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
The causes of bullying: Why children become targets

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- How we parent
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

- Emotionally reactive
- Targeted by peers for bullying

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:

- Enabling appropriate independence
- Resolving conflicts effectively in family
- Supporting child’s peer relationships
- Coaching and enabling child’s problem-solving
- Maintaining good Communication with school
- Being warm and responsive
Resilience Triple P
Positive Parenting Program®

For families concerned about the bullying of their child
Overview of 8 Sessions

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

1. Safe interesting environment
2. Positive learning environment
3. Encouraging appropriate independence
4. Using assertive discipline
5. Having realistic expectations
6. Taking care of yourself
7. Taking care of relationships
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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

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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
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’ 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

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?

- 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
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

Is this something you WANT to change?

YES

What is your plan to make the changes you want?

Decide to be proud of these special qualities.

Remind yourself what IS true:
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
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?
Resilience Triple P: Children’s session 4

Sorting out conflicts
5 Steps of Working it out

1. Relax
2. Say “Let’s work it out.”
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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