

Sample abstracts from SEBDA Research Journal

'Emotional and Behavioural Difficulties'

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Gale Macleod, University of Edinburgh, UK: Bad, mad or sad: constructions of young people in trouble and implications for interventions. Vol.11 Number 3 September 2006

ABSTRACT Young people in trouble can be seen as passive victims of circumstance who are in need of help; as individuals responsible for their own behaviour who need to be punished; or as sufferers from medical conditions who require treatment. This paper will examine the history of policy relating to pupils with SEBD in Scotland, noting the continued co-existence of both punitive and welfare approaches. It is argued that the punitive approach, which construes pupils as deliberately causing trouble, is counter-productive. Evidence from interviews with pupils will be presented to argue that the pupils internalise the reflected appraisals of the adults around them, with implications for their sense of self. This paper argues for a revitalisation of approaches to young people in trouble which are grounded in a more welfarist approach. The importance at the same time of retaining a sense of the pupils' individual agency is noted. Recent developments in restorative approaches are evaluated as a potential way forward in this respect.

Chris Travell and John Visser, Hants CC and University of Birmingham, UK: 'ADHD does bad stuff to you': young people's and parents' experiences and perceptions of ADHD. Vol.11 Number 3 September 2006

ABSTRACT This paper outlines the findings of a study of young people's and their parents' experiences and perspectives of ADHD from five positions: the 'symptoms of ADHD and their consequences, the process of diagnosis and treatment, the interventions, a personal diagnosis, and participation and voice. It questions the value and validity of diagnosing children and young people as having ADHD and highlights the possibility that apparent short-term benefits of treatment with medication might be outweighed by longer-term negative psychological effects. It further argues that the voice of the young person should be considered in assessment and intervention processes where behaviour might lead to a diagnosis of ADHD. The authors assert challenging behaviour should be interpreted and addressed from a broad theoretical perspective which takes into account biological,

psychological, social and cultural factors, and warn that diagnosis and treatment with medication might limit such a perspective.

David R. Smith, Chris Travell & Lyndsey Worton 'You, me and us': how a project set up by an LEA educational psychology service helped a school to support the inclusion of pupils with EBD Vol 9 Number 3 Sept. 2004

ABSTRACT The mainstream inclusion of pupils who have emotional and behavioural difficulties presents a challenge to teachers and other related staff in schools. This challenge takes on greater significance when a school has been put into Special Measures following an unsuccessful Ofsted report where behaviour has been cited as a key area for improvement. This study looks at a joint approach that involved the school and the local education authority rising to this challenge by setting up a project aimed at supporting pupils at risk of exclusion and developing a whole-school approach towards positive behaviour management

Ruzmin Shah, Simon Draycott, Miranda Wolpert, Deborah Christie & Samuel M. Stein A comparison of Pakistani and Caucasian mothers' perceptions of child and adolescent mental health problems Vol 9 Number 3 Sept. 2004

ABSTRACT Pakistani and Caucasian mothers were both highly accurate in the identification of child and adolescent mental health problems. In a community-based vignettes study, Caucasian mothers were more likely to identify all behaviours as problematic. However, Pakistani mothers who did identify behaviours as problematic then rated them as being as (or more) serious than the Caucasian mothers. Despite this, Pakistani mothers were less likely to seek treatment from local child and adolescent mental health services.

Jeff Jones & Colin Smith Reducing exclusions whilst developing effective intervention and inclusion for pupils with behaviour difficulties Vol 9 Issue 3 Sept. 2004

ABSTRACT This article draws upon a recent evaluation study of developments in behaviour/discipline systems in an inner-city secondary school over a period of 5 years (including a 3 year action research cycle) The methodology involved the collection and analysis of data from a combination of qualitative and quantitative approaches with reference to other school performance indicators. Elements of the study are discussed in order to help bridge the theory/practice divide and to share practical research findings with other schools.

Julia Buckroyd & Beverley Flitton Jeff Jones & Colin Smith The measurement of self-concept in children with complex needs Vol 9 Issue 3 Sept. 2004

ABSTRACT This article offers a brief definition of self-concept and explores the difficulties of finding an instrument to measure the self-concept of young people who have complex needs. The article focuses on the use of the Piers-Harris 2 instrument, exploring its strengths and weaknesses for this client group.

Christos Panayiotopoulos A follow up of home and school support project for children with emotional and behavioural difficulties Vol. 9 Number 2 June 2004

ABSTRACT School exclusions remain at a high level in the UK. Exclusions are the result of the interaction of complex factors, and schools are not equipped to tackle disaffection and disruptive behaviour on their own. The article describes the evaluation of a multidisciplinary home and school support project in a city borough. The project provides early intervention for primary school children at risk of developing serious emotional and behavioural problems and of subsequent exclusion. To this end the project works with children, parents/carers and schools in a holistic manner. The project also aims to improve home-school relationships, increase teacher understanding and integrate professional practice. Both mainstream and special settings have found the project to be of value.

Rob Watling, University of Leicester: Helping them out: the role of teachers and healthcare professionals in the exclusion of pupils with special educational needs Vol 9 Number 1 March 2004

ABSTRACT The exclusion of pupils from mainstream and special schools remains a serious issue in the UK despite various initiatives to reduce both the number and the impact of such exclusions. Among those who are consistently over-represented in the exclusion statistics for England are pupils with special educational needs (SEN) — particularly, but not exclusively, those labelled as having severe emotional and behavioural difficulties (EBD) such as attention deficit hyperactivity disorder (ADHD). This article, building on recent work for the Department for Education and Employment, reports on the current position in England. In particular it considers ways in which inter-professional collaboration in this field may reinforce (rather than challenge) certain discursive practices and thus increase (rather than reduce) the number of formal and informal exclusions. It argues that these stronger, more resilient forms of social power can still be resisted if professionals seek ways of disrupting each other's practice.

Rebecca Doyle: Developing the nurturing school: spreading nurture group and practices into mainstream classrooms Vol. 8 No. 4, Nov. 2003:

ABSTRACT This article describes how establishing a nurture group in a challenging infant school had a profound effect on whole school development. Since May 2000 the nurture group has been the hub of an evolutionary process, which the author was able to experience at first hand as the nurture group teacher. Under her guidance, all mainstream classrooms became increasingly nurturing and the impact of the nurture group practices became entrenched in the policies and practices of the whole school. This has had a significant, positive impact for a number of the most vulnerable pupils with social, emotional and behavioural difficulties and their mainstream peers. The mainstream application of these principles supported the school's evolution from special measures in 1997 to its current position, judged by Ofsted as a good school, representing good value for money and very effective in helping pupils with special educational needs.

Paul Fox & Elias Avramidis: An evaluation of an outdoor education programme for students with emotional and behavioural difficulties Vol. 8 No. 4, Nov. 2003:

ABSTRACT A case study examined the value of outdoor education for two groups of pupils from Year 9 and 10 with severe behavioural difficulties placed in an independent residential school. The methods included systematic observations of their behaviour and recording of their academic performance over the duration of the programme; participant observation held notes kept by the researcher; and interviewing of all participating pupils and staff to elicit their perceptions of the utility of the programme. The analysis suggested that the programme was successful in promoting positive behaviour and academic gains for most pupils, and that by the end both pupils and staff held a positive perception of outdoor education. Although outdoor education may not form a solution to dealing with 'problematic' behaviour, it represents a powerful, albeit underused, tool for reducing disaffection, promoting inclusive practice and decreasing the risk of permanent exclusion for this vulnerable group of pupils.

Barbara F. Follows: Creating and funding school buildings that promote the inclusion of pupils with behaviour problems Vol. 8, Number 4, Nov. 2003

ABSTRACT In the course of her work as a behaviour consultant and teacher, the author has access to many different types of educational settings, both private and under LEA control, in the UK and Belgium. In all cases, it is apparent how a sympathetic physical environment can reduce alienation and encourage social inclusion, especially with regard to difficult behaviour. Once this viewpoint has been reached then there are funding implications which this present review considers and researches for UK educational establishments.