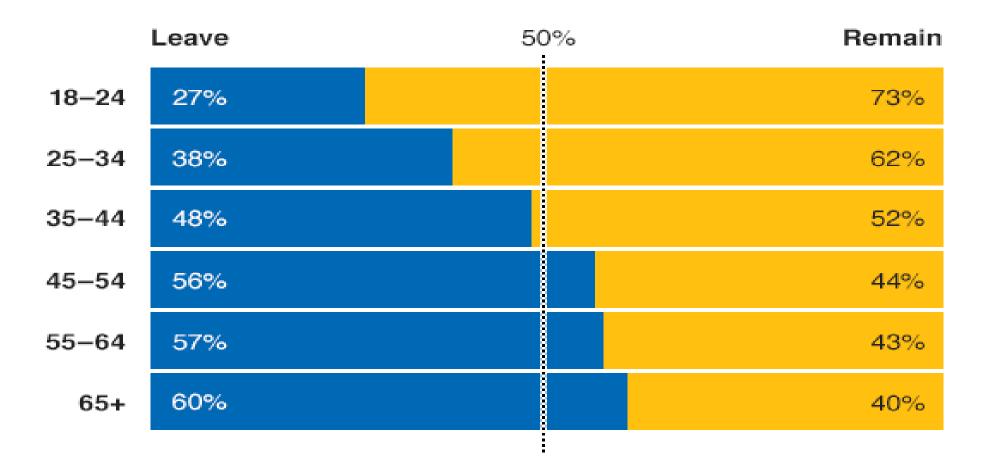
DOES BREXIT NECESSARILY LEAD TO XENOPHOBIA?

Does diversity in society inevitably lead to a rise in bullying, intolerance and discrimination? Presentation at the European Network for Social and Emotional Conference (ENSEC), Stockholm, 6-9 June, 2017

HOW DIFFERENT AGES VOTED

How different age groups voted



Source: Lord Ashcroft Polls



UK IS DIVIDED

Of those who voted, just over half voted to leave the EU; BUT just under half voted to remain; ▶% of 'remainers' is high in London, Scotland, N. Ireland; ≫% of 'leavers' is high in North East and West Midlands.

XENOPHOBIA IN UK

- Already present in UK before the EU Referendum;
- But post-referendum appeared to give 'permission' to express prejudice against minority groups, even though this is illegal in the UK;
- Encouraged by sensationalist posters about refugees and false statistics about money given to Brussels;
- Since the referendum, there has been an upsurge of xenophobic attacks.

FORMS OF XENOPHOBIA

Targetting E. Europeans who came to UK post-2004 following EU expansion; Targetting asylum-seekers; Verbal abuse: swearing, taunts, insults; Attacks on property: shops, homes, cars; Physical attacks: hitting, serious assaults leading to injury or even death; ► Hate crime.

STATISTICS AN UNDER-ESTIMATE

NEWS

Anxious Poles in the UK 'won't report hate crimes'

Fears over right to remain deter EU nationals from contacting police

by Mark Townsend

Poles living in Britain are so anxious about their right to remain after Brexit that they are failing to report hate crimes, according to the head of the Polish Social and Cultural Association.

Joanna Mludzinska, who will give evidence on Tuesday to a home affairs select committee inquiry on the issue, said EU nationals felt so disenfranchised at being used as "nawns" in Brexit negotiations

group in the country and Polish the second most spoken language in England.

Various agencies have documented that incidents of hate crime soared after June's EU referendum vote. On Friday, a 15-year-old boy appeared in Chelmsford youth court charged with the manslaughter of a Polish man who was voted to leave the EU.

The death of Arkadiusz Jozwik, 40, in Harlow was initially reported as a possible hate crime although it is under

he felt betrayed by the country in which he was born. His parents arrived in 1974, when his mother worked for the University of London as a lecturer and his father was self-employed.

Other examples include Monique Hawkins, a Dutch woman who has lived in the UK for 24 years and has two chilattacked in Essex weeks after the UK dren with her British husband, but has been told by the Home Office that she should make arrangements to leave the country after applying for citizenship.

WHAT ARE THE REASONS?

Remainers accused of "living in a bubble";

Successive governments ignored the poverty of large numbers of people who feel excluded.

WHAT ARE THE REASONS?

Fears over national identity; Fear of terrorist attacks; Fears for employment; Concerns on part of low-paid workers about wage suppression; Perception that migrants create pressures on education and health resources.

ROOTS OF XENOPHOBIA

Strangers in their own land" (Arlie Hochschild);

- Experienced exclusion from wealth and employment of global economy;
- Felt excluded and marginalized by mainstream political parties on left and right;
 Fears fueled by, for example, the UK
 - Independence Party (UKIP) and the media.

XENOPHILIA IN UK

Wrong to think that all British people are xenophobic;

Many welcome the positive contribution made by incomers to, for example, NHS, transport, tourism and hospitality, building, banking and finance, farming;

Many strong friendships and partnerships forged through European projects and shared enterprises.

COUNTERACTING RACISM



XENOPHILIA TAKES MANY FORMS

Expressions of sympathy for those attacked;

Memorial march and ceremony to commemorate death of young Polish man killed in Harlow;

Donations to those whose premises were vandalized;

Legislation to counteract hate crime.

ARCHBISHOP OF CANTERBURY 2017 NEW YEAR ADDRESS

Urged healing and harmony;

- Emphasized reconciliation in a divided nation;
- Proposed that being hospitable to strangers and living well together is at the heart of British tradition and values;

Such an approach could make UK a "beacon of hope in a troubled world".

HOW CAN WE COMBAT XENOPHOBIA?

www.vista-Europe.org



HOW CAN WE COMBAT XENOPHOBIA?

Long tradition of counteracting racism, homophobia and sexism in UK education system;

Collaborative work with criminal justice system promotes restorative practice in schools;

Educators have an array of tools and methods for addressing prejudice and promoting inclusion and diversity (e.g. EU-funded VISTA project <u>www.vista-Europe.org</u>).

RESEARCH EVIDENCE

Aznar et al. (2017) investigated how young people reason about social exclusion of religious minority asylum-seekers

SOCIAL EXCLUSION VIGNETTE

Rachel is celebrating her birthday at home. She wants to invite her friend, Fatimah, who is a Muslim asylum-seeker but she decides against it because she doesn't know if her parents would agree. How good or bad is it to exclude Fatimah? Why do you think that? How good or bad is it to exclude Fatimah because she is a Muslim asylum-seeker? Why do you think that?

EMPATHY

The majority suggested that Muslim asylum-seekers should not be excluded:

Because then Fatimah will feel lonely and upset, she needs to make friends because she is in a new country so they should be able to join the group." (13-year-old girl)

RIGHTS

They were less positive about rights, e.g. about right to medical treatment:

"It depends. If they don't pay taxes, then 'No' because the NHS (National Health Service) is for people who pay taxes and if he gets surgery then the people who are paying taxes will get annoyed." (12-yearold boy)

RESULTS

Most children showed empathy for the feelings of asylum-seekers;

Despite living in a 'remain' area of London, some showed prejudiced attitudes;

Need to find ways to prevent bullying and social exclusion of children who have suffered such trauma in their lives.

EXAMPLE OF INTERVENTIONS

Restorative practice in schools;
Active promotion of peer support systems;

Engage young people in this process.

KNOWLEDGE ABOUT COUNTERACTING BULLYING

Built up over years in schools and the workplace (and most recently in universities);

Most effective when it operates at different levels – individual, group. family, community, wider society.

PEER SUPPORT

www.vista-Europe.org



PEER SUPPORT

Helps victims by providing emotional and social support; Peer supporters benefit from training in active listening, empathy, companionship; Victims report on effectiveness; School and classroom climate improves; Empowers 'defenders' and gives them lasting skills to help their peers.

CHANGING BYSTANDER APATHY

Perspective-taking skills – empathy for those who suffer social exclusion, neglect, emotional and physical abuse;

Don't collude; don't support the bullies; challenge where possible.

RESTORATIVE PRACTICE

www.vista-Europe.org



RESTORATIVE PRACTICE

Conflict resolution – win-win solutions;
Hear each protagonist's point of view;
A process that can begin in first school...
...and continue through secondary school to college and university.

WAY FORWARD?

Challenge view that incomers are responsible for current crisis in healthcare services in the UK rather than cuts in public expenditure;

- Don't underestimate the contribution that incomers make to the British economy;
- Enhance integration rather than social exclusion;

Harness existing methods that effectively challenge bullying and social exclusion.

WAY FORWARD?

Think beyond our national boundaries;
Consider the children and young people in our society as they are our future.

MORAL DISENGAGEMENT IN SOCIETY

Need to challenge it;
Open up honest debates based on evidence that respect diversity of views and experiences;
Develop perspective-taking skills to

enhance empathy for the suffering of others;

Develop strategies for stepping out of passive bystander role.

BUT....

Speaking in the wake of the Manchester attack on innocent concert goers on the 22nd May 2017 the opinion shifts again

The Muslim community find themselves defending their position in UK society

Even though many were working on the night as taxi drivers, doctors, nurses, parents, helpful bystanders, the act of one person changes all of that

THANK YOU FOR LISTENING





CANADIAN MENTAL HEALTH ASSOCIATION

ASSOCIATION CANADIENNE POUR LA SANTÉ MENTALE



Funded by the Public Health Agency of Canada

SEAK Canada: An Exploration of the Effects of PATHS on Behaviour, Cost-Benefit, Health Service Use Jean Hughes, RN, PhD; & Sophie Jacques, Ph.D., Dalhousie University And the Canadian Mental Health Association-Nova Scotia Division Contact: jean.hughes@dal.ca

Our Project: SEAK Socially and Emotionally Aware Kids Vision:

Socially and Emotionally Competent Children in a Healthy Community.

Approach:

Based in Population Health & Health Promotion.

Core Intervention:

Promoting Alternative Thinking Strategies (PATHS)

SEAK – Objectives

Increase the social and emotional competence of children in project sites identified as having high inequalities.

Strengthen community capacity to integrate mental health promotion.

Increase community capacity for leadership, collaboration and accountability in population health innovation diffusion related to social and emotional learning.

SEAK – Objectives

Provide evidence to support the innovation and inform policy and service change over the long term.

Advance knowledge on population health innovation diffusion related to social and emotional learning.

SEAK Partners

Canadian Mental Health Assoc.- Nova Scotia Division (NGO)

Researchers– Dalhousie University, Nova Scotia

School Boards - 5 Sites (3 provinces)

- Nova Scotia (2 sites)
- Manitoba (1 site)
- Alberta (2 sites)

The Context: Canada

- Large land mass (length > 5000 km)
- Small Population ≈35 M

Project Sites: Nova Scotia, Manitoba and Alberta

School Site Populations

7

- 5 community sites
- Elementary School Populations n >3139 total (range 474-736 students per site)
- Study recruitment 55% (range 33%-72% per site)

PATHS Intervention Schools

- Receive PATHS program (K- grade 6)
 - 2 sites delivering PATHS pre study (4yrs, 13 yrs)
 - 3 new sites

• Wait-List schools

• Wait-listed for 1-2 years and then received PATHS intervention

Sites: High Inequalities

2 Sites - Rural

- Multi-generational, highly Eurocentric
- Low employment
- No public transit
- Limited services

3 Sites - Urban

- Highly marginalized (low income/education/power)
- Multiple ethnicities (high immigrant & refugee populations)
- Highly traumatized
- Highly transient
- High crime Street/drug trade, family violence

SEAK Evaluation Plan

Examined PATHS effects on:

- 1. the development and sustainability of SEL skills in children
 - used established evaluation processes, diverse methods, and a focus on child, parent and the environment

2. the pattern of *health service* use by children;

- 3. the relevance, suitability, and timeliness of PATHS
 - from the perspectives of students, families, schools, service providers and other partners;

4. the effectiveness of collaborations among project partners.

Evaluation Indicators: chosen to enhance buy-in of PATHS by multiple-stakeholders

SEL

- During PATHS
- 2-3 year follow up after PATHS (SEL & Risk)

School Environment

- Climate
- Discipline
- Academics, school retention

Parent mental well-being

- Child Health service use
- Cost-Benefit of PATHS

Child Measures

2883 elementary students tested at least once Outcome Measures

- Language & literacy
- Cognitive Development
- Academic Performance
- Emotional understanding
- Social Skills
- Self-Control (behavioural inhibitions, impulsivity)
- BMI (healthy weight)
- Health Service Use

Source

 Child, Parent, teacher, Provincial Health Service Database

Youth Follow-Up

Long-term follow-up

- Does PATHS result in temporary or permanent change?
- Youth (152 youth followed 30% of eligible youth 1 site)
- Outcome Measures
 - Same as for younger children age appropriate
 - Plus Risk Assessment
 - National Longitudinal Survey of Children and Youth

Comparison with national datasets

 How do PATHS children compare with children of similar demographics on common measures (National Longitudinal Survey of Children and Youth)



Teacher Evaluations

Teacher Evaluations: Beginning & end of each school year

- 296 teachers provided up to 163 ratings over the project
 - 13,900 total ratings completed
- 5,402 students rated
 - 1-7 ratings per student (Mean 2.57)
 - 3346 students rated at least twice

PATHS Student Evaluation Survey – Domitrovich, Greenberg, Kusche & Cortes, 2008

Teacher Evaluations: Indicators

- Student disruption/aggression (15 items)
- Student Attention (7 items)

- Student Social Competencies (8 items)
- Teacher time spent dealing with student disruptive behaviour in previous 5 days (in minutes)
- Student Self Control Research team created variable using factor analysis (similar approach to Moffitt et al, 2011)
 - disruptive/aggressive (Cronbach's alpha = .97)
 - attention (Cronbach's alpha = .98)
 - social competencies (Cronbach's alpha = .96)

Teacher Evaluations: Overall Results

The amount of PATHS (dose) that children received was significantly associated with:

- Improvements reported by teachers in student:
 - Social competencies
 - Attention

16

Self-control (7 years of PATHS predicted a linear cumulative increase in self-control of ¾ SD)

- Disruptive/Aggressive Behaviour
 - Frequency No significant improvements
 - However, Significantly less time was spent dealing with individual student's disruptive behaviour





Cost-Benefit Analysis (CBA)

Goal:

To find ways to sustain PATHS

Rationale:

- All SEAK sites are committed to PATHS
- 3 sites have already scaled up PATHS to additional schools and other provinces have begun PATHS.
- But sustainability raises critical questions around cost.

Cost-Benefit Analysis (CBA)

Provides information for decision-makers to evaluate a program for adoption ...or sustainability

- Provides an economic tool to assess whether the use of resources yields a net benefit:
 - Within a Program: Helps determine whether the economic value of the *identified benefits* exceeds the economic value of the *costs of implementation* within a program
 - Across Programs: Helps compare the relative values with other programs purporting to produce similar benefits

The SEAK Approach to CBA of PATHS

Assumptions

- PATHS is implemented using most recent curriculum, & with the hope and intention of altering the life-course of participants, not simply as a means to improve classroom behaviour in the shortterm
 - Most of the potential benefits (e.g., lower levels of adult crime, improved adult health outcomes, etc.) will not be directly observable for many years to come
- Other research (Moffitt et el, 2011) has identified a key component in the transmission mechanism to these anticipated benefits - children's self-control – which is promoted in PATHS.

Self Control

21

"The capacity to regulate one's thoughts, feelings, and actions and it is the element that helps people to resolve motivational conflicts between concrete, proximal goals and abstract, distal goals" (Miller, Yu, Chen, & Brody, 2015)

Good self-control enables one to

- resist temptations
- initiate and sustain actions toward one's goals

How Self-Control Develops

Begins in infancy (3 months) & continues developing through early and middle adolescence

Self-Control Effects

Moffitt et al. (2011)

Followed 1000 children from birth to 32 years (96% retention) & found self-control predicted:

Physical health, substance dependence, personal finances, criminal offending outcomes.

Fergusson, et al., (2013)

Replicated Moffitt's findings but also found that childhood conduct problems reduced the significance of many of these associations.

Self-Control Effects

Miller, et al., (2011)

- Using the USA National Longitudinal Study of Adolescent Health (>90,000 students grades 7-12) examined the link between low self-control and health problems in early adulthood & found:
 - Iower levels of self-control had significantly higher odds of being diagnosed with 4 of the 5 conditions: asthma, cancer, high cholesterol, and high blood pressure.
 - Persons with relatively low levels of self-control were more likely to suffer from adverse health than the consequences of crime and delinquency.
 - Self-control was not found to fully mediate the health effects associated with other independent variables (e.g., gender, ethnicity).

Cost-Benefit Analysis: 24 **Our Prospective Approach** A cost-benefit analysis was conducted for our SEAK trial of PATHS in 5 sites across 3 provinces (NS, Man, Alta) Anticipated Benefits of PATHS Anticipated benefits of PATHS were measured through childhood acquisition of self-control Short-term gains improved classroom behavior Long-term gains lifetime increase in income reductions in obesity, criminality, and tobacco & illicit drug dependence

Cost-Benefit Analysis: Our Prospective Approach Costs of PATHS

Curriculum

Training & On-Going Mentoring
 Coach
 Classroom teachers & school staff

Sub fees for Professional Development

SEAK CBA: Our Prospective Approach

Prospective Approach

The base case included a prospective approach with 250 students, a discount rate of 3%, and a timeframe of 20 years.

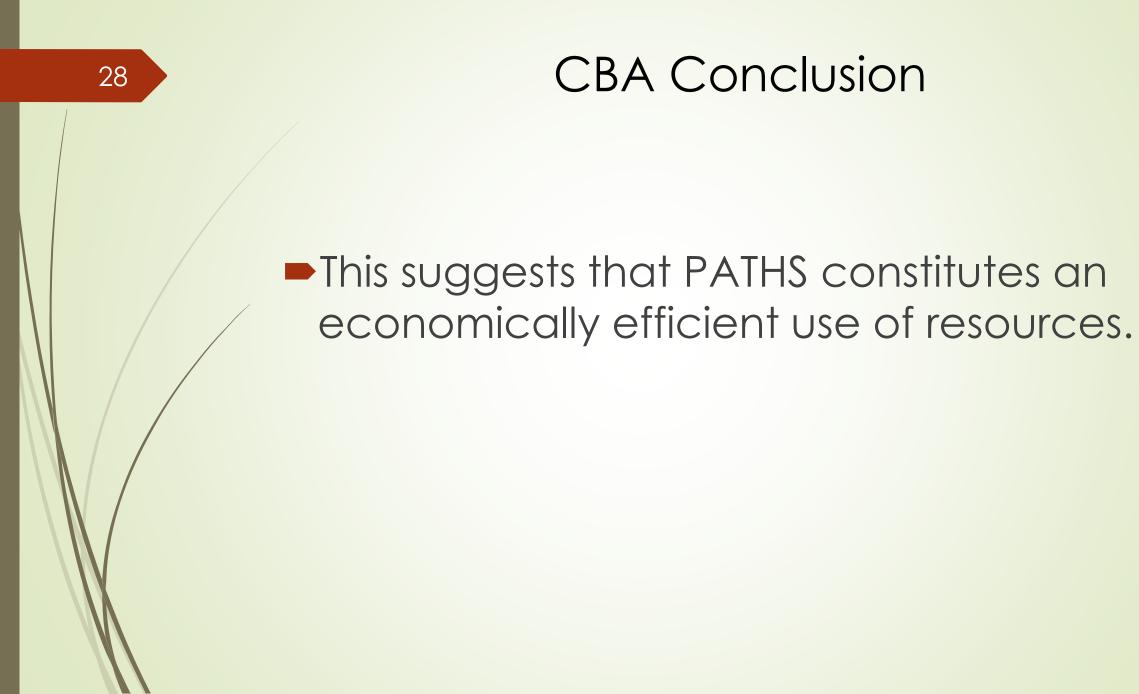
Results

The results showed a positive net benefit of just under \$1.2 million (2014 dollars), or just under \$5,000 per participant.

The benefit-cost ratio was 17.96 – meaning every dollar spent on PATHS will generate \$17.96 in benefits.

And while the net benefits are not realized immediately

- they turn positive after 13 years
- continue to rise 20 and 30 years following PATHS
- the benefits cross multiple sectors of society.



Challenge: PATHS Sustainability

All sites are committed to PATHS

Sustainability is a focus in every site
 BUT...

Decision-makers often resist investing if they have to wait to see results

Given that SEL affects a wide-range of life activities, need multiple sector investors (e.g., health, justice, education).

SEL links to health service use

While some research has examined the effects of a SEL component (self-control) on health outcomes, few studies have examined whether SEL skills affect health service use. Factors influencing child health service use

Provider factors

User Factors

Provider Factors

Type of services available

Affordability (Public vs Private)

Silo service vs multi-services & whether services are integrated/collaborative

Service environment culture

Geographic location, appointment vs. walk-in/wait time

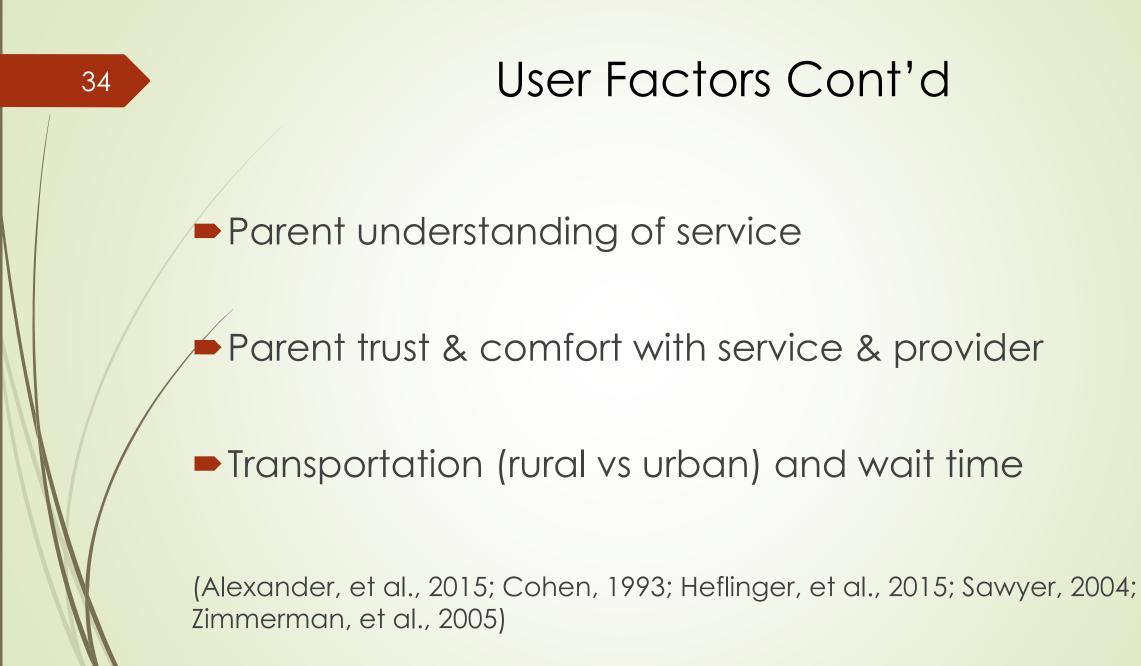
(Barwick, et al., 2013; Britto, 2001; Jones et al., 2010)

User Factors

Parent assessment of child health need
Birth order of child & age
2 parents vs 1 parent family

Affordability of service

Parent culture & health practices





Little attention has been given to the role played by the child's communication/behaviour in determining:

How parents understand their child`s need

whether health services are accessed

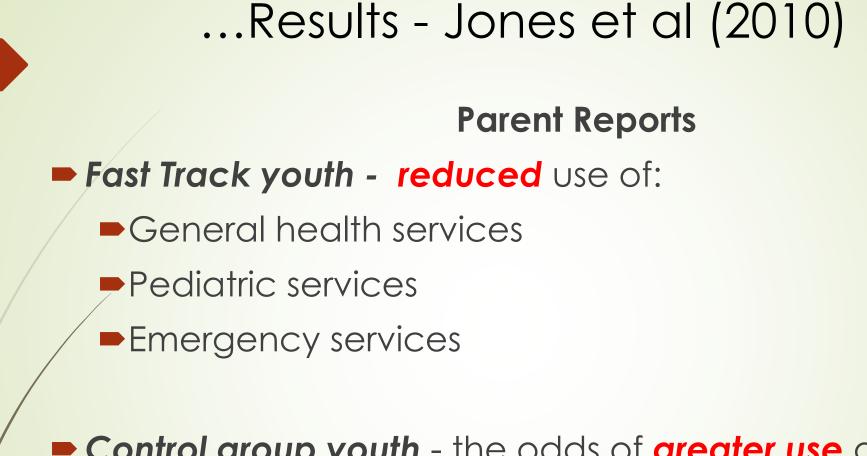
what type



Research suggests there is a connection between SEL and health service use...

- Jones et al (2010) conducted an RCT regarding the impact of the Fast Track conduct disorder (CD) prevention program on 891 kindergarten children screened to be at risk for CD before 1st grade & randomly assigned to intervention or control (no intervention) schools.
 - Fast Track Program 10 years
 - Parent training

- Child SEL training (PATHS)
- Reading tutoring
- Peer relations enhancement
- Classroom curricula & management
- Children were followed for 12 years.



- Control group youth the odds of greater use of services were:
 - 30% higher for general health services for any reason
 - 56% higher for general health services for mental health reasons.

What thoughts do these results raise?

While it is not clear from this study which aspect(s) of FAST Track actually led to reduced health services...the results suggest that:

Improved SEL skills may well have played a role

Further investigations are needed regarding the relationship between SEL and health service use

Challenges

Many studies in countries without publically funded health care for all citizens are confined to:

Insurance data regarding only one segment of the population (financial assistance)

So data are limited

Self-report service use data
 But is this reliable?

Self-Report Data

Canino, et al., (2002) - compared (a) parent and youth independent self-reports of mental health services and then (b) with medical record data.

Accuracy of reporting:

Parents and youth had moderate reliability regarding reported use of services (MH, outpatient, school services)....but not so good for identifying the type of MH professional or type of treatment modalities.

Why SEAK is investigating health service 41 Opportunity to explore health service use within 2 populations with high inequalities Low SES Rural In a country with publicly funded health care

In a country in which some provinces make health service data available to researchers with patient consent

SEAK Approach

Site comparisons of health service use

Who

- Intervention PATHS students
- Control A cluster of demographically similar students from similar sites

Timing

I year before PATHS versus current year

Type of health service explored

- Emergency Vs all types of Outpatient services
- Excluding In-patient

Challenges

 Provincial Health Service data available to researchers in only 2 provinces (3 SEAK sites)

Solution - Use self-report data for 2 sites

Health Card consenting participants - varies by site
 2 rural sites – 83%

■ 3 low SES sites – 60%

Publically funded health care & tracked health service use provide opportunity for examining factors other than affordability in health service use.

Given the critical role of self-control played in life activities, we also will examine:

Whether and how self-control is associated with health service use patterns among PATHS students

Our Exploration is Proceeding



45

References

- Alexander KE, Brijnath B, Mazza D. Parents' decision making and access to preventive healthcare for young children: applying Andersen's Model. <u>Health Expect.</u> 2015 Oct;18(5):1256-69. doi: 10.1111/hex.12100. Epub 2013 Jun 25.
- Barwick M, Urajnik D, Sumner L, Cohen S, Reid G, Engel K, Moore JE. Profiles and service utilization for children accessing a mental health walk-in clinic versus usual care. J Evid Based Soc Work. 2013;10(4):338-52. doi: 10.1080/15433714.2012.663676.
- Britto MT, Klostermann BK, Bonny AE, Altum SA, Hornung RW. Impact of a school-based intervention on access to healthcare for underserved youth. J Adolesc Health. 2001 Aug;29(2):116-24.
- Cohen P, Hesselbart CS. <u>Demographic factors in the use of children's</u> <u>mental health services.</u> Am J Public Health. 1993 Jan;83(1):49-52.

References

- Heflinger CA, Shaw V, Higa-McMillan C, Lunn L, Brannan AM. <u>Patterns of Child Mental Health Service Delivery in a Public System:</u> <u>Rural Children and the Role of Rural Residence.</u> J Behav Health Serv Res. 2015 Jul;42(3):292-309. doi: 10.1007/s11414-015-9464-9.
- Jones D, Godwin J, Dodge KA, Bierman KL, Coie JD, Greenberg MT, Lochman JE, McMahon RJ, Pinderhughes EE. Impact of the fast track prevention program on health services use by conductproblem youth. Pediatrics. 2010 Jan;125(1):e130-6. doi: 10.1542/peds.2009-0322. Epub 2009 Dec 14.
- Moffitt TE, Arseneault L, Belsky D, Dickson N, Hancox RJ, Harrington H, Houts R, Poulton R, Roberts BW, Ross S, Sears MR, Thomson WM, Caspi A. <u>A gradient of childhood self-control predicts health</u>, wealth, and public safety. Proc Natl Acad Sci U S A. 2011 Feb 15;108(7):2693-8. doi: 10.1073/pnas.1010076108. Epub 2011 Jan 24

References

Sawyer MG, Rey JM, Arney FM, Whitham JN, Clark JJ, Baghurst PA. <u>Use of health and school-based services in</u> <u>Australia by young people with attention-</u> <u>deficit/hyperactivity disorder.</u> J Am Acad Child Adolesc Psychiatry. 2004 Nov;43(11):1355-63.

Zimmerman FJ. Social and economic determinants of disparities in professional help-seeking for child mental health problems: evidence from a national sample. Health Serv Res. 2005 Oct;40(5 Pt 1):1514-33.

48



6th ENSEC Conference Theme: DiverSiTy

European Nebvork for Social and Enotheral Competence

7–9 June 2017 | Stockholm, Sweden

Improving inclusion: An evidencebased social emotional approcach.

Support to Programs Included in Community – Project

Lúcia Canha

About Special Education in Portugal

- *Education* in Portugal is free and *compulsory until* the age of *18*, when students complete the 12th grade (high school)
- Portugal is the European country with more students with Special Educational Needs within mainstream schools
- After high school there is no support to these students (only if they go to a segregate institution)

Transition to an inclusive life



Employment

Continued Studies

Leaving Home

F_{riends}



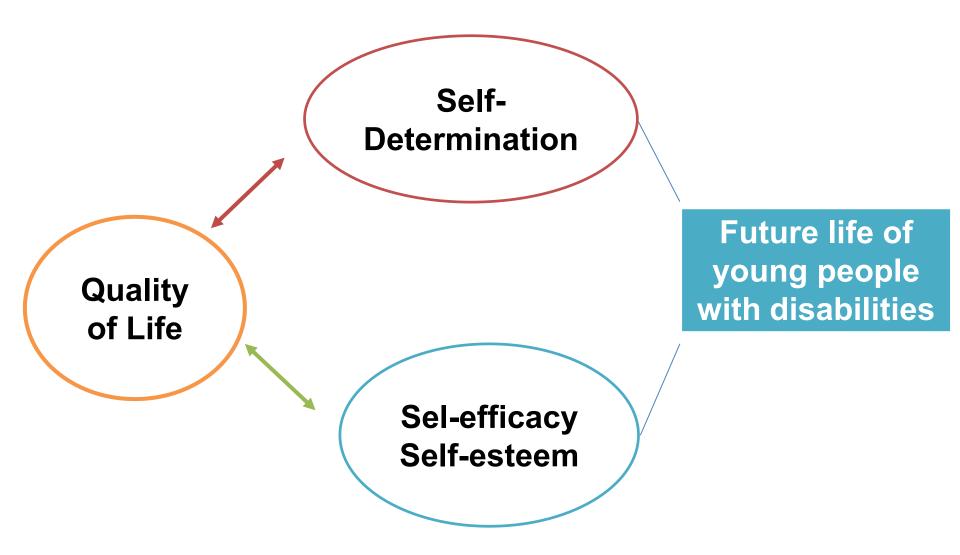
What the research shows

Having a disability and/or experiencing health problems are conditions that often put youth at risk for not doing well in life.

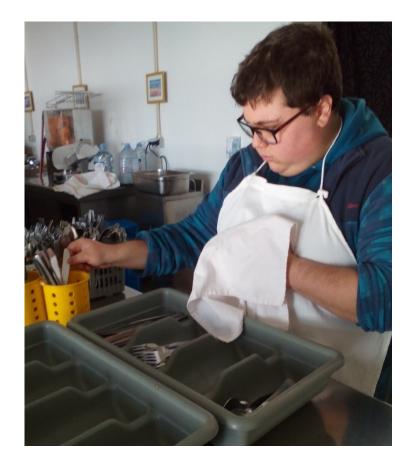
Youth with disabilities have difficulties in successfully making the transition from adolescence to adulthood and then from school to work.

<u>Adolescents with disabilities</u> are more dissatisfied with their quality of life in comparison with their nondisabled peers.

Concepts related to QoL emerge as very important in the development and future life of persons with disabilities (self-determination, interpersonal relationships, resilience)



LIVING or WORKING in communitybased settings



Self-Determination

What is the **Support to Programs** included in Community **Project?**

Who is it for?

Young people with a disability who, having completed the high school, do not have any type of support or don't want to be in a non-inclusive setting to get the support needed.

Do what?

Activate and mobilize existing resources in the community (companies, municipalities, sport and cultural structures and various services, etc.), in order to facilitate the realization of significant activities (socio-professional experiences in real work contexts/ sports, cultural, leisure and volunteering activities).

Key actions

Individualized work with the person according to the principles of Person Centered Planning (self-knowledge/planning and goal setting).

<u>Community Network</u> contact with companies and contact with other entities of proximity.

PROVIDE REAL-WORLD OPPORTUNITIES AND EXPERIENCES

- **Community-Based Vocational Activities** job shadowing and job experiences.
- **Community Integration activities** provide opportunities to increase their independent living, transportation, recreation, and leisure skills.

Self-determination and social skills development

(Once a week sessions with the group of people supported/creating opportunities for self-determination/promoting self-efficacy and positive outcome expectancies attitude).

Families Support and Training

(aspects related to the socio-professional integration of their children/ as agents to promote their children's selfdetermination/linking family to the community/enhancing knowledge of community opportunities)

Individualized support of person in the activities in the community (Coaching and mentoring)

10 Institutions involved

90 participants

A case study: Cerebral Palsy Association of Odemira

Case Study Cerebral Palsy Association of Odemira

Persons supported

10 young adults with disabilities

- Inactive persons for who institutionalized responses are not adequate

- Living in a residential home without any occupation

- Youth that just went out of high school

	N
Age	
18-25	4
25-30	1
30-35	3
35-40	0
40-45	1
45-51	1
Gender	
Male	5
Female	5
Grade	
1º - 4º	1
5° - 9°	5
10° - 12°	4
Disability	
Cognitive	4
Physical	2
Metal Illness	3
Neurodevelopmental Disorders	1

Involvement of local companies / agencies

After 1 year

- ✓ 15 partnerships established in the community
- Greater community involvement and responsiveness
- Companies interested in the employability of persons with disabilities

Human Resources

o 1 supervisoro 1 support technician

Person with disabilities Satisfaction Evaluation

69% of responses to "Very Good"

Parents Satisfaction Evaluation

95% of the "Totally Agree"

Partnerships Satisfaction Evaluation

75% of the "Totally Agree" answers.

All entities expressed an interest in continuing their partnership with the project.

Thank You for Your Attention

[Obrigada]

lucia.canha@gmail.com

THE BRAZILIAN EXPERIENCE **ABOUT THE ESTABLISHMENT OF HELPING TEAMS AT** SCHOOL

LUCIENNE TOGNETTA ET AL.

PRESENTATION AT THE EUROPEAN NETWORK FOR SOCIAL AND EMOTIONAL CONFERENCE (ENSEC),

STOCKHOLM, 6-9 JUNE, 2017

BULLYING A DAILY OCCURRENCE IN BRAZIL

Parents aware of it;
Teachers very concerned;
Lots of media attention.

SCHOOL BULLYING AND VIOLENCE

Often a group event; A form of unrest among children and young people; Vulnerable children are viewed as easy targets.

SCHOOL BULLYING AND VIOLENCE

The stronger ones exert their power over the weaker ones in both physical and psychological ways;

Many bystanders are afraid or simply indifferent to the suffering of the victims.

LEGAL ASPECTS

Lei Antibullying requires schools to take action against bullying and to develop ways of diagnosing and preventing the problem;

Article 4 requires schools to promote citizenship and respect for others in line with a culture of peace and mutual tolerance.

INTERNATIONAL RESEARCH

Brazilian researchers aware of the international anti-bullying literature;
Influenced by research into peer support;
Also involved with educators who

promote **convivencia** in schools.

THE BRAZILIAN PROPOSAL

- Collaboration between Brazilian researchers and Spanish researchers;
- Building on existing work on Convivencia in schools;
- Creation of Helping Teams in schools;
- A strategy to embed empathy, mutual support, respect and justice among young people.

CHANGING THE STUDENTS' VALUES

- Peer support is developed in many parts of the world;
- Builds on strengthening young people's capacity to work collaboratively, to become emotionally and morally stronger and to address common problems in the peer group.

CHANGING THE STUDENTS' VALUES

Empowering children and young people to play an active part in developing a moral stance on school bullying and violence; Students play a central part in addressing the problem of peer-onpeer violence.

PILOT STUDY

- 270 pupils in two secondary schools in Sao Paolo have been trained as Helping Teams;
- These students are chosen by their peers to build the Helping Teams as an extracurricular activity;
- A survey has been carried out to evaluate the impact of Helping Teams on levels of bullying and violence in the two schools;
- ► A before and after study.

Table 1- Results of Generalized Estimating Equations (EEG) for comparison of responses between times (before-after) with the helping teams. Modeling the percentage of answers "one or more times" in individual questions

Intimidation situation	Value p – before/ after	
S1 Insult messagens by cell phone	0.0143	
S3 photos on the internet	0.0114	
S6 threat and fear	0.0339	
S7 be attacked by colleagues	0.0339	
S8 comments about intimacies	0.1317	
S9 speck badly about colleagues	0.0339	
S12 accusations	0.0006	
S17 jokes/embarrassment	0.0339	
S19 lies	0.0209	
total	<0.0001	

McNemar Test and Wilcoxon Test for Data Variables study group: In 20 intimidation situations, 8 decreased frequency with the Helping Teams

STUDENTS REPORT SIGNIFICANT REDUCTION IN:

Violence and intimidation;
 Cyber-bullying by phone or text;
 Physical threats.

The variables: Being part of the Helping Team, and gender

Test: Generalized estimation equations (EEG):

- In only one case where being part of the Helping Team made a difference (p = 0.0012) teasing and discrimination
- In 3 situations, gender made a difference for boys there was a decrease in bullying:
 - Having stolen or hidden belongings (p = 0.0332)
 - Being insulted or offended (p = 0.0459)
 - Being discriminated, bullied or debauched (p = 0.0082)

DISCUSSION

Helping Teams are a useful tool in combatting violence and bullying;
 Embedding such peer support programmes in schools helps to reduce moral disengagement among the students;

Confirms other international studies.

DISCUSSION

- Also has an impact on involved adults teachers and parents;
- Provides an opportunity to reflect on moral values in everyday contexts;
- A very promising evaluation that supports future work in training young people in the Helping Teams approach

CHALLENGES BYSTANDER APATHY

Opportunity for fruitful discussions among students about moral values in everyday life;

Helping Teams approach enhances empathy for the suffering of victims;

Promotes convivencia by training peer supporters in strategies for stepping out of passive bystander role.

THANK YOU FOR LISTENING

Preschoolers' emotion and behavior responses to peer provocation and early school adjustment

> Maria S. Poulou University of Patras, Greece

 Social Information Processing (SIP) (Crick & Dodge, 1994)

 When children face a social dilemma they first encode and interpret social cues, they access their cognitive schemata, evaluate possible responses and they enact the chosen response

 Social Information Processing and emotional experience (Lemerise & Arsenio, 2000)

 Children's database of SIP = cognitive + affective schemata

 Peer provocation situations are emotionally arousing situations for children

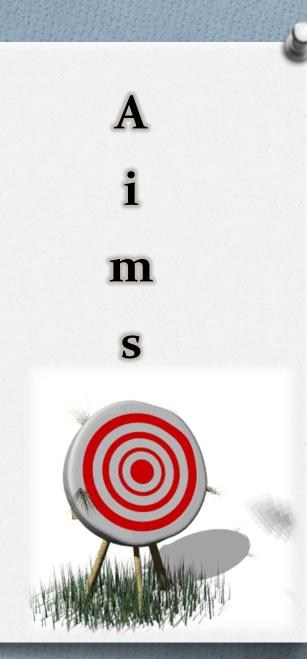
- Social Information Processing and emotional experience to early childhood (Denham et al, 2014)
- The emotional aspects of SIP are linked with **behavior** aspects

when children decide to choose problem solutions, they have access to their emotions

- Investigating emotional and cognitive components of children's SIP promotes children's interactions and school adjustment (Denham et al, 2012, 2013)
- Emotional knowledge and decision making skills are important predictors of children's social competence and school success (Bierman et al, 2008; Denham et al, 2013)

Children's emotion and behavior responses on peer challenging situations

 The contribution of children's emotion and behavior responses to social and emotional competences in school



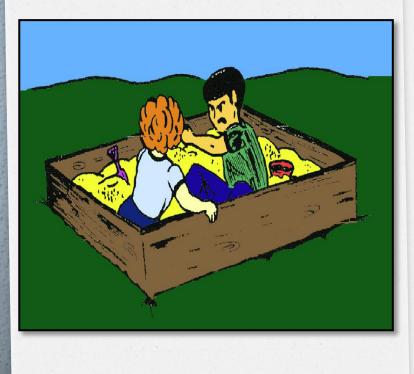
Participants

- **190 preschool students** (94 boys and 96 girls).
- 40 primary students
- (17 boys and 23 girls)
- 111 preschool teachers
- 40 primary teachers



Method

Challenging Situation Task (CST) (Denham et al, 1994)



Mary/John is having a good time playing in the sandbox when Bobby hits her/him When that happens to you, how do you feel? Do you feel _____?



happy



sad



angry



Just ok

Method

Method

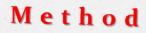
What do you do? Do you ____?



Aggressive: Hit him?



Prosocial: Tell him it's not a nice thing to do?







Crying: Cry?

Avoidant: Go play somewhere else? Method

Social Competence and Behavior Evaluation (SCBE-30)

(La Freniere & Dumas, 1996)

Angry/Aggressive scale

(*e.g.* 'easily frustrated')

Sensitive/Cooperative scale

(e.g. 'comforts or assists children in difficulty').

Anxious/Withdrawn scale

(e.g. 'avoids new situations').



Children's emotion and behavioral choices

	Mean (SD)	Sad	Angry	Just OK	Socially competent	Aggressive	Crying	Avoidant
Нарру	.09 (.16)	39**	28**	.10	09	.13*	032	.02
Sad	.83 (.59)		52**	53**	.12	<mark>29</mark> **	<mark>.29</mark> **	10
Angry	.89 (.73)			22**	<mark>13</mark> *	<mark>.32</mark> **	<mark>19</mark> **	.02
Just ok	.77 (.77)				.05	06	17**	.11
Socially competent	.46 (.26)					48**	41**	51**
Aggressive	.21 (.37)						03	26**
Crying	.23 (.45)							17**
Avoidant	1.40 (.83)							

Regression results for SCBE angry/aggressive

	aggressive				aggressive				aggressive			
Variables	Beta	t	Sig(p)	Variables	Beta	t	Sig(p)	Variables	Beta	t	Sig(p)	
*Step 1			.00	*Step 2				*Step 3				
Constant		12.49	.00	Constant		11.63	.00	(Constant)		9.90	.00	
Gender	25	-3.08	. <mark>00</mark> .	Gender	24	-3.02	<mark>.00</mark>	Gender	25	-3.29	<mark>.00</mark>	
				CST Sad	26	-2.85	<mark>.00</mark>	CST Sad	19	-2.17	<mark>.03</mark>	
				CST Angry	16	-1.83	.06	CST Angry	18	-2.07	<mark>.04</mark>	
								CST Socially competent	03	39	.69	
								CST Aggressive	.26	3.02	<mark>.00</mark>	

Regression results for SCBE sensitive/co-operative

	co-operative				co- 0	perati	ve		co-operative			
Variables	Beta	t	Sig(p)	Variables	Beta	t	Sig(p)	Variables	Beta	t	Sig(p)	
*Step 1				*Step 2				*Step 3				
				Step 2				(Constant)		10.60	.00	
Constant		15.24	.00	Constant		11.04	.00	Gender	.15	1.90	.06	
Gender	.16	1.94	. <mark>05</mark>	Gender	.15	1.82	.07	CST Sad	.16	1.66	.09	
				CST Sad	.18	1.93	.05	CST Angry	.08	.85	.39	
				CST Angry	.08	.85	.39					
								CST Socially competent	16	-1.80	.07	
								CST Aggressive	20	-2.12	. <mark>03</mark>	

Regression results for SCBE anxious/withdrawn

	anxious			anxious				anxious			
Variables	Beta	t	Sig(p)	Variables	Beta	t	Sig(p)	Variables	Beta	t	Sig(p)
*Step 1				*Step 2				*Step 3			
				Step 2				(Constant)		6.18	.00
Constant		8.79	.00	Constant		8.27	.00	Gender	00	09	.92
Gender	02	25	.80	Gender	.00	06	.95	CST Sad	25	-2.58	. <mark>01</mark>
				CST Sad	26	-2.80	. <mark>00</mark> .	CST Angry	08	91	.36
				CST Angry	08	91	.36				
								CST Socially competent	.12	1.33	.18
								CST Aggressive	.14	1.52	.13

Main findings: Children's responses

 preschoolers' most frequent emotion choices were sad and angry emotions

> studies suggested that sadness is considered as more adaptive choice (Denham et al, 2014; Orobio de Castro et al, 2004)

This finding may suggest that our preschoolers need skills to deal with negative feelings of anger

 preschoolers' most frequent behavior choices were socially competence and avoidance

> studies suggested that socially competent responses are chosen by older children (Denham et al, 2013)

This finding may suggest that our preschoolers need more elaborated skills to deal with conflict situations

Main findings: Relations among emotion and behavior responses

 ✓ preschoolers' sad emotions were related more crying and less aggressive behavior

 preschooler's angry emotions were related to more aggressive and less crying and less socially competent behavior

This finding may suggest that preschoolers who are overwhelmed by their emotions may choose passive responses to reduce their arousal and are unlikely to promote social interaction (Burgess et al, 2006)

Main findings: Students' social and emotional competence

- Preschoolers' emotion and behavioral responses were predictors of angry/aggressive behavior
- Preschoolers' lack of aggressive behavior response predicted sensitive/co-operative behavior
- Preschoolers' lack of sad emotion response predicted anxious/withdrawn behavior
 - This finding may suggest that teachers are overwhelmed by students overt/aggressive behavior and may overlook students' emotion responses

Limitations

- the study was limited to self-reports
- participants responded to hypothetical scenarios
- the story characters did not match the gender of the child interviewed

Implications For research

 we suggest to investigate the cognitive and affective knowledge structures of social information processing that guide children's behavior when interacting with peers

Implications For practice

 we suggest to cultivate social and emotional skills to preschoolers to manage with dysregulating emotions and deal with peer conflict situations

(programs on problem solving, systematic curricula activities, effective classroom management, Bierman et al, 2008; Domitrovich et al, 2015)

Implications For teacher training

- we suggest to help teachers to observe individual students' emotion as well as behavior responses.
- "What we need to understand is not how changes in children's SIP lead to aggressive behavior, but how we can change SIP to make children less aggressive" (Orobio de Castro, 2004)

Thank you for your attention!



MAKE FRIENDS WITH YOUR FEELINGS



MARIA-PIA GOTTBERG









HAPPY, ANGRY, AFRAID, SAD, GRUMPY AND CALM FRIENDY HELPS CHILDREN TO EXPRESS AND MANAGE FEELINGS

FRIENDY IS ONE CHARACTER











"Every time we meet a child, they reflect in us. If we give them a nice picture of themselves, that's the picture they will face when they see themselves in the mirror. During my childhood, I reflected myself in people who were judging and hard, and of course, I didn't like what I saw in the mirror..."

/Ursula Schober, Teater U

"Understanding yourself is the first step towards understanding others." /Maria-Pia Gottberg, FRIENDY & Co.





LET ALL THE FEELINGS MOVE IN!

INTRODUCE ONE FEELING AT A TIME

THE CHILDREN EXPLORE AND EXPRESS THEIR FEELINGS IN A PLAYFUL WAY



SOME INSPIRATION



WHAT DOES FRIENDY FEEL TODAY? HOW DID YOU KNOW? EMPATHY AND COMPASSION



SELF-AWARNESS, INTEGRITY AND CONSTRUCTIVE COMMUNICATION



""I GET SAD WHEN YOU SPEEK TO ME THAT WAY"



"I WANT TO BE ALONE. I'M ANGRY"



"I FEEL HAPPY WHEN WE PLAY TOGETHER"



EXPLORING THE FEELINGS BY USING THE BODY: THEATER, DRAMA, MUSIC, DANCING, DRAWING, STORYTELLING...







CREATE MOMENTS FOR REFLECTION









When I feel sad, and my body tells me, that nothing will ever be fun again.

When I'm disappointed and cry from the heart, I notice the feeling and then:

Will it pass? It will pass, and feel better again. Will it pass? It will pass, and feel better again.

Let me be sad, for as long as I need to. Let me stay in this feeling for a while. Remember my sadness won't last forever. We can just sit here, you and I.

Will it pass? It will pass, and feel better again. Will it pass? It will pass, and feel better again.

There's nothing broken about my sadness, the sun warms the earth but the rain makes it grow, Leaves are falling and buds are bursting, tears can give life to the seeds that we sow.

Will it pass? It will pass, and feel better again. Will it pass? It will pass, and feel better again.



När jag är ledsen så känns det i kroppen, som ingenting någonsin blir roligt igen. När jag är besviken, och gråter från hjärtat, jag känner på känslan men sen...

Går det över, det går över, det går över igen. Känns det bättre, det känns bättre, det känns bättre sen.

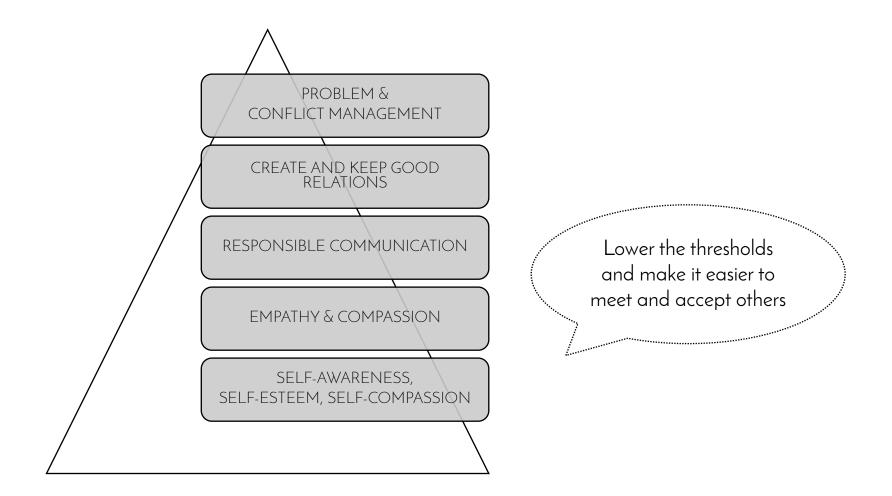
Låt mig få vara ledsen till det går över, låt mig få vara ledsen ett tag. För om jag är ledsen, det kommer gå över; vi kan bara sitta här du och jag

Går det över, det går över, det går över igen. Känns det bättre, det känns bättre, det känns bättre sen.

För det som är ledset är inte trasigt, solen värmer men regnet ger liv. Löven faller och knoppar brister, Tårar ger livet ett nytt perspektiv.

Går det över, det går över, det går över igen. Känns det bättre, det känns bättre, det känns bättre sen.

THE PYRAMIDE MODEL





WHAT IS A FEELING?

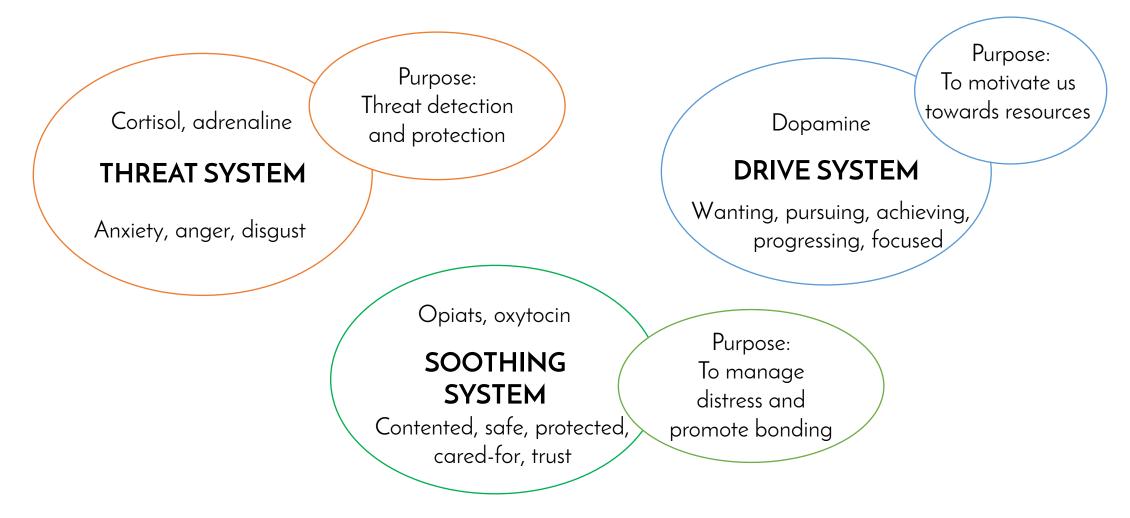
INFORMATION - TO MYSELF, FROM MYSELF, ABOUT MYSELF





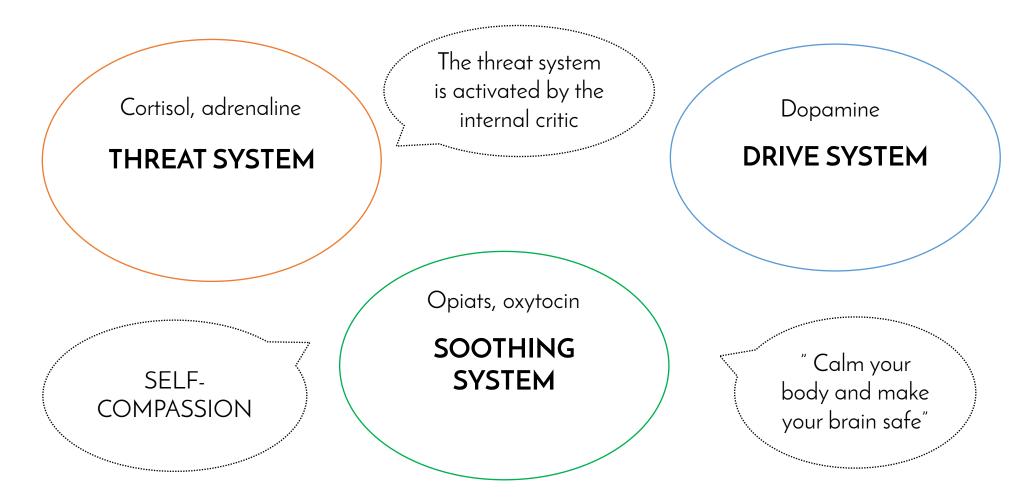


EMOTIONAL REGULATION SYSTEMS





EMOTIONAL REGULATION SYSTEMS





SELF-COMPASSION



Self-compassion is to show kindness towards oneself, consciously activating the good hormones and realizing that we are not the only ones having difficulties. Self-compassion allows us to face the pain without getting caught in it.

SELF-COMPASSION

Self-compassion is associated with:

- ♥ Greater emotional balance
- ♥ More true self-esteem / self-image
- ♥ Better relationships
- ♥ Less narcissism and reactive anger / aggression
- ♥ Self-compassion is a tool and a state of Mind

Some of the researchers and educators

- ♥ Kristin Neff
- ♥ Tania Singer
- ♥ Christopher Germer
- 💙 Camilla Sköld
- Christina Andersson





GOALS WITH FRIENDY

- ♥ KNOWING AND BE ABLE TO EXPRESS THE FEELINGS
- KNOWING WHAT I CAN DO WHEN I HAVE STRONG FEELINGS
- ♥ BE ABLE TO SPEAK UP WHEN I'M BEING MISTREATED
- KNOW SOME WAYS TO INDUCE POSITIVE FEELINGS AND HOW TO LET GO OF DIFFICULT FEELINGS
- ♥ DEVELOP A POSITIVE INNER VOICE
- ♥ MAKE FRIENDS WITH YOUR FEELINGS



THANK YOU!







FACEBOOK.COM/FRIENDYDOLL



Instagram .com/friendydoll



INFO@FRIENDY.SE +46 (0)70 517 3762



FORUMLIVSKUNSKAP.SE



Developing Teachers' Social Emotional Competence: Processes and Elements

6th ENSEC conference Stockholm



Niva Dolev, Kinnerent Academic College, Israel

Teachers' EI is related to:

- Teacher effectiveness (Yate, 1990; Haskett, 2003, Drew, 2006) in a highly social and emotional practice (Hargreaves, 2001; Nias, 1996)
- Coping the occupational stress (Kyriacou, 2001 and maintaining well-being (Day et al., 2007)
- Teachers' ability to develop the whole child (Cefai and Cooper, 2009)
- Teachers' ability to prepare students to a changing world in which EI is becoming a requirement (Goleman, 1995)
- Creating a positive, safe and inclusive climate



Teachers' role in developing `SE skills

- Teachers are constant EI role models for their students (Cohen and Sandy, 2007)
- SE learning takes place through interactions and daily life opportunities
- Teachers' commitment to developing SE skills is the base for effective SE processes (Brackett, 2008)
- Teacher's EI is linked to their ability to deliver an effective SEL programs



- The dominant model of SEL focuses on students
- SEL programs promote a systematic and structured teaching and focus on providing teachers with SE content and pedagogy and
- SE development for teachers is less common

Thus, little is known of process of developing SE skills in active teachers and the effectiveness of such processes

Effective EI trainings

- Competency development (Bharwaney, 2007)
- Includes an individual focus
- Voluntary and self directed (Boyatzis, 2007)
- Adjusted to unique needs (Cherniss, 1998)
- Long term
- Using varied methods
- Integrates personal assessment

The study



- The site: One school in Israel
- Participants: 46 teachers who had undergone an EI training in 2 cycles
- The training: El assessments and personal feedback, group workshops and personal El coaching,
- Framework: Bar-On El framework
- Research method: Interviews as the main research tool

Diversity Issues

- Teachers: different living formations, cultural background, different organizational cultures schools merging, school (middle and high school, 2 schools merging)
- Students: different socio-economic status, cultural background and living formation, new immigrants, study levels (escalated, supported, special education)
- **Teacher-student:** differences in cultural backgroung, living formation and generation

He impact of training

- Teachers' EI was enhanced through training (pre-post EQ-i
- Teachers viewed EI as essential to their work and their students.
- A multi-leveled impact:
 - Teachers' El
 - Teachers' view of students
 - Teachers' view of their own role as teachers
 - Teachers' daily practice





Unique features of the training

- Teachers at center
- Combining group and personal elements
- School-based process
- Leadership commitment to the process
- Personal profiles for each teacher
- A flexible and evolving program
- Teachers' ownership and involvement in leading the program

Teachers at center

- Focus on teacher development
- No stated expectation to deliver an SEL program
- Teacher's matter



In their words...

- 'personal gain'
- ➤ 'a personal gift'
- > 'Something just for me'.
- '...for each of us to gain self-knowledge and selfunderstanding...'.
- ' It should always be the first step in a meaningful change in schools'

Combining group and personal elements

- Served distinct and overlapping purposes
- Complimentary and working in synergy
- Building on one another
- Allowed for different learning styles and stages



Group workshops



- Gaining knowledge and understanding
- Beginning of self-exploration and personal development
- Sharing thoughts, feelings and insights with other
- Learning from each other
- Getting to know colleagues and accepting diversity
- Enhanced cooperation and collaboration
- Creating shared views and language
- Designing educational change

In their words...



- Whenever someone would raise a topic that was related to my own experiences [I was able to] learn and understand something new about myself'.
- Only then, when teachers told me, I realised that I offend people, that my cynicism, that I viewed as social, is really offensive'.
- 'It helped to know that other people are going through similar things'.

In their words...



- 'We all shared our fears and our worries, and we supported each other... We really bonded'.
- 'We started to view teachers differently... to understand things differently... to appreciate things in them that we had not paid attention to before'.
- People felt safe enough to share failures and to ask for help...:

Individual coaching

- Deepening understanding of concepts
- Self-exploration and self-discovery
- Development of individual EI skills
- Setting personal and professional goals
- Connecting the process to own work reality and students
- A safe and supportive place and Someone just for me



In their words..



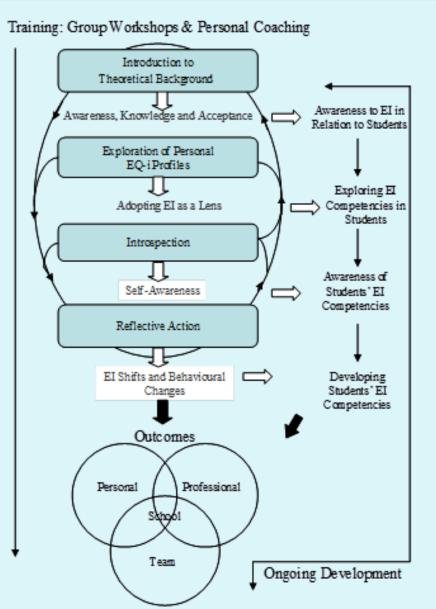
- I would not have identified many of the issues [that I had to address] myself [without my coach]. The personal segment of the [group] workshops was not enough'.
- You spoke with you coach and would see things in a different light, things became clearer
- ''I could pour my heart, open up and discuss sensitive issues... I was able to take risks'.

Other important elements

School-based process - allowing for team and school processes to take place

- > Long term training (untypical to typical CPD's)
- Flexible and evolving- allowing for different starting points, tailored for the school and allowing for changes and adjustments to be made
- > Holistic- both personal and professional aspects
- El assessment for each teacher
- Leadership role- commited and equal partner

The development process



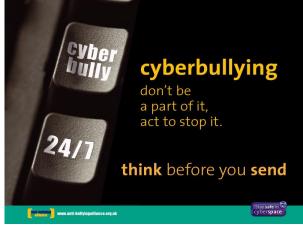
A final note:

'The process had made a change in me. And whatever the new educational agenda would

be '

Cyberbullying in young people: an overview of its nature and impact



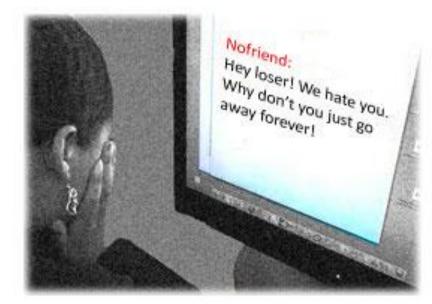


Peter K Smith Goldsmiths, University of London, England <u>p.smith@gold.ac.uk</u> ENSEC Conference Stockholm/Helsinki, June 7-9, 2017

Plan of talk

Definitions, types Brief history of research Challenges in research > Prevalence, age, gender Predictors of involvement > Effects, correlates \succ Is it getting worse? Coping strategies \blacktriangleright Resources, guidance, interventions





DEFINITIONS

- AGGRESSION: intent to cause harm
 CYBER-AGGRESSION: intent to cause harm using mobile phones or the internet
- BULLYING: repeated aggressive acts against someone who cannot easily defend themselves, or 'a systematic abuse of power'.
- CYBERBULLYING as 'an aggressive, intentional act carried out by a group or individual, using mobile phones or the internet, repeatedly and over time against a victim who cannot easily defend him or herself'

Traditional and cyber bullying Traditional or offline bullying

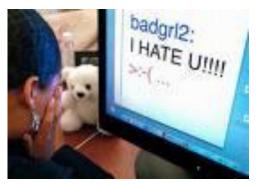
Physical / verbal / social exclusion / rumour spreading





Cyber or online bullying Mobile phones, internet





Terminology (1)

[Cyber]bullying/aggression/victimization?Finkelhor et al. (2012) argued that the term *bullying* is overused, and urged a broader focus on *victimization*.

Bauman et al. (2013) suggested a focus on *cyber-aggression* rather than *cyberbullying*.

In practice this is what many studies measure.

Terminology (2)

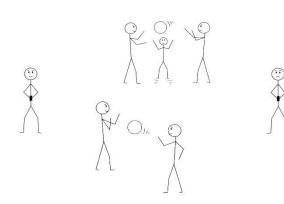
- Some researchers have used general terms such as *cyber victimization* (Law, Shapka, & Olson, 2010) or *online harassment* (Hinduja & Patchin, 2010).
- Vandebosch and van Cleemput (2009) used the term *POP* (potentially offensive internet and mobile phone practices).
- However, much research has used the term *cyberbullying*.

Cyberbullying: origins are before 2000

but most press reports and awareness of the issue date from this century, starting with text message bullying - but now, many forms.

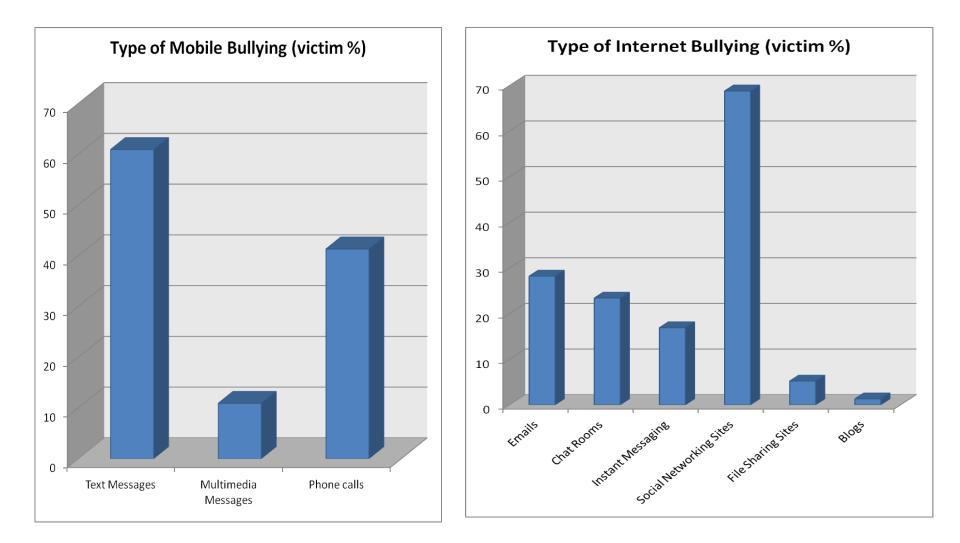


Text message bullying: Wendy sends nasty text messages to Linda every break time





Media for cyberbullying: England data, 2011: 1045 children aged 12-17 years.



KINDS OF CYBER-AGGRESSION/ CYBERBULLYING

Many kinds including

- attacks and threats
- denigration (put-downs)
- flaming (online verbal fights)
- cyberstalking (persistent online intimidation)
- exclusion (from an online group)
- masquerade (pretending to be someone else to send/post material to damage someone)
- outing (sharing embarassing information or images of someone)
- putting up false profiles and distributing personal material against someone's wishes.

Cyberbullying: Differences from traditional bullying



- It depends on some degree of technological expertise
- It is primarily indirect rather than face-to-face; there is some "invisibility" of those doing the bullying
- The perpetrator does not usually see the victim's reaction, at least in the short term
- The variety of bystander roles in cyberbullying is more complex
- The breadth of the potential audience is increased
- It is difficult to escape from.

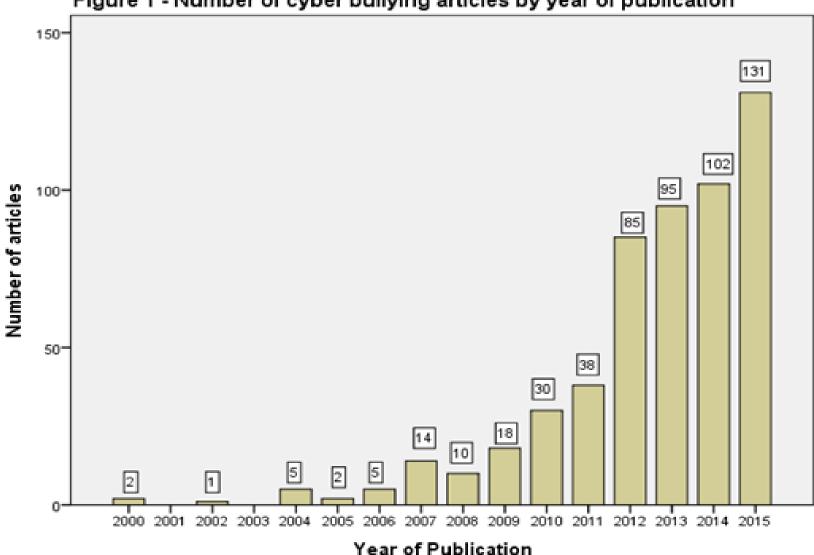


Figure 1 - Number of cyber bullying articles by year of publication

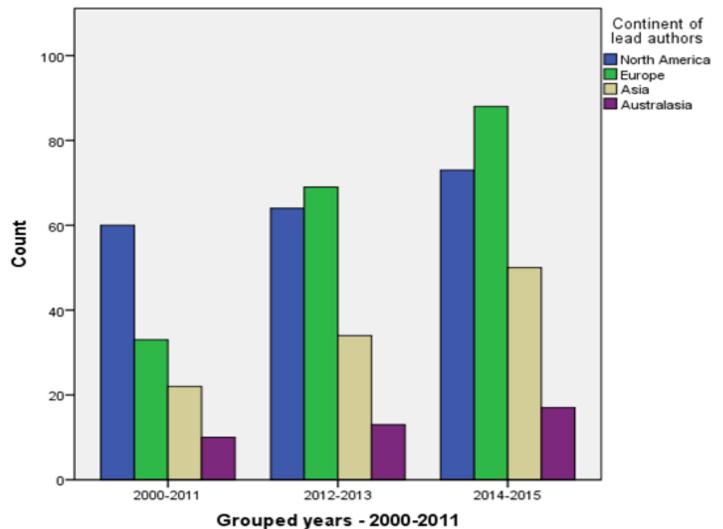


Figure 2. - Continent of lead author by grouped years

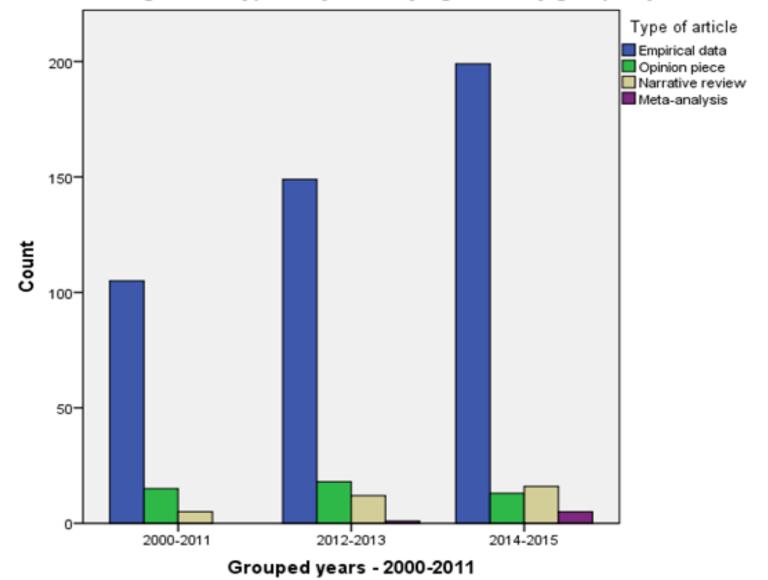


Figure 3. - Type of cyber bullying article by grouped years

Topics covered in 454 empirical articles 2000-2015

- Definitional or measurement issues (7%)
- Longitudinal data (5%)
- Qualitative data (7%)
- Prevalence rates (38%)
- Age differences (16%)
- Gender differences (36%)
- Cross-national comparisons (3%)
- .Minority groups (6%)
- Other predictors of involvement (57%)
- Peer groups, Social dynamics, Bystanders (20%)
- Outcomes of involvement (46%)
- Teachers (6%)
- Parents (12%)
- Siblings (2%)
- Legal issues (2%)
- Coping strategies (8%)
- Resources and interventions (9%)

Some journal reviews

- Tokunaga, R. S. (2010). Following you home from school: A critical review and synthesis of research on cyberbullying victimization. *Computers in Human Behavior*, 26, 277–287.
- Cassidy, W., Faucher, C. & Jackson, M. (2013). Cyberbullying among youth: A comprehensive review of current international research and its implications and application to policy and practice. *School Psychology International*, 34, 575-612.
- *Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. (2014). Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin*, 140, 1073-1137.
- Livingstone, S. & Smith, P.K. (2014). Research Review: Harms experienced by child users of online and mobile technologies: The nature, prevalence and management of sexual and aggressive risks in the digital age. *Journal of Child Psychology & Psychiatry*, 55, 635-654.
- Ang, R.P. (2015). Adolescent cyberbullying: A review of characteristics, prevention and intervention strategies. *Aggression and Violent Behavior*, 25, 35-42.
- Cross, D., Barnes, A., Papageorgiou, A., Hadwen, K., Hearn, L., & Lester, L. (2015). A socio-ecological framework for understanding and reducing cyberbullying behaviors. *Aggression and Violent Behavior*, 23, 109-117.

Some books on cyberbullying (1)

- Bauman, SD. (2011). Cyberbullying: What counsellors need to know. Alexandria:ACA.
- Li, Q., Cross, D. & Smith, P.K. (2012). Bullying goes to the global village: Research on cyberbullying from an international perspective. Wiley-Blackwell.
- Patchin, J. & Hinduja, S. (2012). Cyberbullying prevention and response: Expert perspectives. New York: Routledge.
- Kowalski, R.M., Limber, S.P. & Agatston, P.W. (2012). Cyberbullying: Bullying in the digital age (2md ed.). Malden: Wiley-Blackwell.
- Bauman, S., Walker, J. & Cross, D. (eds.) (2013). Principles of cyberbullying research: Definition, methods, and measures. New York: Routledge.
- Smith, P.K. & Steffgen (eds.) (2013). Cyberbullying through the new media: Findings from an international network. Hove: Psychology Press..

Some books on cyberbullying (2)

- Hinduja, S. & Patchin, J. (2014) (2nd ed.). Bullying beyond the schoolyard: Preventing and responding to cyberbullying. Thousand Oaks, CA: Sage Publications.
- Navarro, R., Yubero, S. & Larraňaga, E. (eds.) (2016). Cyberbullying across the globe: Gender, family, and mental health. Switzerland:Springer.
- Vollink, T., Dehue, F. & McGuckin, C. (eds.) (2016). Cyberbullying: From theory to intervention. London & New York: Routledge.
- Wright, M.F. (ed.) (2017). A socio-ecological approach to cyberbullying. Hauppage, N.Y.: Nova Publishers.
- McGuckin, C. & Corcoran, L. (eds.) (2017). Bullying and cyberbullying: Prevalence, psychological impacts and intervention strategies. Hauppage, N.Y.: Nova Publishers.
- Campbell, M. & Bauman, S. (eds.) (in press). *Reducing cyberbullying in schools*. New York: Elsevier.

Challenges in defining cyber-bullying: using traditional criteria in cyber domain

Imbalance of power: normal 'physical strength' or 'numbers' do not apply – BUT greater ICT skills, and anonymity (or if not anonymity, then conventional criteria may still be relevant)

Repetition: a single perpetrator act may be viewed or passed on many times by others – so different aspects of repetition in cyberbullying.

Empirical data on criteria used by young people

- A 6-country cross-national study [including Sweden] by Menesini et al. (2012,2013) gave 11-17 year olds scenarios to judge whether they were cyberbullying, or not.
- Most important criterion: imbalance of power
- Next: intentionality, and anonymity of the perpetrator as a substitute for imbalance of power;
- Less important: repetition, and also the public/private nature of the context.

Challenges in measuring cyber-bullying

Measurement procedures need to be clearly specified.

Systematic reviews of 44 cyberbullying instruments by Berne et al. (2013) and Frisén et al. (2013) found that many did not give adequate definitions (only 13/44 mentioned imbalance of power) and few reported their reliability or validity. Reference periods and cutoff points varied.

Similar findings from Vivolo-Kantor et al. (2014).

Challenge of greater importance of historical factors

- Historical factors not unimportant in traditional bullying, e.g. changes in definition, but usually assess in decades.
- *Much more important and rapid* in cyberbullying
- Changes in technologies, and in popularity of technologies (e.g. texts → instant messaging → social networking sites).

Two examples of impact of historical change on research:

- (1) Noret & Rivers (2006) provide the best longitudinal data on cyberbullying in England (over 11,000 pupils from 2002 to 2005), but used the question: 'How often have you received any nasty or threatening text messages or emails?' – these are now only a fraction of all cyberbullying.
- (2) DAPHNE project (2007-2009) distinguished 'mobile' and 'internet' forms of cyberbullying – but now smart phones having access to the internet have confused this distinction.

Prevalence rates

Modecki et al. (2014) examined prevalence rates across 80 studies.

[Self-reports of peer bullying/victimization]

Cyberbullying less than traditional bullying. Mean rates:

TrB 35%	CyB 16%
TrV 36%	CyV 15%
Substantial overlap	
ТВ, СуВ	r=.47
TrV, CyV	r=.40

Large variations in reported prevalence rates

Low rates reported in some studies:

Olweus (2012) during 2007 to 2010 U.S. around 4-5% for 8-19 year olds Norway around 3-4%, for 9-17 year olds

Läftman et al. (2013) around 2% to 5% in Sweden for 15-16 year olds, in 2008.

Large variations in reported prevalence rates

Hinduja and Patchin (2012) stated:

"Olweus' findings that 4.1-5.0% of youth have been cyberbullied and 2.5-3.2% of youth have cyberbullied others are simply out of line with the weight of the available evidence".

Their own studies suggested 20% of 11 to 18 year olds have been a victim of cyberbullying, and in a review of 35 published articles, they found on average 24% of pupils had been cyberbullied and 17% had cyberbullied others.

High rates of 35%-57% reported in mainland China by Zhou et al. (2013) from summer 2012.

Some reasons for variation in figures reported

- Frequency cut-off (just once or twice?)
- Time reference period (last month? ever?)
- Definitions that do or do not include repetition and/or imbalance of power
- Nature and age of the sample
- Emphasis on particular media or bullying practices
- Date of survey administration [often not stated!]

IN SUMMARY: occasional or one-off occurrences may be reported by over 20% of young people but serious or recent or repeated incidents are typically reported by only around 5%, less than for traditional bullying.

Being cyber bullied (in preceding term)	Repeated	Any
Sent threatening emails	1.7%	4.9%
Sent nasty messages on the Internet (MSN)	3.0%	10.0%
Sent nasty text messages or prank calls to my mobile phone	1.9%	6.6%
Used my screen name or passwords, pretending to be me to hurt someone else	1.6%	6.4%
Sent my private emails, messages, pictures or videos to others	0.7%	2.8%
Posted mean or nasty comments or pictures on websites about me	1.4%	5.8%
Sent mean or nasty messages or pictures about me to others' mobile phones	0.6%	2.8%
Deliberately ignored or left out of things over the Internet	2.4%	10.6%

Cross et al. (2011): 7418 Australian pupils, 8-14 years, 106 schools, end 2007.

EU Kids online: Risks and safety on the internet. Livingstone et al. (2011)

Surveys in spring/summer 2010. Random stratified sampling of some 1000 children, aged 9 to 16 years, in each of 25 European countries.

Percent been bullied in last 12 months:

ALL	6% online	19% total
FINLAND	5% online	18% total
SWEDEN	11% online	28% total

[Country differences inconsistent with HBSC data! See Smith, Robinson & Marchi, 2016] Age and gender differences generally

- AGE: peak of involvement around 15 years maybe a bit later than for traditional bullying.
- GENDER: inconsistent findings from different studies.
- Some studies find girls *relatively* more involved in cyber than traditional bullying, e.g. Beckman et al. (2013) Sweden 13-15 years:

	TrB	TrV	СуВ	CyV
BOYS	10.0	4.9	1.1	1.5
GIRLS	5.8	5.0	1.3	3.2

Gender differences

Barlett & Coyne (2014) examined 122 gender effect sizes from 109 research articles, for cyberbullying perpetration.
Overall, B>G, but varied by age – up to early adolescence G>B later adolescence B>G

May also depend on type of CyB (social network sites? online gaming?).

Girls may be relatively more interested in reputation damage as a means of bullying.

Predictors of involvement in cyber bullying

- Involvement in traditional bullying [many studies] and other antisocial behaviours (Mishna et al., 2012; Läftman et al., 2013).
- Time spent with ICT (Hinduja & Patchin, 2008; Smith et al., 2008; Tsitsika et al. 2015), more advanced Internet skills (Vandebosch & van Cleemput, 2008), risky social network practices (Peluchette et al., 2015).
- Family greater caregiver-child conflict (Ybarra & Mitchell, 2007); lower parental support of adolescents (Wang et al., 2009); lack of communication with parents (Law et al., 2010); very restrictive supervision (Sasson & Mesch, 2014).
- Peer group injunctive norms (Sasson & Mesch, 2014).

Lack of empathy

- Many studies show lack of empathy in traditional bullies (not victims).
- 'Online disinhibition effect' the cyber bully cannot see the victim or his/her reactions – might mean empathy less important in cyberbullying – but studies in Italy (Renati et al., 2012) Singapore (Ang & Goh, 2010) and Turkey (Topcu & Erdur-Baker, 2012) found cyberbullies low on affective empathy.

Moral disengagement

- Moral disengagement a process by which someone can bypass the normal kinds of reasoning which would hold us back from severely hurting another person.
- These ways can involve cognitive restructuring (seeing the attack as justified – 'he deserved it'), minimising one's agentive role ('I didn't start it'), disregarding or distorting the consequences ('it was just for fun'), or blaming the victim ('he started it').

Moral Disengagement might be easier in cyberbullying (since bully does not see victim)?

- Gini, Pozzoli and Hymel (2013) reported a metaanalysis of 11 studies on traditional bullying and 4 on cyberbullying. The effect size relating Moral Disengagement to traditional bullying was r=0.25, and for cyberbullying, r=0.31.
- These associations were similar for boys and girls, but were significantly stronger for adolescents compared to younger children.

Dark triad personality traits

- 'Dark Triad' comprises Machiavellianism (cold manipulative behaviour), Narcissism (sense of entitlement and superiority), and Psychopathy (impulsive, thrill-seeking, low empathy, low anxiety). Can be measured at subclinical levels.
- Gibb & Devereux (2014): 297 college students in USA.
 - Cyberbullying perpetration predicted by being a cybervictim, and by psychopathy.
- Pabian et al. (2015): 324 adolescents using Facebook, 14-18 years, Belgium. Facebook cyber-aggression was predicted by Facebook Intensity, and psychopathy.

Media influences

- Some studies have established links between violent media exposure, and involvement in bullying or cyberbullying.
- Calvete et al. (2010), in a study in Spain, and Fanti et al. (2012), in a study in Cyprus, both found links from violent media exposure (on television, internet, movies, video games), to both cyber bullying and cyber victimization.

EFFECTS: Gradinger, Strohmeier & Spiel (2009). DEP=depression, SOM=somatic

Austrian pupils	Not involved	Tr	Су	Tr+Cy	Tr	Tr+Cy
14-19 years		V	V	V	BV	BV
DEP	0.28	0.45	0.51	0.80	0.46	1.10
SOM	0.42	0.63	0.59	0.71	0.66	0.86

EFFECTS: Campbell, Spears, Slee, Butler & Kift (2012).

Australian pupils 9-19 years	Not involved	Tr V	Tr BV	Cy V	Cy BV	Tr + Cy V	Tr + Cy BV
SDQ (Strengths & difficulties questionnaire) High score is worse	9.7	11.0	12.7	12.5	13.5	15.3	15.6

EFFECTS: Beckman (2012).

Swedish pupils	Not	Tr	Су	Tr + Cy V
13-16 years	involved	V	V	
Psychosomatic problems	-1.45	-0.64	-0.27	1.83
High score is				
worse				

EFFECTS: Kowalski & Limber (2013).

US pupils	Not	Су	Су	Су
13-16 years	involved	В	V	BV
Depression	26.7	31.8	36.1	44.8
Suicidal ideation	1.23	1.65	1.71	2.06
Low grades	3.02	4.10	3.56	4.10
	Not	Tr	Tr	Tr
	involved	В	V	BV
Depression	25.9	20.1	34.3	36.3
Suicidal ideation	1.19	1.64	1.46	1.84
Low grades	2.97	3.73	3.24	4.25

EFFECTS: Vieno et al. (2014).

Italian pupils	Not involved	Occasional	Frequent
12-14 years/			
odds ratios			
TrV: psychological	1	1.73	2.03
CyV: psychological	1	1.68	2.07
TrV: somatic	1	1.53	1.59
CyV: somatic	1	1.79	2.32

In summary ...

- effects of being a cyber victim are as bad, possibly worse, as for being a traditional victim
- being a victim of *both* traditional and cyber attacks is associated with particularly worse outcomes
- > as is being a 'bully-victim'.

But limitation of cross-sectional studies for determining cause-and-effect.

Longitudinal studies

VICTIMS:

- Gámez-Guadix et al. (2013): Spanish adolescents. Being a victim of cyberbullying predicted an increase in depressive symptoms, and depressive symptoms predicted being a victim of cyberbullying; suggesting a 'vicious cycle'.
- Landoll et al. (2015): US adolescents. Being a victim of cyberbullying increased depression, even taking account of traditional victimization and social anxiety.

PERPETRATORS:

Badaly et al. (2013): US adolescents. Popularity associated with increases in electronic aggression over time, and electronic aggression in turn increased popularity in girls (but not in boys).

Suicidal ideation, suicide



Both traditional and cyber victimization have been linked to suicidal ideation and actual suicide attempts or outcomes.

Five US studies: Hinduja & Patchin (2010), Hay & Meldrum (2010), Bauman, Toomey & Walker (2013), Kowalski & Limber (2013), Messias et al. (2014) found that being a victim of cyberbullying was significantly associated with suicidal thoughts, either at a comparable level to the association with traditional bullying, or greater.

Two of these studies found that supportive parenting, and/or pre-existing depression, were significant mediating factors between victimization and suicide attempts.

Many factors involved in actual suicides – (cyber)victim experiences at school appear to contribute to cases of suicidal ideation, and in a small number of cases to actual suicide; but it is very likely that pre-existing depression and/or family difficulties will be present as well.

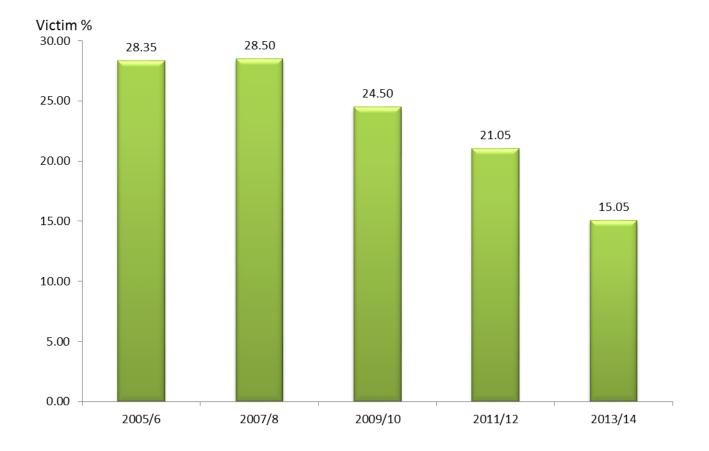
This makes it difficult to say that a suicide is 'caused' by bullying, although in some cases it may appear to have a leading role.

Is cyberbullying getting worse?

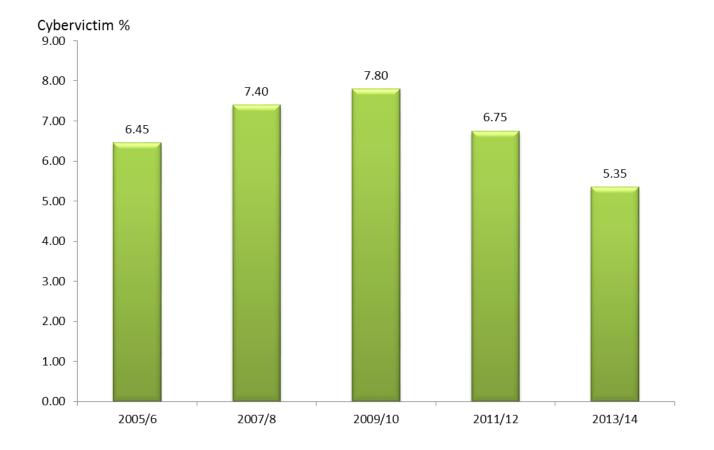
[HBSC surveys suggest some decline in <u>overall</u> bullying rates in many countries]

- US: Youth Internet Safety Survey, 10-17 year olds in 2000, 2005, 2010.
 - Online harassment increased from 6% to 9% and then 11%, this being more marked for girls;
- US: Growing Up with Media survey of 10-15 year olds in 2006, 2007, 2008: most rates of youth violent experiences online were stable over the 36 months.
- **UK**: 4 secondary schools in England in 2008 and 2011: a decrease in traditional bullying, no change in cyberbullying.
- **EUROPE**: EU Kids Online follow-up in 7 countries from 2010 to 2013/14 suggests "some rise in cyberbullying, especially for girls, though offline bullying is still greater". $[9\%\rightarrow12\%]$

Waasdorp et al. (2017): 109 Maryland schools (n=c.20,000/year) over 10 years (a) victim (all types)



Waasdorp et al. (2017): 109 Maryland schools (n=c.20,000/year) over 10 years (b) victim (cyber)



Coping Strategies: England data 2011 Cyberbullying victim reports %

	Mobile Bullying	Internet Bullying
Felt Helpless	10.9	10.3
Ignored what was happening	26.1	25.6
Turned mobile off	19.6	n/a
Stopped using internet	n/a	5.1
Told a friend	28.3	24.4
Told a parent	21.7	21.8
Told a teacher	10.9	7.7
Asked the bully to stop	17.4	9.0
Blocked them	10.9	29.5
Changed mobile number	4.3	n/a
Reported to mobile company/ISP	2.2	3.8
Retaliated	6.5	9.0

Coping strategies in mainland Chinese students c.16 years (Zhou et al., 2013).

Ignore/not react	46%	
Talk about the experience/seek help	36%	
[classmates/friends 66%, parents 29%, siblings 28%, teachers 3%]		
Delete the materials	32%	
Change online account	25%	
Seek revenge	12%	

Longitudinal study in Swiss schools, at 13 year olds (Machmutow et al., 2012).

- Both traditional and cyber victimisation associated with higher levels of depression, and cyber victimisation predicted increases in depression by the second time point.
- Over time, support seeking from peers and family was associated with reduced depression, while assertive coping strategies (such as finding and contacting the bully) were associated with increased depression.

Guidance/resources/interventions for cyberbullying

Generally, include cyberbullying explicitly in

- ✓ School policies
- ✓ Anti-bullying materials
- \checkmark Teacher training materials for anti-bullying work
- ✓ Guidance for parents
- ✓ Guidance for children and young people

Many organisations/websites, e.g:

Childnet International http://childnet-int.org/

CyberTraining – A Research-based European Training Manual on Cyberbullying:

http://www.cybertraining-project.org

Digizen.org

http://old.digizen.org/cyberbullying/

Kids and Media

http://www.kidsandmedia.co.uk/european-training-courses-against-cyberbullying/

and many others ...

S cyberbullying

COST ACTION IS0801 Guidelines 2012



Guidelines for preventing cyber-bullying in the school environment: a review and recommendations

This booklet is a product of Working Group 3 of COST Action ISO801 addressing Cyber-bullying. Members of the Working Group who helped produce this Booklet were Maritta Välimäki (Chahr), Ana Almeida (Vice-chair), Donna Cross, Mona O'Moore, Sofia Berne, Gie Deboutte, Tali Heiman, Dorit Olenik-Shemesh, Marta Fulop, Hildegunn Fandrem, Gitte Stald, Marjo Kurki and Efi Sygkollitou



Content:

- Review of the evidence based on the research literature
- Key findings from content analysis of 54 guidelines
- Recommendations for proactive policies and practices, understanding and competences; collaborative partners; and social environment.

http://sites.google.com/site/costis0801/

Quality Circles

- Quality Circles (QCs) are classroom-based problem-solving groups. They have a set of procedures to follow group formation; data gathering; why-why, how-how etc; presentation of outcomes.
- Can be used for many purposes including bullying and cyberbullying.
- Paul et al. (2010, 2012) reported on the use of QCs in a UK secondary school in the context of understanding and reducing (cyber)bullying. QCs were an engaging process for pupils. Pupils suggested a range of solutions and the information gained was useful to staff in understanding how bullying was changing over time (e.g. new forms of cyberbullying) and gave some suggestions for intervention.

Interventions for cyberbullying

Ang (2015):

- general empathy training and modifying beliefs supportive of aggression
- specific guidelines for internet behavior [reporting abuse, keeping evidence; information on legal rights; helpful websites]
- developing strong and positive parent-adolescent bonds [concerned involvement but without being overly restrictive]
- ➤ training for teachers

Cyberbullying often not initiated in school but often involves classmates; considerable overlap of involvement in offline and online bullying (Kowalski et al., 2014)

Some programs mainly target traditional bullying but have been found to impact positively on cyberbullying:

AUSTRIA: VISC Social Competence Program Gradinger, Yanagida, Strohmeier & Spiel (2016)

FINLAND: KiVa

Salmivalli, Kärna, & Poskiparta (2011)

Some programs target both traditional and cyberbullying:

ITALY: NoTrap!

Palladino, Nocentini, & Menesini (2016) [now in 3rd version]

USA: BullyDown text messaging program

Ybarra et al. (2016)

Some programs mainly target cyberbullying: AUSTRALIA: Cyber Friendly Schools

Cross et al. (2016)

GERMANY: Media Heroes (Medienhelden) Schulze-Krumbholz et al. (2016)

NETHERLANDS: Online Pestkoppenstoppen

Jacobs, Vollink, Dehue & Lechner (2014)

SPAIN: ConRed

Del Rey, Casas & Ortega (2016)

UK: CATZ

Boulton et al. (2016)

[and see Special Issue of Aggressive Behavior, 42(2), March/April 2016]

Summary

- Cyberbullying built on a previous research tradition in bullying, but definitional issues.
- Similarities and differences to traditional bullying



```
Poster by Elin Weoesch
```

- Types changing rapidly; not declining like traditional bullying is.
- Much research on predictors of involvement.
- Many negative correlates of involvement; as much or maybe more than for traditional bullying
- Some guidance and interventions, but need more development and evaluation.

Exploring the nature and extent of hate crime in schools and interventions to combat it.

Rashid Aziz

Canterbury Christ Church University

What is Hate Crime?

- Hate Crime is a relatively new phenomenon in criminal law but has existed throughout history
- Victims chosen because of particular characteristics such as ethnicity, disability, gender, sexuality, religion (Ray 2011)
- 'The victimisation of minorities due to their racial or ethnic identity by members of the majority' (Petrosino 2003:10)
- Hate Crimes a consequence of the political culture and the right it gives to certain groups of people based on their biological or social characteristics (Sheffield 1995)
- 'Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate' (Association of Chief Police Officers 2005 p.9).

Hate Crime in the UK

Type of Hate Crime	Number	Percentage of total
Race Hate	42,930	82%
Sexual Orientation Hate	5,597	11%
Religious Hate	3,254	6%
Disability Hate	2,508	5%
Transgender Hate	605	1%

Hate Crime by Type 2014/15. Adapted from Corcoran et. al (2015:1)

Racist and Religious Hate Crime

- conduct or words or practices which disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its overt form (Macpherson, 1999, p.20).
- A racist incident *is any incident which is perceived to be racist by the victim or any other person* (Macpherson, 1999: 328).
- It is the outward characteristics of an individual that are likely targeted in both racist and religiously motivated attacks
- 'In a post-September 11th world of heightened 'Islamophobia', fear and suspicion of Asian youth are exacerbated by news reports which crudely, but commonly, marry the terms 'Asian' and 'Muslim', on the one hand, and 'Islam' and 'Islamic fundamentalism', on the other' (Greer 2012:36)

Racist and Religious Hate Crime in Schools

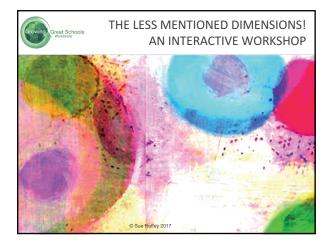
- 326% increase of anti-Muslim hate in 2015 with 11% taking place in schools and colleges (Tell MAMA 2016)
- 2012-13: 69% increase in racist bullying
- More than 1400 children contacting NSPCC
- Children called 'terrorist', 'bomber' or told to 'go back home'.
- Effect of 'BREXIT'
- Not just peer on peer violence
- UK government's Prevent strategy

Other forms of Hate Crime in Schools

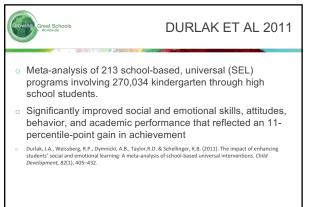
- Homophobic Hate Crime
 55% of LGB students have been a victim of bullying in schools
- Disablist Hate Crime 56% of children who have a learning disability had cried because of bullying incidents. A third of children had used the private space of their bedroom in order to hide away from bullying.
- Effect on mental wellbeing

What is being done?

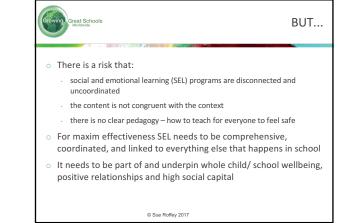
- Action Against Hate, July 2016, this is an updated plan for tackling hate crime on a national scale, including initiatives to combat hate crime in schools
- Plans to assess Islamophobia, anti-semitic, homophobic and racist bullying in schools
- Reporting hate crime
- Restorative practises
- Reducing the number of hare crimes nationally





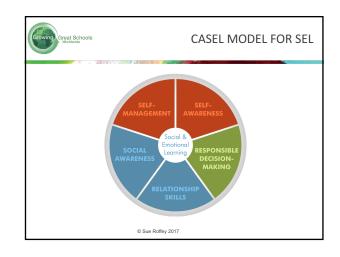


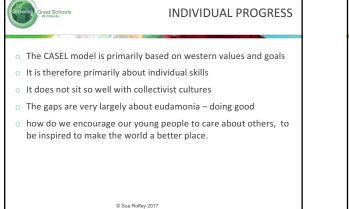
© Sue Roffey 2017



THE ASPIRE PRINCIPLES THAT UNDERPIN EFFECTIVE PEDAGOGY

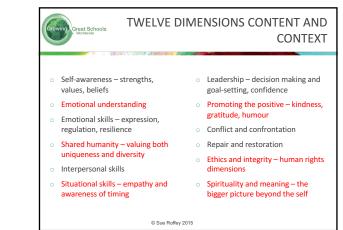
- AGENCY not being told what to say or do self-determination leads to greater responsibility
- $\circ~$ SAFETY impersonal issues, the right to pass, activities in groups
- POSITIVITY strengths and solutions focus, promoting positive feelings, including laughter
- INCLUSION our most vulnerable kids get most quickly marginalised – belonging matters, no-one gets left out
- RESPECT listeing to each other, no put-downs or judgment
- EQUITY everyone, including the facilitator is equal sometimes you need to be flexible to ensure everyone has equal opportunity
 Sue Raffey 2015

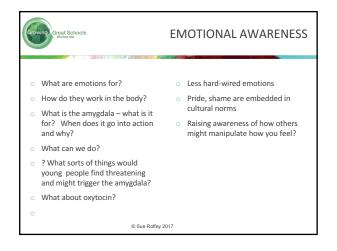


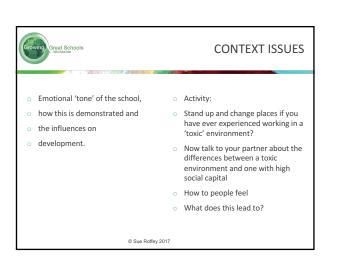




<section-header>





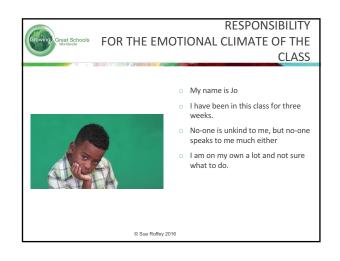


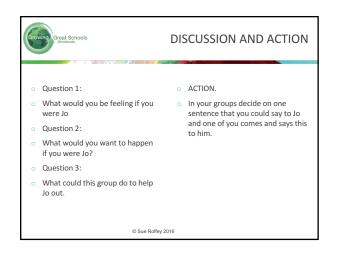


© Sue Roffey 2017





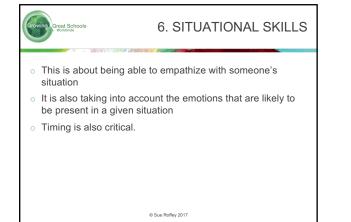


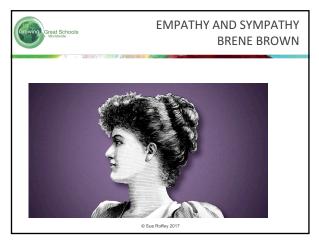


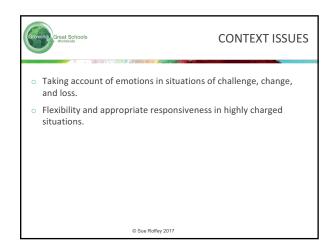


CONTEXT ISSUES

- Celebration of diversity.
- Actively addressing racism, sexism and homophobia.
- Inclusive policies for students with special needs.
- $\circ~$ A sense of belonging and connectedness for all.

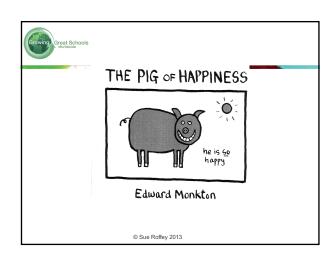












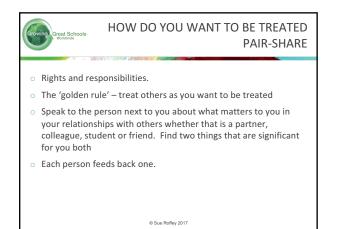
RAISING OXYTOCIN

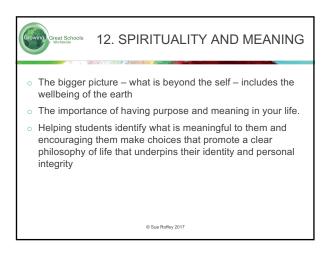
- Oxytocin is the neurotransmitter that is released in copious amounts at childbirth. It is the chemical that helps with attachment
- Also present in breast-feeding and orgasm
- Increasing evidence for its relevance in increasing trust and positive communications, reducing stress and anxiety and taking risks in relationships – leading to more warmth and collaboration, greater resilience - positive feedback loop in place
- Oxytocin also implicated in hugs, massage, laughter, having fun together.

© Sue Roffey 2017

• Honesty.
• Trustworthiness.
• Fairness
• Consistency.
• Ethical decision making.
• Human rights

© Sue Roffey 2017

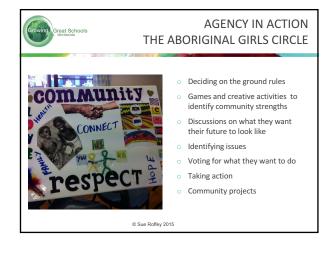






INVOLVEMENT OF YOUNG PEOPLE IN WHAT IS BEYOND THE SELF

- Self- determination and agency
- Conversations with significant others
- o Their interpretation of events around them
 - · The environment
 - Political engagement
 - · Addressing social injustice
 - · A philosophy for life that determines personal and professional integrity
 - · (Hakan Stattin!)



Roffey (2010) Context and Context for Learning Relationships: A cohesive framework for individual and whole school development: *Educational and Child Psychology 27(1)* Roffey (2013) Inclusive and Exclusive Belonging: The Impact on Individual and Community Wellbeing: *Educational and Child Psychology 30(1)* Dobia and Roffey (2017) Respect for Culture: Social and Emotional Learning with Aboriginal and Torres Strait Islanders in *Collie, Freydenberg and Martin Social and Emotional Learning in Australia and the Asia Pacific Springer*

- Roffey.S (2017) Learning Relationships in Proctor, Positive Psychology Interventions in Practice. Springer
- Roffey, S. (2017) Ordinary magic' needs ordinary magicians: The power and practice of positive relationships for building youth resilience and wellbeing. *Kognition und Paedagok*

© Sue Roffey 2017

RELATED WEBSITES

• <u>www.sueroffey.com</u>

Great Schools

- www.circlesolutionsnetwork.com
- www.growinggreatschoolsworldwide.com
- www.wellbeingstories.com
- Please email david@sueroffey to be placed on the list fo updates on various initiatives, publications, research, presentations etc.

Learning Healthy Relationships

Abstract

Relationships and Wellbeing

The quality of our relationships is now recognised as being critical for wellbeing at home, at work and within our communities. Healthy relationships enhance a sense of connectedness, boost resilience and give us reliable alliance. Sharing the good times with others often enhances positive experiences, and having emotional and practical support makes the worst of times more bearable. Children and young people therefore need to learn the social and emotional values and skills that will enable them to live well with others: communicate effectively, be a team-player, be compassionate and ethical, manage conflict, support, value and include others, and be confident in resisting peer pressure.

Relationships are there in all aspects of our lives and are on a continuum from our most intimate and long-term relationships to passing friendships, role specific relationships, those in our communities and indeed those we have never met. How we perceive and position others who share our world, such as refugees, those from different cultures or another social milieu, make a difference to our expectations of the individuals we may come across, what we believe about them and how we treat them.

Relationships and Education

Although academic success opens doors and gives young people access to more choices, sustainable wellbeing does not lie in getting high test scores. You can be a successful A-plus student and live a miserable or shallow life if other things are not in place (Feinstein, 2015). You can also have a meaningful and enjoyable existence without being a high flyer at school.

Learning the values and practices of healthy relationships needs to be a core component of the educative process. Social and emotional knowledge and skills, however, cannot simply be taught in a didactic lesson format. Children learn how to relate by watching others and listening to how

they speak to and about each other, the values they espouse and how they demonstrate these. Their understanding comes from their own family members, teachers at school, the media and public figures on the television. Some of what they learn may be negative and unhelpful, especially in a culture that promotes individual success at the expense of collaboration and empathy.

This chapter covers both content and pedagogy in teaching relationships and how this needs to be embedded within a whole school process. The pedagogy is summed up in the Circle Solutions approach that helps to ensure that social and emotional learning (SEL) is a safe and positive experience for everyone, not 'therapeutic education' (Ecclestone & Hayes, 2008). It is critical that SEL is an intervention for whole classes as research indicates that teaching social skills in small groups to students who lack these does not lead to sustainable outcomes. Once those individuals return to their usual classes, other children reinforce earlier behaviours, as their perceptions have not changed (Frederickson, 1991). Having a universal approach also addresses the understanding and behaviours of those who look as if they are socially skilled but interact in ways that are self-serving or manipulative. This is demonstrated in some bullying behaviours.

The Twelve Dimensions that are briefly addressed in the latter part of this chapter build on the CASEL framework of self-awareness, self-management, social awareness, relationship skills and decision-making. They separate out some aspects for greater clarity such as dealing with conflict and repairing relationships but also broaden the concept to include the promotion of social justice, human rights, spirituality and finding meaning. This framework also explores what contributes to a congruent educational setting for each of these dimensions.

An Appropriate Pedagogy for Relationship Education

According to the Delors Report (1996) there are four pillars of education, 'learning to know', 'learning to do', 'learning to be' and 'learning to live together'. Although you can teach the knowledge and skills that make up the core of the curriculum with an informative, instructional pedagogy, social and emotional learning requires a different and more subtle approach. Simply telling students how they 'should' be in the world and how to relate to others will have limited

impact. They need a pedagogy that is experiential (doing things), interactive (doing things together), discursive (talking about what you are learning), reflective (thinking about what this means) and safe (not intrusive).

When children and young people have multiple opportunities to consider their own needs, how they want to be treated, and what makes them feel good about themselves and others, they begin to understand how they need to relate to others. When they work alongside peers who are not necessarily within their own social circle they make connections on what is shared rather than differences. When they try out alternative ways of being, and are asked to reflect both on what they feel and what they have learnt, they realise that they have choices and what might be involved in making a 'good' choice. When they see their teachers model emotionally literate behaviour, they learn by watching and hearing as well as by doing. When they are given opportunities to practice the skills they have learnt these eventually become a way of being that goes beyond the theoretical.

The Importance of Process in Group Interactions

Circle Solutions is a value- based philosophy and a pedagogy for practice in learning relationships. It builds on other similar interventions, such as the yarning circles in Aboriginal culture, learning circles, magic circles, quality circles, tribes and circle time. It has been developed not simply as a stand-alone intervention but as a tool for wellbeing and healthy relationships. In a school context students spend regular structured sessions with each other in a Circle format but their learning relates to how they interact the rest of the time. The same framework can be used whenever there is a group process: in staff meetings, working with families, community consultations, policy and practice discussions or student representative councils. It gives everyone a voice and addresses the often unspoken process issues that determine whether or not a gathering or meeting is constructive.

The facilitator as a full and equal participant in proceedings and engages in all discussions and activities. He or she is responsible for ensuring that the Circle is run according to the foundational ASPIRE principles. Every Circle begins with a statement of the guidelines:

- What you have to say is important, so when you speak everyone else will listen to you this means you also need to listen to others.
- You do not have to say anything if you don't want to it is OK to just pass
- There are no put-downs.

Participants are regularly mixed up so they talk and work with everyone. Although each person has a say, the focus is not simply on individual contributions but on exploring commonalities, devising ways forward and group responsibility for outcomes. The emphasis is on strengths, solutions and constructive dialogue.

The ASPIRE Principles

The ASPIRE principles for healthy relationships are Agency, Safety, Positivity, Inclusion, Respect and Equality. These summarise the common threads in the 17 chapters of *Positive Relationships: Evidence based practice across the world* (Roffey, 2012). Here we give a brief overview of the definition and rationale for each of these and examples of how educators might engage students in putting these into practice.

Agency

Self-determination is a facet of authentic wellbeing. Having some control over what happens stops you feeling a victim of the actions of others (Deci & Ryan, 2008). Agency is also about responsibility for taking action. It happens when a teacher uses their authority to empower students to make decisions rather than tell them what to do. When students are given opportunities to build an emotionally positive class environment with others they are more likely to adhere to agreements. Rather than having rules imposed they decide how they want to 'live together' and agree a set of guidelines. This can be done in stages or in one exercise, and can be applied in developmentally appropriate format for all ages.

Staged approach: All students are mixed up, usually in a game. A simple one is 'silent statements' where participants: "stand up and change places if ... - you had breakfast this

morning, - you watched the match last night - you have a younger sister". Students then work in pairs with someone they were not originally sitting with. They discuss questions such as "what makes you feel good about coming to school", and are asked to come up with two statements they agree apply to both of them. Each person says one thing back to the whole Circle and ideas are collated. A small group puts these ideas into class guidelines that summarise what people will do rather than not do. The following week the guidelines are put on the wall and students are asked to stand up and change places if they agree with each one as it is read out. Those who disagree are asked to work together to come up with something better. The agreed guidelines stay on the wall.

Single game approach: Students work in groups of four to devise a recipe for a safe and happy class. They think about the ingredients, how to put them in place and how they will know when the recipe is properly 'cooked'! What does a safe and happy class look like, feel like and sound like?

During the year, should issues arise that challenge the class being supportive of each other, students again look to the positive to find solutions that work for everyone.

Safety

There are many issues in children's lives that they need to reflect on, but to talk about highly personal matters in a universal setting may not only make people feel uncomfortable, it can breach confidentiality. Such concerns may need the support of an individual intervention, such as a counselling session. Participants in Circles therefore only ever discuss issues, not incidents. Discussing events that happen in the class or school-yard inevitably leads to naming, blaming and shaming and is not helpful. The following strategies are impersonal but address issues that matter.

Using the third person in sentence completions rather than the first person - e.g. "Someone might be angry if ...".

• Pair shares - discussion about what partners have in common and giving feedback together: "We agree that we both feel we belong when ...".

- Using stories to stimulate discussion, such as William and the Worry Wart.
- Games that encourage conversation on meanings e.g. groups making a statue (moving or still) that represents a certain emotion and then asking others to guess what this is.
- Symbols cards: these are laid out in the Circle, and students are asked to choose one that represents for them a particular quality, such as trust, gratitude or optimism. They then discuss their choice with a partner or small group reminding them to only say what they feel comfortable with.
- Photos or other pictures are also excellent prompts for reflection on social and emotional values. There are many commercially produced cards (see Resources at the end of this chapter) that enable young people to talk about a wide variety of emotions, what might have happened for someone to feel that way, how different emotions are embodied and how we might express or change these. This can lead to rich, productive conversations that maintain distance and safety.

Here is another example that can be used with young children.

Sad Ted: The Circle facilitator introduces a Teddy and says he is very sad today. Children are asked to think about why he might be sad and then complete the sentence: *"Teddy might be sad because ..."*. When the sentence has gone around the Circle the facilitator points out that the children have shown that there are many reasons for being sad: *"We all feel sad sometimes. It is OK to feel like this"*. This activity 'normalises' difficult emotions and is a way of promoting resilience. In future Circles, children can be asked in small groups to think about how you might be able to tell someone is sad, what might cheer them up and what we could do in this class to help someone who is sad.

Trust is a strong relational value that is easily broken. Children often have to cope with adults not being reliable, promising what they do not deliver. It is important that children are given opportunities to reflect on this but in impersonal, safe ways. Circle activities could include pairs discussing these statement stems and finding what they agree on:

- "Being let down would make someone feel ..."
- "You know you can trust someone when ..."

Safety is also supported by the application of choice - you do not have to speak if you don't want to. Experience indicates that people will speak when they feel safe, confident and that they have something to contribute.

Positivity

Being both strengths and solution-focused, Circle Solutions is based on the burgeoning knowledge found in many branches of positive psychology. There are many ways Circles can help students identify, develop and find ways to use their own strengths and recognise these qualities in others. Dweck (2006) has highlighted the importance of helping children avoid a fixed mindset where they believe they either have a particular ability or not. When identifying strengths, therefore, it is more useful for participants to explore who they are 'becoming' and making choices about this. This promotes a 'growth mindset' and the possibility of change and optimism for the future.

It is easy for anyone to develop negative perspectives on others so students actively identifying the strengths in their classmates is a valuable exercise.

Perspective Glasses: The class teacher keeps a selection of cheap and cheerful spectacle frames in a box on the desk, the lenses having been removed. Each pair represents a strength, for example Good Listening, Good Sport, Leadership and so on. When a teacher notices that a student is demonstrating a particular strength they are allowed to wear those particular frames for the rest of the morning or afternoon. As they look through the glasses they identify other students who are showing the same strengths.

Acknowledgements: This is for a whole staff group. Participants attach a piece of paper with masking tape to each person's back. Using a medium sized felt pen they write anonymous statements about what they value about their colleagues. Each person ends up with 10 statements and the activity is not complete until everyone has ten. Participants are then given time to read what has been written about them, reflect on how this makes them feel about themselves and their colleagues. They then make connections with what their students need. This is a powerful example of experiential learning.

Positive emotions promote an effective climate for learning: they not only enable students to focus but they also facilitate creativity and problem solving (Fredrickson, 2009). Positive emotions include a sense of belonging, feeling valued, safe, comfortable, cared for, accepted, respected and loved. Positive emotions are also experienced in moments of exuberance, excitement and shared humour. Laughter releases oxytocin into our bodies - the neurotransmitter that makes us feel good. This promotes connectedness and resilience. Shared humour in Circle sessions is one reason why students love them. They also respond positively to the playfulness that is embedded in many of the activities (Hromek & Roffey, 2009).

All emotions are highly infectious - we have mirroring neurons in our brains that make us 'catch' what other people are feeling. A very simple activity is passing a smile around. Although this begins as a fixed smile by the time it has travelled around most people are smiling naturally.

Inclusion

Feeling that you belong is one of the most important factors in resilience and psychological wellbeing (Baumeister & Leary, 1995). SEL cannot just be for the 'good' kids but is for everyone. Circles provide an opportunity for students to think about themselves differently but also change perspectives of each other.

The expectation is that everyone will work with everyone else. Participants are mixed up several times in a session so they are sitting next to a different person each time. This breaks up cliques,

helps people get to know those they would not otherwise communicate with, and facilitates new understanding and perspectives. This happens most actively when pairs are looking for things they have in common, even if this is not anything of any depth.

Social Bingo: Each person is given a piece of paper containing up to 9 squares. They have to find someone different for each square with whom they have a particular experience, interest or preference in common: Suggestions are:

- Someone who likes the same food as you
- Someone who has the same pet as you
- Some who has the same position as you in your family
- Someone who has been to the same place as you local or further afield

It is the most vulnerable children in our communities who are most likely to be marginalised, suspended and excluded from school. It is up to everyone, including other students to make sure that they feel they belong.

Walking in the shoes of others: The Circle facilitator asks for a volunteer to role model a character. They are given one of following scenarios (or the teacher might make up another one) and asked to sit in the centre of the Circle and read them out. They are asked to stay in character. The rest of the Circle work in groups of three on the following questions:

- How would this person feel?
- How might you feel if this was you?
- What would you want to be happening?
- What 3 things could this group do to help this student feel included?
- What else might help?

The person acting the character remains in the Circle to answer any questions the groups might ask and then responds to the ideas that the groups come up with.

My name is Banti – I do not always understand what I am asked to do because I only started to learn English a couple of years ago. When I make a mistake other students laugh and I feel stupid. I have decided not to speak in class and sometimes will not answer questions in case I get it wrong. This gets me into trouble with some teachers.

My name is Charlie – I have only been in this class a few weeks. My mum and I used to live in another town but we had to leave to get away from my dad who broke my mum's arm. I am very angry with everything and also scared for my mum. Most people in this class have known each other a long time. When I try and join in they are not very friendly towards me. This makes me even angrier. Things are going from bad to worse.

My name is Savannah – I have a problem with my foot which means I walk lopsided and run slowly. I really like playing games but no-one wants me in their team. I often spend playtimes on my own.

Some students may not have good role models for healthy relationships and others may be tolerated rather than loved. Young people who do not behave in acceptable ways may be given the message that things are better when they are not there. In Circles the aim is to meet the basic protective factors of connection, belief in the best of someone and high expectations. This means that participation is always a choice but pupils need to abide by the guidelines. If they decide to leave they can always return so long as they demonstrate listening and respect. The first thing any adult needs to say is: *"you are important, we want you here, it is not the same without you"*. These are words that some young people rarely hear.

Respect

Respect is a value often cited in the mission statements of schools and other organisations but not necessarily borne out in practice. Part of this is a problem with definition. It was not so long ago that 'respect' was accorded to role and position in society with the counter picture of 'respectful' meaning knowing one's place (Roffey, 2005). This is no longer a commonly held definition. Egan (2002) explores what is meant by respectful practices and includes the following: the exhortation to do no harm, not rush to judgment and not overpower a person's agenda with your

own. Respect in this context is accorded as a human right, not awarded in response to power, attainment or quality of character.

Respect is built into the Circle process by listening to each other - not interrupting, talking over or having private conversations - and not putting people down, either verbally or non-verbally. Respect is not just about listening but also in what in said to others and what is said about others. The social capital that builds trust and mutual support in any relationship, including within a whole organisation, is found in the micro-moments of high quality interactions (Dutton, 2014) This includes greetings, acknowledgements, making requests rather than demands, showing interest, talking up strengths and sharing gentle humour. It also includes constructive conversations about others that do not make quick judgements.

The following activity has been developed to help young people realise how easy it is to decide what someone is like on limited, often surface information.

Envelope Game: This is suitable for students from middle primary through senior school. Small groups are given an envelope with a picture of an object on the front. The gender and age of the owner is the only information written on the envelope, e.g. 'This bike belongs to a boy aged 12'; 'This lunch-box belongs to a boy aged 6'; 'This friendship bracelet belongs to a girl aged 10'. Groups are asked to think about the owner and what they might be like. They are then asked to take out 5 statements from the envelope one at ta time and see whether each confirms or challenges their original thinking. Examples of statements are: 'He has a hearing impairment', 'He speaks three languages', 'The friend who gave her the bracelet is now friends with someone else and ignoring her'. Groups are asked to think about the challenges there might be in this person's life and what they have learnt from this activity.

Respect includes acknowledging others - not just by name but noticing what they have achieved and contributed. A very simple activity that is applicable to many ages is this sentence stem going around the Circle: 'I would like to thank you for ...'. Participants will need to have a moment or two to think about what they will say to the person sitting next to them.

Respect for cultural diversity is found in both verbal and non-verbal messages. When young people learn or work in institutions that do not represent people from their own community, do not find them represented in the media and hear informal conversations that belittle their lifestyle or practices, it is unsurprising they find it hard to show respect for the dominant culture. What is written on walls, in policy documents and newsletters matters for whether communities feel acknowledged and respected, both in what is said and what is omitted.

Equality

When everyone has the opportunity to participate in activities and there is no individual competition there is no hierarchy of winners and losers. The ability of a facilitator to participate fully and be on the same level as everyone else is a critical skill. It is the difference between being in charge of proceedings and being in control of people. Teachers have commented how much they have learnt about their students by joining in and how being on the same level has often changed relationships within the whole class or group. Circles give *all* students an authentic voice, not just the natural leaders. Everyone has an opportunity to have their say, however briefly. Young people who have been silenced or have little control in their lives might shout to be heard, sometimes not just with words but also with challenging behaviours. When students are seen as disruptive we may shut these voices down. When pupils are not used to being taken seriously they can behave in silly ways at first. This soon stops when they know their turn will come to have their say.

We know that the more equality in a society the greater the wellbeing for all (Wilkinson & PIckett, 2010) Therefore, alongside the important value of freedom is the equally important value of responsibility. Rights and responsibilities are two sides of the same coin. Working out what is fair can be complex but children need to learn how to balance their rights with the rights of others.

What is fair? Give small groups of students one of the following scenarios and ask them to discuss and suggest a solution. Share the outcomes with the Circle.

Scenario for Young Children

Your friend has come over to play. He wants to stay inside and watch a cartoon.

You want to go outside and play in the garden.

How can you work this out so everyone is happy?

Scenario for Middle Primary Children

You would love to have a dog.

Your parents think that having a dog would be too much work and cost.

What conversation might you have with your family?

Scenario for Senior Students

Medical Associations want health warnings of foods with high sugar content as they damage health.

The Food industry wants to sell as many products as they can and thinks that this would reduce sales.

What are the issues here? What decision would you make and why?

Content and Context for Learning Relationships

Most people refer to the CASEL framework when discussing social and emotional learning. (Durlak et al, 2015). These are self-awareness, self-management, social awareness, relationship skills and decision-making. The 12 dimensions given here (Table 1 and following) are simply a development from this separating out some aspects for clarity and extending others to address issues of meaning and social justice. It also addresses a whole school context for congruence. This has come about through perceiving schools as ecologies (Roffey, 2008, 2010). What happens in one part of the organisation impacts on others in a bi-directional, circular and

accumulative process. In order to address SEL effectively the whole school needs to be engaged in healthy relationships

Twelve Dimensions of SEL.

Self-awareness is similar to the CASEL model with a focus on the identification of values and beliefs as well as strengths. People tend to act more on the basis of how they believe the world works and themselves in it than they do on evidence.

A school or any other organisation that values healthy relationships will ensure that 'learning to be' and 'learning to live together' have equal priority with 'learning to know' and 'learning to do'. (Delors, 1996)

Emotional awareness: This is a pre-requisite to self-management. It addresses the biological . neurological aspects of emotion that are more hard-wired but also cultural triggers. We are not all proud or embarrassed by the same things - they are culturally determined.

There is now a strong body of evidence (Reyes et al, 2012) on the value of a positive emotional climate for optimal student engagement - promoting factors that enhance this makes sense for both learning and relational outcomes.

Emotional skills. This is divided into developing a language for emotion so that individuals can be articulate and more specific in describing how they feel, how to change what they feel in safe ways and promote factors that enhance resilience and emotional health

Staff wellbeing is aligned with student wellbeing (Roffey, 2012a). When adults are feeling stressed and under-valued they are less likely to provide emotionally literate models to students.

Shared humanity: High level social skills can be manipulative and self-serving. This dimension actively values our unique individuality but also seeks what people have in common. As human beings who share this world more unites us than divides us.

In schools this dimension is mirrored in how diversity is valued. The APA report on Zero Tolerance policies (Skiba et al 2006) shows that this can lead to authoritarian teacher-student

relationships and concludes that schools need to promote a sense of belonging and connectedness across all the communities a school serves.

Interpersonal skills: We do not have to be best friends with everyone, that is unrealistic, but knowing how to be friendly opens doorways to deeper relationships and friendliness is a useful skill to have in many walks of life. Positive personal communication is a skill that some may be losing with the advent of social media and the busyness of everyday life. Students need opportunities to practice conversational skills, including active listening. Activities that require feedback from partners about what the other has said help hone these listening skills.

Thousands of communications happen every day within a school and it is these that either promote high social capital or a toxic environment. How and what is communicated? Are positive comments routine or rare? Is the school a 'no put down zone' in the classrooms, staffroom, offices and corridors and does this apply to everyone?

Situational skills: This is where empathy lies. It is being able to have an understanding of someone else's situation, put yourself in their shoes and imagine what that might mean. Situational skills are also related to the importance of timing in relationships - an issue that is rarely addressed and can be critical for a positive outcome.

What happens in a school to take account of the fact that some students (and staff) will be experiencing adversity? Are there support systems in place and are adults aware that validating the emotions of students can support more positive behaviours? (Roffey, 2011)

Leadership: This dimension is where goal-setting, decision-making and self-confidence lie. It is more about being a leader in your own life rather than being in charge of others.

Within a whole school are those in authority aimed at controlling others or empowering them? What opportunities are there to given everyone a say in what happens. This is linked to the ASPIRE principle of agency.

Promoting the Positive: This dimension for SEL can be integrated across many others but is particularly focused on the relational factors that are known to promote resilience. This includes

acknowledging positive qualities and bringing out the best in people - but also being able to have fun and laugh together.

Students value teachers who make learning actively enjoyable. They like cooperative and project based activities and the use of a wide range of technological approaches. What are the range of pedagogical frameworks available to enhance student engagement? And what happens to enhance collegial relationships?

Conflict and confrontation. It is comparatively easy to establish a positive relationship but harder to manage when there are conflicts. This dimension explores skills of negotiation and compromise. Rather than being overwhelmed by relational differences students need to know there are options available when a confrontation arises. Individuals can either be submissive to the demands of another, be oppositional and aggressive or state their position calmly and ask for what they want - being prepared to take account of someone else's position. Rather than positioning intransigence and inflexibility as 'being strong' it is 'appropriate assertiveness' that is defined here as a skill and a strength. Students learning about healthy relationships need opportunities to debate alternatives. They also need to consider whether self-respect lies in dominating others.

Policies and practices across a school can limit conflict by establishing clear expectations for positive social behaviours. There are also skills involved in de-escalating confrontation that staff can learn and model to young people.

Repair and restoration: None of us are perfect and we all make mistakes. Acknowledging this is critical, not only for relationships but also for mental health. Aiming for perfection can leave individuals feeling constantly anxious about how they measure up.

In schools mistakes need to be accepted as part of learning with an expectation that individuals will admit when things have gone wrong and be able to apologise for any hurt caused. Restorative approaches have much to offer so long as they are embedded within a strong relational framework within a school.

Ethics and integrity This dimension aligns with the higher level strengths about who you choose to be in the world. It is based on the Golden Rule - do as you would have others do to you and includes behaving within a set of principles that honour this - being honest, reliable, consistent and making decisions that take into account the rights of others. Children from an early age understand the concept of fairness but as young people grow and develop this dimension demands deep reflection on the complexities of ethical behaviour and what this means for personal integrity.

Many schools are now incorporating ethics education or philosophy for children into the curriculum. This dimension also challenges schools to explore the extent to which their policies address human rights.

Spirituality and meaning: One of the pillars of authentic wellbeing (Seligman, 2011) is having meaning and purpose in life. This dimension encourages young people to both appreciate the magic and mystery that is life itself but also to see themselves as part of the bigger picture. Life is not just about acquisition and subjective wellbeing but about contributing and finding a meaningful purpose in existence. For some this will be linked to religion, to others protection of the environment - each individual needs to find what matters most to them.

The purpose of a school is to educate the whole child, not just to achieve high academic success. This is particularly relevant for this dimension in ensuring that meaning is multi-faceted.

Summary.

Hattie's (2009) meta-analysis of effective education highlights the centrality of the quality of the teacher-student relationship. Relationships within a school environment however, are multiple and ecological - the way teachers relate to each other impacts on relationships in the classroom (Roffey, 2008). In an ecological framework learning and changes are bi-directional and teacher-student relationships may be changed by how peers are learning what is involved in a healthy relationships. There is increasing evidence that social and emotional learning has a positive impact on inter-related outcomes (Durlak et al, 2011). This includes the development of prosocial behaviour leading to a happier classroom and increased student engagement. How this

learning is facilitated and whether or not the context in which it is embedded is congruent also makes a difference to sustainable change (McCarthy & Roffey 2013).

What is now needed is a mixed method school evaluation of how the ASPIRE principles and the Twelve Dimensions make a difference over time to the levels of social capital across a school, the emotional climate in the classroom, social and emotional learning outcomes and the behaviour and engagement of individual students.

Resources:

St Luke's Innovative Resources: www.innovativeresources.org

References

Baumeister, R.F., Leary, M.R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497-529.

Deci, E.L., Ryan, R.M. (2008). Self-determination theory: A macro-theory of human motivation, development, and health. *Canadian Psychology/Psychologie canadienne*, 49(3), 182-185.

Delors, J. (1996). *Learning: The Treasure Within*. Paris: International Commission on Education for the Twenty First Century, UNESCO.

Dweck, C.S. (2006). Mindset: The new psychology of success. New York: Random House.

Durlak, J.A., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B., Weissberg, R.P. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school based universal interventions. *Child Development*, 82(1), 405-432.

Dutton, J.E. (2014). Build High Quality Connections. In J.E. Dutton & G.M. Spreitzer (Eds.), *How to be a Positive Leader: Small Actions Big Impact*. San Fransisco, Berrett-Khoeler.

Chapter for C. Proctor (ed) Positive Psychology Interventions in Practice: Springer 2017

Learning Healthy Relationships, by Sue Roffey

Ecclestone, K., & Hayes, D. (2008). *The Dangerous Rise of Therapeutic Education*. London: Routledge.

Egan, G. (2002) *The skilled helper: A problem management and opportunity development approach to helping – 7th ed.* Pacific Grove, CA: Brooks/Cole.

Feinstein. L. (2015). *Social and Emotional Learning: Skills for Life and Work*. London: Early Intervention Foundation, UK Cabinet Office.

Frederickson, N. (1991). Children can be so cruel: Helping the rejected child. In G. Lindsay & A. Miller (Eds.), *Psychological Services for Primary schools*. Harlow: Longman.

Fredrickson, B. (2009). *Positivity: Ground-breaking research to release your inner optimist and thrive*. Oxford: OneWorld Publications.

Hattie, J. (2009). *Visible Learning, a synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

Hromek. R., Roffey. S. (2009). Games as a pedagogy for social and emotional learning. "Its fun and we learn things". *Simulation and Gaming*, 40(5), 626–644.

McCarthy, F., Roffey, S. (2013). Circle Solutions: a philosophy and pedagogy for learning positive relationships. What promotes and inhibits sustainable outcomes? *The International Journal of Emotional Education*, 5(1), 36-55.

Reyes, M.R., Brackett, M.A., Rivers, S.E. White, M. and Salovey, P. (2012) Classroom emotional climate, student engagement and academic achievement. *Journal of Educational Psychology* 104 (3) 700-712

Roffey, S. (2005). Respect in Practice: The challenge of emotional literacy in education. Conference paper for the *Australian Association for Research in Education* http://www.aare.edu.au/data/publications/2005/rof05356.pdf.

Roffey, S. (2008) Emotional literacy and the ecology of school wellbeing *Educational and Child Psychology* 25 (2) 29-39

Roffey, S. (2010) 'Content and Context for Learning Relationships: A cohesive framework for individual and whole school development' in *Educational and Child Psychology* 27 (1) 156-167

Roffey, S. (2011) Changing Behaviour in School: Promoting positive relationships and wellbeing. Sage Education

Roffey. S. (Ed.) (2012). *Positive Relationships: Evidence Based Practice Across the World*. Dordrecht: Springer.

Roffey, S. (2012a) Pupil wellbeing: Teacher wellbeing. Two sides of the same coin? *Educational and Child Psychology* 29 (4) 8 - 17.

Roffey. S. (2014). Circle Solutions for Student Wellbeing. London: Sage Publications.

Skiba, R., Reynolds, C. R., Graham, S., Sheras, P., Close Conely, J, & Garcia-Vasquez, E. (2006). *Are Zero Tolerance Policies Effective in the Schools? An Evidentiary Review and Recommendations*. Zero Tolerance Task Force Report for the American Psychological Association.

Wilkinson, R., & Pickett, K. (2010). *The spirit level: Why equality is better for everyone*. London: Penguin Books.

Addendum

Twelve Dimensions for Content and Context for Learning Relationships

SEL Dimension	Content	Context
Self-awarenessBeing and becoming	Identification of values, beliefs, strengths and goals.	Clarity of school values, vision, priorities and direction A focus on the wellbeing of the whole child
 Emotional awareness and knowledge Aetiology Triggers Embodiment Social construction 	Understanding the range of emotions and how they are experienced within the body. Awareness of personal, social and cultural influences on feelings.	Emotional 'tone' of the school, how this is demonstrated and the influences on development.
 Emotional skills Regulation Expression Resilience 	Dealing with and regulating negative emotion. Acceptable expression of feelings within context. Knowing what sustains emotional wellbeing and promotes resilience	Awareness of adult models of emotional literacy Communication of expectations Staff wellbeing and resilience
 Shared humanity How do we position others in our world? 	Appreciating uniqueness for self and others Valuing diversity Seeking what is shared	Celebration of diversity Actively addressing racism, sexism and homophobia Inclusive policies for students with special needs A sense of belonging and connectedness for all
 Interpersonal skills Skills needed to establish and maintain positive relationships 	Exploring the meaning and practice of relational values e.g. kindness, care, helpfulness, warmth, respect, trust, support Communication skills, especially listening Collaboration and cooperation	Facilitative teacher-student relationships Student and staff voice Staff collegiality Collaborative pedagogies Positive communication practices Support systems
 Situational skills Tuning into the emotional context 	Empathy Reading, interpreting and tuning into emotions in situations	Taking account of emotions in situations of challenge, change, failure and loss Flexibility and appropriate

Chapter for C. Proctor (ed) Positive Psychology Interventions in Practice: Springer 2017

Learning Healthy Relationships, by Sue Roffey

Not pre-judging	responsiveness in highly
Awareness of timing	charged situations

SEL Dimension	Content	Context
Leadership	Goal setting Initiative Responsibility Confidence Dealing with peer pressure Opportunities to contribute	Communication of vision. Acknowledging and trusting others; genuine consultation Staff ownership of initiatives 'Walking the talk' Avoiding a blame discourse
 Promoting the positive Strengths and solutions approach 	Optimism Gratitude Humour	Identifying and building strengths and solutions Positive behaviour policies Pedagogies for fun, meaning and engagement
 Conflict and confrontation Dealing well with relational difficulties 	Negotiation Compromise Appropriate assertiveness Problem-solving	Pre-empting potential conflict Appropriate use of authority De-escalating confrontation Addressing conflict actively. Anti-bullying policies
 Repair and restoration Mending damage in relationships and restoring community 	Acknowledging hurt Acknowledging a range of responses in any given situation Willingness to compromise Responding to repair overtures Action to repair harm	Restorative approaches to behaviour Mistakes as part of learning Policies of re-integration for excluded students
 Ethics and integrity Moral / human rights dimensions of SEL 	Honesty Trustworthiness Consistency Ethical decision making Focus on human rights A philosophy for life	Core values in social justice Congruence between values, policies and practices Authenticity
SpiritualitySeeking meaning in life	Identity Mindfulness Perspective Congruence Environmental responsibility	Philosophy of education about the whole child in all dimensions and their contribution to humanity - not just their own success

This table is part of a longer article: Roffey, S. (2010). Content and Context for Learning Relationships: A cohesive framework for individual and whole school development. *Educational and Child Psychology* 27 (1) 156-167

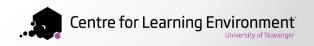


Inclusion of Immigrants in Norwegian Schools: The role of Introductory Classes, Belonging and Diversity

Presentation at 6th ENSEC Conference, Stockholm, Sweden, 7-9 June 2017

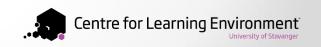
Svein Erik Nergaard, Hanne Jahnsen, Kirsti Tveitereid and Hildegunn Fandrem Norwegian Center for Learning Environment and Behavioral Research in Education, University of Stavanger, Norway

Læringsmiljøsenteret.no



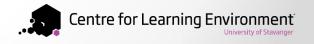
Structure of the presentation

- The situation in Norway
- Definitions and relevant previous research
- Aims
- Methods
- Results
- Discussion and implications
- Limitations and further research



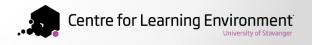
The situation in Norway

- An important aim in the Norwegian education policy, as in the rest of Europe, is to create an inclusive school for all pupils
- Immigrant pupils have a right and a obligation for educational training in the local school
- Possibility for establishing introductory classes
- Immigrants are settled all over Norway
- Great variation in school size and structure in municipalities



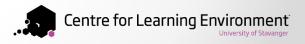
Definitions

- Inclusion -> requirements or conditions for participation set by a system (Hilt, 2016)
- Inclusive education learning together as a community in regular classrooms (Loremann, 2007)
 - Community is not present until members experience feelings of belonging, trust in others and safety (Furman 1998)
- Introductory classes a segregated class for second language learning, usually organized in mainstream schools, but outside mainstream classes



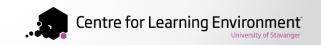
Previous research

- Students starting in the class later than others do not take part in the community the same way as the rest of the students who started in the class at the same time and were new to each other (Solbue, 2017)
- The lower a student is placed in the schools hierarchy, the more barriers to inclusion does he or she meets (Hilt 2016)
- Students who experience acceptance are more highly motivated and engaged in learning and more committed to school (Osterman, 2000)



Previous research (cont.)

- Acceptance of diversity in the group is important, not only diversity based on ethnicity (Solbue, 2017)
- Especially among boys experiences of belonging may be important also to prevent bullying (Fandrem et al., 2009)

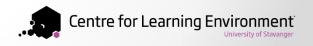




Aims

To study inclusion processes in multicultural classes in secondary schools

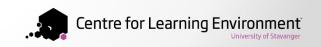
- How may being a previous member of an introductory class influence the process of inclusion?
- To what extent do the immigrant boys feel belonging, trust and safety?





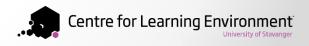
Method

- Sample:
 - 6 immigrant pupils who have lived in Norway 2-4 years
 - Lithuania, Costa Rica, Brazil, Kenya, Syria, Somalia
 - Boys
 - All pupils have attended different kinds of introductory classes
- Semi-structured interviews
- Thematic analysis
- Nvivo



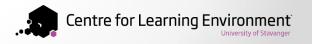
Results - Introductory classes

- Important positive experiences are the intensive language learning and getting friends:
 - It was nice, a place where I got my first friends
 - I attended the class to learn Norwegian.
 - All became friends
 - It was good because I could learn more Norwegian
- Negative experiences are lack of appropriate adaptation and loosing friends
 - The introductory class was not actually my type, my class mates were very young
 - We didn't learn much
 - When we quit, I lost all my friends, they went to other schools



Results - Feeling of belonging

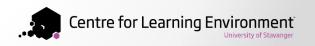
- Engagement in education is an important factor, and all pupils reports that they try very hard to do their best
 - Yes, because I need school to get a job
 - Because if you learn new things it is good for your future
 - ...because then you get better grades so can study what you want
- that many of their best friends are not in their class
 - I have some friends in the class, but not so good friends
 - I have only such «class mates»
 - My «besties» does not attend the same class as me



Results - Trust and Safety

Most pupils say:

- that they can easily get help with the schoolwork
 - Yes, if you need help, then there is someone who can help you
 - If you have difficulties, your learning partner may help you
- that they feel unsafe in the class to some degree
 - I feel safe with some, not all
 - No.. maybe this class is not a safe environment...



Results - Diversity

Most pupils:

- think that diversity is good
 - If you are different, then you are yourself
 - If we were similar we would not have anything to talk about, it would be boring
- experience to some degree acceptance of diversity in their class
 - In Norway you can say your opinion
 - Yes, people ask and are interested in where I come from

Some pupils say that acceptance is limited:

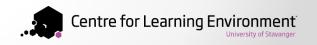
• you can be different, but then you don't get so many friends



Results - Diversity (cont.)

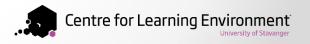
Group membership is not strongly related to the class unit

- We have fun together
- Yes ... community in the digital space
- It has to do with interests ... sports center.. when we talk about sports...
- It is like chemistry or something like that
- It is best together with those who are foreigners
- Heterogenity across many different dimensions, in addition to ethnicity



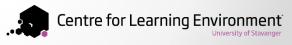
Results - Ethnic dimension of diversity

- A few pupils see their ethnicity as positive and important because it may contribute to learning in lessons
 - Sometimes... when we need to talk about cultures or something like that
- Most pupils have some negative thoughts and experiences regarding their ethnicity
 - There are some... they think differently «Norway is the best» and things like that
 - They think that I do not say so much because I'm a foreigner
 - I thought that everybody was afraid of me becuase I'm a foreigner



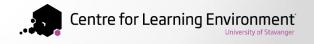
Discussion and Implications

- Introductory classes seem not to be sufficiently adjusted to the pupils needs' for inclusion but more to be a fixed structural measure for second language learning
- In introductory classes: The immigrant pupils get friends, but not Norwegian friends
- To use introductory classes should be justified to the extent that they are part of a strategy to develop mainstream schools as inclusive



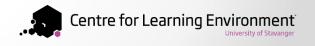
Discussion and Implications (cont.)

- Immigrant pupils high motivation for learning should be used more by teachers' in making collaborative learning activities as an important dimension for inclusion
- Increased effort to build the class as a community
- Increased ability to adapt the education to the conditions of each individual pupil - immigrant pupils are more different than other pupils



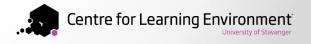
Limitations and Further research

- Compare different introductory efforts in relation to inclusion (different sizes of municipalities and schools)
- A more latent approach of thematic analyses is needed to
 - get an impression of how each of the pupils feel included
 - identify associations between the indicators for inclusion for each pupil
- Unit for analysis each class as the unit, with also Norwegian pupils and teachers as informants



References

- Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology. Qualitative Research in Psychology, 3 (2). pp. 77-101.
- Fandrem, H., Strohmeier, S. & Roland, E. (2009). Bullying and Victimization among Native and Immigrant Adolescents in Norway: The role of reactive and proactive aggressiveness. Journal of Early Adolescents, 29(6), 898-923.
- Furman, G. C. (1998). Postmodernism and community in schools: Unraveling the paradox. *Educational Administration Quarterly*, *34*(3), 298-328.
- Hilt, L. (2016). Education without a shared language: Dynamics of inclusion and exclusion in Norwegian introductory classes for newly arrived minority language students. *International Journal of Inclusive Education*. doi: <u>10.1080/13603116.2016.1223179</u>
- Loreman, T. (2007). Seven Pillars of Support for Inclusive Education: Moving from "Why?" to "How?" International Journal of Whole Schooling, 3(2): 22-38.
- Osterman, K. F., (2000) Students' need for Belonging in the School Community. *Rewiew of Educational Research*. Vol. 70, No. 3, pp. 323-367.
- Solbue, V., Helleve, I. & Smith, K. (2017). In this class we are so different that I can be myself. Education Inquiry., DOI: 10.1080/20004508.2017.1290894.





European Network for Social and Emotional Competence 6th ENSEC Conference Theme: DiVerSiTy

7-9 June 2017 | Stockholm, Sweden

Strengthening our assistance by ensuring children have their say and their voices are valued.

Dr Tania Hart- PhD



Why do schools need to promote, protect and support child mental health?

Positive school experiences can act as a powerful protector of a child's mental health while negative school experiences can be detrimental (O'Connell et al, 2011).

Schools also provide access to large numbers of children whereby resilience can be promoted via education (Weare, 2015).

• In the UK, the Government has recently stressed the need for schools to take a whole school approach to mental health (Parliamentary Select Committee Report, 2017).

The Reality ...

- Schools often do not have the time to attend to additional issues other than their key teaching and learning agenda.
- Austerity and uncertainty has meant schools do not have sufficient funds to buy into specialist mental health services and therefore any investment in this area is not sustainable.
- Schools do not feel they have the skills or expertise to support or identify children with mental health difficulties, especially children with less visible emotional disorders.
- Services tasked to help schools, such as CAMHS, are also under-resourced and over-stretched.

So why ask the children themselves?

- Very little research is available into how children, with identified emotional mental health difficulties, view and interpret their secondary school experiences (Cefai and Cooper, 2010).
- The voice of the young people themselves is rarely reported (O'Reilly et al, 2013).

This Research

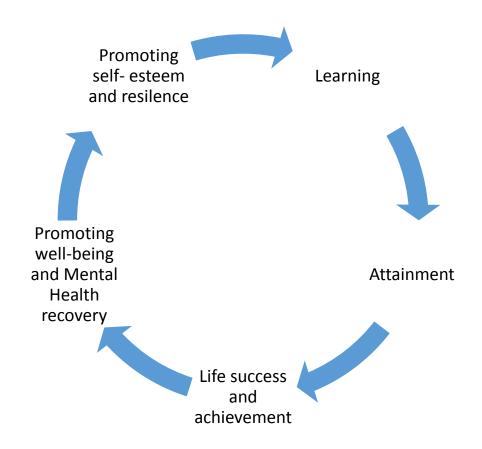
- This was a qualitative study which adopted a thematic design, underpinned by a social constructionist theoretical framework.
- It involved interviewing 14 young people, aged 14 -16 years, their parents and teachers.
- The children were identified by CAMHS as experiencing severe emotional difficulties; namely depression, anxiety, eating disorders and self-harming behaviours.
- The aim of the research was to find out how these children perceived their school could better address their needs.
- They, their parents and teachers were asked what they felt their school did well, what their school could do more of, and what hampered their needs from being addressed.

Very Importantly these children said:

"No I didn't want my problems to feel like they are at school as well. ... it can get quiet annoying especially if you feel like you are being treated differently to everybody else because of what ever problem you have".



They understood the protective value of school



YP: "Yes I am stronger and I don't just cry over nothing I tend to just put on a face and

Internal Distress

Maladaptive cognitions resulting in unhelpful thinking

Low self esteem

P: "I guess it's quite tough isn't it? you wouldn't necessarily know what she's going through because there's like a marked too't there? So she'

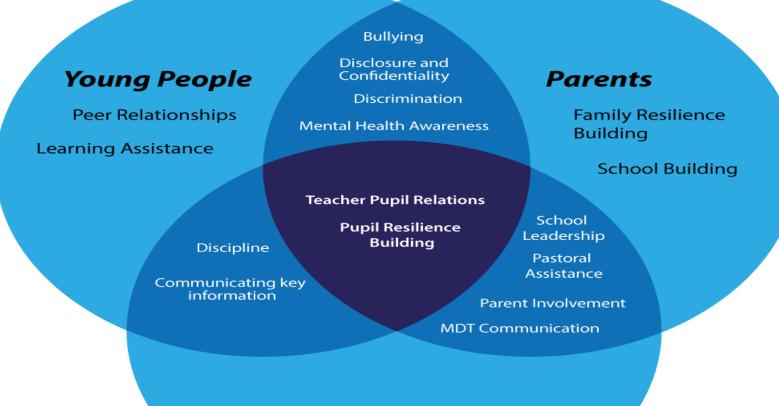
> • T: "It is just those quiet ones that worry me that slip under the net because nobody picks up anything or they just don't tell you or there are no signs and there is nothing to see".

ming

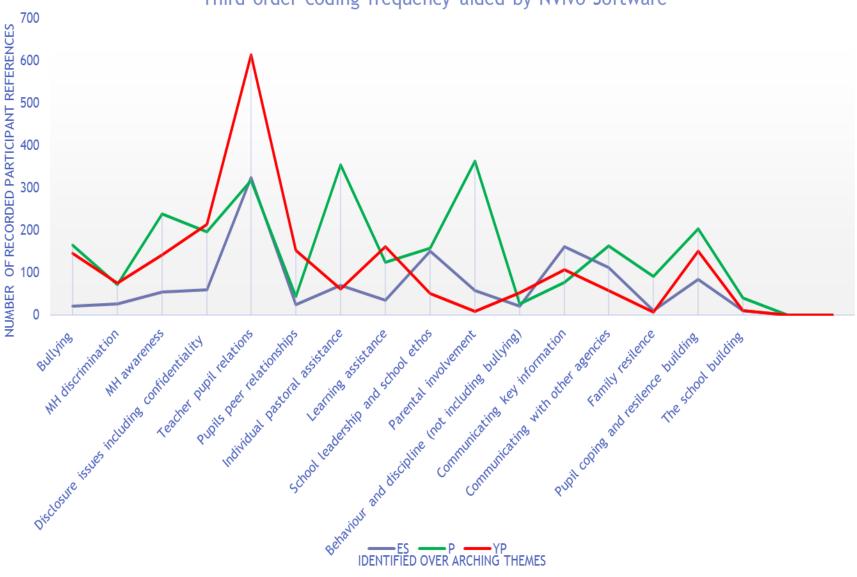
So in order to circumnavigate this complexity they voiced a priority of need

- 1. To feel safe at school
- 2. To feel socially connected there
- 3. To feel able to voice their difficulties and needs
- 4. To receive individualised educational support

Note: their perspectives were disparate to the adult perspectives



Educational Staff



Third order coding frequency aided by NVivo Software

1. Safety

Recommendation: Secondary school pupils need to have access to suitable, none stigmatising school space, in which they can regulate their own emotions.

YP: "I sit in the school toilets for an hour just because I want some time by myself and it is not really right that somebody should have to sit in a toilet just to have some time by themselves".

Recommendation: Teachers must not be complacent about bullying. Teachers and CAMHS workers must be more tuned into the subtle signs of school distress making early intervention possible.

YP: "It put my confidence down. I did take attempts on my life thanks to the bullying but I am happier now that it has stopped".

Recommendation: Schools must promote an anti-stigma message by promoting teacher mental health awareness. PSHE activity must also convey an anti-stigma message.

YP"I think it is just in the past people have had loads of paranoia about mental health issues and I think I am worried about exposing that fully to the school".

2. Social Connection

Recommendation: More emphasis must be placed on promoting pupil peer connection, i.e. the use of peer 'buddying', restorative justice methods and creative connective classroom and whole school activities.

YP: "*My* main two, three friends, they really help me out and they'd go places with me to help me build back up my life again".

Recommendation: The pastoral role of the teacher must be protected ensuring it is not totally devolved to none educational staff.

R: What do you think helped changed things for ((names child))?

Parent: "A different form tutor, the last form tutor she had she had from year seven to the end of year ten and she always found faults with ((names child)), it was ((names child)) done that and ((names child)) done that and the next thing she actually got a new form tutor in September and I cannot fault her".

Recommendation: A suitable teacher mental health awareness training package needs developing.

YP: "I think if every teacher had an understanding and wasn't scared to talk to a student I think it would help".

Need 3. Children need help to voice their difficulties

Recommendation: School disclosure and confidentiality school protocol needs strengthening and mental health disclosure needs to be distinguished from other forms of disclosure.

"I don't think teachers understand what's a danger to a child is and sometimes you just need to talk and sort it out and what is genuinely a danger and a safe guarding danger and I think teachers are scared to delve into what's wrong with a student because of what could come up and I don't want to say fear of responsibility because that's not right but if you ignore a problem and hope it goes away I get that feeling a little bit".

Recommendation: Information exchange between CAMHS and schools needs improving by ensuring children have more say in what personal information may be communicated

"I do think it is really complex but I think if CAMHS told the school more exactly the things you are feeling, you would not have to do it which would make it less daunting and I suppose they would be more aware that you are feeling those kind of emotions. So more communication between them might help".

Need 4. Tailored learning and pastoral Support

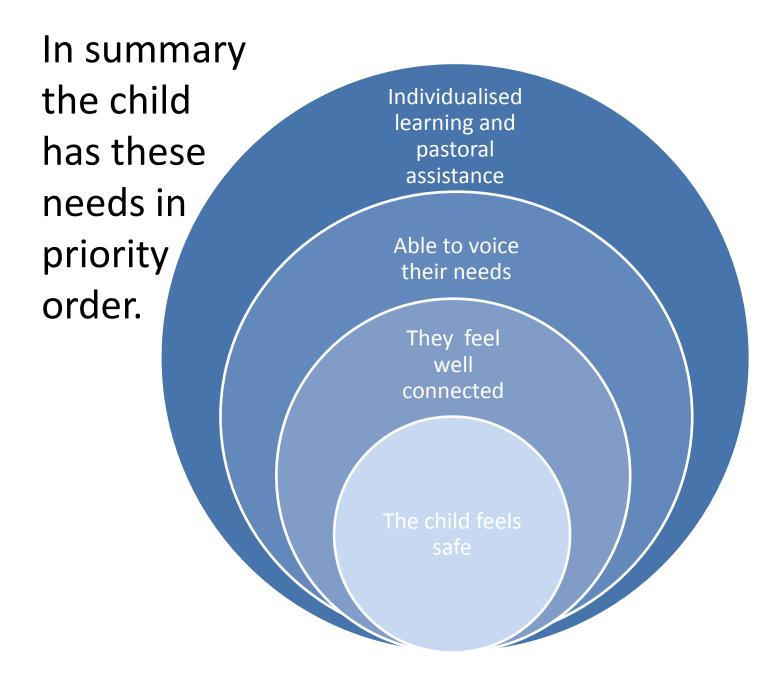
Recommendation: Teachers must have a better understanding of how mental illness impacts on learning.

(It is less often acknowledged that children with solely mental health problems and good intellect have learning needs too).

"If I want to make things a bit easier, I could... the same way the school could help by reducing the workload, but I don't know I sort of feel I think it is just part of the guilt belonging to depression, because I feel I would be taking advantage of them in some way or something".

Recommendation: Note not every teenage child wants to receive school pastoral support. They sometimes do not feel safe enough to receive it on the school premises.

"I think it's called Service Six or something, and I think they come in like once a week or something, and you can go and like drop in and talk to them. But I just feel like anything on the school grounds, I don't know, even when I'm, even if I walk out of the nurse's office and someone sees me walk out the nurse's office, you get, you always get them asking, what are you in there for?



Children must have their say in shaping the school's ethos, pastoral care agenda, and how their wellbeing can be better balanced with attainment and this must not be tokenistic.

The conference abstract

- Strengthening our assistance by ensuring children have their say and their voices are valued.
- Background:
- To promote positive childhood school experiences research highlights the need for schools to balance attainment with pupil wellbeing. Obtaining this balance is, however, more complex when the child is experiencing mental health difficulty.
- Methods:
- Qualitative data obtained from carrying out semi-structured interviews with this population of teenage school children, their parents and teachers is presented.
- Findings:
- These children prioritised a need to feel a sense of connection to their school teachers and peers at school. This was pre-requisite to accepting individualised support. A vulnerability, however, to victimisation, bullying, discrimination and stigmatisation often made this population of school children feel isolated at school. It was therefore paramount that their emotional security was promoted via good teacher pupil relations. This was only possible when teachers possessed a good mental health knowledge, and were able to sensitively handle disclosure and confidentiality. Only when children felt safe and connected at school were they more accepting of specialist pastoral or learning assistance.
- Conclusions:
- From the perspectives presented, more universal mechanism of connecting children with their peers and teachers is needed. Also more emphasis must be placed on promoting the child's emotional security via clearer school mental health confidentiality and disclosure guidance.

The full thesis is available at:

Hart, T (2016): PhD

tania.hart@northampton.ac.uk .

References

- DH (2015) Future In Mind: Promoting, Protecting and Improving Our Children And Young People's Mental Health And Well-Being. NHS England Publication Gateway Ref. No 02939. (Online).
- Cefai, C. and Cooper, P. (2010) Students without voices: the unheard accounts of secondary school students with social, emotional and behaviour difficulties. *European Journal of Special Needs Education*, 25(2), pp. 183-198.
- O'Reilly, M., Vostanis, P., Taylor, H., Day, C., Street, C. and Wolpert, M. (2013a) Service user perspectives of multi-agency working: A qualitative study with parents and children with educational and mental health difficulties. *Child and Adolescent Mental Health*, 18 (4), pp. 202-209.
- O' Connor, M., Hodkinson, A., Burton, D. and Torstensson, G. (2011) Pupil voice: listening to and hearing the educational experiences of young people with behavioural, emotional and social difficulties (BESD). *Emotional and Behavioural Difficulties*. 16(3), pp. 289–302.
- Parliamentary Select Committee (2017) Children and young people's mental health the role of education. Available at: https://www.publications.parliament.uk/pa/cm201617/cmselect/cmhealth/849/849.pdf
- Weare, K. (2015) Partnership for Well-Being and Mental Health in Schools. What Works in Promoting Social and Emotional Well-Being and Responding to Mental Health Problems in Schools? Advice for Schools and Framework Document. NCB.