

Half and full-day courses offered by Dr Tina Rae

(please contact Barbara Knowles, SEBDA, on admin@sebda.org or by ringing 0771 108 4319 to discuss bookings)

1. Well-being and Mental Health

This course will focus upon issues of mental health and the way in which well-being can be promoted amongst young people in schools. Definitions of well-being and mental well-being will be considered and risk and resilience factors will also be highlighted. There will be opportunities for participants to trial resources from the Well-being Curriculum for Wales (14-19) written by Dr Tina Rae in 2010. There will also be a focus upon a wider range of preventative work that can be undertaken in schools across all key stages and reference will be made to accessing appropriate agencies and resources.

Aims of the course

- To define well-being
- To ensure an understanding of risk and resilience factors
- To trial a range of evidence based resources for preventative work in schools
- For participants to gain confidence in recognising preventing and catering for mental health issues at a preventative level
- To provide a framework for formulating the policy in this area

2. Self-harm and Suicide

This course will focus upon risk factors and contexts for those at risk of self-harm and suicide, with a focus upon systems for effective preventative work. Participants will have access to a sample policy, advice on its development and relevant information sheets for parents, students and staff. There will also be an opportunity to trial activities from a school based preventative programme designed by Dr Tina Rae.

Aims of the course

- To define self-harm
- To clarify and highlight risk factors
- To support the development of school based policy
- To provide resources for preventative work in schools with both individuals, groups and parents
- To provide participants with a framework for effective management of these issues within school

3. Anger Management

This course will raise awareness of the effects of problem anger and introduce the participants to a range of effective tools for self-management across all key stages.

The labelling theory and methods to stop negative cycles or patterns of behaviour will also be considered and participants will have the opportunity to trial a range of resources from anger management programmes which have been effectively delivered to young people in schools across all key stages. The cultural aspects of anger will also be considered alongside its evolutionary function. This will encourage debate amongst participants and reflection upon the ways in which human beings adapt behaviour to a range of contexts.

Aims of the course

- To raise awareness of effects of problem anger
- To consider definitions and evolutionary functions of anger
- To introduce a range of anger models which are accessible and useful for understanding how anger occurs
- To introduce the labelling theory and methods to stop negative cycle patterns of behaviour
- For participants to feel confident in utilising a range of anger management programmes and strategies

4. Attachment Disorders

In this course participants will consider attachment and attachment disorders and how these effect the way children learn and behave in the school context. Particular reference will be made to looked after children and the way in which attachment disorders impact upon their ability to thrive within the learning context. Participants will have opportunity to clarify and understand attachment disorder and also make use of a range of case studies in order to further enhance their understanding and awareness. There will also be a focus upon identifying and articulating practical strategies which can be used within the classroom context to cope more effectively with young people who display insecure or avoidant attachment patterns.

Aims of the course

- For participants to gain a greater understanding of attachment and attachment disorders and to be able to distinguish between different types of attachment disorder
- To identify challenges to young people in education with attachment as a key influencing factor
- To define attachment disorder alongside the implications for learning in the classroom context
- To identify practical strategies for teachers and support staff to use that really do make a difference in terms of ensuring the inclusion of such young people

5. Critical Incidents

This course will focus upon the nature of critical incidents and the ways in which school based staff and the community can cope most effectively when the worst happens. Participants will be given the opportunity to define the nature of critical incidents and further increase our understanding of the wide range of trauma that children and young

people can experience, both in and outside of the school context. There will also be an opportunity to consider possible indicators of post traumatic stress in children and to also focus upon the way in which young people can be supported in understanding their feelings when someone close to them has died. There will be focus upon the way in which classroom management needs to be addressed following a crisis and participants will have opportunities to consider the issues around the diffusing and debriefing process. There will also be focus upon developing critical incident policy for the whole school which includes a proforma for a critical incident management plan. Useful resources, agencies and references will also be made available.

Aims of the course

- To ensure an understanding of possible indicators of post traumatic stress in children
- To clarify the nature and variety of critical incidents
- To further develop an understanding of best practice in terms of classroom management following a crisis
- To further develop an understanding of the diffusing and debriefing process and how this can effectively be used with young people
- To provide participants with an opportunity to develop their own critical incident policy and also increase awareness of the need for a critical incident management plan
- To ensure the participants have access to a wide range of appropriate and useful resources, agencies and references

6. Grief, Loss and Bereavement

This course will offer participants with an opportunity to consider the nature of grief, loss and bereavement. There will be a focus upon the biochemistry of attachment and loss and the ways in which children develop an understanding of death over time. The grief cycle will be presented in order to ensure that participants fully understand the process of grieving and the ways in which school based staff may be able to support young people at each stage of this process. The significant emphasis will be placed upon the need to become more aware of the most helpful strategies and systems to support bereaved young people in schools and to particularly focus upon preventing the development of school phobia.

Aims of the course

- To clarify the nature of death, loss and bereavement
- To consider and further increase participants' understanding of the biochemistry of attachment and loss
- To ensure clarification of children's understanding of death
- To introduce and explain the grief cycle
- To increase awareness and use of helpful strategies and systems to support bereaved young people in schools

7. Emotional Literacy – Practical Approaches

This course will engage participants in both defining and utilising a range of social and emotional skills. The importance will be emphasised and implications and consequences of developing these skills will also be highlighted. Participants will have access to a range of resources, ideas and strategies in order to further develop emotional literacy across all key stages. There will also be a focus upon developing the use of the five SEAL domains in ongoing lesson plans, safe to ensure a consistent approach in all curriculum areas across the schools. This will be a day of reflection with participants encouraged to analyse their current practice and being to define areas for development. They will also engage in reflecting upon their own emotional literacy and that of their school context. However, the reflection will also be supported by access to a range of fun activities and games which will be used to emphasise the fact that these skills can be taught and promoted in an interactive and engaging manner.

Aims of the course

- To define social and emotional skills
- To clarify the importance of developing emotional literacy
- To highlight the implications and consequences of developing the skills of emotional literacy
- To provide access to a range of useful resources, strategies and ideas
- To encourage participants to analyse their current practice defining areas for development both personally and for development of whole school policy and practice

8. Self-esteem

In this session participants will have the opportunity to consider the concepts of self-esteem, self-concept, ideal self and global self-esteem. The self-esteem controversy will also be considered with the dangers of feel good self-esteem being highlighted. Participants will have the opportunity to consider new options in terms of the resiliency route to so called authentic self-esteem. A range of practical resources and approaches which are goal orientated would also be presented and participants will be able to trial these resources and consider the ways in which these could or might be adapted for use in their own context.

Aims of the course

- To ensure an understanding of the concepts of self-esteem, self-concept, ideal self and global self-esteem
- To present and discuss current controversies regarding the notion of self-esteem
- To ensure that participants understand the dangers of feel good self-esteem
- To present the resiliency route to authentic self-esteem
- To provide opportunities for participants to trial a range of practical resources and approaches which are goal orientated
- To ensure a more measured and evidence based approach to this area so as to ensure best practice in working with young people in schools

9. Group Work with Adolescent Boys and Girls

In this course participants will consider the ways in which they can build confidence, self-esteem and self-awareness in both teenage boys and girls via the use of group work which is solution focused and competence building in nature. There will be an opportunity to consider the differences in pressures and stresses upon young people and the ways in which these impact upon the development of emotional literacy and behaviour in general. The notion of relational aggression amongst girls will be considered alongside the sense of isolation that boys can and often do experience. Reference will be made to a range of studies in order to support the development of appropriate interventions. Participants will have the opportunity to trial resources from two programmes and also consider the ways in which these can be adapted in order to meet the needs of young people in their own contexts.

Aims of the course

- To identify and highlight the pressures and stresses upon young people
- To increase an understanding of the differences in behaviour and attainment between genders
- To focus upon the notion of relational aggression and the way in which this impacts upon the development of relationships between girls
- For participants to understand the concept of isolation as experienced by adolescent boys
- To consider the practicalities of setting up groups to support the emotional development of boys and girls and the ways in which young people can most appropriately be recruited to these groups
- To provide participants with a framework for undertaking group work and evaluating the process as a whole

10. Developing Social and Emotional Skills with Young Children – A Nurturing Approach

This course will highlight the work undertaken in The Grange Therapeutic School in developing a nurturing base and a comprehensive social and emotional skills programme. The importance of developing these skills in early years will be considered and the ways in which school based staff can further support young children via nurturing processes and principles on arrival in nursery and early years provisions. Reference will be made to research which shows that social skills interventions do make a difference particularly when they provide a combination of instruction in the missing skills with reinforcing contingencies. Participants will be provided with the opportunity to trial a range of activities and resources and to also consider the ways in which they could develop such interventions within their own context. The Knossington Programme will be drawn upon quite heavily in order to reinforce key skills under the five SEAL domains. There will be opportunities to consider the development of school behaviours, feelings management, friendship skills and social skills. Participants will also be made aware of resources to reinforce key skills including learning to take turns, learning to share, resolving conflicts, coping effectively with anger, responding assertively in some situations and interacting with confidence in social situations. Participants will also be provided with a pre and post

course checklist and reference will be made to standardised measures such as The Boxall Profile in terms of assessing young children, planning interventions and evaluating progress.

Aims of the course

- To define social and emotional skills and so called normal development
- For participants to understand the importance of nurture and attachment in the early years and the impact of insecure attachment upon young children's development and access to the curriculum
- To provide an opportunity to trial a range of social and emotional skills development resources and activities
- For participants to further understand the key role adopted by SEAL in the area of learning
- To clarify the nature of parents and carers in supporting social and emotional learning in school
- For participants to understand the importance of pre and post measures in terms of base line assessment and the assessment of progress and development of skills.

N.B. Numbers 5 and 7 are whole-day courses. All the rest are half day courses.