

Program: “Double T” (Temper Tamers) Group

Target Population:

0 to 6 years 7 to 12 years 12+ Parents/Caregivers

Purpose and Goals:

The “**Double T**” program is an eight week manualized, cognitive behavior therapy (CBT) program for children aged 7-12 years displaying disruptive and aggressive behavior and their caregivers. The sessions are theme-based and utilize practice and repetition to assist the children with understanding the new concepts and strategies. Intervention themes include:

1) identifying problems, feelings, thoughts and “body talk” related to temper, 2) relaxation strategies and 3) identifying appropriate choices. The primary goals of this service are:

- Support children to learn about and manage challenging feelings;
- Assist children with developing coping strategies to manage their temper;
- Assist children with developing strategies to work through challenging situations.

Eligibility Criteria:

Program is available to students in elementary schools in the high-risk neighbourhoods and high need schools in the former City of York, including Weston Mount Dennis, Lawrence and Weston Road, Jane and Weston. Participants are identified by school personnel and are limited to students of the hosting school when program is school-based.

Program is offered in English.

Location:

- Yorktown Child and Family Centre – 2010 Eglinton Avenue West
- Junior Schools and Middle Schools in the former City of York

Expected Outcomes:

- Increased children’s understanding of triggers, feelings, thoughts and behaviour associated with their temper
- Developed strategies to manage their temper
- Decreased externalizing behaviors
- Developed personal plans to manage temper-provoking situations
- Equip caregivers (parents, teachers) with knowledge of strategies to help participants with externalizing behaviours to make positive changes.

Theoretical Framework:

- Evidence-based
- Cognitive Behaviour Therapy-CBT
- Group-based prevention program
- School-based
- Experiential learning approach

Mode of Evaluation:

- Self Report
- Partner Evaluations
- Focus Groups
- Review Meetings
- Formal Evaluation
- Observations by facilitators – feedback back from caregivers, teachers and school personnel
- CAFAS (Child and Adolescent Functional Assessment Scale) – modified CAFAS