

Effects of Topper Training (Kanjertaining)

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Why did you do
that?

Affirming positive intentions

Was it your intention
to hurt that child?



A toddler can choose...



3 settings



→ **Teacher** (schoolwide intervention)
Orobio de Castro et al., 2018



→ **Psychologist** (in disruptive classes)
Vliek, 2015

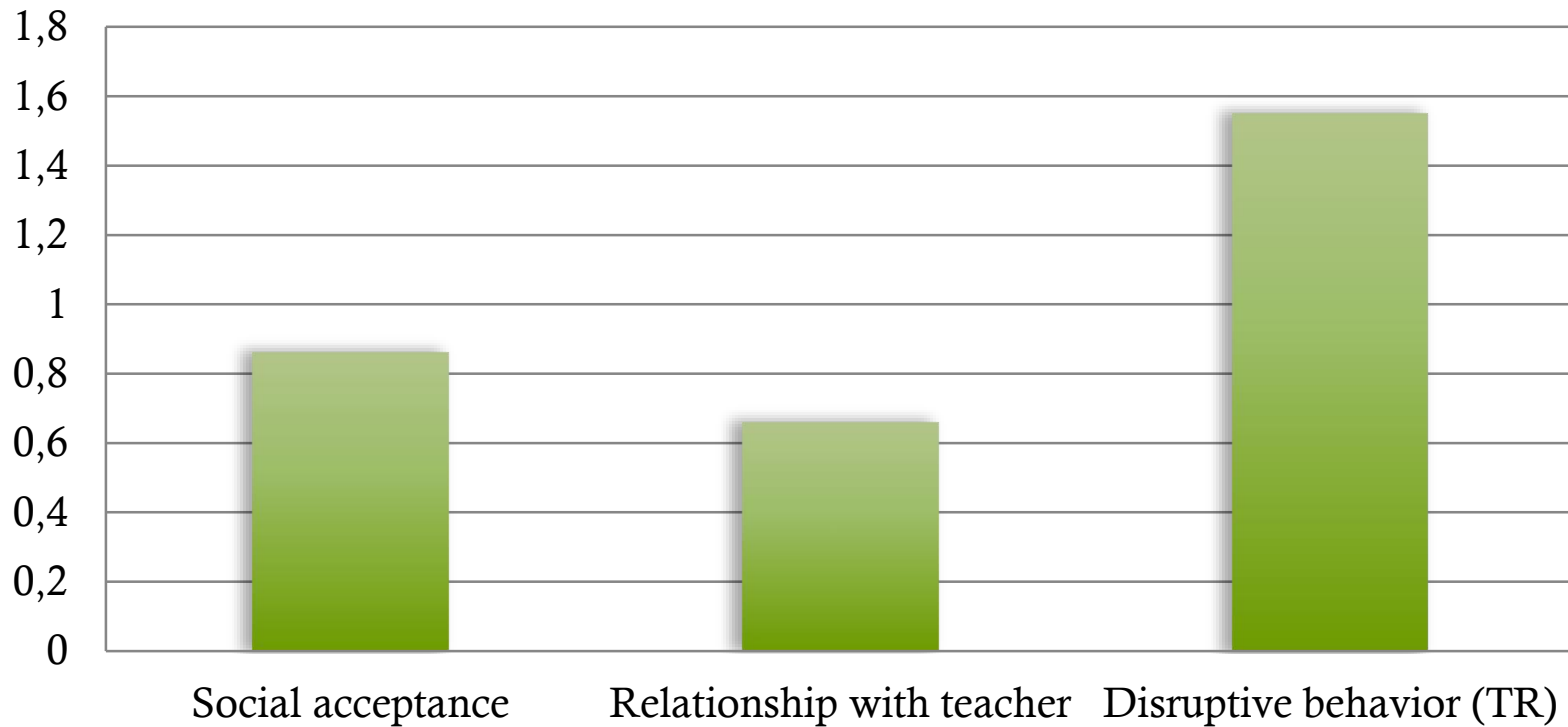


→ **Psychologist** (mental health care)
Vliek, 2015



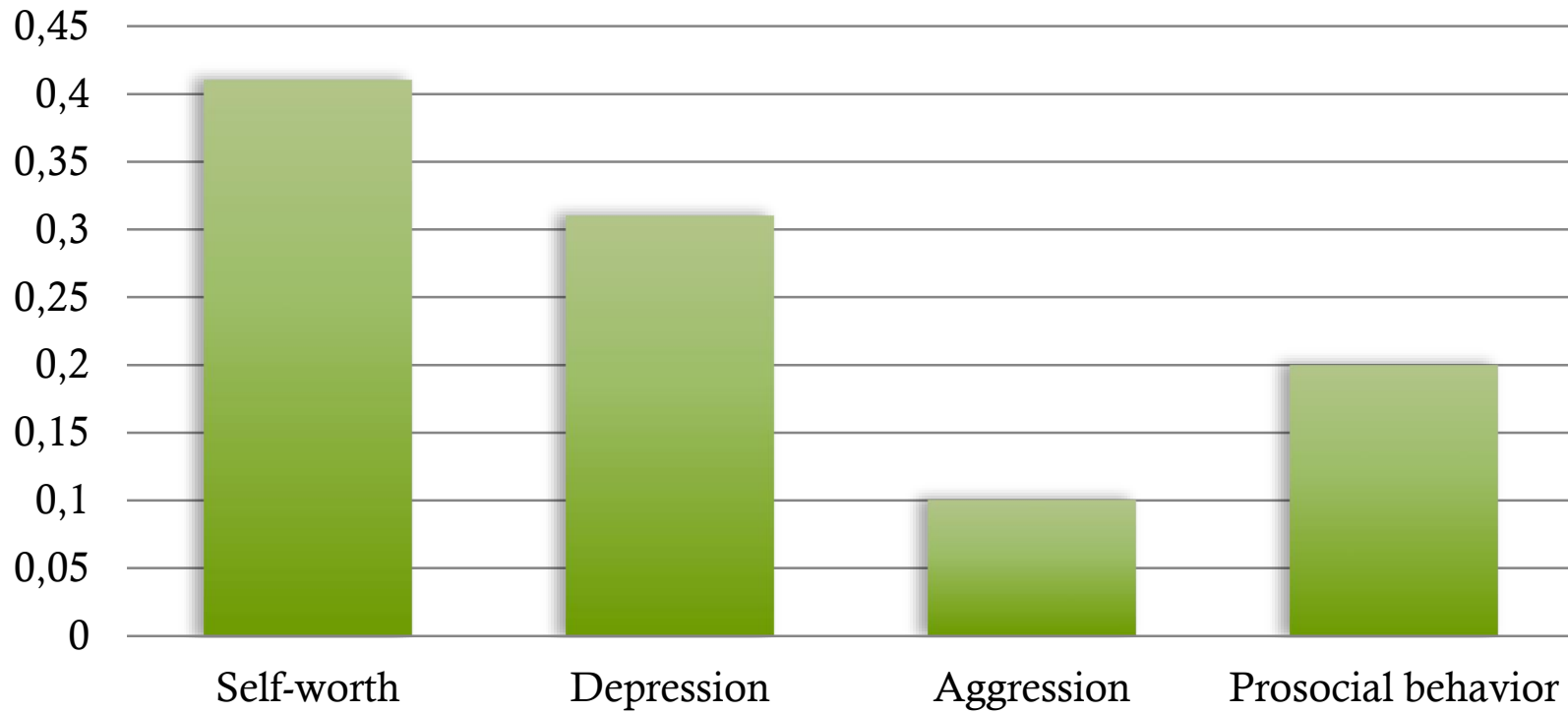
Classroom climate

Effect sizes



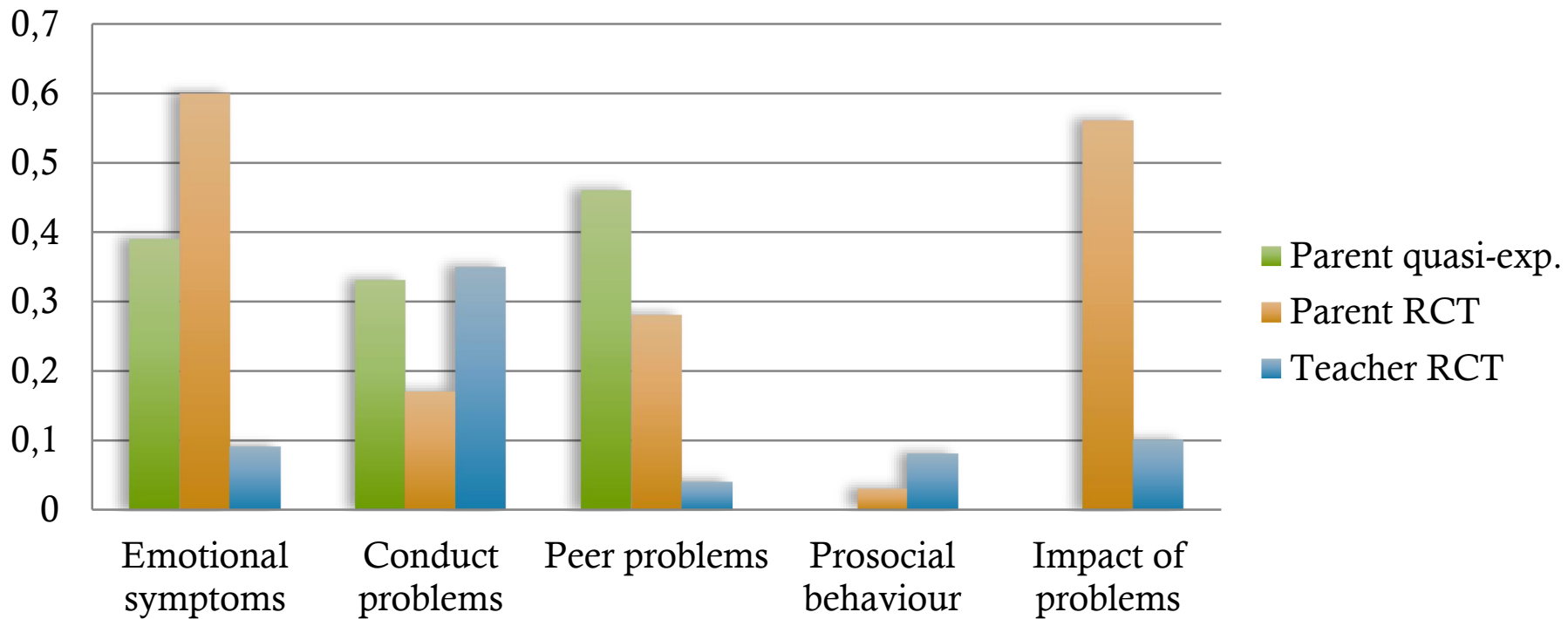


Effect sizes



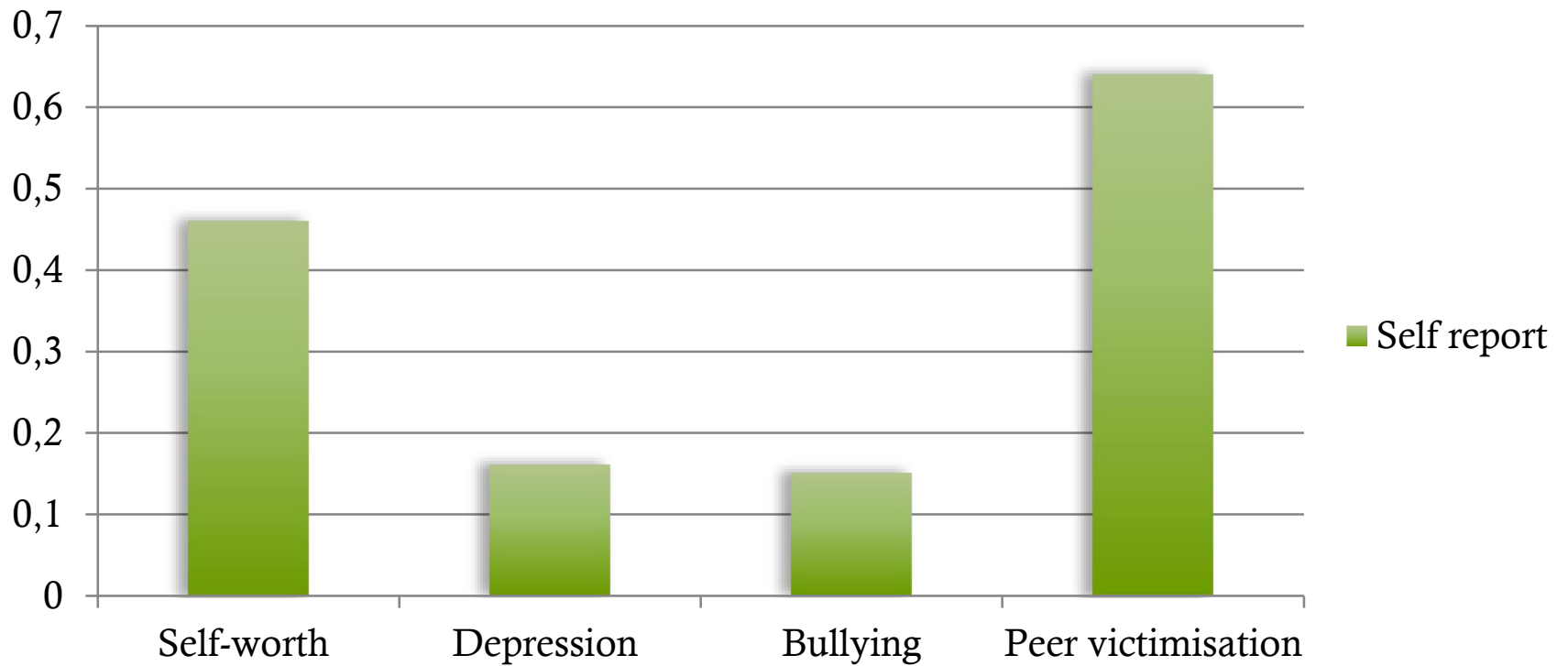


Effect sizes





Effect sizes



Clinical → 'Normal'

- 💧 Self-worth: **69%** (17%)
- 💧 Conduct problems: **64%** (13%: waiting list)
- 💧 Emotional problems: **47%** (16%)
- 💧 Impact: **47%** (13%)

Contextual

```
graph TD; Contextual[Contextual] --- Peers[Peers]; Contextual --- Parents[Parents]; Contextual --- School[School]; Peers --- Feedback[Feedback]; Peers --- Fuel[Fuel];
```

Peers

Parents

School

Feedback

Fuel

Contextual

```
graph TD; Contextual[Contextual] --- Peers[Peers]; Contextual --- Parents[Parents]; Contextual --- School[School]; Peers --- Feedback[Feedback]; Peers --- Fuel[Fuel]; School --- Monitoring[Monitoring]; School --- OneLanguage[One Language];
```

Peers

Parents

School

Feedback

Fuel

Monitoring

One
Language

Contextual

Peers

Feedback

Fuel

Parents

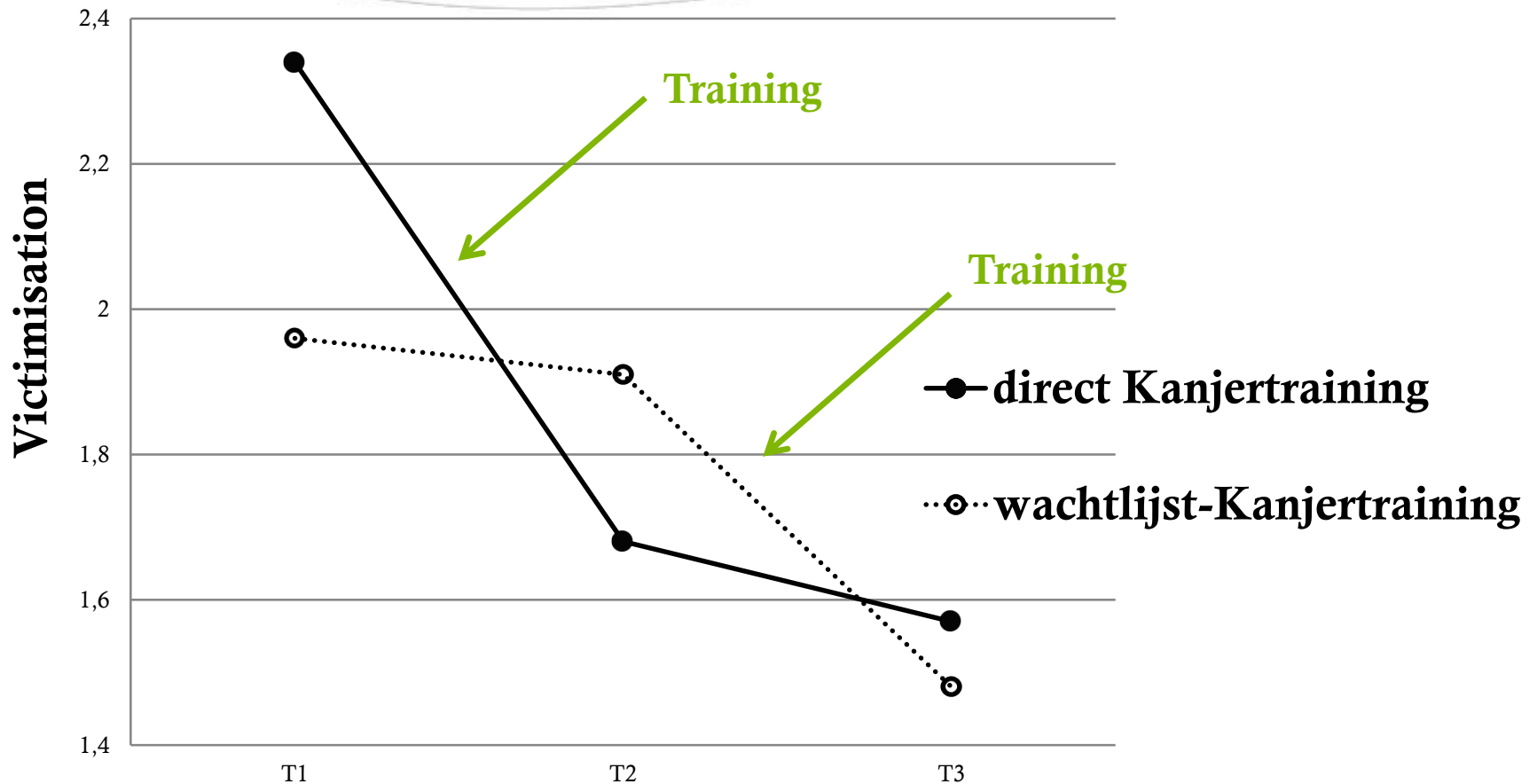
Self-worth
Classroom
climate
Social
interactions

School

Monitoring

One
Language

Peer victimisation $d = ,64$



Effects on self-worth $d = ,46$

