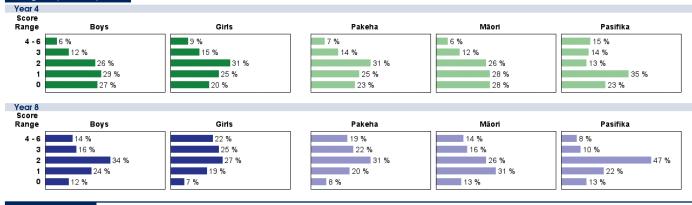
Trend Task: SUZY

Approach:One to oneFocus:RelationshipsResources:Picture

Questions / instructions:	% response 2006 ('02)					% response 2006 ('02)	
	year 4	year 8	2.	What do you think Suzy should do?	year 4	year 8	
				getting outside help to improve relationship	9 (6)	7 (7)	
				unspecific mention of talking to friend	4 (3)	5 (2)	
				Dealing with the past: (what has happened)ignoring it	6 (5)	3 (7)	
				trying to understand why it happened (self analysis)	6 (5)	8 (5)	
Show picture.				apologising	77 (72)	87 (76)	
Here is a picture of Suzy. Suzy isn't feeling too good. She often gets angry with others				explaining to friend why she got angry	17 (14)	28 (34)	
- she gets into lots of bad moods, and				explaining to mend why she got angry		20 (04)	
she's got a really bad temper sometimes.				Addressing the future:			
Suzy wishes she didn't get so angry and that she could control her temper.				being extra nice to friend	19 (9)	17 (10)	
1. What are some things Suzy could do				learning how to control anger	7 (0)	8 (9)	
when she feels that she is going to lose her temper or get into a bad mood with people?				sorting out with friend how to deal with disagreements	5 (2)	10 (6)	
avoidance/escape (walking away)	53 (63)	71 (61)		Overall quality and mix of ideas:			
self control approaches	72 (53)	79 (65)		excellent/very good	1 (0)	1 (1)	
explaining what/how she's thinking/				good	12 (3)	19 (13)	
feeling to people she is angry with	12 (10)	14 (11)		moderate	40 (31)	48 (42)	
asking others (3rd party) for help	17 (23)	23 (21)		very limited	47 (66)	32 (44)	
Overall quality and mix of ideas:							
excellent/very good	2 (1)	7 (0)		Total score: 4–6	8 (3)	17 (7)	
good	20 (18)	32 (20)		3	13 (7)	20 (16)	
moderate	43 (43)	45 (50)		2	28 (26)	31 (29)	
very limited	35 (38)	16 (30)		1	27 (31)	23 (26)	
Suzy has just thrown a big wobbly with her				0	24 (33)	9 (22)	
friend. She needs to do something about it.							
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Subgroup Analyses:



Commentary:

Many students had helpful ideas about how to deal with Suzy's unhappiness but, overall, almost half of the year 4 students and one third of the year 8 students were judged to have very limited strategies. There was a small improvement at both year levels between 2002 and 2006.