

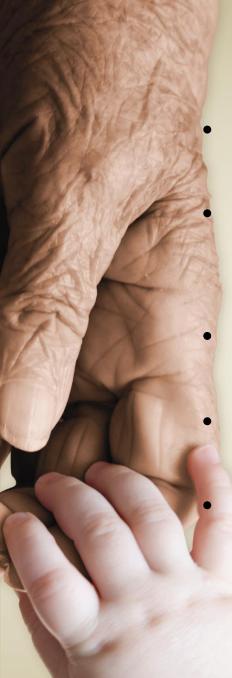




What is Not Developing?

What is Developing?





What is Not Developing?

 self-regulation, attentional, verbal, and problem solving skills (Hay)

emotional regulation – critical for successful social interactions, as well as for mental health and academic success (Loeber et al.)

perspective-taking abilities and consequencebased reasoning (Leadbeater)

moral understanding, empathy, respect for others, and prosocial reasoning (Moretti & Obsluth)

skills incompatible with aggression: empathy, acceptance of diversity, and inclusion (Daniels)

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What is Developing?

Aggressive strategies in their efforts to thrive in their worlds

 Aggression can be "effective" in gaining "control", solving problems, and acquiring resources and social power

However, dysregulation leads to:

- Irritablity which then leads to anger and oppositional behaviour
- Other troublesome behaviours
- Patterns of escalating conflict
- Mental and physical health problems







Nature and Nurture

Children experience their world as an environment of relationships.

- Relationships are important throughout development
- Relationships affect all aspects of development – intellectual, social, emotional, physical, behavioral, and moral.

Adults are responsible for the quality of children's relationships







Relationships Matter for Gene Expression

The "operating system" for genes is built over time through:

- Positive experiences, such as exposure to rich learning opportunities.. or
- Negative experiences, such as stressful life circumstances
- Experiences leave a chemical "signature" on genes, which can be temporary or permanent
- Affect how easily the genes are switched on or off.





Relationships Matter for the Brain through Genes and Experiences

The brain adapts to the experiences that a child has:

If the child has positive experiences, the brain adapts positively for learning, memory, and regulation

If the child has stressful experiences, the brain adapts negatively, with too much or too little response to any stress.

As the brain develops, the gene expression adapts as well, leading to further positive or negative

brain development

NETWORKS OF



Relationships are the "active ingredients" of the environment's influence on healthy human development.

Relationships engage children in the human community in ways that help them define who they are, what they can become, and how and why they are important to other people.

National Scientific Council on the Developing Child

Working paper #1. Young children develop in the environment of relationships





Aggressive Children's Relationship Environments

- Within the family, peer group, school and community:
- Frequent opportunities to observe and garner reinforcement for being aggressive;
 - Relatively few opportunities to observe and be reinforced for prosocial behaviour.

The Capacity of Relationships

- From a developmental perspective, it is important to consider whether the critical relationships in children's lives have the capacity to promote their healthy development.
- Family Relationships
- Peer Relationships
- Relationships with teachers and others



Canada on the World Stage
How do our youth fare in terms of:
Reading
Arithmetic
Relationships?





Reading

Canada ranked 6th of 65 countries on 2009 PISA data

Behind China, Korea, Finland, Hong Kong, Singapore

http://ourtimes.wordpress.com/2008/04/10/oecd-education-rankings/#science



Mathematics

Canada ranked 10th of 65 countries on 2009 PISA data

Behind China, Singapore, Hong Kong, Korea, Taiwan, Finland, Liechtenstein, Switzerland, Japan

http://ourtimes.wordpress.com/2008/04/10/oecd-education-rankings/#science





Relationships: Bullying and Victimization

Chronic Bullying

- Boys -12^{th} of 27
- Girls 14th of 27

Chronic Victimization

- Boys 17th of 27
- Girls 14th of 27

Behind Sweden, Czech Rep., Spain, Iceland, Hungary, Finland, Wales, Ireland, Scotland, Malta, Norway, Croatia, England, Belgium, Denmark, Slovakia, Netherlands, Italy, Macedonia, US, Canada PRE



Relationships: Family and Peers

Canada ranked 18th of 21 countries on quality of relationships in 2007 UNICEF report on wellbeing of children in rich countries

Behind Italy, Portugal, Netherlands, Switzerland, Belgium, Hungary, Ireland, Spain, Denmark, Norway, Greece, France, Germany, Poland, Sweden, Austria, Finland



Relationships: Family and Peers

Canada's ranking:

•18th of 25 countries on eating main meals several times a week with parents

•23rd of 25 on just talking to parents several times a week

•13th of 21 countries on having friends who are kind and helpful





How Can We REALLY Prevent Bullying?

The development of antisocial behaviour is not just a school problem – it is a societal problem

How can we move toward a solution?







Relationship Capacity is...

- Absolutely essential for a happy, healthy, and productive life
- Much more complex to learn compared to:
 - Reading
 - Mathematics
- Some families are not equipped to provide supports to ensure children learn these critical skills.
- Healthy relationships are critical to academic success



What are the steps to promoting optimal development?

- Early identification
- Engagement of child and family
- Tailored support to address developmental lag
- Ongoing monitoring to ensure that child is meeting developmental expectations



Binocular Perspective on Development



Child or youth's needs, strengths, challenges

Child's or youth's relationships with family, peers, adults, & community

© Promoting Relationships and Eliminating Violence Network, 2007



Scaffolding: Individualized Supports

- Adults can scaffold for all children and youth by coaching and providing ever-changing supports to enable them to function a bit above their normal levels.
- Relationship scaffolding: supports child to behave and interact in socially advanced ways
- Can be both programmatic (e.g., SNAP®) and moment-to-moment.
- Provided by all adults who interact with children and youth

Brain Changes Associated with Treatment Outcomes in Children with Externalizing Problems

Marc D. Lewis Ph.D. Jim Stieben Ph.D.



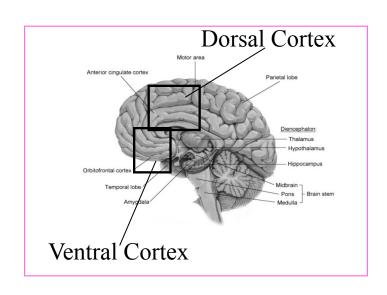




Neurophsiological Correlates of Treatment Outcomes

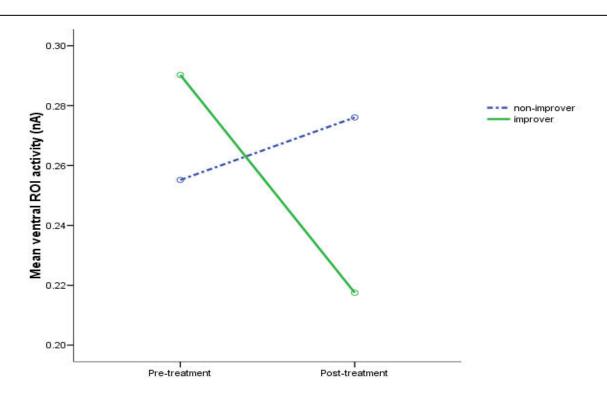
With treatment, we should see an increase in activity in the dorsal brain regions implicated in emotional selfregulation and deliberate cognitive control!

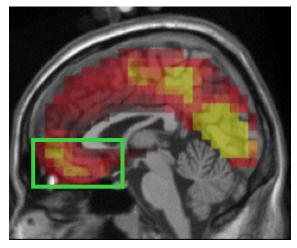
Compared to our group of nonimprovers, the improvers at post treatment, should more closely resemble a group of same age, normally developing controls.



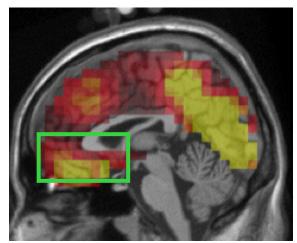


Ventral treatment effects (pre to post)



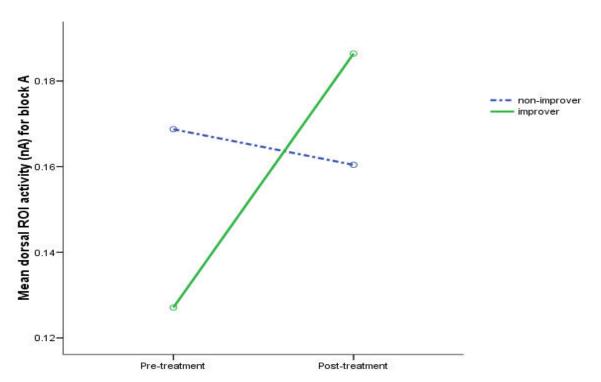


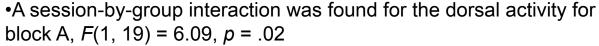
- •A session-by-group interaction was found for the ventral activity, F(1, 19) = 7.51, p = .01
- •Planned contrasts, collapsing across block, revealed less ventral activity for the improvers in post-treatment than pre-treatment, p = .003



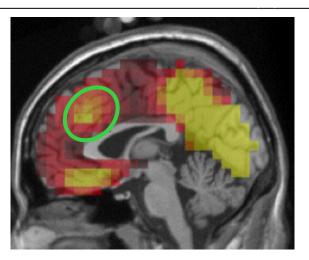


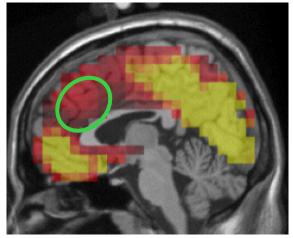
Dorsal treatment effects (pre to post)





•Planned contrasts revealed an increase in dorsal activity for the improvers from session one to session two, p = .003, and greater activity for the non-improvers than the improvers in session one, p = .02



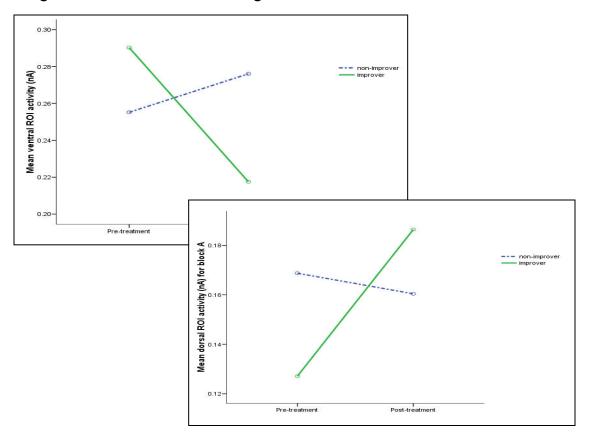




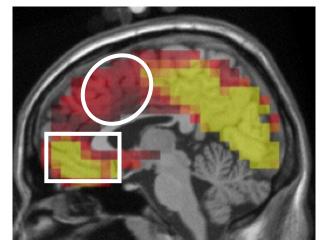
BEHAVIOURAL & BRAIN CHANGES ASSOCIATED WITH TREATMENT OUTCOMES: VENTRAL & DORSAL TREATMENT EFFECTS (PRE TO POST)

HYPOTHESIS:

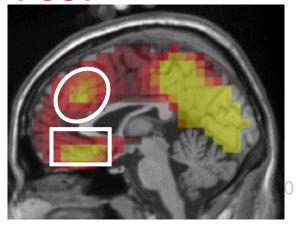
With treatment, we should see a decrease in activity in the ventral brain regions and an in increase in activity in the dorsal brain regions implicated in emotional selfregulation and deliberate cognitive control!



PRE



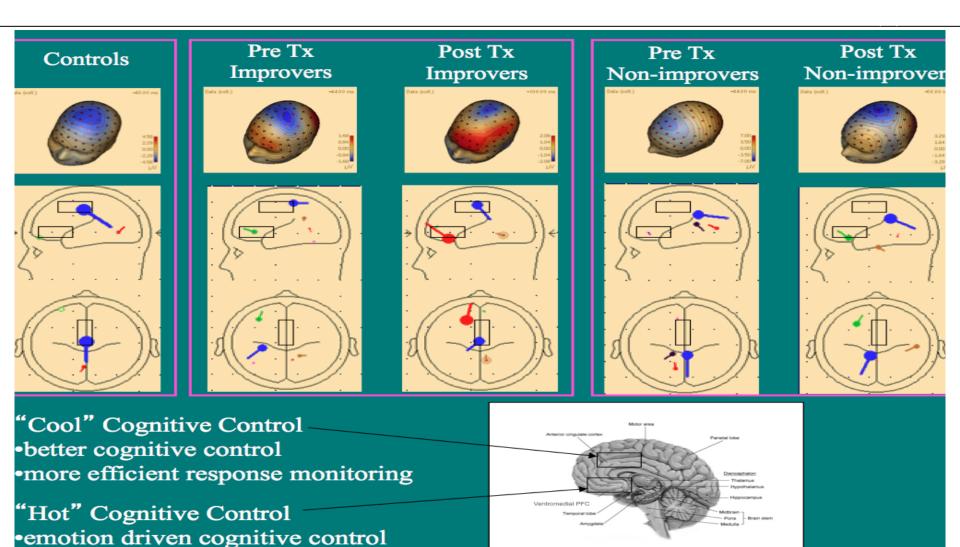
POST





less efficient response monitoring

Source Models: Improvers/non-improvers





Conclusions

Successful treatment with SNAP and parent management training (Stop Now And Plan Parenting) produce discernable changes in brain systems responsible for cognitive control and self-regulation.



Is a Focus on the Child and
Parent
Necessary, but
not Sufficient?





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Social Architecture: Supports for Positive Peer Dynamics

Social design – Creating dynamic health promoting social contexts for children and youth

Requires attention to social dynamics in peer relationships in all contexts

Adults can organize children's social experiences to:

-Enhance positive peer interactions and opportunities

-Reduce probability of risky interactions

and opportunities

NETWORKS OF 4



Social Architecture to Promote Positive Relationships

Social architecture can promote positive relationships by:

- Separating antisocial youth and providing positive peer models
- Reducing peer attention and reinforcement for antisocial behaviour
- Creating circles of support or "buddy" systems for vulnerable students
 - Help youths find ways to acquire power positively rather than negatively
 - Leadership opportunities, music, arts,
 sports, other talents, community service





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Systems Change

Climate within a school or other setting is the sum of the relationships

Requires everyone to be aware of behaviour, attitudes, gestures, words.

Code of behaviour and guiding policies set the tone and expectations for behaviour and relationships for all individuals within a setting



Strategies for Building Healthy Relationships

Healthy relationships programs require:

- Awareness of potential problems and support through trial-and-error learning
- Catch problem EARLY; ongoing support
- <u>Communication</u> among adults, between students and adults, between home and school, etc.
- Support for the most vulnerable children and youth.
- Self-Awareness, Scaffolding, Social Architecture, and Systems Change,



It Takes a Network to Raise A Child

Children's healthy development requires supportive relationships in all of the places where children live, learn, play and work.





Why Promoting Relationships and Eliminating Violence?

Healthy development depends on healthy relationships.





PREVNet Promoting Healthy Relationships

- Developing the capacity for healthy relationships is essential.
- Relationship problems affect children's development and have a long-term impact on families, communities, and society.
- Relationship problems can transfer to the next generation.
- Knowledge of the processes that shape development is crucial for prevention and intervention to promote healthy development, as well as human and social capital outcomes.



PREVNet Promoting Partnerships

In partnerships, community organizations, police and schools can work to:

- Put necessary developmental supports in place (scaffolding)
- Organize peer experiences to reduce bullying and other antisocial behaviours (social architecture)
- Develop <u>community-wide</u>
 prevention programs
- Divert youth from troubled pathways



Thanks to Our Partners













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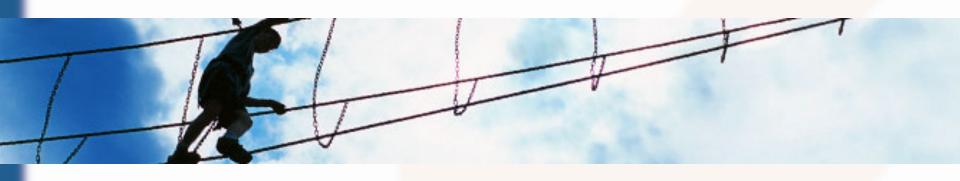




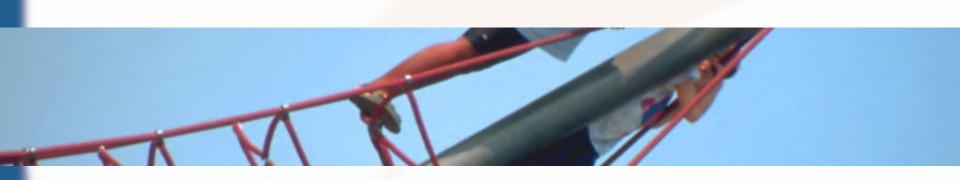




THANK YOU!



For Helping Bridge Research and Practice to Promote Healthy Relationships for All Children and Youth



www.prevnet.ca



Promoting Relationships and Eliminating Violence

La Promotion des Relations et l'Elimination de la Violence