenda and session guidelines
- Monitor problem and progress
- Review home practice
- Review and consolidate learnings
- Prepare for managing future problems
- Decide course of the counselling
- Instill hope and celebrate
- Terminate 'act-well' counselling

Session Components

Continue Engagement

- Greet the student.
- Check if they had any difficulties in attending the session.
- Ask how they got on with the home practice, and what they felt about doing it. Actively praise all positive efforts. If the practice task was not completed, add this to today's discussion

"It is great to see that you have completed the task of trying out your activity plan/ facing your fear exercises/

communication strategies. Well done! Doing this will help you make progress quickly and manage your problem."

OR

"I see that you have not been able to try out your activity plan/ facing your fear exercises/ communication strategies. Let us discuss what made it difficult for you to complete your tasks. I can add this to our session agenda. Is this okay with you?"

Set Agenda and Session Guidelines

- Set agenda

"This is our last session. Till now, we have discussed and practiced steps of being active/ facing fears/ communicating well along with POD steps. Today, we will review your overall learning and its impact on your problem. Along with this, we will also discuss how you can continue practicing these skills and make them stronger even after we end our counselling journey. How

does that sound?

Do you have anything else that you would like to add?"

- Go over the guidelines briefly and clarify concerns
- Check with the student if they have the counselling kit/material for the session. Help them locate appropriate material for the current session.

Monitor Problems and Progress

- Encourage them to complete the 'Progress journey graph'.
- Record their responses in the session record form.

If the student ratings show improvement, as indicated by the downward trend in the graph rating for the target problem for two or more sessions, discuss how they feel about the improvements and praise them for the efforts.

"From what we have seen in the last session and as we have seen right now from your progress journey, it looks like you are feeling a lot better. You have also mentioned that you feel better about managing your problems now.

Is that right? [wait for the student to respond]

This tells me that you've been working really hard and practicing everything we learned to help deal with your problems and feel better.

I think we can spend this meeting reviewing everything you learned, planning for the future, and celebrating the progress you made in counselling. How does that sound?"

If the student has shown a lack of improvement, as indicated by the upward trend or no changes in the graph rating for the target problem for one or more sessions, instill hope and enquire about their challenges.

“We have tried to learn some new skills to help manage your problems better. I understand that these skills have not made you feel much better and you are still feeling distressed about your problems. I think we can spend this meeting to identify the challenges you have been experiencing and plan about how you can continue to

practice these skills in a way that is helpful for current and future problems. We can also talk about other resources or services that may better help you manage your problems. How does that sound?”

Review Home Practice

- Ask if they followed through with the assigned home practice.

If they attempted the practice task(s), praise them and discuss what the student did and how the chosen option was implemented.

“I see that you have continued with practicing skills as we discussed. Good job! Can you tell me more about what you have tried?”

AND/OR

“I see you have expanded the list and included many more activities/ items/ situation for practicing these skills”

AND/OR

“I am glad to see you have been able to use these skills with another problem as well.”

If they did not attempt/ complete the practice task(s), normalize any difficulties they had and problem solve around barriers:

“I see that you weren’t able to try out your plan. It would be helpful to understand what got in the way of your efforts so we can figure out how to make this and any other home tasks easier. Can you tell me what happened? What difficulties did you face when attempting to prepare/ try out a plan?”

Discuss barriers to implementing the chosen solution, provide adequate support and brainstorm ideas to ensure successful implementation. Modify the plan, as necessary.

“I know that you do understand the importance of regular practice in learning any new skill. You told me you were unable to carry out your activity plan/ facing your fear exercises/ communication strategies due to [mention here the barriers reported by the student in implementing the chosen option]. What do you might help you in ensuring you don’t face these difficulties when you try again? [Wait for the student to respond].”

Review and Consolidate Learnings

- Examine their thoughts and feelings about ending counselling.

“This will be our last session together. How do you feel about ending counselling?”

If the student expresses hesitation about ending counselling, explore the concerns.

“I can understand that you feel like you will benefit from more counselling sessions and don’t feel like you are ready to end our sessions. Can you tell me a little bit about

how you are feeling about concluding our sessions? Can you tell me a little more about what you would like to learn if counselling were to continue?”

If the student expresses the need to practice the skill one more time, you may do so.

If the student expresses distress / sadness about not seeing you anymore, validate their feelings and discuss how this is an important step in their journey of learning to cope better.

- You may step back to consider the whole process, focusing on the skills learned and helpful aspects

“I’m glad that you attended the sessions and learnt how to manage your problems. It will be helpful to hear what you have learned in counselling. Can you summarise what you have learned?”

“Can you summarise the different steps of the act well skills you learnt?”

“It will be good to know what skills/ steps you found helpful with your problems?,” “Where did you try out these skills?,” “What do you think were your strengths that helped you in the process?”

- Highlight their efforts in solving and managing their problems.

“I see that you have made many efforts to solve your problem and overcome challenges you experienced while working on them. The improvement is due to your hard work.”

- Explain that the best way to make these skills part of their routine and feel better is to practice them every day. They might believe that the skills learned to solve a particular problem may apply to that problem only. In these instances, it can be helpful to encourage them to identify and apply the skills

in different situations. Using the progress journey graph, help them identify problems that are still not fully resolved or any new problems that they have come up during the course of counselling.

“As we have been discussing through the program, it is important to keep practicing these skills! The more you practice these skills the easier it will be for you to use them for different problems and not just the ones that we discussed in our sessions. Can you think of any such problems where you can apply these skills? These can be one of the other problems that we noted down in this graph or a new problem that you identified during counselling?”

OR

“It seems you have made an effort. Learning to solve problems is a process that requires patience and practice. Practice will definitely help you to get better at it! I would encourage you to use what you learnt during sessions and the booklet to help you practice the ‘act well’ skills. Can you think of any such problems where you can apply these skills? These can be one of the other problems that we noted down in this graph or a new problem that you identified during counselling.”

Prepare for Managing Future Problems

- Explain the concept of “relapse” or going back to old ways:

“It’s great that you’ve been able to work so hard in counselling. It’s also important to know that sometimes, the problems we face and difficult emotions we feel can return, especially when times are stressful. It is important to remember that you have new skills to help you feel better and that a setback doesn’t mean all of your progress is lost.”

- Discuss what situations might increase their risk of feeling worse in the future. Explore the barriers/ difficulties they anticipate in using the skills taught. The following probes may be used for facilitating the discussion:

“What situations might arise in the future that may make it hard for you to practice the skills you learnt?,” “What situations might increase your stress?”

“Thinking about them and planning for them in advance can help you be prepared to deal with these problems. Can you think of any such situations? Let’s discuss them now.”

“What will you do?,” “Can you think of a few options for coping with these problems?,” “Is there someone who can help you with this – perhaps a family member, friend or teacher?”

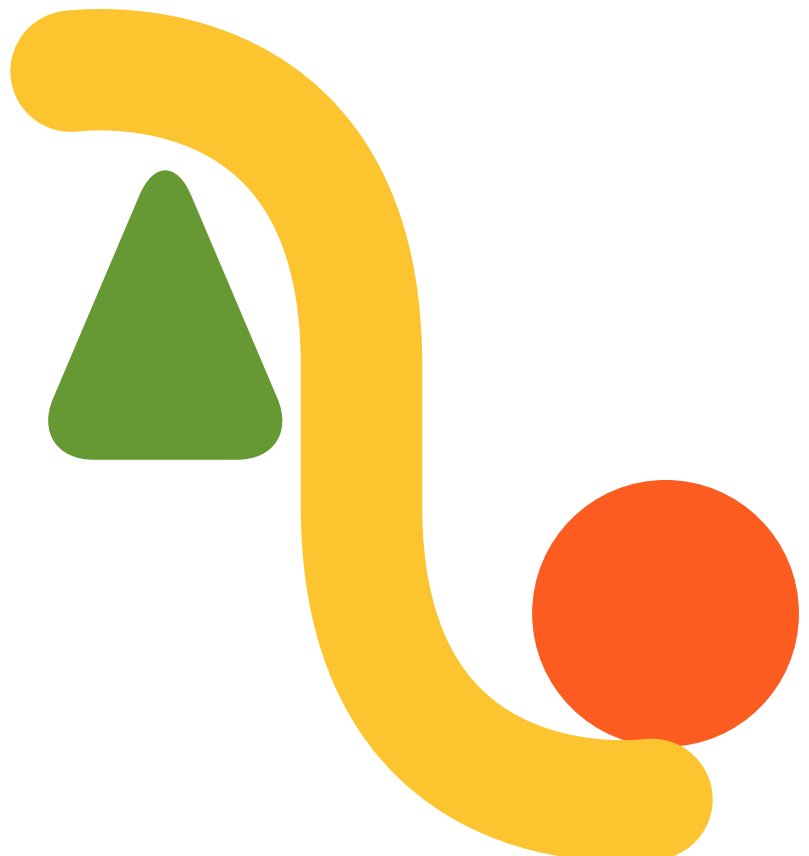
“In any case, the booklets and poster are useful to remember steps of POD and act-well skills and manage current and future problems.”

- Provide the **Looking Ahead Booklet** and encourage them to fill it based on today's discussion. It helps to prepare the plan for future problems.

"You can write different things we discussed- what problems you may expect to face in the future, your strengths, to remind you of what you can achieve and the people who can help you manage the problems."

This may help you feel more confident in managing the problem. What do you think?"

- Encourage them to keep the booklets and poster somewhere safe so that they can be accessed again if needed.



APPENDICES

Appendix A

Instructions and Scripts for Monitoring Problems and Progress:

- Progress Journey Graph is designed to obtain the student's ratings of problem severity ratings. This graph is adapted from the Youth Top Problem scale . You can use the following script:

“Remember I had discussed that we would fill in the graph at the start of every session? I would like you to complete the progress journey graph today to see how you are doing. First, you should fill in the session number and date for today over the dash given at the bottom of the graph [point to where to fill the details]. Now, you should rate each problem on a scale from 0 ‘not at all a problem’ to 10 ‘a huge problem’. Think about how big the problem is for you NOW. Draw a vertical bar to represent

your rating, just as it is shown in the sample progress journey graph. Remember to make this rating in the space provided for today’s session. I’ll give you a minute to complete ratings for all problems and let me know if you have any questions.”

- Provide guidance in helping the student locate the progress graph and the sample graph within the counselling kit.
- Let the student take the lead in completing these questions.
- Record student ratings of problem and severity in their session record form.

Interpretation of Problem Rating on the Progress Journey Graph

Rating	Interpretation
0-2	Not a problem at all/ small problem
3-6	Somewhat a problem
7-10	Very much a problem

Script for discussing Progress

If the student ratings show improvement, discuss improvement using the following script:

“I can see there is a reduction in your problem from the first day you came in for counselling. It seems you have made good progress on your problems since we last met. How do you feel about this?

What could have led to these improvements?”

If the student has shown a lack of improvement, share feedback using the following script:

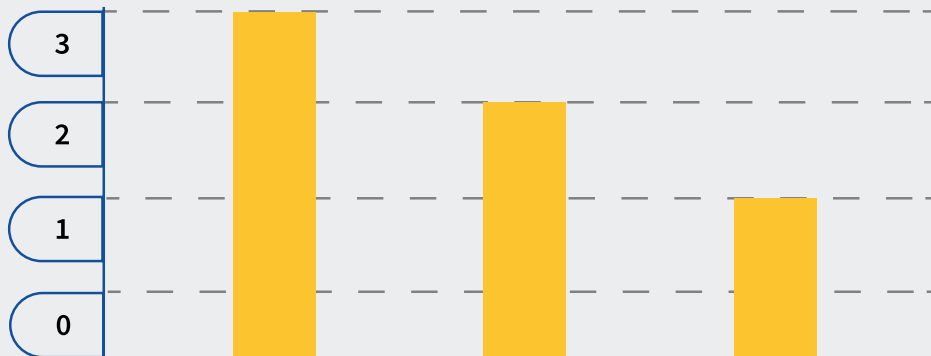
“I can see that there has been no improvement/ worsening of your problem. Don’t be disheartened! This

⁷Weisz, J. R., Chorpita, B. F., Frye, A., Ng, M. Y., Lau, N., Bearman, S. K., & Hoagwood, K. E. (2011). Youth top problems: Using idiographic, consumer-guided assessment to identify treatment needs and to track change during psychotherapy. *Journal of Consulting and Clinical Psychology, 79*(3), 369.

is quite common; we are just beginning to learn how to resolve your problems. The process requires patience and practice will definitely help you to get better at it!"

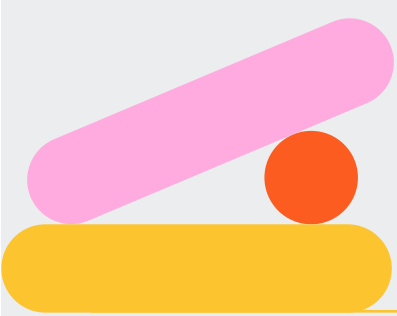
"Can you tell me what challenges you are facing when trying to work through your problem?"

Sample Progress Journey Graph (Printed version)



This is your Progress Journey which will help you understand whether your problems are getting better or not. Using the boxes below, make a note of three top problems you want to work on during counseling. For each problem, draw a vertical bar on the graphs, to show

how big each problem is to you, where 0 means it is not a problem at all and 10 means it is a huge problem. Enter the date in the space provided, each time you draw the vertical bar to mark your progress.





Problem 1

Empty box for writing the solution to Problem 1.

10 rows of handwriting practice lines. Each row has a dashed top line, a solid middle line, and a dashed bottom line. The rows are numbered from 10 down to 0 on the left side.

Date:



Problem 2

Empty box for writing the solution to Problem 2.

10 rows of handwriting practice lines. Each row has a dashed top line, a solid middle line, and a dashed bottom line. The rows are numbered from 10 down to 0 on the left side.

Date:



Problem 3

Empty box for writing the solution to Problem 3.

10 rows of handwriting practice lines. Each row has a dashed top line, a solid middle line, and a dashed bottom line. The rows are numbered from 10 down to 0 on the left side.

Date:

Appendix B

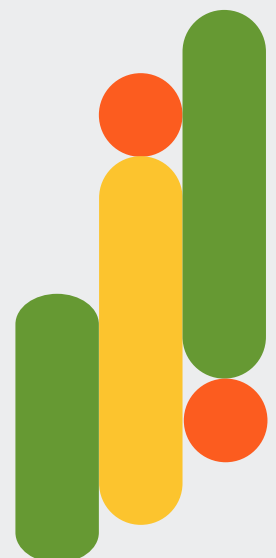
Instruction for Deep Breathing

“Now sit in a comfortable position and rest your hands on your knees, keeping them loose, light and free. Let us begin the deep breathing exercise by slowly taking a deep breath in and a long relaxing breath out. The goal is to achieve a slow and steady breath. Now place one hand on your abdomen, and one hand on your chest. As you breathe in and breathe out, you will find that your chest and abdomen are contracting and expanding. Some people find it helpful to count their breath. Let us try it, breathe in....1.....2..... 3..... 4, breathe out.....1.....2.....3.....4, breathe in....1.....2..... 3..... 4, breathe out.....1.....2.....3.....4, breathe in....1.....2..... 3..... 4, breathe out.....1.....2.....3.....4.”

Check in with the student to understand if they are experiencing any discomfort. If they express excessive

discomfort, please stop the activity and ask if they would like to practice the skill in the next session. If the student appears comfortable, continue practicing deep breathing for another 3 or 4 rounds, for around 2 minutes.

“Let us continue sitting in a comfortable position and gently close your eyes. Now, slowly breathe in....1.....2..... 3..... 4, breathe out.....1.....2.....3.....4, breathe in....1.....2..... 3..... 4, breathe out.....1.....2.....3.....4, now say it in your mind and inhale and exhale slowly a few more times. Now slowly open your eyes.”



Appendix C-Being Active

Guidelines for Activity Generation

1. Ask probing questions in order to identify activities that are simple, free and doable. These activities can be from the following 4 categories:
 - i. Activities that student enjoys or used to enjoy and can do with others such as playing sports, dancing, talking
 - ii. Activities that are important or valuable to student e.g, studying, praying, doing daily chores
 - iii. Activities that that student enjoys or used to enjoy and can do by themselves such as painting, doing puzzles, singing
 - iv. Activities that help others such as teaching younger sibling, helping parents with chores
2. Focus on generating one or two activities within each category. As the student showcases comfort with these activities, more activities can be added upon discussion with the student from the following categories.
3. If the student identifies more passive pleasurable activities such as reading/watching a movie, it will be helpful to encourage them to also list out activities that are social, such as meeting neighbours, video calling people, playing games with parents and siblings with, or requires more active movements, such as playing a sport, aerobics, cooking, art and craft etc.
4. If they are unable to come up with activities or activities of an active nature, you can provide a few suggestions from the list given below.

List of Activities

Below are a few ideas of fun things students can do as part of 'Activity Scheduling' to improve their mood. These activities can also be done in session to induce a positive mood, as an icebreaker in the beginning of a session in

which the student is reluctant to share, or at the end of a session as a reward. Activities will vary according to the student's age and interests. Feel free to add your own ideas to this list.

In-Session Activities	At-Home Activities
<ul style="list-style-type: none">• Twenty Questions• Story Chain (counsellor and student take turns to say a sentence and build a story)• End the sentence (The best thing about me is....., etc.)• Bollywood or music quiz• Asking Riddles• Categories with similar alphabets –name, place, animal, thing• Word Chain (as many words a possible in same category: rain, water, cloud, umbrella)• Tell the Capitals (counsellor and students take turns to name a state or country and the other persona has to name the capital)• Teach the counsellor the latest song• Stretch muscles (counsellor gives instructions) or visual imagery that includes the counsellor and student's imagination.	<ul style="list-style-type: none">• Listen to music• Help with household work/help family members• Spend time with family• Spend time with friends• Go for a walk, cycle ride etc.• Make a craft• Practice relaxation exercise• Jumping jacks• Draw a picture• Dance to their favourite song• Watch funny video on YouTube (based on availability)• Call a friend

Guidelines for Scheduling Activities

Make a plan with the student for them to do the activity/ activities of their choice. Ask questions about scheduling and doing the activity with specifics on the nature of activity and when and where it would be done.

- Discuss any obstacles that may get in the way of completing activities. How will the student address them? If they encountered difficulties doing the home practice activity, pay special attention to the obstacles encountered.
- Discuss the ways in which they could balance the different types of tasks in their activity schedule. The activity schedule should have a balance of important

and enjoyable activities. E.g., An important activity may include studying or exercising or providing help at home (washing vessels, doing laundry) and an enjoyable activity may be playing some games with family members or watching a movie or playing an instrument that the student enjoys.

- Encourage the student to include some flexibility in schedule so that there is adequate time each day with different kinds of activities like eating, grooming, exercise, socializing etc and scope for rescheduling the existing activities and scheduling new ones if required.



Appendix D-Facing fears

Guidelines to build a Courage Ladder

- Ask them to list all fears from small fears to big fears and make a note of them.
- Group the fears together. The student may have a lot of different fears, so make different lists for different fear themes. Focus on one category at a time. Eg- fears related to talking to people would be one list, fears related to dogs would be a separate list.
- Next, ask the student to rate each fear on their list on a 1 – 10 rating scale. Choose up to 10 items to place on the ladder (one for each rating) that you can easily turn to facing fear exercises to practice in sessions and between the sessions. For example, a student with a fear of dogs would have “a dog licking my face or petting a dog” rated a 10 placed at the top of the ladder versus “seeing a picture of a dog” rated a 1 at the bottom of the ladder.
- If the student only lists high fears (rated 10) or low fears (rated 1), help them think about the fear differently. Ask, *“What would make that a 6 or a 7?”* Add their examples to the courage ladder so it has a range of fears.
- Review the final ladder with the student. If the parent/guardian is involved in treatment, review with them as well. Discuss and modify if necessary.

Guidelines for Imaginal Facing of Fears(where the student is asked to imagine/visualize their fears)

- Work with the student to choose the point on the courage ladder that they practice in the session.

“Now, you have chosen to face this fear today [insert the fear chosen and the fear rating]. As we face this fear, I will ask you from time to time what your fear rating is, because as we do the exercise, the fear rating often changes. You might find that the fear increases in the beginning and might even go up to 6 or 7 (from a 3 or 4). However, in a little while it will start reducing and we will stop once it reaches 1 or 2 (from a 3 or 4).”

- For imaginal facing fear ask them to imagine the surroundings in great detail to make the simulation as real as possible. Then, guide the student through their surroundings towards the feared stimulus.

“I would like you to visualize the fear. Think of your surroundings, what/ who is around you? What are the sensations in your body? Imagine the situation that brings you in front of your fear. Can you describe it? [wait for the student to respond]”

“As you are visualizing your fear, slowly move towards it. It may seem difficult to move towards the fear. How would you rate your fear as you are moving closer to it. Your fear will begin to increase in the beginning. It may keep going up to 6 or 7. I would like you to stay with that feeling. In a little while you will start feeling less anxious. We will stop once you feel less distressed while facing your fears.”

Including a Parent/guardian in the Home practice

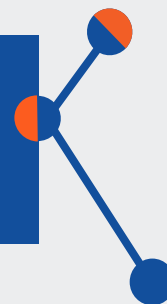
- It is possible that the student is hesitant to try some of these activities that are anxiety provoking. Gauge comfort and willingness to include a trusted adult to assist with the home practice activity.
- » Normalize that it is difficult to practice facing fears on your own and it is helpful to include a parent/guardian or someone they trust to help them with the home practice activity.

- » Identify the person that they would want to include.
- » Discuss how the student is going to approach this person to help them with the activity and ask if they would like your support in the process
- » Identify the specific activities/ steps for which the student needs support. Check if there are any concerns they would like to keep confidential from the parent/guardian
- When/If making the call, have a joint call with both the student and the parent/guardian
 - » Have the student explain what they have learnt, the exercise they plan to do and support they require.
 - » Add information as necessary.
 - » Encourage the student to do one of the facing fear exercises, so the parent/guardian can observe the process under your guidance as a counsellor and address their queries. You can demonstrate for them how to encourage and praise the student's behavior.



Appendix E-Communicating Well

Note: These tips can be used in face-face contact with another person, or when communicating with someone over the phone. The tips below have been written keeping in mind a face-face scenario.



Tips for Assertive Communication

Tips for Aggressive to Assertive

- Pay attention to others and maintain a calm posture and facial expression
- Avoid bad or abusive language and take turns to listen and speak
- Focus on expressing how you feel by using 'I' Statements
 - » Ex: I feel angry when you tell me what to do

Tips for Passive to Assertive

- Maintain eye-contact and nod occasionally while keeping an upright posture
- Clearly state your opinions and needs as they are worthy and important

- Focus on expressing how you feel by using 'I' Statements
 - » Ex: I feel sad and unheard when you don't let me speak

It important to emphasise the importance of thinking through before responding:

“Remember, you can always take a break before responding if things are getting too heated. You can use that time to think about what you can say in a polite manner. You can also practice deep breathing or other relaxation techniques that you have learnt. If you are messaging, you don't have to respond instantly. You can take a little bit of time to think and then respond when you are feeling ok”

Sample Statements and Situations to Help Guide Modelling

Situation: A student comes to borrow your mobile phone for their class but you don't feel comfortable lending it.

Aggressive Response: *“There is no way I would ever lend anything of mine to you! Don't you know I need the phone myself and still dare to ask me for it!”*

Passive Response: *“I guess you could take it for some time, I mean sure.”*

Assertive Response: *“I need this phone for my online classes and assignments and am not comfortable lending it to anyone right now. If I give it to you, I will not be able*

to complete my class work. Hope you understand!”

Additional examples of situations

- A classmate bumps into you and does not apologize.
- A teacher yells at you even though you did not do anything wrong.
- A parent won't allow you to do something with your friends.

Appendix F

Overcoming Common Barriers faced during counselling

- Ask them to list all fears from small fears to big fears and make a note of them.
- Group the fears together. The student may have a lot of different fears, so make different lists for different fear themes. Focus on one category at a time. Eg- fears related to talking to people would be one list, fears related to dogs would be a separate list.
- Next, ask the student to rate each fear on their list on a 1 – 10 rating scale. Choose up to 10 items to place on the ladder (one for each rating) that you can easily turn to facing fear exercises to practice in sessions and between the sessions. For example, a student with a fear of dogs would have “a dog licking my face or petting a dog” rated a 10 placed at the top of the ladder versus “seeing a picture of a dog” rated a 1 at the bottom of the ladder.
- If the student only lists high fears (rated 10) or low fears (rated 1), help them think about the fear differently. Ask, “*What would make that a 6 or a 7?*” Add their examples to the courage ladder so it has a range of fears.
- Review the final ladder with the student. If the parent/guardian is involved in treatment, review with them as well. Discuss and modify if necessary.

Barriers/challenges	Resolution
Student says they find it difficult to remember to do the activity that helps them feel better or to fill the calendar.	Link the activity and completing the calendar to some other routine activity such as doing it immediately before or after mealtime. Use reminders in a prominent place – reminders on mobile, sticky notes on a mirror or on the cupboard, alarm, and so on.
Student say they do not have the time to do the activity and/or fill the chart.	Help the student identify a possible time when they may be more likely to do the activity and/or fill the chart. Ask them to set aside five minutes and fill it only once in the day rather than more frequently.
Student does not understand the reason to do the activity and/or fill the chart.	Revisit the link between activities and mood and the concept of activities that make them feel better and activities that do not make them feel better
Student lacks confidence about doing the activity, saying that they may feel too low/stressed.	Emphasize how the activity will itself help the student feel better. Explore with the student who may be able to help them with the activity – friends, parents Review the activity and break it down into smaller steps and encourage the student to start with one step at a time.

<p>Student is unable to give a rating for each of the fears OR gives only very low and/or very high fear ratings</p>	<p>Ask them to describe the feared situations to get more information and help determine a fear rating. Eg- <i>“That sounds really tough for you, how high would it be on the ladder?”</i> <i>“If this is a 9 and this is a 1, is there something in between that would be a 4 or a 5?”</i></p>
<p>Student does not want to practice facing fears</p>	<p>Acknowledge that facing fears is difficult and encourage students to start with fears that are on the middle of the courage ladder. Assure the student that they are not alone and you will help them face their fears.</p>
<p>Student’s fears reduce too early during facing fear exercise OR Student’s fears take too long to reduce during facing fear exercise</p>	<p>Ask students not to distract themselves and avoid anxiety during facing fear exercise and practice facing fear exercise tasks again. Continue practicing the facing fear tasks that are lower on the ladder</p>
<p>Student is unable to understand the differences in communication styles</p>	<p>Give examples of different communication styles with consequences or each</p>
<p>Student is unable to practice assertiveness during in session role play practice</p>	<p>Increase the number of practice role plays. Remind students of the tips on communicating assertively before role play and give constant feedback by guiding students towards an assertive response.</p>
<p>Student does not practice assertiveness outside the sessions</p>	<p>Encourage students to practice assertiveness by role playing the situation in session. Ask students to rehearse assertiveness skills before starting the conversation.</p>



