

Report: Findings from Project Heal

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Introduction

This report synthesizes findings from Project Heal, an initiative launched in 2021 by the RIM Institute in collaboration with Generation Schools Network (GSN). The project employed the Regenerating Images in Memory (RIM) approach, a neuroscience-based technique designed to enhance emotional wellbeing in students and teachers post-pandemic. This report outlines the study design and presents detailed findings from two studies examining the impact and application of RIM. The insights gained aim to inform and guide ongoing efforts to address the complex emotional challenges in educational settings exacerbated by the pandemic.

Post-Pandemic Challenges for Students and Teachers

The pandemic's persistent impact, compounded by school shootings and socioeconomic disparities, has inflicted generational trauma on students and their families. For example, “the pandemic adversely affected student mental health, leading to an increased prevalence of Major Depressive Disorder (MDD) and Generalized Anxiety Disorder (GAD). This may have a significant impact on their mental health issues such as frustration, stress, and sadness” (Li, 2022, p. 1). Rising rates of depression and anxiety, in addition to drug addiction, suicide, and gun violence have overwhelmed students, leading to disruptive behaviors in the classroom. Teachers, feeling ill-equipped and unsupported, struggle to manage these challenges, particularly with at-risk students. On the flip side, improved emotional wellbeing in students has been shown to reduce absenteeism and enhance their academic potential.

The Solution: Project Heal Using the RIM Approach

Project Heal

Project Heal was launched in 2021 by the RIM Institute in partnership with Generation Schools Network (GSN). The initiative employs the RIM Approach to address the increase in student anger and disruptive behavior observed in schools after they resumed in-person classes following COVID-19 shutdowns. The goal is to enhance the emotional wellbeing of students to improve resilience and alleviate stress and burnout among both students and teachers and ultimately enable students to swiftly transform negative emotions into positive ones, thus maintaining their engagement and receptivity to learning.

About RIM

The RIM Approach, or Regenerating Images in Memory, is a neuroscience-based technique that simplifies the processing of deeply painful emotions by engaging with the Emotional Operating System (EOS) to harness a student's natural resilience. RIM helps students process emotions without overthinking, promoting immediate emotional recovery and a readiness to learn. It utilizes 15 nonclinical, widely recognized skills to transform fearful and traumatic emotional memories into empowering, body-felt experiences. For children, RIM is presented in a more accessible way, termed “Releasing the Inner Magician,” which emphasizes the empowering aspect of the technique.

Project Heal Pilot

An initial pilot of Project Heal was conducted during the 2021-2022 school year with 1-3 staff each from three rural schools, including classroom teachers, school interventionists, and district emotion trouble-shooters. Participants became RIM-trained teachers/social workers by

undergoing a 5-day RIM Essentials training and subsequently implementing the RIM Approach in their respective roles throughout the school year. Ongoing support and problem-solving related to student behavior were facilitated through weekly virtual meetings with RIM Institute trainers.

Studies to Explore the Project Heal Pilot

Study Purpose

Researchers at Claremont Graduate University (the authors) conducted two studies on the Project Heal pilot initiative to discover insights about how RIM is currently being used, the challenges that emerge when implementing RIM, and the ultimate value of the RIM program.

Study Design

The series of studies consisted of analyzing archival data across two studies:

- Study 1: observations of support sessions with RIM school staff learning RIM.
- Study 2: a document review of facilitator logs from student sessions.

Study 1 Methods. Observation of RIM Support Sessions

Study 1 Procedures

Study 1 involved observations of recordings of three virtual Zoom support sessions that occurred between October 2021 and February 2022. These sessions were between RIM Institute trainers and three RIM-trained teachers/social workers, all of whom were teachers. In these sessions, the RIM-trained teachers/social workers discussed and troubleshooted their experiences with implementing RIM.

An observation protocol was established to guide the analysis. Data coded from each session included the following categories: usage (how teachers utilized RIM, problem-solving and guidance for using RIM), impact (transformations and changes observed in teachers and students, the perceived value of RIM), challenges (difficulties encountered by teachers, students, and parents), and support provided to teachers.

Study 1 Data Analyses

Thematic analysis was conducted by two coders—one internal and one external—who independently coded emergent themes from the Zoom sessions. Categories were initially defined to reflect the study's objectives and were refined throughout the coding process to encompass emerging themes comprehensively. After coding individually, the coders discussed their findings to align and integrate the data. Each theme was substantiated by direct quotes from the session transcripts. This process was repeated for each of the three sessions. Finally, one researcher synthesized and triangulated the themes across all sessions to identify significant observations.

Study 2 Methods. Document Review of Facilitator Logs from Student Sessions

Study 2 Procedures

Study 2 comprised a document review of facilitator logs detailing their RIM sessions with students. The review included logs from 21 RIM-trained teachers/social workers concerning sessions held between August 2021 and May 2022. The data encompassed 13 sessions with 10 elementary students and 8 sessions with 8 high school students.

Information extracted from each session log included: session date and time, school, facilitator's name, student code, student grade, who the student was referred by, the reason for the RIM session, the emotion the student felt, the initial level of intensity of emotion, the level of intensity of the emotion post-RIM, a description of the RIM activity, the exit time of the session, the time spent with the student, an open-ended summary of the outcome, and open-ended student/facilitator comments.

Study 2 Data Analyses

Data from the RIM-trained teachers/social workers' logs were compiled into a Google Sheet via Google Forms. One researcher analyzed the quantitative data using Google Sheets, while another performed a thematic analysis of the qualitative responses to the open-ended questions. A third researcher then reviewed and verified the analyses and conclusions, ensuring accuracy and consistency in the findings.

Findings from the Project Heal Pilot

Summary of Findings

After triangulating the findings from both studies, we identified these five key takeaways:

1. **Positive Impact on RIM-trained teachers/social workers (Teachers):** RIM-trained teachers/social workers have enhanced their self-awareness, stress management, and engagement strategies, resulting in improved handling of challenging students and the creation of safer, more authentic emotional spaces for both themselves and their students.
2. **Positive Impact on Students:** RIM led to positive changes in students, reducing negative emotions, enhancing positive feelings, improving relationships, boosting confidence and presence in school, and overall, students enjoyed their RIM sessions.
3. **A Variety of Effective RIM Activities:** RIM-trained teachers/social workers employed the RIM approach through a diverse range of structured exercises, such as post-consequence reflections, behavior contracts, resourcing, neutral witnessing, and body sensing to address student issues like anxiety, sadness, and defiance. They also employed creative adaptations such as involving parents.
4. **Support for RIM-trained teachers/social workers:** RIM-trained teachers/social workers received support through administrative backing,

collaborations with mental health facilities, and engagement from other teachers and parents, enhancing the efficacy of RIM.

5. **Facilitator Challenges:** RIM-trained teachers/social workers encountered some challenges with implementing RIM, including administrative obstacles, adapting RIM to appropriate age levels, maintaining classroom control, effectively responding to student behaviors, and students showing reluctance or disengagement with RIM activities.

Below are the detailed findings from Study 1 and Study 2 that were used to create the above summary of findings.

Study 1 Findings. Observation of RIM Support Sessions

The findings from Study 1 demonstrated the impact RIM had on both teachers and students, more nuance about how RIM is being applied/used, and the challenges that have arisen for teachers, students, and parents.

RIM'S IMPACT

The following findings relate to RIM's impact on students.

RIM's Impact on the RIM-trained Teachers/Social Workers(in this case, Teachers)

FINDING 1 - Through their participation in the program, RIM-trained teachers/social workers have enhanced their self-awareness, stress management, and engagement strategies, resulting in improved handling of challenging students and the creation of safer, more authentic emotional spaces for both themselves and their students.

- Themes:
 - Teachers are **more 'resourced' themselves**. They are increasing their self-awareness, capacity, ability to self-care, and knowledge of how to handle challenging students. They are also gaining a greater awareness of when to involve parents, are more connected and compassionate with students, and know how to manage their own stress. They find that the Zoom calls themselves help to **sense-make** so that they can return to class on Monday with a clear head.
 - Working with RIM has allowed teachers to be able to be **more relevant with** their students, **develop new options** to meet student needs, and **create safe spaces** to handle emotions authentically (both their own emotions and those of their students).
- Sample quotes:
 - *"And I can be in control of myself and take some moments for myself and calm myself down. And that if I need to take a break, it's okay"*
 - *"...probably put me in a position to handle this, because I've had some pretty dynamic changes last month between I'm sure it has. And I absolutely believe it because a year ago, I would have never been able to take all this on with her and*

this other person and different things that have taken place and how to rise above some things at school...”

- *“It’s an old habit that we can get into and so that we’re strong enough to handle them to handle their emotions is really very that’s a safety. That’s kind of a part of emotion. Safety, that it’s safe enough to authentically be seen and heard, as we know who I am what I feel in this moment. And the thing is emotions change constantly. But that is really, really critical.”*

RIM’s Impact on Students: Immediate and Lasting Changes

FINDING 2 - RIM has facilitated both immediate and lasting changes in students, such as increased openness and reduced stress, with their positive transformations ‘contagiously’ positively influencing their peers.

- Themes:
 - Student changes with RIM have included **some in-the-moment changes** (e.g., smiling after a RIM session, opening up, calming down) and **more long-term changes** (e.g., being more open-minded, less stressed, feeling more empowered and confident).
 - RIM has also **created ripple effects** because feelings are contagious to those around them, and students are able to recognize and see their own transformations and successes.
- Sample quote:
 - *“This student, he doesn’t really seem to participate too much... He doesn’t like to show that he’s ever enjoying anything. But you can notice that he releases a little bit and relaxes.”*

RIM’S APPLICATION

The following findings relate to RIM’s application.

RIM’s Application: Efficacy of How RIM-trained Teachers/Social Workers Apply the RIM Approach

FINDING 3 - RIM-trained teachers/social workers apply the RIM approach through structured RIM-specific exercises (such as using a post-consequence reflection tool and creating a behavior contract) and through more creative adaptations of RIM (such as asking parents for support).

- Themes - Teachers explained the variety of ways they currently use RIM, including:
 - **RIM-specific exercises** (e.g., using a post-consequence reflection tool, introducing RIM sessions twice a week, talking to students privately, using RIM in group settings, discussing feelings with students, creating a behavior contract, working on getting to the source of feelings, working with a student’s Emotion Vocabulary, asking the right questions, and using sentence frames and sentence leads).
 - **And more creative expansions of RIM** (e.g., bringing in a 1-on-1 specialist, doing individual Zoom sessions with students, asking parents for support).
- Sample Quotes:

- *"It's because they have some hurt, they have some ugly that was said to them. And then, you know, they start believing some of this stuff that's not true about themselves. But you have to be willing and patient to hear them and ask the right questions."*
- *"...they can basically, for any infraction, come and just talk with a teacher about what happened and what they need to do differently next time. And so I [give] him a recess reflection for basically being off-task and distracting students. And I used that to do a little mini RIM session with him."*

RIM's Application: Additional Support RIM-trained Teachers/Social Workers Receive

FINDING 4 - The RIM-trained teachers/social workers identified various forms of support that enhance the RIM approach, including administrative backing, collaborations with mental health facilities, and engagement from parents and fellow teachers. Yet, there are areas where additional support would be helpful.

- Themes:
 - Teachers perceived support in the form of **administrative or staff support** (e.g., having students see a school psychologist, administration backing a teacher's choice not to suspend a student, having a partnership with a mental health facility not related to RIM), **support from other teachers** (e.g., a student who has lunch regularly with one of the teachers with whom he does connect), and **support from parents** (e.g., a parent taking an age-inappropriate game away from their child). **Lack of support** was also noted (in the form of not having day treatment programs at school).
- Sample quotes:
 - *"the one good thing that came out of this meeting. He is going to start seeing our school psychologist twice a week rather than once a week."*
 - *"Yeah that they're splitting this child's time between [Staff Member] and [teacher]. Well, really that takes up a lot of their time...they're pretty frustrated by that. But in a district our size where there's no other schools that specialize in behavior or anything like that, you know, we don't have the resources for her. So she's here with us."*

RIM's Application: Creative Problem Solving When Applying RIM

FINDING 5 - RIM-trained teachers/social workers noted the many ways they creatively problem-solve as they apply the RIM approach. They touched on topics related to building emotional awareness, autonomy, and psychological safety, as well as calling upon existing resources either at the school or within themselves.

- Themes:
 - **Emotional awareness building** (e.g., students reflecting back what they heard, drawing/writing to role play emotions, anchoring positive images after the fact, using the child's language such as 'pissed,' using sentence leads, doing spontaneous writing to process feelings, role play student interactions, RIM imagined 'dialoguing' with another student/parent when there is conflict).

- **Autonomy, empowerment, and choice**, (e.g., providing a signal for needing extra help (e.g., flipping a cup), giving a student choices, building confidence and empowering students, helping a student feel in control).
- **Psychological safety building** (e.g., leaving the room to allow for greater trust/safety and ultimately sharing, sharing their own experience with students to anchor a positive image, showing empathy, talking to a student privately to address issues, creating a safe space for emotions to be discussed).
- **Calling upon existing resources** (e.g., referring students to counseling or special services, asking advice from other teachers, having parents talk to their children).
- **Calling upon the teacher's own resources** (Not taking things from students personally, being interested in the student, being 'resourced' as a teacher, being more responsive than reactive, not jumping to labeling kids prematurely).
- Sample quotes:
 - *"I'd like to maybe if there's any more anger or irritation, you know, do some spontaneous writing. Yeah. About that. And you could even do a written dialogue with him. Mm hmm. That's a good air to give you the release. And it also might bring some awareness for you."*
 - *"But I have found that whole checking for understanding works well, and they can feel good about...Oh, I did get it, or I didn't and another one, another suggestion that worked... it was actually in a computer class which wasn't my class. But this teacher found that a student with that same kind of issue. If they had that she would keep cups a cup and if they needed help they could turn that cup upside down. I think it was a red cup. And so she would just look and see if, you know, if any student had the red cup turned and a way to ask for attention. It's not going to disrupt the whole classroom..."*

RIM's Application: Challenges of Using RIM

FINDING 6 - Minimal challenges with using RIM emerged, primarily involving RIM-trained teachers/social workers struggling with implementation issues such as adapting RIM to appropriate age levels, maintaining classroom control, and effectively responding to student behaviors, alongside instances of students showing reluctance or disengagement with RIM activities.

- Themes:
 - Minimal challenges of using RIM emerged on the calls – the few were mostly related to **teachers struggling with implementation** (e.g., navigating how to gear RIM to the appropriate age level, feeling like they lost control over the classroom, feeling they didn't respond to a student in the best way, having trouble connecting with a student, getting irritated with a student) or **students not responding affirmatively to RIM material** (e.g., dealing with a reluctant student, a student saying 'don't parrot me', a student not participating much).
- Sample quotes:
 - *"And so I [give] him a recess reflection for basically being off task and distracting students. And I used that to do a little mini RIM session with him. He was a little reluctant for it..."*
 - *"I think the way I responded to it was not the best. I don't know exactly how I could have responded more calmly to it. Because I was just telling them like, 'Oh,*

nope, stop. We can't do that. Those are other people's magazines,' but rather than like engaging with him in a more playful way..."

RIM's Application: Challenges that RIM-trained Teachers/Social Workers, Students, and Parents Face

FINDING 7 - While applying RIM, RIM-trained teachers/social workers encountered a broad range of challenges faced by themselves as teachers, as well as by their students and their parents. Teachers confronted administrative obstacles, students grappled with emotional and behavioral issues such as defiance and suicidal tendencies, and parents sometimes made facilitation difficult because they did not seem to manage their children's difficulties effectively.

- Themes - Challenges that teachers are facing:
 - Teachers are dealing with a wide variety of challenges as well, ranging from the circumstances that arise from **dealing with students' challenges** (e.g., students being off task and distracting others) to dealing with **administrative challenges** (e.g., dealing with a student who did not qualify for an Individual Education Plan) to **implementation challenges** (e.g., translating solutions discussed in meetings to executing those solutions in the classroom).
- Sample quote:
 - *"The student I referred to Special Ed services for a disability, he did not qualify... he came back with a label of socially maladjusted.... and so he..that doesn't mean that he can go on to an IEP, an individualized education plan. So that's pretty frustrating because that means that he's not going to receive any special ed services."*
- Themes - Challenges that students are facing:
 - There are a wide variety of challenges that students are dealing with, ranging from being disruptive to suicidal talk to defiance. Some challenges are **emotional** (e.g., having doubts about the transition to college) and some are **behavioral** (e.g., exhibiting attention-seeking behavior or being absent due to family issues).
- Sample quote:
 - *"Yeah. And he loves to say things for shock value, not just these violent things. Just you know, off the wall, obscure things."*
- Themes - Challenges that parents are facing:
 - Parental challenges were minimally mentioned, but mostly in relation to how **challenges involving parents were causing challenges for teachers** (e.g., a teacher believing that a parent was not enforcing consequences and setting limits and a teacher believing that a parent was not taking their child's suicidal talk seriously enough).
- Sample quote:
 - *"The mom has a tough time enforcing consequences..."*

Study 2 Findings. Document Review of Facilitator Logs from Student Sessions

The findings from Study 2 demonstrated the impact RIM had on students and offered nuance about how RIM is being applied and used.

RIM'S IMPACT

The following findings relate to RIM's impact on students.

RIM's Impact on Students: Students' Decrease in Negative Emotions

FINDING 8 - All students who reported a negative emotion or negative state before their RIM session reported a significant reduction in the intensity of that negative emotion or state after the RIM session. The types of negative emotions and states experienced by students also differed by grade level.

Elementary School Students:

- All students who reported a negative emotion before their RIM session reported a lower intensity of that emotion after their RIM session.
- The average intensity rating of a negative emotion before a RIM session was 3.83 (out of 5). After the RIM session, the average intensity dropped by 1.83 points to 2 (out of 5).
- This reduction in intensity was statistically significant ($t(11) = 6.77, p < .001$)
- The drop in ratings among individual students ranged from -1 to -4.
- Negative emotions that were reduced included anger, sadness, rage, frustration, and feeling hyper. Frustration had the biggest reduction in intensity (-4), followed by rage (-3) 9 (see Table 2)
- One student reported a positive emotion, feeling calm, before the RIM session and there was no change in intensity of that emotion after the RIM session.

Table 3. Elementary School Students' Change in Ratings of Intensity of Emotions

Emotion	Pre-RIM	Post-RIM	Change
Anger/Sadness	4	3	-1
Angry	5	3	-2
Angry/Frustrated	3	2	-1
Angry/Lonely	4	3	-1
Enraged	5	2	-3
Frustrated	5	1	-4
Hyper	2	1	-1
Crying/sad	4	2	-2
Sad	3	1	-2
Sad	4	3	-1
Sadness	3	1	-2
Sadness	4	2	-2
Calm	4	4	0

Note: Ratings were on a 5-point scale.

High School Students:

- All students reported a lower intensity of negative emotions or negative states after RIM.
- The average intensity rating of a negative emotion or state before RIM was 6.75 (out of 10). After RIM, the average intensity dropped by 4.75 points to 2 (out of 10).
- This reduction in intensity was statistically significant ($t(6) = 6.93, p < .001$).

- The drop in ratings among individual students ranged from -2 to -7.
- Negative emotions or states that were reduced included anxiety, test anxiety, disengagement, pessimism, self-doubt/lack of confidence, unstable/worry. Pessimism had the biggest reduction in intensity (-7), followed by anxiety (ranging from -6 to -2) and unstable/worry (see Table 3).

Table 4. High School Students' Change in Rating Intensity of Negative Emotions and States

Negative Emotion/State	Pre-RIM	Post-RIM	Change
Anxiety - pessimistic -lack of joy	7	1	-6
Anxious	4	1	-3
Anxious	3	1	-2
Disengaged	9	5	-4
Pessimistic	8	1	-7
Self-doubt and lack of confidence	8	3	-5
Test anxiety	7	2	-5
Unstable/worried	8	2	-6

Note: Ratings were on a 10-point scale.

RIM's Impact on Students: Student Improvement in Positive Emotions

FINDING 9 - RIM-trained teachers/social workers also observed improvements in how students felt after their RIM session.

RIM-trained teachers/social workers described students who felt better post-RIM:

- *"She's home again, back to feeling the excitement and joy that she used to feel."*
- *"Client stated he felt happy after RIM, he met a "little angel" special protector and at the end the special protector told him to calm down, go to class and focus."*
- *"Child was able to connect with VR. Sadness dissipated."*
- *"Student felt "renewed" at the close of the session."*
- *"Relief, clearness, able to breathe easier, comfort, safe."*
- *"Trust, relieving, hopeful, reassuring."*
- *"Relieved, lighter, and now confident."*

RIM's Impact on Students: Student Relationships After Rim Session

FINDING 10 - RIM sessions also helped some students with their relationships.

RIM-trained teachers/social workers reported student outcomes that involved managing relationships.

- *"Child was able to calm down and requested apologizing to teacher and class."*
- *"Student realized that the incident with his peers made him feel lonely. He agreed to take steps to make more friends."*

- *“Excellent. She felt forgiveness for her mom whom she hasn't lived with for 7 years because of mom's choices. And she now feels she can ask her dad to allow their mom to help with the younger siblings, so they have an experience with their mom. She's been afraid, but now knows she can and he'll understand. Having this handled, she now feels ready to go to college and her own fun experiences as a 'mature' person.”*
- *“Excellent, she got to dialogue with her friend who is very negative right now and whom she needs to move away from so she can be positive enough to finish the school year and start college.”*

RIM's Impact on Students: Additional Improvements

FINDING 11 - RIM sessions also helped improve student confidence, ability to be present in school, and enabled their return to class.

One facilitator reported an improvement in a student's confidence:

- *“He's now at [an] 8 level of confidence as he graduates and goes to college away from home.”*

Another facilitator reported that the session will help the student stay present in school.

- *“It was very helpful. Now she knows she can stay present through this semester and graduate.”*

Three RIM-trained teachers/social workers reported that students were able to return to class after their RIM session:

- *“Child had stopped crying and reported feeling better. Was able to return to class.”*
- *“Child was able to express emotions and return to class.”*
- *“Student returned to work.”*

RIM's Impact on Students: Enjoyment

FINDING 12 - Students enjoyed their RIM experience.

Two RIM-trained teachers/social workers described how their student enjoyed their RIM session:

- *“Student was surprised by the experience, felt safe, relief, clearness, able to breathe easier.”*
- *“Student enjoyed idea of taking angel back. Often he does not want to return to class, but he was quicker and a bit more settled to return after quick RIM. “*

RIM'S APPLICATION

The following findings relate to RIM's application.

RIM's Application: Reasons for Student Referrals to RIM Sessions

FINDING 13 - Students were referred to RIM because they were feeling anxious, sad, disengaged, defiant, or experiencing a peer conflict.

Students were referred to their RIM session for a variety of reasons.

- Students were referred to RIM sessions because they were feeling anxious, feeling sad, experiencing a peer conflict, feeling disengaged, or were defiant (see Table 5).
- Most referrals were due to feeling anxious (8 out of 21), followed by feeling sad (5 out of 21), and peer conflict (4 out of 21).

Table 5. Frequency of Reasons for RIM Referral

Reason for RIM Referral	Number of Students
Anxious	8
Sad	5
Peer Conflict	4
Disengaged	2
Defiance	1
Reason Not Reported	1

RIM's Application: Variety and Combination of RIM Activities Used by RIM-trained Teachers/Social workers

FINDING 14 - RIM-trained teachers/social workers used a combination and variety of RIM activities with students: resourcing, neutral witnessing, body sensing, voicing - sentence completion, voicing - spontaneous expression, voicing - directed sentence, dipping, stream of colored energy, and image sensing.

RIM-trained teachers/social workers used a combination and variety of RIM activities with students.

- All RIM-trained teachers/social workers used a combination of multiple RIM activities. Example combinations:
 - Dipping, Body Sensing
 - Neutral Witnessing, Resourcing, Voicing - Spontaneous Expression
 - Dipping, Neutral Witnessing, Body Sensing, Image Sensing, Resourcing, Stream of Colored Energy - SCE, Voicing - Sentence Completion
- RIM activities used in the sample of sessions were: resourcing, neutral witnessing, body

sensing, voicing - sentence completion, voicing - spontaneous expression, voicing - directed sentence, dipping, stream of colored energy, and image sensing.

- Resourcing was the most used activity (18 times), followed by neutral witnessing (12 times) and body sensing (12 times).

Table 2. Frequency of RIM Activities Used with Students

RIM Activity	Frequency
Resourcing	18
Neutral Witnessing	12
Body Sensing	12
Voicing - Sentence Completion	10
Dipping	10
Voicing - Spontaneous Expression	8
Stream of Colored Energy - SCE	7
Image Sensing	5
Voicing - Directed Sentence Completion	2

RIM's Application: Length of Sessions

FINDING 15 - The amount of time RIM-trained teachers/social workers spent with students was short.

RIM sessions with students were short in length.

- All RIM sessions were less than one hour in length and the majority of sessions (17 out of 21) were 30 minutes or less.
- The average length of time spent with a student in a RIM session was 19.43 minutes.
- There was variability in session time length (SD = 12.2), with session times ranging from 3 minutes to 47 minutes (see Table 4).
- The most frequent session length was 15 minutes (4 sessions), followed by 10 minutes (3 sessions) and 5 minutes (3 sessions).

Table 5. Frequency of RIM Session Length

Session Length (minutes)	Number of Sessions
3	1
5	3
10	3
15	4
20	1

22	1
25	2
27	1
30	1
32	2
40	1
47	1

Study Strengths & Limitations

The series of studies had both strengths and limitations.

Strengths

Study 1 leveraged qualitative data from recorded Zoom support sessions, offering insights into the dynamics of RIM application and facilitator interactions. The structured observation protocol allowed for comprehensive coding and emergent themes. Study 2 assessed a substantial 21 facilitator logs that included pre- and post-data and included both quantitative and qualitative analyses to enrich understanding. Across studies, this offered direct evidence from practice, revealing the immediate effects and practical challenges in conducting RIM sessions.

Limitations and Future Research

Study 1 was limited by a small sample size of only three training support sessions, potentially restricting the generalizability of findings. The interpretation of data might also have been influenced by observer bias. Further, findings are based on the RIM-trained teachers/social workers' perceptions and therefore, when they speak to students' experiences with RIM, they may not be accurately represented. Study 2's reliance on self-reported data introduced variability in accuracy and detail. Across studies, the lack of direct observer insights means that we are missing contextual factors that influenced RIM sessions, such as non-verbal cues or environmental impacts. These limitations highlight the need for careful consideration when interpreting and generalizing the results. Future research can expand the scope of study participants and incorporate more rigorous observational methodologies to fully capture the nuanced impacts of RIM and to ensure its adaptability and sustainability in diverse educational environments.

Conclusion

This report presented comprehensive findings from the Project Heal initiative, highlighting the significant impacts of the RIM approach on teachers and students, as well as the practical applications and challenges encountered. The studies revealed that the RIM approach helped enhance the RIM-trained teachers/social workers' ability to manage challenging student behavior and foster safer, more authentic interactions while also benefiting the participating

students by reducing negative emotions, boosting positive feelings, and improving their relationships. Although more research needs to be conducted to generalize these findings, the findings nevertheless underscore the potential of RIM as a valuable tool in educational settings, offering a pathway to improved emotional wellbeing.

References

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