



Prevention Focus

- Children exposed to early stress/trauma/disadvantage often show emotional vulnerabilities and social delays
- Link Between having Friendship Skills and Positive Mental Health
- Developing Pro Social Behaviour and Self Regulation...Supports Retention In School and ability to Learn
- Developing peer empathy...ability to understand the world from another's perspective and feelings

Prevention Focus

- Emotional regulation...Addiction and Mental Health prevention
- Friendships as a protective factor for children at risk

Friendship Group

- **Needs Analysis**
- **Service Design**
- **Karen Bierman**
- **Target group**

What outcomes does it achieve?

- Increases positive peer relationships
- Increases emotional understanding
- Increases social problem solving and negotiation
- Increase social interaction and cooperation

ABCD Model of Development

- It works by supporting children to manage their emotions (Affective), develop appropriate behavioural skills (Behavioural) and analytic / logical reasoning skills; (Cognitive). Through this process, children's self esteem and personality develop (Dynamic).

How does it work?

- 22 week programme
- 4 units in programme – clear scope and sequence
- Skills lesson – teach concept
- Skills practice – guided opportunity
- Reinforcement

Selection Criteria

- Problematic Peer Relationships-Peer Rejection/Victimisation/Social Isolation/Social Anxiety
- Common Behavioural Deficits-Low Rates of Pro Social and Co-Operative Behaviours/Aggressive and Disruptive Behaviours/Inattentive/immature

What does it cover?

- Unit 1 – establishing common ground
- Unit 2 – caring and controlled behaviour
- Unit 3 – fair play: reciprocity and negotiation
- Unit 4 – sustaining friendships

Program Content

Unit 1-Establishing Common Ground

- Activities Foster Self Disclosure
- Activities seek to find Common Ground
- Understanding Feelings/Interpersonal Awareness

Program Content

Unit 2 –Caring and Controlling Behaviour

- Differences Between Feelings and Behaviours
- Training and Relaxation
- Self Calming Strategies-Going to the Red Light

Program Content

Unit 3-Fair Play; Reciprocity and Negotiation

- Parallel Play to Co-Operative play
- Fair Play/Make a Deal...Negotiation...Say Yes To Good Ideas

Program Content

Unit 4-Sustaining Friendships

- Delaying Immediate Gratification
- Repair Strategies
- Apply New Skills in Situations of Strain and Conflict

Key Components Of Each Session

- Rules
- Routine
- Feeling Faces
- Entry Procedures
- Skills Presentation

Key Components

- Skills Presentation Strategies-From Friendship Circles to Kids Court
- Snack-Time
- Closing Routine
- End Of Unit Parties and Books
- Video Taping

Induction Strategies

- Strategies Designed To Induce or Encourage Children to Redirect their Behaviour in the Desired Way
- Do Not use direct Commands

Induction Strategies

- Labelling Hopes e.g. I hope Josh will join us at snack.
- Praise Positive Models
- Redirect Attention
- Use Supportive Physical Contact
- Give Choices
- Use I Statements
- Elicit Peer Feedback

Benefits for children

- Building self-esteem and social skills
- Strengthens them as a group-Sense Of Belonging for children whose behaviours precludes them from Peer Sense Of Belonging
- Promotes communication between children and parents
- Has been a forum to identify other needs of participating children

Benefits for staff

- Having a proven model
- Usefulness of videoing sessions
- Building up skills and knowledge
- Common language
- Learning can be transferred to other group work programmes

Evidence based

- Demi-Pilots
- Pilot
- Evaluated-Clear Positive Outcomes in terms of improved Social Competencies as scored by Teachers.

Using a proven scripted programme

Benefits for children

- Clear outcomes
- Skills constantly reinforced by coaches, consistent Praise
- Clear routines, creates Predictability
- Consistency
- Communication with parents

