

Positive Behaviour for Learning

Resilience Programmes

2016



Karakia

Tohungia ngā whakatupuranga ki te inu
i te puna o te mātauranga.

Kia hora ai te whakaruruhau o te ora
ki runga i te iwi.

Kia kaha, kia toa, kia manawanui

Show the younger generations how to drink
from the springs of knowledge,
So the sheltering mantle of well-being
may spread across the people
Be strong, be courageous, be resolute.



Outline of the session

Introduction

Background information

What is resilience and why do we need it?

Resilience Programme Pilot

Cognitive Behaviour Theory and resources

Resilience skills

Links with other PB4L initiatives



Getting to know each other

- In groups of 2 – 3 people say your name, where you are from and something you enjoyed doing when you were younger (5 – 15 years)



Youth Mental Health

- Many common mental health issues first appear in adolescence, and can have lifelong consequences (not just in behaviour, learning, and achievement)
- Almost one in five young New Zealanders meet the criteria for an anxiety disorder by age 19. Of those that would benefit from intervention, over 80% are untreated
- Māori and Pasifika young people are at comparatively high risk of mental health problems, and have particular barriers to accessing services
- Schools, parents, whānau and friends of young people need better access to authoritative information on youth mental health



The impact of anxiety on youth well-being

- Only 2 in 10 people get any help or support when they experience emotional distress. 8 out of 10 never seek any help
- Early intervention and prevention is the most cost effective approach
- Left untreated this could lead to escalated mental health issues
- Schools have the ideal setting to reach the majority of youth through effective mental health education

Anxiety	Depression
Excessive:	Excessive:
<ul style="list-style-type: none">• worry (anticipatory)• avoidance• attention to threat• fast and sustained psychological arousal• psychosomatic complaints• difficulty resting and going to sleep• shyness• social withdrawal• perfectionism	<ul style="list-style-type: none">• sadness• loss of pleasure• social withdrawal• early morning insomnia• hopelessness and helplessness• irritability• negative memory bias• poor concentration• flat affect• appetite changes

There is a clear link between anxiety and depression.

If unaddressed, anxiety is likely to develop into depression over time.



Prime Minister's Youth Mental Health Project

- Package of measures to improve the mental health of young people aged from 12 – 19 years with mild to moderate needs
- One of the outcomes was to increase resiliency among youth to support mental health



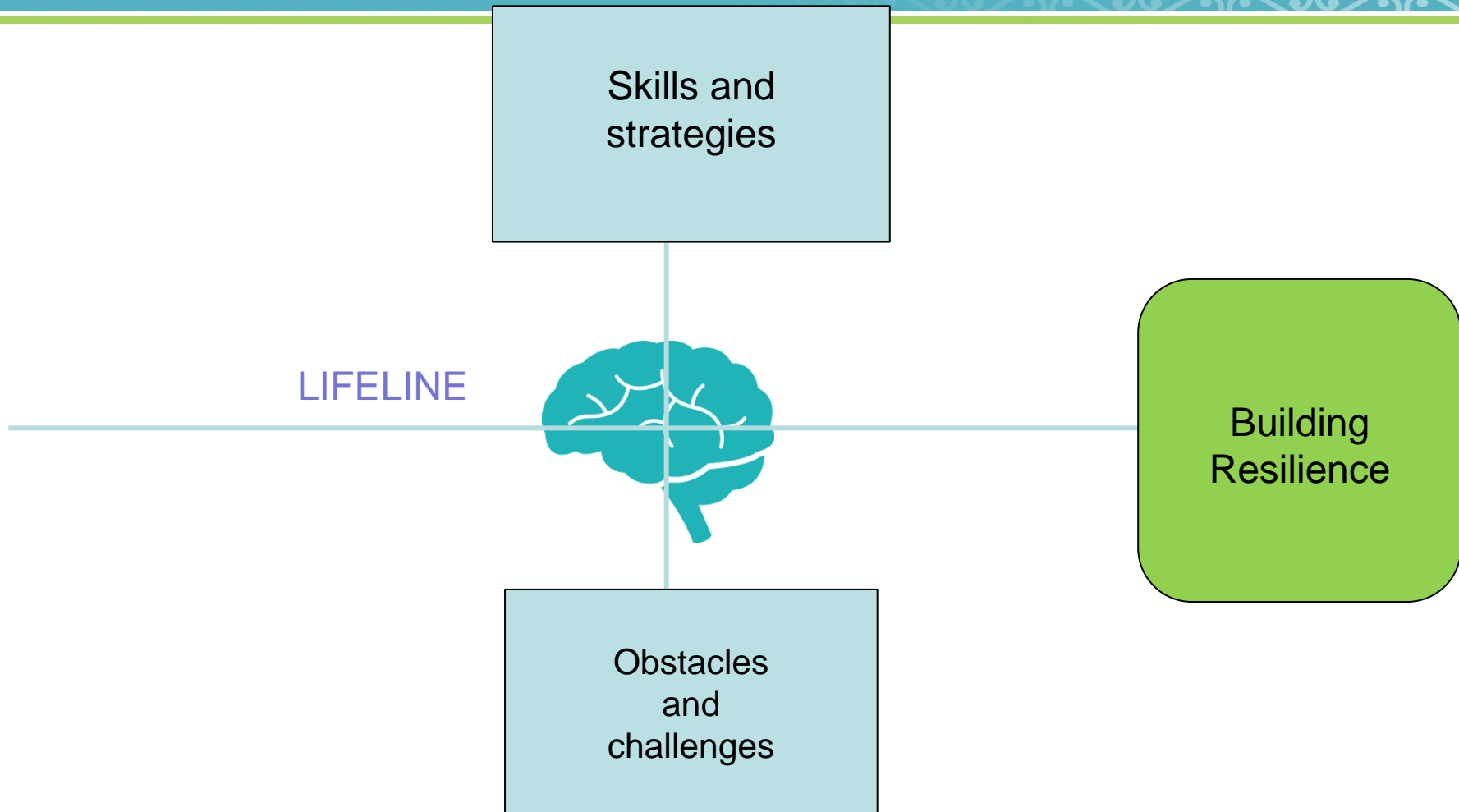
Resilience – What is it and why do we need it?

Activity: Brainstorm what resilience

- looks like
- sounds like
- feels like

Brainstorm everyday issues and challenging situations you have been through and overcome. Eg. Starting a new school, a job interview, a new baby in the family, having a cold, car not starting

What skills did you use to overcome the challenging situations?
What skills did you develop? (on post it notes on the wall)



My FRIENDS Youth pilot in New Zealand

- Funded by the Prime Minister's Youth Mental Health Project
- 3 year pilot involving 40 schools around NZ
 - 10 schools in 2013
 - 20 new schools in 2014
 - 10 new schools in 2015

How does My FRIENDS Youth meet the needs of our students in NZ.

- Evaluate and hear from teachers in implementing this programme
- Ask students about their experience of FRIENDS –student voice
- How effective is a resilience programme in improving students social and emotional literacy, to build their resilience.
- Focus schools and the Wellbeing @ school survey

Background on Tawa College

- Co-educational State School of 1500 students.
- Evenly distributed at Year 9 to 12 with a slight drop in numbers at Year 13
- 52% Male 48% Female
- Ethnic Make-up

53% European, 19% Maori, 13% Pasifika, 12% Asian, 3% other

Key Point in Resiliency

Understand where a student comes from

Understanding a student's roots is a key step towards building resiliency in students

Very relevant with regards to Maori students

Very simple step is to compose an 'iwi map' and share it with whanau

My FRIENDS Youth student feedback

Positives

- Explains emotions and what you go through e.g. if it is sad and how to cope with it.
- Help face situations you face in the future e.g. parents getting divorced.
- Helps you to respond to someone who is going through a hard time.
- What to do when you are stressed – strategies.
- Awareness of the impact of drugs.

Concerns

- Need more variety.
- Like the games we played – more please.

Student Feedback

My Friends Youth helped with

- Planning and Coping Strategies
- Stress and Anxiety
- Relaxation
- Positive Thinking
- Curbing Bullying.

Comments from students

1. What comment resonates with you and why?
2. What areas of a students lifestyle are not covered by these comments?
3. How do you measure quantitatively the programmes effectiveness.?

Teachers Positive Comments

Teacher A

Helps build resilience and positive thoughts

Develops problem solving skills and coping plans

Helps awareness of feelings

Teaches them ways of relaxing

Teaches them that doing things for others also helps them feel good about themselves

All planned out and easy for teacher

Teachers Positive Comments

Part 2

Teacher B:

The new workbook has more student activities

Students enjoy learning how to think like a strong person

Enjoy sharing their experiences with others

Realising they aren't the only ones with anxious thoughts

Acquiring skills of inner helpful thinking

Acquiring problem solving skills - good link to Restorative Practice.

Teachers Comments

Disadvantages

Teacher A:

No time to focus on 'sexual health' and 'drug and alcohol'

Restriction on who teaches it- cannot set relief

Very structured and to be taught in order.

Teacher B:

Doesn't necessarily reflect a kiwi culture

Needs to be more interactive and electronically based.

My Summary

In line with current literature that the key determinant in long term educational success and 'society readiness' is **character** and not simply cognitive development.

Key qualities of **character** include

**Resilience, Connectedness,
'Grit", Ability to cope with disappointment**

My Summary

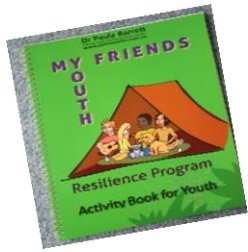
Measurement

- *Wellbeing@School Secondary School Survey*
- *Victoria University Wellbeing*
- *ERO reviews*

Involvement with parents

Parents Evening - Positive

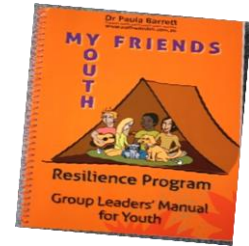
They wished they had been taught resilience.



The Evaluation of My FRIENDS Youth Resilience Programme.

*The Experiences of Teachers
and Year 9 Students*

*Researcher: Margaret Lucas
Supervisor: Roseanna Bourke*



Major public health concern both internationally and nationally in
the 21st century.

Anxiety / Resilience

**Poor mental health and wellbeing in adolescence
has far reaching impacts**

NZ government requested a pilot trial of
My FRIENDS Youth
trial in the 2nd year.

**Our project is part of NZCER's evaluation –
case study qualitative evaluation of one school's
experience.**

My FRIENDS Youth

Paula Barrett – Brisbane Cognitive Behaviour Programme -
and Attachment

Introduction	Session 1: Psychoeducation and Introduction
Emotional	Session 2: Identify feelings Session 3: Emotional management Session 4: Learning to relax
Thoughts	Session 5 & 6: Inner thoughts
Behaviour	Session 7: Exploring solutions + coping plans Session 8: Problem solving plans
	Session 9: Now reward yourself Session 10: Stay strong and maintenance



3 criteria *Must teach in order of the manual Need to have been trained*
Can only train trainers if an accredited facilitator.....
And each student has a workbook

Research questions

- How do teachers and students experience the mental health programme “My FRIENDS Youth” within the New Zealand context?
- *How do different learners experience and learn through the My FRIENDS Youth? (i.e. Special education learners, Maori learners and Pasifika learners)*
- Is there fidelity of the programme (i.e. Was My FRIENDS Youth implemented by teachers as it was intended?)

Methodology

Focus College

Decile 4, Rural, Co-educational college, Yr 7-13, Roll - 434,
43% Maori, 7% Pasifika, 44% Pakeha

Participants

- ***Principal***
- ***Guidance Councillor***
- ***My FRIENDS Youth Co-ordinator / Teacher***
- ***31 students - 9 focus groups - 4, 2, 3 - gender 11 males
20 females***

Settings, Contexts and procedures

- ***2 day training programme for teachers***
- ***2 days interviewing focus groups at the college***
- ***2 class observations - lesson 5 and 7 of the same class***

Themes that emerged

Resources

1. Training
 2. Follow up support for that teacher
 3. Written material
- teachers manual student workbook*



Resources

The key was she was a secondary school teacher; she had taught it before and is very approachable. (Teacher)

I reckon the hui is what has to stay or you get stuck in your bubble ... just came away a lot more energised.
(Teacher)

MOE typed up all our work and sent out the 10 sessions ... so I have it sitting on my computer drive and I find it so useful. (Teacher)

Pedagogy

Relationship based



Don't think I have changed my style I am a very relationship based teacher ... I use circles and group and sharing. (Teacher)

Peer interaction

I liked team work, working in groups ... you get more ideas not so much pressure ... pressure is talking in front of the class ... they are all staring at you ... and if you made a mistake they all laugh. (Focus Group 2)

Working in groups you felt close to others and got to know others that you didn't know. (Focus Group 1)

Pedagogy

Activity based - experience based

Activities ... a good way of learning ...



When I trained I saw the CBT theory (Guidance Councillor)

I get it more by the activities than the book work (Focus Group 9)

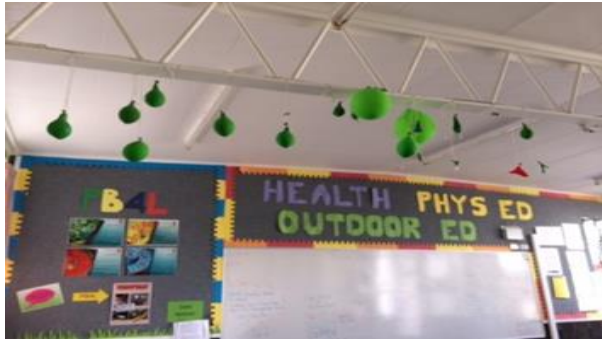
Not all talking 'cos I zone out ...can have fun ... different activities (Focus Group 3)

Pedagogy

Visuals displays

The presentation of the room I really like ... nice reminder of what they are learning and reinforced each time they come in the room. (Guidance Councillor)

The balloons were fun and great to have on the ceiling ... even if they are deflated now, wrinkly and hard to read (Focus Group 8)



Student voice and stories

Story 1

I am bullied by my brothers at home

I hate myself (lesson 1)

Before this programme my brothers annoyed me and I had negative thoughts. Now I think positive thoughts and punch my pillow (Focus Group 3)

Story 2

During the observation this student stood up and reported back from her group and the control of the class was greater than the teachers. (Lesson 2)

NB. The teacher was excellent but the student was outstanding

I am more open to people now ... Before the programme I hid behind my hair and now at school my hair is off my face (Focus Group 3).

Student voice and stories

Story 3

I don't yell as much at home anymore...

My parents wouldn't know ... I only yell half the time now

(Focus group 2)

As the Guidance Counsellor stated of the programme

"It looks simple but it is quite complex".

He oranga ngakau, he pikinga wairoa



Key findings from the evaluation

- The majority of student thought My FRIENDS Youth was worth doing (62%)
- The majority of the students reported using the strategies they learnt (56%)
- Many students thought what they learnt would be useful in the future (70%)



Key findings from the evaluation

- Teachers felt well supported
- Teachers implemented the programme with a high degree of fidelity
- Teachers adapted the programme and resources for their students
- Teachers identified areas to adapt and build practice



Adaptations and enhancements from teachers

- Adapt the activities to the NZ context to maximise student engagement, particularly for boys
- Create opportunities for teachers to share activities, experiences and ideas with colleagues
- Support teachers to extend the reach in their school, eg ongoing involvement with guidance counsellors and parents
- Consider whether a shortened version of the programme could be developed
- Consider sustainability issues related to the training of teachers



Key findings from the evaluation

- Teaching cognitive behaviour theory (CBT) strategies and skills fits well with the New Zealand Curriculum and Health and Physical Education learning area, of which mental health is a key element



Cognitive Behaviour Theory



Using one of the situations in your brainstorm:

Cognitive Behaviour Theory

What does
the person
do?

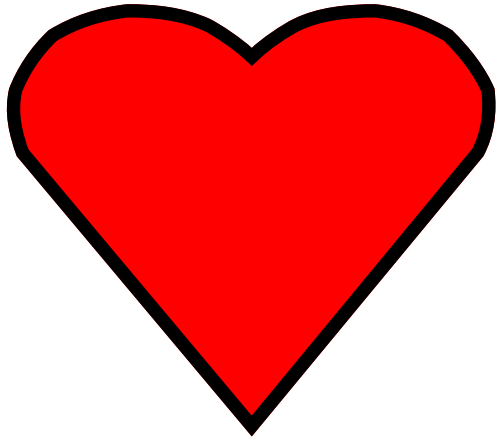
Do
(Behavioural)

Think
(Cognitive)

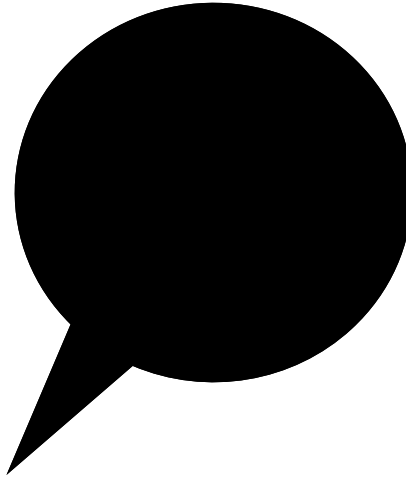
What is going
through the
person's mind?

Feel
(Physiological)

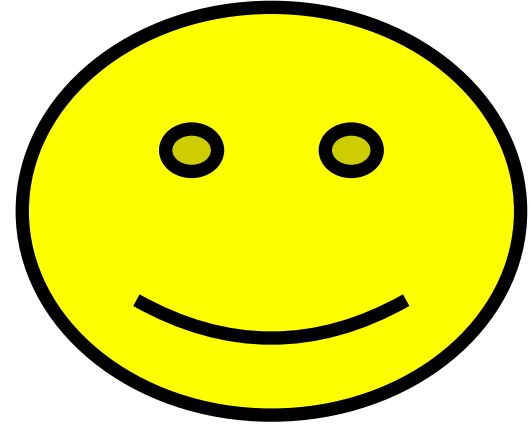
What is their
body telling
them?



+



=



Feelings

How were you feeling ?

Thoughts

What were you thinking ?

Behaviour

What did you do ?

CBT

[Home](#)[Programs](#)[Training](#)[Success Stories](#)[About Us](#)[Contact](#)

Empowering People

Quality training that qualifies you to facilitate the Child & Youth programs.
Build capacity within your staff to deliver these programs in your school / organisation,
over and over again!

[Contact Us](#)

Fun Friends

4 - 7 YEARS

A Play-Based social skills training program for building resilience in 4-7 year old children.



Friends For Life

7 - 12 YEARS

FRIENDS for Life is a social skills training program for 7-12 year-olds, aimed at building social and emotional resilience.



My Friends Youth

12 - 17 YEARS

Assists youth in developing life-skills to effectively cope with difficult and/or anxiety-provoking situations

email jodie@jennybell.co.nz

web: jennybell.co.nz



Welcome to Socially Speaking!

**Specialist services for children,
teens & young adults with social, sensory
and communication challenges**

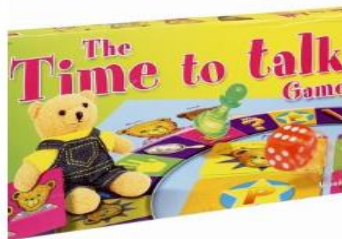
[Find Out More](#)



www.sociallyspeaking.co.nz



Time to Talk



Time to Talk Game



Socially Speaking Game



Supplementary Material

- Readme File
- Download



Think Good Feel Good
A Cognitive Behaviour Therapy
Workbook for Children
Paul Stallard

0470 84290 3 304pp June 2002 Paperback

Think Good - Feel Good is an exciting and pioneering practical resource for undertaking Cognitive Behaviour Therapy with children and young people. The materials have been developed by the author and trialled extensively in clinical work with children and young people presenting with a range of psychological problems.

Paul Stallard introduces his resource by covering the basic theory and rationale behind Cognitive Behaviour Therapy and how the workbook should be used. An attractive and lively workbook follows which covers the core elements used in Cognitive Behaviour Therapy programmes but conveys these ideas to children and young people in an understandable way and uses real life examples familiar to them. The practical series of exercises and worksheets introduce concepts that can be applied to each unique set of problems.

Think Good - Feel Good provides the clinician with a range of flexible and highly appealing materials that can be used to structure and facilitate clinical sessions. This is a "must have" resource for clinical psychologists, child and adolescent psychiatrists, community psychiatric nurses, educational psychologists and occupational therapists. Social workers, school nurses, practice counsellors and health visitors would also find this resource to be of great value.

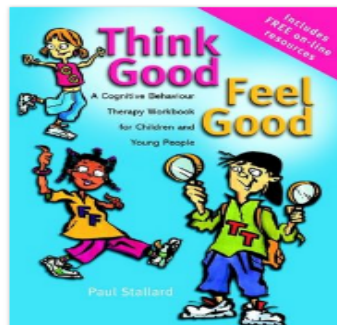
Other Information

- How to order this book
- Table of contents
- Evaluation Copies

Press ctrl-D to bookmark this page



Think Good-Feel Good Paul Stallard Bath UK
<http://www.wiley.com//legacy/wileychi/thinkgoodfeelgo>



Think Good - Feel Good: A Cognitive
Behaviour Therapy Workbook for
Children and Young People

Paul Stallard

ISBN: 978-0-470-84290-4

198 pages
June 2002

Stop Think Do



also available.

Stop Think Do is a bestselling social skills program. The program consists of 20 lessons at four different levels: 4–6 years, 6–8 years, 8–10 years and 10–12 years of age. Each lesson includes learning outcomes, required resources, structured teaching of the core concept or skill, age appropriate activities to practice the skills, and worksheets to reinforce each learning outcome.

Stop Think Do aims to:

- Prevent adverse consequences resulting from poor social skills and peer friendships
- Improve the social skills and peer friendships of children who already have problems
- Develop cooperative classrooms and schools
- Develop emotional intelligence, self-esteem and confidence through increased awareness, skills training and goal achievement
- Empower students by teaching self-control, decision making and positive actions
- Develop group skills including active participation, cooperation, organisation and leadership
- Improve relationships through the use of a common language, problem-solving process, shared goals and regular feedback

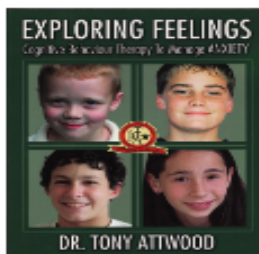
Three colourful posters that trace the Stop Think Do problem solving sequence using a traffic light motif are

<http://www.nzcer.org.nz/pts/stop-think-do>
<http://www.stopthinkdo.com/>

Background Information	Stop Think Do
The Stop Think Do Model	
Research	Stop Think Do
Applications of Stop Think Do	A multi purpose tool for improving children's social and learning skills in clinics and schools
Manuals and Training Materials	Lindy Peterson is a Child, Clinical and family psychologist with over 25 years of active experience working with children, adolescents, families and schools.
Ordering Details	Lindy Peterson's main areas of interest include social skills training, dyslexia and learning difficulties, attention deficit disorder, asperger syndrome, anxiety disorder, behavior management/counseling for parents and teachers.
Workshops	The Stop Think Do Program is internationally acclaimed with proven success.
Contact Details	

**Exploring Feelings: Cognitive Behaviour Therapy to
Manage Anxiety**

\$50.00



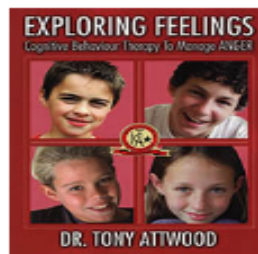
| by Dr Tony Attwood | A guide for caregivers with a workbook section allowing children to identify situations that make them anxious and learn how to perceive the situation differently. Anxiety can be debilitating for anyone, especially for a child. Learning about emotions helps children recognise connections between thinking and feeling, and helps them identify the physiological effects of anxiety on the body (sweating, increased heart

rate, crying, etc).

[[More Information](#)]

**Exploring Feelings: Cognitive Behaviour Therapy to
Manage Anger**

\$50.00



| by Dr Tony Attwood | A guide for caregivers with a workbook portion that asks children to identify situations that trigger anger and find appropriate responses. Many children with developmental delays, struggle to express their feelings resulting in difficulty with anger management. Listing possible responses to situations and the likely outcome allows the child to make informed decisions about which

responses to choose (walking away vs. hitting).

[[More Information](#)]

http://www.suelarkey.co.nz/Tony_Attwood_Resources.php



The Five Ways to Wellbeing, Ētahi ara e rima ki te ngākau ora, help people stay mentally well.

They were created as a result of the New Economics Foundation's (NEF) *Foresight Project on Mental Capital and Wellbeing* research report.

NEF conducted a review of the most up-to-date evidence and found that building five actions into day to day lives is important for the wellbeing of individuals, families, communities and organisations. The five actions are:

- 1 **Connect, Me Whakawhanaunga**
- 2 **Give, Tukua**
- 3 **Take Notice, Me aro tonu**
- 4 **Keep Learning, Me ako tonu**
- 5 **Be Active, Me kori tonu**

WELLBEING

Connect, Me Whakawhanaunga

Give, Tukua

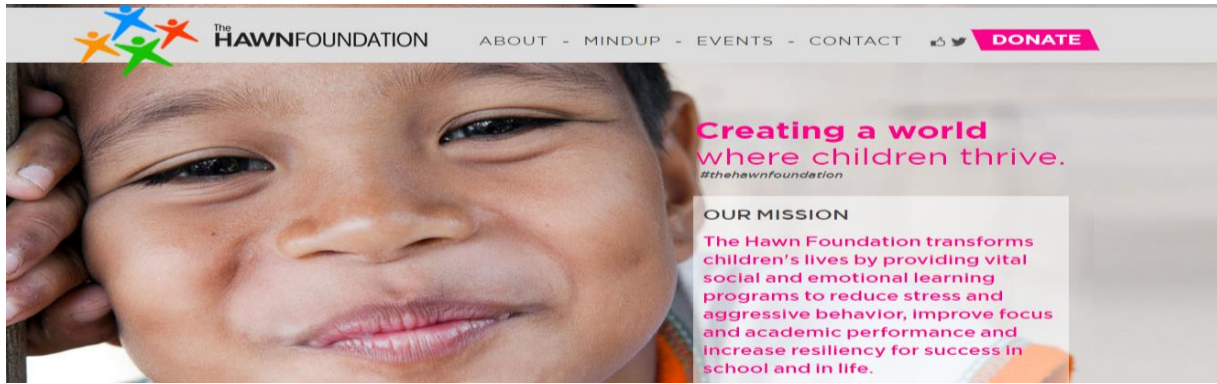
Take Notice, Me aro tonu

Keep Learning, Me ako tonu

Be Active, Me kori tonu

Live chat isn't available right now

Connect
Give
Take notice
Keep
learning
Be active



Mindup Goldie Hawn
<http://thehawnfoundation.org/mindup/>

Robert Ngan –Woo robnganwoo@gmail.com
Breathe to Succeed ALOPHA - used with Pasifika students

**Teaching students to be aware of what makes them
stressed and then breathing techniques - optimal zone
for learning**



The Bears App



The Strengths Approach



The Nature of Strengths



Cars 'R' Us



The Bears

St Luke's Resources

<http://innovativeresources.org/>



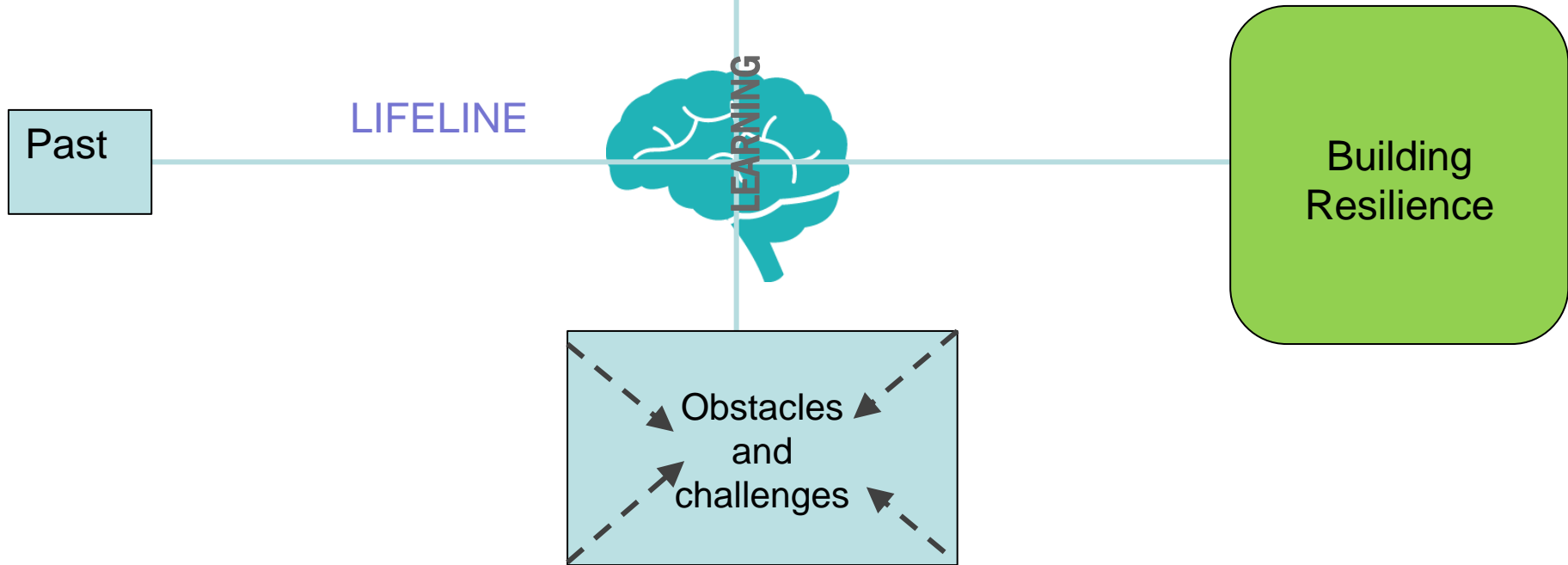
Skills to build resilience

- Strengths

Activity: Discuss with your neighbour one of your own strengths eg: loyal, organised, trustworthy, reliable, approachable

- How do we develop our strengths?

Discuss with a person next to you.

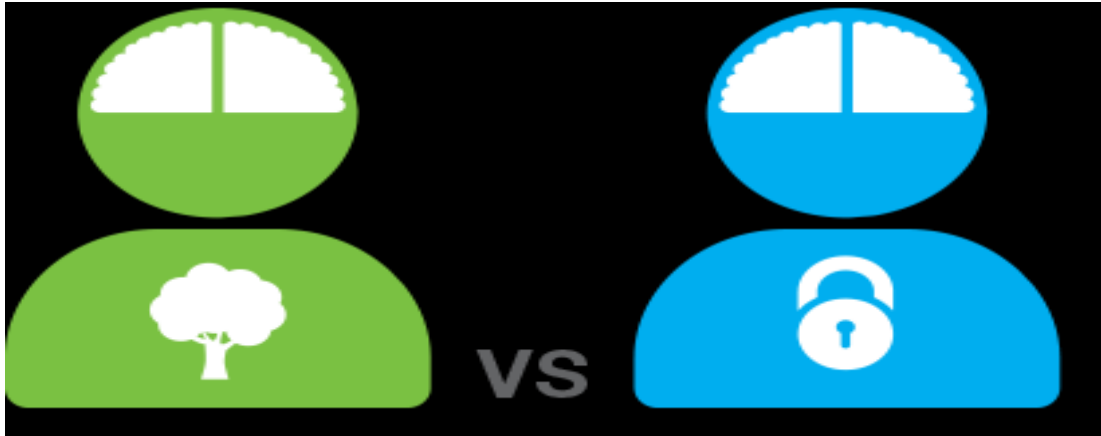




Resilience skills

- Being able to put your attention and awareness in the 'right' places when the going gets tough
- Think of -
 - 2 things you can see
 - 2 things you can touch
 - 2 things you can smell
 - 2 things you can hear
 - 2 things you can taste
- Thinking like a resilient person

Growth Mindset



Carol Dweck - Stanford University



Mindset



Challenges



Obstacles



Effort

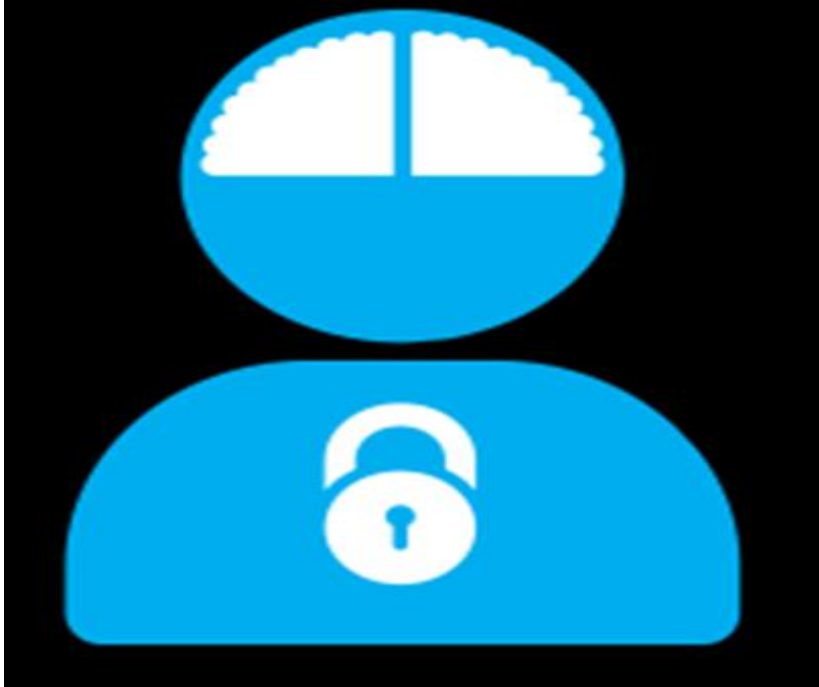


Feedback



Success of Others

Fixed Mindset



- **avoid challenges**
- **gives up easily**
- **sees effort as fruitless**
- **ignores useful feedback**

Growth Mindset



- embrace challenges
- persist in the face of setbacks
- see effort as a path to mastery
- learn from criticism



*If parents want to give their children a gift,
the best thing they can do is to...*

**Teach their children to love challenges,
be intrigued by mistakes,
enjoy effort
and keep on learning**

CAROL DWECK

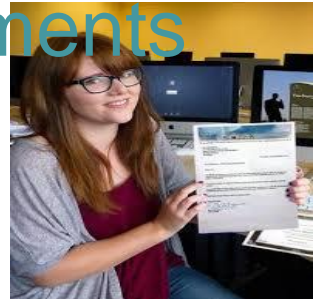
Practical Example

Long-term research project –

Half of students praised for their achievement
as a result of their talent

versus

Half of students praised for their achievements
as a result of hard work (effort)

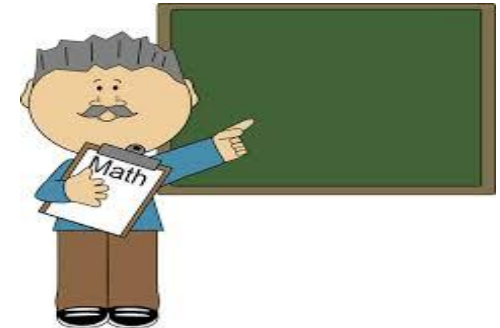
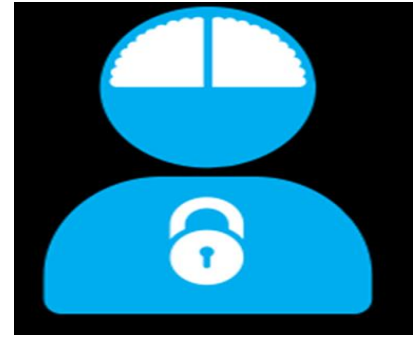


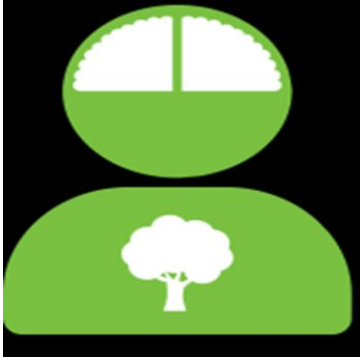


Fixed Mindset Amongst Teachers

- cannot change their true teaching ability
- will be ineffective no matter how hard they try to improve
- become discouraged by difficult students and learning problems

- **reluctant to be observed by others or collaborate with colleagues**
- **assume it is their job to go it alone**
- **innate talent is the most important factor in success**





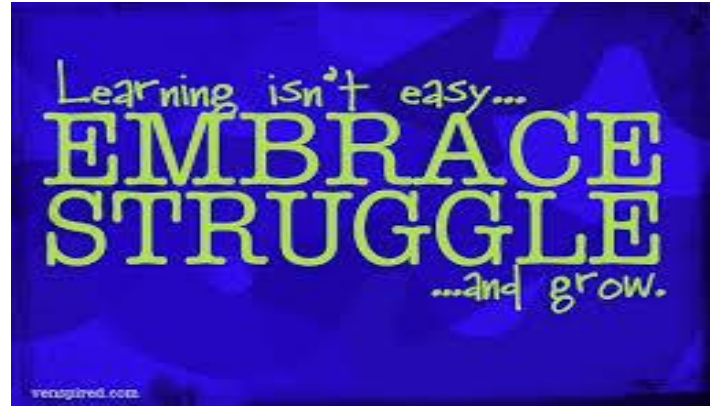
Growth Mindset Amongst Teachers

- **you can always find important ways to improve**
- **every teacher can significantly improve their teaching ability**
- **the value of trying new teaching methods**
- **I discuss problems in my classroom**

- **They care more about learning than about having a good reputation as a teacher**
- **They don't believe that a perfect error-free lesson defines them as a good teacher**
- **They know the best teachers are learners too**
- **They engage in more professional development, read more professional literature and constantly pick up ideas and teaching techniques**

Growth Mindset

- They confront their teaching problems head-on
- They ask for feedback from ‘supervisors’ and ‘colleagues’



You Can Change Fixed Growth



1. Recognise that you have a choice

*How you interpret challenges, setbacks, and criticism
is your choice*

2. Have a growth mindset voice or cognitive script
as you face criticism

FIXED MINDSET:

“It’s not my fault. It was something or someone else’s fault”.

Growth Mindset – College Goals

The Growth Mindset applies to the following:

- Achievement of targetted students
- BYOD
- Family/Whanau conferences
- Restorative Practice

Resilience skills

- Managing feelings so they don't push you too much or for too long

Yoga Pretzels

- Taking positive action that moves you through a bumpy time

- Walking in another person's shoes so you also support them as they need it

Have you filled a bucket today

- Trying to keep a good balance in your life

5 things you do to relax



Resilience skills

- Knowing what is really important to you
- Dreaming Big... And learning to be brave and confident in going after what is really important to you so you can have the kind of life that is satisfying and meaningful to you

What did you enjoy today?



Karakia

Arahina mai mātou i roto i ā mātou mahi
Manaakitia mai mātou e hoi nei
Ki ō mātou kāinga i tenei wā,
Kia tau to rangimārie
Ki runga ngā iwi o te Ao

Guide us in our work

Bless us as we return to our homes

At this time let your peace descend upon the people of the world