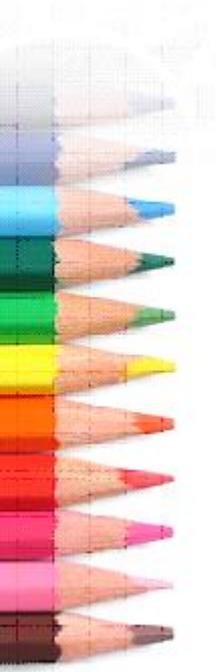


UNLEASHING POTENTIAL: PROMOTING THE EMOTIONAL DEVELOPMENT OF PUPILS

Someera Butt



Welcome to Al-Noor



1. Why promote emotional development?
2. Key indicators and factors that effect emotional development.
3. Emotional competencies
4. Pupils that do not respond to whole-school initiatives
5. Whole school initiatives

1) WHY PROMOTE EMOTIONAL DEVELOPMENT?

- Children's Plan 2020 goals e.g.
 - "Enhance children and young people's wellbeing, particularly at key transition points in their lives."
- ECM agenda:
 - Be healthy
 - Stay safe
 - Enjoy & achieve
 - Make a positive contribution
 - Achieve economic well-being
- "Compared to controls, SEL participants demonstrated **significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.**"

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. and Schellinger, K. B. (2011), The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, 82: 405–432. doi: 10.1111/j.1467-8624.2010.01564.x

FULFILLING OUR AMANAH

- 
- “Verily Allah commands you to fulfill your trusts to those whom they are due and when you judge, judge with justice. Verily how excellent is the guidance Allah gave you, it is he who sees all things.” (An-Nisa’:58)
 - ‘Allah has ordained proficiency in all things...’
 - *“Do good deeds properly, sincerely and moderately. . .Always adopt a middle, moderate, regular course, whereby you will reach your target (of paradise).”* (Sahih-ul-Bukhari)
 - “You will not have attained iman unless you love for your brother what you love for yourself”
 - Kindness is not to be found in anything but that it adds to its beauty and it is not withdrawn from anything but it makes it defective.
 - “It is part of the Mercy of Allah that thou dost deal gently with them Wert thou severe or harsh-hearted, they would have broken away from about thee...”(Surah Ali ‘Imran ayah 159)
 - The goals of the Shari’ah
 - Iman & Ihsan and emotional development

NHSS: EMOTIONAL HEALTH & WELL-BEING

Research shows that effective programmes to promote ‘emotional health & well-being’ (EHWB) make a direct contribution to school improvement in three key areas:

1 Teaching and learning

- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- Improved literacy and numeracy levels
- Improved academic achievement generally, including national test results
- Better teaching
- Parents/carers who are more engaged in school life.

2 Behaviour and attendance

- Pupils who are more involved in school life and have a say in what happens
- Pupils with higher self-esteem and confidence
- Fewer pupils disengaging from learning and school
- Better behaviour in the classroom and improved attendance
- Less bullying
- Lower rates of truancy, offending and drug misuse.

3 Staff recruitment and retention

- Improved morale
- Lower absenteeism
- Better staff recruitment levels
- Better staff retention rates.

NHSS 2004 Promoting emotional health and wellbeing

The National Healthy School Standard (NHSS) is sponsored by the Department for Education and Skills (DfES) and the Department of Health and managed by the Health Development Agency (HDA). Its three aims are to contribute to: • Raising pupil achievement • Promoting social inclusion • Reducing health inequalities.

NICE: SOCIAL & EMOTIONAL WELLBEING IN PRIMARY (2008)

- 
- In 2004, 10% of children and young people aged 5–16 had a clinically diagnosed mental disorder (Office for National Statistics 2004).
 - Older children (aged 11–16 years) were more likely than younger children (aged 5–10) to be affected (12% compared with 8%).
 - Mental disorders among young people increased between 1974 and 1999 (Collishaw et al. 2004). However, this upward trend was halted during 1999–2004, according to the most recent national survey of young people aged 5–16 years (Office for National Statistics 2004).
 - **Good social, emotional and psychological health helps protect children against:**
 - **emotional and behavioural problems**
 - **violence and crime**
 - **teenage pregnancy**
 - **misuse of drugs and alcohol**
 - NICE: National Institute for Clinical Excellence

ECONOMIC & SOCIAL RESEARCH COUNCIL 2006

- In the UK, 6.9% of boys and 2.8% of girls from 5 to 10 years of age exhibit conduct disorder.
- 40% of 7 to 8 year olds diagnosed with conduct disorder become persistent offenders as teenagers; over 90% of persistent offenders had conduct disorder as children.

Joughin, C. Cognitive behaviour therapy can be effective in managing behavioural problems and conduct disorder in pre-adolescence. What Works for Children group: Evidence Nugget; September 2006.

Nationally no. of young people not in education or employment (NEET):

- 16 yr olds: 6.3%
- 17 yr olds: 8.8%
- 18 yr olds: 14.3%
- 19-24 yr olds: 19.1%
- Jon Coles, DFE: 15% NEETs in North of England dead within 10 years... *TES, 7th August 2009*



NSPCC: IMPACT OF ABUSE & NEGLECT

- 
- **Evidence states maltreatment can have major long-term effects on all aspects of a child's health, growth and intellectual development and mental wellbeing and that it can impair their functioning as adults.**
 - Impact of child maltreatment includes a wide range of many complex social and economic problems, with an increased likelihood of mental disorders, health problems, education failure and unemployment, substance addiction, crime and delinquency, homelessness and an intergenerational cycle of abuse and neglect.

'The impact of abuse and neglect on the health and mental health of children and young people', Anne Lazenbatt, NSPCC, February 2010

NSPCC CONT'D

- 
- **The health effects of child abuse include health problems later in life e.g.:**
 - **heart disease, obesity, liver disease, cancer and chronic lung disease.**
 - Child physical abuse leads to debilitating emotional and behavioural problems that may persist into adulthood and generalize to future relationships, including parent-child relationships. can lead directly to neurological damage, physical injuries, pain and disability or, in extreme cases, death. has been linked to aggressive behaviour, emotional and behavioural problems, and educational difficulties in children (Finkelhor, 2008).
 - mental health consequences of abuse include:
 - depression, severe anxiety, panic attacks and post-traumatic stress disorder (PTSD)
 - literature suggests that between 30 and 50% of sexually abused children meet the full criteria for a PTSD diagnosis (Widom 1999; Darves-Bornoz et al. 1998),
 - up to 80% experience at least some 'post-traumatic' symptoms (McLeer et al, 1992; Cuffe et al, 1998). symptoms include hyper-vigilance, intrusive thoughts, and sudden intrusive flashbacks of the abuse experience.
 - **Emotional abuse has an important impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging during the critical period of infancy, and affect children especially during their school years.**

THE ECONOMIC CASE

- For every £1 invested annually in Action for Children's targeted services designed to catch problems early and prevent problems from reoccurring, society benefits by between £7.60 and £9.20. This social value can be generated, for example, through improved family relationships.

'Backing the Future Why investing in children is good for us all'
Action for Children, 16 September 2009

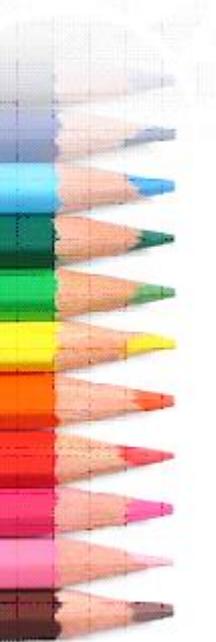
- An adult who was diagnosed with mental health problems in childhood can lead to public service spending that is ten times higher than for adults with no such history.
- These costs are incurred by a range of services including the health service, social care and the criminal justice system (NHS Confederation 2007). Therefore, it can be assumed that investment in prevention, education and early intervention could lead to a significant reduction in public service costs in the future.

NICE: SOCIAL & EMOTIONAL WELLBEING IN PRIMARY (2008)

2. INDICATORS & FACTORS

Developmental Stages, eg:

- Am I Not Your Lord?
- Gestation
- Birth
- Baby
- Infant
- Early childhood
- Middle childhood
- Puberty & early adolescence
- Late adolescence



HEALTHY EMOTIONAL DEVELOPMENT

The necessary experiences for a satisfactory emotional development are:

- 
- A vertical stack of approximately 15 sharpened pencils of various colors, including blue, green, yellow, orange, red, and pink, arranged in a slightly overlapping manner.
1. **Attachment** (feeling connected and belonging)
 2. **Containment** (feeling safe)
 3. **Communication** (feeling heard, in a culture of openness)
 4. **Inclusion** (feeling involved, as part of the whole)
 5. **Agency** (feeling empowered with a solid *sense of self*)

Rex Haigh, consultant psychiatrist in Berkshire, clinical advisor to the National Personality Disorder Development Programme, and founder of the 'Community of Communities' quality network at the Royal College of Psychiatrists

EMOTIONAL DEVELOPMENT

Six core personality traits:

1. **ATTACHMENT:** capacity to form and maintain healthy emotional bonds
2. **SELF-REGULATION:** ability to notice and control primary urges
3. **AFFILIATION:** capacity to join others and contribute to a group
4. **AWARENESS:** ability to recognise the needs, interests, strengths, and values of others
5. **TOLERANCE:** capacity to understand and accept how others are different from you
6. **RESPECT:** appreciating your own self-worth and the value of others

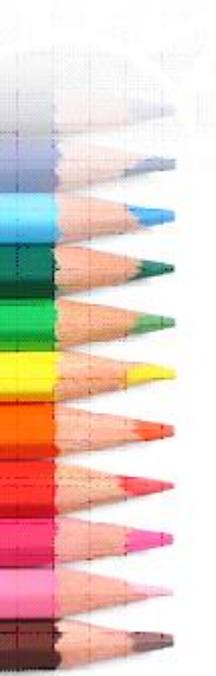
Dr. Bruce D. Perry, M.D., Ph.D., internationally recognized authority on brain development and children in crisis, US

ATTACHMENT

- 
- A vertical stack of approximately 15 sharpened pencils of various colors, including blue, green, yellow, orange, red, and pink, arranged in a slightly overlapping manner.
- bonding is the process of forming an attachment - using our emotional glue to become connected to another
 - Bonding involves a set of behaviours:
 - holding, rocking, singing, feeding, gazing, kissing and other nurturing behaviors (all cause specific neurochemical activities in the brain)
 - time together (in childhood, quantity does matter!)
 - face-to-face
 - interactions, eye contact,
 - physical proximity, touch
 - other primary sensory experiences such as smell, sound, and taste.
 - Scientists believe most important factor is positive physical contact (e.g., hugging, holding, and rocking)

0 - 3 (&-5) is critical

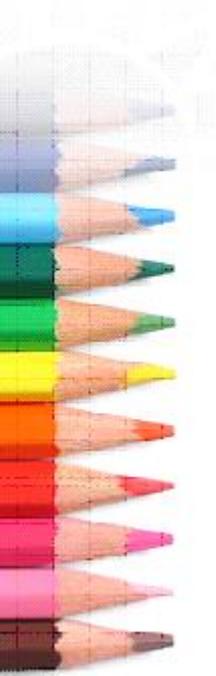
- 'Trauma' (a catch-all term)
- Abuse
- Deprivation / Neglect
- Loss
- Others – e.g. illness
- Family or relationship dysfunction



0 - 3 (&-5) is critical

4 significant factors determine extent of trauma:

1. child's personality or inherent capacities,
2. parental and familial relationship and bonds,
3. environment
4. 'fit'



KEY FACTORS

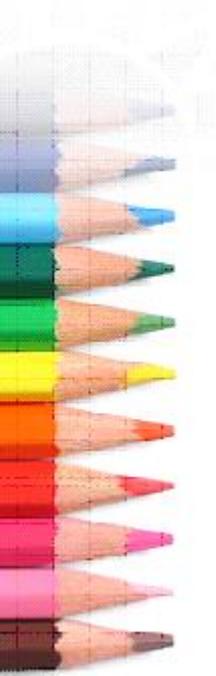
- Pregnancy. It all starts here both from a health and a spiritual perspective.
- Birth.
- Milestones
- Parental conflict, separation, divorce
- Parents' Education, socio/economic status.
- Parents' relationship with each other and with child
- Parental ill health (mental or physical)
- Child's health. Does the child have any medical or psychiatric or psychological problems?
- Environment. Does the child live in a nurturing, safe and warm environment?
- Acrimonious arguments at home taking place in front of the children
- Financial problems
- Medication (prescribed)
- Drug taking or alcoholism by parents or siblings
- Lack of consistency in approach by carers or mixed messages by carers
- Undermining of one carer by another
- Too many carers
- Boundary violation
- Poor Discipline & establishment of boundaries
- Siblings
- Lack of role models
- Primary school
- Schooling, peers and teachers.
- Media, computer/video games etc

3) KNOW THYSELF, KNOW THY FAMILY: EMOTIONAL INTELLIGENCE

- 
- It starts with you – each parent individually, -emotional health - your values – your role modelling
 - relationship with your spouse
 - your commitment to the family unit and raising your children
 - agreement – values, rules, aspirations –making the family functional

YOUR APPROACH

- The most important resource you have: yourself.
- It has the potential to have the greatest impact.
- And it's free!



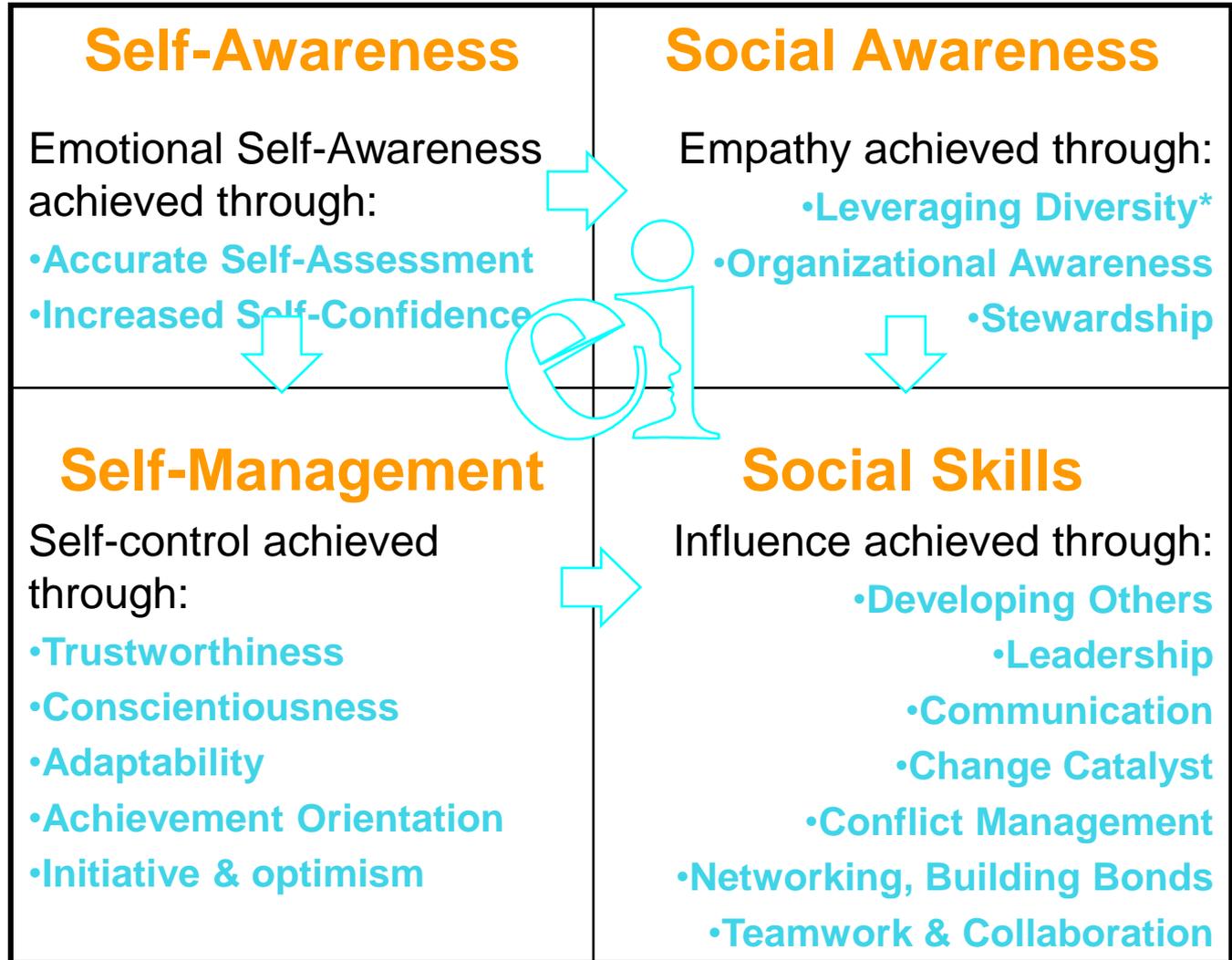
EMOTIONAL INTELLIGENCE

- “The capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions in ourselves and others.”

Daniel Goleman, Emotional Intelligence, New York, Bantam Books, '95

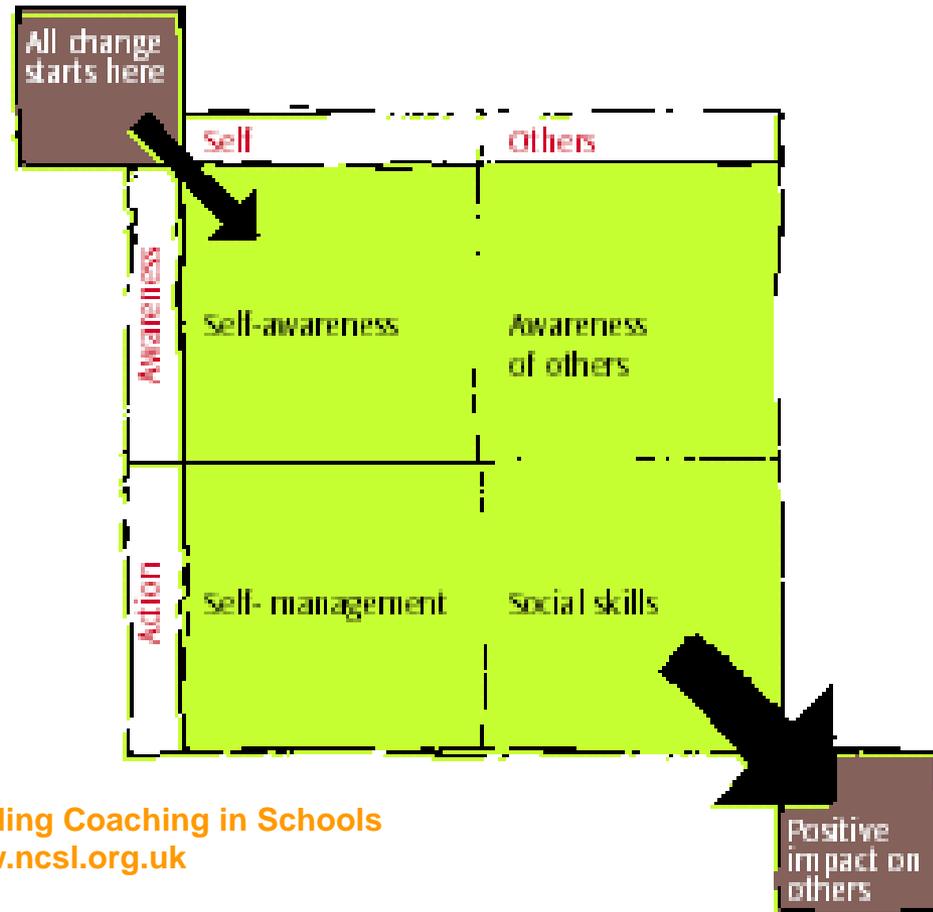
- Four Key Aspects:
 - Understanding Yourself
 - Governing Yourself
 - Understanding Others
 - Managing Your Relationships with Others

THE KEY AREAS OF EQ COMPETENCIES



EMOTIONAL INTELLIGENCE ESSENTIAL

Four quadrants of EQ



Leading Coaching in Schools
www.ncsl.org.uk

NICE: PROMOTING CHILDREN'S SOCIAL AND EMOTIONAL WELLBEING IN PRIMARY EDUCATION

Recommendations include:

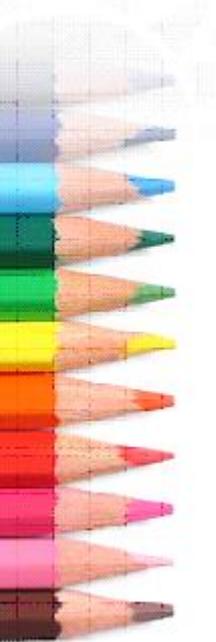
- 
- A vertical stack of sharpened pencils in various colors including blue, green, yellow, orange, red, and pink, positioned on the left side of the slide.
- Local authorities should ensure **primary schools provide emotionally secure environment that prevents bullying and provides help and support for children** (and their families) who may have problems.
 - Schools should have a **programme to help develop all children's emotional and social wellbeing, integrated into all aspects of the curriculum** and staff should be trained to deliver it effectively.
 - Schools should plan **activities to help children develop social and emotional skills and wellbeing, and to help parents develop their parenting skills.**
 - Schools and local authorities should make sure **teachers and other staff are trained to identify when children at school show signs of anxiety or social and emotional problems.** They should be able to **discuss the problems with parents and carers and develop a plan to deal with them, involving specialists where needed.** Those at higher risk of these problems include looked after children, those in families where there is instability or conflict and those who have had a bereavement.

4) PUPILS THAT DO NOT RESPOND TO WHOLE-SCHOOL INITIATIVES

- 
- SEN IEP, BMP
 - CBT, Counselling
 - NICE guidelines -referrals to CAMHS etc
 - Secondary emotional development (Rex Haigh)
 - the Neurosequential Model of Therapeutics (NMT) (Dr. Bruce Perry)
 - Involving and supporting the parents and the family

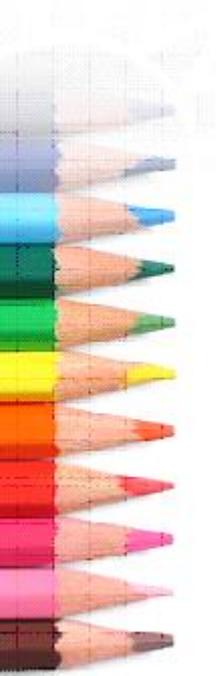
IDENTIFICATION

- Staff and school attitude
- Staff training
- Recruitment of suitable personnel
- Systemised – e.g. coordinate with SEN systems



TARGETED SUPPORT

- Plan
- CBT
- Counselling
- Referral for further professional support services
- Family at heart



Two Types of CBT

Social Skills and Anger Coping Skills Training

- A range of CBT approaches focus on how children with persistent behaviour problems often have a distorted understanding of social events.
- The programmes focus on modifying and expanding the child's understanding of beliefs and desires in others, as well as improving the child's own emotional response.

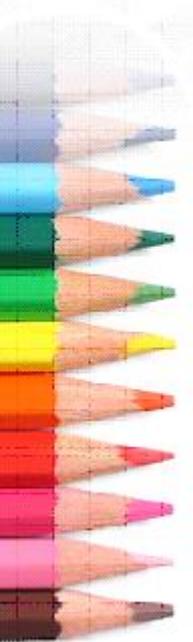
Problem Solving Skills Training

- A basic ingredient in CBT is to improve the problem-solving abilities of aggressive children and adolescents. The training helps them to deal with
- external problems that may provoke behaviours. The child is first encouraged to generate potential solutions to a problem. The child and the therapist then decide on the best solution and identify steps in implementing it. The child practices these steps, and finally the whole process is evaluated.

“Cognitive Behaviour Therapy can be effective in managing behavioural problems and conduct disorder in pre-adolescence.”

Joughin, C. What Works for Children group: Evidence Nugget; September 2006, Economic & Social Research Council

COUNSELLING

- 
- A vertical stack of approximately 15 sharpened pencils in various colors including blue, green, yellow, orange, red, and pink, arranged from top to bottom.
- The research has shown that small-group personal construct counselling is a useful and efficacious intervention, which improves the psychological functioning of primary school students. It is also an approach that can be undertaken in a school setting by the school counsellor.

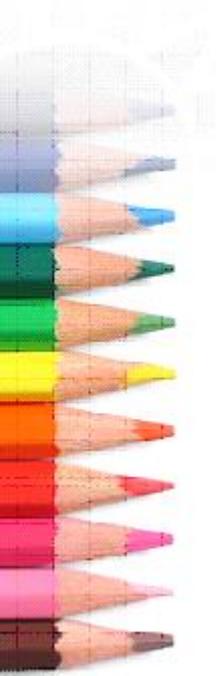
Truneckova and Viney, 2008

- “The effectiveness of NSPCC’s Independent Schools Counselling in promoting positive change in the emotional health and wellbeing of children and young people at school in Northern Ireland.”

An impact evaluation carried out by the Modelling, Evaluation and Measurement Research Unit, University of Ulster at Magee and NSPCC Northern Ireland, 2006.

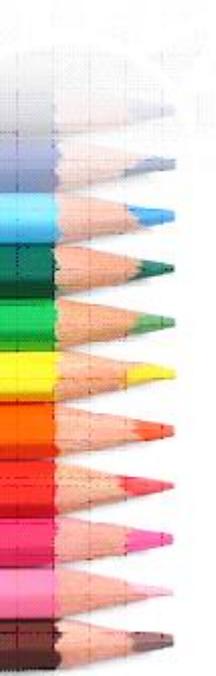
REFERRAL

- Child & Adolescent Mental Health Services
- Assessment
- Plan
- Support provided



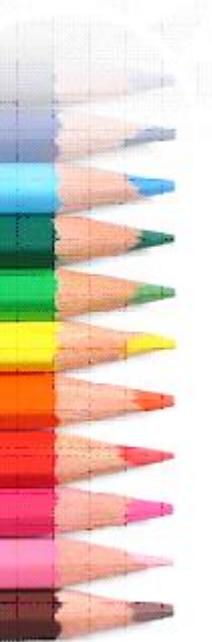
5) WHOLE SCHOOL INITIATIVES

- School values, vision and ethos
- School climate engendered
- Circle Time
- SEAL
- The teacher's approach
- Many others



CIRCLE TIME LINKS

- <http://www.circle-time.co.uk/site/home>
- http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/misc/circle_time/newsid_1892000/1892561.stm
- <http://www.tes.co.uk/teaching-resource/Circle-Time-Lesson-Plans-3000887/>



SEAL -SOCIAL AND EMOTIONAL ASPECTS OF LEARNING

Research has shown that well designed programmes that promote social and emotional skills have shown to have a positive impact on pupil's attitudes and behaviour (Weare and Gray, 2003; Zins et al., 2004)

For example:

- Pupils have higher self esteem and confidence
- Pupils are happier and get on better with each other
- Pupils are more engaged in learning so fewer disengage with school
- Quieter pupils become more assertive and confident
- There is better behaviour in the classroom and improved attendance
- There is less bullying
- There are lower rates of truancy, offending and drug misuse

What is SEAL?

- Primary and a Secondary version
- A taught programme that can be delivered as a stand alone lesson through PSHCE, in small groups or as part of other subject lessons.
- Are links to all National Curriculum subjects and ideas for whole school links and developments.
- Must be used across the school with everybody involved.
- **SEAL aims to develop five main areas: self-awareness; empathy; social skills; motivation and managing feelings.** Each of these is broke down further into learning outcomes of which there are 50 spread across the five areas.
- There are specific skills for children and young people to develop as they use SEAL.

Primary SEAL

- There is Primary SEAL material for all years from Foundation to Year 6; it works as a spiral curriculum with the same topics being covered each year but with the specific material changing.
- six main themes that are studied over half a term each:
 - **New Beginnings**
 - **Getting on and falling out**
 - **Going for goals**
 - **Good to be me**
 - **Relationships**
 - **Changes**
- Also a seventh, smaller theme, 'Say no to bullying', to be covered during Anti Bullying week in November.
- Each theme starts with an assembly to set the scene, there is then a number of 'learning opportunities' that classes can use to develop their understanding. These are interactive and fun with a minimal amount of writing and listening to an adult talking from the front of the class.
- Are also staff activities, small group activities and family activities, all linked to the main theme.

SEAL LINKS

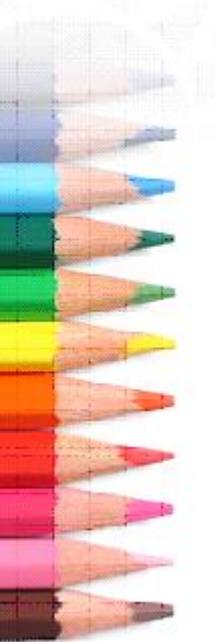
FULL RESOURCES AT:

- 
- <http://www.edu.dudley.gov.uk/primary/seal/SEALbox/sealboxhome.htm>
 - <http://nsonline.org.uk/inclusion/behaviourattendanceandseal/seal/primarysealclassroomresources>
 - <http://www.primaryresources.co.uk/pshe/pshe.htm#all>
 - <http://www.thegrid.org.uk/learning/ict/technologies/whiteboards/seal/>

LOTS OF OTHER PROGRAMMES

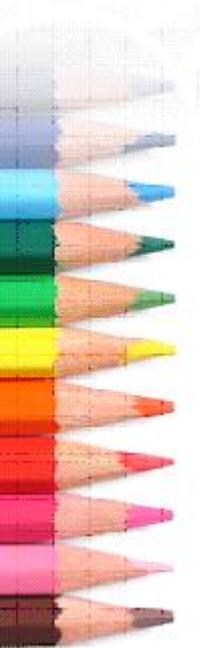
e.g.

- <http://www.cfbt.com/lincs/pdf/promoting-mh-and-wellbeing-through-the-national-healthy-school-standards.pdf>



WHAT CAN YOU DO WHEN IT IS 'TOO LATE'?

- **IT'S NEVER TOO LATE!**
- 'Say: O My slaves who have transgressed against their souls! Despair not of the Mercy of Allah.' (39.53)
- Narrated Abu Huraira: Allah's Apostle said, "The deeds of anyone of you will not save you (from the (Hell) Fire)." They said, "Even you (will not be saved by your deeds), O Allah's Apostle?" He said, "No, even I (will not be saved) unless and until Allah bestows His **Mercy** on me. **Therefore, do good deeds properly, sincerely and moderately, and worship Allah in the forenoon and in the afternoon and during a part of the night, and always adopt a middle, moderate, regular course whereby you will reach your target (Paradise).**" (Sahih, Bukhari)



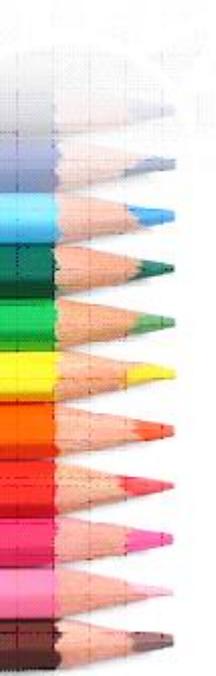


No kind of calamity can occur, except by the leave of Allah: and if anyone believes in Allah, (Allah) guides his heart (aright): for Allah knows all things. (11) So obey Allah, and obey His Messenger; but if ye turn back, the duty of Our Messenger is but to proclaim (the Message) clearly and openly. (12) Allah! there is no god but He: and on Allah, therefore let the Believers put their trust. (13) O ye who believe! Truly, among your wives and your children are (some that are) enemies to yourselves: so beware of them! But if ye forgive and overlook and cover up (their faults), verily Allah is Oft-Forgiving, Most Merciful. (14) Your riches and your children may be but a trial: but in the Presence of Allah is the highest Reward. (15) So fear Allah as much as ye can; listen and obey; and spend in charity for the benefit of your own souls: And those saved from the covetousness of their own souls— they are the ones that achieve prosperity. (16) If ye loan to Allah a beautiful loan He will double it to your (credit), and He will grant you Forgiveness: for Allah is most Ready to appreciate (service) Most Forbearing— (17) Knower of what is hidden and what is open Exalted in Might, Full of Wisdom. (18)

(Al-Qur'an, Surat-ut-Taghabun 64:10-18)

THE TEACHER'S/PARENT'S APPROACH

- The most important resource you have: yourself.
- It has the potential to have the greatest impact.
- And it's free!



IS IT EVER PLAIN SAILING?

- Don't give up
- Make du'a, sincere intention
- Keep trying to bond and keep trying to improve attachment
- Up-skill yourself
- Get help from others
- External agencies...

