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Assessing the Need for and Impact of an Emotions Regulation Booster Program for Elementary
School Aged Children

by

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Abstract

K-W Counselling Services has offered emotions management programs to children ages 6-15 in the Waterloo region for the last 10 years. This mixed methods study was conducted in two phases. Phase One explored whether the parents of children who had participated in S.T.E.A.M. or Temper Taming groups three years prior felt there was a need for a "booster program" to help refresh their child's memory about the concepts. Twenty-two parents were interviewed, two of whom had two children in the programs. This meant that feedback was offered in relation to twenty four child participants. The parents were asked with open ended questions if they felt a booster program was needed. If they did believe it was needed they were asked for ideas about how to design the program. Thirteen parents said that the booster program was a definite need and provided feedback to develop a 5 week, 1.5 hour per session program. In Phase Two the booster program was implemented as a pilot project and a group of 7 children ages 12-14 participated in the program. A comparison group of 8 children ages 10-14 were used to assess the impact of the booster program. The booster group showed significant increases in the areas of emotional awareness, emotional expressiveness, number of identified body clues, and number of identified calming activities. The comparison group showed no significant changes on the outcomes measured.

Acknowledgments

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CHAPTER I: INTRODUCTION

K-W Counselling Services in Kitchener, Ontario provides two emotions regulation psycho-educational groups: S.T.E.A.M. (Support Temper, Emotions and Anger Management) and Temper Taming. K-W Counselling Services has been offering S.T.E.A.M. within selected schools from the Waterloo Region District School Board and the Waterloo Catholic Separate School Board since 1999. The Temper Taming program is agency-based and has been available to children and family members since 1996. Research has been done since 1999 to evaluate both the process and the outcomes of these two emotions regulation programs. During the course of my work over the past four years as a research assistant on a longitudinal study looking at whether the gains made during the programs are maintained, I heard a number of parents express concern about whether their children were remembering the skills they had learned. Some parents wondered whether a booster program wouldn't be timely for their children, especially those who were only 9 or 10 when they took it, and who were then entering adolescence. These parents' reflections have inspired this study, which was designed in two phases: an assessment of the need for a booster program, followed by a piloting of a booster program that was designed following the suggestions of parents who did think that their children would profit from a booster program.

Description of the S.T.E.A.M. and Temper Taming Programs

The S.T.E.A.M. and Temper Taming programs, which are grounded in cognitive social learning theory (Bandura, 1986) have similar objectives, activities, and structures, though there are also differences between them. The first of these differences is that the S.T.E.A.M program is

12 weeks in duration and the Temper Taming program is 8 weeks. Second, S.T.E.A.M. has parent meetings at the beginning, middle and end of the program and Temper Taming has a parent meeting each week for the last 10 minutes of the group. Third, S.T.E.A.M. is available for no charge because it's offered within the school, while the agency-based Temper Taming program has a fee of $150, although, K-W Counselling Services has a sliding scale policy and no family is refused services. Finally, teachers and parents can refer children to the S.T.E.A.M. program but parents are the primary referral source for the Temper Taming program. Both programs have weekly 1.5 hour sessions and share the same goals and objectives. The program goals are to: a) support children to identify and effectively manage emotions; and b) to strengthen each child's self esteem and increase his/her self confidence. The objectives include:

1) To increase the child's awareness and identification of feelings, situations, and physical cues associated with different emotions.

2) To enhance positive communication through a sequential skills building process.

3) To document the increased positive behaviours exhibited by children as reported by parents, teachers, and principals.

4) To increase the child's self-control by decreasing the number of impulsive behaviours, principal visits, school suspensions, and playground incidents.

5) To validate feelings and develop positive leadership skills.

6) To increase the child's social support by providing group access to peers, teachers and principals.

7) To increase direct involvement and communication between parents, children and schools. (K-W Counselling Service, 2001).

A logic model has been developed for the S.T.E.A.M. program (see Appendix A) to help depict the program activities and outcomes (short-term) that are to be achieved through the program. This identifies intermediate and ultimate expected results (long-term) from

participating in the S.T.E.A.M. program. Research has been done to evaluate these intermediate and ultimate results since 1999, the results of which are discussed below.

The S.T.E.A.M. program is facilitated by a school facilitator (Educational Assistant or Child and Youth Worker), a social worker and an intern from a local university or college. The program is provided within the school. The Temper Taming program is facilitated by a social worker and an intern and is hosted at K-W Counselling Services. For both groups each potential member meets with the facilitators as part of a pre-screening process. The pre-screening process involves telling the child and parents about the details of the group as well as to ask the child about a goal they wanted to achieve by participating in the group. It is also an opportunity for the parent to fill out the consent to treatment form and give greater details about why they wanted their child to be a part of the group. Both the child and parent fill out a pretest evaluation at this time as well.

Each session begins with an activity entitled the "temper-a-ture scale". This is a "check-in" where the children can discuss how they are feeling and where they would rate themselves on the temper-a-ture scale. A "ten" means the child is having feelings such as exploding or boiling over, where a "one" means the child is cool and calm. The children discuss how their week was and discuss how they feel and how they can recognize their feelings (using body cues, such as their heart pumping, sweaty hands or a loud voice). Once check-in is complete the group focuses on the lesson (concept) for the week. The children are able to learn by playing games, doing role plays, drawing, watching educational movies, creating crafts or discussing the lesson. The children then have a snack and are given the opportunity to give each other feedback about what happened in the group. The group concludes with a relaxation exercise. Every week that the

children are in group the facilitators encourage them to share how they have applied what they have learned in the group to situations at school and home.

Program Outcomes

Both the S.T.E.A.M. and the Temper Taming programs have been evaluated using a non-equivalent control group design (Cook & Campbell, 1979) and it was found that children involved in both programs could identify significantly more feelings, more desired body clues, more desired calming activities and more desired messages than the comparison group post-program. Parents reported that the children who participated in S.T.E.A.M. or Temper Taming were more productive academically and had increased the use of positive emotions management skills. Teachers also reported that the children significantly increased their use of positive emotions management skills (Beck, Bidgood, Katchaluba, & Storry, 2000; Westhues, Schmidt, Tutt, & MacLean, 2002; Westhues & Schmidt Hanbidge, 2003, 2005; Westhues, Schmidt Hanbidge, Hammond, 2006).

During the course of this research, I was involved with a three year longitudinal study with K-W Counselling Services and Wilfrid Laurier University entitled: *Emotion Regulation Programs Longitudinal Effectiveness Study of S.T.E.A.M. and Temper Taming*. The first year of the longitudinal study had 104 S.T.E.A.M. participants, 47 Temper Taming participants and a comparison group of 51 that completed the pretest and posttest questionnaires. There were 134 parents and 86 teachers that completed both the pre and post parent questionnaire. By the first year follow-up there were still 85 S.T.E.A.M. participants and 31 Temper Taming participants and 122 parents and 86 teachers participating in the study. The comparison group was not contacted as they were the waiting list children and would possibly be participating within the

S.T.E.A.M. program. The second year follow-up included 93 S.T.E.A.M. participants, 29 Temper Taming participants, 112 parents and 94 teachers.

The goal of the study was to determine whether S.T.E.A.M. or Temper Taming could increase emotional awareness, emotional expression, emotional coping skills, self-esteem, academic performance, and decrease the number of infractions a child was having at school (Westhues, Schmidt Hanbidge, Hammond, & Lepage 2005).

Emotional Awareness is recognizing emotions, being able to name them and identify body clues associated with these emotions. For example, a child would say that his or her hands sweat or voice starts to rise when he or she is becoming upset. One method that the longitudinal study used to measure Emotional Awareness was the Emotional Awareness Scale for Children (Penza-Clyve & Zeman, 2002). The results showed no significant change for the S.T.E.A.M. participants, although the Temper Taming participants showed significant change between pretest and posttest and at the first year follow-up. The comparison group showed no significant change between any of the time periods. Emotional Awareness was also measured by asking about the number of feelings and body clues that the child could identify. Both the S.T.E.A.M. and Temper Taming participants showed a significant increase in the number of feelings that they reported between pretest and posttest and at first and second year follow-up. For the number of body clues identified, S.T.E.A.M., Temper Taming and comparison participants showed significant improvements in their awareness from pretest to posttest. S.T.E.A.M. and Temper Taming participants retained this awareness at the first and second year follow-up (Westhues, Schmidt Hanbidge, Hammond, 2006).

Emotional Expressiveness is a child's willingness to express emotions, especially those that are seen as negative like anger. The longitudinal study tested Emotional Expressiveness using

the Penza-Clyve and Zeman's Emotional Expression Scale for Children (Penza-Clyve & Zeman, 2002). S.T.E.A.M. participants showed a significant increase in emotional expressiveness between pretest and posttest and at second year follow-up. No significant changes were identified on emotional expressiveness for Temper Taming participants between any of the time periods measured. Parents and Teachers were asked questions about emotional expressiveness, and the "child's willingness to express emotions, particularly those generally considered negative, to others" (Westhues, Schmidt Hanbidge, Hammond 2006, p.7). Both parents and teachers reported a significant positive change for S.T.E.A.M. and Temper Taming participants between pretest and posttest, posttest and one year, and one year and two year follow-up (Westhues, Schmidt Hanbidge, Hammond, 2006)

Emotional Coping Skills are "the strategies a child uses to manage emotional experience in a constructive way" (Zeman, Shipman & Suveg, 2002); for example, taking deep breaths, or counting to 10. Emotional coping skills also include the positive self-messages that one says to ourself to help with difficult situations; for example, "this is hard but I can do it" (Westhues, Schmidt Hanbidge, Hammond, 2006). Both the S.T.E.A.M. and Temper Taming participants showed significant increases on calming activities and on positive self-messages between pretest and posttest, between posttest and one year, and between the one year and two year follow-up. The comparison group showed no increase in either calming activities or positive self-messages between pretest and posttest, the only time periods for which these data were gathered for this group. Parents and teachers reported a significant improvement in self-confidence in managing their emotions at home/school at all time periods for the S.T.E.A.M. and Temper Taming groups.

Self-Esteem is an "evaluation a person makes, and customarily maintains, of him or herself; that is, overall self-esteem is an expression of approval or disproval, indicating the extent to

which a person believes him or herself competent, successful, significant, and worthy"
(Coopersmith 1981, p.1). S.T.E.A.M. participants showed significant increases to their self-esteem from pretest to posttest and at the two year follow-up. Temper Taming participants showed significant increases in self-esteem between posttest and one year followup. The comparison group did not show any significant change on this variable (Westhues, Schmidt Hanbidge, Hammond 2006).

Data was also collected on the number of school infractions (detentions and suspensions) that a S.T.E.A.M. participant received from posttest to one year and between one year followup and two year followup. The study showed a significant decrease in the number of infractions for S.T.E.A.M. participants between pretest and posttest two year followup (Westhues, Schmidt Hanbidge, Hammond 2006). The longitudinal research shows that the children within the S.T.E.A.M. and Temper Taming programs can make significant gains and positive changes. They can increase their knowledge and skills and reduce behaviours that lead to school discipline. These gains are maintained for some children, although not for all. For some children, a booster program may assist to maintain the gains of the S.T.E.A.M. and Temper Taming program.

Statement of the Problem

The longitudinal study with which I was involved inspired this research project. While administering questionnaires at the second year follow-up many parents expressed the need for a "booster session" to help their children maintain the gains made in the S.T.E.A.M. and Temper Taming Programs. Their request for further programming prompted this study to assess more systematically if parents feel there is a need for a booster session, and if so, how they believe it

should be designed. It was planned that if a need was expressed for a booster program, a second phase of the study would pilot the preferred program, and explore whether it further reinforced and strengthened the emotions regulation knowledge, skills and behaviours.

Purpose of the Study

1) To determine whether parents of children who participated in an emotion regulation program believe there is a need for a booster program three years after their child completed the program. If so, to identify their suggestions for the design of the program?

   If parents believe there is a need for a booster program,

2) To determine whether children who participate in a booster program three years after completing an emotion regulation program show a greater increase between pretest and posttest in emotional awareness, knowledge of emotional coping skills, emotional expressiveness, self-esteem and confidence in managing emotions than children in a comparison group?

Assumptions of the Study

Based on interviews I conducted while gathering data for the *Emotion Regulation Programs Longitudinal Effectiveness Study of S.T.E.A.M. and Temper Taming*, it was my belief that there would be a need demonstrated. I also expected that a booster program would be successful in reminding children of the skills taught in the S.T.E.A.M. or Temper Taming program. Further, I expected parents would be comfortable telling me whether or not they think a booster program

would be helpful. I exacted that those who believe it would be helpful would have useful ideas about how to design the program.

Rationale for Study

There are three main reasons why I chose to explore this study. To begin with, some parents involved in the longitudinal study have already indicated that they feel there is a need for some follow-up program. They have told me that their children are "forgetting the material" and have asked whether K-W Counselling Services provides a booster program. My response has been that while there is no booster program available, the child would be able to take the S.T.E.A.M. or Temper Taming program again either through the school at no cost or through K-W Counselling Services at a cost of $150. It was my impression that parents wanted a booster program because their children were either not able to participate in S.T.E.A.M. again, or they were not interested in attending the Temper Taming program because of the cost and extensive waiting list for that program. This study identified whether sufficient parents share these concerns to warrant offering a new program.

Secondly, K-W Counselling Services, the Waterloo Region District School Board and the Waterloo Separate School Board could use the findings in a variety of capacities. K-W Counselling may use the information to continue to provide the booster program and explore funding resources to maintain the program. The school boards could use the results to help to advocate continuing to use booster type activities within schools and to expand the activities to all schools that provide S.T.E.A.M.

Finally, from previous research done on the S.T.E.A.M. and Temper Taming programs it has been found that after participating in the program the children are able to identify more emotions,

express their emotions in a positive way, have more positive peer relationships and do better academically (Westhues, Schmidt Hanbidge, Hammond, 2006). This study is exploring whether a booster program can extend the period over which these gains are maintained or enhanced.

CHAPTER II: LITERATURE REVIEW

Attachment Theory

It is important to understand attachment theory and the research on attachment when teaching

children about emotions regulation because childhood attachments critically affect how children

shape their coping strategies and how they handle emotional issues (Sroufe, Carlson, Levy &

Egeland, 1999).

Ainsworth, Blehar, Waters & Well (1978) conducted laboratory procedures with caregivers

and infants to either activate or intensify an infant's attachment behaviour. This procedure was

called the "strange situation"; strange meaning unfamiliar. The strange situation procedure

consists of the following eight episodes:

1. Parent and infant are introduced to the experimental room.
2. Parent and infant are alone. Parent does not participate while infant explores.
3. Stranger enters, converses with parent, then approaches infant. Parent leaves inconspicuously.
4. First separation episode: Stranger's behaviour is geared to that of infant.
5. First reunion episode: Parent greets and comforts infant, then leaves again.
6. Second separation episode: Infant is alone.
7. Continuation of second separation episode: Stranger enters and gears behaviour to that of infant.
8. Second reunion episode: Parent enters, greets infant, and picks up infant; stranger leaves inconspicuously. (Connell & Goldsmith, 1982; Ainsworth, Blehar, Waters, & Wall, 1978).

Based on the infant's behaviour when the parent returns, the infant was classified as

demonstrating one of three attachment patterns: secure, insecure-avoidant, insecure-ambivalent.

A secure attachment is demonstrated in the strange situation when a child feels sufficiently

comfortable that they will move away from their caregiver and explore situations; however, once

the caregiver leaves the child's sight, the child usually becomes distressed. The child can be

easily calmed once they re-connect with their caregiver. An insecure-avoidant attachment is demonstrated in the strange situation when the child will explore in the presence of the caregiver and he or she does not appear distressed when the caregiver leaves his or her sight. The child is seen as minimizing his or her needs and suppressing his or her feelings and emotions. It is theorized that the child has learned this through his or her caregiver's patterns of rejection of emotional expression or not responding to the child's signs of emotion (Stalker & Hazelton, in press). The insecure-ambivalent child as demonstrated in the strange situation will tend to cling to their caregiver, and will appear to be very distressed and agitated if they are separated. This child is difficult to calm when the caregiver returns.

A fourth pattern of attachment emerged in the '90s called disorganized or disoriented attachment (Main & Solomon, 1990). This pattern suggests that the child is frightened by his or her caregiver's behaviour; the child appears to be in conflict because his or her caregiver is a source of fear but also safety (Stalker & Hazelton, in press). The term disorganized refers to the lack of consistent strategies for organizing responses to the need for comfort and security when under stress (Lyons-Ruth, 1999).

Interventions based on the understanding of Attachment theory can especially help when working with children who have been separated from their parents, suffered a loss of a parent, or experienced some maltreatment (Howe, Brandon, Hinings & Schofield, 1999). Research confirms that children with different attachment histories construe the environment differently (Carlson, & Sroufe, 1997; Suess, Grossmann, & Sroufe, 1992; Bretherton, Ridgeway, & Cassidy, 1990) which affects their self-appraisal and behaviour towards others. Bowlby (1988) discusses that children who were able to securely attach during their early development relate better to others, causing them to behave in a positive open manner, whereas children who have insecure

attachments tend to relate to others in a negative way, which serves to confirm their negative thoughts about themselves. Thompson (1999) says that a secure or insecure attachment can shape a child's personality including their "sociability, emotional predisposition, curiosity, self-esteem, independence, cooperation and trust" (p. 269). These factors shape how the child reacts emotionally to others based on internal factors, his or her own sense of self and external factors such as others' behaviour towards him or her (Thompson, 1999).

Another area that attachment theory addresses is affect regulation (emotions regulation). A child develops affect regulation through experiences of the caregiver-child relationship. When a child is showing emotions, a parent who mirrors the affect of their child using sensitive facial expressions and voice tones is able to calm and soothe the child (Fonagy, Gergely, Jurist & Target, 2002). Repetitive accurate mirroring over time teaches the child how to evoke a response from their caregiver. From there the child learns to regulate his or her own emotions, understanding them and learning to modulate them without external assistance (the mirroring parent). Once the child has learned how to regulate his or her emotions he or she begins to learn about causes and consequences of his or her own emotions as well as the emotions of others (Stalker & Hazelton, in press). Children who do not have a caregiver who adequately engages with the child and provides affective mirroring may have more difficulty in understanding and regulating their affect and understanding the feelings of others (Stalker & Hazelton, in press).

Understanding that children have different forms of attachment that affect how they cope with their emotions and how they interact with others is essential to helping children effectively manage their emotions (Lyons-Ruth, 1996). Change in any of the four attachment patterns remains possible at numerous points in a child's development, but it is best achieved when there

is a foundation of support (Sroufe, Carlson,Levy, & Egeland, 1999). Providing the booster

program provides this support and helps he child develop his or her skills, although the program

focuses mainly on teaching the skills of the S.T.E.A.M. and Temper Taming programs and not

on changing the parent-child relationship.

Emotions Regulation

Emotions play a central role in helping the individual achieve milestones and tasks during

their developmental stages (Abe & Izard, 1999). The literature suggests that children can learn

to control their emotions (Cole, Zahn-Wazler & Smith, 1994; Harris, 1989); however, some

children have more difficulty understanding their emotions than others. This may be due to

having an insecure attachment with a caregiver in early childhood, current situational factors in

their life or mental health issues the child may be facing. Overall, if children are having

difficulty controlling their emotions they need support to learn preventative skills that help to

increase their knowledge of emotions as well as teach them to discuss their feelings. This is

likely to lead to a decrease in behavioural problems (Izard, 2002). These preventative programs

are referred to as emotion regulation programs, social skills programs or sometimes character

building programs.

Researchers define emotions regulation differently (Izard, Fine, Schulz, Mostow, Achermann

& Youngstrom, 2001; Gross, 1998, 1999; Brenner & Salovey, 1997; Thompson & Calkins,

1996); however, all make reference to the fact that emotion regulation affects the way in which

one influences one's own emotions, when one is aware of them, and how one experiences and

expresses them (Gross, 1999; 1998). Hoeksma, Oosterlaan, & Schipper (2004) go into further

detail to suggest that three components define emotions regulation. Firstly, emotions regulation

is needed when the child's emotional reaction challenges his/her physical and psychological integrity (e.g. when a child directs his/her anger at an authority figure, consequences may be physically or psychologically harmful). Secondly, the goal of emotions regulation is to guide or encourage the emotional system in a preferred direction (e.g. helping the child to calm themselves down when they see that they are getting angry). Lastly, children need to learn to detect and label emotion signals to successfully manage their emotions. Specifically, they need to understand their own positive and negative feelings to have long-term effects on social behaviour and academic competence (Jones, Dohrn & Dunn, 2004; Izard, 2002; Izard, Fine, Schultz, Mostow, Ackerman, & Youngstrom, 2001; Levenson, 1999; Gross, 1998).

Thompson (1994) contributes the notion that emotional regulation is not only individual but also relational. He states that "emotions regulation encompasses not only acquired strategies of emotions self-management but also the variety of external influences by means of which emotion is regulated" (28). These external influences can include the behaviour of others. Lev Semyonovich Vygotsky, a Russian educational psychologist, also discusses this notion that behaviour is related to others. He states that a child can control their own behaviour, although external factors can influence their behaviour (Rieber, 1997). Vygotsky argues that a child's development is based on their interaction with people. During the course of a child's life they make choices based on their developed personality (internal factor), and they also make choices based on their environment (external factor) (Rieber & Robinson 2004). Due to the environment continually changing, the child learns to adapt and change internally (their thoughts and behaviours) to deal with the environment (Berk, 1994). In other words, the child can learn coping mechanisms and tools to problem solve when situations arise within their environment that are out of their control. The S.T.E.A.M. and Temper Taming programs discuss how

behaviours of others (their environment) can evoke feelings of frustration and anger in a child. It is the child's responsibility to control themselves; they must change their own behaviour because they are not able to control other people. The child's environment will continually offer challenges to them, thus they need to develop effective coping skills.

Vygotsky also discusses the notion that children can learn from other children. He refers to the "zone of proximal development" which is the difference between the child's capacity to solve problems on his own, and his capacity to solve them with assistance. The "actual developmental level" of the child refers to all the functions and activities that a child can perform independently, without the help of anyone else, and the "zone of proximal development" includes all the functions and activities that a child can perform only with the assistance of someone else. Vygotsky explains that this person can be an adult or another peer who has already mastered that particular function, and they provide supportive and non-intrusive intervention (Vygotsky, 1978). The S.T.E.A.M. and Temper Taming programs focus on this "zone of proximal development" and are designed to allow both the children and the group leaders to teach each other skills.

Further exploring emotions regulation, Zeman, Shipman, & Suveg, (2002) discuss that there are three areas to emotions regulation. They include: emotional awareness, emotional coping, and expression management (expressiveness). *Emotional awareness* is measured by the child's ability to recognize emotions, name them and identify body clues associated with their emotions. *Emotional coping* is measured by the number of calming activities the child is able to identify as well as the number of positive self-messages they report. *Emotional Expressiveness* is measured by the willingness to express emotions, especially those that are seen as negative for example, anger or frustration. (Westhues, Schmidt Hanbidge, Hammond, 2006).

Hoeksma, Oosterlaan, & Schipper (2004) suggest that positively changing the emotional state involves challenging how the child reacts to an emotional situation (e.g. ignoring the teacher when spoken to, yelling when upset). This includes distinguishing between "problem-focused coping, which aims to solve the problem, and emotions-focused coping, which aims to decrease negative emotion experience" (Gross, 1998, p. 274).

The S.T.E.A.M. and Temper Taming programs incorporate teaching about all three aspects of emotion regulation listed above. Both programs are preventative programs for children who have begun to have problems discussing their emotions or have limited control over their emotions, which leads them to have negative consequences. The first half of each program focuses on feeling development, teaching children how to recognize and label how they feel and what is happening in the body (e.g. heart pumping fast). This helps the child to connect their feelings with their body actions. The program also emphasizes calming strategies when the child has unpleasant feelings (e.g. frustration, jealousy, anger, sadness). The ability to detect and label emotions signals is necessary in a successful emotions program. The program also focuses on taking responsibility for one's actions and how one's emotions can affect how others respond. A child can not control what others say or do to them although the child can control how they respond to that other person and hopefully the situation ends positively. The program discusses that there are some external factors that the child has no control over and they need to problem solve to the best of their ability.

Emotions regulation programs similar to S.T.E.A.M. and Temper Taming have been developed and evaluations demonstrate significant positive effects on both emotional and behavioral competence (Greenberg, Kusche, Cook, & Quamma, 1995). Few studies have looked at changes in the child's behaviour, but one: Kazdin, Esveldt-Dawson, French & Unis (1987)

demonstrated that emotion regulation interventions also positively change the child's behaviour. It is these changes that programs such as S.T.E.A.M. and Temper Taming invoke that need to be maintained. One method of maintaining the gains of a program is through a "booster" program or a "refresher" program.

Booster Programs

It is important to recognize that over time the gains made in a psycho-educational program may decrease, or "fade". Webster-Stratton (1990) conducted a study involving children with conduct disorder and found that there were significant positive changes immediately after the intervention and over a 1-year interval; however, at the 3-year follow-up only half of the children had maintained gains from the program.

A cost effective means of maintaining treatment gains from the original program is to provide a booster session (Baer, Williams, Osnes & Stokes, 1984; Furey & Basili, 1988) that helps to refresh or remind the individual about the concepts taught in the program that they had previously taken. Participating in a booster program has been shown to maintain and reinforce the gains made during an initial program (Ball, Berch, Helmers, Jobe, Leveck, Marsiske, Morris, Rebok, Smith, Tennstedt, Unverzagt, & Willis, 2005; Braukhaus, Hahlweg, Kroeger, Groth, & Fehm-Wolfsdorf, 2003). The Centre for Substance Abuse Prevention listed booster programs as essential to their prevention programs (Glynn, 1989; Schinke, Brounstein & Gardners, 2002). Braukhau et al. (2003) reported that booster sessions significantly affected the long-term effectiveness of preventive interventions within their training program with couples. Nelson, Westhues, & MacLeod, (2003) conducted a meta-analysis with preschool children and found that gains made with prevention programs have greater effects if a follow-up (booster) program is

provided. Whisman (1990) reviewed 26 studies that evaluated the effect of a booster/maintenance session and found that the booster sessions significantly enhanced behaviour change. Lochman (1992) found that providing a booster session reinforced the improvements made by an anger management program offered to aggressive school boys. Those participating in a booster session had fewer behaviour problems within the classroom than those who did not participate in the booster program.

The World Health Organization (2004) discusses three different delivery methods for preventative programs. Preventative programs can be universal, "interventions that are targeted at the general public or to a whole population group that has not been identified on the basis of increased risk" (17); selective, "targets individual or subgroups of the population whose risk of developing a mental disorder is significantly higher then average, as evidence by biological, psychological or social risk factors"(17) or indicated, "targets high-risk people who are identified as having minimal but detectable signs or symptoms foreshadowing mental disorders or biological markers indicating predisposition for mental disorder but do not meet diagnostic criteria for disorder at that time"(17).

Booster programs help to maintain gains made within a program over longer periods. For many agencies, a community member must first state that there is a need for a program before it can be provided. A more systematic way of finding out if a program is needed is by conducting a needs assessment.

Needs Assessment

Needs assessments are an important part of planning, evaluating and monitoring programs (Cheung, 1993). Assessing needs allows further inquiry into identification of the need, evaluating judgments about problems and solutions (McKillop, 1987) and highlighting areas towards which funds can be directed for improvement (Cheung, 1993; Sung, 1989).

Social service organizations are more commonly assessing needs before they begin to develop a program in order to ensure that the program will meet the needs of the population served. McKillip (1987) describes a needs analysis as a decision making tool. It gives direction whether to act or not, whether the services are adequate or not, and if the services are not adequate then what actions can be taken to correct their inadequacy. For this project the goal is to determine if a booster session was a need, and if so, to offer a pilot program to determine whether it helped to maintain or enhance the gains made during the S.T.E.A.M. or Temper Taming Programs program.

Pancer (1997) discusses three kinds of approaches that identify needs: indicator approaches, survey approaches and community impressions approaches. Indicator approaches assess the needs of a community based on the information already available from secondary sources. A survey approach involves sending out surveys to a random sample of the community to identify problems. Cheung (1993) utilized this method in her study with agencies that served the elderly. A community impressions approach involves asking people their impression of what the most prevalent need is. Typically this is done by face-to-face interviews. Weaver (1999), Cheung (1993) and Sung (1989) used this method during their needs assessments. It is the community impressions approach that will direct the needs assessment in this project. My research focused on what the parents believe is needed in order to maintain the gains of the S.T.E.A.M. and

Temper Taming program. I also interviewed teachers at two schools where booster type

activities are done at the school. I asked them if they thought the booster activities impacted the

children, who would participate within the programs and what mechanisms (Pawson & Tilley,

1997) they used to implement the booster type programs. Gaining this information helped

develop a better booster program and provided data that made K-W Counselling more confident

that community members wanted a booster program.

Summary

It is important to understand emotions and how a child is able to cope and problem solve

within social situations. For some children, their lack of emotions management skills may be

associated with an insecure or disorganized attachment to their caregivers. For those who have

more difficulty with their emotions, programs such as S.T.E.A.M. and Temper Taming can help

teach children the skills they need to manage their emotions. The gains that the child can learn

within the program may last, although for some it may diminish over time and in those cases it is

helpful to provide a booster program to remind the children about the tools and mechanisms

taught within the program. Of course it is ultimately up to the community to decide whether they

will provide any type of programs, and decisions about programs are usually based on needs

assessments. This study explores the perceptions of the community about the need for a booster

program and whether the program can effectively maintain the gains of the S.T.E.A.M. and

Temper Taming emotions regulation programs.

CHAPTER III: METHODOLOGY

Research Questions

Phase One

Do parents of children who participated in an emotion regulation program believe there is a need for a booster program three years after their child completed the program? If so, what are their suggestions for the design of the program?

Phase Two

Do children who participate in a booster program three years after completing an emotion regulation program show a greater increase between pretest and posttest in emotional awareness, knowledge of emotional coping skills, emotional expressiveness, self-esteem and confidence in managing emotions than children in a comparison group?

Hypothesis

Children who participate in the booster program will show a greater increase between pretest and posttest in emotional awareness, knowledge of emotional coping skills, emotional expressiveness, self-esteem and confidence in managing emotions than children in a comparison group.

Conceptual and Operational Definitions

Emotion Regulation Program: A psychoeducational program designed to teach a child how to manage emotions. Children in this study have participated in either the S.T.E.A.M. or Temper Taming programs offered by K-W Counselling in 2003.

Booster Program: A series of activities that are designed to refresh or remind children who have taken S.T.E.A.M. or Temper Taming about the concepts and skills within the program (Baer, Williams, Osnes & Stokes, 1984; Furey & Basili, 1988).

Emotional Awareness: The child's ability to recognize emotions, name them and identify body clues associated with their emotions. For example, their hands sweating or their voice starting to rise when they are becoming upset (Westhues, Schmidt Hanbidge, Hammond, 2006). This was measured by the "poor emotional awareness" subscale of Penza-Clyve and Zeman's Emotional Expression Scale for Children (Penza-Clyve & Zeman, 2002) and by questions #1 and #2 in section one of the S.*T.E.A.M. and Temper Taming Booster Program Student Form* which assess the number of feelings a child can identify, and the number of body clues related to emotions.

Emotional Expressiveness: A child's willingness to express emotions, specifically those that are seen as negative (Westhues, Schmidt Hanbidge, Hammond, 2006). This was measured using the "reluctance to express emotions" subscale of Penza-Clyve and Zeman's Emotional Expression Scale for Children (Penza-Clyve & Zeman, 2002) and six items (questions #2, #4, #5, #6, #7, #8) on the *S.T.E.A.M. and Temper Taming Booster Program Parent Questionnaire.*

Emotional Coping Skills: The strategies a child uses to manage emotional experience in a constructive way (Zeman, Shipman & Suveg, 2002). This includes identifying ways that they are able to calm themselves down; for example, taking deep breaths or counting to 10, and the positive self-messages that one says to oneself to help with difficult situations; for example, "this

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is hard but I can do it" (Westhues, Schmidt Hanbidge, Hammond, 2006 Westhues, Schmidt Hanbidge, Hammond, 2006). This was measured by using section one questions #3 (list five calming activities) and #4 (what messages do I send myself when I'm upset) of the *S.T.E.A.M. and Temper Taming Booster Program Student Form.*

Self-Esteem: Is defined by Coopersmith as the "evaluation a person makes, and customarily maintains, of him or herself; that is, overall self-esteem is an expression of approval or disproval, indicating the extent to which a person believes him or herself competent, successful, significant, and worthy" (Coopersmith, 1981, 1). It will be measured using the Coopersmith Self-Esteem Inventory.

Confidence in managing emotions: A sense of confidence that a child is able to manage their emotions. This is measured by item #3 (student displays self-confidence about management emotions at home) of the *S.T.E.A.M. and Temper Taming Booster Program Parent Questionnaire.*

Research Design

This study was a needs assessment and then an outcome evaluation of a piloted booster program. It uses a variety of methods both qualitative and quantitative. The research was designed in two phases. Phase One, Needs Assessment, involved interviewing parents and teachers to determine if they perceived that there was a need for a booster program for participants of the S.T.E.A.M. or Temper Taming program. A small majority of parents and

teachers determined that a booster program was needed; therefore the study went into Phase Two, Pilot Booster Program, which developed and evaluated the pilot booster program. The detail on each of these phases is provided below.

Phase One: Needs Assessment

Sample Selection and Description

To find out about the need from the parents' perspective, 50 participants were systematically sampled using a random start (Palys, 1997) from the 139 children participating in the *2003-2006 S.T.E.A.M. and Temper Taming Longitudinal Study* and asked to participate in this study (see Appendix B). This participant list was chosen because during their involvement in the longitudinal study some parents discussed the need for a follow-up program. The longitudinal participant list was arranged according to the child's group (primary or junior) and their school. For example, School #1 listed 8 primary names then 8 junior names. The list then continued to School #2 and listed their 8 primary names then 8 junior names and so on. Children involved in Temper Taming were at the end of list and were listed according to the Fall, Winter or Spring sessions, sorted by primary then junior students. I felt that using systematic random sampling was the best way to gain a good sample of the population from a variety of schools in both primary and junior groups as well as good representation of participants from the Temper Taming group. Anastas (1999) says that systematic random sampling should not be used when the group is in a systematic order, thus it is important to understand that the S.T.E.A.M. and Temper Taming list was not grouped in a way that would affect the results of the study. To the contrary, using systematic random sampling to choose every third person on the list allowed for

better representation of the S.T.E.A.M. and Temper Taming participants. If I used simple random sampling, there would be a good chance that the sample would not represent all the schools and groups involved. I was also fearful that using stratified random sampling, grouping the list according to primary and junior or all S.T.E.A.M. and Temper Taming students would not have given a good representation of all the schools involved. Each school is from a different geographic and economic background and I felt it was important to have representation from every school.

To determine the start of the sampling a six-sided die was rolled. The sampling started at the fifth child on the longitudinal list and the parents of every third child thereafter were called to participate in the needs assessment. Of the fifty parents contacted, twenty-two parents (44%) consented to participate and were interviewed. Two of the parents had two children in the program for a total of twenty four child participants.

Interviews were done with female caregivers whose child participated in either the Temper Taming program (10 children) or the S.T.E.A.M. program (14 children). Both parents were invited to participate, however, in all cases it was the female caregiver that wished to participate in the interview. All of the children were ages 8-16, and there were 16 males and 8 females. Twenty of the interviews took place in the parent's home and two took place at K-W Counselling Services, as requested by the participants. Most of the interviews were between 30-60 minutes, and one interview was only 5 minutes because the parent did not feel that there was a need for the program.

To find out more information about the school booster programs (*S.T.E.A.M. Clubs*), two teachers were interviewed from each of the two schools in the Waterloo region that provide such programs. They were asked how they felt the school booster program affected their school and

the students. For each school, the school facilitator of the S.T.E.A.M. program was interviewed as well as another teacher, selected by the principal, who was well informed about the booster activities that the school provided.

Data Collection

This study used an in-depth, open ended interview process. The interviews with parents and teachers were semi-structured to best allow comparison of participants' answers but also to understand their experiences (Tutty, Rothery & Grinnell, 1996). Six open ended questions were asked of the parents (see Appendix C) and eight were asked of the teachers (see Appendix D). The questions for parents focused on whether there was a need for a booster program, and if there was, what their preference for a model would be. The questions for teachers focused on the characteristics of S.T.E.A.M. within their school, how the booster type program affected the school and how it helped to maintain the gains of the program.

Adopting a semi-structured approach allowed the interviewer, myself, to make adjustments to the way the interview was guided; modifying the order in which the questions were asked, changing the wording of questions, adding or omitting questions according to their relevance to the particular interview, or extending or reducing the time given to different topics (Becker & Bryman, 2004). In most interviews, parents were able to answer the question without prompting, however, I did notice that after the first few interviews it was apparent that I needed to begin the question about fees by saying that K-W Counselling Services always has a sliding scale policy. Changing this question and addressing the sliding scale appeared to make parents more comfortable with answering this question. I also found that some parents began to disclose a lot of personal information about their child and I was able to use prompting questions to bring the

parent back to the purpose of the interview. I did not want them to regret having the interview with me later because they had disclosed too much information. In these specific interviews I supported the parent by referring them to community resources.

Ethics Review

This study was reviewed and approved by the Research Ethics Board of Wilfrid Laurier University. All participants signed a consent form [see Appendix E (parent) and Appendix F (teacher)] to participate in the study. Informed consent was ensured by explaining the purpose of the study, assuring parents and teachers that their participation would be voluntary and that what they say would be treated confidentially.

Both the teachers and parents participating in the interviews were given the option to be audio taped or not. Two of the four interviews with teachers were audio taped and twenty of the twenty two interviews with parents were audio taped. Tutty, Rothery & Grinell (1996) discuss that notes can be "a guide to the tape in helping you decide what to transcribe and what to leave out" (68). For this study, extensive notes were taken during the interviews and the audiotapes were used to clarify notes and to select direct quotations. Anastas (1999) states that full transcriptions are not always done, and in this case, full transcripts were not done. I used my field notes as a guide to determine which part of the interview I wanted to transcribe. I transcribed by listening to the interview repeatedly until I had the transcription of what the parent has said.

Member Checking

Lincoln & Guba, (1985) discuss "member checking" as a means to test for factual and interpretative accuracy. This study ensured that all the participants were able to provide

feedback (Miles & Humberman, 1994) by inviting them to reflect on and verify the data analysis. Participants were sent a letter with the results of the need assessment (Appendix G) as well as a draft copy of the curriculum for the proposed booster program (Appendix H). Participants were encouraged to contact the researcher by phone, e-mail, or attend a feedback session that was set for two weeks after the letter was sent, as detailed on a flyer attached to the letter (Appendix I). However, no participants attended the scheduled feedback session and no feedback was received though voicemail or e-mail.

Data Analysis

Using thematic analysis, the interviews were grouped into codes, categories, and then themes (Tutty, Rothery & Grinnell, 1996). "Thematic analysis is a process for encoding qualitative information" (Boyatzis 1998, p. 4). The goal is to identify themes in the data and "build a systematic account about what has been observed and recorded" (Ezzy 2002, p. 86). Thematic analysis is different from content analysis because the categories are 'induced' from the material and not identified before beginning the analysis (Ezzy, 2002). Data analysis procedures are similar to those used in grounded theory; however, grounded theory uses "theoretical sampling in which emerging analysis guides the collection of further data" (p.87) while a thematic analysis does not. This is because the purpose of a thematic analysis is primarily descriptive, while the purpose of a grounded theory analysis is to generate theory (Ezzy, 2002).

According to Boyatzis (1998), when conducting a thematic analysis it is important to be open and flexible to look at all the information gathered from the interviews in order to find patterns. It is essential to be able to take a systems thinking approach, in order to plan and organize the themes in a logical manner, and it is extremely important to have a strong understanding and

knowledge about the subject, in order to give meaning to the comments and conceptualize the information. I believe that due to my experience with the S.T.E.A.M. and Temper Taming programs I was able to adequately understand and effectively extract codes and themes from the data.

The first step of coding in thematic analysis is usually described as *open coding*. Strauss and Corbin (1998) describe open coding as examining the data in detail in order to name and categorize the information. It is a way of looking at all the information, being able to make sense of it and then grouping this information (attaching a code) in order to analyze all the information (Boyatzis, 1998). I started by examining all interviews for each question. During the process of encoding the parents' words I began to see that some of the codes could merge and become a category. This was the next step. Strauss and Corbin (1998) call this next step *axial coding*. Essentially it is examining the codes and examining the relationship between them and identifying themes that encompass the codes. I was able to look at all the codes and the connections between some of the codes were very easy to identify. For others there were no other codes so I included these in the categories. For example, I had coded one of the parent's responses for the first interview question as *words comes out but not demonstrated*, however, when I was examining all the codes, nothing else seemed to relate to this parent's comment, so I developed the category of *knows the words but doesn't use the concepts* which could encompass this comment. Once I had a list of categories they were merged into core themes. This step is called *selective coding* (Strauss and Corbin, 1998). Essentially this is identifying the core themes around which the analysis is focused. I developed core themes for each of the interview questions then decided to merge some of these themes across questions and developed six key themes on which I focused my analysis. These include: *A booster program is a need; It's the*

child's choice; Child is doing well-No need for the booster; Not interested-Bad experience the first time; A model for the booster program; and Additional programs (see Appendix J for a list of the codes, categories and themes).

Ezzy (2002) explains that coding is completed when the research has reached a point of saturation. This is the point at which the analysis is not producing any new codes and the coding that has been done adequately supports the emerging analysis. After examining the 22 interviews I felt that I had reached a point of saturation. I had evidence to support the key themes and I did not find that there was any new information coming out of the last few interviews.

Phase Two: Piloting the Booster Program

Research Design

Pancer (1997) argues that program evaluation is important, for it ensures that the agency is accountable for their program and can help make adjustments that will enhance the program's efficiency and effectiveness. For the evaluation of the booster program I used a nonequivalent, control group design (Cook & Campbell, 1979) with an intervention and a comparison group, and measures taken at pretest and at posttest, but assignment to the two groups was not random. Becker & Bryman (2004) describe four components of an experimental design: 1) manipulation of a variable, such as providing treatment (the booster sessions); 2) two groups: a group of participants who are receiving the treatment and a comparison group who are not receiving the treatment; 3) equivalence: both groups must be equal in terms of their personal characteristics. In this study both the booster session group and the comparison group were selected from a group of children who participated in a S.T.E.A.M. or Temper Taming program three years prior.

All are within the same age bracket and have similar characteristics and reasons for being selected for the S.T.E.A.M. or Temper Taming group; 4) time order: knowledge of the emotions regulation concepts and self-esteem were measured before (pretest) and after (posttest) the intervention to see if the booster session made any difference.

Sample Selection and Description

A flyer (see Appendix L) was sent out to every participant in the *Emotion Regulation Programs Longitudinal Effectiveness Study of S.T.E.A.M. and Temper Taming* to invite participation in the booster program. As parents inquired about the booster program they were placed on either a junior group (9-11 years) list or an intermediate group (12-14 years) list. After a month there were few responses to the flyer, so I phoned each of the parents to invite them to participate. From this, parents of eight intermediate children and parents of four junior children expressed interest in participating in the booster program. Pre-screening appointments were set up for the eight intermediate children and their parents.

At the pre-screening meeting parents were asked to complete pre-screening questionnaires (see Appendix M) and a pretest assessment of the child's emotional management skills (see Appendix N). At this time each child was asked to complete a self-report assessment of their emotions management skills and self-esteem (see Appendix O and P). The pre-screening process is used to determine if any of the children had recently experienced or had been exposed to situations such as death, family members' serious illness, or other stressful situations as well as to gain information about how the child expresses their emotion and if their child was currently involved in any counselling or therapeutic groups similar to S.T.E.A.M. and Temper Taming. Finding out this information allowed the researcher to control for these experiences statistically.

Unfortunately, because only four junior children expressed interest in a booster group, it was not offered for this age group. These children were placed on a waiting list with the hope that a junior group could be facilitated in the fall. These four waiting list children as well as four intermediate age children who were interested in the program but were not able to participate at this time because of other engagements became the comparison group. The comparison group children completed the pre-questionnaires at the same time as the children taking the booster program and were asked similar pre-screening questions to determine if they had been exposed to any stressful situations as mentioned above.

Once the pre-screening was completed, the pilot booster participants consisted of four males and three females between the ages of 12 and 14 years, with a mean age of 12.4. Five participants had taken the S.T.E.A.M. program and two had taken the Temper Taming program. The comparison participants consisted of three males and five females between the ages of 10 years to 14 years with a mean age of 11.5. Five participants had taken the S.T.E.A.M. program and three had taken the Temper Taming program. Raw pretest scores were used to determine whether there were significant differences between the two groups on all outcome measures and on age (Mann Whitney U), and by gender (Fisher Exact Probability Test). No significant differences were found. This suggested that, even though there was no random assignment to the two groups, they were equivalent, at least on these measures.

Data Collection

The children and parents participating in the pilot booster program and in the comparison group filled out questionnaires on the outcome measures at the beginning and end of the program

(pretest and at posttest). Support was offered to the children to read the questions for those

needing help. The children filled out two questionnaires: the *S.T.E.A.M. and Temper Taming*

Booster Program Student Form and the *S.T.E.A.M. and Temper Taming Booster Program*

Student Questionnaire (see Appendix O and P). The parents completed the *S.T.E.A.M. and*

Temper Taming Booster Program Parent Questionnaire (see Appendix N). These forms were

created by members of the S.T.E.A.M. and Temper Taming program development committee in

order to gather data on emotional awareness, emotional expressiveness and emotional coping

skills. Two standardized instruments were used as well: Emotional Expression Scale for

Children (Penza-Clyve & Zeman, 2002) and the Coopersmith Self-Esteem Inventory

(Coopersmith, 1981) (Appendix P).

Again, Emotional Awareness is recognizing emotions, being able to name them and identify

body clues associated with their emotions. For example, a child would say that their hands sweat

or their voice starts to rise when they are becoming upset. Emotional Expressiveness is a child's

willingness to express emotions, specifically those that are seen as negative. Emotional Coping

Skills are how the child is learning to cope with their emotions, and identifying ways that they

are able to calm themselves down; for example, taking deep breaths or counting to 10 (Westhues,

Schmidt Hanbidge, Hammond, 2006). Emotional coping skills also include the positive self-

messages that one says to themselves to help with difficult situations; for example, "this is hard

but I can do it" and self-esteem is an "evaluation a person makes, and customarily maintains, of

him or herself; that is, overall self-esteem is an expression of approval or disproval, indicating

the extent to which a person believes him or herself competent, successful, significant, and of

worth" (Coopersmith, 1981).

The *S.T.E.A.M. and Temper Taming Booster Program Student Form* (Appendix O) for the

children has two parts. [1]Section one and two consists of ten items that were designed to assess

the impact of the S.T.E.A.M. program on emotional awareness (1.1, 1.2), knowledge of

emotional coping skills (1.3, 1.4), emotional expression (2.2, 2.3, 2.4) and efficacy in managing

emotions (2.5, 2.6). It has face validity, but no other psychometric work has been done on this

instrument. Section three is the *Emotion Expression Scale for Children*. This is a 16-item self-

report questionnaire that uses a 5 point Likert scale to assess emotional awareness and emotional

expression from the child's perspective. High internal consistency was reported for the

emotional awareness factor (alpha = .83) and for the emotional expressiveness factor (alpha =

.81) using a sample of 208 children age 9-12 attending a public school serving a working-class

small urban area. Test-retest reliability was a moderate but acceptable .59 (awareness) and .56

(expression). Convergent validity was also demonstrated (Penza-Clyve & Zeman, 2002).

The *S.T.E.A.M. and Temper Taming Booster Program Student Questionnaire* administered to

the children is the 25 item short form of the *Coopersmith Self-Esteem Inventory* to measure

self-esteem (see Appendix P). Psychometric information is more limited for the short form than

for the longer form, but internal consistency, using the Kuder-Richardson reliability estimates is

reported as .74 for males and .71 for females. No results are reported on the validity of the short

form, though the construct validity of the longer form has been confirmed using factor analysis

(Coopersmith, 1981).

The *S.T.E.A.M. and Temper Taming Booster Program Parent Questionnaire* is a self-

administered 11-item questionnaire with a five point Likert scale. Parents were asked whether:

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[1] The following two paragraphs are taken from Westhues, Schmidt Hanbidge, Hammond, & Lepage, (2005).

Student recognizes different emotions in others; Student is able to express feelings in an appropriate way; Student displays self-confidence about managing emotions at home; Student interacts appropriately in group settings; Student is involved in conflict in home; Student deals with daily conflict appropriately in home; Student uses emotions management language to solve conflict, and Student uses problem-solving strategies in home; Student is productive academically; Parents are involved in the student's progress in school; Student displays appropriate behaviour in the home setting. It measures parent assessment of the child's emotional awareness (question #1), emotional expression (question #2, #4, #5, #6, #7, #8), efficacy in managing emotions (question #3), academic performance (question #9) and parent involvement at school (question #10) (see Appendix N). Parents were also asked to complete a Parent Feedback Form which consists of seven open ended questions about the parents' experiences with the booster session and suggestions for further development (see Appendix Q).

All of the data gathered was assigned an identification code and I was the only one with a master list of names and addresses. This was to ensure confidentiality.

Data Collection Procedures

Pre-screening questionnaires, as well as child and parent pre-questionnaires, were administered at a pre-screening information session before the program began, then coded and kept in a secured confidential area. The child and parent then completed the post-questionnaires and parent feedback sheet on the last day of the program. The comparison children and parents completed the same questionnaires within the same week as the children in the booster program. I went to the comparison participants' homes to have them complete the questionnaires.

Data Analysis

The outcome data gathered with the above measures were entered into SPSS. This software was then used to conduct an analysis that tested whether there were significant differences between the intervention (booster) and comparison group. Change scores between pretest and posttest outcome measures were used in this analysis.

My first thought was that an independent t-test would be the best choice to analyse the data. The assumptions for the t-test are that the data are interval level, that there is homogeneity of variance, and that the data are normally distributed. I assessed whether the data met these assumptions.

Seven of the outcome variables are counts, which meets the assumption of interval data. The emotional awareness, emotional expressiveness and self-esteem measures might be considered ordinal, but it is common practice to treat Likert scales as interval data (Rubin & Babbie, 2001), so the first assumption was supported.

Levene's Test for Equality of Variance was run to determine if the variance in the booster group was significantly different from the variance in the comparison group. No significant difference was found, so the second assumption was supported.

A visual inspection of histograms of the outcome measures at pretest suggested that the data were normally distributed, but this was difficult to decide when sample size was small, so the Kolmogorov-Smirnov test was run to test the normality of the distributions (Field, 2005). This test showed that they varied significantly from the normal curve for all but six of the distributions tested. This meant that the third assumption was not supported.

I therefore decided to use the Mann-Whitney U test to analyse the independent sample comparisons, comparing the pre-post change scores of the booster participants to the pre-post

change scores of the comparison participants. I also ran the independent t-tests to see if there would be any difference in the findings from the Mann-Whitney U analysis, as the t-test is a more powerful statistic.

CHAPTER IV: RESULTS OF PHASE ONE: THE NEEDS ASSESSMENT

In this chapter I will present the results from *Phase One: Needs Assessment*. The results of *Phase Two: Piloting the Booster Program* will be discussed in the next chapter. The needs assessment is based on twenty-two interviews with parents who discussed whether they felt a booster program was a need or not. After completing those interviews there was sufficient evidence to continue this study and complete *Phase Two: Piloting the Booster Program*. This chapter examines the results of the needs assessment with parents and teachers.

While compiling the results for the needs assessment as well as the booster program, I recognized the need to identify my own biases. I have been working within the S.T.E.A.M. program as a facilitator and as a researcher within the S.T.E.A.M. and Temper Taming Longitudinal Study for the last four years. I have a vested interest in the program and have seen the positive outcomes of the program. I tried to remain neutral during all of the interviews, although my bias may have influenced the interviews. I also recognize that my knowledge of the program may have allowed me to influence the booster program development. When developing a booster program, I continued to review the comments made by parents and tried to ensure that their ideas and concepts were integrated into the program.

The process of analyzing qualitative data consists of compiling all the data—in this case the interviews with the parents and teachers—and searching for codes, categories and themes in the data (Strauss & Corbin, 1998, Tutty, Rothery & Grinnell, 1996). The key themes that emerged reflected the parents and teachers' ideas about the need for a booster program and their ideas about development of a booster program. Quotations are used to provide substantial evidence to backup these key themes (Patton, 1990).

Parent Perspective

Twenty two parents were interviewed. Two of the parents had two children in the program

for a total of twenty four child participants. All of the interviews were examined in depth and

coded, and categories then developed into themes according to each interview question (Strauss

& Corbin, 1998; Tutty, Rothery & Grinnell, 1996). See Appendix J for chart of Codes,

Categories and Themes. There were six key themes that emerged from the interviews: A

booster program is a need; It is the child's choice; Child is doing well-No need for the booster;

Not interested-Bad experience the first time; A model for the booster program; and Additional

programs.

A Booster Program is a Need

Parents were asked if they thought there was a need for a booster program. Of the 22 parents

who were interviewed, 13 (54%)[2] parents saw a booster program as a definite need. Themes that

emerged within this theme included: child needed a refresher/reminder of the skills, child was

not remembering, specific skills to be refreshed and to increase self-esteem.

Parent #5: *"I think there is a need...it would remind him what he learned the first time around."*

Parent #2: *"I think there is! I don't know if it's just genes playing [a role or whether] he's hit that teenage spree...a lot of this stuff is going out the window, especially at this age it would be good to do it".*

Parent #3: *"need a booster program so they can absorb more of it"*

Parent #6: *"Absolutely, no time like the present, He's eight years old and there's no point in waiting until the problem worsens or he's older. I think it would be helpful for*

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[2] For mathematical purposes parents who had two children in the group answered for each child for a total of twenty-four responses therefore the percentages are based on these twenty-four responses.

> *<child>. I think with his personality that it wouldn't take him long and he'd be refreshed and he would remember all these things."*

Parent #3: *"Oh yeah, ...I don't think it's enough, <child> took his <group> in grade three and now he's in grade six ...he doesn't ever remember how to go back to the way he was in grade three and remember it".*

Parent #7: *"I think it's a need, I think it would be a good top up, so a quick refresher".*

Parents continued to discuss how their child could benefit from a booster program including how it would be a good refresher that could reinforce positive problem solving skills. Specifically, Parent #6 noted that the program would help the child "remember to use skills in the heat of the moment". Parents #4 and #6 suggested that a booster would help with increasing their child's "self-esteem", and the child would hopefully be better "able to problem solve with peers". Parents #2, #4, #5 and #6 noted that a booster program would allow the opportunity to discuss how their child is applying the skills they have learned. Parent #21 said their child was doing well but could use a refresher. All thirteen parents brought up the point of a "refresher" or "reminder" for their child, and everyone commented that their child is older and that the child deals with things differently now than they did three years ago. Parents #3, #6, #10, and #13 explained that their children were "not remembering the skills" and needed a booster program.

It's the Child's Choice

One parent said she didn't know if the program was a need. She explained that it would depend on whether her child wanted to participate. Parent #16 explained that her child was the one to initiate participation in the S.T.E.A.M. program, so she explained that "it would be his choice". This theme also came up with some other parents who said that the booster program

was a need. Parent #9 said "a booster group is great, but it's up to the girls if they want to participate". Parents #4, #5, #8 and #22 all said that they would ask the child if they wanted to participate.

<center>*Child is doing well-No need for the Booster*</center>

Eight parents said that their child was doing well and they did not see that a booster was needed for their child. Themes that emerged included: child doing better, using the skills, less conflict, fewer suspensions.

Parent #3: *"I have been getting less phone calls from the school, he is doing a lot better".*

Parent #11: *"The girls are giving themselves their own time outs, and using SNAP at home when they need to".*

Parent #15: *"<child> is choosing words and thinking about consequences now, he doesn't need the program again".*

Parent #18: *"<child> is doing great, there was tons of suspensions before, but not one this year."*

Parent #19: *"<child> tries to resolve things first then goes to mom if he can't do it"*

In two cases the parent suggested that the child has more significant mental health issues that either was being or needed to be addressed by a children's mental health centre. I referred one family to the local mental health centre for ongoing support for the family as well as the child.

Parent #21: *"<child> has social anxiety, sometimes hears voices or sees hallucinations, the booster program would be wonderful, however, I'm not sure if it's what he needs. He's afraid of the world."*

Parent #11: *"<child> is managing very well, we did a program at home, with <community mental health program>, they came into the home for six months and did one-to-one with <child>".*

Not interested- Bad Experience the First Time

Two of the parents said that their children were still struggling with emotions management at home, but a booster session was not needed. Their children did not enjoy the first group and the parents did not feel that their children learned anything from the initial program.

Parent #1 explained that her child was with a bunch of "bad kids, but <child> is not bad; his behaviours are learned from his father. He doesn't get into trouble at school and is respectful to adults. I feel that he just didn't fit with the other kids, so he wasn't comfortable to talk in front of them." The parent believed that her son is a model student and was mainly looking for a group to boost his self esteem. She feels that time will help. The other parent, parent #10, explained that her son would comment that "the facilitator would swear at the kids" and was adamant that her child did not need any booster program. "He just needed time".

These were the only interviews that indicated that the parents did not want a booster program because they thought the previous program had not been helpful for their child. The other parents who did not want a booster program felt that their child was maintaining the gains they made in the S.T.E.A.M. or Temper Taming Program.

Summary

Phase One of this study set out to determine if a booster program was a need. Based on the interviews with parents, four key themes emerged around this question. A small majority of parents saw a need for the booster program, 54% (13/24) of parents see it as a way to help their child be refreshed or reminded about the S.T.E.A.M. and Temper Taming techniques as well as a way to increase their self-esteem. The other parents in the study either felt that their child was

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doing well and was continuing to use the program techniques and thus did not need a booster program (8/24, 33% of parents), or they had a bad experience during the S.T.E.A.M. or Temper Taming program and did not want to participate in another program (2/24, 8% of parents). One parent felt that it was the child's decision, and that they were neither for nor against the booster program.

Further questions were asked of the parents who felt that the booster programs was a need, and based on their responses a model for the booster program was developed.

A Model for the Booster Program

Parents who said that a booster program was a need were asked for input into program development including the structure of the group, content taught, parent involvement and fee structure. The parents offered an array of answers within each area.

Structure of the group

location.

All of the parents agreed that the program needed to be provided at a central location. Parents suggested locations such as community centres, schools or at K-W Counselling Services. Parent #21 preferred a Cambridge location and all other parents either wanted the group within the Kitchener-Waterloo area or said that it did not matter to them. Ten parents suggested that the location be K-W Counselling Services. Parent #9 suggested that K-W Counselling would be

best because "there is less risk that they will know someone there, so they [the child] will feel more comfortable to talk".

time.

Regarding session details, Parent #4 suggested the group take place on a weekend. The remaining parents all suggested an evening group with a variation of times between 3:30pm-7pm.

number of sessions.

Parents had a variety of suggestions regarding the number of sessions to provide for the booster group. Eight parents suggested 4-6 sessions, two parents wanted less than 4 sessions, two other parents wanted more then 7 sessions and one parent wanted 1 hour a week until the child improved. It was suggested by one parent that the group sessions be 2 hours long, and all other parents suggested the sessions be 60-90 minutes.

group leaders.

Only one parent talked about group dynamics: Parent #6 said that she would like the group to consist of 8-12 children, one social worker and two interns to facilitate the group.

fee structure.

During the discussion of fees for the group, parents were asked if there should be a fee for the group and what the fee would be. A variety of fees were suggested ranging from $0-150, with an emphasis that a sliding scale should be offered.

Parents #6, #21, and #22 said that there should be no fee for the group.

Parent #16 said "nothing because so many people have no income and it's embarrassing to say so".

Parent #6 said "it was not fair to charge a fee when you [Angela Hammond] will be benefiting from the group".

The remaining parents all recommended a fee between $30-125. Some specified that the fee should be per hour, and some specified that it should be for each session (Parent #14 suggested $20/hr, Parent #7 suggested $15/session and Parent #15 suggested $20/session). When comparing various suggestions for fees, the "low" suggestions actually worked out to higher hourly rates than the "high" suggestions. For example, Parent #5 said that she would like to see a booster that was "10-12 sessions for about 2 hours". Her suggestion of a fee was between $75-100. Parent #7 suggested "2-3 sessions at the most for about an hour and a half" for a fee of $30-40. If I compare both the high and low suggestions and break them down to an hourly fee, 12 sessions at 2 hours for $100 equals an hourly rate of roughly $4, whereas the 3 sessions at 1.5 hours for $40 equals an hourly rate of roughly $9. Overall the fees spanned a wide range. Approximately half of the parents said they would pay fees between $0-60 and the other half stated $75-150. Reflecting back on this question I should have asked for a set hourly fee.

content of the program.

All of the parents said that they would like the booster program to reinforce skills taught in S.T.E.A.M. and Temper Taming such as "SNAP", "conflict resolution", "coping mechanism", "body cues", "calming strategies", "self esteem issues", "how to apologize", "confidence" and "'I' statements". These are areas of emotional awareness (knowledge), emotional expressiveness behaviour and emotional coping (skills).

Emotional Awareness means that the child is better able to recognize emotions and body clues. Parents made comments that they wanted their child to have a refresher to remind them about their emotions.

Parent #2: "<child> would need to learn techniques to calm himself down and recognize his body triggers"

Parent #22: "<child> needs refresher to remember about body clues and that it's OK to have different feelings".

Emotional Expressiveness means being able to label and express emotions in a more of positive way. Parents discussed the importance of the child understanding and labeling their own emotions as well as being able to express themselves in more positive ways when problem solving with others. Parents also discussed the notion that their child can not change other people's behaviours but their child can choose to change their reaction to others.

Parent #2: "<child> needs to learn to problem solve with peers and react to them in a better way"

Parent #5: "understanding how he is feeling and being able to talk about it...learn to problem solve with peers"

Parent #3: "OK to be different, not OK to be offensive, he's in charge of his own happiness".

Parent #13: "<child> needs to learn to express feelings in a better way"

Parent #18: "learn it's not OK to hurt people, he can't change what they do to him, it's up to him to react in a better way"

Parent #22: "<child> gets caught in emotions and trouble stepping back and thinking, he needs to learn to do this"

Emotional Coping means the child learns skills to manage their emotions including positive self-messages. Parents thought that the program should help increase the child's self-esteem and teach skills about how to cope when the child is faced with problem situations.

Parent #2: *"to help him deal with situations, he has a few situations at school with bullies and maybe it could help build more self-confidence"*

Parent #21: *"I would like him to build more confidence, being able to face people in the face and talk to people with eye contact, he can't do that now. What he needs is to increase his self-esteem"*

Parent #5: *"how to handle himself with others, especially when people are pushing his buttons...needs to learn self-discipline, so he doesn't feel overwhelmed and frustrated, especially when it comes to time management; he needs to learn to prioritize"*

Parent #9: *"how to cope and navigate through things...learn to talk about things, they do not want to talk to me all the time, it's important to identify people they can talk to"*

Parent #4: *"needs to learn how to cope when getting stressed"*

Parent #17: *"learn to ignore bullies"*

Another area that some of the parents discussed was that the booster program would allow the child to discuss how they are applying the tools taught in S.T.E.A.M. and Temper Taming. One parent suggested that the booster program would allow the child to

Parent #9: *"give examples [about] what they are doing now, how they are using the tools [taught in the S.T.E.A.M. and Temper Taming Programs] and how they apply to present day...sometimes they can get so frustrated because they think they are doing so bad; it would be good if you can point out the positive changes that the kids have made and make sure that they know that they have come a long way."*

Parent Involvement

The last program development question asked about parent involvement in the booster

sessions. The majority of parents believed that their involvement should remain the same as in

S.T.E.A.M. or Temper Taming (the S.T.E.A.M. program has parent meetings at the beginning,

middle and end of the group and Temper Taming has a parent meeting for the last 10 minutes of

each group, and both programs have parents involved with the child's homework assignments).

> Parent #8: *"the same as before, coming in the last 10 minutes was good so we knew what was going on and could ask questions"*
>
> Parent #5: *"same as before…it's important that you're there to answer any questions or concerns we might have"*
>
> Parent #17: *"we can get together and follow the book"*

Some parents suggested additional involvement. Parent #4 suggested having "coaching

questions" to use with their child during the week to prompt them on the tools and concepts they

learned that week. Parent #13: "would love to be more involved this time so I understand, and

am able to help with it". Parent #13 also suggested a family plan, which included all the family

members and homework for the family. She called them "Family Sessions". Parent #14

suggested having "a support group for parents".

Summary

All of the comments from the parents provided insights into how the booster program could

be implemented, structured and delivered. While there is some variation in what they said, a

general consensus emerged about program details. Parents identified that the location needed to

be central, during the late afternoon to evening time and between 60 -90 minutes in length. The majority of parents suggested that the booster program should be 4-6 sessions and involve parents through a meeting either at the end of each session or at the beginning, middle and end. In terms of fees for the group, parents expressed a need to offer subsidy for anyone who would like to participate within the booster program, although they still felt that there should be a fee for the program. Parents suggested a variety of different fees. Parents felt that the content of the program should focus on the child becoming aware of their feelings and how they are using the S.T.E.A.M. and Temper Taming skills, as well as teaching new skills and helping their child build coping mechanisms and self-esteem. One parent also suggested that the group structure should consist of three facilitators: one social worker and two interns. This feedback was instrumental in the development of the pilot booster program. See Chapter V for the development of the program.

Additional Programs

The last question asked of parents was about any other programs that K-W Counselling could provide to support their child and family. This question was not directly related to a booster program but was valuable feedback to capture. I intend to provide this information to K-W Counselling Services' Executive Director for future program development. Parents came up with many inventive ideas. There were 4 main categories of groups that parents suggested: Parent Groups, Child Groups, Blended Family Groups and a Managing Money Program.

Parent Groups

Parent #3:   Suggested a S.T.E.A.M. "booster for adults, the parents"

Parent #19: Teach "parents how to coach kids on self-esteem issues"

Child Groups

Parent #4: "Program to help children deal with social situations"

Parent #12: "Kids Group focused on stealing…taking responsibility"

Parent #20: "Bullying Program"

Blended Family Groups

Parent #9: "How to prepare the family"

Parent #3: "*Stepping Stones of Step-Families*, reinforce relationship and discuss resentment in a blended family"

Managing Money Program

Parent #19: "Managing money program….parents and kids together…discuss impulse buying and learn life skills…needs vs. wants". This parent was even interested in helping with the development of this program if K-W Counselling wanted support.

Overarching Themes

There were two overarching themes that continued to come up throughout the parent interviews: stigma and a child's developmental age.

Stigma was specifically brought up by two parents although it is a theme that was reverberating throughout the interviews either in a positive or negative way. Parent #19 felt that her child would not participate in a booster session because of the stigma the child would incur.

During the first program her child was labeled as a "problem child" and "her friend made fun of her". This parent did not want her child to be subjected to this stigma again.

On the other hand, Parent #16 said that the stigma of the program was non-existent, and she applauded the program for making it appealing to the children so that they wanted to participate. These two different perceptions may be due to the fact that the first parent's child took the program in a school that offered it only once - the year the child participated, whereas the second child took the program in a school that has had S.T.E.A.M. as part of the school culture for the last 5 years, and also had a S.T.E.A.M. Club.

Age was mentioned throughout many interviews. Parents said that their child was three years older than when they participated in S.T.E.A.M. or Temper Taming and thus developmentally were at a different place and could learn more now. Parent #2 said the booster program was a need because when her child "hits the teenage stage the stuff goes out the window". Parent #9 explained that there was a "big difference between 13 and 10...maybe something that they didn't think was appropriate at 10 may be better at 13".

Both age and stigma can affect the child's progress within the program. Developmentally a child can learn more as they age and can begin to take more responsibility for their behaviour (Abe & Izard, 1999), thus the program is geared to the age of the child in order to challenge them and allow them to process their actions and behaviours. As the child gets older the child is also aware of the social views of their peers and in some cases the stigma associated with the program may become apparent. If a child perceives the program to have a stigma it will affect their attitudes and behaviour within the program and affect their success in the program. The schools and community are trying to diminish any stigma attached to the S.T.E.A.M. program by

offering it along with many different school-wide activities that teach S.T.E.A.M. concepts to the whole school through assemblies, announcements, bulletin boards, and classroom activities.

Teacher Perspective

Four teachers from two different schools were interviewed and asked their perspective about the booster type of activities that the school provides to the graduates of the S.T.E.A.M. program. The teachers were interviewed in order to contribute to the understanding of school-based booster programs verses agency based booster programs and to see if there would be differences or similarities.

Specifically, the teachers were asked about their knowledge of the S.T.E.A.M. program at their school and how their school works towards continuing the gains of the program. They were also asked about how the booster type activities affect the school community and behaviour within the classroom, as well as who supports the continuation of the booster type programs. The teachers were also asked whether their programs should continue (see Appendix D for the interview questions and Appendix K for Codes, Categories and Themes chart).

These two schools were chosen to participate within this study because they provide booster-type activities that refresh the child's use of the S.T.E.A.M. concepts. One school provides a program called the *S.T.E.A.M. Club*, a program for graduates of the program. The S.T.E.A.M. program has been at that school since 1999 and there are over 100 graduates of the program. This school uses school wide activities—what the World Health Organization (2002) would call universal activities—such as announcements and a school bulletin board, although it mostly uses what the World Health Organization (2002) would call selective programs, mainly classroom

activities with the S.T.E.A.M. graduates during *S.T.E.A.M. Club* meetings (usually during recess

or lunches). The other school uses more school wide/universal programs (WHO, 2002). The

school holds monthly assemblies to discuss the S.T.E.A.M. strategies, and uses announcements,

bulletin board and other incentives such as the S.T.E.A.M. Stars (children caught using

S.T.E.A.M. strategies would have their name put on a bulletin board then be entered into a

monthly draw for a prize). These activities are for the entire school to participate in.

There were three main themes that emerged from the interviews: *The Booster Type*

Activities, Support for the Program, and Supports Needed.

Booster Type Activities

Teachers discussed that both schools provided a range of programs to help remind the

children about the S.T.E.A.M. concepts. School wide activities included bulletin boards,

announcements, assemblies, and special projects that graduates were involved with such as

making volcanoes and a comic book club.

Teacher #1: *"we have classroom visits, bulletin boards, announcements and role play assemblies...so the entire school is involved (200 students)"*

Teacher #2: *"we have lots of assemblies for the whole school...they do plays that teach the school about S.T.E.A.M. concepts"*

Teacher #3: *"we have the S.T.E.A.M. Club, they help to make volcanoes, do announcements and last year we had a comic book club"*

Teacher #4 explained that all of the activities really helped the children to remember all of

the S.T.E.A.M. strategies. She commented: "it really works, reminding them about all the skills

like conflict resolution, and problem solving helps them when they are at recess or in my

classroom"

Support for the Program

Teachers commented that the booster type of activities affect the school community in a

positive way and decreases the amount of negative behaviour within the classroom. Teachers

commented that the children will teach each other the skills of S.T.E.A.M. and suggest to each

other that they take S.T.E.A.M. Teachers commented that everyone is supportive of the

S.T.E.A.M. program and that they have received positive feedback from parents, children and

other teachers.

Teacher #1: *"I've gotten feedback from the principal who has said that parents phone him and request that their child is a part of S.T.E.A.M. ...it's a positive thing in our school"*

Teacher #3: *"I had 50 kids approach me this year that wanted to take S.T.E.A.M. ...we have a huge waiting list, there is no stigma in this program because the kids are the ones advocating for the program"*

Teacher #3: *"school community keeps it alive...the kids teach each other, explain how it works and will say 'you really need S.T.E.A.M.' to each other"*

Teacher #4: *"the students teach the class...it has become integrated into the school"*

Teacher #4: *"parents appreciate the program, I always get positive feedback over the phone and at interviews about the program... they are the ones that remind their child about it [S.T.E.A.M. concepts]"*

Supports Needed

Teachers discussed that they would like to continue to provide booster activities to the

students because they feel they are essential in maintaining the gains of the S.T.E.A.M. program,

but they feel that providing the activities are time consuming and sometimes they do not have the resources to provide the programs. Teachers responded that they needed more time and resources to continue the booster activities.

Teacher #1: *"It's a lot of work...I think we can involve the interns more in the school presentations"*

Teacher #2: *"skills building is extremely important...doing S.T.E.A.M. could be a full time job"*

Teacher #3: *"I would love to have S.T.E.A.M. in the school all the time...and a full time S.T.E.A.M. teacher"*

Teacher #4: *"The activities are needed...we just need an extra body...more support to come into the classroom"*

Summary

Overall, teachers expressed that they were doing many different types of activities within the school to teach S.T.E.A.M. concepts to both the entire school and to the graduates. Unfortunately, teachers did express needing more supports and resources to continue to provide these booster programs. There is a lot of support for the programs from within the school (principals and teachers) and the community (parents), so hopefully the program will continue and resources will be found. More evidence based research about the effectiveness of the school booster programs may help in providing the needed resources to the schools.

It is clear that the school based booster program is more universal and can reach more children than an agency booster program. However, the school based booster program is only able to teach the initial skills to the children, and there is minimal reflection on the skills and the children do not have the opportunity to learn any new skills. Within the agency booster program

children are able to be reminded about the S.T.E.A.M. skills, reflect on them, learn additional skills and discuss how they are implementing the skills within their life. I feel that both programs are important. It is important to provide universal programs for everyone, although some children will not learn from just hearing about the skills. Some will need a selective program such as the agency based booster program to teach skills and allow them the opportunity to reflect on how they are implementing them. This is why the parents were asked if they felt that a booster program was a need and for their feedback about how to develop an agency based booster program.

CHAPTER V: RESULTS OF THE PILOT BOOSTER PROGRAM

In this chapter I will present the results from *Phase Two: Piloting the Booster Program*. A booster program was developed based on parent and teacher input. It was then implemented at K-W Counselling and evaluated.

Whisman (1990) suggests incorporating five components into a booster session to ensure its effectiveness: a) a review of the skills covered in therapy, b) teaching new skills, c) emphasizing the individual accomplishments and positive changes, d) encouraging the individual to be involved in the program and e) promoting a general life style change. All of these components were integrated into the design of the pilot booster program as follows: a) reviewing the S.T.E.A.M. and Temper Taming skills was an essential part of the booster program; b) the booster program taught new skills that challenged participants to handle their problems differently; c) the program also discussed and praised the individual's accomplishments and positive changes since taking S.T.E.A.M. or Temper Taming; d) the participants participated within different interactive activities; and e) the main goal of the booster program was to promote life long change to their problem solving skills and emotions management. The specific content of the booster sessions was developed based on the results of the needs assessment, drawing on the input of the parents and ideas from teachers about how they might refresh the children's minds about the program. A logic model was developed (see Appendix R) for the booster program as well as session outlines (see Appendix H).

Based on the parent interviews, the booster program was developed and offered at K-W Counselling Services. The booster program began on February 27, 2007 and was completed on April 3, 2007. There were seven participants: four males and three females between the ages of 12 years to 14 years with a mean age of 12.4. Five participants had taken the S.T.E.A.M.

program previously and two had taken the Temper Taming program. The comparison participants consisted of three males and five females. Their age ranged from 10 years to 14 years with a mean age of 11.5. Five participants had taken the S.T.E.A.M. program and three had taken the Temper Taming program. There was no significant difference between the two groups on age or gender.

The booster group was lead by three group leaders: myself and two M.S.W. social work interns from K-W Counselling Services. The interns were given an hour of training before the group about group process and the goals and objectives of the group. The interns were responsible for preparing the room and to assist in group development. I facilitated all activities of the program. The program consisted of five weekly sessions involving an hour and a half of group time each week. Sessions began with an icebreaker activity to develop cohesion within the group, and proceeded with a check-in activity using the "Temper-a-Ture Scale", an activity from the S.T.E.A.M. and Temper Taming program. Each session then reminded the children about a S.T.E.A.M. and Temper Taming topic, and then talked about how they have or have not used it. After this, they were taught an additional skill. Snack was also provided at each session (see appendix H for a description of the sessions). The last 10 minutes of each group involved a parent meeting where I talked to the parents about what the children had learned in that session and answered questions. Parents also received a parent manual to help continue the program at home (see Appendix U). Parents were asked to pay a fee of $50 for the group that covered the cost of the building and supplies. A sliding scale was implemented for those who needed a subsidy. Six parents paid full price for the program and one parent paid half of the cost. The comparison group included the children placed on a wait list for the booster program.

Reflections of the Implementation of the Booster Program

Participation

There was not as much demand for the booster program as I had expected. I was surprised

that after 300 flyers were sent out and phone calls to every home, only 18 parents showed

interest in the program; even some of the parents who were interviewed and wanted their child in

the program said they were not interested at this time. I speculate that this could have been for a

variety of reasons. First, the flyers were sent to participants of the S.T.E.A.M. and Temper

Taming longitudinal study. This list consisted of children of an intermediate age (61%) and

junior age (39%). Intermediate age children tend to have a very busy schedule and may not have

been able to participate in the booster program due to their schedule; parents may also have been

interested in the program, but not their intermediate age children. There were fewer junior

children contacted compared to the intermediate children and although some parents identified a

need, there was not enough interest to have a junior booster group. Second, adding more details

about the day and time of booster program on the flyer may have attracted more parents. Lastly,

the booster group was being offered during the winter months, which may have been a deterrent

for some people especially if they needed to take the bus.

Group Dynamics and Process

All of the group members appeared to connect with each other and became a cohesive group.

Beginning each group session with an icebreaker was essential in developing this trust. All of

the group members were able to actively participate, providing suggestions for problem solving

as well as challenging each other to use the S.T.E.A.M. and Temper Taming concepts. The

games and activities planned helped to facilitate learning and demonstrate their understanding of

the material. The only part of the group that I would change is the number of sessions. I felt that the group had just reached a point where the participants could learn additional skills and discuss how they were implementing them within their life when it ended. If I were to facilitate this group again I would extend it by another 2-3 sessions, making the program 7 or 8 weeks long.

Evaluation of the Pilot Booster Program

Outcome Measures

All of the parent and student forms were collected before and after the group intervention for both the participants within the booster program and the comparison group of children. For all questionnaires, the first page of the Student Form was coded according to the *Rules of Coding* and the *Codes for S.T.E.A.M. and Temper Taming Data* (see Appendix S & T) from the *S.T.E.A.M. and Temper Taming Evaluation Manual* (Hammond & Schmidt-Hanbidge, 2006). This process involved categorizing the child's feeling words as well as identifying whether the number of desired body clues, calming strategies or self-messages increased (see Appendix T for a list of codes). The remainder of the questionnaire was scored according to Penza-Clyve and Zeman's directions for the Emotional Expression Scale (Penza-Clyve & Zeman, 2002) and the Coopersmith Self-Esteem Inventory manual (Coopersmith, 1981).

After all the questionnaires were coded the information was entered into SPSS (Statistical Package for the Social Sciences). A score for the child's emotional awareness (EA) and emotional expressiveness (EE) was computed. A score for the child's self-esteem was also computed, although before this could be done, the data had to be reverse coded to ensure that a high score (1) represented high self-esteem, and a low score (0) represented low self-esteem, as

intended by Coopersmith (1981). Once this was done, a change score was computed for each participant (booster and comparison) based on the change in EA, EE, and self-esteem. Change scores were also computed for all other outcome variables.

Tables 1 to 4 show the mean, standard deviation and change scores for each of the outcome variables tested. Emotional awareness was measured using the "poor emotional awareness" subscale of Penza-Clyve and Zeman's Emotional Expression Scale for Children as well as section one, questions #1 and #2 of the *S.T.E.A.M. and Temper Taming Booster Program Student Form*. Emotional expressiveness was measured using Penza-Clyve and Zeman's "lack of emotional expressiveness" subscale as well as 6 questions on the *S.T.E.A.M. and Temper Taming Booster Program Parent* (#2—student is able to express feelings in an appropriate way, #4— student interacts appropriately in group settings, #5—student is involved in conflict in home, #6—student deals with daily conflict appropriately in home, #7—student uses emotion management language to solve conflict and #8—student uses problem-solving strategies in home). Emotional coping skills were measured using Section One questions #3 (list five calming activities) and #4 (what messages do I send myself when I'm upset) of the *S.T.E.A.M. and Temper Taming Booster Program Student Form*. Self-esteem was measured using the Coopersmith Self-esteem Inventory, and confidence in managing emotions was measured by a parent report question #3 (student displays self-confidence about management of emotions at home) on the *S.T.E.A.M. and Temper Taming Booster Program Parent Questionnaire*.

It should be noted that a higher score on the emotional awareness subscale means poorer emotional awareness, and a higher score on the emotional expressiveness scale means less emotional expressiveness. Therefore, we would hope to see a decline in mean score between pretest and posttest on these measures. A higher score on the Coopersmith Self-esteem measure

means higher self-esteem, and a higher score on confidence in managing emotions means the parent believes the child demonstrates more confidence about managing their emotions. Therefore, we would hope to see an increase on these scores between pretest and posttest.

Table 1: Mean, Standard Deviation and Change Scores on Emotional Awareness Measures at Pretest and Posttest for Booster and Comparison Group

Emotional
Awareness

| | Booster Program | | | | | Comparison Group | | | | |
| | Pre n=7 | | Post n=7 | | | Pre n=8 | | Post n=8 | | |
	Mean	SD	Mean	SD	Change Mean	Mean	SD	Mean	SD	Change Mean
EA subscale	19.14	5.84	16.57	4.86	2.57	22.13	8.27	24.50	8.19	-2.38
# of feelings	7.71	.76	7.86	.38	-.14	6.75	1.39	5.75	1.83	1
# of desired body clues	.86	1.22	2.71	.77	-1.86	.88	1.13	.38	1.06	.5

Table 2: Mean, Standard Deviation and Change Scores on Emotional Expressiveness Measures at Pretest and Posttest for Booster and Comparison Group

Emotional
Expressiveness

| | Booster Program | | | | | Comparison Group | | | | |
| | Pre n=7 | | Post n=7 | | | Pre n=8 | | Post n=8 | | |
	Mean	SD	Mean	SD	Change Mean	Mean	SD	Mean	SD	Change Mean
EE subscale	20.57	4.86	17.43	3.41	3.14	23.63	9.68	26.75	7.92	-3.13
Parent Report on emotional expressiveness	13.29	1.98	13.00	1.63	.29	13.75	3.06	12.25	1.58	1.5

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Table 3: Mean, Standard Deviation and Change Scores on Emotional Coping Skills Measures at Pretest and Posttest for Booster and Comparison Group

Emotional
Coping Skills

| | Booster Program | | | | | Comparison Group | | | | |
| | Pre n=7 | | Post n=7 | | | Pre n=8 | | Post n=8 | | |
	Mean	SD	Mean	SD	Change Mean	Mean	SD	Mean	SD	Change Mean
# positive self-messages	.43	.54	1.43	1.13	-1.00	.75	1.17	.5	1.07	.13
# desired calming activities	2.57	1.90	4.71	.49	-2.14	3.38	1.41	2.75	1.75	.63

Table 4: Mean, Standard Deviation and Change Scores on Self-Esteem at Pretest and Posttest for Booster and Comparison Group

Self-esteem

| | Booster Program | | | | | Comparison Group | | | | |
| | Pre n=7 | | Post n=7 | | | Pre n=8 | | Post n=8 | | |
	Mean	SD	Mean	SD	Change Mean	Mean	SD	Mean	SD	Change Mean
Coopersmith Self-esteem Scale	15.86	5.31	17.57	6.21	-1.71	13.13	6.01	13.38	6.00	-.25

Table 5: Mean, Standard Deviation and Change Scores on Confidence in Managing Emotions at Pretest and Posttest for Booster and Comparison Group

Confidence in Managing Emotions

| | Booster Program | | | | | Comparison Group | | | | |
| | Pre n=7 | | Post n=7 | | | Pre n=8 | | Post n=8 | | |
	Mean	SD	Mean	SD	Change Mean	Mean	SD	Mean	SD	Change Mean
Parent report on self-confidence managing emotions	2.57	.54	2.43	.54	.14	1.88	.46	1.75	.46	.13

The hypothesis tested was that children who participated in the booster program will show a greater increase between pretest and posttest on emotional awareness, emotional expressiveness, knowledge of emotional coping skills, self-esteem and confidence in managing emotions than children in the comparison group. The results of the analyses are summarized in Table 6. The booster participants showed a significantly greater increase than the comparison group on the emotional awareness subscale (U=6.50, n=15, one-tailed $p \leq .01$), (t=3.08, df=13, $p \leq .01$); the number of desired body clues (U=4.00, n=15, one-tailed $p \leq .01$), (t=-3.78, df=13, $p \leq .01$); emotional expressiveness subscale (U=4.00, n=15, one-tailed $p \leq .01$), (t=4.02, df=13, $p \leq .01$) and the number of desirable calming activities (U=7.00, n=15, one-tailed $p \leq .01$), (t=-3.78, df=13, $p \leq .01$). The remainder of the outcome measures are not significantly different between the two groups.

Table 6: Mann-Whitney U and Independent t-test Comparison Change Scores on Outcome Measures for the Booster and Comparison Groups

Outcomes	Booster Median	Comparison Median	Manu-Whitney U Z	sig. (1-tailed)	t-test T	sig. (1-tailed)
Emotional Awareness						
1. EA subscale	4.0	-3.5	-2.51	.01**	3.08	.01**
2. # of feelings	.00	.00	-1.57	.19	-1.19	.13
3. # desired body clues	-.2.0	.00	-2.85	.01**	-3.78	.001***
Emotional Expressiveness						
1. EE subscale	4.0	-2.0	-2.0	.01**	4.02	.001***
2. Parent Report on EE subscale	-1.0	.50	.50	.54	-.77	.23
Emotional Coping Skills						
1. # positive self-messages	.00	.00	-.06	.96	-.15	.44
3. # desired calming activities	-3.0	.00	-2.49	.01**	- 3.02	.01**
Self-Esteem						
1. Coopersmith Self-esteem Scale	-4.0	-10.0	-.06	.955	-6.83	.25
Confidence in Managing Emotions						
1. Parent Report on Self-Confidence in Managing Emotions	.00	.00	-.15	.96	.06	.48

*significant at or beyond the .05 level, one-tailed
** significant at or beyond the .01 level, one-tailed
***significant at or beyond the .001 level, one-taile

Parent Feedback

At the end of the booster program, parents completed the Parent Feedback Form which asked about changes they saw in their child, activities the child liked, whether they felt the parent nights were helpful, and feedback about improvements of the program (Appendix Q). Parents said they felt the booster program was important and said that they liked the program because it refreshed their child's memory. They also liked the fact that it was held at an agency and not at the school, which they thought was positive because it was with a new group of children. Parents recommended that the program continue.

Parent #2	"it brings back to the forefront information he had put a little further back"
Parent #3	"refresh my child's mind"
Parent # 6	"reminds kids how to deal with emotions in themselves and in others" "keep it up! Kids need this kind of support desperately!"
Parent #1	"it was with different children, not in same school" "Keep doing what you're doing. It works!"

Parents believed that their child had made some positive changes during the program. They stated that their child was communicating better, displayed more self-confidence and was able to use calming strategies.

Parent #1:	"able to communicate better" "[child is] talking about emotions, better able to identify them"
Parent #4	"more open to discussion about issues he's dealing with, more self-confidence"
Parent #3	"I think she's better at calming herself down"
Parent #6	"letting emotions out by writing her feelings in journal"
Parent #7	"keep her temper in check"

Five of the parents (Parents #1 #2, #3, #4 and #6) suggested that the booster program be a little longer. This paralleled my own reflections on the program. Three of the parents said that they felt that the parent meetings were helpful:

Parent #1 "it's good to get feedback",
Parent #4 "yes, gives me more information so I can help my child outside of group"
Parent #5 "yes, it gives me insight to how you are helping the kids"

Summary

The results of the Mann Whitney U test and independent t-tests were identical. They showed

that participants in the booster program have made significantly greater gains than the

comparison group on at least one measure in each of the areas of emotional awareness, emotional

coping skills, and emotional expressiveness. It is particularly encouraging that both the

subscales of the Penza-Clyve & Zeman Emotion Expression Scale showed significant change.

The parent feedback form (open ended) gave different results from the parent questionnaires

(Likert scale). On the Likert scale parents reported no significant changes on emotional

expressiveness or in self-confidence managing emotions, although there were many positive

comments about changes that parents saw in their child on the open ended parent feedback form.

These findings suggest that the hypothesis tested was partially supported. Children who

participated in the booster program showed a significant increase on two measures of emotional

awareness, one of emotional expressiveness, and were able to name more calming strategies (a

coping skill) than the comparison group. The children's number of positive self-messages and

self-esteem were not significantly different and the parent report on emotional expressiveness did

not change either; however, the parent comments on the feedback form showed that parents did

see positive changes in their child.

CHAPTER VI: DISCUSSION

This study was conducted in two phases. Phase One set out to determine whether parents of children who had participated in a program to teach emotion regulation skills believed there was a need for a booster program three years later to help maintain the gains the children made in the program. A small majority of parents who participated in the study did feel there was a need for a booster program. Phase Two of the study piloted a booster program that was designed to reflect the preferences (location, time, number of facilitators, types of concepts taught and parental involvement) of these parents. The outcome evaluation assessed whether children who participated in the booster program demonstrated a greater pretest to posttest increase in emotional awareness, emotional coping, emotional expressiveness, self-esteem and confidence in managing emotions than children in a comparison group. I will summarize the results briefly below, and then discuss them in relation to the literature.

Emotional Awareness

Based on the evaluation of the booster program, participants changed significantly in the area of emotional awareness, showing a change on the emotional awareness subscale and in the number of identified body clues. The change in number of feelings reported was not significant, although this could be due to a ceiling effect where there was minimal room for change from pretest to posttest (Baker, 1999). The comparison participants showed no significant changes on any meaures of emotional awareness from pretest to postest.

Emotional Expressiveness

Booster participants demonstrated a significant increase in their emotional expressiveness based on the emotional expressiveness subscale score. The comparison participants showed no significant change in their emotional expressiveness. There were no significant changes in the parents' reports of emotion expressiveness, although, this may have been different if the sample size was larger. The Parent Feedback Form, given to the parents at the end of the group, gave different results than the parent questionnaire. Parents reported positive comments about changes that they saw in their child on the feedback form where the questionnaire showed no significant change from pretest to posttest. The parents' comments may have been more positive because of the wording of the questions, or because they were able to better articulate their thoughts in writing versus a 5 point Likert scale.

Emotional Coping Skills

Booster participants showed a significant increase in the number of calming activities from pretest to posttest. The comparison participants showed no significant changes in the number of calming activities. Both booster and comparison participants showed no significant change in the number of positive self-messages. I think that the reason why the booster participants did not have an increase in positive self-messages was because the program did not spend a lot of time discussing self-messages. If the program was longer, being able to focus more on self-messages, the results may have been different.

Self-Esteem

There were no significant changes on self-esteem for either the booster participants or the comparison group members although the change mean was higher for the booster participants then the comparison participants. I can only speculate that if there were more participants that this score may have been significant. I also think that if the program was longer the participants would have more time to develop better self-esteem. Having only five booster sessions did not allow for a lot of time for the participants to increase their self-esteem because during the first two sessions the members are becoming comfortable with the group, the next two sessions the facilitators are able to foster increasing self-esteem in the participant but then the last session is about terminating and celebration. My hunch is that if you increase the number of days where participant's self-esteem can be fostered that the results would be significant.

Parent Assessment of Child's Self-Confidence Managing Emotions

The parents' assessment of self-confidence in managing emotions at home showed no significant changes; however, this measure consists of one question on the parent questionnaire and may not have shown changes due to the small sample size.

Relevance to Literature

These results are consistent with the results of Ball et al. (2005), Braukhaus et al. (2003), Lochman (1992) and Whisman (1990) which show that booster programs can be effective. Given that my sample size was small I speculate that the program would have given even better results with a larger sample.

I suggest that one of the reasons why this booster group was successful was based on Vygotsky's notion of the zone of proximal development. One of the older members in the group (John[3]) became a leader in the group and was able to teach the other group members the concepts of the program. He had mastered these concepts when he took the S.T.E.A.M. group and was now able to teach the skills to the other group members. It was interesting because one of the girls who had taken S.T.E.A.M. with John commented that the he had changed a lot. She claimed that he did not participate in S.T.E.A.M. and barely spoke to anyone. She was surprised that in the booster program he was helping everyone. After she said this comment John laughed and said: "That's my job, to help all you squirts". John had obviously been learning during the S.T.E.A.M. program but had not mastered the tasks in order to help others at that time. Now, three years later, John was able to help others. I speculate that within John's S.T.E.A.M. group there were probably some children from whom he had learned.

The World Health Organization (2004) categorizes programs as universal (for the general public), selective (targets individual or subgroups of the population who are at risk) and indicated (for high-risk people). Through the needs assessment, and interviewing teachers and parents, it was discovered that the school booster programs were universal types of programs geared to teaching the school community about the skills of S.T.E.A.M. through classroom activities, assemblies and announcements. The agency booster program would be considered a selective program because parents had referred their children to the S.T.E.A.M. or Temper Taming program for a specific reason, and the agency booster group participants were drawn from this group.

Both universal and selective programs were believed to be important interventions in

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[3] Name has been changed to protect the identity of the group participant.

maintaining the gains of S.T.E.A.M. and Temper Taming. Many parents reported during the needs assessment that their child was doing well and was remembering all of the concepts. This may have been because their school provided a universal type of booster program. Other parents said that their children were not doing as well at maintaining the gains and thus they needed the extra support of a selected program outside the school, such as the agency booster program.

I believe that the pre-screening process of the pilot booster program was important to understand the needs of the child and whether he or she needed a universal, selective or indicated group. The pre-screening process for the booster program involved asking the parents about how their child expresses his or her emotions and about their program goals. Knowing how the child expresses his or her emotions is helpful in selecting for the group. After speaking with one parent, she discussed how her child was experiencing signs of schizophrenia. The booster program would not have met this child's need and thus I referred them to an indicated group that was specifically for children who were experiencing symptoms of schizophrenia. Another reason it is important to ask about how a child expresses their emotions is to ensure that there are a variety of coping mechanisms within the group so the children can teach each other. For example, within the pilot booster program four members expressed themselves though sadness and kept their feelings to themselves, and three members expressed their emotions outwardly, mainly through screaming or hitting. During the group process those members who outwardly expressed their emotions talked about how important it is to express their emotions and talked about the consequences of not expressing emotions. This led us into a discussion of healthy and unhealthy ways to express emotions.

Knowing the parents' program goals was important for me as a facilitator, because it allowed me to focus on those goals with that specific child. For example, one parent wanted the program

to increase her child's self-esteem and confidence. Specifically, this child was very quiet and when she was nervous her face started to twitch. Throughout the program I was aware of this and praised her for her contributions in the group and asked her questions when I knew she would answer them. I was trying to boost her self-esteem and at the end of the program her father made a comment that he felt the "program helped a lot with her self-confidence". She had a voice in the group and never showed her nervous twitch.

The parent-child relationship is very important. Having a secure, insecure or disorganized attachment towards a caregiver can affect a child's behaviour and how they show emotions. The booster program tried to incorporate some development of the parent-child relationship through having the last 10 minutes of each booster session as a parent meeting. This parent meeting was important to help teach the parents about the skill their child was learning. The goal was to encourage parents to communicate with their child about the group material and to use the skills at home. Ideally, if there were unlimited resources, the parents would be able to take a group at the same time as the children to help facilitate communication and to build stronger parent-child relationships.

Limitations of the Study and Suggestions for Future Research

While the results of this pilot project are encouraging, a number of limitations to the study should be acknowledged.

The sample size for the booster program and comparison group was small. A larger sample may have produced more significant findings. In addition, the group offered was only for intermediate age children (12-14). I would have liked to have facilitated a junior (9-11) and an

intermediate (12-14) group. This means that any generalizability of the findings of this study is limited to the intermediate age group.

The questionnaires used in the evaluation of the booster program were adapted from the S.T.E.A.M. and Temper Taming Longitudinal study to continue the ongoing research. However, I do find that the questionnaires limited the child's ability to show the full range of their knowledge with some of the questions. For example, the first page on the Student Form asks the child to list 8 feelings, 3 body clues, 5 calming activities and 3 messages they say to themselves when they get upset. Many of the children wrote more feelings or more body clues, however, I could not use that information in the analysis because other children may also have known more answers but followed directions and didn't offer them. There may have also been a ceiling effect, because if at pretest the child wrote all 8 feelings, then it was not possible for them to raise their score at posttest (Baker, 1999). This is more likely to happen with a booster program than when children are taking a program for the first time. I would change these questions on the forms to be open-ended and allow the child to list as many as they would like. Also, in the *Parent Feedback Form,* question 1 asked parents about what positive changes they noticed in their child. This lead the parents to talk only about positive changes. A question should be added that asks if they have seen any negative, or concerning, changes. Adding this question would make this form more valid.

Throughout this study I saw the potential for additional research that could be done to assess the impact of the program. First, more research needs to be done with a larger sample of booster participants to ensure that the program is effective. Second, with a larger sample of booster participants one could examine the difference between the Temper Taming booster participants and the S.T.E.A.M. booster participants. Thirdly, I believe that research needs to be done on the

universal school based booster programs to see if the programs are maintaining or enhancing the gains of the original selective group program. Having this information could help to acquire funding so that all schools in the Region wanting to offer the S.T.E.A.M. program would be able to do so. At present, there are more schools wanting to participate than resources permit. Further, a study could be designed that could help decide whether to continue offering small group programs for a selected number of children, or to invest our resources in universal schoolwide programs. These schoolwide programs appear to have the benefit of alleviating any stigma associated with selective programs. Lastly, there is limited research about the structure of a booster program, i.e. duration, content covered, number of participants and facilitators and location. I feel that this would be valuable information. Having an understanding about what others have done for their booster programs and what worked and did not work would have helped.

Recommendations

Based on parents' assessment of the need for the booster program and the findings of this pilot project and previous research on the S.T.E.A.M. and Temper Taming programs, I recommend that K-W Counselling and its partners, the Waterloo Region District School Board and the Waterloo Catholic District School Board, offer both a universal program and a selective emotions management program. Schools currently offering the selective S.T.E.A.M. program should also offer a schoolwide S.T.E.A.M. program. This would mean a continuation of what they are doing in some schools, and in others it would mean adding school-wide activities. This would help reduce any stigma associated with learning emotions regulation skills and allow all students to benefit from learning about the concepts of the program.

K-W Counselling should continue to offer an agency-based booster program as it provides services to the group of children who do not attend a S.T.E.A.M. school and have taken the Temper Taming program initially or to those children who attend a S.T.E.A.M. school but who do not wish to be among their school peers (some parents commented that it was important that their child be part of a group that was not connected to the school). I also suggest the following for the agency booster program:

1) The booster program could be advertised more within the schools. Teachers and school administrators could advertise the program to parents wanting resources for their children. The program would also benefit if it was part of the Community Solutions Pamphlet, a pamphlet distributed by K-W Counselling informing the community about child and parenting programs the agency offers. The program can be offered as a refresher for all S.T.E.A.M. and Temper Taming graduates.

2) Continue to have a social work facilitator and two interns lead the booster program to help with behaviour management and program delivery. I would recommend that the social work facilitator have a strong understanding of the STEAM and Temper Taming groups (a number of years facilitating the groups) and that the interns have facilitated at least one S.T.E.A.M. or Temper Taming program in the past so they begin with a solid knowledge of the program.

3) Continue to facilitate the group for 1 ½ hour sessions during the late afternoon and evening time, but lengthen the number of weeks. I would recommend at least 8 sessions.

4) That the location remains at K-W Counseling, because it is centrally located in the Region of Waterloo. If there is need demonstrated (8-10 children in either junior or intermediate age group), then perhaps a group could be offered in Cambridge once a year.

5) That the fees for the group increase to cover the cost of the program. Setting a fee at $150, the same fee as Temper Taming, would be appropriate as long as subsidy is available.

6) That both a junior and intermediate group be offered at least once or twice a year, depending on demand for the program.

7) That there is ongoing evaluation of the booster program though pretest and posttest analysis with parents and participants.

In Summary – A Personal Reflection

During the course of this research project I have learned about qualitative and quantitative analysis and more about the intervention programs in which I have worked for the past four years. I have a greater understanding of the parents involved with the S.T.E.A.M. and Temper Taming program and their needs and aspirations for the program. Through developing the booster program and implementing it, I learned about the process necessary to develop a new program. Being able to facilitate the program allowed me to understand how programs change with implementation and that it is an evolving process.

Having positive results of the evaluation has energized me to advocate for additional booster programs within the agency and hopefully provide a needed service to the community. Through

the process of doing this thesis my excitement for research was ignited, and I never thought I would get so excited about data. I look at things differently now, searching for the evidence and research around programs and areas in which I work. After doing this thesis, I have a true appreciation for evidence based practice.

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Appendix A: Program Logic Model-S.T.E.A.M.

Program Activities	Service Delivery	Intermediate Results	Ultimate Results
• Weekly groups for children in grades 1 – 8 over 12 weeks • School wide activities • Parents' Nights • Training of interns • Evaluation of intervention	• School Profile • Child profile • Family profile • (# of) groups, for primary, junior grades • (# of) schools involved • # of children in total participating • increased involvement of parents in the school • (# of) interns trained; hours of training prior to facilitating; hours of ongoing supervision; production of facilitator's manual • pre-post measures administered in all groups	• Increased awareness and identification of feelings (emotional awareness) • Increased knowledge of strategies to effectively manage emotions and behaviours (emotional coping) • Increase direct involvement and communication between parents, children and schools • Increase child's social support (access to peers, teachers and principals	• Children better able to manage emotions - *decrease* in: number of impulsive behaviours, principal visits, school suspensions, playground incidents *increase* in positive behaviours (expression management) • Increased self-esteem • Increased self-confidence

Westhues, A. (2003). Program Logic Model - S.T.E.A.M.

Appendix B: Telephone Script to Participate in Study

Hello, my name is Angela Hammond. I am the research assistant with K-W Counselling Services involved with the longitudinal study that your son/daughter is currently involved with and I am also a student at WLU. I was wondering if you would be interested in participating in another research study that has emerged from the study your son/daughter is currently involved with. I am doing my MSW thesis on whether there is a need for a booster program to maintaining the effectiveness of the S.T.E.A.M. or Temper Taming Program.

Would you be willing to meet with me for a 30 minute interview either at your home or at K-W Counselling to discuss if there is a need for a boost session and if so what it would look like. (If yes, proceed; if no, thank them for their time and end the call).

Thank you for your participation, can I arrange an appropriate time to meet with you?

Do you have any questions?

If you have any questions or concerns please feel free to contact myself at 884-0000 ext. 207 or my thesis advisor Anne Westhues at 884-0710 ext. 2474

Thank you for your time, I will see you at (time), on (date).

Take care,

Appendix C: Interview Guide for Parents—Needs assessment

As I have been gathering data for the S.T.E.A.M. and Temper Taming longitudinal study, a number of parents have expressed concern about their child losing some of the skills they have learned in the programs. I would like to talk with you today about whether you think there is a need for a follow-up, or booster program, and if so, what the program would look like.

1. Let me begin by asking how you think (your child) is doing in remembering and practicing the skills he/she learned in S.T.E.A.M. /Temper Taming?
   (*Possible Probing: When interacting with other children? When problem solving within the family? When interacting with their siblings?*)

2. If we were to offer a booster session, is that something you and your child are likely to participate in?

3. If yes: How do you feel your child would benefit from a booster session?
   (*Possible Probing: When interacting with other children? When problem solving within the family? When interacting with their siblings? At school or at home?*)

4. What would you like a booster program to look like?
   a. # of session(s)
   b. length in time
   c. location
   d. time of day
   e. concepts taught
   f. parent involvement

5. How much would you be willing to pay?

6. Is there any other way that K-W Counselling can meet your needs and the needs of your child?

Appendix D: Interview Guide for Teachers—Needs assessment

As I have been gathering data for the S.T.E.A.M. and Temper Taming longitudinal study, a number of parents have expressed concern about their child losing some of the skills they have learned in the programs. I understand that your school offers a booster type session such as a "S.T.E.A.M. Club". I would like to talk with you today about this booster program and whether you think there is a need for the booster session, how it affects the students and the school in general.

1. Let me begin with asking you what do you know about the program that your school offers for graduates of the S.T.E.A.M. program?

    a. how often is the program offered
    b. how many children are involved
    c. what type of activities are done
    d. who facilitates the program

2. Do you know how long the booster program has been offered at your school?

3. Can you describe how the booster program maintains the gains of the S.T.E.A.M. or Temper Taming Program?

4. In your experience how has the booster program affected

    a. the school community?
    b. behaviour within the classroom?
    c. behaviour at recesses?

5. Who supports this booster program at the school?

6. Have you received any feedback from parents/teachers/principals about the booster program the school offers?

7. Do you feel your school should continue to offer a booster program?

8. How can K-W Counselling Services support the booster programs offered at the school?

Parent Consent Form for Participation in S.T.E.A.M. and Temper Taming Research

I agree to participate in a study being conducted by Angela Hammond as part of her Masters of Social Work thesis with Dr. Anne Westhues as the faculty advisor at Wilfrid Laurier University with the assistance of K-W Counselling Services. I also give permission for my child to participate in this research. The purpose of the first phase of the study is to assess whether there is a need for a booster session for those who have participated in a S.T.E.A.M. or Temper Taming program. The purpose of the second phase of the study is to evaluate the effectiveness of the booster session if a need for one is demonstrated.

I understand that the first phase of the study will have a sample of four teachers and 50 parents who will be interviewed about further programming that can help maintain the gains of the original S.T.E.A.M. and Temper Taming programs. The second phase of the study will have a sample of 25 parents and 75 children who will be asked to participate and will be randomly assigned to the comparison group or the booster group.

I understand that:

1. I may be asked to participate in an interview with a researcher who will ask me questions about further programming that can help maintain the gains of the original S.T.E.A.M. and Temper Taming program of which my child was a part. I will be given a summary of the researcher's observations and provided with the opportunity to provide feedback via e-mail, phone or attending a follow-up meeting.

   ☐ I agree to have my interview audio taped.

   ☐ I do not agree to have my interview audio taped.

2. Teachers at St. Paul and St. Anne Catholic Schools will also be interviewed about further programming that can help maintain the gains of the original S.T.E.A.M. and Temper Taming program of which my child was a part.

3. I understand that if a booster session is provided I and my child may be given the opportunity to participate in the booster program or assigned to a comparison group. If I am participating in the community booster sessions, I will be asked to complete questionnaires first before the program and at the end of the program. If I am in the comparison group the questionnaires will be completed at the same time as the participants in the community booster program. The parent questionnaire will ask me to identify how my child handles his or her emotions. It will take about ten minutes to

complete each time. The child's questionnaire will ask them to report how they handle their emotions, and it will take thirty to forty five minutes each time.

4. Our participation in this research is voluntary.

5. We have a right to change our mind about participating at any time.

6. We have a right to refuse to answer any question.

7. Children may feel a loss of self-confidence if they are not able to answer some of the questions, however it will be explained to them that there are no right or wrong answers on these "tests" and that they are to do their best. Further, it is explained to them that the program is being evaluated, not them.

8. To offset stress related to the length of time it takes to collect data for the children we will be providing a snack at each data collection point.

9. There are no direct personal benefits if we participate in this study.

10. There will be no negative consequences for us if we decide not to participate, or to withdraw after the beginning of the study.

11. All information collected for the purposes of this study will be treated in strictest confidence. Only the principal researcher, Angela Hammond and Dr. Anne Westhues will have access to the identifying information. This will be maintained by having only an ID number on each from, not any names.

12. Any reports or papers that result from this research will not use my name, or identify me in any way. Written comments my child or I make providing feedback on the program may be used in reports or other publications, no identifying information about myself or my child will be used.

13. Data gathered from this study may be used in reports to the schools and teachers, conference presentation and academic journal articles. No identifying information will be used.

14. All parents and teachers who participated in the interviews during Phase One of the study will have the opportunity to provide feedback on the researcher's observations by either attending a meeting set up after the completion of all interviews (end of June 2006), e-mailing or phoning Angela Hammond.

15. A brief summary of the results of the study will be sent to the homes of all participants of Phase One and Two of the research at the completion of the study (June 2007).

16. The questionnaires will be stored in a locked cabinet.

17. All questionnaires will be destroyed when this research is completed.

18. This study has been approved by the Research Ethics Board at Wilfrid Laurier University. If I have any concerns about it I can contact the Chair of the Research Ethics Board, Dr. Bill Marr, at 884-0710 x 2468, or Dr. Anne Westhues at 884-1970 x 2474.

_____   _____
Parent's Name (please print)   Signature

_____
Child's Name (please print)

Address:_____
Phone: _____
E-Mail:_____

_____   _____
Witness   Date

Teacher Consent Form for Participation in S.T.E.A.M. and Temper Taming Research

I agree to participate in a study being conducted by Angela Hammond as part of her Masters of Social Work thesis with Dr. Anne Westhues as the faculty advisor at Wilfrid Laurier University with the assistance of K-W Counselling Services. The purpose of the first phase of the study is to assess whether there is a need for a booster session for those who have participated in a S.T.E.A.M. or Temper Taming program. The purpose of the second phase of the study is to evaluate the effectiveness of the booster session if a need for one is demonstrated.

I understand that the first phase of the study will have a sample of four teachers and 50 parents who will be interviewed about further programming that can help maintain the gains of the original S.T.E.A.M. and Temper Taming programs. The second phase of the study will have a sample of 25 parents and 75 children who will be asked to participate and will be randomly assigned to the comparison group or the booster group.

I understand that:

1. I may be asked to participate in an interview with a researcher who will ask me questions about further programming to help maintain the gains of the original S.T.E.A.M. program, including questioning about the current booster program that the school offers.

    ☐ I agree to have my interview audio taped.

    ☐ I do not agree to have my interview audio taped.

2. I will be one of four teachers who will be interviewed.

3. All parents and teachers who participated in the interviews during Phase One of the study will have the opportunity to provide feedback on the researcher's observations by either attending a meeting set up after the completion of all interviews (end of June 2006), e-mailing or phoning Angela Hammond.

4. A brief summary of the results of the study will be sent to the homes of all participants of Phase One and Two of the research at the completion of the study (June 2007).

5. My participation in this research is voluntary.

6. I have a right to change our mind about participating at any time.

7. I have a right to refuse to answer any question.

8. There are no known risks for me to participate in this study.

9. There are no direct personal benefits if I participate in this study.

10. There will be no negative consequences if I decide not to participate, or to withdraw after the beginning of the study.

11. All information collected for the purposes of this study will be treated in strictest confidence. Only the principal researcher, Angela Hammond and Dr. Anne Westhues will have access to the identifying information. This will be maintained by having only an ID number on each from, not any names.

12. Data gathered from this study may be used in reports to the schools and teachers, conference presentation and academic journal articles. No identifying information will be used.

13. The questionnaires will be stored in a locked cabinet.

14. All questionnaires will be destroyed when this research is completed.

15. This study has been approved by the Research Ethics Board at Wilfrid Laurier University. If I have any concerns about it I can contact the Chair of the Research Ethics Board, Dr. Bill Marr, at 884-0710 x 2468, or Dr. Anne Westhues at 884-1970 x 2474.

_____   _____
Teacher's Name (please print)   Signature

_____
School (please print)

_____   _____
Witness   Date

Angela Hammond
480 Charles St. S.
Kitchener, ON
N2G 4K5
Telephone: 519-884-0000 ext. 207
Fax: 519-884-7000

January 4, 2007

Dear

I want to thank you for participating in the Needs Assessment to determine if there was a need for a booster program for graduates of the S.T.E.A.M. and Temper Taming Programs. I have compiled all of the information and the results are as follows:

♦ Twenty two parents were interviewed. Two of the parents had two children in the program. The children were from either the Temper Taming program (10 children) or the S.T.E.A.M. program (14 children). All the children are ages 8-16, and there were 16 males and 8 females.

♦ Parents were asked if they thought there was a need for a booster program. Of the 22 parents who were interviewed regarding their children, 13 parents said a booster program was a definite need, 10 parents said it was not a need because either their child was doing well or they had a bad experience the first time, and one parent said they were unsure whether a booster program was a need.

During the 13 interviews where parents advocated for a booster program they were asked for their input about program development, including: location, details of sessions, fees and concepts to be taught.

♦ **Location:** All of the parents agreed that the program needed to be provided in a central location. Parents suggested locations such as a community centre, school or at K-W Counselling Services. Ten parents suggested the location of K-W Counselling Services. Parent #9 suggested that K-W Counselling would be best because "there is less risk that they will know someone there, so they [the child] will feel more comfortable to talk."

♦ **Sessions:** All but one parent suggested an evening group with a variation of times between 3:30pm-7pm. Eight parents suggested 4-6 sessions, two parents wanted less than 4 sessions, two parents wanted more then 7 sessions and one parent wanted 1 hour a week until the child improved. All but one parent suggested the sessions be 60-90 minutes.

♦ **Fees**: The majority of parents recommended a fee between $30-$125. Some specified that the fee would be per hour or for each session. Parent #14 suggested $20/hour, Parent #7 suggested $15/session and Parent #15 suggested $20/session. Overall a wide range of fees were suggested and it was discussed that subsidy would be important to offer.

♦ **Concepts Taught**: Parents came up with many great ideas for specific concepts that should be taught and areas that should be explored during the booster sessions. Some parents felt it was important to reinforce the concept of self-discipline.

> Parent #5: *"...how to handle himself with others, especially when people are pushing his buttons...needs to learn self-discipline, so he doesn't feel overwhelmed and frustrated, especially when it comes to time management. He needs to learn to prioritize."*

One parents suggested that the booster would allow the children to

> Parent #9: *"give examples [about] what they are doing now, how they are using the tools [taught in the S.T.E.A.M. and Temper Taming Programs] and how they apply to present day...sometimes they can get so frustrated because they think they are doing so bad. It would be good if you can point out the positive changes that the kids have made and make sure that they know that they have come a long way."*

All of the parents said that they would like the booster program to reinforce the original concepts, such as "SNAP", "conflict resolution", "coping mechanism", "body cues", "calming strategies", "self esteem issues", "how to apologize", "confidence" and "'I' statements".

♦ **Parent Involvement**: The majority of parents believed that their involvement should remain the same as in the S.T.E.A.M. or Temper Taming program   There were a few parents that had some wonderful ideas about how to increase the amount of parent involvement.

Parent #4 suggested that each week the group leaders could provide "coaching questions" to use with their child during the week to prompt them on the tools/concepts they learned that week." Parent #14 suggested having "a support group for parents".

Based on the answers and ideas that parents provided, a booster session was developed that will be offered in February 2007. Please see the attached outline of the session as well as an invitation to participate in Phase II of my study (Participation within the Booster Program).

If you have any questions, concerns or would like a more detailed report of the needs assessment please feel free to contact me at any time or come to the information night (see attached flyer) on January 12, 2007 at 1pm. I can be reached at 519-884-0000 ext. 207 or though e-mail at aehammond@gmail.com.

Thank you again for your participation!

Sincerely,

Angela Hammond, B.S.W., R.S.W.
519-884-0000 ext. 207
aehammond@gmail.com

Appendix H: Booster Program Model

Junior Booster Program	Intermediate Booster Program
Session 1	**Session 1**
1) Ice Breaker (name game) 2) Reminder of the Temper-a-ture Scale 3) Check in using the Temper Scale about how much they remembered the S.T.E.A.M. /Temper Taming tools 4) Quiz: who remembers the concepts taught in the S.T.E.A.M. /Temper Taming Group? 5) Give out Handbooks 6) *What To Do When You Are Angry* (pg. 203) 7) Snack 8) Pizza Ingredients 9) Hand Stack	1) Ice Breaker (name game) 2) Check in with how much they remember S.T.E.A.M. /Temper Taming tools 3) Quiz: who remembers the concepts taught in the S.T.E.A.M. /Temper Taming Group? 4) Temper-a-ture Scale 5) Video-Anger Management Video 6) Snack with Video 7) Triggers- pg. 147 8) Body Clues- pg. 149 9) Pizza Ingredients 10) Hand Stack: Something they liked today
Session 2	**Session 2**
1) Ice Breaker 2) Check in-Temper-a-ture scale 3) SNAP (pg. 172) 4) SNAP Role Plays 5) Movie "Out of Control" 6) Snack 7) Pizza Ingredients 8) Hand Stack	1) Ice Breaker 2) Temper-a-ture Scale 3) Reminder of SNAP 4) Video-Anger Management Video 5) Snack with Video 6) Name that anger Style *pg. 159* 7) Thinking consequences *pg. 161* 8) Pizza Ingredients 9) Hand Stack: Something they liked today
Session 3	**Session 3**
1) Ice Breaker 2) Check in-Temper-a-ture scale 3) Anger Answers and Action Skills *pg. 243,244,245* 4) Footprints *pg.24* 5) Handling Angry Feelings Role Plays *pg. 283* 6) Snack 7) Pizza Ingredients 8) Hand Stack	1) Ice Breaker 2) Termper-a-ture Scale 3) Sticky Ball Game --need ball, cut up pg. 177 and 178 and place into separate envelopes 4) SNAP Role Play-*pg. 186 cut into individual role plays for the class* 5) Pizza Ingredients 6) Hand Stack: Something they liked today
Session 4	**Session 4**
1) Ice Breaker 2) Check in-Temper-a-ture scale 3) Positive Power Talk 4) Passive, Aggressive, Assertive *pg. 336, need 1 copy of 337 cut into 4 role plays* 5) Snack 6) Pizza Ingredients 7) Hand Stack	1) Ice Breaker 2) Termper-a-ture Scale 3) "I" Messages Worksheet and Role Plays pg. 199, pg. 201 cut into individual role plays for the class 4) Assertive vs. Passive vs. Aggressive *pg. 230, 231* 5) Pizza Ingredients 6) Hand Stack: Something they liked today
Session 5	**Session 5**
1) Evaluation *–need child questionnaire and self esteem test* 2) Layered Gift *–need gift use pg. 377 on each layer* 3) *Pizza* 4) Parent Meeting 5) Give out Certificates and grab bags	1) Evaluation *–need child questionnaire and self esteem test* 2) Layered Gift *–need gift use pg. 377 on each layer* 3) *Pizza* 4) Parent Meeting 5) Give out Certificates and grab bags

Maintaining Gains of an Emotions Regulation Group with Elementary School Aged Children

You are Invited!
Tell us What you Think!
about the results of the
Needs Assessment for a
Booster Program

Where: **K-W Counselling Services,**
480 Charles St. E. Kitchener

When: **January 12, 2007**
1pm-2pm

Questions: Contact Angela Hammond,
519-884-0000 ext. 207

Refreshments
Provided:
Cookies
Tea
Coffee
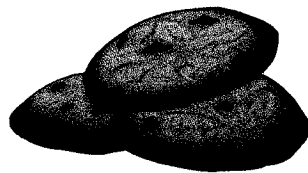
Question 1: Let me begin my asking how you think (your child) is doing in remembering and practicing the skills they learned in the S.T.E.A.M. /Temper Taming program?

Codes	Categories	Themes
- Less phone calls from the school - no issues at school - Forgetting concepts - Not doing well in remembering - Forgets skills - probably forgotten - Not sure how they are doing - Using some but not all the skills - uses if prompted/reminded - Comes out but not demonstrated - Physically violent - Defiant with adults - Recent problems - physical problems such as stomach aches/keeps things in. - low self-esteem - problems with eating - Didn't get skills from the first program - Was with a bad group for the original program - Didn't gain from the group 3 years ago - teacher involvement - principle involvement - age - older - different problems with age - not walking away - not talking about things	**Continued Positive outcomes from the original program** - Less phone calls from the school (10) - no issues at school (1) - doing a lot better (14) - using concepts (12) - give themselves a time out (11) - using SNAP (15) (19) "chooses words and thinks about consequences" (15) "we have increased communication at school, which has helped" (15) "doing great, tons of suspensions before but no problems this year" (18) "Tried to resolve things first then goes to mom" (19) **Not remembering** - Forgetting concepts (2) - Not doing well in remembering (3) - Forgets skills (6) - probably forgotten (13/3)	**Child is maintaining the gains** - Continued Positive outcomes from the original program **The child is not using T.T./S.T.E.A.M. tools on a regular basis** - Not remembering - Could be doing better - Knows the words but doesn't use the concepts - Skills NOT used - Current problems **Developmental Age** **Child's Choice** - Child Choose Program it's their choice this time too. **Child had a bad experience in the first program** - Didn't gain skills from the first program

▪ not using problem solving	**Could be doing better** ▪ Not sure how they are doing (7) ▪ Using some but not all the skills (4) ▪ uses if prompted/reminded (2) ▪ 17/3/14 using concepts at home but not at school **Knows the words but doesn't use the concepts** ▪ Comes out but not demonstrated (3) **Current problems** ▪ Physically violent (2) ▪ Defiant with adults (3/6) ▪ Recent problems (2/3/8) ▪ physical problems such as stomach aches/keeps things in. (9) ▪ low self-esteem (9) ▪ problems with eating (9) ▪ teacher involvement (10) ▪ principle involvement (10/2) ▪ explodes, anger (13) ▪ bullies kids and gets bullied (17) **Didn't gain skills from the first program** ▪ Didn't get skills from the first program (1) ▪ Was with a bad group for the original program (1) ▪ Didn't gain from the group 3 years ago (10) ▪ teacher involvement (10) ▪ principal involvement (10)	

	Developmental Age • age/older (1/2/4/5/7) • different problems with age (3/4) **Skills NOT using** • walking away (3/5) • talking about things (2/3/8) • Problem solving (6) **Child Choose Program it's their choice this time too.** • Didn't want child in program, he wanted to be apart of it, parent was afraid of stigma, but stigma gone, child loved the program (16)	

Question 2: Is there a need for a booster session? Is that something you and your child are likely to participate in?

Codes	Categories	Themes
- Yes-6 - No-2 - Unsure-1 - Needs a refresher - Reminder - Repetition - Ongoing learning - Reinforce what have already learned - Needs to sink in more - repetition - Able to problem solving with peers - Discuss how using current skills - Lost more skills each year - Needs something - Self-esteem issues - Learn new things - Change his way - He can say the lingo but not use it - All the skills are out the window - Use tools in the heat of the moment - Boost self-esteem - Problem solving with peers - Not another program-just a refresher - Friends previous years might be there - Feels will go but not apply tools - It would benefit but he wouldn't' necessary use it - Older now - Teenage years	**Is a booster session a need?** - Yes-13 - No-10 - Unsure-1 **Refresher/Reminder** - Needs a refresher (2/3/5/7/22) - Reminder (8/9/21) - Repetition (4) - Ongoing learning (4/7) - Reinforce what have already learned (21) - Needs to sink in more (3) - Doing well but could use a refresher (21) - Didn't retain skills needs a refresher (13) **Opportunity to discuss learned skills** - Able to problem solving with peers (2/5) - Discuss how using current skills (9) - Work on home issues (14) **The experience of going again will help** - Lost more skills each year (3) - Needs something (2) - Self-esteem issues (9) - Learn new things (2/5/7) - Change his way (3) - He can say the lingo but not use it (2) - All the skills are out the	**Reasons child should participate in a booster program** - Refresher/Reminder - Opportunity to discuss learned skills - Learn new Skills - The experience of going again will help - Not just another program, a continuation - Developmental Age **Reservations about participating in a booster program** - Not interested in participating in a booster group - Had a bad experience the first time **Alternative programs instead of a booster group** - Instead of booster

- Big difference between 10-13 - Might be better for them at 13 years - Child not interested - Just needs time Outside influences - Learned behaviour from father - Other problems - Other issues involved bad experience from first program - Wasn't with similar kids - One to one Resources for child to read	window (6) - Takes things out on us needs to learn more skills (18) - Learn ok to still use skill learned 3 years ago (3) **Learn new Skills** - Use tools in the heat of the moment (8) - Boost self-esteem (4/9) - Problem solving with peers (6) - Understand consequences (13) - Ignore bully (17) - Learn to be a kid, she's parentified (17) **Not just another program, a continuation** - Not another program-just a refresher (8/9) - Friends previous years might be there (9) **Reservations** - Feels will go but not apply tools (2/4) - It would benefit but he wouldn't' necessary use it (6) **Developmental Age** - Older now (5) - Teenage years (8) - Big difference between 10-13 (8) - Might be better for them at 13 years (9) - "when the children are younger is the best time to help" (11) - Child gets better with age (12)	

Unsure
- Child not interested (16)

Not interested in participating in a booster group
- Just needs time (10)
- Outside influences (1)
- Learned behaviour from father (1)
- Other problems (1)
- Participated in a intense program though Lutherwood-doing great, they worked with the family (11)
- Will set him back because told to go as if the original program made no difference (18)
- Doing well because family communicated better (12)
- "program really helped, child use to chew nails but he stopped, he liked being with kids with similar problem it made him feel normal" (15)
- Doing so well (18)
- She wouldn't want to participate because of the stigma (19)

Not a need but if offered then they would participate
- Ask child if they want to participate (16)

	Not a need	
	Had a bad experience the first time	
	▪ Other issues involved bad experience from first program (10)	
	▪ Wasn't with similar kids (1)	
	Instead of booster	
	▪ One to one (1)	
	Resources for child to read (1)	

Question 3: How do you feel your child would benefit from a booster session?

Codes	Categories	Themes
- implement before lose cool - Stop and Think - Deal with situations i.e. bulling - Learn about their triggers - Refresh about how to handle disappointments - Take a step back - Material will stick better now b/c age - Opportunity to apply what learned - Benefits at school - Reinforce skills - Top up - Refresher - School problems - Can't handle "No" he stomps off - Worried about high school	**Learn skills** - implement before lose cool (6) - Stop and Think (2) - Deal with situations i.e. bulling (2) - Learn about their triggers (8) - Refresh about how to handle disappointments (3) - Take a step back (4) - Learn to remove self and settle down (18) - Learn not ok to hurt people (18) - Express feelings (13) **Developmental Age** - Material will stick better now b/c age (4/8) **Program can have positive outcomes** - Opportunity to apply what learned (4/5/8) - Benefits at school (3) - Increase self-esteem (21) **Reinforce child's learning** - Reinforce skills (2/3) - Top up (4) - Refresher (7) **Current Problems** - School problems (2/6) - Can't handle "No" he stomps off (8) - Worried about high school (8)	**Benefits of a booster program** - Learn skills - Program can have positive outcomes - Reinforce child's learning **Current factor effecting the child** - Developmental Age - Current Problems

Question 4: What would you like a booster program to look like (# sessions, length in time, location, time of day, concepts taught, parent involvement)?

Codes	Categories	Themes
6 sessions 2-3 at the most 2 sessions 1 weekend (3-4 hrs) 3-6 weeks 4-5 sessions 6-8 weeks 10-12 sessions - One social worker, two interns 8-12 kids 60-90 minutes x3 90 minutes 45-90 minutes 120 minutes 45-60 minutes - Needs to be central - K-WCS-better b/c less risk that will know someone there - Anywhere in K-W - Cambridge, or K-WCS - Within Waterloo or K-WCS - K-WCS - Evenings - Sundays - During week ok but needs to be in Waterloo - Evenings 6:30-8pm - Weekend am - After school 4:30-evenings - How to handle self with others, especially when people are pushing their buttons - Self-discipline, - Time management (homework)	**# sessions** 6 sessions (3, min) 2-3 at the most 2 sessions 1 weekend (3-4 hrs) 3-6 weeks 4-5 sessions 10-12 sessions 12-another S.T.E.A.M. (13) 1 hr a week until they improve (21) 5 (14) 4-6 (18) **Group Members** - One social worker, two interns (3) 8-12 kids (3) **Length in time** 60-90 minutes x3 90 mins 45-90 mins 120 mins 45-60 mins 30-60 (17) 60 (13/14/22/18) **Location** - Needs to be central (2/3) - K-WCS-better b/c less risk that will know someone there (9) - Anywhere in K-W (5/8) - Cambridge, or K-WCS (16) - Within Waterloo or K-WCS (7) - School (16/17)	**Group structure** # sessions - Length in time - Location - Time of day **Group dynamics** - Methods of Teaching - Group Members **Concepts taught** - Self Discipline - Time Management - Focus on using tools - Application of the Program - Topics - Supports - Reinforce Specific Concepts **Parent involvement** - Very Little parent involvement - Parent involvement similar to current program - Lots of parent involvement

- scheduling time, so not overwhelmed and frustrated
- Stop self from getting high (anger)
- Anger doesn't sold the problem/situation
- Get help for small or big problems
- How to cope/navigate when stressed
- Have children discuss what could do when…
- Self Esteem
- Opportunity to give examples what they are doing now, using the tools. Apply to present day
- Discuss issues
- Look at + changes they have made, make sure so that they don't feel bad (discouraged) b/c may not be doing well now
- Dealing with bullies
- Dealing with age appropriate stuff
- Homework issues
- Identifying support people who can keep things confidential
- SNAP
- Conflict Resolution
- Coping Mechanisms
- Body clues
- Calming strategies Self esteem programs
- Role plays
- Very little, just the last session
- Last 10 minutes of group to involve parent to discuss what

- Not at the schools b/c takes away from studies (14) Cambridge (21)

Time of day
- Evenings (5 more votes)
- Sundays (7)
- During week ok but needs to be in Waterloo (5)
- Evenings 6:30-8pm (4/5)
- Weekend am (7)
- After school 4:30-evenings (21/22)
- Sept-Dec at the beginning of the week (17)

Self Discipline
- How to handle self with others, especially when people are pushing their buttons (3)
- Self-discipline (8)

Time Management
- Time management (4) (homework)
- scheduling time, so not overwhelmed and frustrated (4)

Focus on using tools
- Stop self from getting high (anger) (3)
- Anger doesn't solve the problem/situation (3)
- Get help for small or big problems (4)
- How to cope/navigate when stressed (8)
- Role plays (22)
- "ok to be different, not OK to be offensive" " He's in charge of his own happiness" (3)

learned in the session ▪ Answer questions/concerns ▪ Same as the T.T. program ▪ Would like prompting questions for discussion at home ▪ Meet one-to-one with parent to discuss how child is doing ▪ The more the better ▪ Meeting at the end of the group to discuss what parents what the facilitators/parents have noticed.	**Application of the Program** ▪ Have children discuss what could do when… ▪ Self Esteem (2/3/6/7/9) ▪ Opportunity to give examples what they are doing now, using the tools. Apply to present day (9) ▪ Discuss issues (9) ▪ Look at positive changes they have made, make sure so that they don't feel bad (discouraged) b/c may not be doing well now (9) ▪ Have a graduation (22) **Topics** ▪ Dealing with bullies (17) ▪ Dealing with age appropriate stuff (9) ▪ Homework issues (4) ▪ "nice to meet someone who turned their life around" (18) **Supports** ▪ Identifying support people who can keep things confidential (4) **Reinforce Specific Concepts** ▪ SNAP (2/7) ▪ Conflict Resolution (7/8) ▪ Coping Mechanisms (2/5) ▪ Body clues (4) ▪ Calming strategies (8) ▪ Self esteem programs (22) ▪ Anger management/Conflict Resolution/How to	

	apologies, SNAP (13) • Confidence, belief in self, "I" statements (22) **Methods of Teaching** • Role plays (3) **Very Little parent** **involvement** • Very little, just the last session (2) **Parent involvement similar** **to current program** • Last 10 minutes of group to involve parent to discuss what learned in the session (8) • Answer questions/concerns (5) • Same as the T.T. program (5/8) • Get together and follow the book (17) **Lots of parent involvement** • Would like prompting questions for discussion at home (3) • Meet one-to-one with parent to discuss how child is doing (3) • The more the better (3) • Meeting at the end of the group to discuss what the facilitators/parents have noticed (3) • Would love to be more involved this time "So I understand, able to help with it" (13) • Support group for parents (14) • Family plan, includes family and homework, Family Sessions (13)	

Question 5: How much would you being to pay for the booster session?

Codes	Categories	Themes
- Nothing, not reasonable - If sliding scale then $15 per session - Sliding scale $30-40 $45-50 $100 $40-60 $75-100 $125	**Nothing** - Nothing, not reasonable (7) $0 (22/21) " nothing because so many people have no income and it's embarrassing to say so" (16) **Need a sliding scale** - If sliding scale then $15 per session (7) - Sliding scale (2/12/13/15/20/21) **Willing to pay $0-$40** $30-40 (2) 15-50 (17) **Willing to pay $40-60** $45-50 (9) $40-60 (6) $50 (13) **Willing to pay $75-$125** $100(5) $75-100 (4) $125 (3) $150 (13) $20/hr (14) $20 per session (15) - If separate from school should have a fee (18)	**Cost of a booster session** - Nothing - Need a sliding scale $0-$40 $40-$60 $75-$125

Question 6: Is there any other way that K-W Counselling can meet your needs and the needs of your child?

Codes	Categories	Themes
▪ Meeting needs ▪ Offer a good range of programs ▪ Lots of parenting programs ▪ Happy with all KSWC programs. "They are amazing, very wonderful" ▪ Parent's part-booster for them ▪ Just need this booster so kids can "absorb more of it" ▪ Similar programs to T.T. and S.T.E.A.M. , help deal with emotions ▪ Program to help children deal with social situations ▪ How to prepare the family ▪ Teaching parents how to coach kids on self-esteem issues	**Meeting our Families needs** ▪ Meeting needs (1/2/7/8/10) ▪ Offer a good range of programs (7) ▪ Lots of parenting programs (9) ▪ Happy with all KSWC programs. "They are amazing, very wonderful" (4) **Booster for Adults (Parents)** ▪ Parent's part-booster for them (3) **Booster for kids** ▪ Just need this booster so kids can "absorb more of it" (3) **Additional Children's group** ▪ Similar programs to T.T. and S.T.E.A.M. , help deal with emotions (3) ▪ Program to help children deal with social situations (4) **Parent Groups** ▪ Teaching parents how to coach kids on self-esteem issues (19) **Parent and Teen Group**(17) ▪ Get to know parent and child better, interactive activities ▪ Relationship building,	**Meeting parents needs** ▪ Meeting our Families needs **Programs needed in the community** ▪ Booster for Adults (Parents) ▪ Booster for kids ▪ Additional Children's group ▪ Parent Groups ▪ Parent and Teen Group ▪ Blended family ▪ Family Supports ▪ Kids Group focused on Stealing ▪ Parent and Teen Group ▪ Managing Money ▪ Bulling Program ▪ After School Healthy Dinner Program ▪ Outreach of S.T.E.A.M.

	talk to each other ▪ Work together to solve problems **Blended family programs** ▪ How to prepare the family (9) ▪ "Stepping Stones of Step-Families" reinforce relationship and discuss resentment in a blended family(3) **Family Supports**(13) ▪ Someone who works with the whole family **Kids Group focused on Stealing** (12) ▪ Taking responsibility **Parent and Teen Group (13)** ▪ Focus on how to focus and attention topics ▪ Children will know that they are not alone ▪ Tech hot to deal with it **Managing Money (19)** ▪ Parent's and kids together ▪ Discuss impulse buying and learn life skills ▪ Needs vs. wants ▪ This parent is interested in the development of this program **Bullying Program (20)**	

	After School Healthy Dinner Program (22) ▪ Children meet after school and make dinner, learn healthy choices and then take home the dinner to the family. Concerns of obesity and unhealthy children **Outreach of S.T.E.A.M.** ▪ Spoke about the S.T.E.A.M. program online *Today's Parent*, said that it was a great program and many other parent's want the program at their school	

Combining Themes

Themes Questions 1-5	Key Themes
- Child is Maintaining Gains - Not using T.T./S.T.E.A.M. tools on a regular basis - Reasons child should participate in a booster program - Benefits of a booster program - Current factor effecting the child - Concepts taught - Parent involvement - Group structure - Group dynamics - Cost of a booster session - Alternative programs instead of a booster group - Bad experience in the first program - Reservations about participating in a booster program	**1) Need for a Booster program** - Not using T.T./S.T.E.A.M. tools on a regular basis - Reasons child should participate in a booster program - Benefits of a booster program - Current factor effecting the child **2) It's the Child's Choice** **3) A Model for the Booster Session** - Concepts taught - Parent involvement - Group structure - Group dynamics - Cost of a booster session **4) Child is Doing Well-No Need for a Booster** - Child is Maintaining Gains **5) Alternative/Additional Programs to a Booster program** - Alternative programs instead of a booster group - Additional programs needed in the community **6) Not Interested- Bad Experience the First Time** - Bad experience in the first program - Reservations about participating in a booster program

Appendix K: Codes, Categories and Themes—Teacher Interviews

Question 1: What do you know about the program at the school for graduates of the S.T.E.A.M. program?

Codes	Categories	Themes
▪ Class visits (1) ▪ Children approaching teachers to participate (3) ▪ S.T.E.A.M. Club(3) ▪ Need to hear things over and over(4) ▪ Should be employed all the time(4) ▪ 1x a month within the classroom (4) ▪ Don't know (2) ▪ 50 kids involved in S.T.E.A.M. Club(3) ▪ Entire school 200 students (1) ▪ Continue skills(1) ▪ Communication (1) ▪ Conflict Resolution(1) (4) ▪ Feelings(1) ▪ Listening skills(1) ▪ Comic book club(3) ▪ Volcanoes(3) ▪ S.T.E.A.M. is intergraded in the classroom(4) ▪ empathy(4) (1) ▪ Follow-up with kids SNAP(4) ▪ Announcements(3) (1) ▪ Assemblies (1) ▪ Role playing different situations (2) (1) ▪ Learn + assertive community self-awareness (2) ▪ Class visits (1) ▪ Bulletin boards (1)	**School based activities** ▪ Announcements(3) (1) ▪ Assemblies (1) ▪ Entire school involved, 200 students (1) ▪ Student teach the class (4) ▪ Bulletin boards (1) **Classroom based activities** ▪ Class visits (1) ▪ 1x a month within the classroom (4) ▪ Student teach the class (4) ▪ Class visits (1) **S.T.E.A.M. Graduates** ▪ Comic book club(3) ▪ S.T.E.A.M. Club(3) ▪ Follow-up with kids SNAP(4) ▪ EA teaches (3) (1) **S.T.E.A.M. Program** ▪ Children approaching teachers to participate (3) ▪ Need to hear things over and over(4) ▪ Should be employed all the time(4) ▪ Continue skills(1) **S.T.E.A.M. Concepts** ▪ Communication (1) ▪ Conflict Resolution(1) (4) ▪ Feelings(1) ▪ Listening skills(1)	**Booster Activities** ▪ School based activities ▪ Classroom based activities ▪ S.T.E.A.M. Graduates **Reinforcing S.T.E.A.M. Concepts** ▪ S.T.E.A.M. Concepts **Involvement in booster program** ▪ # children involved in booster ▪ S.T.E.A.M. Program

■ <EA>(3) (1) ■ Student teach the class (4)	■ Volcanoes(3) ■ empathy(4) (1) ■ Role playing different situations (2) (1) ■ Learn + assertive community self-awareness (2) **# children involved in booster** ■ 50 kids involved in S.T.E.A.M. Club(3) ■ students (1)	

Question2 : Do you know how long the booster program has been offered at this school?

Codes	Categories	Themes
■ 2 years (3) ■ 2 years (4) ■ 3 years (2)	**2-3 years** ■ 2 years (3) ■ 2 years (4) ■ 3 years (2)	**2-3 years**

Question 3: Can you describe how the booster program maintains the gains of S.T.E.A.M. ?

Codes	Categories	Themes
■ Kids teach other kids(3) ■ Demonstrations in the classroom(3) ■ Posters, kids made them (4) ■ All strategies are reviewed (4) (2) ■ School assemblies(2) ■ Role plays(2) ■ Continue skills(1) ■ Communication (1) ■ Conflict Resolution(1) (4) ■ Feelings(1) ■ Listening skills(1)	**Kids teach each other** ■ Kids teach other kids(3) ■ Posters, kids made them (4) **Concepts** ■ All strategies are reviewed (4) (2) ■ Continue skills(1) ■ Communication (1) ■ Conflict Resolution(1) (4) ■ Feelings(1) ■ Listening skills(1) **Activities** ■ Demonstrations in the classroom(3) ■ School assemblies(2) ■ Role plays(2)	**Kids teach each other** ■ Kids teach each other **Reinforcing booster concepts** ■ Concepts ■ Activities

Question 4: In your experience how has the booster program effected: the school community, behaviour within the classroom and behaviour at recess?

Codes	Categories	Themes
School Community ■ The school keeps it alive (3) ■ The program is acceptable to other children(3) ■ Word of mouth (+)(3) ■ Everyone knows strategies(4) ■ Old students teach new ones(4) ■ Kids familiar with every concept(4) (2) ■ **Behaviour in Classroom** ■ Would like the S.T.E.A.M. activities taught 1x a week in the classroom(3) ■ Remind them to use it, prompting works(4) ■ Posters help remind them to use SNAP(4) ■ + behaviours (1) **Behaviour at Recess** ■ Kids tell each other to use SNAP say "you really should take S.T.E.A.M. "(3) ■ Prompts work at recess to help (4) ■ Kids are trying(2) ■ Not as many (1) ■	**The school keeps it alive** ■ The school keeps it alive (3) ■ The program is acceptable to other children(3) ■ (+)Word of mouth (3) **Prompts** ■ Remind them to use it, prompting works(4) ■ Posters help remind them to use SNAP(4) **Kids teach each other** ■ Old students teach new ones(4) ■ Kids tell each other to use SNAP say "you really should take S.T.E.A.M. "(3) ■ Kids familiar with every concept(4)(2) ■ Everyone knows strategies(4) **Decreased behaviours** ■ Kids are trying(2) ■ Not as many (1) ■ Prompts work at recess to help (4) ■ + behaviours (1) **More activities** ■ Would like the S.T.E.A.M. activities taught 1x a week in the classroom(3)	**Community works together to reinforce program** ■ The school keeps it alive ■ Prompts ■ Kids teach each other ■ Decreased behaviours **Additional Needs** ■ More activities

Question 5: Who supports this booster program at the school?

Codes	Categories	Themes
▪ Everyone (3) (2) ▪ Parents (1) (4) ▪ Parents, they appreciate it, + feedback over phone and interviews(4) ▪ teachers (1) (2) ▪ principle(1)	**Everyone** ▪ Everyone (3) (2) **Parents** ▪ Parents (1) (4) ▪ Parents, they appreciate it, + feedback over phone and interviews(4) **Teachers & Principles** ▪ teachers (1) (2) ▪ principle(1)	**Support for the program** ▪ Everyone ▪ Parents ▪ Teachers & Principles

Question 6: Have you received any feedback from parents/teachers/principals about the booster program?

Codes	Categories	Themes
▪ Teachers would like more of S.T.E.A.M. (3) ▪ Need full time facilitator (3) ▪ Parents say it's an ongoing need(3) ▪ People like the S.T.E.A.M. Club (3) ▪ Positive feedback from Parents (4) ▪ Everyone supportive ▪ Facilitator is known as the "Peace Lady" always able to help. (4) ▪ Principle hears that parents want their child involved(1) ▪ Parent willing to learn more(1)	**Ongoing need** ▪ Parents say it's an ongoing need(3) **Need more** ▪ Need full time facilitator (3) ▪ Teachers would like more of S.T.E.A.M. (3) ▪ Parent willing to learn more(1) **Positive feedback** ▪ Positive feedback from Parents (4) ▪ People like the S.T.E.A.M. Club (3) ▪ Everyone supportive ▪ Facilitator is known as the "Peace Lady" always able to help. (4) ▪ Principle hears that parents want their child involved(1)	**Ongoing needs** ▪ Ongoing needs ▪ Need more **Positive feedback** ▪ Positive feedback

Question 7: Do you feel your school should continue to offer a booster program?

Codes	Categories	Themes
▪ Yes (1) (3) (4) (2) ▪ Need to make it a full time job(3) ▪ Additional funds(4) ▪ Lots of issues from home(2) ▪ Skill building over a lifetime(1)	**Yes** ▪ Yes (1) (3) (4) (2) ▪ Lots of issues from home(2) ▪ Skill building over a lifetime(1) **Needs** ▪ Need to make it a full time job(3) ▪ Additional funds(4)	**Support for program** ▪ Yes **Needs** ▪ needs

Question 8: How can K-WCS support the booster program offered at this school?

Codes	Categories	Themes
▪ Use same facilitators each year (3) ▪ Keep using social worker (someone outside the school) (3) (2) ▪ Provide agency booster program (3) ▪ S.T.E.A.M. in the school all year(3) ▪ More social workers in the school to do presentations in classroom(4) ▪ Need an extra body(4) ▪ Full time job(4) ▪ Use interns more(1) ▪ More visual aids (posters etc.) (1)	**Provide agency Booster Program** ▪ Provide agency booster program (3) **Keep using Social Workers** ▪ Use same facilitators each year (3) ▪ Keep using social worker (someone outside the school) (3) (2) **Need more resources** ▪ S.T.E.A.M. in the school all year(3) ▪ More social workers in the school to do presentations in classroom(4) ▪ Need an extra body(4) ▪ Full time job(4) ▪ Use interns more(1) ▪ More visual aids (posters etc.) (1)	**Needs** ▪ Need more resources ▪ Keep using Social Workers ▪ Provide agency Booster Program

Combining Themes

Themes Questions 1-8	Key Themes
- Reinforcing booster concepts - Facilitated for last 2-3 years - Booster Activities - Reinforcing S.T.E.A.M. Concepts - Involvement in booster program - Support for program - Kids teach each other - Community works together to reinforce program - Positive feedback - Needs - Needs - Additional Needs - Ongoing needs	**Booster Type Activities** - Reinforcing booster concepts - Facilitated for last 2-3 years - Booster Activities - Reinforcing S.T.E.A.M. Concepts - Involvement in booster program **Support for the Program** - Support for program - Kids teach each other - Community works together to reinforce program - Positive feedback **Supports Needed** - Needs - Needs - Additional Needs - Ongoing needs

S.T.E.A.M. & Temper Taming Graduates

Booster Program Offered
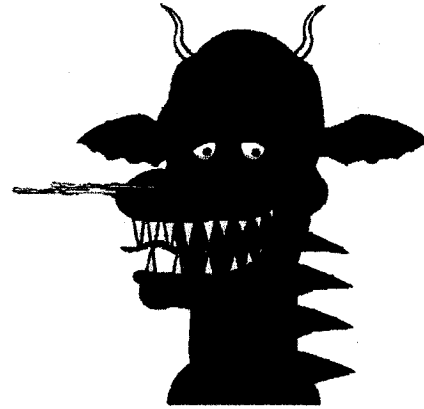
What Does This Program Offer?

√ Refreshes your child's memory about all the S.T.E.A.M or Temper Taming concepts.

√ Your child will be able to discuss how they are using concepts such as SNAP and how they can continue to use the concepts.

√ Teach new skills to problem solve.

√ Teach children 'triggers', negotiation skills, relaxation and successful communication.

√ Information and support for parents/ caregivers.

√ Games
√ Activities
√ Crafts
√ Parent Support
√ Fun! Fun!

Interested or Want More Information Contact:

Angela Hammond at **(519) 884-0000 ext. 207**
Angela@kwcounselling.com

KW Counselling
Creating
Caring
Communities
S E R V I C E S

Appendix M : Pre-screening Form for Booster Program
S.T.E.A.M. and Temper Taming Graduate Booster Program
Parent Questionnaire

Child ID Number: _____

Parent ID Number: _____

1) Please describe why you would like your child to participate in this booster program.

_____

_____

2) How does your child usually express their emotions (e.g. sadness, anger)?

_____

_____

3) On the following scale, please rate how big a concern your child's anger is at the present time by placing a check in the box with the most appropriate number.

1 not at all a concern	2	3	4	5	6	7	8	9	10 very big concern

4) Describe how you would be able to tell that your child has benefited from attending the S.T.E.A.M. & Temper Taming Booster Program.

_____

_____

5) Has your child participated in any other groups other then S.T.E.A.M. or Temper Taming?

_____

_____

6) Please describe any potential challenges for your child that you might be aware of if your child participated within this S.T.E.A.M. & Temper Taming Booster Program.

_____

_____

7) Please list any medical conditions, including allergies your child has and whether your child is presently on any medication.

_____

_____

S.T.E.A.M. and Temper Taming Booster Program
Parent Questionnaire

Pre: _____
Post: _____

Student ID Number:
School:

Circle the number from 1 to 4 that best describes how you see your child functioning at the present time one year after completion of the Emotion Management Program. Any statements you do not feel able to answer should be left blank. Please write any additional comments in the section below.

Description of student's behaviour or attitude:	Seldom	Sometimes	Usually	Always
1. Student recognizes different emotions in others.	1	2	3	4
2. Student is able to express feelings in an appropriate way.	1	2	3	4
3. Student displays self-confidence about managing emotions at home.	1	2	3	4
4. Student interacts appropriately in group settings.	1	2	3	4
5. Student is involved in conflict in home.	1	2	3	4
6. Student deals with daily conflict appropriately in home.	1	2	3	4
7. Student uses emotion management language to solve conflict.	1	2	3	4
8. Student uses problem-solving strategies in home.	1	2	3	4
9. Student is productive academically.	1	2	3	4
10. Parents are involved in the student's progress in school.	1	2	3	4
11. Student displays appropriate behaviour in the home setting.	1	2	3	4

Comments:

_____

_____

_____

S.T.E.A.M. and Temper Taming Booster Program
Student Form

Pre: _____
Post: _____

ID Number: _____

Age: _____ Male: _____ Female: _____

School: _____

Group Day and Time: _____

Section 1: Print the answer(s).

1. List 8 feelings.

   1) _____   2) _____   3) _____
   4) _____   5) _____   6) _____
   7) _____   8) _____

2. List 3 body clues.

   1) _____
   2) _____
   3) _____

3. List 5 calming activities.

   1) _____   2) _____
   3) _____   4) _____
   5) _____

4. What messages do I send myself when I'm upset?

   1) _____
   2) _____
   3) _____

Section 2: Circle the answer that is most true for you.

1. There are people who support me.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

2. When I get upset I talk to a grown up.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

3. I get in trouble at home.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

4. I get in trouble at school.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

5. When I get upset I can find ways to solve my problems.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

6. I can find ways to control my temper.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

Section 3. Circle the answer that is most true for you.

1. I prefer to keep my feelings to myself.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

2. I do not like to talk about how I feel.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

3. When something bad happens, I feel like exploding.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

4. I don't show how I really feel so I won't hurt others' feelings.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

5. I have feelings that I can't figure out.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

6. I usually do not talk to people until they talk to me first.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

7. When I get upset, I am afraid to show it.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

8. When I feel upset, I do not know how to talk about it.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

9. I often do not know how I am feeling.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

10. People tell me I should talk about my feelings more often.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

11. Sometimes I just do not have the words to describe how I feel.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

12. When I am sad, I try not to show it.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

13. Other people don't like it when you show how you really feel.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

14. I know I should show my feelings, but it is too hard.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

15. I often do not know why I am angry.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

16. It is hard for me to show how I feel about somebody.

Not at all   A Little   Somewhat   Very   Extremely
True   True   True   True   True

Thank You!

S.T.E.A.M. and Temper Taming Booster Program

Student Questionnaire

CHILD'S ID # :_____   Pre: ____
CHILD'S SCHOOL: _____   Post: ____
GRADE: _____

There are no right or wrong answers to these questions. We would like you to check (✔) the answer that you think is most like you (true):

	Like Me (True)	Unlike Me (False)
1. Things usually don't bother me.		
2. I find it very hard to talk in front of the class.		
3. There are lots of things about myself I'd change if I could.		
4. I can make up my mind without too much trouble.		
5. I'm a lot of fun to be with.		
6. I get upset easily at home.		
7. It takes me a long time to get used to anything new.		
8. I'm popular with kids my own age.		
9. My parents usually consider my feelings.		
10. I give in very easily.		
11. My parents expect too much of me.		
12. It's pretty tough to be me.		
13. Things are all mixed up in my life.		
14. Kids usually follow my ideas.		

15. I have a low opinion of myself.		
16. There are many times when I would like to leave home.		
17. I often feel upset in school.		
18. I'm not as nice looking as most people.		
19. If I have something to say, I usually say it.		
20. My parents understand me.		
21. Most people are better liked than I am.		
22. I usually feel as if my parents are pushing me.		
23. I often get discouraged at school. [Feel like I can't do it]		
24. I often wish I were someone else.		
25. I can't be depended on.		
26. I never worry about anything.		
27. I always do the right thing.		
28. I'm never happy.		
29. I like everyone I know.		
30. I never get scolded. [Spoken to harshly]		
31. I'm never shy.		
32. I always tell the truth.		
33. I always know what to say to people.		

Coopersmith – December 1, 2003

PARENT FEEDBACK FORM

Parents please complete the following questions.

1. What positive changes did you notice in your child (at home, school and in the community) during the period when the booster session(s) were offered?

2. Identify one behaviour your child is doing better at as a result of being in the booster program.

3. What activity in the group did your child like/remember the most?

4. Did you find the Parent Night helpful? Why/why not?

5. What do you like about the Booster Program?

6. What would you say could be improved and/or changed for future groups?

7. Any recommendations for future Emotions Management Booster Groups?

Appendix R: Program Logic Model-Booster Program

Program Activities	Service Delivery	Intermediate Results	Ultimate Results
• Weekly (1.5 hr) group for graduates of the S.T.E.A.M. /Temper Taming program for 5 weeks. • Parent involvement during the last 10 mins of each group each week. • Evaluation of intervention	• Child profile • Family profile • 7 children participating in the intermediate Booster Program. • 8 children participating in the Control Group • Parent meetings to encourage continuation of program at home. • Parent manual provided • pre-post measures administered to all participants within the group and the control group.	• Increased knowledge of strategies to effectively manage emotions and behaviours (emotional coping) • Increase direct involvement and communication between parents and their child	• Children are reminded about the concepts from S.T.E.A.M. and use those concepts to manage emotions - *decrease* in: number of impulsive behaviours, principal visits, school suspensions, playground incidents *increase* in positive behaviours (expression management) • Increased self-esteem • Increased self-confidence

(Wong-Rieger & David, 1993)

S.T.E.A.M. & Temper Taming RULES for Data Entry

1. When there is no school, date, or time information given, this is left blank in SPSS unless it is clear from the information given to complete this space. The same goes for any other information that a child, parent/guardian, or teacher has not filled out on the forms.

2. Any time a child's first or last name is written on any of the forms, cross it out with a permanent black marker so that it cannot be read.

3. Children in the Temper Taming group will sometimes write down the school that they are currently attending. Do not enter this school name. Instead enter "Temper Taming" under the category "school" when entering the data into SPSS.

4. On the 5 point scales in Sections 2 & 3, average the score if an individual circles 2 numbers.

5. Younger children only have three choices on Sections 2 & 3, they are scored as 1, 3, or 5 respectively. Average the score if an individual circles 2 numbers.

6. True and False on the Child Self-esteem questionnaire are scored 1 & 2 respectively. If a child circles both true and false, no score is entered into SPSS.

7. If two parents/guardians fill out the parent/guardian evaluation, average the scores between the two parents/guardians and then enter the average scores into SPSS.

8. If two teachers fill out the teacher evaluation, average the scores between the two teachers and then enter the average scores into SPSS.

9. If a child enters a response which you cannot read or are unsure how to code, flag these responses so the Program Coodinator can try to figure them out.

10. Update the data dictionary with any new words you add for the Pre/Post 8 feelings and add the date of the new additions.

Hammond, Schmidt-Hanbidge, 2006

CODES for S.T.E.A.M. & Temper Taming Data (Hammond, Schmidt-Hanbidge, 2006)

**Last Updated August 8, 2006

Responses for Categories: Pre/Post 8
Feelings

1. Happy Internal
- Amazed
- Awesome
- Calm
- Cheerful
- Cool
- Content
- Delighted
- Eager
- Enthusiastic
- Ecstatic
- Excited
- Excellent
- Exhilarated
- Fabulous
- Fantastic
- Glad
- Good
- Great
- Joy
- Joyful
- Keen
- Kind
- Happy
- Happiness
- Nice
- Okay
- Optimistic
- Peaceful
- Satisfied
- Warm
- Wonderful

2. Happy Relational
- Appreciated
- Blessed

- Caring
- Courageous
- Friendly
- Fuzzy
- Generous
- Gooey
- Grateful
- Helpful
- Important
- Included
- Love
- Loved
- Loving
- Playful
- Proud
- Sharing
- Sophisticated
- Special
- Spoiled
- Super
- Thankful
- Trustful

3. Sad
- Bad
- Depressed
- Devastated
- Disappointed
- Discouraged
- Displeased
- Dismayed
- Down
- Excluded
- Glum
- Gloomy
- Grief
- Hurt
- Ignored
- Let Down
- Left Out

- Lonely
- Lonesome
- Miserable
- Not happy
- Passive
- Sad
- Small
- Sorry
- Sorrow
- Underestimated
- Unhappy
- Unwanted
- Upset

4. Mad
- About to explode
- Aggravated
- Aggressive
- Angry
- Annoyed
- Boiling over
- Bullying
- Crabby
- Cranky
- Crappy
- Cruel
- Exasperated
- Exploding
- Explosive
- Fierce
- Frustration
- Furious
- Grouchy
- Grumpy
- Hate
- Hostile
- Hurtful
- Mad
- Mean
- Peeved
- Pissed-off
- Rage
- Rude
- Rumbling
- S.T.E.A.M. ed

- S.T.E.A.M. ing
- Ticked
- Vengeful
- Vicious
- Violent

5. Anxiety
- Anxiety
- Anxious
- Concerned
- Distressed
- Frantic
- Hyper
- Nervous
- Overwhelmed
- Paranoid
- Suffocated
- Strange
- Stressed
- Tense
- Uptight
- Worried

6. Silly
- Berserk
- Bouncy
- Crazy
- Dramatic
- Dreaming
- Fun
- Funny
- Goofy
- Humorous
- Jumpy
- Mischief
- Nuts
- Silly
- Smiley
- Weird
- Wild
- Wacky
- Zealous
- Zany

7. Awkward
- Conflicted
- Disrespected
- Distressed
- Dumb
- Embarrassed
- Foolish
- Misunderstanding
- Stupid
- Uncomfortable
- Unusual

8. Calm/Patient/Neutral
- Content
- Impassive
- In control
- Mello*
- Normal
- Patient
- Peaceful
- Quiet
- Relaxed
- Relieved
- Safe
- So-so
- Soft
- Soothing

9. Afraid
- Fearful
- Frightened
- Scared
- Spooked
- Terrified
- Threatened

10. Other
- Absurd
- Alert
- Amazed
- Anguish
- Baffled
- Bashful
- Better
- Blooming

- Bored
- Brave
- Challenged
- Confident
- Confused
- Curious
- Dazed
- Denied
- Difficult
- Disgusted
- Disturbed
- Dopey
- Emotional
- Energetic
- Exhausted
- Frozen
- Flattered
- Flexible
- Greedy
- Groggy
- Hopeful
- Incomplete
- Impatient
- Impressed
- Interested
- Lazy
- Lucky
- Lust*
- Lost
- Luck
- Obligated
- Puzzled
- Responsible
- Satisfied
- Self-centered
- Selfish
- Sensitive
- Serious
- Shaky
- Shocked
- Shy
- Sleepy
- Smart
- Smug
- Sorry

- Surprised
- Suspicious
- Stressed
- Tired
- Troubled
- Thrilled
- Unusual
- Ungrateful
- Vigorous

11. Negative Internal (Uncomfortable)
- Ashamed
- Bothered
- Discouraged
- Foolish
- Guilty
- Hated
- Hopeless
- Horrible
- Ill-tempered
- Insulted
- Irritated
- Jealous
- Lousy
- Little
- Modified
- Mean
- Scolded
- Small
- Shut-down
- Sick
- Stupid
- Unliked
- Unconfident
- Uncomfortable
- Useless

Responses for:
Pre/Post Desired Body Clues
(behavioural & physiological)
- Attitude changes
- Big sigh
- Blushing
- Blood pumps faster
- Butterflies in tummy

- Chills/Shivers
- Crossing Arms/legs
- Cry
- Crack knuckles
- Curl/closed/tight fists
- Dizzy
- Don't think properly
- Don't talk
- Evil/mad eyes
- Eyes close
- Eye brows go out or up/down
- Eyes or nose scrunch
- Eyes water
- Eyes twitch
- Eyes turn a different colour
- Face/cheeks red
- Feel like my head is going to pop off
- Feet curl up
- Fists clenched
- Frown
- Getting hot
- Gritting teeth
- Hands clench
- Hands sweaty
- Heart races or hurts
- Heavy breathing
- Head starts to spin
- Headache
- Jump up and down
- Knees ache
- Loose my smile
- Lower voice
- Mad Face
- Muscles Tight/Tense
- Numbness
- Red ears
- Red Face
- Shaking
- Sore Stomach
- Stiff arms
- Sweat
- Teeth clenching
- Temperature rising
- Tired
- Twitching

Responses for:
Pre/Post Undesired Body Clues
(externalizing behavior)
- Charging
- Complaining
- Exploding
- Growl
- Hurt myself
- Hurt someone
- I get crazy
- Jump up and down
- Kicking
- Laugh a lot
- Lose control
- Make a face
- Make/go in/clench a fist
- Mean words
- Punch someone/pillow/wall
- Put fists up
- Roll eyes
- Run away
- Scream
- Smash door
- Stick out tongue
- Stomping feet
- Storm off
- Swear
- Talk under my breath
- Taping my foot*
- Yelling

Questionable responses (e.g., hand, foot, face) are given a 0 score

Responses for:
Pre/Post Desired Calming Activities
- 555
- Apologize
- Ask for help
- Ask someone to play
- Bath/Shower
- Basketball
- Be alone
- Be nice to people
- Be with friends

- Call friends
- Chess
- Chew gum
- Close eyes
- Computer games
- Count to 10
- Crafts
- Deep breathing
- Do school work
- Drawing
- Drink water
- Eat
- Exercise
- Family
- Find a new solution
- Foot hockey
- Give a hug
- Go outside
- Go to room
- Helping others
- Ignore
- Lay down & rest/sleep
- Laugh
- Let anger burn out*
- Listen to music
- Look at pictures
- Make a friend
- Massage
- Pets
- Play
- Positive thinking
- Punch a pillow
- Pretend to smell a flower
- Read
- Run/Jump
- Say my name
- Self talk
- Settle down
- Sing ABCs
- Sleep
- Smile
- S.N.A.P.
- Spaghetti toes
- Sports
- Squish play dough

- Stop
- Soccer
- Take a time out
- Talk
- Tell them to stop
- Tell/talk to mom or teacher
- Think of ways not to hurt people
- Think of a happy place
- Walk away
- Watch TV
- Wet my face
- Write feelings on paper

Responses for:

Responses for:
Pre/Post Positive Messages
(Self-awareness)
- Ask myself Questions
- Back off
- Be nice to people
- Be strong, not afraid or sad
- Breath
- Calm down Chill out
- Cool down
- Count to 10
- Close eyes*
- Don't push, trip, kick, throw
- Don't hurt people, myself, things
- Don't get mad
- Don't worry be happy*
- Don't say anything
- Don't let your feelings hurt you
- Get fresh air
- Get over it
- Go somewhere to settle down
- I can calm myself down
- I need help
- I'm my own best friend
- Is it worth being angry?
- It's ok
- Ignore the problem and deal with it later
- I am so angry
- I will not do that again
- It's OK

- Let it go
- Look to the ground
- No
- Relax
- Say Sorry
- Separate yourself from others
- Self-talk
- Should I be angry?
- Slow down
- S.N.A.P.
- Solve it
- Stop
- Take a deep breath
- Talk
- Talk it out
- Talk to mom
- Tell parents
- Tell the person to stop
- Tell teacher
- That person is making me angry
- Think
- Think happy thoughts
- This is not worth it
- You will regret it after
- Walk away
- What ever happens, happens
- Wait
- Why are they being stupid
- Why am I doing this
- Why can't they go away
- Write on paper

Responses for:
Pre/Post Negative Self- Messages
- Beat up my brother
- Do bad stuff
- Everything will break away
- Fight back
- Get lost
- Get ready to fight
- Hit back
- Hit myself
- Hit someone
- I hate you/myself
- I wish I could go away

- I blame myself
- I hate myself
- I want to kill myself
- I want to destroy stuff
- I'm better off dead
- I'm crazy
- I'm annoying you. HA
- I'm gonna hurt you
- I'm gonna kill you
- I'm stupid*
- I can't think right
- No one cares about me
- No one likes me
- Piss off
- Punch head
- Put self down
- Revenge
- Run away
- Slap my face
- Shoot a bullet through my head
- Show I'm not afraid
- Swear in my head
- Swear
- This is stupid
- This/Life sucks
- This is a nice person to bully
- Throw hair around
- Try to hold it in
- Why am I here?
- Why can't they go away
- Yell

S.T.E.A.M.

Parent/Guardians' Handbook
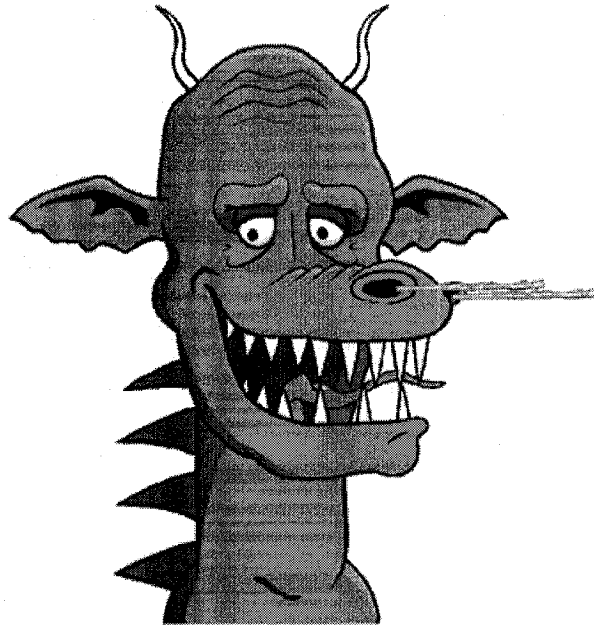
Intermediate

(12 - 14 Years)

Introduction to The ParentGuardian Handbook

This Handbook has been prepared for Parents to help them to assist their child who is attending the S.T.E.A.M. (Supporting Temper, Emotion and Anger Management) Program in their school. The idea of a Parent Handbook arose when Parents requested more information about what their children were learning in the S.T.E.A.M. groups. Parents wanted to take the skills and strategies their children were learning in their groups at school, and use them to manage challenging emotions and behaviour in the home. Parents also asked for reading material to learn ways to help the whole family, adults and children included, to deal with stressful emotions.

The Purpose of the S.T.E.A.M. Program

The purpose of the S.T.E.A.M. Program is to help children, Parents/guardians, families and teachers to better understand and manage feelings and behaviours when emotions are strong. Children become better able to manage their emotions, effectively solve problems and resolve conflict. Children will also increase their assertiveness and self-esteem. The goals and objectives of the S.T.E.A.M. Group Program are listed on the next page.

Waterloo Catholic District School Board

K-W Counselling Services Inc. developed the S.T.E.A.M. Program, in consultation with the Waterloo Catholic District School Board. Principals and teachers wanted to see children in the school setting with the tools required to control their emotions and behaviour. When children are "In Charge" of their emotions and behaviour they are better able to focus on learning.

Emotions Management

The term 'emotions management' is defined as children being able to name what emotion they are experiencing and to use the skills necessary to deal with the emotions in a positive, healthy and productive manner. Emotions management is taught by focusing on increasing the child's self-awareness, teaching triggers of anger, body cues and signals to express emotions before the child is out of control. The term 'emotions' includes a wide range of emotions, such as fear, frustration, joy, sadness, with special emphasis on anger.

S.T.E.A.M. Group Program

(Supporting Temper, Emotions and Anger Management)

GOALS

- To support children in school to identify and effectively manage emotions.

- To strengthen children's self-esteem and increase their self - confidence.

OBJECTIVES

- To increase the child's awareness and identification of feelings, situations, and physical cues associated with different emotions.
- To teach specific strategies to children (problem solving, negotiating, role play) to effectively manage their emotions and behaviours.
- To enhance positive communication through a sequential skills building process.
- To document the increased positive behaviours exhibited by children and reported by Parents/guardians, teachers and principals.
- To increase the child's self-control by decreasing the numbers of impulsive behaviours, principal visits, school suspensions, and playground incidents.
- To validate feelings and develop positive leadership skills.
- To increase the child's social support by providing group access to peers, teachers and principals.
- To increase direct involvement and communication between Parents, children and schools.

Strengths Training

A goal of the S.T.E.A.M. Program is to support emotions and anger management by building on the individual strengths of each child.

"STRENGTHS TRAINING" consists of four parts: information, skills, confidence building and opportunity. Strengths are a set of behaviours that a child can be taught to help him or her to manage their way through the school system and at home with their families. Strengths will give children the power to influence their own lives in a positive direction. By providing children opportunities in the group to learn information and to practice skills, their self-confidence will increase. Activities such as stories, videos, role-plays and exercises are used to help children explore and understand the values of strengths that they will be learning. Children who use their strengths recognize that the true source of their power comes from within themselves. Children who have learned these strengths will be more comfortable accepting personal responsibility in their own self-management of emotions and behaviours.

1. Empathy Training

Empathic children are able to connect in positive ways with another person through their caring responses. Empathy training focuses on helping children to identify and experience the feelings of others. Empathy can be defined as "understanding, being aware of, being sensitive to, and vicariously experiencing the feelings and thoughts of another person" (Webster's Dictionary, 1990). Children who are empathetic are less likely to act impulsively. Empathy is an important need to be addressed in relationships, especially during times of anger. How children handle their anger is very much related to their ability to empathize with others. The following objectives, in empathy skills training, are part of the S.T.E.A.M. Program in order to help children learn to:

- Identify feelings from a variety of physical (face, body) and situational cues.
- Recognize that people may have different feelings about the same thing.
- Recognize that feelings change and why this is so.
- Predict feelings.
- Understand that people may have different likes and dislikes (preferences).
- See the difference between intentional and unintentional acts.
- Apply fairness rules in simple situations.
- Communicate feelings using "I" messages and actively listen to one another.
- Express care and concern for others.

2. Feelings Management

Children will be encouraged to identify and label a wide range of feelings they have experienced during different situations. Learning to understand, to express, and to accept feelings will help children explore the value of feelings in helping others know what they need. Stressful emotions will be a focus and strategies to manage.

3. Problem Solving

Children often feel out of control (powerless) and confused by the many twists and turns their lives seem to take. Another important strength for children to learn is effective problem solving skills. Children learn through problem solving that they cannot change others but that they do have the power to change themselves. They learn to take ownership of their problems and to resolve them in responsible ways. The problem solving strategy of S.N.A.P. (Stop Now And Plan) is taught and practiced in the group.

4. Impulse Control

In order to cope effectively with stressful situations, children will learn a variety of techniques that will help them manage their impulsive actions. Stress management methods will be addressed in the group include; relaxation training, positive imagery, self-talk techniques, deep breathing, and momentarily walking away from the stressors. They provide children with the time needed to replace impulsive reactions that have become habits with more responsible and well thought out options.

How to Use The Parent/Guardians' Handbook
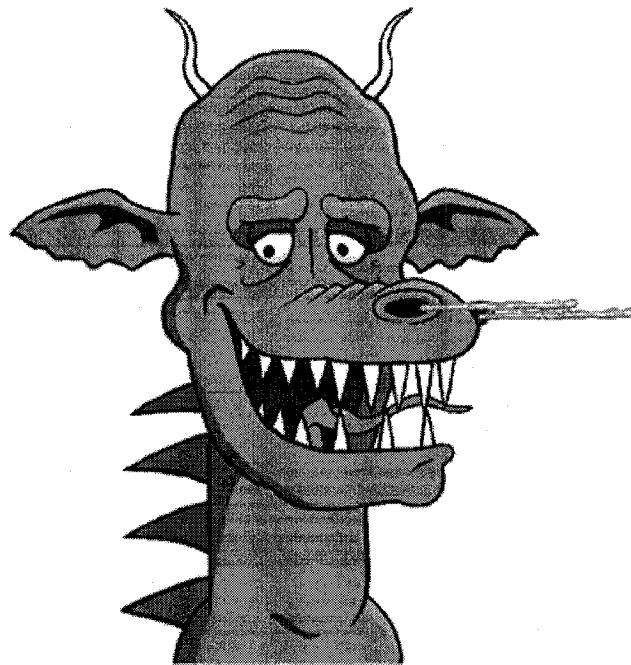
S.T.E.A.M.
Parent/Guardians' Handbook

Intermediate (12 – 14 Years)

How to Use The Parent/Guardians' Handbook

The purpose of the Handbook is to provide Parents/guardians with information and activities to work on with their son/daughter and also other children in the family, between the S.T.E.A.M. group sessions. The idea is that when parents/guardians and teachers use the same language and skills as taught in the S.T.E.A.M. group, then the child will be more likely to use the skills and strategies to manage feelings and behaviours at home and in the classroom.

The Handbook contains 12 sessions of information and activities for Parents and children to read and do between the group sessions. <u>Each session includes:</u>

- Goals for the session,
- Parent & Child activities,
- Parent Readings, and
- A quote, parent tip, or poem.

A few sessions also have homework exercises to be completed by your son/daughter, in their <u>Emotions Management Passbook</u>.

Goals

Parents can read over the goals for each session to learn what gains are expected from completion of the activities and readings.

Parent & Child Activities

Although the activities have been titled as "Parent & Child" activities, this handbook is meant to be used by Parents and Guardians, and the family as a whole. Most of the activity worksheets are designed for up to 4 family members/participants, however, if that is not possible; you can adapt the instructions accordingly. The idea is that the more involvement there is from family members, and the more that each person understands the concepts, tools and strategies, the greater the results.

The activities selected are intended to be fun as well as instructive, so enjoy!

Time Required

A calendar has been provided, with an outline of each weekly session. Most of the 12 sessions include 3 Parent & Child Activities. The majority of the activities will take 15 minutes to half an hour to complete. At the beginning of each week, you may want to review that session's activities in your Parent/Guardians' Handbook, and plan to spread the activities across the course of the week.

Materials

Within each session, handouts and worksheets are provided for the Parent & Child Activities, where required. Please hold on to these worksheets once completed, as some will be used as a reference for future sessions, and also for the sake of review. Some of the Parent & Child Activities build on exercises and concepts learned in your son/daughter's S.T.E.A.M. group, and contained in their Emotions Management Passbook. As a result, your son/daughter is asked to carry their Passbook back and forth, between the S.T.E.A.M. group and home.

Parent Readings

The readings were chosen to provide useful tips for Parents on topics related to managing emotions and behaviour at home. Some readings offer suggestions for dealing with Parents' emotions and others give ideas for handling children's feelings and behaviour. Parents are encouraged to read the material each week, as their son/daughter progresses through the sessions, to stay in touch with what their child is learning each week.

Some Parent Readings are S.T.E.A.M. Posters and are meant to be posted in a place where the family can see it clearly, such as on the refrigerator. The aim is to give Parents a copy of the same strategies, taught to their son/daughter in their group, to use at home. Instructions for using the strategies on the posters are included in the Parent & Child Activities for the session that the strategy has been taught in the group.

The S.T.E.A.M. POSTERS Include:

- Session 4:   The Anger Rules
- Session 7:   S.N.A.P. (Stop Now And Plan)
- Session 10:   How to Apologize

Directions for Children's Emotions Management Passbook Activities

The purpose of the Emotions Management Passbook is for your son/daughter to take some of the ideas, skills and strategies learned in group, and apply them to situations at home, at school, and in the community. Several activities will be assigned for your son/daughter to complete as homework in their Emotions Management Passbook.

Parents are encouraged to participate and show interest in their child's Emotions Management Passbook activities so their child can learn the information and also feel proud about being a part of the S.T.E.A.M. group.

Have fun learning together!

Session 1:

Getting Acquainted

Goals:

- For children to begin to share with Parents their experiences and what they have learned in the S.T.E.A.M. program.
- To encourage Parents and children to spend time together doing fun activities, and to open up about their thoughts and feelings.

Parent & Child Activities:

Activity #1: Emotions Management Passbook.

Your son/daughter will be given an Emotions Management Passbook which they will bring to the group each week. All exercise sheets, handouts and homework assignments will be kept in the Emotions Management Passbook. We recommend that you spend time each week reviewing what your son/daughter has learned, and how they feel about the S.T.E.A.M. program. Posters will be handed out certain sessions, which you might want to post in a main location in your home, such as on the refrigerator. This will help encourage your son/daughter to practice the skills taught in class.

Suggestions for discussion this week:

- The first session is an opportunity for S.T.E.A.M. members to become familiar with the group setting, establish guidelines and expectations, get to know one another, have fun, and develop comfort and trust with the other group members.
- Ask your son/daughter to describe the types of activities they did on the first day, what their impressions were, and how they felt about Session #1 in general.

Activity #2: Choose a fun family activity. Handout Provided. (pg 79)

- Ask your son/daughter to suggest a fun activity for the family to do together.
- Possible ideas are listed on the handout Family Time Activities.

Parent Readings:

1. Building Your Relationship with Your Teen

Quote:

"A hundred years from now it will not matter,
what my bank account was,
the sort of house I lived in,
or the kind of car I drove.
...But the world may be different
because I was important
in the life of a child."

(Author Unkown)

Family Time Activities

- Read a story together – You read one page, they read the next (i.e. "Chicken Soup for the Pre-Teen's Soul")
- Go for a walk, a hike or bike ride
- Listen to music & dance!
- Rent a movie or go to the theatre
- Go through a family photo album/baby book
- Do household chores together
- Build a model i.e. Airplane, car
- Attend their games/school events
- Go to church
- Bake cookies, a cake, etc.
- Play a card or board game
- Visit an art gallery or museum
- Do volunteer work – adopt a senior, visit a nursing home, donate a gift
- Have a special family dinner
- Go bowling or play billiards
- Create a wall hanging with nice words about your son/daughter
- Have a celebration with your son/daughter's and their friends
- Go to a concert/ball game
- Create a home video/watch old home videos
- Go out for breakfast/meet for lunch
- Put together a scrapbook
- Take a drive together
- Go to a park & feed the ducks
- Make a garden together
- Go swimming or skating
- Make t-shirts, jewelry
- Holiday/Religious celebrations
- Share family stories/talk about your childhood
- Take family photos (mall booth, create a collage)
- Have your child pick the menu for dinner
- Have a question of the day & let every family member answer question
- Have every family member share something from their day
- Go to the beach or go camping
- Make a snowman

***Brainstorm more ideas
***Check your local newspaper(s) under 'community events'
***Look in the City Recreational book

Building Your Relationship with Your Teen

Kids who are close to their Parents are least likely to engage in risky behaviours. The more involved you are in your children's lives, the more valued they'll feel, and the more likely they'll be to respond to you. Try to schedule regular get-togethers with your children.

1. **Establish "together time".** Establish a regular weekly routine for doing something special with your child – even if it's just going out for ice cream. Even a few minutes of conversation while you're cleaning up after dinner or right before bedtime can help the family catch up and establish the open communication that is essential to happy, healthy, resilient children. Together time is especially helpful during times of stress, or when you're working on making a change in your child's behaviour. A child's inappropriate behaviour is frequently a way to show he wants your attention.

2. **Have family meetings.** Held regularly at a mutually agreed upon time, family meetings provide a forum for discussing triumphs, grievances, projects, questions about discipline, and any topic of concern to a family member. Ground rules help. Everyone gets a chance to talk: one person talks at a time without interruption; everyone listens, and only positive, constructive feedback is allowed. To get resistant children to join in, combine the get-together with incentives such as post-meeting pizza or assign them important roles such as recording secretary or rule enforcer. **(See Family Meeting Handout, Session 5)**

3. **Don't be afraid to ask where your kids are going, who they'll be with and what they'll be doing.** Get to know your kid's friends – and their Parents – so you're familiar with their activities.

4. **Try to be there after school.** The "danger zone" for drug use is between 4 and 6 p.m.

5. **Eat meals together as often as you can.** Meals are a great opportunity to talk about the day's events, to unwind, reinforce and bond. Studies show that kids whose families eat together at least 5 times a week are less likely to be involved with drugs or alcohol.

Session 2:

Feelings Awareness

Goals:
- To encourage your son/daughter and family to identify and label their feelings.
- To increase your family's feelings vocabulary.
- To introduce the first 3 tools in the <u>Emotion Management Toolbox</u>.
  1. <u>Temper-a-ture Scale</u>
  2. <u>Feelings words</u>
  3. <u>Relaxation Exercise</u>
- To set 1-3 personal goals for the STEAM program

Parent & Child Activities:

Activity #1: <u>Emotions Log.</u> Worksheet & <u>Emotions Log</u> Handout Provided.

Have your son/daughter identify and write down three emotions that they experienced for each day of the week. Over the course of the week, encourage your child to select a variety of emotions (the <u>Emotions</u> and <u>Vocabulary of Feelings</u> handouts can be used as a reference). Parents are encouraged to also do this exercise, and share it with their children.

Activity #2: <u>Temper-a-ture Scale.</u> Worksheet Provided.

Watch your son/daughter's favorite television show with them. Have each family member choose a scene from the show and fill out a character's <u>Temper-a-ture Scale</u>. Underneath the <u>Temper-a-ture Scale</u>, have them explain why the character felt that way.

Activity #3: <u>Relaxation Exercise.</u> Handout provided.

Practicing relaxation has health benefits; it teaches children a positive coping tool to deal with intense feelings. People are better able to deal with anger triggers and less prone to explode, when they are in a relaxed state.

- Attached is a relaxation exercise to practice with your son/daughter. Read through the instructions and then allow your son/daughter to read them to you.

- As much as possible, make relaxation a part of your nightly or weekly routine, so that it becomes a habit. Relaxation methods can be formal, such as meditation and yoga, or informal, like deep breathing, sitting down in front of a lit candle, listening to calming music, reading, daydreaming, or having a bath.

Parent Readings:

1. Relax Your Stress Away
2. Self-Care for Parents
3. Adult Stress

Emotions Management Passbook:

S.T.E.A.M. Goals

- Talk with your son/daughter about their goal(s) for the S.T.E.A.M. Program, and the steps needed to reach these goals. Parents may want to set their own personal goals, either in managing anger or other behaviours.

- To encourage success in achieving program goal(s), create a visual chart and post it on the fridge or a doorway. Give your son/daughter the option of designing a special chart, such as a drawing of a football field in which each 10 yards represents a mini-step. For each step that they take towards achieving their goal(s), they would move ahead a cut out football, with the program goal written across it.

Parent Tip:

Encouragement through these life messages:

1. I believe in you.
2. I trust you.
3. I know you can handle this.
4. You are listened to.
5. You are cared for.
6. You are very important to me.

Barbara Coloroso
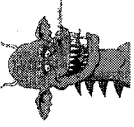
Emotions Log

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
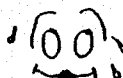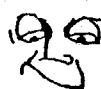
e.g.
Monday
'Excited'
Going on a school field trip to the Science Center

Parent/Guardian Handbook – Intermediate (12 – 14 years)
Session 2 Activity 1

eMotioNs

aggressive	alienated	angry	annoyed	anxious	apathetic	bashful
bored	cautious	confident	confused	curious	depressed	determined
disappointed	discouraged	disgusted	embarrassed	enthusiastic	envious	ecstatic
excited	exhausted	fearful	frightened	frustrated	guilty	happy
helpless	hopeful	hostile	humiliated	hurt	hysterical	innocent
interested	jealous	lonely	loved	lovestruck	mischievous	miserable
negative	optimistic	pained	paranoid	peaceful	proud	puzzled
regretful	relieved	sad	satisfied	shocked	shy	sorry
stubborn	sure	surprised	suspicious	thoughtful	undecided	withdrawn

VOCABULARY OF FEELINGS

Level of Intensity	Happy	Caring	Depressed	Inadequate	Fearful	Confused	Hurt	Angry	Lonely	Guilt/Shame
Strong	- thrilled - on cloud nine - ecstatic - overjoyed - excited - elated - sensational - exhilarated - fantastic - terrific - on top of the world - turned on - euphoric - enthusiastic - delighted - marvellous - great	- tenderness toward - affection for - captivated by - attached to - devoted to - adoration - loving - infatuation - enamoured - cherish - idolize - worship	- desolate - depressed - hopeless - alienated - gloomy - dismal - bleak - in despair - empty - barren - grieved - grief - grim	- worthless - good for nothing - washed up - powerless - helpless - impotent - crippled - inferior - emasculated - useless - finished - like a failure	- terrified - frightened - intimidated - horrified - desperate - panicky - terror stricken - stage fright - dread - vulnerable - paralyzed	- bewildered - puzzled - baffled - perplexed - trapped - confounded - in a dilemma - befuddled - in a quandary - full of questions - confused	- crushed - destroyed - ruined - degraded - pain - wounded - devastated - tortured - disgraced - humiliated - anguished - at the mercy of - cast off - forgotten - rejected - discarded	- furious - enraged - seething - outraged - infuriated - burned up - pissed off - fighting mad - nauseated - violent - indignant - hatred - bitter - galled - vengeful - hateful - vicious	- isolated - abandoned - all alone - forsaken - cut off	- sick at heart - unforgivable - humiliated - disgraced - degraded - horrible - mortified - exposed
Moderate	- cheerful - light hearted - happy - serene - wonderful - up - aglow - glowing - in high spirits - jovial - riding high - elevated - neat	- caring - fond of - regard - respectful - admiration - concern for - hold dear - prize - taken with - turned on - trust - close	- distressed - upset - downcast - sorrowful - demoralized - discouraged - miserable - pessimistic - tearful - weepy - rotten - awful - horrible - terrible - blue - lost - melancholy	- inadequate - whipped - defeated - incompetent - inept - overwhelmed - ineffective - lacking - deficient - unable - incapable - small - insightful - like Casper - Milque toast - unfit - unimportant - incomplete - no good - immobilized	- afraid - scared - fearful - apprehensive - jumpy - shaky - threatened - distrustful - risky - alarmed - butterflies - awkward - defensive	- mixed up - disorganized - foggy - troubled - adrift - lost - at loose ends - going around in circles - disconcerted - frustrated - in a bind - ambivalent - disturbed - helpless - embroiled	- belittled - shot down - overlooked - abused - depressed - criticized - detained - censured - discredited - disparaged - laughed at - maligned - mistreated - slandered - ridiculed - scoffed at - mocked - debased - used - impugned - slammed - cheapened - exploited	- resentful - irritated - hostile - annoyed - upset with - agitated - mad - aggravated - offended - antagonized - exasperated - belligerent - mean - vexed - spiteful - vindictive	- lonely - alienated - estranged - remote - alone - apart from others - isolated from others	- ashamed - guilty - remorseful - crummy - to blame - lost face - demeaned
Mild	- glad - good - contented - satisfied - gratified - pleasant - pleased - fine	- warm toward - friendly - like - positive toward	- unhappy - down - low - bad - blah - disappointed - sad - glum	- lacking confidence - unsure of yourself - uncertain - weak - inefficient	- nervous - anxious - unsure - hesitant - timid - shy - worried - uneasy - bashful - doubtful - jittery - on edge - embarrassed - ill at ease - uncomfortable - self conscious	- uncertain - unsure - bothered - uncomfortable - undecided	- put down - neglected - overlooked - minimized - let down - unappreciated - taken for granted	- uptight - disgusted - bugged - turned off - put down - put out - miffed - perturbed - ticked off - cross - impatient - teed off - chagrined - dismayed	- left out - excluded - lonesome - distant - aloof	- regretful - wrong - embarrassed - at fault - in error - responsible for - blew it - goofed - lament

Temper-a-ture Scale

T.V. Show _____

Character: _____

TEMPER-A-TURE

Behaviour

HOT
7-10
(Out of control)

WARM
3-6
(Take control)

COOL
0-2
(In control)

10
9
8
7
6
5
4
3
2
1
0
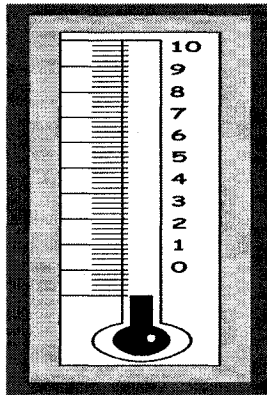
Feeling

10-exploding, boiling over
9 -angry, mad, hurt, steaming
8 -sad, scared, disappointed
7 -upset, frustrated, embarrassed
6 -grouchy, cranky, irritated
5 -shaky, nervous, anxious
4 -impatient, worried
3 -tired, bored, lonely
2 -excited, hyper
1 -happy, joyful, proud
0 -calm, peace, relaxed

Name: _____

Date: _____

Why _____

T.V. Show _____

Character: _____

TEMPER-A-TURE

Behaviour

HOT
7-10
(Out of control)

WARM
3-6
(Take control)

COOL
0-2
(In control)

10
9
8
7
6
5
4
3
2
1
0
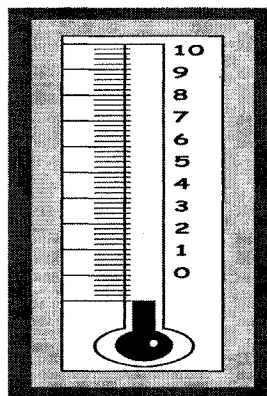
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3 -tired, bored, lonely
2 -excited, hyper
1 -happy, joyful, proud
0 -calm, peace, relaxed

Name: _____

Date: _____

Why _____

Relaxation Exercise

The following instructions will help you to relax your whole body. First of all, find a quiet place and make yourself comfortable, either lying down on the floor or sitting in a chair. Relaxation is simple, you will be asked to tighten each muscle group, hold it for a few seconds, relax it, and repeat. While doing this, let your mind wander. The easiest way to do this is to close your eyes or dim the lights.

Now that you're comfortable, take a deep breath, hold it for a few seconds and exhale. Do this two or three times. Feel your heart beat slowing down, and your body calming...

Now we are ready to begin. With your right hand, imagine that you are picking up an orange and squeezing it as tightly as you can to get every last drop of juice out of it. Keep squeezing while you count to five and then release for a count of five. Repeat once more with your right hand and then try it twice with your left.

Next, raise your arms high above your head and stretch them up. Feel the tension in your arms and shoulders for the count of five and then bring your arms down to your sides and relax and count to five. Do this three times.

Like a turtle pulling its head into its shell, bring your head down into your shoulders and hold this position for the count of five. Relax for the count of five and repeat two more times.

Clench your jaw by gritting your teeth together. Do this for the count of five, relax for five and repeat two more times.

Imagine that you are about to be punched in the stomach. Make your stomach muscles very tight for the count of five and then relax for the count of five. Repeat two more times.

Starting with your right leg, tighten the muscles by stretching your leg out as far as you can. Imagine that you are making yourself a foot taller. Hold, relax, repeat two more times and then follow these same steps with your left leg.

Relaxation Exercise Continued

Clench the muscles in your right foot by imagining that you are picking up a soft ball by grabbing it underneath your toes. Hold, relax, repeat two more times. Follow the same steps with your left foot.

To finish off, return to the breathing exercise that you started with. Your body should feel heavy and your muscles loose. Pure relaxation! Let your mind drift and keep your breathing slow.

Relax Your Stress Away

10 Great Ways to De-Stress

Your shoulders are tense, your back hurts. You feel grouchy and know it's all due to stress. What can you do? The relaxation techniques described below can help relieve both the physical and emotional tension that often follows stressful situations.

RELAX YOUR BODY

The next time you feel the effects of too much stress, try some of the following ways to help you relax.

Deep Breathing. While sitting, lying down or standing, close your eyes and breathe in slowly. Let the breath out for a count of 5 – 10 seconds. Take ten of these super-relaxers any time you feel tense.

Stretching. Practice simple stretches such as the "neck stretch": stretch your neck by gently rolling your head in a half-circle, starting at one side, then dropping your chin to your chest, then to the other side.

Exercise. All kinds of physical activity – hiking, running, bowling, walking, etc. – help to reduce stress.

Take a bath. Ask household members to allow you at least 30 minutes of uninterrupted time.

Get a massage. A massage is a wonderful way to get rid of physical tension. Professional masseuses generally take 30 minutes to an hour, and will work on specific areas of tension, such as lower back or neck.

Eat Well. Reduce caffeine (in coffee, black tea, chocolate) and alcohol intake. Find out if your diet is well balanced, and take steps to eat healthy to help reduce stress.

RELAX YOUR EMOTIONS

Relaxing your emotions can be just as important as relaxing your body in relieving stress.

Talk. Take the time to talk with a friend, mate or child. Express feelings you might have been holding in. Listen carefully to your partner. Walking in a quiet neighbourhood or park can limit distractions.

Laugh. Go to a comedy club, see a funny movie, or spend time with a funny friend.

Cry. Crying can be as good a release as laughing. If you haven't cried in a long time, try listening to sad music, watching a sad movie or writing about a sad experience.

Read. A good book is a great escape. Reading a tear-jerker or comedy can help release pent-up emotions.

Do something you love. When you enjoy yourself, whether it's gardening, going to the beach, or seeing friends, you relax your emotions.

CREATE STRESS REDUCERS

These are just a few stress reducers you can try. You can create your own healthy stress reducers (without alcohol or drugs), or use those listed above. You'll feel better and stay healthier if you do.

Self-Care for Parents

What do you think when you read the title SELF-CARE? Perhaps you think you are too busy looking after difficulties: the children, getting to work, finding work or any of the other stresses, to worry about yourself. The bottom line is we all experience stress; it is a part of living. However, the way that we react to stress is different; therefore each of us has to understand which way of coping works best for us.

SELF-CARE IS STRESS MANAGEMENT!!!

Basically there are three ways to cope with stress:

1. Task oriented - step back, take a time-out, and mentally evaluate the stressful situation.
2. Emotion oriented - release of feelings, venting, getting it out.
3. Distraction oriented - use TV, drugs, alcohol, and sports to get worries off mind.

Within each of these three basic methods there is the opportunity to choose both healthy and destructive ways of managing stress. RELAXATION, TIME-OUTS, HEALTH, and SOCIAL SUPPORTS: Taking care of ourselves in all of these areas will help us cope with life's stresses in a manageable way. There are positive ways to deal with stress.

Adult Stress

Many people believe that only those who have a very demanding lifestyle experience stress. This is not the case! We all experience stress and often times we are not even aware that we are in a stressful situation. Sometimes when life is stressful we **ACT IN** - we blame ourselves, get down on ourselves, bottling things up. Other times we **ACT OUT** - we blame others, lose our tempers without reason and say and do things we regret, **even break the law.**

THE SYMPTOMS OF STRESS

We all have our own individual reactions to stress. We can experience PHYSICAL, BEHAVIOURAL and EMOTIONAL responses to stress. The following exercise will help you to determine what symptoms you experience during stressful situations. Rate how often you experience each symptom on a scale of 0 to 5, with 0 = never and 5 = frequently.

Physical Symptoms

_____Muscle tension
_____Chest pains or irregular beating of heart
_____Headaches
_____Feeling restless
_____Nausea, dizziness, or blurred vision
_____Diarrhoea, gas, constipation, abdominal cramps
_____Frequent urination
_____Tiredness
_____Stomach knots or upset stomach
_____Dry mouth
_____Cold, sweaty hands or feet
_____Skin rash

Behavioural Symptoms

_____Loss of appetite or no time to eat -Overeating
_____Smoking (to relieve tension)
_____Alcohol (to relieve tension)
_____Taking tranquillizers or drugs to relax
_____Withdrawing from close relationships
_____Criticizing, blaming others
_____Watching TV more than two hours per day
_____Difficulty meeting commitments
_____Hard to get motivated for work
_____Doing things you regret later (shoplifting, vandalism)

Adult Stress
continued

Emotional Symptoms

_____Nervous and/or fidgety
_____Cannot turn off certain thoughts, worrying at night
_____Irritable, angry, emotional outbursts
_____A feeling that nothing seems important
_____Difficulty concentrating, mind going blank, forgetting things
_____Crying easily
_____Fearful - more than usual

The symptoms of stress are messages from your brain, which tell you that something is not right, that your body and mind feel threatened. Think of this as your red light to STOP!! Always take a minute and evaluate what is happening. *Why am I feeling this way? Has something triggered this symptom? Can I make a connection between this symptom and an event in my life?*

Which categories do most of your symptoms fall under? Why do you think this is? What will help you to remember that these symptoms are signs of stress? Are you experiencing stress now?

Look over your answer sheet one more time. Which symptoms did you give the highest score?

By keeping these symptoms in mind,
you will find it easier to recognize when you are under stress.

Session 3:

Clues to my Feelings
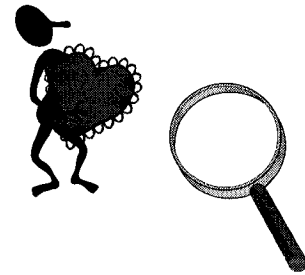
Goals:
- To continue to identify and label feelings.
- To become aware of our own, and others' physical "clues" to feelings.
- To distinguish between pleasant and unpleasant (uncomfortable) feelings.

Parent & Child Activities:

Activity #1: <u>Family Check-in. Sharing Temper-a-ture Scales.</u>

Make a habit of regularly sharing yours and your child's daily experiences, both pleasant and unpleasant. Whether at breakfast, dinnertimes, after school, or bedtime, regular check-ins will help you gain an inside look into your child's reality, and vice versa.

- For this week's check-in, have each family member give an overall <u>Temper-a-ture</u> rating and the cause for their <u>Temper-a-ture</u> rating.

Activity #2: <u>Movie Characters' Emotions.</u> Handout Provided.

- Ask your son/daughter to pick out a movie that the family can watch together (See <u>Family Movies,</u> pg 95).
- Have each family member pick a main character, and at several points in the movie, press pause.
- Based on *facial expressions, body language, tone of voice, words,* and *actions*, identify and label the characters' feelings, both pleasant and unpleasant.

Activity #3: <u>Music Lyrics – Pleasant/Unpleasant Feelings.</u>

Spend some time together with your son/daughter listening to music. Each family member should pick out a number of different songs that they like, preferably different styles. Have each person share their feelings – pleasant and/or unpleasant, towards the lyrics, melody, rhythm, etc. of the songs.

Parent Readings:

1. Attentive Listening
2. Attentive Listening Don'ts

Parent Tip:

4 Keys to parental success during early adolescence

1. Understanding
2. Tolerance & accommodation
3. Communication
4. Involvement

Taken from Parent Power! A Common Sense Approach to Parenting in the 90's and Beyond

Family Movies

Angels in the Outfield
Bend it like Beckham
Come Away Home
Dodgeball
Elf
Finding Nemo
Freaky Friday
Garfield
Harry Potter
Ice Age
In Your Wildest Dreams
Labyrinth
Lord of the Rings
Miracle in Lane 2
My Girl
Radio
Sleepover
The Day After Tomorrow
The Karate Kid
The Newcomers
The Parent Trap
The Secret Garden

To browse video reviews:
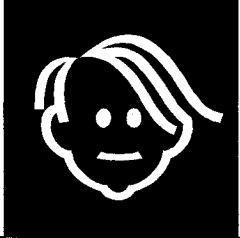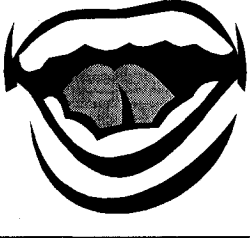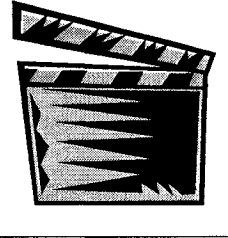
www.dove.org/r
www.moviereporter.com

Or see:

The Best Family Videos, Quentin & Barbara Schultze

Movie Characters' Emotions

Facial Expressions	Body Language	Tone of Voice	Words	Actions

Attentive Listening

Good listening helps others feel understood and valued. When we truly listen, we put ourselves in the other person's world and attempt to experience his or her point of view. Since most conflicts are caused by poor communication, attentive listening can help prevent potential rifts and short-circuit conflicts before they develop into full-blown problems.

Suggestions for deepening your listening:

✓ **Stop what you are doing to give your undivided attention.**

✓ **Give nonverbal signals that show you are all ears.** These include eye contact, attentive posture, and facial expressions.

✓ **Encourage the other person to elaborate on their thinking** by nodding, making neutral comments: "Hmmm..." or "Uh huh..." and by asking leading questions: "Tell me more about that, "or "How did you feel about that?".

✓ **Put yourself in the other person's shoes.** Look at their face. Listen to their voice tone. Notice their body language. What do you think they are feeling?

✓ **Give Respect.** Provide the same courtesy you would like.

✓ **Show that you understand what is being said** by rephrasing the main content occasionally: "So you would like them to ask you before they take things from your desk, right?" Avoid giving advice or making suggestions.

✓ **Reflect back to the speaker the feeling** that underlies what is being shared: "It really made you mad when he took your favorite music C.D. from your room," or "You seem frustrated Jenny." This process helps others to clarify their feelings, and also serves as a good way to check your understanding of what has been said.

Attentive Listening
DON'TS

✓ **Don't interrupt.** Listen

✓ **Don't jump to conclusions.** Get the facts.

✓ **Don't turn questioning into interrogation.**

✓ **Don't tell your own story.**

✓ **Don't give advice until it's asked for.**

✓ **Don't try to fix the problem.**

✓ **Don't let your emotions interfere.**

✓ **Don't take responsibility for the situation.**

Session 4:

Dealing with Feelings
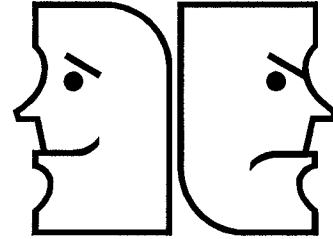
Goals:

- To reinforce that anger is a normal, natural, and healthy feeling.
- To establish The Anger Rules.
- To look at the influence of violence in the media on children's behaviour.
- To encourage Parents and children to think before acting, and choose safe ways to deal with intense emotions.

Parent & Child Activities:

Activity #1: Daily Check-in. Pleasant and Unpleasant Feelings.

Children need Parents to role model that unpleasant (uncomfortable) emotions are a healthy part of life, and can be managed with appropriate coping mechanisms.

- For this week's daily check-in, have family member's share a pleasant and an unpleasant feeling from their day.

Activity #2: Review of The Anger Rules Poster.

- Read through and discuss The Anger Rules.
- Make a family agreement to follow The Anger Rules, and have each person sign their name on the poster.
- Post in a central location.
- Optional: Set up a consequence, that if your son/daughter or another family member violates the anger rules, they will pay an agreed upon fine, such as 50¢. For each violation, help them to brainstorm alternative healthy choices.

Activity #3: Brainstorm Safe Ways to Deal with Intense Feelings.

- Turn the stove timer to 3 minutes, and have each family member write a list of as many ways they can think of, to manage their intense feelings safely. (E.g. Deep breathe, Count to 10, Go for a walk....)
- Using these ideas, have each person pick 3-5 practical strategies that they will use, to manage their intense feelings and ensure their commitment to follow The Anger Rules.

- Write these steps down on cue cards or small pieces of paper, to be carried around, or put in a noticeable place, such as on a dresser, mirror, pencil case, etc.

Activity #4: Television Watching Statistics.

- Review the Television Watching Statistics handout with your son/daughter.
- Have a friendly family debate about whether television violence leads to aggressive behavior by adolescents and young adults. Encourage your son/daughter to support their opinion.
- Prior to this discussion, you may want to encourage your son/daughter to do a search on the World Wide Web under **"violence in the media"**.

Parent Readings:

1. Tips for Applying Consequences

Quote:

"The main source of good *discipline* is growing up in a loving family, being loved and learning to love in return."

Benjamin Spock, Baby and Child Care

THE ANGER RULES

It's OK to feel angry BUT

*Don't hurt others

*Don't hurt yourself

*Don't hurt property

--DO talk about it.

Television Watching Statistics

Information is from Peter G. Jaffe PhD. Clinical Psychologist, London Family Court Clinic – June 3, 2002, London, Ontario

Average amount of television viewed by children ages 10 to 17 years is 4 hours per day.

- A rate of violence on television prime time is 5 violent acts per hour. Children's Saturday morning cartoons are 20 – 25 violent acts per hour.
- By graduation from elementary school, a child on average will have seen:
  - 8,000 murders
  - 100,000 assorted acts of violence on television

- Study of 17 families showed:
  - Extensive television viewing by adolescents and young adults is associated with an increased likelihood of committing aggressive acts against others.
  - Link between watching television and later aggression was significantly stronger in males.

Mixed messages about violence:

- Kids are taught that violence in different contexts can mean different things.
- Violence is entertainment e.g. movies, video games.
- Violence is admired e.g. World Wrestling Federation.
- Violence is necessary e.g. hockey violence.
- Violence is punishment e.g. spanking.
- Violence is bad e.g. punished for perpetrating violence.

Tips for Applying Consequences

- **Give your child a simple direct statement** expressing your concern that she has chosen that behaviour and the consequences that will follow, and that you know she will probably choose an alternate behaviour next time.

- **If you are very upset or angry, take some cooling off time** before talking about consequences, if possible. Often consequences given in anger are humiliating and unreasonable. Your tone makes all the difference here.

- **If you can't think of a good consequence on the spot, buy time** by saying "There will be a consequence for this. We will discuss it later." Make a plan when your mind is clear or after you've consulted your parenting partner or a friend. You may decide to enlist your child's help in choosing a consequence, or put it on the agenda, for a family discussion.

- **Expect your child to have a negative reaction to consequences**, especially if you are just beginning to introduce them. Consequences are not always pleasant, but they do give children valuable real life lessons about the effects of their behaviour. Your child may react with anger, whining, complaining or crying. This is the child's right. Avoid confusing the situation by reacting to your child's negative response, which may reinforce the child's goal of getting attention. Simply state, "I can see that you are upset. Maybe you will choose differently next time," and then go about your business. Hold firm. It is very likely your child will test you to see if you really mean what you say.

- **Offer a choice between consequences.** This is a strategy you might try for older children. A nine year old who arrived home from school two hours late was greeted by an upset and worried mother who had spent the afternoon frantically looking for him. After mother and son had taken some cooling off time, she offered her son the choice of losing the privilege of playing with friends after school for a week or giving restitution for his mother's lost time by doing jobs for her. By making a choice between consequences, he was given some power in the decision. Though he didn't like either choice, he was more likely to co-operate when he helped with the decision.

Following Through With Consequences

Natural Consequences allow nature to teach children what was wrong with their choices. The natural consequence for failing to eat dinner is to be hungry later in the evening. Children learn that their choices cause specific results that will directly affect them.

Following Through with Consequences *continued*

Logical Consequences establish cause – and – effect connections for the child for problem behaviours that have no realistic natural consequences: "Since you took off on your bike without a helmet, you'll need to park it for the rest of the day." These consequences require intervention; the parent, the child or the family can choose effective logical consequences.

Creating Consequences

Use these handy categories to help you think of consequences:

- **Loss of privilege or association**: The child loses the privilege of taking part in certain activities, using certain objects, associating with certain individuals. For example, the teen that leaves the gas tank empty loses the privilege of using the car for a week. The child who hits one of his playmates needs to be removed from the play for ten minutes.

- **Loss of cooperation**: Living in a family is a cooperative venture. Children may lose parental cooperation if they fail to fulfill some aspect of their responsibility. A parent who has spent extra time doing chores the child has neglected to do won't have time left to drive her son to his friend's house.

- **Compensation**: The child replaces a lost or broken object or trades time or work. For example, the child who shows up late, keeping his parent waiting to give him a ride, owes the parent the equivalent amount of time in chores.

3 R's of Consequences

A well-chosen consequence should be reasonable, respectful and related:
- **Reasonable consequences** are both appropriate and practical. It is unreasonable to ground a child for six months as a consequence for coming home late from a date once, in most circumstances. A reasonable consequence also should be practical for the parent to enforce.

- **Respectful consequences** avoid humiliating, embarrassing or excessively blaming the child. Forcing a sloppy eater to move his place by the dog's dish is not respectful.

Following Through with Consequences *continued*

- **Related consequences** are connected to the crime. The child who goes to visit a neighbor without telling her parent of her intentions loses the privilege of leaving the yard for the rest of the day. Finding connected consequences takes time and practice. As you get the hang of it, you'll find those that work best for your child and you'll become more adept at improvising new ones.

Putting Consequences into Action

Consequences can be decided ahead, at the time of the problem behaviour or following the problem. When they are used ahead or at the time of the problem behaviour, say **"Either you can _____ or _____ will happen."** This discipline strategy allows the child a choice between a behaviour desired by the parent and a consequence: "Decide peaceably which TV show you will watch or the television goes off." As with any other strategy, it is as effective as the follow through action. Once kids know you really mean to pursue the consequences, they will decide much more efficiently.

Session 5

Triggers and Clues

Goals:

- To introduce the Iceberg Feelings model.
- To begin to name your family members' anger Triggers – both internal and external.
- To notice your family members' Body Clues, that signal anger.

Parent & Child Activities:

Looking through their Emotions Management Passbook, ask your son/daughter to explain the handouts from Session 5, including: Iceberg Model Diagram, Initial Feelings Worksheet, Triggers, and Body Clues.

Activity #1: Family Iceberg Scenarios. Worksheet Provided. (pg 108)

The Iceberg Feelings Model shows that anger is 'the tip of the iceberg'. Secondary feelings to deeper emotions may include fear, frustration, and hurt. People often 'act out' their anger, which is what others' see, but it is the underlying emotions which are important to name and talk about to solve problems.

- Have each family member name one of their typical anger Triggers (internal or external), and write it on the Family Iceberg Scenarios handout. E.g. Mom gets angry when Karen doesn't do her household chore. Or, Karen gets angry when her younger brother borrows her C.D.'s without asking.
- Next, each family member should name 2-3 possible feelings other than anger, and list these emotions beneath their Trigger (refer to the Iceberg Model Diagram for examples).
- Finally, each family member should share their physical Body Clues to anger, and write these down on the handout.

Activity #2: "On the Spot".

- As an additional way to help your son/daughter successfully learn and use the **S.T.E.A.M.** concepts/tools in daily life, make a game of asking/answering questions "On the Spot".

- Make a note of which tools your child seems to struggle with or tends to avoid, or randomly choose tools to practice, and come up with fun, challenging questions. Invite your child to do the same, maybe at dinnertime, bedtime, on the way to school, etc.
- For example:

    What is your Temper-a-ture Scale right now?
    Which Anger Rule did you just follow/break?
    What was your brother's Anger Trigger?
    What do you think that person on the sidewalk is feeling right now?
    What body clue did you notice of your favorite T.V. character, in that last scene?

Parent Readings:

1. Iceberg Theory of Anger
2. Family Meetings

Attention Parents!

An information letter will be sent to you from your child's school to notify you of the date and time of the Second Parent Meeting. The meeting will probably take place at your child's school the week of Session 6, of the S.T.E.A.M. group.

- Ask your son/daughter for the **letter from school** giving information about the Second Parent Meeting, during this week.
- **Contact** your child's **school** for information about the Second Parent Meeting **if you have not received a letter this week**.

Quote:

"Children need Parents who model self-discipline rather than preach it. They learn from what their Parents actually do; not from what they say they do…"

John Bradshaw, Homecoming

Family Iceberg Scenarios

Trigger: _____   Trigger: _____
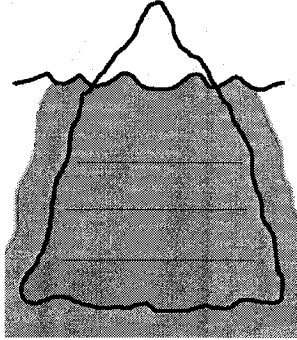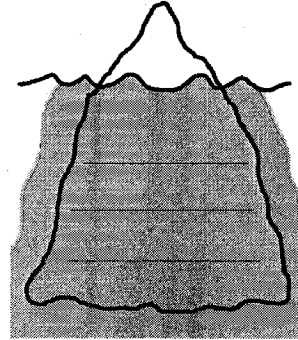
Body Clues: _____   Body Clues: _____

_____   _____

_____   _____
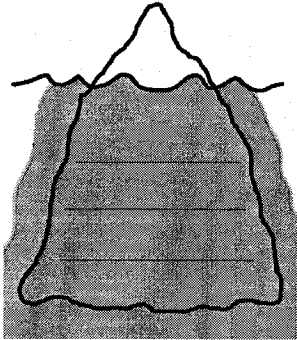
Trigger: _____   Trigger: _____
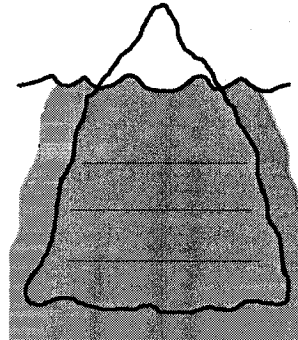
Body Clues: _____   Body Clues: _____

_____   _____

_____   _____

Iceberg Theory of Anger

Anger has similarities. For most people only 1/9th of our angry feeling is known. The rest remains hidden, unknown. Anger is generally a second response to a more primary feeling. We need to get in touch with the basic feeling under the anger experience. Until you become aware of the primary feeling, your choices for managing anger will be limited and ineffective.

What's Under Anger?
EXAMPLE

ANGER Resentful Fed Up Furious	• Angry because your son/daughter came home at 11:30pm on Saturday. • Fed up because this is the 5th time he/she has been late since school started and it's only early October.
HURT Disappointed Offended Sad Devastated	• Disappointed he/she doesn't keep his word to be home on time. • Offended he/she doesn't seem to respect you and the rules you set up.
FEAR Anxious Worried Insecure Terrified	• Anxious about what he/she does when he's/she's out so late. • Worried when he's/she's late that perhaps he/she was in an accident. • Insecure about his/her friends and fear he/she is hanging around with the "wrong crowd".
WANT Wish Long for Desire Dream of	• Wish he/she would stay out of trouble. • Want him/her to be responsible and take care of him/herself. • Long for him/her to be successful in life.
CARING Like Love Understand Accept Forgive	• Realize how much you love your son/daughter. • Willing to talk about it with him/her and listen to his/her side so you can understand him/her better.

Family Meetings

Benefits of Family Meetings:

- Establish an ongoing forum to discuss conflicts.
- Create a neutral time and place to deal with emotional issues after feelings have cooled.
- Give children a structure for practicing decision making.
- Provide a time for family organization (calendars, allowances, chores, etc.).
- Establish shared responsibility for family decisions, easing the burden for Parents.
- Promote family unity and teamwork.
- Enlist cooperation by involving everyone in making decisions.
- Provide opportunities to practice communication skills.

Basic Structure:

What?

- Family meetings can be used to resolve conflicts, to plan family activities, to organize routines, to celebrate, to share, and to play.
- Many families end meetings with refreshments, a game, or another enjoyable activity.

When?

- Decide on a regular time for meetings (weekly, bi-monthly, monthly).
- Families who have difficulty finding a regular time to meet sometimes use focused dinnertime discussions as an alternative.
- The key is to establish a family structure, formal or informational, for resolving conflicts, planning and decision making.
- Most families find regularity is essential to successful family meetings.

How?

- Decide on a style and format that works for your family. Consider some of these basic ingredients:
- Responsibility for running the meeting can be rotated among family members. The facilitator keeps the meeting on track. The recorder takes notes to establish an ongoing record of decisions.
- A written agenda can be posted for family members to write down issues for discussion as they arise beforehand. The meeting might begin with a request for items to add to the agenda.

Family Meetings Continued

- Check in on past decisions. Is the group solution working? Is there a need for further discussion?
- Discuss new items. Use the problem solving process outlined on the next page to resolve conflicts, when appropriate.
- All family members are given the opportunity to express their feelings and ideas on each issue.
- An important element of many families is the opportunity to express appreciation and celebrate accomplishments on a regular basis.

Getting started: The First Meeting

- Set up a notebook for keeping written records of your meetings.
- Usually a parent leads the first few meetings.
- Keep your first meeting simple. Planning a family fun activity is a good first meeting agenda.
- Establish simple ground rules, such as: No put downs, Avoid blaming, and everyone has the right to speak without being interrupted.

Tips for Successful Meetings:

- Share ground rules as the need arises during the meeting and or before you begin.
- Strive to keep the meetings short, setting priorities beforehand.
- As a parent, be clear about what issues you're comfortable turning over to the group. Some issues, such as those concerning health and safety, are not negotiable.
- Try to stay away from the role of parent as boss. Be an equal member of the group.
- A light tone will create a positive atmosphere and family members will begin to look forward to future meetings.
- Involvement in the process should be voluntary. However, decisions are binding for all family members.
- Avoid making the meeting a dumping ground for complaints by choosing carefully when and how to approach bigger issues, focusing on solutions rather than blame.
- If agreement is difficult to reach, ask if everyone would be willing to try a new way for a week.

Family Meetings Continued

Simplified Problem Solving:

- Identify the problem. Make sure each person describes the problem and listens to others as they do the same. Agreement should be reached on how the problem is defined. Write it down.
- Brainstorm solutions. Write down as many solutions as you can, without evaluating. Crazy or zany solutions are welcome and may spark a creative answer to the problem.
- Evaluate the solutions. Cross off solutions that are unacceptable. Ask "What might happen if we choose this solution?" or "Is this solution reasonable? Related? Respectful?
- Agree to try a solution or a combination of solutions for a period of time. Make sure all parties are in agreement.
- Make a plan, being specific about who does what, when they do it, and when you'll check back to see how it's working. Write this in the notebook.

Session 6

Styles and Consequences

Goals:
- To look at the 3 different styles in which people express their angry feelings and the consequences of these anger styles.
- To encourage Parents and children to have empathy for another person's feelings when in conflict.
- To continue to follow The Anger Rules.

Parent and Child Activities:

Continue to help your son/daughter master the Emotion Management Tools, by **utilizing the language and reviewing the concepts daily**. Remind them that they are responsible for all 3 parts of their anger - thoughts, feelings, and actions.

Reassure them that it is okay to make mistakes when learning to manage emotions and behaviours. In fact, our mistakes are perfect teachers!

Be sure to acknowledge their successes and progress, and let them know that the Emotion Management Tools will become more comfortable and natural to use, with repeated practice.
Remember that you are one of their greatest role models!

Activity #1: Family Anger Styles. Handout provided.

There are three styles people have of expressing their anger:
- Burying – To stuff anger. E.g. Hold anger in.
- Acting out – To use words and actions. E.g. Yelling and hitting.
- Displaced anger – To focus anger onto something or someone else, other than the source of anger. E.g. To become angry with the family dog.

Review with your son/daughter the handouts in their Emotions Management Passbook from Session 6, including: Name that Anger Style, and Thinking of Consequences Scenarios.

- On the <u>Family Anger Style</u> handout there is a chart with a list of people, including: friends, relatives, sisters and brothers, etc.
- For each person listed on the chart, your son/daughter should write down:
  1) their actions towards that person when they are angry with them,
  2) which of the three anger styles that behaviour is, and
  3) the consequences of that style – both to themselves and others.
- For other family members joining in on this activity, please draw extra charts on blank paper.
- When everyone has completed their chart, discuss the similarities and differences amongst family members, and the consequences of each style.

Activity #2: <u>Examples of Anger Styles in the Media.</u>

Together with your son/daughter, look for examples of the 3 different anger styles in situations written about in local newspaper or magazine articles, or on televised news reports. (Other media sources for this activity could include using a movie, television show, or book).

- For each situation, talk about:

  1. The Anger Triggers,
  2. The Feelings of each person involved,
  3. Feelings beneath Anger,
  4. Anger Styles,
  5. Consequences of these Styles, and
  6. Anger Rules Followed/ Broken.

Activity #3: <u>S.T.E.A.M. Tic Tac Toe.</u> Handouts provided. (pg 118, 119)

Involve the family in a fun game of <u>S.T.E.A.M. Tic Tac Toe!</u>

In the traditional game of Tic Tac Toe, two players start off with a piece of paper that has 6 blank squares – 3 columns by 3 rows. Before starting, players decide who will take the first turn, and who will write X's, and who will write O's. The object of Tic Tac Toe is to be the first person to get a row of 3 X's or O's, either across, down, or diagonally. Using pen or pencil, the two players take turns marking the squares with an X or an O.

- Two <u>S.T.E.A.M. Tic Tac Toe</u> games are provided in the attached handouts.
- Instead of writing X's and O's, players will each use a different snack. E.g. crackers, cookies, chocolates, or candy
- Each square has the name of an <u>Emotions Management Tool</u> written across it. When a player chooses a square by placing their candy/chocolate on that square, they must name an example of that tool.

S.T.E.A.M. Parent/Guardian Handbook
Intermediate (12 – 14 Years) – Session 6   47

1. Beginning with Game #1, decide who will go first (toss a coin, or maybe use rock, paper, scissors).

2. Player #1 will choose a square and name an example of that tool.
E.g.
Triggers - "When someone lies to me".
Body Clues - "Face gets red".
Feelings Beneath Anger- "Fear", "Hurt", or "Disappointment"

3. If in one of their next turns, Player #1 picks a square with the same <u>Emotions Management Tool</u> which they have previously chosen, they must give a different example of that tool.
Eg.
Triggers - "Someone calling me names".
Body Clues - "Clenched fists".
Feelings Beneath Anger - "Frustration".

4. The three <u>Emotions Management Tools</u> categories in Game #2 are: *Anger Rules, Anger Styles*, and *Healthy Ways to Deal with Intense Emotions*.
Eg.
Anger Rules – "It's not OK to Hurt others".
Anger Styles – "Burying", "Displaced Anger", and/or "Acting Out".
Healthy Ways to Deal with Intense Emotions – "Walk away".

- If needed, look back at previous Session handouts for help with examples of each <u>Emotions Management Tool</u>.
- Have fun!

Parent Activity: Please attend Second Parent Meeting.

A letter will be sent to you from your son/daughter's school telling you of the day and time of the meeting. Call the school if you have not received a letter.

Parent Readings:

1. <u>Anger Self-Talk</u>
2. <u>Using Self-Talk</u>

Emotions Management Passbook:

- Complete the Word Search.

Poem:

The Universal Hug

No moving parts, no batteries
No monthly payments and no fees
Inflation proof
It can't be stolen, won't pollute
One size fits all
Do not dilute.
It uses little energy, but yields results enormously
Relieves your tension and your stress
Invigorates your happiness.
Combats depression.
Makes you beam, and elevates your self-esteem.
Your circulation it corrects without unpleasant side effects.
It is, I think, the perfect drug.
May I prescribe, my friend...
The hug (and of course, fully returnable!)

Taken from <u>Positive Discipline</u> pp. 194-195

Family Anger Styles

	My Actions	Anger Style	Consequences
Friends	Words: Actions:	❑ Burying ❑ Acting Out ❑ Displaced Anger	To self: To others:
Parents	Words: Actions:	❑ Burying ❑ Acting Out ❑ Displaced Anger	To self: To others:
Sisters/Brothers	Words: Actions:	❑ Burying ❑ Acting Out ❑ Displaced Anger	To self: To others:
Teachers/Boss(s)	Words: Actions:	❑ Burying ❑ Acting Out ❑ Displaced Anger	To self: To others:
Classmates/Co-Workers	Words: Actions:	❑ Burying ❑ Acting Out ❑ Displaced Anger	To self: To others:
Others	Words: Actions:	❑ Burying ❑ Acting Out ❑ Displaced Anger	To self: To others:

S.T.E.A.M. Tic Tac Toe
Game #1

Triggers	Body Clues	Feelings Beneath Anger
Triggers	Body Clues	Feelings Beneath Anger
Triggers	Body Clues	Feelings Beneath Anger

S.T.E.A.M. Tic Tac Toe
Game #2

Anger Rules	Anger Styles	Healthy Ways to Deal with Intense Emotions
Anger Rules	Anger Styles	Healthy Ways to Deal with Intense Emotions
Anger Rules	Anger Styles	Healthy Ways to Deal with Intense Emotions

Anger Self-Talk

While you can't always control what happens to you, you can control how your mind makes sense of what happens to you. We all talk to ourselves in our heads. It's called *self-talk.*

Self-talk is what you say to yourself about yourself and your abilities. *Self-talk* can either be positive and supportive or negative and destructive. In a real sense, through our *self-talk* we are either in the construction business or the wrecking business. **Negative self-talk** weakens the ability of the brain to focus on the problem. You can literally weaken yourself with negative self-talk causing anger to increase and leading to a loss of control. **Positive self-talk** involves calming, supportive thoughts which can help you gain control.

Example:

Situation:
> You are running late for work. The gas gauge is showing empty. There is a long line of cars at the gas station. You must wait.

Negative Self-talk:	"Now I'm going to be even later." "Everything is going wrong for me." "I hate waiting for everything." "What's the matter with them, they are taking so long!" "I never do things right. I'm late for everything." "I won't even have time to stop for a coffee." "I'll never come to this slow, *!@#$%^!! gas station again!"
Positive Self-talk	"This is surely my day." "Being late happens, it's not the end of the world." "Maybe I should take a few deep breaths." "Looks like everyone is running behind today." "What a good chance to listen to the news, most days I don't get to." "I'll phone the office to let them know I'll be a bit late." Gathers thoughts about plans for the weekend.

The pictures in our minds have power, they are not just passing through.

Using Self-talk

Self-talk can help you manage your anger. Here are some phrases you can say to yourself when you get angry and after you've handled your anger.

What to tell myself when I'm angry.

- I'm really mad but don't attack.

- Just count to 10 before you say anything.

- OK, don't blow this out of proportion.

- Just listen.

- If I lose control, things will only get worse.

- Tell how you feel and what you expect.

- I can work this out.

- Cool off. Take a few breaths.

- Just relax.

- Speak slowly, speak softly-take your time.

- OK, think it out.

What to tell myself...

If I didn't handle my anger positively:

- This takes practice.

- This is going to take a little time to work out.

- Things could be worse.

- Relax.

- I did much better than last time.

- I'll do better next time.

If I handled my anger positively:

- I handled that well.

- Good job.

- I got through it without losing control.

- It works out better when I stay calm.

- I'm getting better and better at this.

Session 7:

Dealing With Your Emotions

Goals:

- To teach the S.N.A.P. (Stop Now And Plan) method for dealing with anger situations.
- To review the information learned to date in the S.T.E.A.M. program.
- To review your son/daughter's progress with their S.T.E.A.M. goal.

Parent & Child Activities:

Activity #1: S.N.A.P. Poster provided. (pg 124)

- Feelings have 3 components – feeling, thinking, and behaviour.
- When feelings are intense, we sometimes act them out without being aware of the underlying feelings. E.g. Yelling at someone when we are hurt by their criticism of us.
- S.N.A.P. (Stop Now And Plan), reminds us to slow down and think about our feelings and to identify and label these feelings.
- S.N.A.P. also reminds us to think about our possible choices of behavior.
- If we are calmer, we can think clearly and make good choices.

Have your son/daughter teach the family what S.N.A.P. stands for, and the four steps involved with this tool. Review the four steps in the Poster provided, and place the poster in a central location.

If and when situations occur involving conflict, anger, or stress, gently remind your son/daughter to follow S.N.A.P. Acknowledging anger and cooling off is difficult, and takes discipline.

Once they have followed the steps of cooling down and taking a time out/walking away, help them to brainstorm options and think through the consequences, before making a healthy choice.

Making the S.N.A.P. tool a habit will take time, but the benefits will be worth the effort! Remember that you are their greatest role model!

Activity #2: <u>Weekly Log of Anger Situations</u>. Handout Provided. (pg 125)

Have each family member keep track of anger situations in a weekly log. The entries for this activity will help review triggers, feelings, and behaviors, and provide an opportunity to become more aware of how thoughts (self talk) can either increase or decrease our anger. (Please refer to <u>Self-Talk</u> Parent Reading in Session 6). The details recorded in this activity will also be used for a Parent and Child activity in Session 8.

- At the end of each day, your son/daughter should fill out their <u>Weekly Log of Anger Situations</u> with details of any anger situation(s).
- Family members are also encouraged to create a <u>Weekly Log of Anger Situations</u> on blank paper.
- At the end of the week, have each family member share one entry from their <u>Weekly Log of Anger Situations</u>.

Activity #3: <u>Dealing with Emotions Bag of Questions</u>. Handout Provided. (pg 126)

- To review the concepts from all 7 Sessions, cut and fold the questions from the handout provided.
- Place the folded pieces of paper in a bag, jar, or cup.
- Take turns as a family picking and answering questions from the bag.

Activity #4: <u>Review your Son/Daughter's S.T.E.A.M. Program Goal(s)</u>.

- Together with your son/daughter, take a look at the 1-3 goals that he/she wrote down and committed to, for the S.T.E.A.M. program. Talk about their success in achieving the small steps to reaching these goals, and what steps they need to take over the remaining 5 weeks, to fully reach their goals.
- If you, and/or other family members also set personal goals for the 12 weeks, share and evaluate your progress with the help of your son/daughter.

Parent Readings:

1. <u>Anger Without Insult</u>
2. <u>Maintain Daily Peace</u>

Parent Tip:

Be consistent with discipline:
1. Show kids what they have done wrong.
2. Give your child ownership of the problems he/she created.
3. Give your child options for solving problems.
4. Leave your child's dignity intact.

Barbara Coloroso
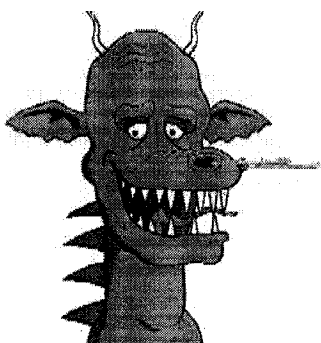
S. N. A. P.

Snap your fingers and...

S. *STOP* COOL DOWN
- DEEP BREATH
- COUNT TO 10
  "1-2-3-4-5...... 10"
- POSITIVE SELF TALK
  "This is hard but I can do it"

N. *NOW* BREAK EYE CONTACT
- BECOME AWARE OF MY INITIAL FEELINGS
  Disappointed, frustrated, upset

A. *AND* WHAT ARE MY CHOICES TO HANDLE THIS SITUATION
- LOOK AT THE CONSEQUENCES

P. *PLAN* YOU CAN DECIDE !!
- PICK A PLAN AND IMPLEMENT IT.

Weekly Log of Anger Situations

	Monday	Tuesday	Wednesday	Thursday	Friday
Trigger: What set off Anger.					
Thoughts: Positive & Negative Self-Talk.					
Feelings: About the situation.					
Actions: In response to situation.					

For each anger situation that happens during the week, write down a description of your Trigger, Thoughts, Feelings and Actions.

Dealing With Emotions Bag of Questions

Give 1 example of a warm fuzzie and 1 example of a cold pricklie.

What is your temperature scale right now?

What does S.N.A.P. stand for? Demonstrate the 4 steps to this tool.

Show where in your body you start to feel angry feelings.

Why is it OK to be angry sometimes?

What are 2 things that make you happy?

Name the anger rules.

What triggers your anger?

Why is it important to practice relaxation? Give 2 examples of relaxation.

What are the 3 parts of anger?

Why is it important for people to think before acting?

What are some examples of feelings that lead to the feeling of anger?

Name a person in your family, and the body clue that tells you they are getting angry.

Name two pleasant and 2 unpleasant feelings.

What is the difference between an external and an internal trigger? Give an example of each.

What would be a positive way to handle an anger situation?

ANGER WITHOUT INSULT

Mild Annoyance

1. The gesture with no words said.

2. Simple description statement:
   "I see the jam is spilled in the kitchen."
   "The front hall is full of boots and coats."
   "I need the dining table in 15 minutes."

3. The simple descriptive statement – repeated.

4. Inviting the child to work out a solution.
   "You asked to have a pet, but I notice you aren't looking after him. I'd like to hear what you plan to do about it."

5. Strong statement of feelings:
   Make use of "I" statements.
   Avoid all use of "You" statements.
   "I passed by the bird-cage, and I noticed that he was looking in terrible shape. No food, no water. I felt extremely angry, and even thought about letting you go without dinner tonight, to let you find out what it feels like."

6. A strong statement of your values.
   "Pets need care."

7. The 3 – word exclamation:
   "David, Your homework!"
   "Kathy! The dinner dishes!"

8. The Choice.
   "You can do the dishes now or in 15 minutes. You decide."

9. Use "Grandma's Rule" (when... then...)
   "When you have finished the dishes, then you may use the phone."

Getting Irritated

10. The Alert.
    "You have 3 minutes to clear the dining room table."

11. Use "As soon as" for "If you don't."

When FURY has set in

12. "When I see...I feel...I would like/need."
    "When I see helpless pets being neglected, I feel outraged. I need to know how you intend to solve this problem."

YOUR SON/DAUGHTER MUST KNOW THERE IS A READINESS TO TAKE ACTION BEHIND YOUR WORDS.

Say what you mean --- mean what you say.

Maintain Daily Peace

We can fuel or reduce another person's anger by choosing how to behave.
Choose behaviours that reduce anger.

<u>Behaviours That Fuel Anger</u>	<u>Behaviours That Reduce Anger</u>
X lacking respect in tone or behaviour	✓ treating a person respectfully
X not looking at the other person	✓ making eye contact
X needing to be right	✓ keeping an open mind
X name calling, put downs	✓ using kind words and compliments
X attacking, humiliating, threatening	✓ encouraging, accepting, guiding
X aggressive gestures such as pointing	✓ neutral, open gestures
X touching or getting too close	✓ maintaining an appropriate distance
X showing favouritism	✓ being fair
X showing impatience	✓ being patient, willing to wait and see
X interrupting	✓ waiting till a person finishes talking
X rejecting the person	✓ focus on behaviour not the person
X failing to keep promises	✓ following through on promises
X not seeing a person's different needs	✓ treating a person as an individual
X making unreasonable demands	✓ focusing on practical solutions

Session 8

Emotion Management Tools
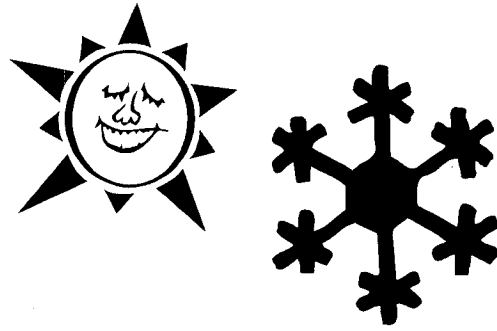
Goals:
- To identify supportive people, and situations that require adult help.
- To understand the power of words, distinguishing between those that are hurtful and those that are encouraging/complimentary.
- To practice the S.N.A.P. tool.

Parent & Child Activities:

Activity #1: <u>Support People/When to get Adult Help</u>.

Although the S.T.E.A.M. program strives to teach children the tools to manage intense emotions and deal with conflict, there are certain situations that they should not handle on their own.

- Ask your son/daughter to share examples of when they should get help from an adult, as discussed in their S.T.E.A.M. group. Add to these examples any further situations in which you and your family feel they should turn to an adult for help.
- Talk about the qualities that make a person 'supportive', and examples of supportive people/organizations in your community.
- Share examples of community supports that you and your family have personally used, E.g. Guidance Counselor, 911, Church Chaplain.
- Talk about how to find community supports, such as the phone book, World Wide Web, information lines, help lines, police, etc. If you don't already have a list posted in your home of the above numbers, you may want to have your son/daughter write a list and post in a central location.

Activity #2: <u>Warm Fuzzies/Cold Pricklies Cards</u>. Handout Provided. (pg 132)

Over the next week, each family member should keep a record of when they receive <u>Warm Fuzzies</u> (put-ups, compliments, or kind words) and <u>Cold Pricklies</u> (put-downs, or hurtful words).

- <u>Warm Fuzzies</u> can be marked on the card with happy faces, along with a few words to identify the put up, & who gave it.

- <u>Cold Pricklies</u> can be symbolized with a sad face, and a short description of the put-down, and who gave it.
- At the end of the week, family members can share their <u>Warm Fuzzies/Cold Pricklies Cards</u>, and how they felt in response to the put ups/put downs they received.
- Family members can also, in turn, try to recall any put ups/put downs that they might have given to others in the course of the week.

Activity #3: <u>S.N.A.P. Role Plays</u>.

Encourage your son/daughter to use the <u>S.N.A.P.</u> tool in everyday situations. To help make the <u>S.N.A.P.</u> tool a natural habit, practice the 4 steps using several of the situations recorded in the <u>Weekly Log of Anger Situations</u> (Session 7, Activity 2). Use the S.N.A.P. poster as a guideline, if needed.

Begin by naming the strong emotion, use the <u>Temper-a-ture Scale</u>, and name the <u>Body Clues</u>....

<u>SNAP Steps:</u>

Step 1 **STOP:**
Choose a method to *calm down* from the ideas your family brainstormed in Session 4.

Step 2 **NOW:**
Identify and label *feelings*. (refer to the handouts <u>Emotions</u> and <u>Vocabulary of Feelings</u> from Session 2).
Practice *positive self-talk*.

Eg. "I'm not going to get upset about this."
"I know I can work this out without getting mad."
"I can stay calm and work this out."
"I will not take this personally."

Walk away from the situation.

Step 3 **And:**
Think about your *options* (positive & negative).

Step 4 **Plan:**
Put yourself in the *other person's shoes* and imagine what they feel.
Think ahead to the possible *consequences* of each option.
The *more options* you can brainstorm, the more choices you have!
Make a *positive choice*!

Parent Reading:

1. <u>Adult-Child Problem Solving</u>

Quote:

"A problem well stated is a problem half-solved."
-- Charles F. Kettering

Warm Fuzzies/Cold Pricklies

Warm Fuzzies/Cold Pricklies

Warm Fuzzies/Cold Pricklies

Warm Fuzzies/Cold Pricklies

Warm Fuzzies/Cold Pricklies

Adult – Child Problem Solving

Problem Solving Tips:

- Acknowledge anger and allow time to cool off.
- Stay focused on finding solutions, not on blaming.
- Clarify the problem from each person's point of view, before brainstorming solutions.
- Don't change the subject or bring up past problems.
- If your son/daughter doesn't have ideas, offer suggestions.
- If you're having trouble agreeing on a solution, ask, "Would you be willing to try this for a week?"
- If your son/daughter refuses to participate, offer a choice: "Either you can work with me, or I'll decide".
- Write down the agreement.
- Affirm your son/daughter as a peacemaker and celebrate success.

1. **Respectfully describe the problem as you see it.**

   Feeling statement: "I feel frustration when _____"
   "What do I need to know so I can understand how you see it?"

2. **Gather Information. Speak respectfully and listen attentively.**

   "What happened?"
   "How did you feel when _____?"
   "I felt _____ when _____."

3. **State the problem.**

   Summarize what you hear so it expresses what everyone wants.
   Be prepared to listen and reframe your summary.
   "You want _____ and I want _____. Is that right?

4. **Generate ideas.**

   Encourage lots of ideas, both crazy and practical. Write them down.
   "What can we do so everyone will be happy?" Or
   "Let's think of ideas that will work for both of us."
   - Avoid evaluating
   - Restate the problem as needed for focusing

Adult – Child Problem Solving
Continued

5. Evaluate.

   Look at the consequences of each idea.
   "What might happen if we do this?"
   "Will this solution work for both of us?"

6. Make a plan.

   Work out a solution together and decide how it will be carried out.
   Evaluate the plan later and decide if it's working.
   Plan for more problem solving if appropriate.
   Celebrate success!

Session 9

More Emotion Management Tools
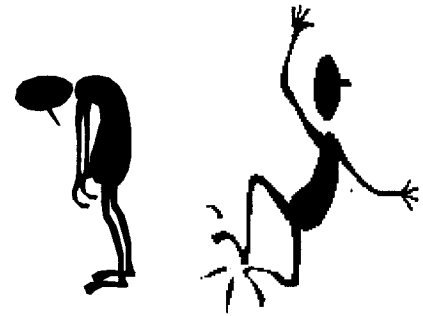
Goals:

- To teach and role play the "I" messages method of communicating feelings.
- To provide a new, and different relaxation activity.
- To practice Acts of Kindness.
- To get to know family members better.

Parent and Child Activities:

Activity #1: "I" Message Role Plays. Handouts Provided

"I" Messages help us communicate our feelings and needs, without attacking others. They help us to take responsibility for our feelings, instead of blaming others, which leads to defensiveness, arguments and hurt feelings.

Three Easy Steps...

1. **I feel** _____ (angry, sad, hurt, disappointed, furious, frustrated, etc...)

2. **when** _____ (say what happened)

3. **I would like** _____ (what you want to happen or change)

- If your family has a history of using burying, displaced anger, or acting out Anger Styles, "I" Messages may seem awkward at first.
- In order to become comfortable and feel natural using the three steps, role play real-life situations from the previous week or from the family logs, family triggers, etc. Take this opportunity to talk about personal and/or family problems, such as:

    1. A disagreement over household chores.
    2. Sibling rivalry (fights between children).
    3. Favoritism (feel someone is being treated better).
    4. Dishonesty (not telling the truth).
    5. Put downs at work/school.
    6. Feeling ignored.

- "I" Message coupons are provided as a guide for family members, until they are familiar and comfortable with this Emotions Management Tool.
- "I" Message Role Play cards are included to write down real-life situations to help you and your family practice this way of talking about feelings.

Activity #2: Relaxation Exercise.

Make a trip to the library or local bookstore for books with relaxation exercises. Have your son/daughter pick a relaxation activity of their choice. Ideas are also listed in the Session 2 Parent Reading: Relax Your Stress Away.

Activity #3: Acts of Kindness.

To help build relationships of unconditional love and trust, make Acts of Kindness a regular habit in your family life. In The 7 Habits of Highly Effective Families, Franklin Covey talks about making a deposit into people's 'emotional bank accounts'. He recommends making 5 deposits a day with each family member. Here are some suggestions:

- Give a compliment.
- Tape a love note to your child's lunch.
- Hugs and kisses.
- Cook your child's favorite meal.
- Buy your child a small gift at the dollar store.
- Leave a card for your child on his/her pillow.
- Smile.
- Say "thank-you.
- Give a pat on the back.
- Listen.
- Say "I love you".

Activity #4: Family Questionnaire – Getting to Know You. Handout Provided. (pg 140)

An important part of building family relationships is simply spending time together sharing ourselves – our likes, dislikes, interests, dreams, goals, passions, etc.

- Sit down together as a family and fill out the Family Questionnaire – Getting to Know You.

Parent Reading:

1. <u>Anger Management Update</u>

Quote:

"There is a universal truth I have found in my work.
Everybody longs to be loved. And the greatest thing we
can do is let somebody know that they are loved and
capable of loving."
Fred Rogers (Of "Mister Rogers' Neighborhood"),
IN PARADE

"I" Messages Coupons

"I" Messages

I feel _____ (angry, sad, hurt, disappointed, furious, frustrated, etc...)

when _____ (say what happened)

I would like _____ (what you want to happen or change)

"I" Messages

I feel _____ (angry, sad, hurt, disappointed, furious, frustrated, etc...)

when _____ (say what happened)

I would like _____ (what you want to happen or change)

"I" Messages

I feel _____ (angry, sad, hurt, disappointed, furious, frustrated, etc...)

when _____ (say what happened)

I would like _____ (what you want to happen or change)

"I" Messages

I feel _____ (angry, sad, hurt, disappointed, furious, frustrated, etc...)

when _____ (say what happened)

I would like _____ (what you want to happen or change)

"I" Messages Role Play Cards

Real-life Situation	Real-Life Situation
Real-Life Situation	Real-Life Situation
Real-Life Situation	Real-Life Situation
Real-Life Situation	Real-Life Situation
Real-Life Situation	Real-Life Situation

Family Questionnaire: Getting to Know You

TOPIC	CHILD	PARENT/ GUARDIAN	
Favorite movie.			
What you would do with $10,000.			
Favorite singer/musical group.			
Favorite season.			
Two things you enjoy doing.			
Favorite food/candy.			
What makes you happy?			
Favorite subject in school.			
A place you would like to travel to.			
What makes you angry?			
Three things you are good at.			
A talent you wish you had.			
A dream you have for your future.			
What makes you sad?			
Favorite sport.			
One thing you have learned in your life that will help you in the future?			

Family Questionnaire: Getting to Know You
Continued

TOPIC	CHILD	PARENT/ GUARDIAN	
The worst thing that has ever happened to you.			
A word that describes you.			
Favorite television show.			
What you worry about most.			
Favorite car.			
Who are you named after?			
One person you would like to change places with for a day, and why.			
What you like best about our family.			
Favorite Restaurant.			

Anger Management Update
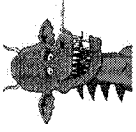
Keys to Managing Anger: Identify It

The key to managing anger is to recognize when you're angry and why, and then express your feelings in ways that make matters better, not worse. Here are some tips:

1. When angry, admit it. You have a right to your feelings.
2. Identify what's making you angry. Ask yourself, is the situation worth getting angry over? Since it very often isn't, try thinking the situation through, as calmly as possible.
3. Two-way communication can improve the situation and lead to a more positive outcome. Give others a chance to explain. Show that you're very interested in what they have to say by listening attentively, without showing signs of impatience, boredom, or hostility. When it's your turn to talk, express your feelings in an honest and forthright way, and be prepared to respond to criticism calmly.

Passive Aggression: Recognize It, Confront It

To be passive-aggressive does not mean to be passive one minute and aggressive the next. It means engaging "sugar-coated hostility" or "aggression with an escape clause."

Fearful of expressing their anger directly, passive-aggressive people let the emotion come out in covert or indirect ways. A few examples:

- They make their anger clear without telling you why.
- They promise to meet you at a certain time, but show up late.
- They arm themselves with an endless list of excuses to deflect responsibility.
- They turn themselves into victims of your excessive demands.

Healthy examples of passive aggression do exist - civil disobedience and nonviolent protest are two. But daily life offers too many instances of unhealthy passive aggression.

What we need to do, is find appropriate and constructive channels for expressing our anger. We need to resolve, not suppress our interpersonal conflicts.

A first step in dealing effectively with passive aggression is to recognize and label it. Once we see it for what it is – a special kind of hostility – we can go on to devise strategies for confronting it.

Discipline Without Anger: Tips for Parents

When children act up, Parents get angry. Here are eight tips from Nancy Samalian,

author of "Love and Anger" for staying in control:

1. Leave the room or call "time out." A short breather will give you time to regain composure.
2. Use "I-messages" to express how you feel. Accusatory "you" statements send the message that the child, not the action, is unacceptable. "I'm mad!" is better than "You're bad!"
3. Stay in the present. Don't bring up past incidents of wrong-doing or predict a dire future for the child.
4. Avoid physical force and threats. "If spanking worked," according to Samalian, "we'd only have to do it once."
5. Be brief and to the point about what you want the child to do.
6. Put your feelings down on paper. "A written message can be an effective and calming way to express your feelings in a manner others can understand."
7. Decide what's important for your family, and don't lose sight of it.
8. Restore good feelings. "Parents and children want and need good feelings to prevail, even when battles become fierce. Time and distance heal many wounds, and a simple apology can diminish resentment."

Session 10

Taking Responsibility
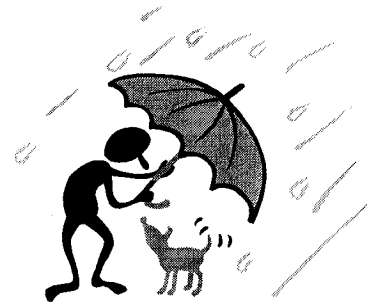
Goals:
- To recognize that we all make mistakes and sometimes we need to apologize for our mistakes.
- To reinforce skills and strategies from previous sessions.

Parent & Child Activities:

Activity #1: How to Apologize. Poster Provided. (pg 145)

Part of taking responsibility for our personal feelings and actions, means admitting that we make mistakes. And sometimes our mistakes hurt others. Admitting to mistakes and apologizing can be difficult, but it feels better when we do, and it creates stronger relationships.

- Review the How to Apologize poster and post in a central location.
- Take a moment to think of any unresolved situations from the past, either with family members or others, in which you could apply the four steps to apologizing.
- Encourage your family to practice the four steps to apologizing, when situations naturally occur in and outside of your home.

Activity #2: Family Hassle Logs. Handouts Provided. (pg 146-149)

To build on the S.T.E.A.M. tools learned so far, attached are 4 Hassle Logs. Use blank paper to create additional Hassle Logs, if desired/ needed.

- During the week, have family members fill out 1 or more Hassle Logs.
- At the end of the week, share Hassle Logs and discuss how family members' feel they handled their anger situations.
- Congratulate one another for using the Emotion Management Tools successfully, and/or talk about what steps are needed to improve on managing anger and stress situations.

Parent Readings:

1. <u>Awful Scale</u>

Parent Tip:

"Three Alternatives to No!

Save NO for those times when you need to use it and when it's in the best interest of your child's well being.

1. Yes, later.
2. Give me a minute.
3. Convince me.

Remember, NO has the most impact when you intend to follow through with it."

-- Barbara Coloroso

How To Apologize

1. **Acknowledge** or admit what you did or said was wrong.

> Say, "I made a mistake..."

2. **Apologize** for your role to the person you offended.

> Say, "I'm sorry I did/said..."

3. **Make it right** – suggest a way to correct the wrong.

Say, " I would like to straighten this out by..."

4. **Commit** to attempting not to do it again in the future.

Say, "I will call when I am going to be late."

Hassle Log

KW Counselling SERVICES
Creating Caring Communities

Name _____

A
ACTIVATING EVENT?

When Did It Happen?
Morning   Afternoon   Evening

Where Did It Happen?
School   Home   Other

Who Else Was Involved?
Peer   Family   Other

How Angry Were You?

0   2   4   6   8   10

Not At   Some-   Moderately Very   Extre-   Boiling
All   what   mely   Over

What Happened? _____

Describe What Triggered You To Feel Angry? _____

B
BEHAVIOUR?

What Did You Do?
-Cried
-Hit
-Told An Adult
-Broke Something
-Walked Away
-Talked It Out
-Ignored It
-Hurt Myself
-Screamed
-Told Friend
-Other _____

What Tools from the Emotion Management Toolbox Did you use?
-Temper-a-ture Scale
-"I" Messages
-Body Clues
-Feeling Words
-S.N.A.P.
-Relaxation
-Thinking of Consequences
-Anger Rules
-Knowing Anger Styles

C
CONSEQUENCES?

Positive: _____
_____
_____
_____
_____

Negative: _____
_____
_____
_____
_____

How Well Did You Handle The Situation?

Poorly   OK   Well   Excellent

Parent/Guardian Handbook – Intermediate (12 – 14 years)
Session 10 Activity 2

79

Hassle Log

K·W Counselling SERVICES
Creating Caring Communities

Name _____

A
ACTIVATING EVENT?

When Did It Happen?
Morning   Afternoon   Evening

Where Did It Happen?
School   Home   Other

Who Else Was Involved?
Peer   Family   Other

How Angry Were You?

0   2   4   6   8   10

Not At   Some-   Moderately Very   Extre-   Boiling
All   what   mely   Over

What Happened?

Describe What Triggered You To Feel Angry?

B
BEHAVIOUR?

What Did You Do?
-Cried
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-Told An Adult
-Broke Something
-Walked Away
-Talked It Out
-Ignored It
-Hurt Myself
-Screamed
-Told Friend
-Other_____

What Tools from the Emotion Management Toolbox Did you use?
-*Temper-a-ture Scale*
-*"I" Messages*
-*Body Clues*
-*Feeling Words*
-*S.N.A.P.*
-*Relaxation*
-*Thinking of Consequences*
-*Anger Rules*
-*Knowing Anger Styles*

C
CONSEQUENCES?

Positive: _____
_____
_____
_____
_____

Negative: _____
_____
_____
_____
_____

How Well Did You Handle The Situation?

Poorly   OK   Well   Excellent

Hassle Log

KW Counselling
S E R V I C E S
Creating
Caring
Communities

Name _____

A
ACTIVATING EVENT?

When Did It Happen?
Morning   Afternoon   Evening

Where Did It Happen?
School   Home   Other

Who Else Was Involved?
Peer   Family   Other

How Angry Were You?

0 — 2 — 4 — 6 — 8 — 10

Not At   Some-   Moderately Very   Extre-   Boiling
All   what   mely   Over

What Happened?
_____

Describe What Triggered You To Feel Angry?
_____

B
BEHAVIOUR?

What Did You Do?
-Cried
-Hit
-Told An Adult
-Broke Something
-Walked Away
-Talked It Out
-Ignored It
-Hurt Myself
-Screamed
-Told Friend
-Other _____

What Tools from the Emotion Management Toolbox Did you use?
-Temper-a-ture Scale
-"I" Messages
-Body Clues
-Feeling Words
-S.N.A.P.
-Relaxation
-Thinking of Consequences
-Anger Rules
-Knowing Anger Styles

C
CONSEQUENCES?

Positive: _____
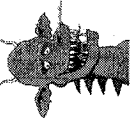_____
_____
_____

Negative: _____
_____
_____
_____

How Well Did You Handle The Situation?

—+———+———+———+—

Poorly   OK   Well   Excellent

Parent/Guardian Handbook – Intermediate (12 – 14 years)
Session 10 Activity 2

81

Hassle Log

K W Counselling SERVICES
Creating Caring Communities

Name _____

A
ACTIVATING EVENT?

When Did It Happen?
Morning   Afternoon   Evening

Where Did It Happen?
School   Home   Other

Who Else Was Involved?
Peer   Family   Other

How Angry Were You?

0   2   4   6   8   10

Not At   Some-   Moderately   Very   Extre-   Boiling
All   what   mely   Over

What Happened?

Describe What Triggered You To Feel Angry?

B
BEHAVIOUR?

What Did You Do?
-Cried
-Hit
-Told An Adult
-Broke Something
-Walked Away
-Talked It Out
-Ignored It
-Hurt Myself
-Screamed
-Told Friend
-Other_____

What Tools from the Emotion Management Toolbox Did you use?
-*Temper-a-ture Scale*
-*"I" Messages*
-*Body Clues*
-*Feeling Words*
-*S.N.A.P.*
-*Relaxation*
-*Thinking of Consequences*
-*Anger Rules*
-*Knowing Anger Styles*

C
CONSEQUENCES?

Positive: _____
_____
_____
_____
_____

Negative: _____
_____
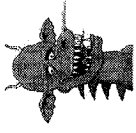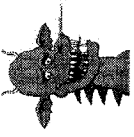_____
_____

How Well Did You Handle The Situation?

Poorly   OK   Well   Excellent

Parent/Guardian Handbook – Intermediate (12 – 14 years)
Session 10 Activity 2

82

Awful Scale

Rate on a scale from 0 to 100 the awfulness of different things that might happen in your life.

0	5	50	90	100
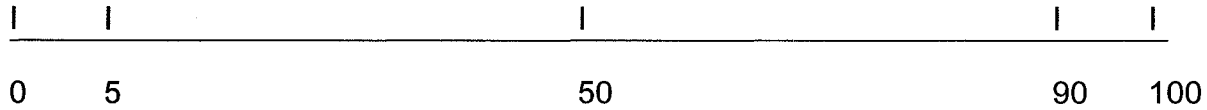
0	=	doesn't bother you at all
5	=	minor hassle
90	=	horrible experience
100	=	would make you permanently unhappy

Practice Ratings

1. Teen doesn't do chores
2. Teen has messy room
3. Teen has crummy friends
4. Teens report card has 2 "F's"
5. Teen gets tongue ring
6. Present problems you have with your teen
7. Flat tire at end of long work day
8. Broken arm – right handed one
9. House burns down
10. Death of your spouse
11. Death of your child
12. Now rate again the present problems you are having with your teen (#6)

Sometimes when feeling overwhelmed, what is seriously needed is a look at how bad the problem really is relative to other problems.

Don't Overreact
Don't Emotionally Dump
Don't make a Mountain Out of a Molehill

➡️ *This will kill your relationship!*

Session 11

Being Assertive
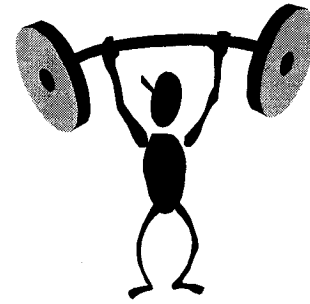
Goals:
- To define and differentiate between assertive, passive and aggressive behaviours.
- To reinforce positive coping strategies and techniques to effectively manage our intense emotions.

Parent & Child Activities:

Activity #1: Assertive vs. Passive vs. Aggressive. Handouts included. (pg 153, 154)

- On separate sheets of paper, ask your son/daughter to draw the body language and actions of an Assertive person, a Passive person, and an Aggressive person. (Or have each family member draw one style).
- Ask your son/daughter to recall what characteristics of each communication style they remember learning in their S.T.E.A.M. group, and depict these characteristics with speech bubbles, and labels. E.g. the aggressive person could be pointing and yelling "You're a loser!"
- Refer to the handouts Passive, Aggressive and Assertive Definitions and Assertive Do's and Don'ts, to complete the drawings with whatever remaining descriptors are offered.
- Post the drawings on a door, fridge or other central location.

Activity #2: S.T.E.A.M. Card Game. Handouts Provided. (pg 155-157)

- For a fun review and practice of the S.T.E.A.M. concepts and tools, cut out the attached cards.
- Place the cards in a hat and one by one have family members draw questions, and answer.
- As you play the game, write down the points earned by each family member after they have answered a question correctly. At the end, add up each family member's total score and announce the winner!

Attention Parents!

An information letter will be sent to you from your son/daughter's school to notify you of the date and time of the <u>Final Parent & Child Meeting</u>. The meeting will probably take place at your son/daughter's school in the final week of the S.T.E.A.M. group.

- Ask your son/daughter for the **letter from school** giving information about the <u>Final Parent & Child Meeting</u> during this week.
- **Contact** your child's **school** for information about the <u>Final Parent & Child Meeting</u> **if you have not received a letter before the last session of the group**.

Parent Readings:

1. <u>Personal Power</u>
2. <u>Checklist for Hidden Anger</u>

Passive, Aggressive and Assertive Definitions

Passive

When I take the other person's rights into account and not my own.

Words	Actions
Is that okay?	*Slumped shoulders*
Whatever you think	*Looking at the floor*
I guess	*Apologetic expression*

Aggressive

When I take my own rights into account and not the other person's.

Words	Actions
I don't care	Standing over other person
So what!	*Pointing finger*
Mind your own business	*Yelling*
	It's your fault!
	Staring or glaring

Assertive

When I take my own rights into account and the rights of the other person.

Words	Actions
I feel...	*Good eye contact*
I think...	*Confident expression*
I understand...	*Slow, even tone of voice*
I'd prefer...	*Body erect and relaxed*

Assertive Do's

DO	DON'T
• Maintain good eye contact • Stand up straight • Speak slowly, and calmly • Stop and think before you talk • Consider the consequences before you speak • Have a confident expression	• Stare off into space • Wring your hands • Giggle • Slouch • Point your finger • Stand over the other person
• Use "I" messages • Communicate concern for the other person • Take responsibility for your own feelings • Express your feelings • Ask questions • State your complaint	• Blame the other person • Deny your feelings • Ask for pity • Let others decide what is best for you • Use pleading or apologetic words

Assertive Statements

- I want/ I don't want
- I am willing to / I am not willing to
- I have decided to/ I have decided not to
- I'll think it over
- I'll let you know
- What do you suggest we do about that?

S.T.E.A.M. Card Game

500 Name the <u>Anger Rules</u>.	300 What are 3 ways you calm down and release your intense feelings?
200 Why do people suggest you count to 10 before you say or do anything when you are upset? Does it work?	100 Where in your body do you feel frustration?
300 Name 3 things you have learned about anger.	200 Name 2 of your support people.
300 Name 3 situations where adult help is needed?	400 Give 4 examples of where we learn violence from.
300 List 3 qualities you would like in a friend.	300 What have you changed about how you handle your anger?
400 Feeling charade – act out a feeling of your choice and have your family guess the feeling.	300 Tell why it is not helpful to watch violent T.V. programs?

S.T.E.A.M. Card Game Continued

100 How do you relax?	100 Give an example of a positive, 'Anger-Down' self-talk message that you use.
200 Name 2 unpleasant feelings.	100 What personal qualities do one of your support people have that makes them someone you can talk to?
300 Name 3 pleasant feelings.	500 Do the S.N.A.P. hand signals and explain the steps involved.
200 Name 2 feelings that could be considered both pleasant and unpleasant.	300 What are 3 anger triggers for you?
300 What is your style of handling anger? What has changed about how you handle anger?	100 When you are angry, how can others tell just by looking at you?
300 Is anger an OK feeling to have? Explain.	200 What is a consequence of the Burying Anger style?

500	300
List and describe the four steps to Apologize.	List 3 ways to be assertive.
500	300
Tell how you recently solved a problem successfully.	Imitate a passive person by using physical body language and make a passive statement.
300	100
If someone is teasing you, how would you handle it?	Someone who avoids conflict has what kind of Anger Style?
500	500
Are you deaf? You never listen to me. Turn this statement into an "I" Message.	You find out that a classmate has spread a rumour about you. Use an "I" Message.
500	500
You are late to school/work because the bus was late. Your teacher/boss yells at you. Use an "I" Message.	One of your good friends made plans to go to the movies Saturday, and didn't invite you. How do you feel besides angry? Use S.N.A.P.
500	500
You borrowed your sister's sweater and spilled grape juice on it. Follow the 4 Steps to Apologize.	Your brother borrowed your C.D. player without your permission. How do you feel? Solve this using the S.N.A.P. tool.

PERSONAL POWER

You're being
ASSERTIVE
When you hold on to your
Personal Power.

You're being
PASSIVE
When you let people take away
Your personal power.

You're being
AGGRESSIVE
When you take away other
People's personal power.

Checklist for Hidden Anger

If we have any national fault, it is hiding our own anger from ourselves. Here is a checklist to help you determine if you are hiding your anger from yourself. Any of these is usually a sign of hidden unexpressed anger.

1. Procrastination in the completion of imposed tasks.
2. Perpetual or habitual lateness.
3. A liking for sadistic or ironic humour.
4. Sarcasm, cynicism, or flippancy in conversation.
5. Frequent sighing.
6. Over politeness, constant cheerfulness, attitude of grin and bear it.
7. Smile while hurting.
8. Frequent disturbing or frightening dreams.
9. Over controlled monotone speaking voice.
10. Difficulty in getting to sleep or sleeping through the night.
11. Boredom, apathy, loss of interest in things you are usually enthusiastic about.
12. Slowing down of movement.
13. Getting tired more easily than usual.
14. Excessive irritability over little things.
15. Getting drowsy at inappropriate times.
16. Sleeping more than usual, maybe 12-14 hours a day.
17. Waking up tired rather than rested or refreshed.
18. Clenched jaws – especially while sleeping.
19. Facial tics, spasmodic foot movements, habitual fist clenching and similar repeated physical acts done unintentionally or unaware.
20. Grinding of teeth – especially while sleeping.
21. Chronic depression, extended periods of feeling down for no reason.
22. Chronically stiff or sore neck or shoulder muscles.
23. Stomach ulcers or other psychosomatic illnesses.
24. Constant anxiety.
25. Eating disorders, stuffing or starving.
26. Compulsive talkers.
27. Mutism.
28. Sweetness.
29. Gossip.
30. Verbal sadism – ventilate in extreme – profanity not necessarily appropriate.
31. Aggressive driving.

Session 12:

Let's Celebrate !!!

Goals:

- To celebrate the changes your son/daughter has made in how they manage a variety of strong feelings.
- To compliment your son/daughter for the changes they have made.
- To cheer children on, so the skills they learned will continue to be used in the future.

Parent & Child Activities:

Activity #1: Emotions Management Passbook

- Take some time to sit down with your son/daughter and review their _Emotions Management Passbook_.
- Look over the activities and information and ask them to share what they learned in the group, how they feel about the S.T.E.A.M. program ending, etc.
- Looking at the handouts, My Goals (Session 2) and Emotions Management Toolbox (Session 12), talk about where your son/daughter and family are in terms of practicing the tools daily. Discuss how you will continue to apply the strategies learned, at home, school, work, and in the community.
- Please tell your son/daughter what you have noticed that he or she is doing differently now, than before, to deal with emotions.
- Congratulate them for the work they have done to handle strong feelings in a way that is helpful.

Activity # 2: Attend the Final Parent/Guardian & Child Meeting together.

A special celebration, including a graduation certificate presentation, is planned to close the S.T.E.A.M. group. Parents and children are **strongly encouraged** to attend in order to:

- Receive your son/daughter's final _Progress Report_.
- Witness your son/daughter receiving his or her _Graduation Certificate_.
- Participate in an activity with your son/daughter, about what he or she learned in the group.

- Complete your written *Parent Evaluation of Program Effectiveness*.
- Share your valued feedback about the program.
- Learn ways to extend the program at home so that the skills your son/daughter learned can continue to be used in the future.
- Talk with the program leaders.
- Celebrate the accomplishments of your son/daughter.
- Enjoy a celebration snack, together with your son/daughter.

   An information letter will have been sent to you from your son/daughter's school to notify you of the date and time of the *Final Parent/Guardian & Child Meeting*. The meeting will probably take place at your child's school in the final week of the S.T.E.A.M. group.

- Ask your son/daughter for the **letter from school** giving information about the *Final Parent & Child Meeting*.
- **Contact** your child's **school** for information about the *Final Parent/Guardian & Child Meeting* **if you have not received a letter, before the group's last session.**

Parent Reading:

   1. Re: Me – A Memorandum from your Child.

Emotions Management Passbook:

- Have your son/daughter bring home their *Emotions Management Passbook*.
- Encourage them to show their *Emotions Management Passbook* to brothers, sisters, friends and relatives.
- Have your son/daughter share with people what they have learned in the group that is helping them to be **in charge** of themselves when feelings are strong.

Quote:

   "Life is meant to be a celebration! It shouldn't be necessary to set aside special time to remind us of this fact. Wise is the person who finds a reason to make every day a special one."

                                                                    (Leo Buscaglia, Bus 9 to Paradise)

Emotion Management Toolbox

- [ ] **Temper-a-ture Scale** – helps us know when our feelings are getting stronger.

- [ ] **Feeling Words** – helps us name our feelings.

- [ ] **Relaxation Activity** – helps us to relax when we are feeling stressed.

- [ ] **Feelings – Pleasant & Unpleasant** – helps us learn healthy ways to handle unpleasant feelings.

- [ ] **The Anger Rules** – helps us to remember what to do when we are angry.

- [ ] **Safe Ways to Deal with Intense Feelings** – helps us to learn coping strategies for intense feelings.

- [ ] **Triggers** – helps us to know the things that set off our angry feelings.

- [ ] **Body Clues** – helps us to know when we are getting angry.

- [ ] **Name That Anger Style** – helps us to be aware of how we handle anger.

- [ ] **Thinking of Consequences** – helps us to think of the outcome so we can make positive choices.

- [ ] **S.N.A.P.** – helps us to stop and think before we speak.

- [ ] **Words That Hurt** – helps us to stop and think before we speak.

- [ ] **"I" Messages** – helps us talk about our feelings without attacking the other person.

- [ ] **How to Apologize** – helps us to take responsibility for our feelings and actions.

- [ ] **Being Assertive** – helps us to stand up for ourselves while respecting others.

A MEMORANDUM FROM YOUR CHILD

Don't spoil me. I know quite well that I ought not have all I ask for. I'm only testing you.

Don't be afraid to be firm with me. I prefer it. It lets me know where I stand & where you stand.

Don't use force with me. It teaches me that power is all that counts. I respond to being led.

Don't be inconsistent. This confuses me & makes me try harder to get away with everything that I do.

Don't make promises. You may not be able to keep them. That will discourage my trust in you.

Don't fall for my provocations. Then I'll try for more such 'victories'.

Don't be upset when I say 'I hate you'. I don't mean it. I want you to feel sorry for what you have done to me.

Don't make me feel smaller than I am. I will make up for it by behaving like a 'big shot'.

Don't do things for me that I can do for myself. I may learn to continue to put you in my service.

Don't correct me in front of people. I'll take much more notice if you talk quietly with me in private.

Don't let my 'bad habits' get me a lot of your attention. It encourages me to continue them.

Don't try to discuss my behaviour in the heat of a conflict. For some reason my hearing is not very good at these times and my co-operation is even worse. It is still all right to take that action that is required, but let's not talk about it until later.

Don't try to preach to me. You'd be surprised how well I know what's right and wrong.

Don't make me feel my mistakes are sins. I have to learn to make mistakes without feeling that I'm no good.

Don't protect me from consequences. I need to learn from my experiences.

Don't put me off when I ask honest questions. You will find that I stop asking & seek my info elsewhere.

Don't ever think that it is beneath your dignity to apologize to me. It makes me feel warm toward you.

Don't suggest that you are perfect or infallible. It gives me too much to live up to.

Don't worry about the little amount of time we spend together. It is 'how' we spend it that counts.

Don't forget that I can't thrive without understanding & encouragement. But you already know that.

Treat me the way you treat your FRIENDS. Then I will be your FRIEND too.

REMEMBER, I LEARN MORE FROM A MODEL THAN A CRITIC!

Suggested Reading List of Books

Borba, Michele, Ed.D., (2003). <u>No More Misbehavin'; 38 Difficult Behaviors and How to Stop Them</u>. San Francisco: Jossey-Bass

Coloroso, Barbara, (1995). <u>Kid's are Worth It! Giving Your Child the Gift of Inner Discipline</u>. Toronto: Somerville House Publishing.

Covey, Stephen R., (1997). <u>The 7 Habits of Highly Effective Families</u>. New York: Golden Books.

Dinkmeyer, Don Sr., McKay, Gary D., Dinkmeyer, Don Jr., (1997). <u>The Parent's Handbook; Systematic Training for Effective Parenting</u>. Minnesota: American Guidance Service, Inc.

Gottman, John, Ph.D. (1998). <u>Raising an Emotionally Intelligent Child; The Heart of Parenting</u>. Simon & Schuster.

Greene, Ross W., (1998). <u>The Explosive Child</u>. New York: HarperCollins

Haskins, Diana, (2001). <u>Parent as Coach</u>. Portland: White Oak Publishing.

Lansky, Vicki, (1991). <u>101 Ways to Make Your Child Feel Special</u>. Chicago: Contemporary Books.

Lott, Lynn, Intner, Riki., (1995). <u>The Family That Works Together...Turning Family Chores From Drudgery to Fun</u>. California: Prima Publishing.

Nelson, Jane, Ed.D., Lott, Lynn, M.A., (2000). <u>Positive Discipline for Teenagers; Empowering Your Teen and Yourself through Kind and Firm Parenting</u>. Revised 2nd Edition. California: Prima Publishing.

Rosemond, John, (1990). <u>Parent Power! A Common Sense Approach to Parenting in the 90's and Beyond.</u> Missouri: Andrews & McMeel.