Coping across the life span: Developing resilience
Clinical College Workshop June 2017 Part A

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Workshop Day
Session 1
• Coping ➔ Resilience
• Theory ➔ Research
• Measurement

Session 2
• Applications and Practice
• How use it in practice across the life-span
• Sharing good ideas – think about your professional world

Resilience is Ordinary Magic (Ann Masten, 2014)
It is about human development and protections rather than being extraordinary

https://youtu.be/SPaz5pZIJF4
https://youtu.be/o3X9k0NItq
Operationalising Coping
Adolescent programs
Universal Dyslexia
Diabetes
Parent Programs
COPE-R
Early Years coping
CALD Parent Programs
Adolescent measures
According to Martin Seligman, PERMA makes up five important building blocks of well-being and happiness:

- **Positive emotions** – feeling good
- **Engagement** – being completely absorbed in activities
- **Relationships** – being authentically connected to others
- **Meaning** – purposeful existence
- **Achievement** – a sense of accomplishment and success
Mindfulness

- Focusing on the present moment, non-judgementally

“Wherever you go, there you are”
- Jon Kabat-Zinn

“Smile, breathe and go slowly.”
- Thich Nhat Hanh

Mindfulness

Sandra Prince-Embury's Resiliency Scales for Children & Adolescents

- Mastery – optimism, self-efficacy & adaptability
- Relatedness – trust & support
- Reactivity – sensitivity & capacity to recover

Salvatore Maddi on Hardiness

- Commitment
- Control
- Challenge (includes social support, problem-solving, self-care)

Mindset

- Mindset is a useful construct – adaptation and growth

Dweck (2006, 2017) focuses on an understanding that intelligence is not fixed but that there is a capacity for growth given a mindset or belief system.

Fostering a growth mindset
Rather than Helpless
Why Talk about Coping?

- There are lots of stresses/strains in everyday life
- There is a LANGUAGE of coping that helps us to consider CHANGE
- We can build up coping resources
- We can all do what we do better
- There is evidence to support how and when
- We can learn to be proactive
- Applications in clinical contexts

~ Mahatma Gandhi
FREDA Miles still walks to work five days a week – which isn’t bad for a 94-year-old

What is stress?
The miss-match between the perceived demand of a situation and the individual’s assessment of their own resources to deal with it. ~ (Lazarus, 1974)

What is coping?
The constantly changing cognitive & behavioural efforts to manage specific external &/or internal demands that are appraised as taxing or exceeding the resources of the person.

Lazarus & Folkman (1984)
Coping Theories & organisation of coping

1. Resources theories of coping
2. Proactive coping
3. Appraisal Theories of Coping
4. Organisation of coping
Hobfoll’s Model of Conservation of Resources

Basic tenet:
People strive to retain, protect and build resources, and what is threatening to them is the potential or actual loss of these valued resources.

Resource Theories

Hobfoll (1989, p.156)

The building up of resources to promote challenging goals and personal growth.

Proactive Coping

Schwarzer & Tauber (2003); Greenglass (2003)

Involves acting in ways that increase the likelihood of success:
- Having a vision and working towards it.
- Goal management.
- Investing time and effort into what is important.
- Personal growth.
- Taking responsibility for making things happen.
- Building up resources.
Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It means "bouncing back" from difficult experiences.

Resilience

Resilience refers to the class of phenomenon characterised by good outcomes in spite of serious threats to adaptation and development.

Resilience

resilience involves using behaviors, thoughts, and actions that individuals can learn and develop (Resnick, 2014 P157).
Resilience is recovery, sustainability and growth from an individual, that is, a single biological system to a person, an organization, a neighbourhood, a community, a city, a state or even a nation (Zautra & Reich, 2010).

“Our attention to these three features of resilience is best seen through the dynamic lens of coping

<table>
<thead>
<tr>
<th>Appraisal Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Appraisal</td>
</tr>
<tr>
<td>Situation: Stress, loss, harm or challenge?</td>
</tr>
<tr>
<td>Secondary Appraisal</td>
</tr>
<tr>
<td>Can I do it? Do I have the strategies to cope?</td>
</tr>
<tr>
<td>Tertiary Appraisal</td>
</tr>
<tr>
<td>Evaluation: How did it work?</td>
</tr>
</tbody>
</table>
Building a support network

1. Who are your supports?
2. Identify a problem at home or in the workplace.
3. Who are you able to call on for help? Name a person on each finger.

Austrian philosopher Ludwig Wittgenstein proposed:

“If you can name it, you can tame it”

Wittgenstein’s “duckrabbit”

Coping measurement from early years through to adulthood
Adolescent Coping Scale II (ACS-2)

Adolescent Coping Scale – 2 (Frydenberg & Lewis, 2011)

<table>
<thead>
<tr>
<th>Productive (Problem-solving) style: 11 coping strategies</th>
<th>Nonproductive (Passive-Avoidant) style: 9 strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking social support</td>
<td>Worry</td>
</tr>
<tr>
<td>Focus on solving the problem</td>
<td>Wishful thinking</td>
</tr>
<tr>
<td>Physical recreation</td>
<td>Not coping</td>
</tr>
<tr>
<td>Seek relaxing diversions</td>
<td>Ignore the problem</td>
</tr>
<tr>
<td>Investing in close friends</td>
<td>Keep to self</td>
</tr>
<tr>
<td>Work hard and achieve</td>
<td>Self-blame</td>
</tr>
<tr>
<td>Focus on the positive</td>
<td>Act-up</td>
</tr>
<tr>
<td>Accept one’s best efforts</td>
<td>Seek Spiritual support</td>
</tr>
<tr>
<td>Social action</td>
<td>Tension Reduction</td>
</tr>
<tr>
<td>Seek professional help</td>
<td></td>
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<tr>
<td>Humor</td>
<td></td>
</tr>
</tbody>
</table>

SOCIAL SUPPORT (SocSup)

- SocSup is represented by items which indicate an inclination to share the problem with others and enlist support in its management.
- e.g. Look for support and encouragement from others.
- M=8.71 (SD=3.15)
- Cronbach’s alpha: α = .80
WORK HARD & ACHIEVE (WORK)

- **Work** is a factor describing commitment, ambition (achieve well) and industry.
- e.g. *Work Hard*.
- M= 11.29 (SD=2.64)
- Cronbach’s alpha: \( \alpha = .82 \)

WORRY (WORRY)

- **Worry** is characterized by items, which indicate concern about the future in general terms or more specifically concern with happiness in the future.
- e.g. *Worry about what will happen to me*.
- M=8.16 (SD=2.88)
- Cronbach’s alpha: \( \alpha = .77 \)

WISHFUL THINKING (WISHTHINK)

- **WISHTHINK** is characterized by items which are based on hope and anticipation of a positive outcome.
- e.g. *Wish a miracle would happen to make things turn out well*.
- M= 8.80 (SD=3.43)
- Cronbach’s alpha: \( \alpha = .79 \)
SOCIAL ACTION (SOCAC)

- SOCAC is about letting others know your concerns and enlisting support by writing petitions or organising an activity such as a meeting or a rally.
- e.g. Organise a group to deal with the concern.
- M=6.31 (SD=2.85)
- Cronbach’s alpha: α = .82

SELF-BLAME (SELFBLAME)

- SELFBLAME is characterized by items which indicate that an individual sees him/herself as responsible for the concern or worry.
- e.g. Blame myself.
- M=7.25 (SD=3.05)
- Cronbach’s alpha: α = .84

KEEP TO SELF (KEEPSELF)

- KEEPSELF is characterized by items which reflect the individual’s withdrawal from others and wish to keep others from knowing about concerns.
- e.g. Don’t let others know about my problem.
- M=9.26 (SD=3.06)
- Cronbach’s alpha: α = .78
SEEK SPIRITUAL SUPPORT (SPIRIT)

- SPIRIT is comprised of items which reflect prayer and belief in the assistance of a spiritual leader or Lord.
- e.g. Pray for God to look after me.
- M=5.53 (SD=2.88)
- Cronbach's alpha: $\alpha = .86$

FOCUS ON THE POSITIVE (FOCPOS)

- FOCPOS is represented by items which indicate a positive and cheerful outlook brought about by focusing on the good things in one's life.
- e.g. Look on the bright side of things and think of all that is good.
- M=9.87 (SD=2.77)
- Cronbach's alpha: $\alpha = .78$

SEEK PROFESSIONAL HELP (PROFHELP)

- e.g. Ask a teacher or other professional person for help.
- M= 4.58 (SD=2.20)
- Cronbach's alpha: $\alpha = .80$
- PROFHELP denotes the use of a professional adviser, such as a teacher or counsellor.
SEEK RELAXING DIVERSIONS (RELAX)

- RELAX is about relaxation in general rather than about sport. It is characterized by items which describe leisure activities such as reading and painting.
- e.g. *Relax, e.g. watch TV, play computer games, go for a walk.*
- M= 11.64 (SD=2.65)
- Cronbach's alpha: \( \alpha = .71 \)

PHYSICAL RECREATION (PHYSREC)

- PHYSREC is characterized by items which relate to playing sport and keeping fit.
- e.g. *Keep fit and healthy, e.g. play sport.*
- M= 11.04 (SD=3.17)
- Cronbach's alpha: \( \alpha = .79 \)

ACT UP (ACTUP)

- ACTUP is characterized by items which reflect an attempt to make oneself feel better by by damaging things or being a nuisance.
- e.g. *Act up and make life difficult for those around me.*
- M=6.18 (SD=2.58)
- Cronbach's alpha: \( \alpha = .71 \)
HUMOUR (HUMOUR)

- **HUMOUR** is characterized by items which involve entertaining others.
  - e.g. *Try to be funny.*
  - M= 9.68 (SD=2.94)
  - Cronbach’s alpha: α = .74

NOT COPING (NOTCOPE)

- **NOTCOPE** consists of items which reflect the individual’s inability to deal with the problem and the development of psychosomatic symptoms.
  - e.g. *I get sick.*
  - M= 6.90 (SD=2.61)
  - Cronbach’s alpha: α = .70

ACCEPT ONE’ S BEST EFFORTS (ACCEPT)

- **ACCEPT** is characterized by items which indicate an acceptance of having done one’s best and therefore there is nothing further to be done.
  - e.g. *Accept things as they are, because I’ve done my best.*
  - M= 14.34 (SD=2.92)
  - Cronbach’s alpha: α = .76
IGNORE THE PROBLEM (IGNORE)

- **IGNORE** is a style which reflects a conscious blocking out of the problem and resignation coupled with an acceptance that there is no way of dealing with it.
- e.g. *Shut myself off from the problem so I can try and ignore it.*
- \( M = 7.37 \) (SD = 2.51)
- Cronbach’s alpha: \( \alpha = .74 \)

INVEST IN CLOSE FRIENDS (FRIENDS)

- **FRIENDS** is about engaging in a particular intimate relationship.
- e.g. *Spend more time with a good friend*
- \( M = 8.80 \) (SD = 3.43)
- Cronbach’s alpha: \( \alpha = .79 \)

FOCUS ON SOLVING THE PROBLEM (SOLVPROB)

- **SOLVPROB** is a strategy which tackles the problem systematically by learning about it, taking into account different points of view or options.
- e.g. *Work out a way of dealing with the problem.*
- \( M = 9.42 \) (SD = 2.61)
- Cronbach’s alpha: \( \alpha = .76 \)
Tension Reduction (TensRed)

- TENSRED reflects an attempt to make oneself feel better by releasing tension.
- e.g. Find a way to let off steam, for example cry, scream, drink, take drugs.
- M= 6.06 (SD=2.81)
- Cronbach’s alpha: α = .73
The BOC Program

10 modules
1. Map of coping
2. Good thinking
3. Heading down the wrong track
4. Getting along with others
5. Asking for help
6. Problem solving
7. Making decisions
8. Aiming high - goal setting
9. Skill building
10. Managing time
1. The language of coping
2. Positive thinking
3. Strategies that don’t help
4. Getting along with others
5. Asking for help
6. Coping with conflict
7. Problem solving
8. Social problem solving
9. Decision making
10. Coping in the cyberworld
11. Goal setting and goal getting
12. Managing time

Research Findings from Coping Measurement Tools

Gender & Coping
Gender & Coping

Frydenberg & Lewis (2000)
- 168 Students
- 6 Co-educational secondary schools (mainly private)
- Metropolitan Melbourne
- Adolescent Coping Scale
- Longitudinal - Year 7, Year 9, Year 11
- Coping - Age, SES, Gender

Differences in Coping

Age
- 12–14 years:
  - Girls = Boys in their declared inability to cope.
- 14-16 years:
  - Boys remain relatively stable in their declared inability to cope.
  - Girls increase in their declared inability to cope.

Frydenberg & Lewis, 2000

Differences in Coping

Frydenberg et., al. (2003)

- Culture: There are both similarities and differences in coping across cultures.
- Investigated how young people cope in four communities:
  1. Australian: N = 200
  2. Colombian: N = 100
  3. German: N = 128
  4. Palestinian: N = 144

Total: N = 572
Differences in Coping

- $P > C, A, G$ All but 3 strategies (physical recreation, relaxation, tension reduction).
- $P, C > A, G$ Seek to belong, focus on the positive, social action, solving the problem, seeking spiritual support, worry.
- $A > C$ Relaxing diversions, tension reduction.
- $A, G > C, P$ Physical recreation.

Australian and German adolescents seemed to be the most similar overall.

Adolescent Depression

Leclerc, Pronovost & Dumont
University du Quebec a Trois-Rivieres
Psychopathological Symptoms, Suicidal risk & Coping in Adolescents (N=650)

Results
- Productive coping style was *very* associated with suicidal risk
- Non productive coping style *very* linked to above
- Reference to others (Social Coping style) suicidal risk, somatization, obsession-compulsion, anxiety, phobic anxiety

Well-being & Coping

(with Lewis, 2004) N= 1264 (12-16 year olds)

- Non-prod coping $\rightarrow$ dysfunction
- Prod coping $\rightarrow$ well-being

- SELF-BLAME $\rightarrow$ -.28

- MORE SELF-BLAME: MORE DYSFUNCTION
  LESS SELF-BLAME: MORE WELL-BEING
Summary

Generally for Boys and Girls

+ve Active Coping \( \rightarrow \) Wellbeing

-ve Avoidant Coping \( \rightarrow \) Dysfunction

BUT if strategy perceived as not effective only
Negative/Non productive coping was associated with poor wellbeing and dysfunction

Interrelationships between coping school connectedness and wellbeing

(Frydenberg, Care, Freeman & Chan, In press, AJE)

\( N = 536 \) year 8 students (Melbourne Catholic Schools):

- 241
- 295

Measurements:
- Adolescent Coping Scale – Short Form – (Frydenberg & Lewis, 1993)
- School Connectedness – (Picket & Fraser, 2002); (Beyond Blue, 2003); (Insight SRC, 2005)
- Emotional Wellbeing Index – (Vei & Ware, 1983); (Rosenberg, 1979)

Study: “Interrelationships between coping school connectedness and wellbeing”

(Frydenberg, Care, Freeman & Chan, 2009)
Self-perceived efficacy at problem solving and use of coping strategies
(Frydenberg & Lewis, 2009, BJGC)

4125 adolescents from 3 independent samples
(1340 boys and 2785 girls)
12-16 years

1st data set - N= 801 - 11 schools, half boys/half girls
2nd data set - N= 1011 (491 boys, 520 girls) - 6 schools
3rd data set - N= 2313 - 8 schools
25 schools sampled

Comparison of Parent/Child Coping
(with Nikkerud 2008)

Mothers and daughters – High corr. in Seeking Spiritual Support and Seeking Professional Help

Fathers and Sons - High Correlation Wishful Thinking
Research Results for ACS

- Depression
- Coping efficacy
- Cyber coping
- Parental separation
- Social Skills
- Attitude to school
- Rural adolescents – high risk

Coping Scale for Adults II: Measuring adaptation for wellbeing and success (CSA-2)
<table>
<thead>
<tr>
<th>Item (0-10, 2-10)</th>
<th>Item (0-10, 2-10)</th>
<th>Item (0-10, 2-10)</th>
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</tbody>
</table>

**Legend:**
- **0**: No
- **1**: Yes
- **2**: Not applicable
- **3**: Not applicable (Continued on next page...)

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**Note:**
- The table continues on the next page...
- Specific instructions and additional notes are provided for each item in the table.
- The table is subject to change based on the latest updates.

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**Instructions:**
- Please refer to the table provided for detailed guidelines. The table is designed to capture specific criteria and requirements.
- The table is divided into three sections: (0-10, 2-10), (0-10, 2-10), and (0-10, 2-10), each addressing different aspects of the criteria.

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**Additional Information:**
- This table is part of a comprehensive report that outlines the necessary steps and considerations for a project or task.
- The table is intended for use by a team of experts to ensure consistency and accuracy in the evaluation process.

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**References:**
- Specific references and sources are cited at the end of the report for further reading and context.
- The report adheres to the latest standards and guidelines in its field.
The Three Coping Styles

**Productive Coping style:** 8 strategies

- Wishful thinking (WishThink)
- Improve relationships (ImproveRel)
- Ignore
- Humour
- Protect self (ProtSelf)
- Focus on the positive (FocPos)
- Relax
- Focus on the positive (FocPos)

**Non-Productive Coping style:** 5 strategies

- Dwelling on the negative (DwellNeg)
- Self-blame
- Worry
- Not cope
- Tension reduction (TensRed)

**Problem-Solving Style:** 4 strategies

- Focus on solving the problem (FocPos)
- Seek professional help (ProfHelp)
- Social Action (SocAct)
- Seek social support (SocSup)
### Productive Coping style

8 strategies

<table>
<thead>
<tr>
<th>Scale</th>
<th>Mean</th>
<th>Stand. Dev.</th>
<th>Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>WishThink</td>
<td>11.83</td>
<td>5.37</td>
<td>.75</td>
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<tr>
<td>ImpRel</td>
<td>8.62</td>
<td>2.83</td>
<td>.80</td>
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<tr>
<td>Ignore</td>
<td>6.79</td>
<td>2.45</td>
<td>.79</td>
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<tr>
<td>Humour</td>
<td>8.58</td>
<td>3.08</td>
<td>.87</td>
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<tr>
<td>Spirit</td>
<td>6.06</td>
<td>3.76</td>
<td>.93</td>
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<tr>
<td>ProtSelf</td>
<td>7.79</td>
<td>2.51</td>
<td>.70</td>
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<tr>
<td>FocPos</td>
<td>9.94</td>
<td>2.33</td>
<td>.73</td>
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<tr>
<td>Relax</td>
<td>10.59</td>
<td>2.40</td>
<td>.70</td>
</tr>
<tr>
<td>Work</td>
<td>11.96</td>
<td>2.80</td>
<td>.89</td>
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</table>

### Non-Productive Coping style

5 strategies

<table>
<thead>
<tr>
<th>Scale</th>
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<tbody>
<tr>
<td>DwellNeg</td>
<td>6.21</td>
<td>2.60</td>
<td>.83</td>
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<tr>
<td>SelfBlame</td>
<td>7.98</td>
<td>2.94</td>
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<tr>
<td>Worry</td>
<td>8.53</td>
<td>3.17</td>
<td>.89</td>
</tr>
<tr>
<td>NotCope</td>
<td>6.52</td>
<td>2.98</td>
<td>.82</td>
</tr>
<tr>
<td>TensRed</td>
<td>6.22</td>
<td>2.54</td>
<td>.77</td>
</tr>
</tbody>
</table>

### Problem Solving style

4 strategies

<table>
<thead>
<tr>
<th>Scale</th>
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<tbody>
<tr>
<td>SolveProb</td>
<td>12.31</td>
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<td>.76</td>
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<tr>
<td>ProfHelp</td>
<td>8.57</td>
<td>3.45</td>
<td>.89</td>
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<tr>
<td>SocAc</td>
<td>6.36</td>
<td>3.06</td>
<td>.85</td>
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<tr>
<td>SocSup</td>
<td>10.38</td>
<td>2.64</td>
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<tr>
<td>KeepSelf</td>
<td>8.43</td>
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<tr>
<td>PhysRec</td>
<td>8.19</td>
<td>3.51</td>
<td>.83</td>
</tr>
</tbody>
</table>
### Coping Strategies that Constitute the Three Coping Styles, with Example Items (Frydenberg & Lewis, 2014)

<table>
<thead>
<tr>
<th>Coping Style</th>
<th>Constituent Coping Strategies</th>
<th>Example Item from CSA-2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Productive Coping Strategies</strong></td>
<td></td>
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<tr>
<td><strong>Positive Thinking</strong></td>
<td>Imagine things will work out well.</td>
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<tr>
<td><strong>Improve Relationships</strong></td>
<td>Get into or improve existing special relationships; for example, partner, spouse, boy/girl friend.</td>
<td></td>
</tr>
<tr>
<td><strong>Ignore the Problem</strong></td>
<td>Put the problem out of my mind.</td>
<td></td>
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<tr>
<td><strong>Humor</strong></td>
<td>Try to be funny.</td>
<td></td>
</tr>
<tr>
<td><strong>Seek Spiritual Support</strong></td>
<td>Pray for help and guidance so that everything will be all right.</td>
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</tr>
<tr>
<td><strong>Protect Self</strong></td>
<td>Improve my appearance.</td>
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<tr>
<td><strong>Focus on the Positive</strong></td>
<td>Look on the bright side of things and think of all that is good.</td>
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<tr>
<td><strong>Seek Relaxing Diversions</strong></td>
<td>Take time for friends or family.</td>
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<tr>
<td><strong>Nonproductive Coping Strategies</strong></td>
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</tr>
<tr>
<td><strong>Drill on the Negative</strong></td>
<td>I keep thinking about my failures</td>
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<tr>
<td><strong>Self-Blame</strong></td>
<td>Blame myself</td>
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</tr>
<tr>
<td><strong>Worry</strong></td>
<td>Worry about what is happening</td>
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<td><strong>Not Coping</strong></td>
<td>I get sick</td>
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<td><strong>Tension Reduction</strong></td>
<td>Find a way to let off steam; for example, cry, scream, drink, take drugs</td>
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### CSA-2

Coping Strategies that Constitute the Three Coping Styles, with Example Items (Frydenberg & Lewis, 2014)

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<tr>
<td>Problem Solving Style</td>
<td><strong>FOCUS ON SOLVING THE PROBLEM</strong></td>
<td>Develop a plan of action</td>
</tr>
<tr>
<td>4 Strategies</td>
<td><strong>SEEK PROFESSIONAL HELP</strong></td>
<td>Discuss the problem with qualified people</td>
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<tr>
<td></td>
<td><strong>SOCIAL ACTION</strong></td>
<td>Go to meetings which look at the problem</td>
</tr>
<tr>
<td></td>
<td><strong>SOCIAL SUPPORT</strong></td>
<td>Talk to other people about my concern to help me sort it out</td>
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</tbody>
</table>

### EXAMPLES OF PROBLEM SOLVING

**FOCUS ON THE SOLVING THE PROBLEM**

**SOCIAL ACTION**

**SEEKING PROFESSIONAL HELP**
Managers and Community Adults (Frydenberg & Lewis, 2002)

- **MALE**
  (N=164)
  Humour 🙃

- **FEMALE**
  (N=205)
  Social Action 🙃

Managers and Community Adults cont.

- **COMMUNITY**
  (N= 236)
  Focus Positive 🙃
  Self Blame 🙃
  Wishful Thinking 🙃
  Seek Spiritual Support 🙃
  Ignore Problem 🙃

- **MANAGERS**
  (N=133)
  Social Action 🙃
  Work Hard 🙃
### Examples of studies using CSA

<table>
<thead>
<tr>
<th>Study</th>
<th>Test</th>
<th>N</th>
<th>Group</th>
<th>Key Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frydenberg, E., &amp; Lewis, R. (2002).</td>
<td>CSA</td>
<td>137</td>
<td>Australian middle managers and community-based adults</td>
<td>Managers: more social action, work hard &amp; achieve  and  less focus on positive, self-blame, wishful thinking, seek spiritual support ignore the problem.</td>
</tr>
<tr>
<td>Hsieh et al. (2012).</td>
<td>CSA (short form), DASS</td>
<td>27</td>
<td>Patients with moderate-severe traumatic brain injury</td>
<td>Participants who received MI showed greater response to CBT, in terms of reduction in anxiety, stress and non-productive coping, compared to participants who received non-directive counselling.</td>
</tr>
<tr>
<td>Lewis, R., Riddel, J., &amp; Mays, L. (2011).</td>
<td>CSA</td>
<td>918</td>
<td>Australian Teachers</td>
<td>Three coping styles (social problem solving, passive avoidant coping, and relaxation) play a significant role in mediating the relationship between teachers' concerns about student misbehaviour and their use of classroom management techniques. E.g. More socially oriented problem solving coping strategies more inclusive management techniques (discussion, involvement, hinting &amp; rewarding), more productive classroom management.</td>
</tr>
<tr>
<td>Richards, J. (2011).</td>
<td>CSA (adapted items)</td>
<td>1,201</td>
<td>U.S. teachers</td>
<td>Productive coping strategies used by teachers to cope with stress include: positive attitudes, humor, time for solitude/reflection, exercise/hobbies and in particular, building strong relationships with supportive family and friends.</td>
</tr>
<tr>
<td>Skok, M. (1996).</td>
<td>CSA</td>
<td>67</td>
<td>Hearing Impaired</td>
<td>Hearing impaired more focus on the positive and less solving the problem, protect self, seek spiritual support, relaxing diversions, tension reduction, work hard and physical recreation.</td>
</tr>
</tbody>
</table>

#### Cogan, Riddle & Mays (2004)

- 20 affectively ill parents and their children
- Using ACS and CSA
- Affectively ill children and their parents more likely to use non-productive coping

Note: all studies have not found that - eg Jaser and Champion (2011) – US study – 72 mothers (34 with history of depression- no significant difference in behaviour of adolescents if mother had or did not have depression.

In another study (Cogan & Schwannauer, 2011) 407 adolescents -
- Adolescents high on productive and low on non-productive were less likely to engage in risky behaviour
- Negativistic adolescents were more likely to engage in risky behaviour
Research Applications of the CSA-2

- International population comparisons
- Staff at various levels of appointment, including leadership
- Women and/or men who have had particular experiences of interest (such as bullying, sexual abuse, domestic violence, trauma)
- People in various career roles e.g. mediators
- Tertiary level educators
- Students at the tertiary level, such as psychology students
- People who are experiencing physical or mental health issues such as anorexia, depression, post psychosis
- Teachers across the spectrum of educational settings and contexts
- Populations with disabilities such as hearing loss, impairment, learning, physical
- Program evaluation with pre and post measures

Practical Applications of the CSA-2

- In Clinical and Counselling contexts: √ use as a screening tool, a pre/post measure, to predict psychological dysfunction / while focusing on issues relating to work/ family life — personal & interpersonal stressors, individual differences & diversity
- In performance related areas: academic, sporting/ artistic endeavor → to maximize performance outcomes whilst maintaining health and mental health.
- In areas of prevention: Proactive usage → e.g. in preparation for a work related performance review, a presentation, or for relationship building. A mentor, coach or peer can be part of the review process or the individual can engage in their own self-directed review.
Building resilience through coping measurement and applications: Part B

Applications

Adolescent Coping Profile

I use both the adolescent and the adult coping profile with clients who appear to have trouble thinking of ways of coping with stress so I get them to do the scale because,

1. It helps me to understand what they already do and what I could teach them and,
2. It helps them to get ideas of what coping with stress actually means

I think that by doing the questionnaire itself it helps them to see that all these different types of activities can actually be a means of coping with stress

Louisa Hoey
Clinical Psychologist

PMs coping strategies profile
PM ACS_2 USAGE

HIGH USAGE
- PHYSICAL RECREATION
- PROFESSIONAL HELP
- ACCEPT BEST EFFORTS
- FRIENDS
- KEEP SELF BUT NOT HELPFUL

LOW USAGE
- ACT UP
- TENSION REDUCTION
- SOCIAL ACTION BUT HELPFUL

Interpretation:
There are some notable discrepancies on PM’s coping strategies profile as measured by the ACS-2. These discrepancies can be divided into two categories:

Coping strategies that PM uses more frequently, but that he doesn’t find very helpful. PM should be aware that these strategies are the ones he might consciously try to use less often and be encouraged by others to use less frequently, these include:
- Worrying
- Wishful thinking
- Self-blame
- Keep to himself
- Ignore the problem

Coping strategies that PM uses less frequently, but that he finds quite helpful when he does use them. PM should be aware that these strategies are the ones he might consciously try to use more often and be encouraged by others to use more frequently, these include:
- Work hard and achieve
- Social action
- Focus on the positive
- Seek professional support
- Physical recreation
- Use humour
- Accept one’s best efforts
- Invest in close friends

Bronfenbrenner’s Ecological Systems Theory of Development

Chronicum: How a person and his/her environment changes over the life course, as well as socio-historical circumstances, such as the growing gender equality.

Mesosystem: The interactions between microsystems, e.g., between parents and the school; between parents and peers.

Exosystem: The structures with the microsystem that indirectly affect the adolescent, e.g., financial difficulties within the family may affect the adolescent.
The Three Tier Model

15%  Targeted individual

80%  Targeted group intervention

5%   Universal intervention
Coping Programs

I. Participants learn about the role that their thoughts and feelings play in the stress response; participants identify negative self-talk.

II. Participants learn to give up negative thoughts and behaviors to do with themselves.

III. Participants are taught effective problem-solving skills.

IV. Training is given in psychological variables known to have a positive influence on coping behavior, such as positive thinking.

V. Training takes place in real-life situations or close approx., whenever possible.

Five important features

(Meichenbaum, 1987)

Best of Coping

10 Sessions for adolescent, school-based instructor or external counsellor

- Map of Coping
- Good Thinking
- HEADING DOWN THE WRONG TRACK
- Getting along with others
- Reaching out
- Making decisions
- Aiming high - Goal setting
- Skill building
- Managing time

1. The language of coping
2. Positive thinking
3. Strategies that don’t help
4. Getting along with others
5. Asking for help
6. Coping with conflict
7. Problem solving
8. Social problem solving
9. Decision making
10. Coping in the cyberworld
11. Goal setting and goal getting
12. Managing time
The BOC Program

- 10 modules.
- Each student receives their own manual.
- Minimum 50-minute sessions.
- Trained facilitator.
- Can be delivered to small groups and whole classes of students.
  - An advantage of small groups is that the program can be modified to suit particular groups of students (e.g., learning disabilities, those at risk for depression, those who have experienced family breakdown).

Module 1

Map of Coping

Aim: To introduce the concept of coping, explore individual styles and facilitate an understanding of the various coping strategies.
Module 1

HOW MIGHT WE USE DIFFERENT COPING STRATEGIES WITH DIFFERENT SITUATIONS?

Describe 3 different situations and choose a coping strategy from each of the 3 coping styles to apply to a situation.

1. Situation ………………………………………………………………
   Coping strategy …………………………………………………………
   Describe outcomes ……………………………………………………..

Module 2

Good Thinking
To facilitate an awareness of the connection between thoughts and feelings, and to introduce basic skills in thought evaluation and reframing.

Activity 1. Thoughts & Feelings
You ask a friend to go to the movies with you. Your friend agrees to meet you there and suggests that whoever gets there first should buy the tickets. You arrive first and purchase the tickets. You wait and wait, but your friend doesn’t show up. You are a little worried and don’t want to go to the movie alone, so you miss the movie. As you are about to leave the theatre, you see a girl from school who tells you that she saw your friend about 20 minutes ago laughing with a group of other kids.

Your first thought would be ………………………………………………
You would feel ……………………………………………………………

Students are then provided with "what actually happened" and asked what their thoughts and feelings are now with this new information.
Module 3

**Heading Down the wrong Track**

Aim: To raise awareness of the ineffective coping strategies that people use and to explore some productive alternatives.

**SELF BLAME**

Self blame is the strategy that is the MOST likely to reduce your well-being. That is, blaming yourself for events that are outside your control or events that have already happened and the clock cannot be turned back. You should only look forward and learn from mistakes and work out how to do things differently next time.

What are some of the times that you might have been hard on yourself and said it was your fault?

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Module 4

**Getting Along with Others**

Aim: To explore and practise aspects of communicating and listening.
Module 4

• Effective communication
  - Students are taught the differences between assertive, non-assertive and aggressive behaviour.
  - Students learn how to give 'I messages' and practice being assertive.

**Assertive**

Assertive behaviour is where you stand up for your rights and express how you feel in a way that does not put others or violate their rights. It is an honest, straightforward expression of feelings, beliefs and opinions. This type of behaviour gives respect to the other person (not necessarily to their words/behaviour). 'I messages' or assertive statements usually:

1. start with 'I...', followed by a statement of your feeling (eg. 'I feel upset...')
2. state a tangible situation (eg. 'I feel upset because...')
3. includes an explanation of effect, or why the situation gives rise to the feelings (eg. 'It makes me feel left out...')

Module 5

Asking for Help

Aim: To raise awareness of the importance of reaching out to others and of the available networks and supports.

**ACTIVITY 3 - HELPING RESOURCES**

Draw a wheel and in the spokes list people or agencies to whom you cold turn to for help, advice or friendship. Include people from your home (include extended family, eg. Aunt, etc.), school and community.

As well as people who have helped in the past, think about people/groups who you may not have turned to before but who are available.
Module 6

Problem Solving

Aim: To learn and practice the six step method of solving problems.

Module 6

ADDITIONAL ACTIVITIES

Look through the papers, watch the news or use a personal example of a problem situation. Practise applying the 6 steps of problem solving to the problem you have chosen.

Module 7

Decision Making

Aim: To teach students to make considered decisions through evaluating options.
Module 8

Goal Setting
Aim: To build awareness about the relationship between goals and achievement. To encourage exploration of individual goals.

Module 8

GOAL ACHIEVERS
Write a few paragraphs about a person you admire and why. What do you think they had to do to be the person they are today? Would they have had to work hard and make any sacrifices? If so why would they have made these choices?

Someone I admire:

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Module 9

Goal Getting
Aim: To discover the elements of effective goal getting and how to write detailed goal plans.

GOAL PLAN
Goal: ..................................................................................................................
..................................................................................................................
Date to be completed: .........................................................................................
Achievement measured by: ..................................................................................
Rewards (what and when): ..................................................................................
..................................................................................................................

Module 10

Time Management
Aim: To evaluate how we spend our time and to learn to manage it in an effective way.

At the end of program, students can complete the ACS again to investigate the changes in coping post program.
Module 10

TIME WASTING

There are many things that we do which are just wasting our time. Take a few minutes to think of some things that people do (or that you do) that are time-wasters (not leisure or relaxation activities).

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The Coping for Success (CFS) Program

10 modules
1. Map of coping
2. Good thinking
3. Heading down the wrong track
4. Getting along with others
5. Asking for help
6. Problem solving
7. Making decisions
8. Aiming high - goal setting
9. Skill building
10. Managing time
Coping for Success (CFS) Program

• Program downloaded on to computer
• Activities completed in word documents

The two coping programs

• Similarities:
  ✓ Theoretical constructs
  ✓ Trained facilitators
  ✓ 10 modules
  ✓ Duration of sessions
  ✓ Changes in coping measured by the Adolescent Coping Scale (ACS)

• Differences:
  Mode of delivery
  BOC
  CFS

Summary

• The BOC and CFS programs comprise 10 modules.
• The BOC Program has a teacher manual and student workbooks.
• The BOC and CFS can use the ACS to evaluate changes in coping.
• There is flexibility in program delivery to allow for differences in groups and the creativity of facilitators.
• The CFS can also be a self-monitored program.
Research Results for ACS

- Depression
- Coping efficacy
- Cyber coping
- Parental separation
- Social Skills
- Attitude to school
- Rural adolescents – high risk

Research Applications of the CSA-2

- International population comparisons
- Staff at various levels of appointment, including leadership
- Women and/or men who have had particular experiences of interest (such as bullying, sexual abuse, domestic violence, trauma)
- People in various career roles e.g. mediators
- Tertiary level educators
- Students at the tertiary level, such as psychology students
- People who are experiencing physical or mental health issues such as anorexia, depression, post psychosis
- Teachers across the spectrum of educational settings and contexts
- Populations with disabilities such as hearing loss, impairment, learning, physical
- Program evaluation with pre and post measures

Practical Applications of the CSA-2

- In Clinical and Counselling contexts: √ use as a screening tool, a pre/post measure, to predict psychological dysfunction / while focusing on issues relating to work/ family life — personal & interpersonal stressors, individual differences & diversity
- In performance related areas: academic, sporting/ artistic endeavor → to maximize performance outcomes whilst maintaining health and mental health.
- In areas of prevention: Proactive usage → e.g. in preparation for a work related performance review, a presentation, or for relationship building. A mentor, coach or peer can be part of the review process or the individual can engage in their own self-directed review.
Coping in the Cyber World

50 adolescents – Year 8
28 girls, 22 boys
2 government secondary schools (metro Melbourne)

Adolescent Coping Scale
Kessler Psychological Distress Scale

1 in 5 students receive hate messages online, e.g. emo
Early Years Coping – Children Coping Scale – Revised (CCS-R)

Coping in the Early Years
Sample:
- University of Melbourne Early Learning Centre (ELC)
- 119 parents of preschoolers in 2012-2013
- Preschoolers age 48-60 mths
  (mean = 54.6 mths; SD = 6.48)
Measure:
- 29-item Children’s Coping Scale-Revised (CCS-R) on a 3-point Likert Scale

<table>
<thead>
<tr>
<th>Component</th>
<th># of items</th>
<th>Range of factor loadings</th>
<th>Total proportion of variance explained</th>
<th>Reliability coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Coping (Component 1)</td>
<td>13</td>
<td>0.42-0.81</td>
<td>19.9%</td>
<td>.86</td>
</tr>
<tr>
<td>Negative Coping – Emotional Expression (Component 2)</td>
<td>9</td>
<td>0.36-0.75</td>
<td>10.6%</td>
<td>.71</td>
</tr>
<tr>
<td>Negative Coping – Emotional Inhibition (Component 3)</td>
<td>7</td>
<td>-0.42-0.65</td>
<td>8.4%</td>
<td>.64</td>
</tr>
<tr>
<td>Component</td>
<td>Items (factor loadings)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Positive Coping (13 items)** | Have fun, play sport, draw, play games (.81)  
Play (.71)  
Chat to friends (.69)  
Work with others (.68)  
Try to help others (.63)  
Be happy with the way things are (.61)  
Hope (.56)  
Spend a lot of time with a good friend (.56)  
Go out and play and forget about their problem (.55)  
Try (.53)  
Notice what others are doing (.51)  
Get a teacher or grown-up to help (.42) |
| **Reliability coefficient**: .86 |

<table>
<thead>
<tr>
<th>Component</th>
<th>Items (factor loadings)</th>
</tr>
</thead>
</table>
| **Negative Coping – Emotional Expression (9 items)** | ‘Lose it’ – cry, scream or fight (.75)  
Cry or scream (.73)  
Feel sad (.66)  
Get angry with others (.49)  
Keep away from other children (.47)  
Feel bad (.45)  
Blame themselves / when things go wrong (.42)  
Worry (.42)  
Get mad with themselves (.36) |
| **Reliability coefficient**: .71 |

<table>
<thead>
<tr>
<th>Component</th>
<th>Items (factor loadings)</th>
</tr>
</thead>
</table>
| **Negative Coping – Emotional Inhibition (7 items)** | Keep feelings to self / not show he / she feels (.65)  
Do nothing (.56)  
Don’t let others know how they are feeling (.55)  
Get stomach aches or headaches (.54)  
Give up (.53)  
Get sick (.53)  
Ask a teacher for help (.42) |
| **Reliability coefficient**: .64 |
**EARLY YEARS COPING/PARENTING**

- Phase I
- Phase II
- Phase III
- Phase IV
- Phase V
- Phase VI
- Phase VII

**IDENTIFIED CONCEPTS**

- Early Years Coping Cards
- DEVELOPMENT OF CCS-R
- FAMILIES COPING PROGRAM
- CALD Parent Program
- Partnered vs. Single attendees
- COPE – R program for preschool

**A 5-session Early Years Parenting Program**

**TOPICS COVERED in 5-session FAMILIES COPING**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Positive Psychology of Parenting &amp; Coping with stress in family</td>
<td>Strengths, Appraisal Theory, Coping Resources, Proactive coping</td>
</tr>
<tr>
<td>2. Parents dealing with difficult situations &amp; Everyday worries/anxieties of children</td>
<td>Adult Coping, Productive and non-productive coping, Children stressors and physical effects of stress</td>
</tr>
</tbody>
</table>
### TOPICS COVERED in 5-session FAMILIES COPING

| 3. Listening to children & Purposeful behaviour of children | Reflective listening  
| - Roadblocks of communication  
| - Assertiveness – I-messages |
| 4. How children deal with their worries & Talking about challenging situations | Children’s coping  
| - Challenging situations |
| 5. Solving problem collaboratively with children & Mindfulness as a way of achieving wellbeing | Mindfulness  
| - Problem Solving |

### Session Content in Families Coping (FC)

<table>
<thead>
<tr>
<th>Session</th>
<th>Session Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Positive Psychology of Parenting</td>
<td>Parents are introduced to an overview and the core principles of positive psychology and positive parenting. Ideas around how such practices can support family health and wellbeing are discussed.</td>
</tr>
<tr>
<td>1b. Coping with Stress in the Family</td>
<td>Parents learn about parenting styles and the building blocks of healthy and happy families. Everyday stresses associated with family life are normalized and addressed within the framework of social learning theory and the transactional model of stress and coping.</td>
</tr>
<tr>
<td>2a. Parents Dealing with Difficult Situations</td>
<td>Parents examine their own styles of coping by reflecting on their CSA profiles specific to the parenting role. Both productive and non-productive ways of coping are discussed.</td>
</tr>
<tr>
<td>2b. Everyday Worries and Anxieties of Children</td>
<td>The ages and stages (particularly 4-8 years old) of social emotional development are considered. What worries children and how they deal with worries is presented. Parents learn how to help their children identify stressors and the physical symptoms of stress in the body.</td>
</tr>
</tbody>
</table>

### Overview of Session Content in Families Coping (FC)

<table>
<thead>
<tr>
<th>Session</th>
<th>Session Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Listening to Children: The Neuroscience of Communication</td>
<td>Parents learn how to respond to children’s concerns and worries in a helpful way using techniques such as reflective listening.</td>
</tr>
<tr>
<td>3b. Purposeful Behaviour of Children: When Assertiveness Helps</td>
<td>The notion that children’s behaviour is purposeful is examined. Parents reflect on the behaviours of their own children and learn about the use of assertive skills in parenting.</td>
</tr>
<tr>
<td>4a. How Children Deal with their Worries and Talking about Challenging Situations with Children</td>
<td>Parents are provided with a visual communication tool ‘the Early Years Coping Cards’ (Frydenberg &amp; Deans, 2011) to discuss ‘stressful situations’ and ways of coping with their children.</td>
</tr>
</tbody>
</table>
Overview of Session Content in Families Coping (FC)

<table>
<thead>
<tr>
<th>Session</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4b. Collaborative Problem Solving</td>
<td>Parents are encouraged to apply the skill of problem solving in a family context and how such skill can be used with children as a collaborative process.</td>
</tr>
<tr>
<td>5a. Mindfulness as a Way of Achieving Wellbeing</td>
<td>An emphasis on how mindfulness skills can be taught to both parents and children to achieve wellbeing. Mindfulness activities and resources are developed and presented to benefit both the child and their parent.</td>
</tr>
<tr>
<td>5b. Putting it Together</td>
<td>Core messages from the five sessions are drawn together. Parents reflect on their personal experiences during the program in relation to parenting, coping and wellbeing for both themselves and their child. Parents share highlights and areas they will continue to focus on to improve family life.</td>
</tr>
</tbody>
</table>

A SEL Program in an Early Years Setting: COPE-R

- 5 sessions
- Care, Open-communication, Politeness, Empathy + Review

Delivered by a teacher in both small & large group-learning situations over a 5-week period with approx. 45 mins dedicated to each session.

Overview of the COPE-R Program

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Aim/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1:</td>
<td>CARE</td>
<td>To engage children in close observation to interpret each other’s body language, facial expressions and behaviours and through their ‘readings’ to ‘detect’, identify and become active in their awareness of emotions in self and each other.</td>
</tr>
<tr>
<td>Session 2:</td>
<td>OPEN-COMMUNICATION</td>
<td>For the children and teacher to collaborate together to brainstorm and identify the qualities of open communication, with emphasis placed on seeing, hearing, listening and sensing.</td>
</tr>
<tr>
<td>Session 3:</td>
<td>POLITENESS</td>
<td>For the children and teacher to discuss the concept of politeness and to focus on the quality of the children’s and teacher’s personal and close physical and verbal interactions in the classroom.</td>
</tr>
<tr>
<td>Session 4:</td>
<td>EMPATHY</td>
<td>For the children to be introduced to the idea of empathetic relating through engagement in role-play scenarios based upon real life relationships: encounters with close people and communities, materials, ideas and world issues.</td>
</tr>
<tr>
<td>Session 5:</td>
<td>REVIEW</td>
<td>For the children and teacher to review learning from the previous four sessions and cross-reference new knowledge across all areas of the curriculum.</td>
</tr>
</tbody>
</table>
The COPE-R Program

Experiencing reverence through Japanese Tea Ceremony

The COPE-R Program

Sharing emotions through drawing-telling

The COPE-R Program

Good Listening: concentrating with your whole body
The COPE-R Program – parents’ feedback

Increase in prosocial behaviour and communication skills:

- “He’s been talking more about other people’s feelings”
- “Getting better at talking about things that are troubling him rather than yelling or crying”
- “Now will say sorry or give you a pat if he hits you and hurts you by accident”
- “She appears to be more aware of being caring towards family members”

Early Years Coping Cards – Situation cards & Coping cards for parents to use with their children (aged 4-8 years) to build a shared language of coping.

Being told off by a teacher
Scared of the Dark

Sibling not playing fair

Choosing a group/joining in
Helping others/playing

Blame others

Blame Self
Think happy thoughts

Help others

Hug a toy
Keep feelings to self

Complain of pain

Play
Blame Self

Talk to an adult

Work hard
Cry

Worry

Fall apart/ignore
Hide

Runaway

Scream
Teachers using coping cards with children

Method: 7 SITUATIONS

1. What do you see in this picture?
2. Has this happened to you?
3. How did it make you feel?
4. What did you do to make yourself feel better?

Method: 4 QUESTIONS

1. What do you see in this picture?
2. Has this happened to you?
3. How did it make you feel?
4. What did you do to make yourself feel better?
Relevant resources

DEVELOPING EVERYDAY COPING SKILLS IN THE EARLY YEARS

Early Years Coping Skills Cards

Page 53

Teaching Early Years in Group Settings
Drawing/telling and the coping images

Research evidence of Gail Omar, Hill, 2003, Dearish and Anderson, 2003 has highlighted the power of children's drawings for
their capacity to provide insights into children's experiences of their educational, social, cultural and emotional worlds. When
combined with personal interpretations verbal responses, children are provided with a multidisciplinary opportunity to perceive, think, ideas and feelings.

 ours approach relates to those children who are more suited to the communication of their meanings and understanding using symbolic representation and it relates to the technique of giving them information on a group basis to
the children with those who are involved or groups. The

procedure include discussions followed by collective drawing, which

can be accompanied by interpretative verbatim narrative analysis.

Discussion of the situation and coping images:

introduce the situation to coping and to the child or children by
the images on the floor. Ask the child or children to look at
the pictures and choose one that and for the basis of discussion. I allowing
open ended question are used to guide the opening discussions.

• What do you see happening in this picture?
• Why do you think the child is feeling this way?
• Why do you think that this is happening?
• What do you think the child is feeling?
• What do you think that is happening?

Adolescent drawings and interpretation:
The changing position on the part of the drawing or the
picture on the floor or black for their development and emotional responses are provided and children are
asked to show the portion of the situation that have been discussed. Upon
completion, they are asked to provide an explanation of their drawing
which is written by the child either on the back of the drawing or
on a separate piece of paper. This approach allows for the

teacher to see a clear picture of the process of the child work with
the children verbal interpretations explaining giving over deeper access into their perceptions, thoughts and feelings.

If children feel difficult to provide an explanation of the drawing, parents or teachers can help by asking:

• Who is in the drawing?
• What is the cause of the situation?
• What do you think they are feeling?
• What do you think that is happening?
• Why do you think this is happening?
Lesson theme: Scared of the dark

Introduction
- Let's look at the "taunt of the dark" image:
  - What do you see in the picture?
  - What is the boy feeling?
  - How would you feel if you were in that situation?
  - What makes you feel scared at night?

Warm-up
- Show me a scared face.
- What do you see on your eyebrows, jaw, frown, feel like and look like?

Story book reflection
There are many beautifully illustrated picture books that explore coping and social and emotional learning. Story books may harness these resources to teach coping by reflecting on the emotional moments documented in the book or events to the central characters.

Questions following a story may include:
- What happened?
- What was the outcome?
- What do you think the character felt?
- What do you think the character will do now?
- What could the character have done differently?
- How would this have changed the outcome?
- How would this have changed what the character and others thought and did in the story?
Problem Solving Model

When to refer to a psychologist, counsellor, psychiatrist, social worker or related professional

Psychologists and related professionals provide assistance, support and intervention for a wide range of concerns and issues, including those pertinent to early childhood. When a young child is not responding to social and emotional learning time/structures, consider referring to a psychologist or related professional for assessment. Similarly, a child exhibiting behaviour that is not age-appropriate or who is in some way unable to access the day-to-day social and academic learning opportunities of their grade should be referred for evaluation.

Supporting a Child with an External Health Professional

Children of the same age may require referral. The following are some of the concerns that may warrant referral to a psychologist:

- Persistent anxiety
- Difficulties with peers or family
- School refusal
- Difficulties with school
- Symptomatic in mood
- Disruptive behaviour
- Difficulty in sleep or appetite
- Academic difficulties
- Socialisation concerns
- Developmental delays
- Communication problems
- Mental health issues (e.g., depression, anxiety, eating disorders)
- Neurological issues
- Attention difficulties
- Learning difficulties including reading difficulties, anger or acting out
- Developmental disorders (e.g., Autism)
- A significant change in mood, interest or academic ability
- Frequent physical complaints (e.g., headaches, stomach aches, or not feeling well).
Your intervention

- Think how you might use coping questionnaire
- Concepts
- Items, strategies, styles?
- Profile
- Develop a program
- Age group
- Adaptation

Problems are not the problem: coping is the problem.

Virginia Satir
Keep Fit - Have Fun – Laugh a Lot

Enjoy the ride

Source: https://youtu.be/QEIN_lf5AIs

Thank You

https://youtu.be/o3X0KIN9f_o

http://ericafrydenberg.com.au

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