

SEMH

**SUPPORTING THE LEARNING OF
THE MOST VULNERABLE STUDENTS**

These five online SEMH courses will help
Teachers and TAs support their students'
SEMH needs.

Attachment in the classroom
Behaviour as communication
Building resilience
Advanced listening skills
How to support a student in crisis

These five courses will empower Teachers to **INCLUDE** their most vulnerable and challenging students through their classroom pedagogy.

What are the SEMh Courses?

At the heart of all Inclusion Expert's work is the concept of inclusive pedagogy. The fundamental aim of the programme is to provide Teachers with training on what they can do in their classrooms to include the most vulnerable and challenging students through their teaching.

This is not instead of providing a safe counselling space for Thomas who is struggling with self-harm, but specific training for Teachers for what they can do to best include Thomas in the class learning. There are many courses on "Attachment" but hardly any that focus on what "attachment-friendly" classroom teaching and learning actually looks like.

These courses are for all Teachers and TAs to help them understand and practise the art of inclusive classrooms. The skills gained will complement the exceptional work schools already do through the dedicated individuals who have trained to deal with a range of students needs outside of the classroom such as Pastoral Leads (Heads of Year and Key Stage).

These courses are for both Primary and Secondary Staff.

Common features of all courses

Each course and unit within the course include:

- An introductory slide giving an overview of the course.
- Clear learning objectives and outcomes.
- Clear tracking to plot progress through the course.
- Ongoing monitoring and self-evaluation throughout the course.
- A series of short units each focusing on a common theme, including a range of online and offline activities.
- Encouragement to work with others and clear guidance about how to tackle the course.
- Linked offline activities based on classroom activities to support and encourage participants to reflect on their practice and put strategies from the courses into action.

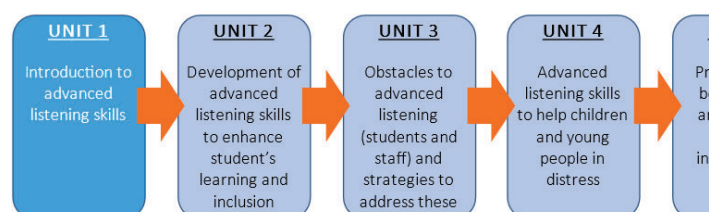
Learning Objectives and Outcomes

By the end of the course you will have covered:

1. what is meant by advanced listening skills
2. frameworks to be able to understand listening skills and evaluate your own community
3. using advanced listening skills to manage the challenging behaviour of vulnerable young people in your school community
4. supporting young people to listen and communicate effectively with one another



Unit 1: Introduction to Advanced Listening Skills



Attachment in the classroom

This course will take you through some ideas and concepts that will help you understand what is meant by attachment and how it may affect children and young people in the classroom. The key to this course is how your knowledge of attachment theory relates to practical strategies within the classroom to make a real difference to your teaching practice and addressing barriers to learning within the classroom environment.

By the end of the course you will have covered:

1. What is meant by the term 'attachment' both 'secure' and 'insecure'.
2. Be able to spot children who may have attachment issues.
3. Practical strategies to support pupils with various attachment styles to access their learning in the classroom.

What is Attachment Theory?

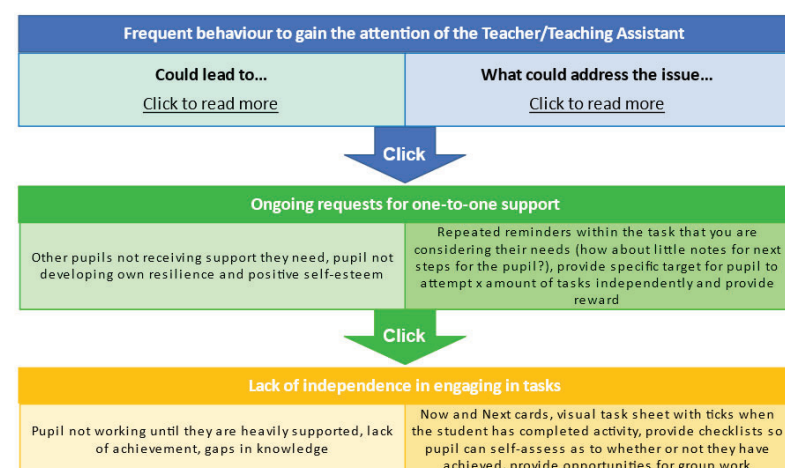
Simply put, attachment theory refers to the emotional bond that individuals have with their primary care giver. The primary care giver is the main person who provides safety and security. It is often the mother (especially in studies about attachment) but there is no reason why it can't be a father or other significant consistent adult. Secure attachments support a child in knowing that the primary care giver (and other adults) are safe and dependable. These children are more likely to take risks in their learning and be resilient to making mistakes.



Think about the children you work with. Why do you think that attachment theory might be important for your own practice?

Type your reflection notes here

Insecure-Ambivalent Strategies in More Detail



Case Study

Oliver is seven years old and in Year 3 at school. You have known Oliver since Reception and he never had a problem in coming to school or changing Teachers from one class to another. When his dad drops him off at school, Oliver says goodbye and doesn't give him a hug or a kiss. You have never seen Oliver get upset or cry, even when he has had arguments with some of his friends or has hurt himself in the playground. He tends to start his work on his own, but you notice that he often doesn't understand it but won't ask for help. When you ask him 'do you need any help?' he just shrugs his shoulders and says 'no thanks'. In Art lessons, Oliver will rarely create anything new but will happily copy the images of favourite artists.



Behaviour as communication

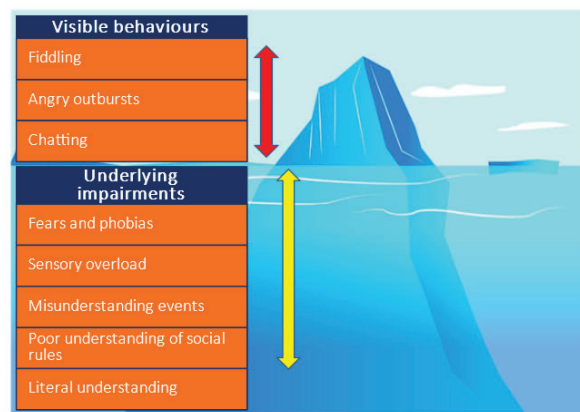
The traditional approach to classroom management is to deal with the symptoms - the poor and disruptive behaviour. The usual focus is on the incident, not the cause of the incident. We know that if instead we focus on the causes of behaviour and regard all behaviour as communication then, this works better for us and for the children in our classrooms.

By the end of the course you will:

1. Understand behaviour as a form of communication.
2. Consider some of the underlying reasons for behaviour difficulties.
3. Understand how ASD, ADHD and attachment disorders may impact on behaviour in the classroom.
4. Develop a range of strategies to support behaviour in the classroom.

Understanding Communication

An adult in the classroom who witnesses some of these behaviours may possibly misinterpret the child's intentions and true needs, and thus not understand the meaning of the communication.



Make School a Safe Place

Even the smallest school is a complex place with a wide range of social conventions, spoken and unspoken rules. This is difficult for anyone to understand, but even more for those with poor social understanding (see Unit 5 for more about ASD and Autism) and those who are constantly trying to understand how rules apply to them and if the rules are always the same.

Children can be supported in this by:

1. Having a safe place

When the child becomes overwhelmed and goes into fight or flight mode and opts for flight, we want them to have a safe place to go where we can find them. It is good if this can be agreed in advance when the child is calm. For some children this will need to be outside the classroom (e.g. the toilet, the office of a trusted member of SLT, under a staircase, or a particular place in the playground). Sometimes a hiding place in the classroom will work for the child. Ideally, we want the child to be able to calm down before they reach this point.

2. Time out and learning breaks

3. Alternatives to the playground

4. Personal space

5. Give attention

ASD and Empathy

Children with ASD. Drag and drop the options into the right box.

Have difficulties with

Reading others' gestures, facial expressions and body language
Sharing understanding
'Mind reading' - The assumptions we make about others' behaviour and expectations from past experiences
Understanding of social conventions

So people with autism

Share feelings, but don't necessarily understand them

Building resilience

This course will take you through some ideas and concepts that will help you to understand what is meant by resilience and how it may affect the children and young people in the classroom. The key to this course is how your knowledge of the theory of resilience relates to practical strategies within the classroom to make a real difference to your teaching practice; it will also address barriers to learning within the classroom environment.

By the end of the course you will:

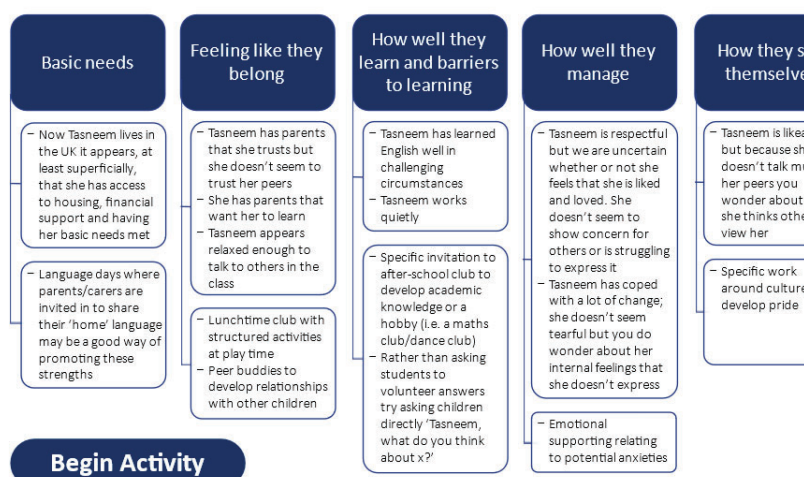
1. Understand more about the importance of resilience and the role it can play in your classroom.
2. Own a number of practical strategies to support pupils to develop resilience within the school environment.
3. Have applied practical strategies to identified pupils in your classroom and hopefully see the impact in your lessons.

Protective and Risk Factors

Protective factors	Risk factors
Physical wellbeing, nutrition, exercise and sleep	Poor physical health
Availability of opportunities at critical turning points or major life transitions	Family divorce or separation
Involvement with significant other person	Learning difficulties
Positive optimism	Parental mental illness
Lack of exposure to significant environmental stressors	Exposure to environmental stressors (e.g. bullying at school)
Financial security	Financial hardship
High self-esteem	Low self-esteem
Problem-solving skills	Feeling disconnected from family, school and community
Sense of control and efficacy	Harmful alcohol, tobacco or drug use
Meaningful daily activities	Exposure to physical or emotional violence
Positive school climate and community achievement; supportive caring parent(s)	Insecure or unsafe accommodation

Drag and drop the options into the right box:

Strategies for Tasneem



What is Academic Resilience?

Academic resilience is a particular focus on children that underachieve in school.

Academic resilience is the ability of children and young people to achieve good results despite adversity.

The protective and risk factors already discussed can have an impact on someone's ability to engage in learning, enjoy their learning and retain information and apply it.

Often those with poor academic resilience may struggle to take



Advanced listening skills

In this course you will develop advanced listening skills to enhance interactions with children, their parents/carers and your colleagues. This course is particularly useful for educational practitioners that already utilise good listening skills within the classroom but would like to deepen their knowledge to include a range of strategies for advanced communication skills and working with challenging situations.

By the end of the course you will have covered:

1. What is meant by advanced listening skills.
2. Frameworks to be able to understand listening skills and your own communication styles.
3. Using advanced listening skills to manage challenging behaviour of vulnerable young people in your school community.
4. Supporting young people to listen and communicate effectively with one another.

What is Transactional Analysis?

Click on each segment for more information.



- The Parent state can be controlling or nurturing.
- The Child state can be adapted or free.
- The Adult state is the grown-up rational part of the psyche.

Example Case Study

Teacher 1 is dealing with a student in their class. Teacher 2 is at the back of the room collecting some pens. There are no other students in the class as it's transition time between classes.

Teacher 1 - You don't talk to staff like that. You were rude and refused to work.

Teacher 2 could say: You are being too harsh on him, he has just come back to school after being

This positions Teacher 2 as a **Rescuer**, Teacher 1 as **Persecutor**, and student as **Victim**.

There are different possibilities that may follow :

Student - Mind your own business! Why are you getting involved?

Teacher 2 then changes from **Rescuer** to **Victim** and the student a **Persecutor**

Or maybe the Teacher 1 responds to Teacher 2 saying:

Teacher 1 - This is between me and Samantha

In this instance, **Teacher 2** could be the **Victim**, **Teacher 1** the **Perpetrator** and the **Student** remains the **Victim**. This highlights how you can have more than one person adopting a role and how dynamics can change throughout the conversation.

Overview of How to Have Difficult Conversations

Listening to anger can be very challenging and emotive for our own personal situations. Sometimes the person is angry at us directly or, at other times, the situation they find themselves in.

It might be that we have made a mistake and their anger is appropriate but uncomfortable. It might be that they are frustrated by wider school systems.

How we respond to difficult conversations with people will depend on what place we are in mentally (whether it is parents/carers or other professionals).

If you are already feeling stressed by a situation, be kind to yourself and decide whether or not it is the right time to have this conversation.

How to support a student in crisis

We know that handling challenging behaviour in the classroom is a key stressor for teaching staff. This course uncovers the simplest things that can take only moments but save hours of challenge and time spent dealing with a crisis.

By the end of the course you will:

1. Have an understanding of the six stages model of a pupil crisis.
2. Appreciate that pupils have different emotional arousal levels and how this impacts on their behaviour.
3. Be equipped with a number of approaches and strategies to support pupil engagement in learning.
4. Consider a number of ways to de-escalate potential crisis situations.
5. Have some knowledge of the legal framework around physical intervention should this be necessary to effectively manage a pupil in crisis.
6. Understand the need to support the pupil after a crisis in order for them to move on and learn.

Case Study Example - Jamil

Jamil does not find school an easy place to be. He is a likeable lad but others will say that he 'goes off on one very easily' and seems to 'lose it for no real reason'. Most teachers were aware of this and some were highly skilled at keeping him on board.

One day he had an argument with his mum before school and as a result he was late.

He arrived at his lesson where the teacher asked him why he was late and said that this wasn't good enough.

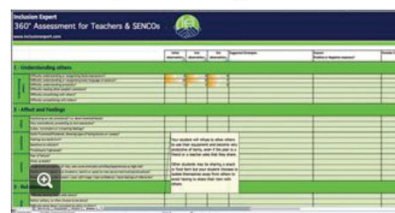
Jamil sat at his desk. The teacher did not give him a task for a while and continued talking to the rest of the class.



Know your Pupils!

Find out the specific barriers to learning that your pupils have. This will help signpost strategies to help them.

Inclusion Expert's 360 Degree assessment tool can help.



Practical Tips for When a Pupil is in Crisis

1. Seek help
2. Change of face
3. Distract
4. Offer a way out

Keep it simple but provide a choice as a way out. This could be to offer a place to go, a trusted adult with or a chance to read their favourite book or perhaps play a game in a safe space. Remember that all about de-escalating a situation in order to keep everyone safe. If we know that a pupil can end up in crisis try to prepare in advance – perhaps using the simple Do and Don't Sheet (Activity 4).

5. Move the pupil or other pupils
6. Escort the pupil away from the classroom
7. Be aware of your body language



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READY TO GET STARTED?

Call us on 0333 301 0565 to
complete your registration!