Triple T, Triple R: For a Student Bullying Others

Eight- Years-Old- Second Grade

Our main challenge with this student is:

Student will retaliate when he is hurt by another student. He uses violence as a means of retaliation. He also encourages others to do the wrong thing. STUDENT has even been caught paying the Grade 1 students to do the wrong thing. STUDENT will get his older brother involved in arguments waiting outside to see or frighten students. STUDENT is will only ever tell his side of the story twisting the truth to appear to be a victim. He will go home and play the victim to his family. He shows no remorse for his actions and this has continued since Prep. He is now in Grade 2.

Describe the behaviour so someone else can understand what it looks like

Academically this child is:

At level. He does not struggle academically but will distract others.

Things we have already put in place are:

- Contact with family
- Behavioural plan
- Reward system
- Buddy builders to support him socially
- Conversation with RCH to work through possible plan of action.

We believe the level of parent support might be:

- Limited

Any other comments or questions

Family members do not speak much English; however, student has grown up speaking English.

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Trigger	Target	impacT
A hostile attributional bias, a kind of paranoia. They perpetually attribute hostile intentions to others. The trouble is, they perceive provocation where it does not exist. That comes to justify their aggressive behavior. (11-20-15)	Bullying of others	Perceived Justice Attention Escape (Depends on reactions of others)
Revise the Environment	**Replace the Behavior**	**Reframe the Response**
My first question, do you have emotional behavior disorder diagnoses at school? I know some schools don't recognize ED diagnoses. We could implement some of the interventions we would use if he was diagnosed with ODD, RAD, bipolar etc. http://michaeljenny.weebly.com/uploads/2/4/7/1/24714104/boys_town_training.pdf (This describes the Boys Town Model and has samples of a point sheet where the student loses points for inappropriate behavior and gains points for showing remorse- etc. I think it would be helpful for him)	Teach victims how to respond when someone bullies them. We use the STOP, Walk, and Talk program- a research-based intervention from www.pbis.org I think the Boystown model would work well with him. It's a point sheet where he earns privileges. http://www.sppswaterloo.org/misc/Boys_Town.pdf (These are the behaviors that are taught in the Boys town model)	Use the Boys Town model point sheet and help student earn privileges by his appropriate behavior. I've included a PowerPoint link from Boystown and a link to their website.

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Just some information on different things he might be dealing with:

Bi-Polar Condition in Children

• **Tiger Symptoms** – **ADHD Symptoms** • **Distraction** • **Hyperactivity (restless and fidgety)** • **Impulsivity (risk taker)** – **Overly gregarious** – **Racing thoughts** – **Pretentious**	• **Bear Symptoms** – **Crave Carbohydrates** – **Binging**
• **Donkey Symptoms** – **Anxiety being separated from parents** – **Irritable** – **Oppositional behaviors** – **Mood Swings** – **Depressed** – **Lethargic** – **Low Self-Esteem** – **Hard to get up in the morning** – **Social anxiety** – **Oversensitive** – **Migraine headaches**	• **Rabbit Symptoms** – **Meltdowns (long lasting tantrums)** – **Compulsive behavior** – **Bossiness**
• **Gopher Symptoms** – Rapid or pressured speech – Motor & vocal tics – Lack of organization – Poor short term memory – Destruction of Property – Hallucinations and Delusions	• **Blue Donkey Symptoms** – Bed-wetting (especially in boys) – Night terrors – Learning disabilities – Fascination with gore or morbid topics – Hyper-sexuality – Lying – Suicidal

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Mood Dysregulation Disorder: (New DSM-V Diagnosis for Children)

• Brain based disorder or biological dysfunction • Not necessarily life-long condition • Children over 6- must begin before age of 10. • Symptoms: • Frequent temper outbursts when dealing with common stress • Has to last for at least 12 months- can not be free of symptoms for more than 3 months at a time.	• Looks like: • Yelling • Physical aggression • Over reacting • Tantrums more than 3 times a week • Tend to be negative daily

"Barometric pressure, emergency psychiatric visits, and violent acts," Thomas J. Schory, Natasha Piecznski, Sunil Nair, and Rif S. El-Mallakh, *Canadian Journal of Psychiatry, Vol. 48,* October 2003, 624-7. Address: R. S. El-Mallakh, Mood Disorders Research Program, Department of Psychiatry and Behavioral Sciences, University of Louisville School of Medicine, Louisville, KY 40292, rselma01@athena.louisville.edu.

- http://www.wunderground.com/weatherstation/WXDailyHistory.asp?ID=KKSOVERL7

Parenting Tips

• Routines are of utmost concern- • Go to bed like a farmer – Sunset to Sunrise – Do not vary unless absolutely necessary • Exercise is a good counter to depression and stress – Good for: • Anger reduction • Anxiety amelioration • Tension reduction – Releases endorphins which calms the body	Ideas for exercise: • Trampolines- outdoor or indoor • Wii fit • Treadmill • Punching bag • Dance video • Kick boxing • Martial Arts More Ideas – Learn and use good listening and communication skills. – Ask open ended questions- think "Late Night Talk Show Host" – Whisper in right ear- the right ear is connected to the side of the brain that is more conducive to compliance.

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Choose your battles

- Practice and teach relaxation techniques to your child.
- Use:
- music, 60 bpm
- sound, headphones
- lighting, www.huelight.net
- Yoga breathing
- Help your child anticipate, and avoid or prepare for, stressful situations by developing strategies in advance.
    - Make PowerPoint Relationship Narratives about possible barriers and how to handle them.
- Use PowerPoint as a visual schedule to help your child anticipate, and avoid or prepare for, stressful situations by developing strategies in advance.
- *Learn safe ways to talk your child down from a rage fit. Do not restrain unless life is in danger.*
- Talk to the school about implementing some stress reducing techniques.
- Engage your child's creativity through activities that express their gifts and strengths.
- Provide routine structure while allowing freedom within expressed limits.