

STRATEGIES FOR ABAV PLANNING AND ACCESSING RESILIENCE AT SCHOOL

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CHILDREN, LEARNING DISABILITIES, AND BULLYING

- What is bullying?
A form of social violence observed throughout the school milieu, characterised by the domination of one individual over another through repeated acts of verbal, physical, or psychological aggression.
— (Gouvernement du Québec, 2015)
- Experiences of bullying for children with learning disabilities
— (Mishna, 2003; Swearer, Espelage, Vaillancourt & Hymel, 2010)

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ANTI-BULLYING AND ANTI-VIOLENCE (ABAV) PLAN

- Proactive and reactive interventions:
 - Preventive programs
 - Rules of Conduct
 - Systematic reporting and monitoring of bullying incidents and follow-up
- Proactive interventions:
 - Intentional, deliberate building of resilience



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RESILIENCE RESEARCH: SEVEN TENSIONS	
Tension	Explanation
1. Access to material resources	Financial, educational, medical and employment assistance and/or opportunities, access to food, clothing, and shelter
2. Relationships	Relationships with significant others, peers and adults, within one's family and community
3. Identity	Personal and collective sense of purpose, self-appraisal of strengths and weaknesses, aspirations, beliefs and values (including spiritual and religious identification)
4. Power and control	Experiences of caring for one's self and others, ability to affect change in one's physical and social environment in order to access health resources
5. Cultural adherence	Adherence to one's local and/or global cultural practices, values and beliefs
6. Social justice	Experiences related to finding a meaningful role in community and social equality
7. Cohesion	Balancing one's personal interests with sense of responsibility to the greater good; feeling part of something larger than one's self socially and spiritually

Unger et al., 2007, p. 295

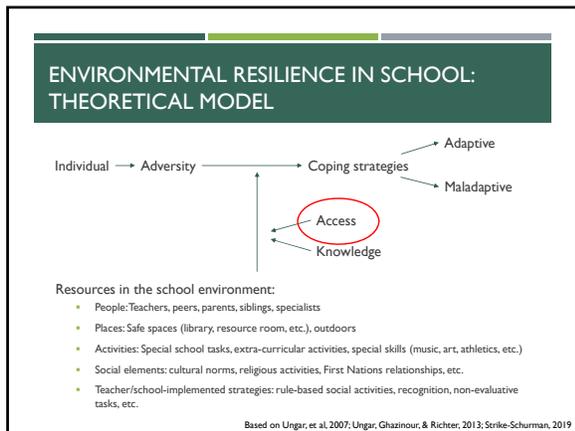
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RESEARCH SUMMARY	
<ul style="list-style-type: none"> ▪ Participatory methods ▪ Photo-elicitation ▪ Purpose: <ul style="list-style-type: none"> — Elicit children's perceptions about their resilience — Explore perceptions of school staff and parents regarding children's resilience and ABAV Plans — Identify common aspects of resilience in relation to bullying 	

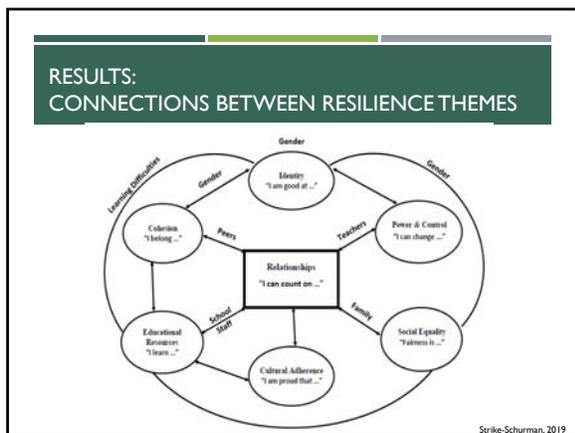
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RESULTS: SHARED PERCEPTIONS

	Children (Self)	Parents	School Personnel
Shared Positive Perceptions	<ul style="list-style-type: none"> • Love to be helpful • Are creative • Love music • Like to care for younger children 		
	<ul style="list-style-type: none"> • Enjoy hobbies • Like computers • Participate in sports • Do well with one-on-one adult help for schoolwork 		
Shared Negative Perceptions		<ul style="list-style-type: none"> • Are willing to try 	
	<ul style="list-style-type: none"> • Have difficulties with schoolwork • Have relationship difficulties 	<ul style="list-style-type: none"> • Have emotional regulation and learning problems 	
	<ul style="list-style-type: none"> • Are victims of bullying • Deal with suicidal ideation 		

Strike-Schurman, 2019

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WORKSHOP ACTIVITY

- Rules of Thumb:
 - Begin and end with kindness
 - Always assume the most generous explanation for problematic behaviour
 - Question your assumptions

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WORKSHOP ACTIVITY

- Case study: reassessment of IEP
 - Review
- Questions about the case study?
- Introduction to Group Discussion
 - Adaptation of Repertory Grid Technique (RGT) for workshop

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REPERTORY GRID TECHNIQUE

- For research:
 - Research method to understand the underlying constructs we use to understand the world
 - For research participants: agency
 - Process: topic – discussion – identification of constructs – transformation to scale – evaluation of topic on construct scales
- For workshop:
 - Method to be able to discuss a child's situation with compassion and kindness
 - Opportunity to understand our own constructs and act with awareness

Procter, 2014, Fransella, Bell & Bannister, 2004

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RGT IN GROUP DISCUSSIONS

- Case review
- Focus for RGT:
 - Identify assumptions
 - Talk through the reaction:
 - What caused it? Is there an underlying belief or value at play?
 - Do all people at the table have the same reaction?
 - Identify the construct and draw it
 - Incorporate it in your discussion

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EXAMPLE

“He always says he is sorry, but his behaviour is not improving”
Deliberate behaviour – bad behaviour as a choice

CONSTRUCT:

Decision to misbehave ← → Unawareness of behaviour

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GROUP DISCUSSIONS

- Child X and ABAV Plan
- Proactive interventions and resilience-building

“Social ecologies, more than the children themselves, are responsible for facilitating resilience processes in contextually relevant ways, even though children co-contribute to the achievement of positive outcomes”
→ (Theron, 2016, 97)

- Systemic issues, not individual problems:
 - It is not a question of “is this child resilient?” but of changing the school ecology so that they have access to resilience resources

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ENVIRONMENTAL RESILIENCE

Individual → Adversity → Coping strategies → Adaptive / Maladaptive

↑ Access (circled in red) / Knowledge

Resources in the school environment:

- People: Teachers, peers, parents, siblings, specialists
- Places: Safe spaces (library, resource room, etc.), outdoors
- Activities: Special school tasks, extra-curricular activities, special skills (music, art, athletics, etc.)
- Social elements: cultural norms, religious activities, first nations relationships, etc.
- Teacher/school-implemented strategies: rule-based social activities, recognition, non-evaluative tasks, etc.

Based on Ungar, et al. 2007; Ungar, Ghazimour, & Richter, 2013; Striue-Schurman, 2019

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“The children who need love the most will always ask for it in the most unloving ways”

— **Russell A. Barkley**

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