



Your IRT Manual

Individual Resiliency Training (IRT) is a modular-based intervention for helping individuals identify and enhance their strengths and resiliency factors, increase their illness management skills, and learn skills to boost their success in achieving personal goals, such as employment, education, and positive relationships. This handout will help you navigate your IRT manual and organize its contents into a user-friendly binder so that you can easily use this practical resource in your work.

The IRT Manual features two parts:

1. **Standard IRT Modules (1–7).** The standard modules provide a foundation of treatment for each person in IRT. You will use these modules with most clients as soon as they enroll in treatment.
2. **Individualized IRT Modules (8–14).** The individualized modules provide information and self-management skills for people who have specialized needs. You will use these modules on an individual basis, meaning that some people may not use any, others may use only a portion, while others may benefit from each of the modules.

Each IRT module addresses a set of 2–11 topics. Handouts, which you can review in session, summarize the content for each topic. There is a corresponding set of clinical guidelines for clinician use in administering any given topic.

IRT Manual Definitions

Module. In IRT, a module consists of a set of topics summarized in handouts. Handouts are reviewed and discussed with an individual in session. Each module features a corresponding set of clinical guidelines, which provides instructions for the IRT clinician on the administration of a given topical area.

Topic. Each IRT module includes topics that provide basic information about a specific subject within the module (for example, “Basic Facts about Alcohol and Drugs” is a topic in the Substance Use module).

Clinical Guideline. Each module and each topic contain clinical guidelines, providing instructions and tips on how to teach the person the information and skills covered in a given module.

Handout. Each topic in IRT features a set of handouts or worksheets that include text, checklists, home practice options, tables, role-play scenarios, and additional tools. The IRT clinician’s use of these handouts in session may vary, depending on the clinician’s and individual’s preferences.

Clinical Guidelines

At the beginning of every module and each topic, there is a set of clinical guidelines for the therapist. These provide instructions and tips on how to teach the client the information and skills in a given module. The clinical guidelines begin with a list of the general goals for module, followed by a list of the topic areas covered in the module, an overview of the session structure, general teaching strategies, and instructions that orient the clinician to the module in general.

Clinical Guidelines have a border around each page and use the Arial font.

Then, clinical guidelines address each topic area, providing helpful information for IRT clinicians so that they can effectively review the handouts in participant sessions. Prepare for your sessions by reviewing the clinical guidelines before each session. The contents of the clinical guidelines is listed below.

- **Overview.** A few paragraphs describing the subject of the topic.
- **Goals.** A list of the topic's goals, which highlight key areas to focus on when reviewing materials with an individual.
- **Topic Areas/Handouts.** A list of the topics in the module.
- **Session Structure.** An overview of the IRT session structure.
- **General Teaching Strategies.** A list of suggested strategies that clinicians can use in session to deliver the information and teach the module's skills.
- **General Instructions for the Handouts.** A list of special considerations and important things to remember about the module and how to deliver the information in the module.
 - » **Tips for Common Problems.** A list of common problems and suggested strategies to use in session. Clinicians often encounter these problems when reviewing information in the topic area with an individual.
 - » **Evaluating Gains.** Suggestions for how to check in with an individual and assess their understanding of the information in the topic area. This section can be helpful in evaluating how much information an individual remembers about a topic.
 - » **Therapeutic Goals, Specific Techniques, and Probes.** A summary table that clinicians can use to remind themselves of the goals for that topic and the therapeutic techniques to help meet those goals. There are suggested strategies for each session, and clinicians can use the table in session to generate good probing questions. The table includes two columns: one column lists the goals of the topic and the second column lists techniques and probes that the clinician can use in session to help achieve the goal.

Example: Module 3: Clinical Guidelines for Education about Psychosis (pages 107–109)

IRT Handouts

Each module topic includes a handout that you will review with the participant in session. You can use the handouts flexibly with each client. For example, some individuals prefer to use the handouts and take turns reading sections. Others will use the handout as a guide for the session and focus on completing the tables and following the sections as they are laid out in the module. Others may choose not to use a handout in session. In these cases, the IRT clinician can use the handout to guide discussion and ensure consistency when reviewing information.

Participant handouts do not have a border around the page and use the Comic Sans font.

IRT clinicians can use a variety of teaching strategies when reviewing handouts with an individual. They do not have to review every word of each handout to meet the goals of the topic. Every handout offers a variety of strategies to review information and teach skills:

- **Short paragraphs.** Brief summaries of information to review with individuals by reading aloud or summarizing as part of conversation.
 - » *Example: What is psychosis? (page 131)*
- **Bullet points with brief statements.** Short statements about a topic.
 - » *Example: Hallucinations can occur . . . (page 132)*
- **Introduction to the module.** A summary of the module's goals and information to review in the module, along with stated expectations for the IRT clinician and individual participating in IRT as they relate to the module topics.
 - » *Example: Introduction to Education about Psychosis (page 129)*

- **Summary boxes.** Important points to review in session with an individual. The summary boxes are beneficial tools when using the handouts in a conversational approach or with individuals who do not want to review the handouts in session.
» *Example: “3 out of every 100 people will experience a psychotic episode.” (page 131)*
- **Discussion questions.** Questions that follow-up on the information in the handouts. These are labeled Questions and appear in a black oblong box. Discussion questions are an effective tool to elicit information from an individual and useful when an individual does not want to review the handouts together in session.
» *Example: What did you know about psychosis before your experience? (page 131)*
- **Interactive Tables.** Tables in the handout that the participant can complete alone or with the clinician. The clinician and participant can review the completed tables or complete the open spaces together.
» *Completed table example: Symptoms of Psychosis (page 131)*
» *Open table example: Decreasing Vulnerability and Stress Factors Checklist (page 140)*
- **“Check It Out” sections.** These are sections that help teach or practice a specific skill reviewed in the handout. Labeled Check It Out and laid out in a black football shape, this section indicates that the manual will prompt the clinician to role-play with an individual in session to practice a skill. The role play focuses on a skill that is broken into steps so that you can tailor the session to meet the individual’s needs.
» *Example: Talking to your doctor about medication (page 153)*
- **Home practice options.** A box with a list of recommendations for home practice options. Home practice options are suggestions to encourage the individual’s discussion and skill practice outside of the clinical session. An individual may decide to use one of the options listed, only a part of one of the listed options, or another option not listed. Home practice must meet the individual needs of the person.
» *Example: Explain to a family member or other supportive person . . . (page 139)*
- **Summary points.** At the end of every topic, there is a list of the main points of the topic. You and the client can review these summary points to assess the comprehension of information and mastery of skills covered in the topic area.
» *Example: Summary Points for What Is Psychosis? (page 143)*

Building Your Binder

There are several ways to organize the IRT manual and it is important that you organize your materials in a way that works best for you. Here are recommendations to help you organize your IRT manual contents.

1. **Divide the modules into two binders.** Since everyone involved in IRT must use the Standard Modules and only some participants use the Individualized Modules, divide these sets of modules into two, three-ring binders, one for Standard Modules and one for Individualized Modules. Label each binder.
2. **Divide each binder into modules.**
 - Option A.** Use dividers and tabs to label the introduction and each module, which includes its respective clinical guidelines and handouts. Option A requires a set of 15 dividers and tabs.
 - Option B.** Use dividers and tabs to label each topic’s clinical guidelines and handouts. Option B requires a set of 29 dividers and tabs.
 - Option C.** Use dividers and tabs, putting all the clinical guidelines together in one section and all the handouts together in another section. Each clinical guideline will need a separate divider and tab and each handout will need a separate divider and tab. The introduction will also need its own divider and tab. Option C requires a set of 29 dividers and tabs.