

**Empowering families to address
the bullying of their child:
Introduction to *Resilience Triple P***

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Overview

- Overview and questions/ interests
- What puts children at risk for being bullied?
- Aims and overview of *Resilience Triple P*
- *Facilitative Parenting* and parenting strategies
- Child cognitive, emotional and social skills
- Questions

Interests and questions

- “hit ‘em back”
- Foster care children
- Risk and protective factors
- Kids not telling – tagged as “narks”
- Parents with MH issues -> relationship with school broken down
- Relationship between cultural factors and bullying

Interests and questions

- Childhood bullying and workplace bullying
- Resilience for children in general

Bullying is...

Negative or hurtful behaviour which is typically repeated and can be

- *physical (e.g. Hitting),*
- *verbal (e.g. Teasing or insults)*
- *indirect social (e.g. Deliberate exclusion –*

and could be carried out in person or through technology”.

Adapted from a combination of Smith, Pepler, & Rigby, (2004) and Olweus (1993)

Bullying causes severe consequences

depression

lower self-esteem

anxiety

loss of friendships

suicide

behaviour problems

health problems

school absenteeism

*Increased long-term risk
of severe mental health problems,
school dropout, involvement in criminal justice system*

*Some kids get
bullied a lot more
than others...*

Think of a child you know who
was bullied....

WHY do **you** think they were
targeted?

The causes of bullying: Why children become targets

- Being around other children who bully
- How children are supervised
- Individual characteristics of your child
- Your child's social behaviour including responses to conflict and bullying
- Your child's friendships
- How we parent

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Highly victimized children...

Compared to their peers....

- Tend to hover on the edge of play
- Are more emotionally reactive
- Are less skilled in resolving conflict
- Have fewer friends

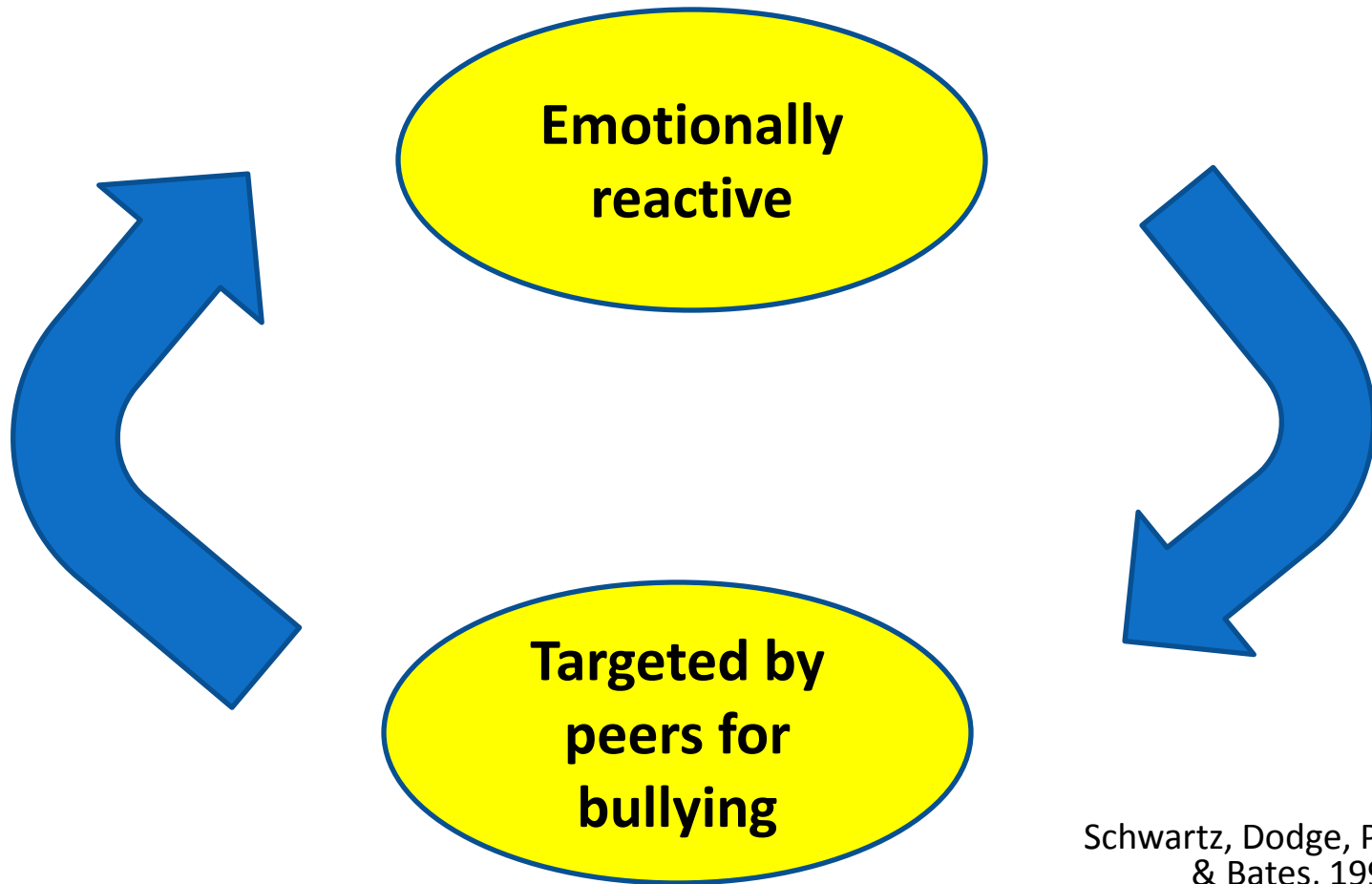
(Perren & Alsaker, 2006; Perry et al., 1988; Schwartz, Dodge, & Coie, 1993; Bollmer, Milich, Harris, & Maras, 2005; Fox & Boulton, 2006; Kochenderfer & Ladd, 1997).

Most are “passive victims”.

Around 1 in 3 are “provocative” or “bully/ victims”

(Dulmus, Sowers, & Theriot, 2006)

The Downward Spiral of Victimization and Emotional Reactivity



Schwartz, Dodge, Pettit,
& Bates, 1997.

Causes of Bullying: Children's own social beh'r



The causes of bullying: Why children become targets

- Being around other children who bully
- How children are supervised
- Individual characteristics of your child
- Your child's social behaviour including responses to conflict and bullying
- Your child's friendships
- **How we parent**

What do we know about Families of Victimized Children?

- Mothers tend to demonstrate higher levels of over-directive, over-protective and “intrusively demanding” parenting *(Ladd & Ladd, 1998; Oliver, Oaks, & Hoover, 1994; Bowers, Smith, & Binney, 1992, 1994)*
- Lower levels of facilitative parenting *(Healy, Sanders & Iyer, 2013)*
- Child bully-victims tend to have harsh and inconsistent parenting *(Schwartz, Dodge, Pettit, & Bates, 1997)*
- Parental and sibling warmth helps protect against emotional consequences of bullying *(Bowes, Maughan, Caspi, Moffitt and Arseneault (2010)*
- Sibling victimization correlated with and predictive of increasing ongoing peer victimization *(Pellegrini & Roseth, 2006; Stauffacher & DeHart, 2006).*

Purpose of Resilience TP

- To reduce bullying
- To reduce adverse emotional and social impacts of bullying

Resilience Triple P



- *Social Skills training for children (4 sessions in groups with other children & parents)*

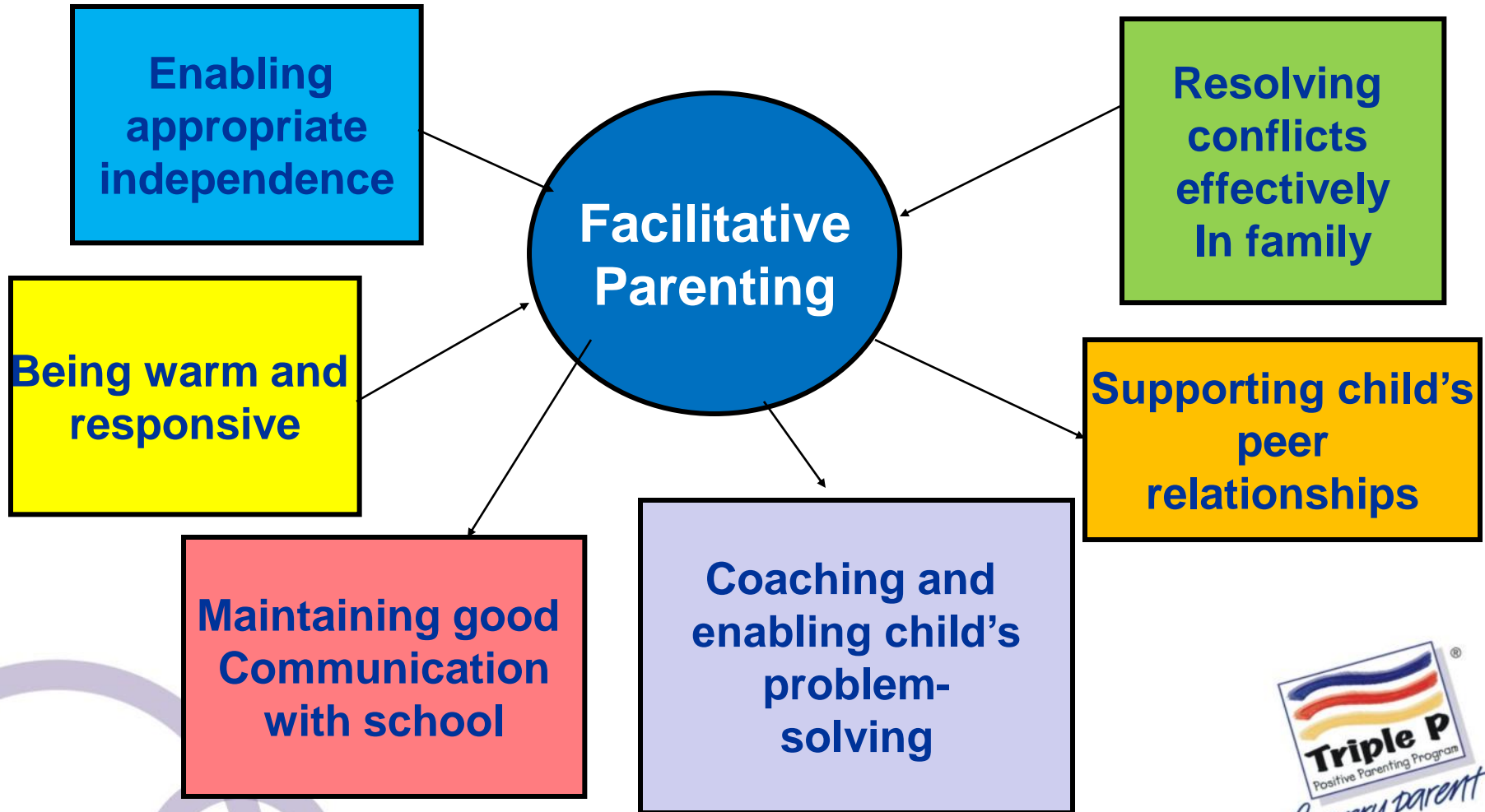


- *Facilitative Parenting training for parents (4 sessions in group with other parents)*

What is “*Facilitative Parenting*”?

Facilitative Parenting is....
***parenting which is supportive of
children’s development of peer
skills and relationships***

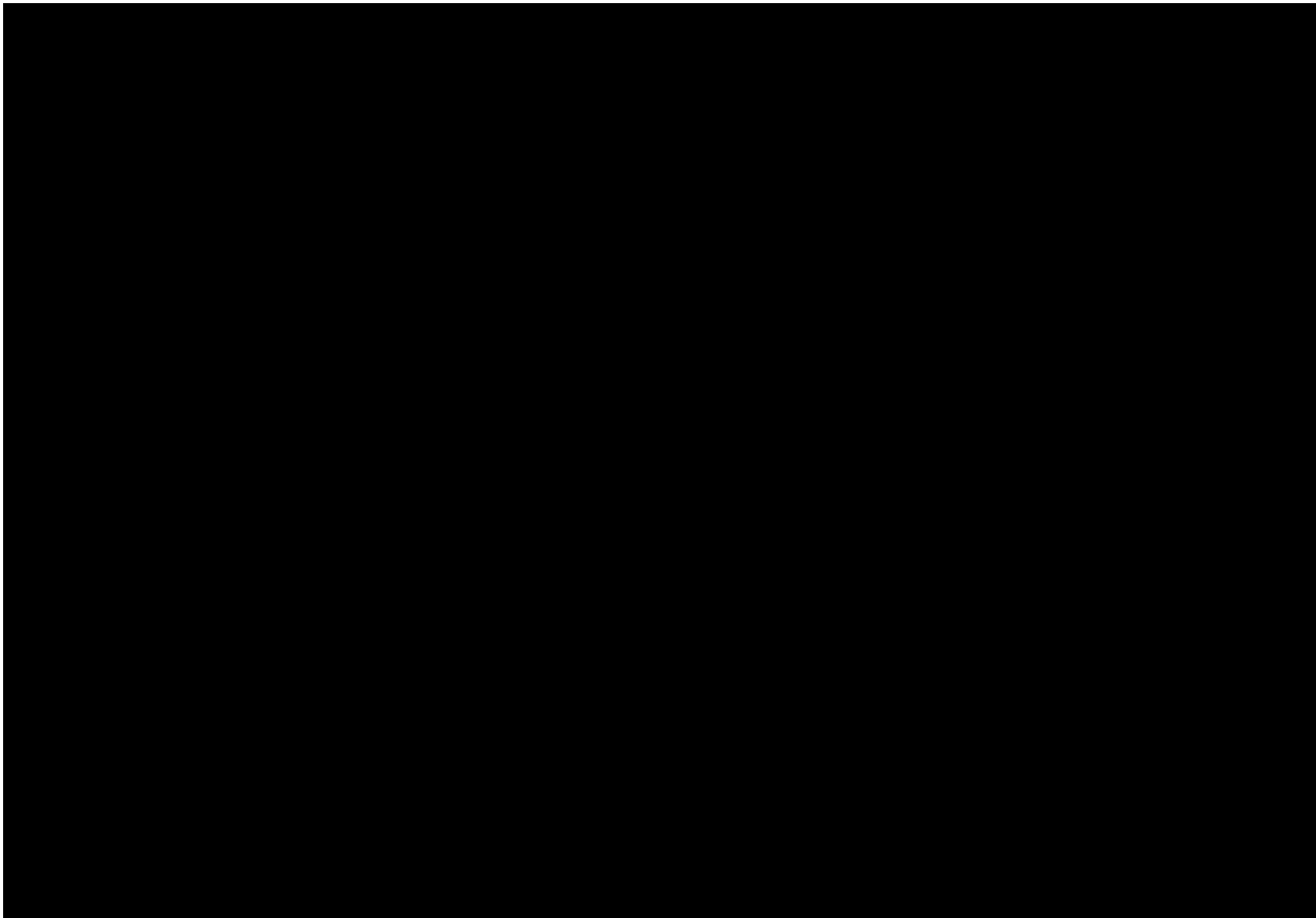
Facilitative Parenting involves



Resilience Triple P Positive Parenting Program®

For families concerned
about the bullying of their child



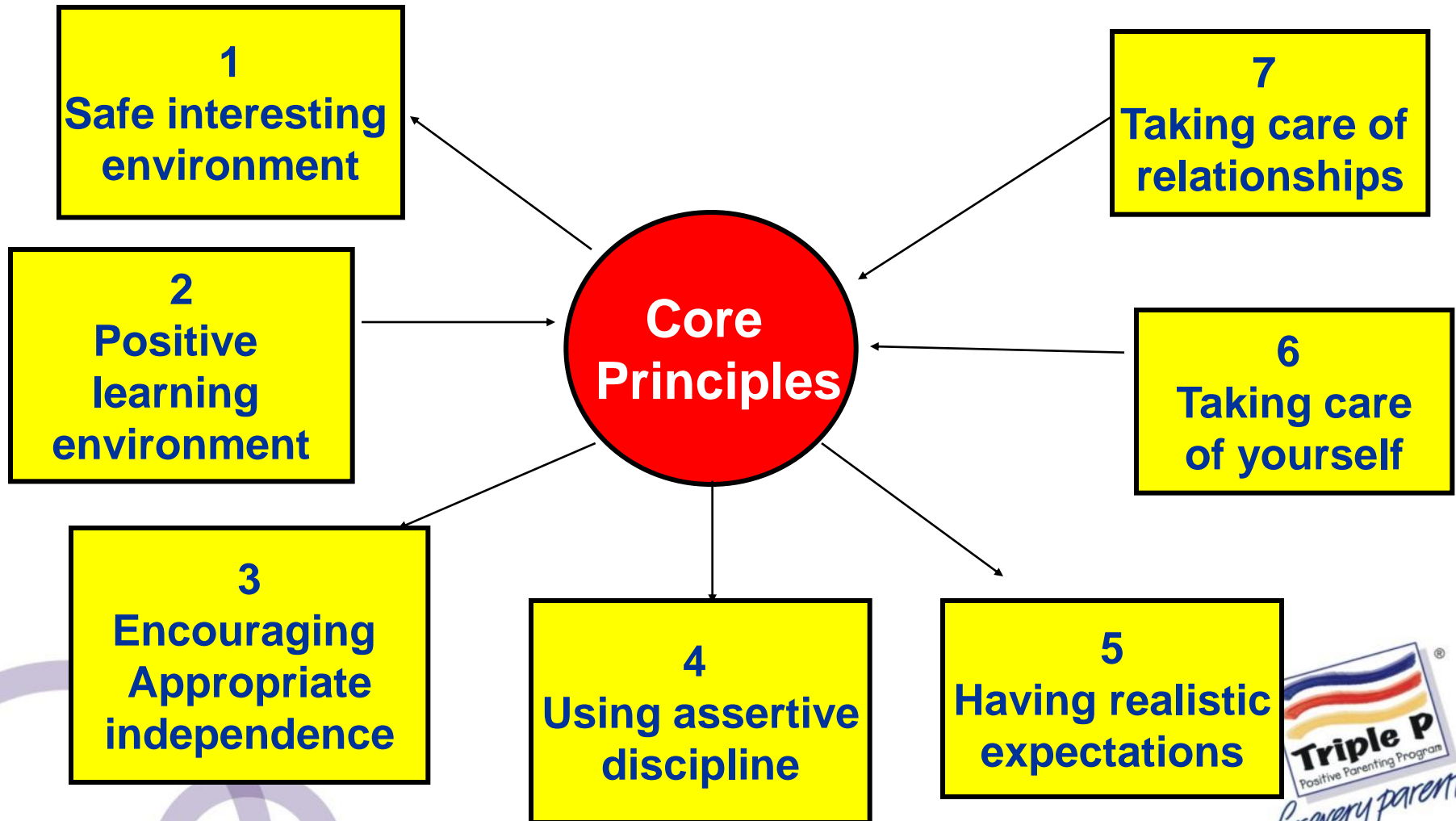


Overview of 8 Sessions

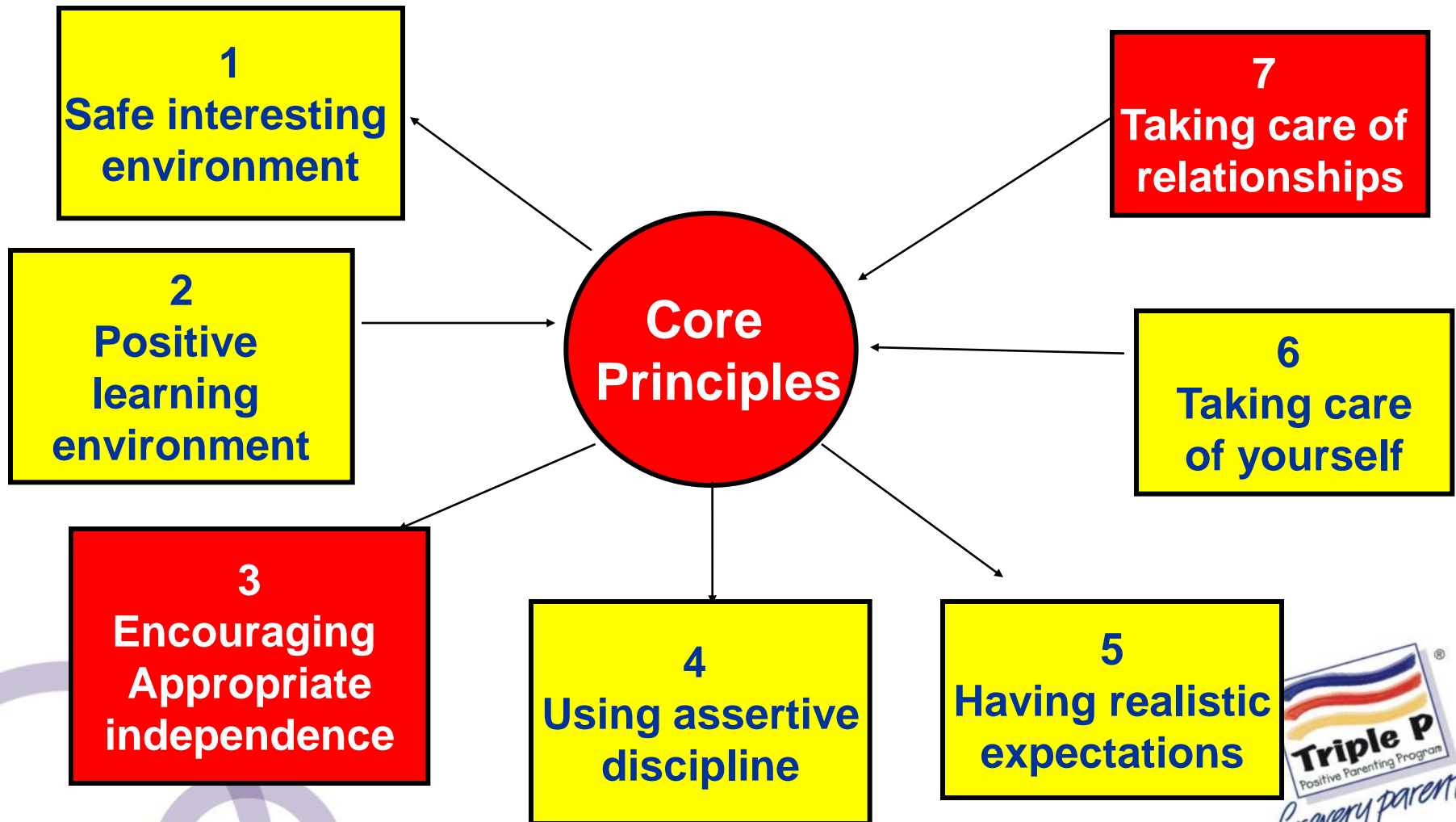
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| Session 1 | Understanding bullying |
| Session 2 | Positive parenting to promote child development |
| Session 3 | Coaching children's play (Playing Well Together) |
| Session 4 | Managing misbehaviour |
| Session 5 | Coaching children to respond resiliently to bullying
(What to do when kids are mean) |
| Session 6 | Communicating with the school and other adults |
| Session 7 | Coaching conflict management skills
(Sorting out conflicts) |
| Session 8 | Continuing to build on successes |



Core Principles of Resilience Triple P



Core Principles of Resilience Triple P



Overview of positive parenting strategies

- Developing positive relationships
 - Spend quality time with your child
 - Talk with your child
 - Show affection
- Encouraging desirable behaviour
 - Praise your child
 - Give your child attention
 - Provide engaging activities



Positive parenting strategies Cont'd

- Teaching new skills and behaviours
 - Set a good example
 - Use incidental teaching
 - Use Ask, Say, Do
 - Use behaviour charts
- Build opportunities for your child to develop
 - Encourage your child to think and do more for themselves
 - Give your child practice playing with other children
 - Help your child get to know other children at school
 - Coach your child in social and emotional skills



Positive parenting strategies Cont'd

- Teaching new skills and behaviours
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Review of strategies for managing misbehaviour

- Managing misbehaviour
 - Clear family ground rules
 - Directed discussion
 - Planned ignoring for minor behaviours
 - Clear, calm instructions
 - Logical consequences
 - Quiet time and time-out
 - **Intervening in early stages of conflict**
- Stop and start routines
- **Early conflict intervention routine**

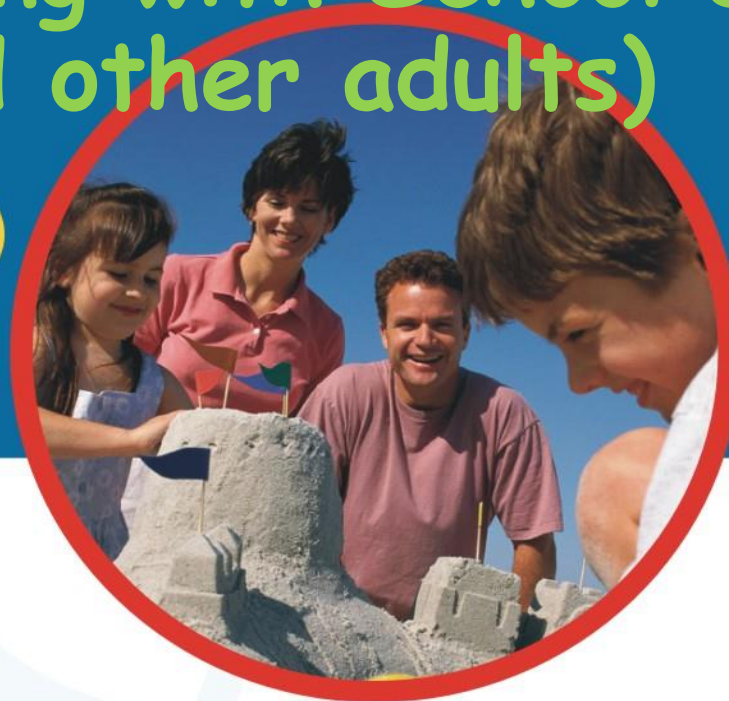
Parenting Strategies - Resilience TP

- Intervene in early stages of conflict



Resilience Triple P Positive Parenting Program®

Session 6: Communicating with School Staff (and other adults)



Speak to school staff if...

- the targeting of your child persists or gets worse
- you are ever concerned about your child's safety
- your child is unable to talk with the teacher about a problem
- you need the school's help in addressing an issue



Preparing to speak with school staff: 4 steps

- **LISTEN** to your child's account.
- Take time to **CALM DOWN**.
- **CONSULT YOUR CHILD** before going ahead.
- **PLAN** what you want to communicate



Communicating with School Staff



Child Skills Targeted over 4 sessions

- Play skills
- Self-regulatory skills
- Everyday body language
- Responding calmly and assertively to provocation (verbal and non-verbal skills)
- Resolving conflicts
- Interpreting peer situations

Resilience Triple P:

Playing well and building friendships

Session 1 for children



Play skills include:

- Joining in
- following the rules of the game
- being a good sport
 - whether you win or lose

Parents' role in this session

Parents' goals will be to:

- provide the least amount of support your child needs to participate independently
- praise and encourage your child's participation
- Help your child practise and afterwards to review how they went

The review model

Reviewing how you went

General Prompt: *How did that go?*

Identifying Strengths

Identifying weaknesses

Specific Prompts

*What did you do well?
What else did you do well?*

What could you do even better next time?

Prompt reflection on specific behaviours

e.g. How about your Following the Rules. How did that go?

Provide specific feedback

e.g. I thought you did a great job of waiting patiently. You also asked nicely if you could join in.

e.g. Perhaps next time you could use a stronger voice when you ask if you can join in. I don't think the other children heard you.

How did you go?

How did you go?

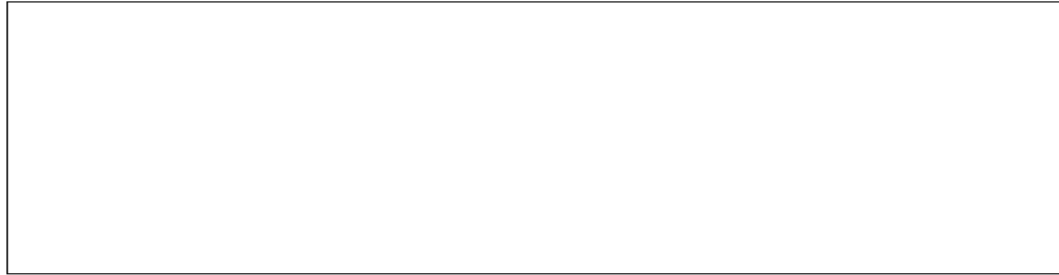
- What did you do well?
- What could you do even better?
- What is your goal for next time?

PLAY AND FRIENDSHIP PLAN

1) Think of something you would like to achieve this week at school to improve your play with other children and strength your friendships
(e.g. make a new friend, join in a game you like; invite someone to play with you, talk to someone)

My goal is to _____

Draw a picture of yourself doing this:



2) What are you going to do to reach your goal?

My plan is _____

3) Have a go!

4) Afterwards think about how you went.

How do you feel about how it went overall?



Not so good



OK



Happy



Very happy

Something I did well: _____

Something I could do better: _____

My goal for next time: _____

What to do when other kids act mean

Resilience Triple P: Children's session 2



*Instead of
letting bullying in...
we can learn to
bounce it off.*

The way we think...

can

let bullying in...

or

bounce it off.

The way we think can bounce it off



Dealing with teasing

***Decide for yourself
what is true***

Choose something you could have been teased about...

- Too short, fat, skinny, tall
- Features: big nose, freckles, skin colour, “monobrow”, “bad hair”
- Too smart, too stupid
- Clumsy, slow
- “Gay”

Deciding for myself what is true...

Think of something you get teased about

What parts of this do you believe to be

UNTRUE

TRUE

Is this something you *CAN* change?

YES

NO

Is this something you *WANT* to change?

YES

Remind yourself what *IS* true:

What is your plan to make the changes you want?

Decide to be proud of these special qualities.

The way we respond...

can also

bounce it off.

The way we respond...

***Standing up for
yourself with words***



Standing up for yourself with words



Activity in pairs

Parents: role play bullying then coach your child

Children: stand up for yourself with words then participate in reviewing how you went

What words would you use?

- Joe has taken your special pencil.
- Ryan calls you stupid.
- Max keeps standing on the back of your shoes.
- Meg and Sonia have not been letting you join in.

Did you?

___ Sit or stand still ?

___ Say the other child's name?

___ Look them in the eye in a friendly way

___ Use a calm serious voice

___ Say what you don't like,
or what you'd like instead



for every parent

How did you go?

How did you go?

- What did you do well?
- What could you do even better?
- What is your goal for next time?



Behaviours to bounce off bullying

- **Stand up for yourself with words**
- Ignoring
- Walking away
- Agreeing with
- Changing the subject
- Tell teacher

Bounce off bullying plan

1. **What tricky situation?** _____
When does this happen? _____
Where does it happen? _____

2. **Keep busy!**

Make a plan to keep busy in this situation. Try to think of activities you could do with other children.

3. **Make a plan** for handling the mean behaviour.

Stand up for myself with words. *Write the words you'd use*

Ignore Walk away Agree with Change the subject

Another idea: _____

How many times would you try this before telling a teacher? _____

4. **Think positive** to Bounce off the Bullying



5. **Afterwards, review how you went.**



Not so good



OK



Good



Very good

What went well? _____

What might you do differently next time? _____

Sorting out conflicts

Resilience Triple P: Children's session 4



5 Steps of *Working it out*

1. Relax
2. Say *"Let's work it out."*
3. Say what you want.
4. Ask and listen to what the other child wants.
5. Find a **win-win** solution.

Working it out example

- Have a go at the 5 steps



*Thanks for your time and attention.
Any questions?*

Enquiries re Resilience Triple P
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