



Help My Child Handle Social Conflicts

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Ms in Counselling
Married 26 years
2 daughters, ages 24 & 22



Let's have some fun!

-Emotion Bingo



- Use BINGO card and find different participants who experience any of the emotions on the card (find out details).
- An affirmative answer entitles the participant to write the name of that respective participant in the box and cross out that respective box.
- A BINGO is achieved when the boxes are crossed vertically/horizontally/diagonally.

Mode of workshop



What are you hoping to learn?

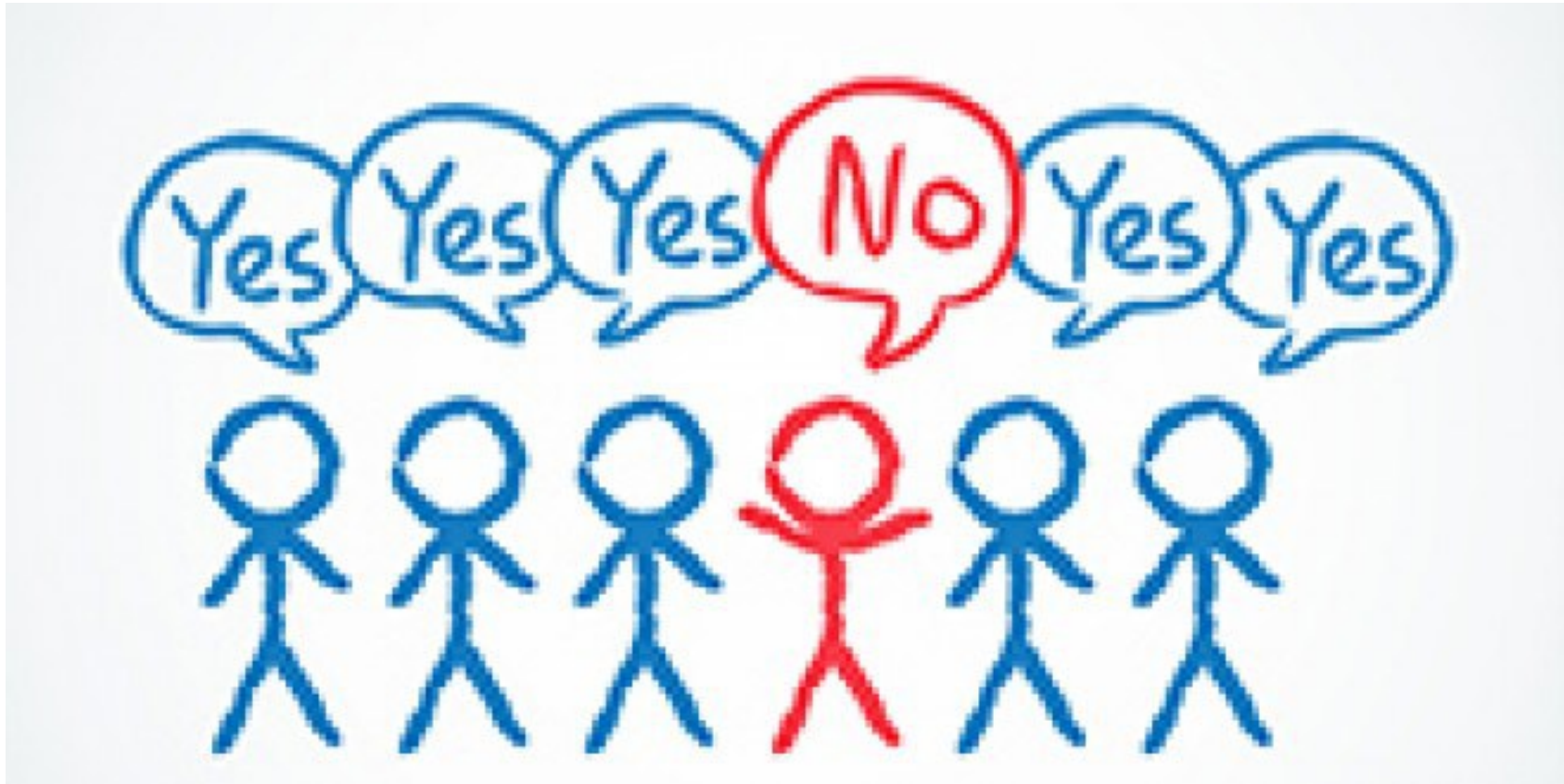
Interactive nature of talk

Participate in asking questions & sharing *own* examples

Let us refrain from judging any who expresses their views

Movie therapy

What is 'Social Conflicts'?



Peer Influence & Social Conflicts

Peer influence plays a *large role* in the social & emotional development of children & adolescents.

Not handling conflict well could harm kids later on in life

NEW YORK • Kids argue at school, push one another after a foul on the court and ignore a former best friend forever.

And parents often roll their eyes when these conflicts happen, dismissing the incidents as one-time.

But the way kids handle conflict with peers may have major long-term health repercussions.

New research from the University of Virginia shows that ramifications from schoolyard flare-ups may be tied to premature ageing and other issues – even tumours, arthritis and cancer – later in life.

"It's easy for parents to think these adolescent relationships are trivial, that they don't mean much, that it's all passing," said Mr Joseph Allen, a professor of psychology at the university who led the study.

"This is to say they aren't trivial."

The study, published in the journal *Development And Psychopathology*, found that a protein in the bloodstream – that has been associated with development of cancerous tumours, osteoporosis, arthritis and other problems associated with ageing – was present at high levels in the bloodstreams of 28-year-olds who experienced chronic social conflict beginning as early as age 13, but not among those who handled conflict well.

Prof Allen and his team of researchers started following 127 middle-schoolers in 1988.

They asked the students and their peers how well they managed conflict and then observed the students interacting with their close friends.

The researchers followed up with

them throughout the years.

When the students were 28, the researchers took blood samples.

Those who had trouble coping with conflict when they were younger had higher levels of the protein (called interleukin-6) in their blood.

"There's enough research in adulthood that links stress to health. That made us wonder about adolescence," Prof Allen said.

"Our interest was really: Is it strong enough that it affects our biology, that it has a lasting impact?"

One way the team measured conflict stress and management was to ask 13-year-olds in the study to respond to hypothetical situations.

For instance, if they were playing basketball and another team made fun of them in a mean way, what would they do?

The researchers rated them based on how they said they would defuse the conflict.

Punch somebody? Not a good rating. Pretend they did not hear the comment? A so-so rating.

But choosing to shut down the conversation with a comment, without causing more turmoil, would receive the highest rating.

At 16, the teens were asked whether they were able to get over conflicts easily and whether they managed disagreement with friends well.

And at 21, they were studied interacting with a romantic partner.

They were asked to both determine where they disagreed. Then researchers looked at how much hostility was directed at them by the partner.

Those who did not handle con-

flict well at younger ages and those

who had difficult romantic relationships later were found to have a higher protein marker.

"We have reason to think the immune system and stress system are particularly malleable and open to influence in teen years," Prof Allen said.

"These things that have them stressed in adolescence have long-term impact."

To help children with these stressors, parents should model good conflict management and teach their kids that they can still remain friendly with people they disagree with.

"Let them disagree with you, but rein in their hostile behaviour," Prof Allen said.

"When teens are worried about (peer conflict), that's exactly what they should be doing."

"We need to take this seriously. It's not something to be ignored."

WASHINGTON POST



Studies show that the hostile behaviour exhibited by kids might lead to premature ageing and other health issues later in life. PHOTO: ISTOCKPHOTO

MOVIE MOMENT



Parenthood

Father was very focused on teaching very complicated “academic” things to his young daughter but failed to look into her social skills.



**Children are
more capable**





Outline-Help My Child Handle Social Conflicts

- ❖ Understanding your Child & Peer Friendship
- ❖ Foundational Skills
 - Communication & Social Skills
 - Healthy Self-esteem
 - Recognising & Expressing Emotions
 - Managing Emotions
- ❖ Managing Conflicts

Understanding your Child & Peer Friendship

Middle Childhood (6-8 years)

- ❖ **Emotional/Social Development**
- ❖ Show more *independence* from parents & family
- ❖ Understanding more about his/her place in the world
- ❖ Pay more attention to *friendships & teamwork*
- ❖ Want to be *liked & accepted* by friends



Understanding your Child & Peer Friendship

Middle Childhood (9-11years)

❖ Emotional/Social Development

❖ Start to form stronger, more complex *friendships & peer relationships*. It becomes **more emotionally important** to have *friends*, especially of the same sex.

❖ Experience more *peer pressure*

❖ Search for *social identity*

❖ Become more aware of his/her body as puberty approaches. Body image & eating problems sometimes start around this age.



Identity & Peers

That is why opinions of friends matter so much.

That is why spending time with their friends is so important.

Parent - child Relationship

Many times, we find that our role as a parent is to provide a compass to help our children navigate the problems they encounter daily.



Parent – child Relationship

Parents continue to be of significant influence

Positive relationship with parents equips children to have *healthy relationships* with friends

Resolving

Strategies

Get Help
Advice from a friend or the teacher

Chance
Luck decides who wins
Eg. Toss a coin

Humor
Laugh

Compromise
Both

www.KidsandConflict.com

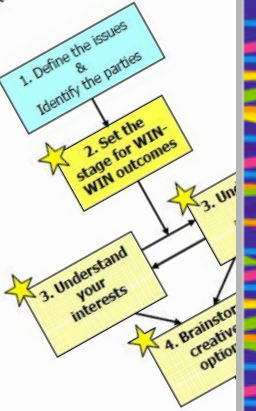


"What can I do about this problem?"

"Is this problem solved?"

Peer Prof

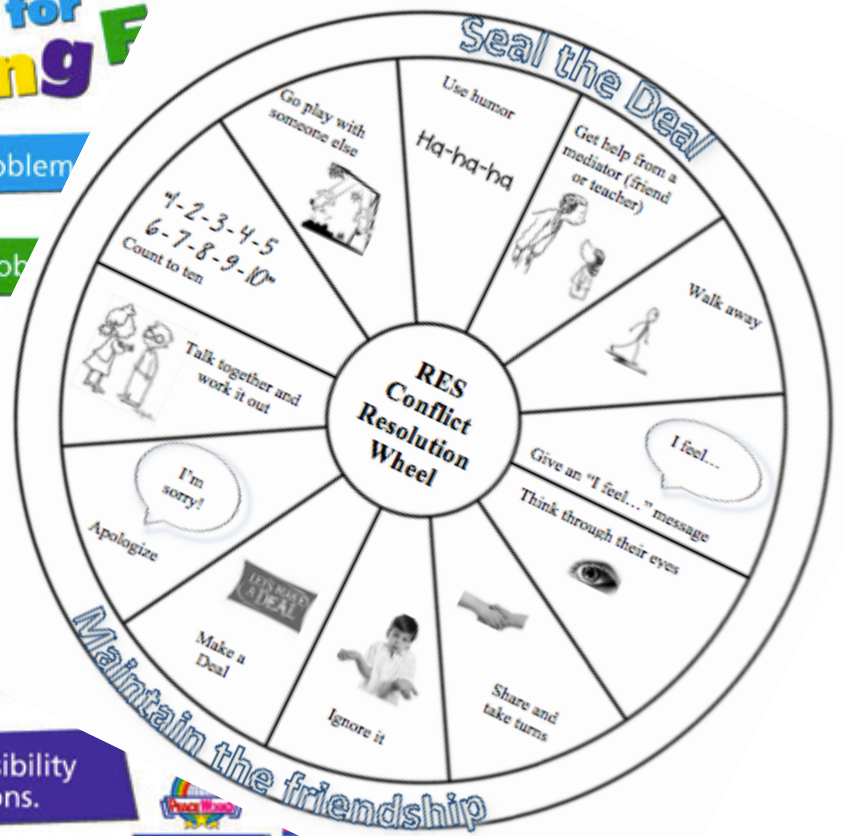
Simplified Conflict Resolution Model (The 2 Minute Model)



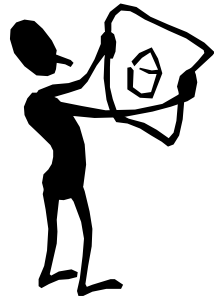
Rules for Fighting F

- 1 Identify the problem
- 2 Focus on the problem
- 3 Attack the problem not the person
- 4 Listen openly
- 5 Treat each other's feelings with respect
- 6 Take responsibility for your actions.

Peace Education FOUNDATION



Foundational Skills





Good Communication & Social Skills

Less conflicts

Friendship

Good
Social Skills

Get along

More likable

Teach Respect

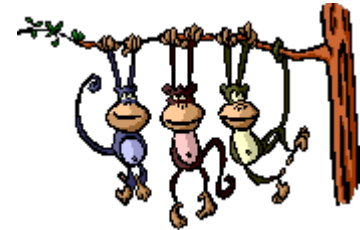
What does it look like?

- Being polite – please, thank you, excuse me...
- Cooperate with rules and regulations, whether at home, in school or in public
- Being considerate



Being polite

How do you do that?



What does it look like and how do we help our children develop that?*

Being Cooperative

What does it look like?

What does it look like and how do we help our children develop that?*

Being Considerate

What does it look like?

What does it look like and how do we help our children develop that?

Practice social skills with special needs children:

- Play games-learn to interact & cooperate.
- Role-playing-act out common social situations.
- Social Scripts-using appropriate language in common social situations such as greetings, farewells or ordering food.
- Video modeling-watch videos of appropriate social skills being performed.



Making Friends

- Show an interest in your child's friends and their family (**)
- Talk about being a friend and making friends
- Role-model
- encouraging participation in social events and activities,
- engineering opportunities for socialization with peers without disabilities,

Movie therapy-“Parenthood”

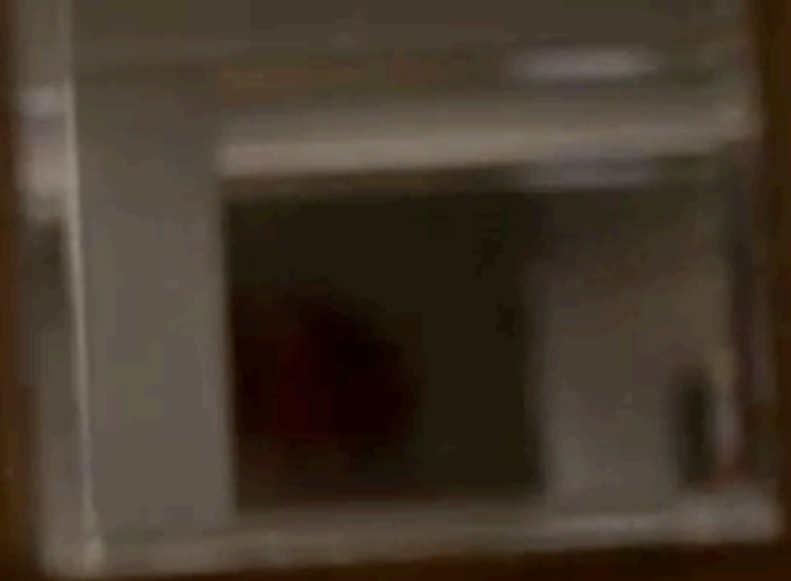


Max has Asperger's

Parents decide to engage a behaviour therapist to help Max

Watch them share Max problems with social skills

In scene after, we see the behaviour therapist helping Max practice his social skills





Debrief



- What did Kevin do to “make friends” with “bird-lady”?
- Being equipped with social skills is not automatic especially with people who are “different”.
- As parents, we can play our part to equip them.

Positive Self-esteem

Make friends
easily

Handle peer
pressure
appropriately

Positive Self-
esteem

Express their emotions
appropriately

Take responsibility
for their actions

Positive self-esteem

What parents can do

Advocating for their children

Use positive statements



Love & Acceptance

Be generous with praises/encouragements

Teach decision making/problem solving

Foster Independence

Encourage child to set goals/express ideas

Positive self-esteem

MOVIE MOMENT



Parenthood-learning to accept your child's special condition

Tv series about 2 families. One of them has a special needs child who has Asperger's.

Here dad learns to grapple and accept the reality of raising a special needs child

In next scene, dad learns not just to accept but embrace his son's condition.





Positive statements from parent to child



I love you

I'll listen

I'm proud of you

I'm here for you

You can do it

You're fun to be
with

I like being your
parent

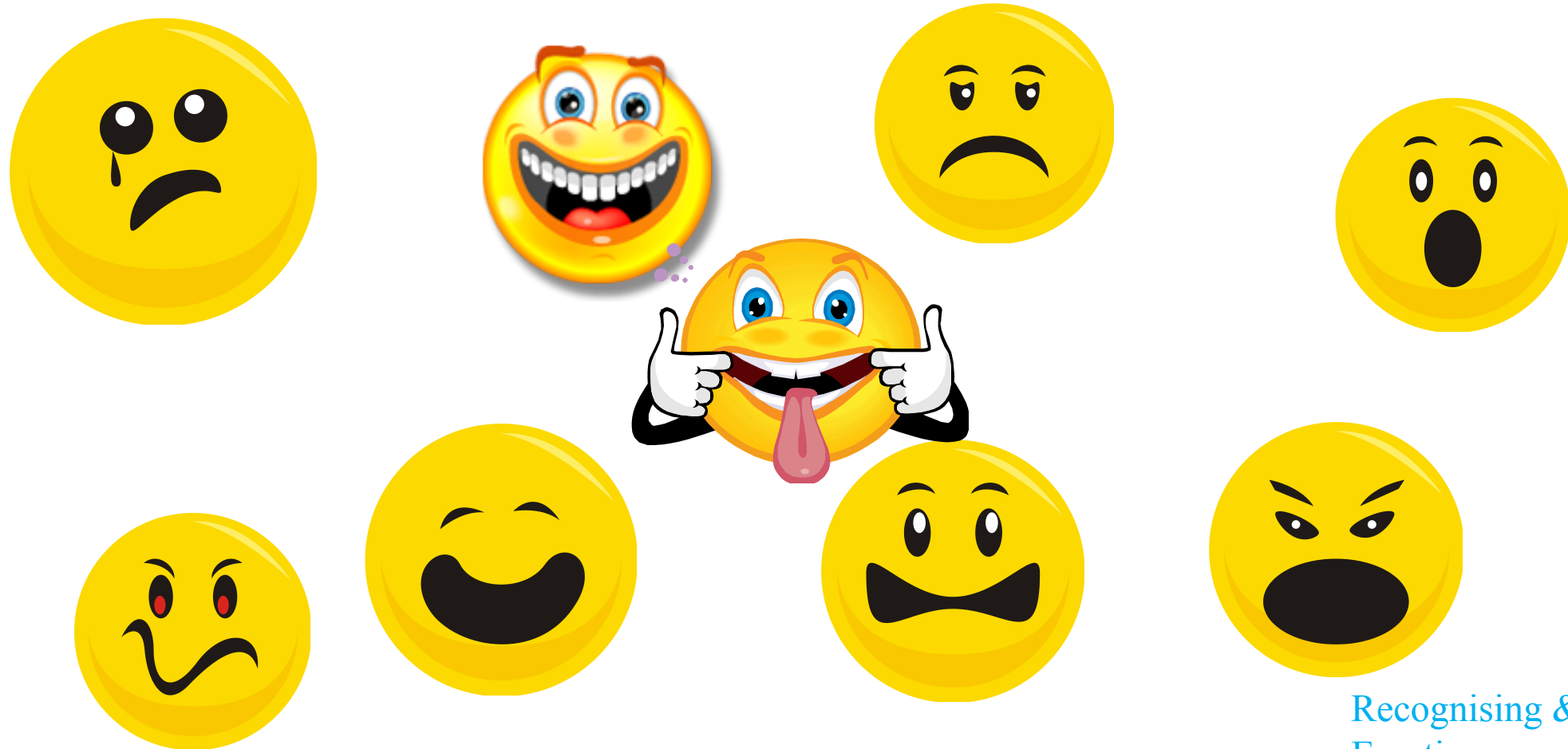
It's OK

I trust you



HELP MY CHILD HANDLE SOCIAL CONFLICTS

Recognising & Expressing Emotions



Recognising & Expressing
Emotions

What can parents do?

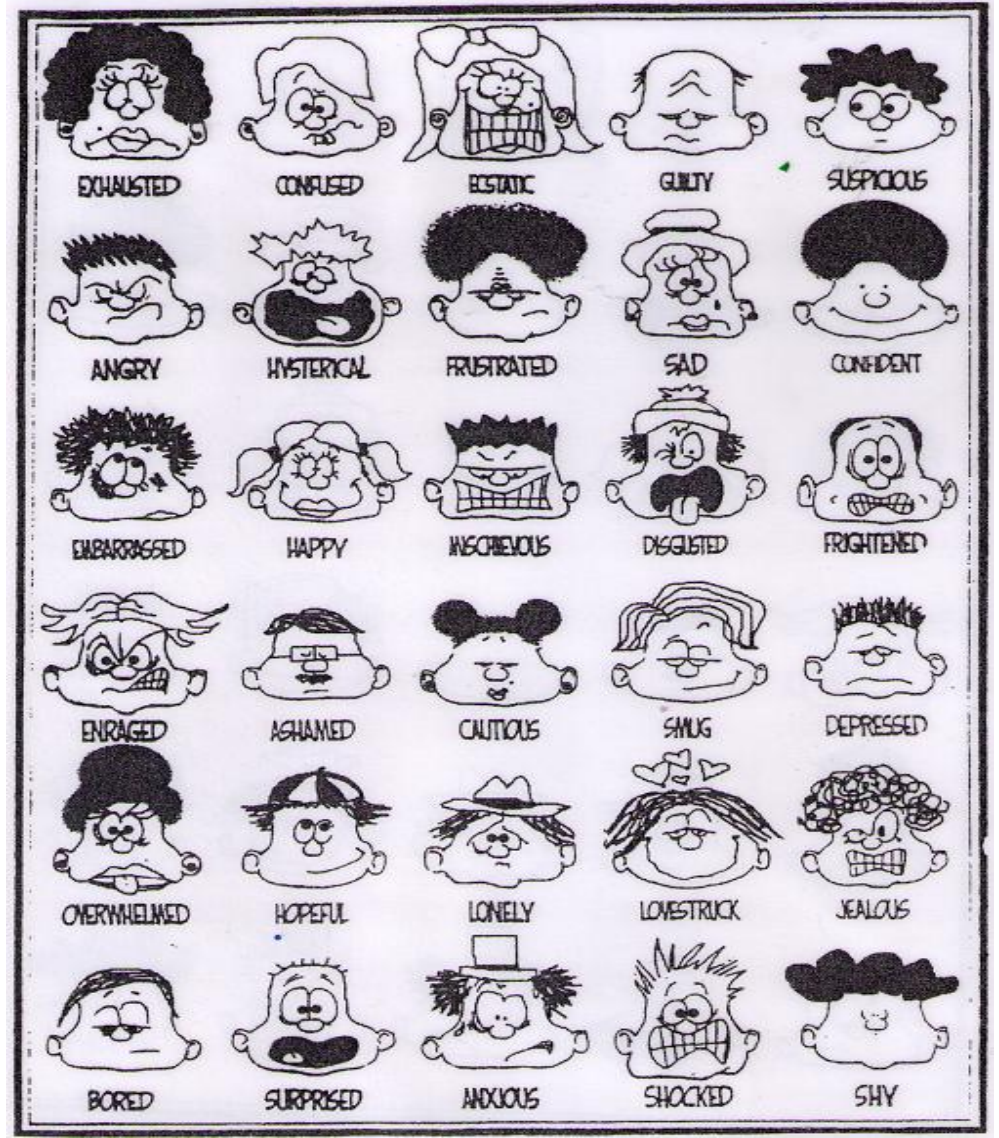
It's ok to have
different feelings.

Use stories, dramas,
music and other tools
like emotion cards

Talk about it, recognise it, label it



How Are You Feeling Today?



Intensity of Feelings	HAPPY	SAD	ANGRY	AFRAID	ASHAMED
HIGH	Elated Excited Overjoyed Thrilled Exuberant Ecstatic Fired up Passionate	Depressed Agonized Alone Hurt Dejected Hopeless Sorrowful Miserable	Furious Enraged Outraged Boiling Irate Seething Loathsome Betrayed	Terrified Horrified Scared stiff Petrified Fearful Panicky Frantic Shocked	Sorrowful Remorseful Defamed Worthless Disgraced Dishonored Mortified Admonished
MEDIUM	Cheerful Gratified Good Relieved Satisfied Glowing	Heartbroken Somber Lost Distressed Let down Melancholy	Upset Mad Defended Frustrated Agitated Disgusted	Apprehensive Frightened Threatened Insecure Uneasy Intimidated	Apologetic Unworthy Sneaky Guilty Embarrassed Secretive
LOW	Glad Contented Pleasant Tender Pleased Mellow	Unhappy Moody Blue Upset Disappointed Dissatisfied	Perturbed Annoyed Uptight Resistant Irritated Touchy	Cautious Nervous Worried Timid Unsure Anxious	Bashful Ridiculous Regretful Uncomfortable Pitied Silly

The five core emotions run left to right across the top of the table. Manifestations of each emotion based upon the intensity felt are described down each of the columns in the table.



Useful statements, questions...

- It sounds like...
- Are you saying you feel.....
- What you're saying is..... Is that correct?
- What do you think Ducky was feeling when this happened.....?
- How would that make you feel?
- What makes Ducky feel this way...?
- If I were you, I would probably feel sad/disappointed/angry too.

Managing Emotions

- Differentiate between behaviour & emotions
- Be aware when child is experiencing emotions
- Draw out emotions & label them
- Validate & show empathy
- Problem solve if calm down
- If upsets continues, suggest “cooling off”
- Stay calm
- Set time to talk later

• What you're saying is....Is that correct?

If I were you, I would probably feel this way

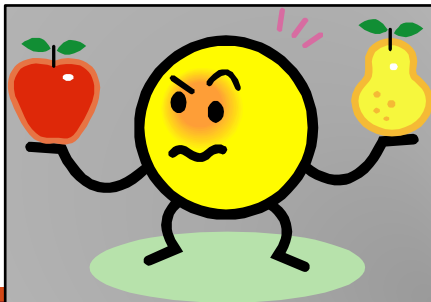
Annie is upset because her brother calls her stupid. She yells on top of her voice, stormed off to her room & slams the door. She continues yelling.



How am I feeling?



Is this the right way to respond?



What is the best thing to do?

A typical scenario



- You just came back from a long, exhausting day in the office and are thinking of the hot shower and catching up with Criminal Minds at home.
- The moment you step into the house, your 8 year old daughter comes out of her room looking glum.
- How would you manage this?

Managing Conflicts



How do YOU handle conflict?



Mouse

Ignore
Hide feelings
Whine
Fake Cry
Give in
Tattle
Roll Eyes
Gossip/Tell Secrets
Avoid



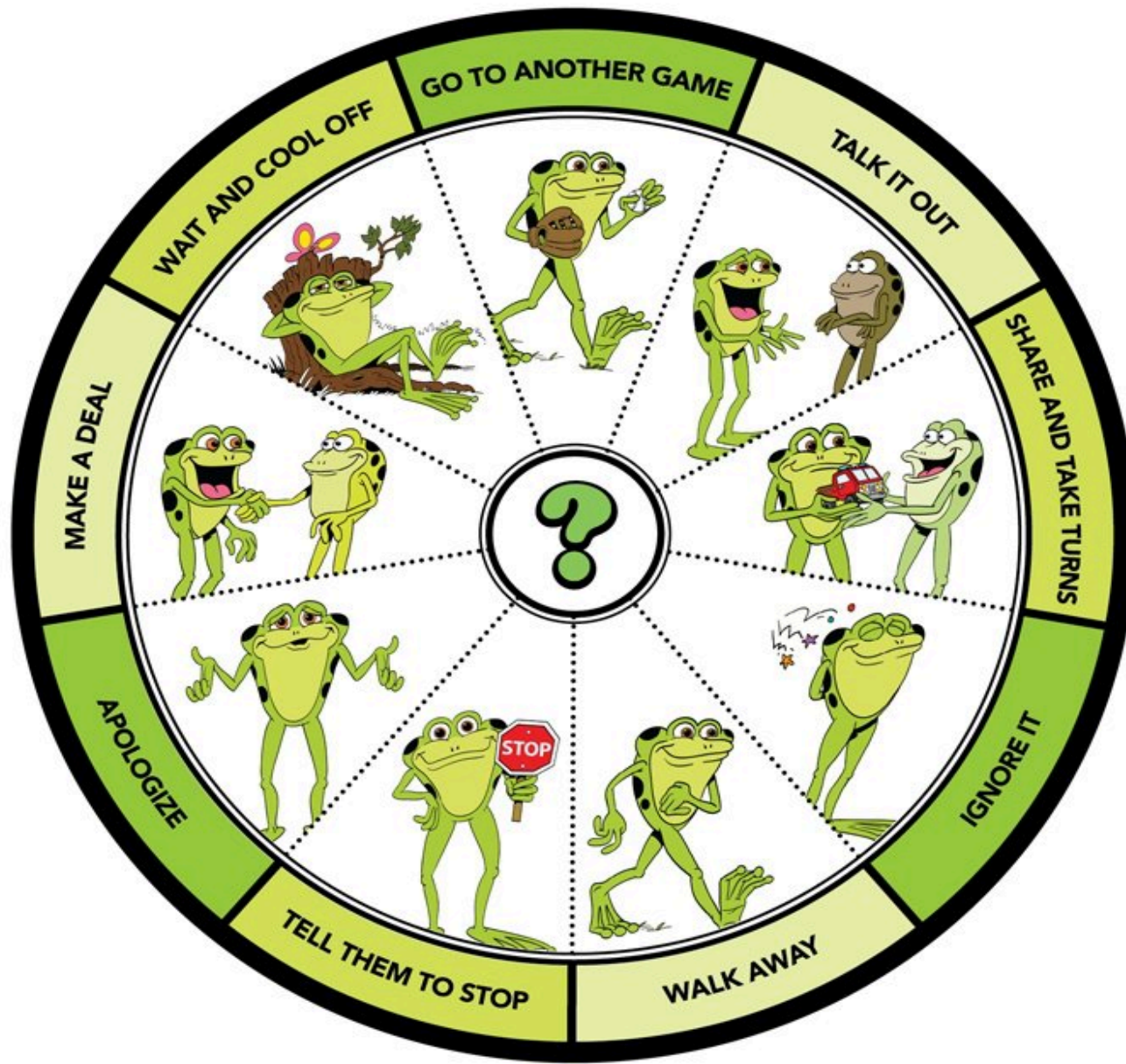
Monster

Yell
Hit
Threaten
Fight
Deny Loudly
Stomp Around
Slam Doors
Loud Put Downs
Break Things



Me

Apologize
Report
Compromise
Talk it Out
Find a WinWin
Listen
Use Manners
I Message
Be Assertive



How Big is My Problem?

5

Emergency

You definitely need help from a grownup (fire, someone is hurt and needs to go to the hospital, a car accident, danger).



4

Gigantic problem

You can change with a lot of help (getting lost, hitting, kicking, or punching a friend, throwing or breaking things, bullying).



3

Big problem

You can change with some help (someone is mean to you or takes something that is yours, a minor accident, needing help calming down).



2

Medium problem

You can change with a little help (feeling sick, tired, or hungry, someone bothering you, being afraid, needing help).



1

Little problem

You can change with a little reminder (not being line leader, not winning a game, not taking turns, making a mess).



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Glitch

You can fix yourself (changing clothes, cleaning up toys, forgetting favorite toy or blankie).

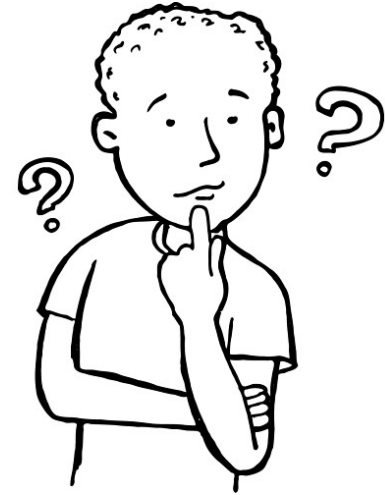


Let's discuss some conflict management issues that your child is facing or might face with his peers

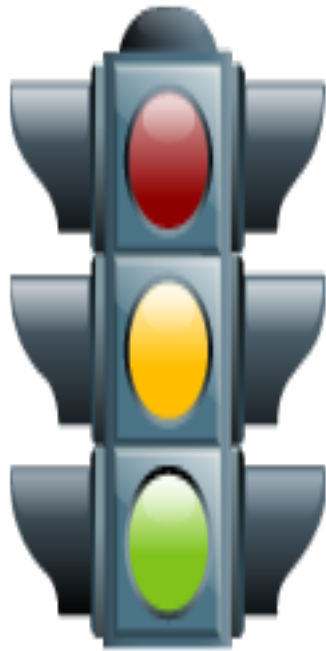
How can we help him deal with it?

Steps in Conflict Resolution

- What is the problem?
- What does _____ say is the problem?
- What are some possible solutions?
- What is a WIN-WIN solution?
- Let's do it!



Q & A



1 thing I'm going to stop doing

1 thing I'm going to start doing