

**Measuring psycho-social skills
development after implementing the
Rock and Water program.**

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Abstract

This study examined the development of psycho-social skills for a small group of junior boys after participating in the Rock and Water program. The psycho-social skills measured included the three foundations skills of Rock and Water: self-control, self reflection and self confidence. Also investigated were self respect and general social skills. Several assessments were conducted one of which was the ASEBA (pre and post implementation). Multi cross informants were used. Results showed positive outcomes post intervention and suggestions for future study are explored.

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Over the past decade literature, statistical analysis and commissioned reports all highlight educational concerns for boys (Nagel, 2005) (House of Representatives Standing Committee on Education and Training, 2002). One of the areas most prominent is considered to be boys social outcomes and the impact it has on academic and behaviour at school. Social outcomes for boys compared to girls are bleak, ranging from higher suicide figures, accidental death, involvement in homicide and incarceration.

In regards to males, “evidence linking low educational attainment, unemployment, drug and alcohol abuse and imprisonment is clear”, nine times more males were held in juvenile detention in 2000 (House of Representatives Standing Committee on Education and Training, 2002, p. 37). 76% of young people in custody, of which 223 were males and 19 were females, were surveyed on their educational history, and most had been suspended from school (Allerton, Kenny, Champion and Butler, 2003). Ykema believes “boys have started to seriously under achieve at school, that many are unmotivated and that fewer boys are moving on to higher education, and that many more show problematic behaviour” (2002, p.7). The report by the House of Representatives Standing Committee outlines “boys’ educational under-achievement and disengagement from learning” and proposes recommendations to improve academic and social outcomes. (2002, p.xv). One of their recommendations was to fund evaluations of programs that maximise engagement and motivation. This study evaluated the Rock and Water program implemented for a small group of year 7 boys’ in a semi rural high school.

Current literature suggests that social and emotional learning can lead to school success and better outcomes for boys (Zins, Weissberg, Wang, & Walberg, (2004) (Goleman, 1995). Social emotional learning (SEL) includes the competencies of self-awareness, social awareness, responsible decision making, self-management and relationship management (Zins, et al, 2004). Self-control or social competency programs were found

to be effective in improving outcomes for boys (Zins, et al, 2004). This study examined a program that aims to provide social emotional learning.

The importance of significant others and positive modeling (teachers, parents, care givers) is well documented (Lingard, Martino, Mills, & Bahr, 2002, Ykema. 2002, Biddulph. 2003, Hartman & Fletcher 2005). This study utilised a program that promotes healthy relationships and positive role modeling thus supporting the Hartman model (2005). This model outlines the crucial area of relationships in order to improve boys' academic and social outcomes. Hartman (2005) proposes that in order for boys to do well they require opportunities for effective relationships, access to role models, conflict resolution and negotiation skills. The Rock and Water program provides educators with a way to interact and allows students to explore relationships in a non-threatening environment.

An integral part of the study is to invite the boys' opinion and practice self reflective thinking. Theorist Slade and Trent (2000) suggest interviewing boys to give them an active voice can be a useful component to a project. During this program, students' views were obtained using several mechanisms, the Youth Self Report standardised assessment, feedback questionnaire, male attitude survey, and negotiation during lessons. Browne's (1996) survey on attitudes was used to facilitate the students' exploration into their own ideas and beliefs of masculinity. Research may indicate that a lack of participation in social and academic options can be influenced by male identity so exploring the boys' views on masculinity was important (Hartman, 2005 and Clay, in Hartman, 2006). Forming a male identity is considered to be a lifetime journey and at this age identity is fluid, boys succumb to hegemonic forms of masculinity that seem secure. Browne's surveys provide alternate views and reflection on masculinity during the safety of the Rock and Water environment. The Rock and Water approach as personal development for boys aims "to assist boys to break the bonds of stereotypical masculine cultures and behaviours such as the development of emotional intelligence to build more caring, confident and resilient young people" (Australian Government DEST, 2003, p.16).

The Rock and Water program was also designed to harness the significance of physical movement as a catalyst for psycho – social teachings. Ykema (2002, p.1) states “physical skills are taught first of all, so that from there a transfer could be made to skills that are more mentally and socially orientated”. The Rock and Water program uses a psycho-physical approach meaning “the physical starting-point is a basis for teaching and learning mental and social skills.” Hence why it is very physical, yet “supported by short group discussions with room for self-reflection and by brief assignments” (Ykema, 2000, p. 13).

Within the Rock and water program are three foundation skills. These include *self control*, which is controlling and focusing one’s own energy, *self reflection*, which is evaluating and thinking about one’s own actions and their impacts, and lastly *self confidence*, which is the self knowledge in being capable of adjusting one’s own behaviour, this area is also linked tightly to the goal of self respect (Ykema, 2002).

While the Rock and Water perspective permeated from Maslow’s Humanistic psychology and his hierarchy of needs (Ykema, 2002). It is also feasible to consider that the development of these foundation skills also rest under Bandura’s Social Cognitive model. Current boys’ education is concerned with increasing the development and experience of success, control and competence. “Self-referent thought in psycho-social functioning has been the subject of considerable interest in a number of approaches to human behaviour” (Bandura, 1986, p. 409). Social Cognitive theory explains human functioning through the reciprocal interaction of behaviour, cognition (including personal factors) and the environment (Bandura, 1986). Bandura (1986) believes that self reflection, metacognition or thinking about one’s own way of thinking is a distinctive human characteristic. Self reflection permits evaluation and can lead to changes in thinking, behaviour and actions (Bandura, 1986). Bandura (1986) postulates that self efficacy, or belief in one’s own capabilities, affects what people do (behave) and for how long (persevere). This study will link self efficacy with the foundation skill of self confidence, and whether the students’ have confidence in their own capabilities. Students’ correct judgment of their capabilities is important because it can “enhance or debilitate the

quality of psychosocial functioning” (Bandura, 1986, p. 395). For simplicity self regulation will also be discussed as self control, exercising control over one’s thoughts, feelings and actions, attending to behaviours by observing and monitoring one’s self (Bandura, 1986). Awareness of one’s behaviour is only the first step in changing it, judgment and guidance of behaviour is through internal standards influenced by social interactions for example, direct teaching, reactions from significant others and modeled standards (Bandura, 1986).

This study aimed to increase student’s psycho-social skills by implementing the Rock and Water program. The Rock and Water foundation skills include self control, self reflection, self confidence as well as self respect and general social skills. It is also hoped that this may eventually lead to improved individual academic performance. Goleman (1995, p.284) believes that “emotional literacy programs improve children’s academic achievement scores and school performance”.

In this study it is proposed that students’ psycho-social skills will be improved after undertaking the Rock and Water program.

It was hypothesised that the psycho-social skills of self confidence, self respect, self control and self reflection would increase after implementing the Rock and Water program. It was also hypothesised that reported social problems would decrease after implementing the Rock and Water program.

Method

Participants

The group consisted of 12 Year 7 junior boys between the ages of 12 to 13 years. Students were invited following identification by teachers for being bullies, victims, low in self esteem, having behavioural issues or difficulties adapting to high school. Some of the boys had existing diagnosis’ that included Attention Deficit Hyperactivity Disorder (ADHD), Aspergers, Obsessive Compulsive Disorder (OCD) or Velo-Cardio-Facial syndrome (VCFS).

Materials

The instruments used were surveys, feedback questionnaires, interviews, and standardised tests. The Achenbach System of Empirically Based Assessment (ASEBA) is a psychological standardised assessment. The ASEBA screened a wide range of internal, external, and total problems across several scales that were not reported on in this study. The scale most relevant and focused on in this study was perceived social problems. The ASEBA gave the opportunity for pre and post evaluation of the program intervention. The ASEBA also has an integrated system of multi-informant assessment (Siddons & Lancaster 2004). Three cross informants were used, the teacher form TRF, parent form CBCL, and youth self report YSR. Analysis used the Achenbach Data Manager software. Borderline clinical range was termed when T scores fell between 65- 69, which is “the 93-97th percentile of the normative sample of nonreferred children” (Achenbach and Rescorla, 2001, p. 24). This warrants concern but is not as high to be clearly deviant as those in the clinical range. Those in the clinical range scored above the 97th percentile and have enough problems reported to be of clinical concern. However, both borderline clinical scores as well as clinical scores significantly discriminate between students who are referred for special services and those who are not referred (Achenbach and Rescorla, 2001).

A Rock and Water feedback questionnaire, using a likert scale 1-5 was used to measure two of the three foundation skills of Rock and Water, those being self control and self confidence (see Appendix A – developed by the author to examine key foundation skills of the Rock and Water program). Confusion exists in the literature over the terms self respect and self reflection in that they are not used consistently. The two terms for example, are interchanged in the Rock and Water brochure advertising the program and the Rock and Water manual. In order to address this, self respect was measured in the Rock and Water feedback questionnaire. Self reflection was explored by using a survey on male attitudes (Browne,1996) as well as Browne’s (1996) Boys’ attitudes: continuums exercise to examine the boys’ viewpoints further (see Appendix B).

Procedure

All 12 boys from year 7 enrolled in 2 school terms of Rock and Water which was for one session per week totaling 18 sessions. The ASEBA standardised test was applied at the beginning prior to the Rock and Water intervention program over three cross informant perspectives TRF, CBCL and YSR. The TRF was given to teachers to complete on their student. The CBCL was mailed home to parents / carers to complete and return. The YSR was administered in a large group with one on one assistance where required.

Enhancing self reflection is an integral part of the Rock and Water program foundation skills so an exercise was used to encourage this skill. An anonymous survey on male attitudes was used in session 8 of the intervention program (Brown,1996). The following week, session 9, Browne's (1996) Boys' attitudes: continuums exercise was used to examine the boys' self reflection.

The ASEBA standardised test was applied at the end of the Rock and Water intervention program over three cross informant perspectives TRF, CBCL and YSR. Again the TRF was given to teachers to complete on their student. The CBCL was mailed home to parents / carers to complete and return. The YSR was administered in smaller groups with less one on one assistance being offered.

A rock and water feedback questionnaire, using a likert scale 1-5 was administered face to face in small groups at the end of the intervention to measure self control, self confidence and self respect.

The Learning Support Team (LST) continually tests literacy of year 7 and 8 students so these boys can be tracked academically over time in 2008.

Results

This study found that psycho-social skills did increase after implementing the Rock and Water program for some of the students involved. Seventy-five percent of the students scored less social problems after the Rock and Water program. Over half of the students'

self reported less social problems post implementation. Over half reported their self confidence had increased, which was also the same for self respect. Over half also reported their self control had increased post intervention. All participants practiced self reflection and some of the students' self reported that they had changed some of their original views. Academic improvements will not be known until later in the year.

Social skills

The social skills measured by (ASEBA) showed reported social problems scores decreased post intervention (see Appendix C). Results for 9 of the 12 students showed social problems scores that decreased. Two of these nine students also had scores that increased by different informants. Two other students' scores showed an increase and one of the students had insufficient data to calculate.

YSR

On the YSR 7 students on their YSR showed decreased reported social problems after the Rock and Water intervention (see Figure 1). 2 students moved from the clinical range into the borderline clinical range. 1 student moved from the borderline clinical range into the non clinical normal range (see Table 1). 2 students showed no change and 1 student increased their scores in social problems.

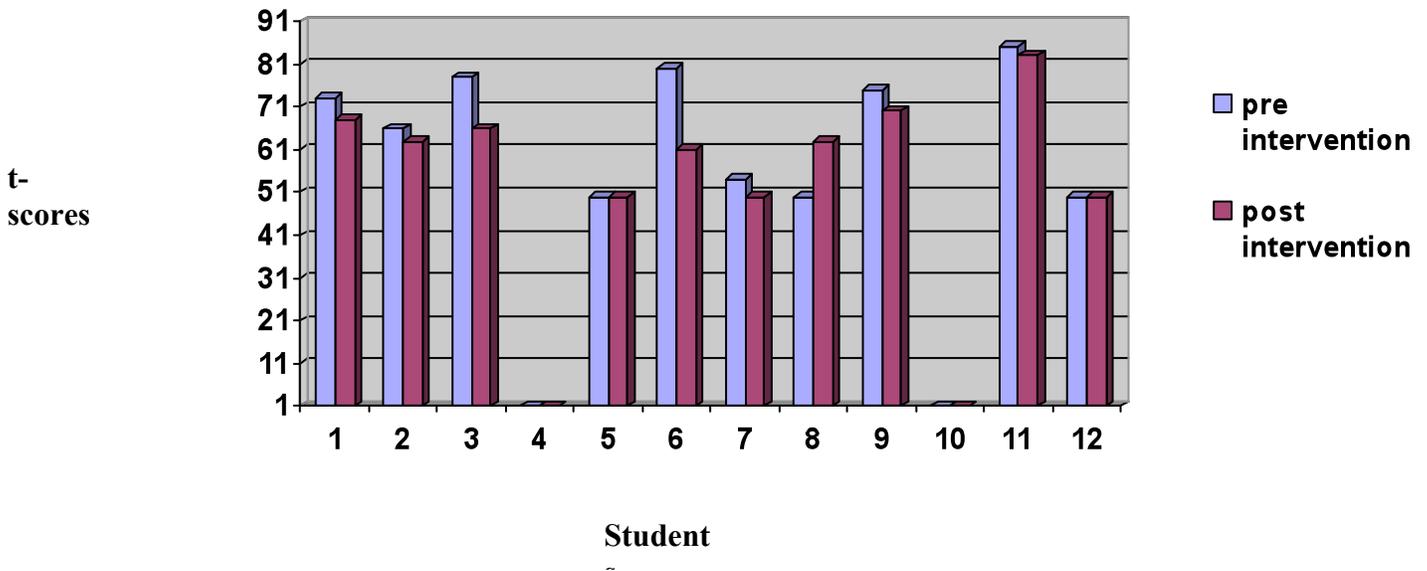


Figure 1. Youth self report responses on ASEBA social problems scale.

Table 1

Youth Self Report responses on ASEBA social problems

Youth Self Report	Pre intervention	Post intervention
Clinical range	5 students	3 students
Borderline- clinical range	1 students	2 students
Non clinical range(normal range)	4 students	7 students
Missed data	2 students	0 students

CBCL

On the CBCL there are 5 students to report on. 3 students’ parents report a decrease in social problems. 1 students’ parent reports no change and another parent reports an increase in social problems. 7 CBCL’s had insufficient data to calculate.

TRF

On the TRF 6 students’ teachers report a decrease in social problems. 4 students’ teachers report no change and 2 students’ teachers report an increase in social problems.

Rock and Water foundation skills

The Rock and Water feedback Questionnaire examined 2 of the 3 foundation skills of the program self control and self confidence, and its effect on self respect (see Figure 2). Self respect was where the largest changes were reported, 2 students reporting a substantial change (see Table 2).

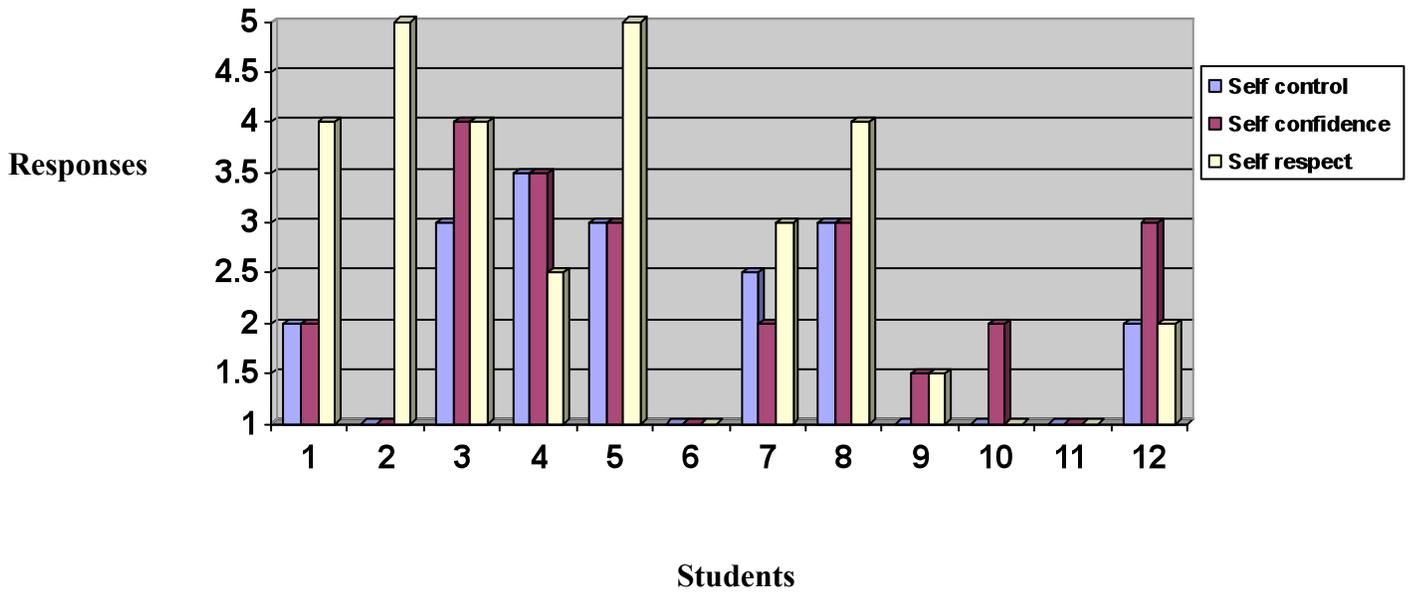


Figure 2. Feedback questionnaire responses –increases in key rock and water foundations skills.

Table 2

Student responses to Rock and Water Feedback Questionnaire

RESPONSES	No change				
	1	2	3	4	5
Has your <u>self control</u> increased?	41.6%	25%	33.3%		
Has your <u>self confidence</u> increased?	33.3%	25%	33.3%	8.3%	
Has your <u>self respect</u> increased?	33.3%	16.6%	8.3%	25%	16.6%

Self control

7 of the 12 respondents reported an increase in self control post intervention (see Figure 3). This foundation skill was the area with the smallest amount of reported change, these were also at the lower end of the likert scale.

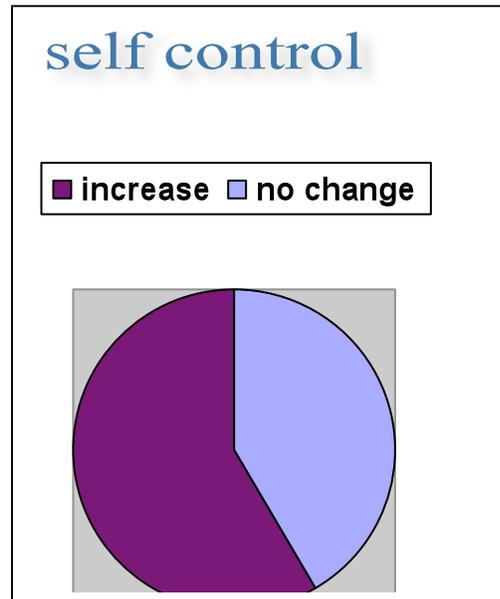


Figure 3. Feedback questionnaire responses for self control, post intervention.

Note 1 respondent reported no change because he said his self control was already high to start with

Self confidence -self respect

8 of the 12 students surveyed reported that their self confidence had increased post intervention (see Figure 4). One student reported level 4 the rest reported lower levels of changes (see Table 2).

8 of the 12 students also reported that their self respect had increased post intervention. (see Figure 2). This area was where the largest reported changes occurred, 2 students reporting a substantial change for self respect (see Table 2).

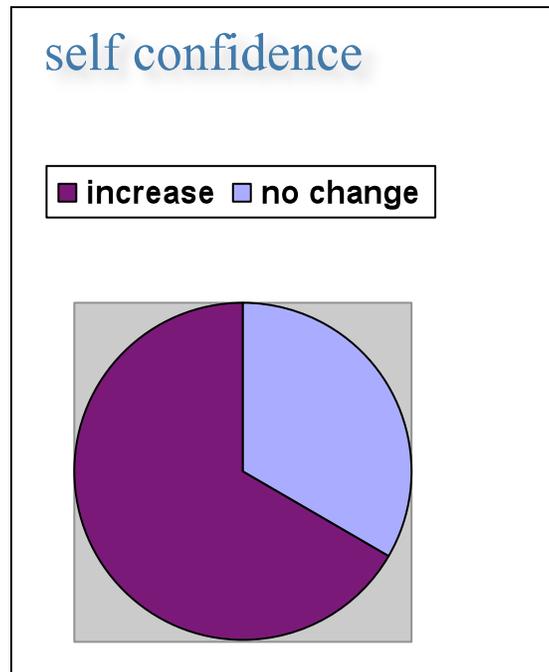


Figure 4. Feedback questionnaire responses for self confidence, post intervention.

Self reflection

The Male attitudes Survey and Continuums exercise (Browne 1996) examined self reflection, the last foundation skill of the Rock and Water program. All participants practiced self reflection and some of the students' self reported that they had changed some of their original thinking.

The boys' heard different opinions and opposing views. Also boys were asked to change their position and argue from the opposite viewpoint. The boys' views were sometimes quite polarized. Some of the students reported that they had changed their positions after hearing different viewpoints. For example "Guys should dominate in a relationship with a girl". Some students also suggested that they changed their view from what they initially wrote on the survey sheet once they fully understood the question, debated and heard others opinion. For example "Guys should seek a career that is considered suitable for men".

The Browne's survey and Male attitudes continuum exercise modeled and practiced the skill of self reflection. It also gave the opportunity to discuss and actively listen to others views on masculinity and the behaviour of men.

Discussion

This study proposed to increase students' psycho-social skills after undertaking the Rock and Water program. This study did find that psycho-social skills increased after implementing the Rock and Water program for many of the students involved. On the ASEBA assessment seventy-five percent of the students scored less social problems after the Rock and Water program. Over half of the students' self reported less social problems post implementation. On the Rock and Water Questionnaire, over half reported their self confidence had increased, which was also the same for self respect. Over half further reported their self control had increased post intervention. On the Browns continuum exercise all participants practiced self reflection and some of the students' expressed that they had changed their original views. Academic improvements will not be known until later in the year.

These results support the hypotheses that the psycho-social skills of self confidence, self respect, self control and self reflection would increase after implementing the Rock and Water program. These results also support the hypotheses that reported social problems would decrease after implementing the Rock and Water program.

This study did find that students' psycho-social skills were positively influenced after implementing the Rock and Water program. These findings support Ykema's (2002) postulation that physical teachings can aid the transfer of social skills. Over half of the students' self reported social problems decreased post implementation. These findings support Ykema (2002, p. 71) supposition that the Rock and Water program's "central theme is learning and training social skills".

These results are consistent with the research on social and emotional learning by Zins, Weissberg, Wang, & Walberg, (2004). The present study examined an intervention program that provided social emotional learning and improved psycho-social skills for boys decreasing their social problems.

These results further support the points raised by Ykema, 2002, Hartman & Fletcher 2005, over the importance of significant others and positive modeling to improve boys' social outcomes. This study implemented a program that promoted healthy relationships and positive role modeling.

The experience in the present study is comparable to Nagel findings that boys' tend to utilise more space and seem to irritate others (2005). This has definitely been seen in the practice of sitting in a circle during rock and water discussions after exercises. Behavior difficulties during class may have impinged on the transference of some learning. Behavioural incidents made the program the most challenging and consequently not enough time was spent drawing back learning to real life situations during group discussions. It is therefore possible that not enough feedback at the end of each physical lesson took place to maximise social teachings. Ykema (2002) believes this is crucial to the success of the Rock and Water program.

Results did show a decrease in self reported social problems. Although not for every student and not in the same way. A number of reasons for this could be because of administration difficulties, for example return rates for CBCL due to being mailed home. Two participants did not complete the YSR correctly leaving too many answers missing to formulate a valid score. Another two participants showed no change however they also reported the lowest figure obtainable for social problems both pre and post implementation. Only one participant increased his self reported social problems post implementation. It is noteworthy to mentioning that it was quite a substantial increase however it did not score in the borderline or clinical ranges. For this particular student other factors seem to be involved outside the area of this study. Due to the low rate of cross informant reliability "poor agreement between informants" (Siddons and Lancaster, 2004, p. 29), cross correlations were not attempted and results show comparisons only.

Most of the students showed a decrease in social problems from at least one of the multi cross informants after the implementation of the Rock and Water program. Two participants reported decreases across all 3 cross informants. Three had reported decreases in two cross informant areas and for two of these participants this was actually due to insufficient data as the CBCL's were not returned. Furthermore some of the ASEBA pre teacher forms were filled out by different teachers to the post stage therefore giving different teacher perspectives pre compared to post implementation. In addition the two week holiday periods between terms, especially the post completion of the ASEBA, may have contributed to the findings. Some participants showed no change across cross informants after implementation. All except one of these had the lowest score for social problems pre implementation. The ASEBA has a two month timeframe on the instructions, which instructs to describe 'the pupil now or within the past 2 months' this may also have affected the results (Achenbach & Rescorla, 2001).

Practical applications can be found in the guidelines for implementation (see Appendix D). Year 7 (2008) is to be inducted with Rock and Water along with peer support students. Then continued for each new year 7 intake (see Appendix E for proposal to school Executive). This will signify a whole school approach as well as a larger population to evaluate as the present study was only a small sample and the validity of the results could be questioned. It is also planned to implement the Rock and Water program into Primary schools by training teachers as part of the transition program. Rock and Water needs to be offered more than as a sport option. During lunch is a good idea, as some boys missed out on sports they enjoyed. Out of school hours could be another option, for older students for example that are trying to fit in their studies. 2008 will commence with these recommendations applied. From this small study it would seem that quite significant changes are possible for better social outcomes for boys.

It was decided not to mix the gender during this study as suggested by Ykema (2002) and this may have added to the success of the program. However, the sitting during discussion has been discouraged and are now conducted standing, which is how it was suggested in the Rock and Water training.

The significance of father /male carer involvement and as role models has already been highlighted (Lingard et al, 2002, Biddulph. 2003). Unfortunately there were no available male role models to conduct this program as a male teacher may have added even more impact to the boys' development of self control because he could also act as a role model. One participant did say that his self control was already high to start with so he recorded no change, this was an error found with the questionnaire format that could be rectified in the future. Future research may also overcome another limitation which was students' seem to need a longer time to practice their new acquired skills.

Evidence exists to show that boys' started thinking about their own thinking. They also started to evaluate their thinking through querying their own attitudes. Whether this skill continues to be utilised and changes thinking, behaviours and actions in the long term requires further study.

The initial findings of this study are positive however McGlennon (2004, p.18) warns "that no stand- alone program is likely to achieve significant and lasting results unless it serves to complement a learning program and environment, which shares consistent values and goals". Similar advice was also given by Carosi and Tindale (in Browne and Fletcher, 1995, p.37) who suggest a whole school approach, this has major implications for the continued running of the Rock and Water program at the present school.

In conclusion, the findings are that the psycho-social skills of self confidence, self respect, self control and self reflection increased after implementing the Rock and Water program. Also that reported social problems decreased after implementing the Rock and Water program.

The implications are that quite significant changes are possible for better social outcomes for boys through the use of the Rock and Water program, through the use of social emotional learning, the positive role modeling as well as the opportunity for the boys' to have an active voice and reflect on their masculine identity in a safe environment. The implications are also that a whole school approach would be even more beneficial as well as providing a larger sample for future study.

Academic improvements will not be known until later in the year when a longitudinal study can provide a follow up. Nevertheless, this study has shown that students' psycho-social skills increased after implementation of the Rock and Water program.

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Appendix A

Rock And Water Feedback Questionnaire

Name: _____

Age: _____

Which town do you live in? _____

How many weeks have you trained in Rock and Water? _____

On a scale from 1-5 where 1 is no change and 5 is a huge change,
circle the following –

1. Has your self control increased?

1 2 3 4 5

2. Has your self confidence increased?

1 2 3 4 5

3. Has your self respect increased?

1 2 3 4 5

Your Comments _____

Appendix B

Survey on Male Attitudes

Age: _____ Date: _____

This is an anonymous survey. Please try to respond honestly.

For each statement circle your response

- 1** means **Strongly Agree**
- 2** means **Agree**
- 3** means **Not sure**
- 4** means **Disagree**
- 5** means **Strongly Disagree**

STATEMENT	RANKING				
1. Guys should be aggressive and fight to prove themselves	1	2	3	4	5
2. Guys cannot be as caring towards children as girls	1	2	3	4	5
3. Guys should resolve conflict with force	1	2	3	4	5
4. Guys should dominate in a relationship with a girl	1	2	3	4	5
5. Guys are not able to show their true feelings to other males	1	2	3	4	5
6. Guys should seek a career that is considered suitable for men	1	2	3	4	5
7. Guys should keep their problems to themselves, as communicating their needs is a sign of weakness	1	2	3	4	5
8. Guys should be strong, athletic and rugged	1	2	3	4	5
9. Friendship with males does not involve showing soft emotions or tears	1	2	3	4	5
10. Guys should aim to succeed at all costs, even at personal expense	1	2	3	4	5

References: M Chiarolli 1992, L Harrison 1994, R Browne & P Clarke 1996



Boys Attitudes: Continuums

The boys have already completed the Survey on Boys Attitudes individually.

The purpose of the activity is to make public some of the arguments about attitudes towards male behaviour and masculinity so that boys can :

- Examine the costs and benefits of holding such views: and
- Build the ability to build empathy by taking another persons view

1. Draw an imaginary line on the floor

Strongly

Strongly

Agree

Agree

In Between

Disagree

Disagree

2. Read out a statement for the survey sheet

Have the boys stand along the continuum according to their response to the statement.

3. Ask 2 or 3 boys in different positions to say what their thinking is on that statement.

Hear different opinions

Ask others to respond

Orchestrate the expression of opposing views. Boys in the middle may have both views or a third view

Ask each 'side' to express the advantages of that view

With entrenched/ polarized opinion, have the two protagonists change places with each other and present the other persons point of view.

4. Keep it moving. There are plenty of questions.

5. Ask students to consider if they have changed their view from what they originally wrote in the survey sheet. They do not have to divulge what they wrote.

Appendix C

ASEBA Cross Informant comparisons for reported social problems-T scores.

Student	Assessment	Pre Intervention	Post Intervention	Reported social problems
1 RG	CBCL	69 B	63	Decrease
	TRF	65 B	59	Decrease
	YSR	73 C	68 B	Decrease
2 OR	CBCL	72 C	No data	Insufficient data
	TRF	62	62	No change
	YSR	66 B	63	Decrease
3 GB	CBCL	84 C 86*	82 C 82*	Decrease
	TRF	67 B	65 B	Decrease
	YSR	78 C	66 B	Decrease
4 JP	CBCL	50	50	No change
	TRF	50	59	Increase
	YSR	Not scored	50	Insufficient data
5 TA	CBCL	58	No data	Insufficient data
	TRF	50	50	No change
	YSR	50	50	No change
6 JR	CBCL	No data	No data	Insufficient data
	TRF	55	50	Decrease
	YSR	80 C	61	Decrease
7 JG	CBCL	61	No data	Insufficient data
	TRF	50	50	No change
	YSR	54	50	Decrease
8 JaB	CBCL	68 B	No data	Insufficient data
	TRF	59	50	Decrease
	YSR	50	63	Increase
9 AB	CBCL	54	63	Increase
	TRF	68 B	62	Decrease
	YSR	75 C	70 C	Decrease
10 WC	CBCL	82 C	No data	Insufficient data
	TRF	67 B	69 B	Increase
	YSR	Not scored	73 C	Insufficient data
11 JoB	CBCL	No data	No data	Insufficient data
	TRF	65 B	59	Decrease
	YSR	85 C	83 C	Decrease
12 DP	CBCL	51	50	Decrease
	TRF	50	50	No change
	YSR	50	50	No change

B = borderline clinical range C = clinical range

* both parents completed separate CBCL pre intervention
 Not scored = due to too many assessment answers missing

Appendix D Recommendations for Rock-and-Water (RaW) Program

Current format:

One group of 12 Year Seven Boys during Sport.

Comments from boys on completion of course:

GOOD	BAD
Teaching me self-control	People being stupid
Showing respect	Annoying people in the group
You learn to defend yourself	Sometimes people didn't show respect
Get to be successful	

RECOMMENDATIONS :

Group:

Same sex group

I feel that the group doesn't have to be the same year group, maybe junior and senior groups.

When choosing group members, consideration needs to be made in regard to the impact each group member will make on the group e.g. if a group member has behavioural issues, will this sabotage the program...will this individual's potential benefit negate the benefit of the other group members because of inappropriate behaviour.

Define groups into aggressors and non-aggressors, keep separate.

Keep group small, approximately twelve students.

Time and Place:

Sport gave a time slot where activities were able to be completed however I feel that it was too long.

In a discussion with the Year Advisor, I recommend that a practical game could be played after activities were completed. The Year Advisor suggested that this would be a great opportunity to then apply the principles of the RaW Program in a controlled practical social environment, giving the group members a setting where they could practice and refine their new skills.

The HCR room was appropriate to use.

A space is needed where movement will not be confined and the floor is appropriate for RaW activities where students may roll, land on the floor. Carpeting or use of mats is recommended.

Have sports roll call at the same location to increase the social interaction between group members to increase resilience and identification as being part of a group.

Use of Mentors:

If the group members are boys, use Mentors (from previous group) to assist activities.

Gives Mentors an opportunity to undertake a leadership role in a social setting, improves their own understanding of the concepts taught, consolidates the idea of being part of a group and strengthens their skills. Increases the Mentors' resilience.

Exposes new members to students who have benefited from the program and may improve motivation and trust within the group.

Gives the Instructor an idea on how to use the now more experienced Mentors to implement the program to larger groups.

Instructor:

If the group is all boys, may be more beneficial to have a male Instructor (as it seems that some of the boys do not have a positive male role model). I cannot comment on a girls' group.

Need to complete course.

Beneficial to have school counsellor present and participating.

Expectations/ Suggestions:

Outline the procedure for all sessions and follow the same starting and ending procedure.

For example:

- Clear the space if needed,
- Take shoes and socks off,
- Sit in a circle ready for instructions,
- Do activities,
- Sit in a circle and discuss what was good/ bad about session, what they learnt, how they will now apply their new skills to practical game situation, making sure that all members have an opportunity to express their thoughts, feelings etc.,
- Shoes and sock on,
- Return space to how it was,
- Do practical game.

Outline what you have to report, if disclosure occurs, child protection etc.

Have a time-out chair where students can sit if they become too emotional or disrespectful.

Encourage talking to each other in a respectful non-aggressive manner.

Promote the group as a group of trust, a secure, safe place where students' can voice their feelings.

Remind or inform the students of school policies, procedures and people who are there to help them.

Talk about different scenarios (the last group, all boys, discussed what to do if a girl starts to hit you as one of the group members was previously in this situation).

Awards- well received.

Appendix E

Rock and Water for year 7 2008

Proposal: To integrate the Rock and Water program into our transition program for Yr 7.

When A whole day program will run for all of year 7 during week 3 of term 1 next year. Also by using a Wednesday sport session at the end of term 1 to review the term and discuss how 'Rock and Water' concepts applied to various incidents and events that occurred during the term.

Why: The Rock and Water program has applications and strategies for students to use in the following areas:

- * Anti-Bullying
- * Self-Esteem Building
- * Self-Control
- * Building Resilience

The intention of teaching rock and water concepts to all year 7 students is to be proactive in addressing the welfare issues that inevitably arise in years 7 and 8. Students will be taught that they always have a choice in how they respond to situations and the choice they make will determine the likely outcomes.

How: By the beginning of 2008 at least 10 teachers will have done some basic training in teaching 'rock and water'. Some of these teachers will have done more advanced training. Using these teachers and year 11 peer support leaders the intention is to deliver a one-day course to year 7 students in groups of about 20 students. Year 7 students would be segregated into groups of boys and girls to accommodate the physical contact components of the course.

Outcomes As a result of the one day program we would expect the students to understand the basic concepts of rock and water. We would expect them to understand simple terms like 'grounded, centred and focused' and to be able to apply these terms to schoolyard situations. We would also expect students to identify behaviours which often attract bullying and how to avoid exhibiting these behaviours.