

What works in promoting social and emotional well-being and responding to mental health problems in schools?



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Advice for schools and framework document

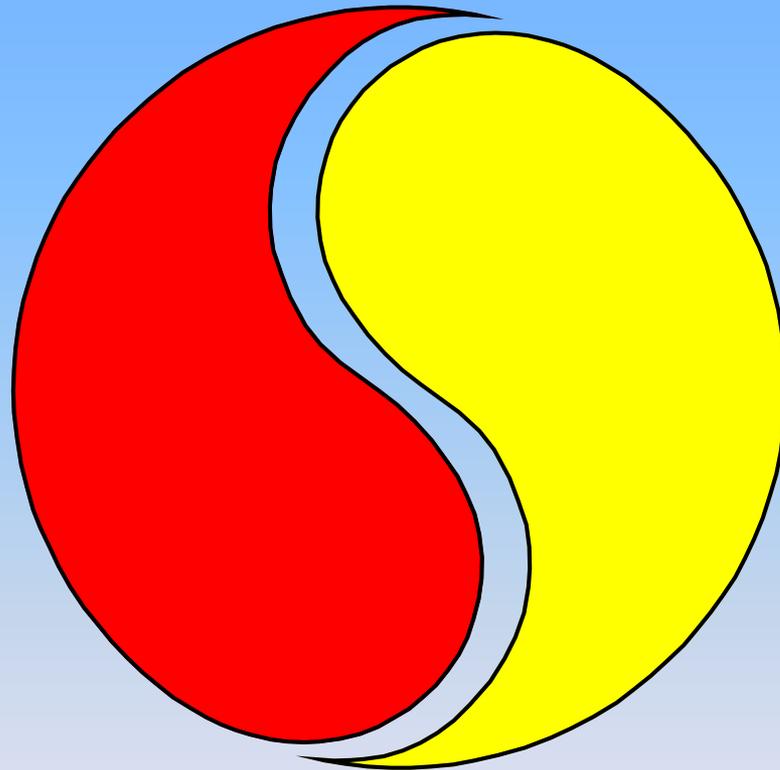
<http://ncb.org.uk/areas-of-activity/education-and-learning/partnership-for-well-being-and-mental-health-in-schools/what-works-guidance-for-schools>

**My
'evidence
base'**



- Teacher
- Academic
- Wellbeing, mental health, social and emotional learning
- Programme development, research and evidence reviews
- Mindfulness
- Parent

Promoting emotional and social wellbeing



Targeting problems

???

Why might schools be interested in all this? Or maybe not interested?



Some common objections



- “What has this got to do with education?”
- “Too many other initiatives”
- What’s the point? our results are good- why do we need it?
- “Job of someone else- not us”
- Too stressed
- Lack of skills
- Threatened

Possible positive outcomes

Train attention, focus, calm

Improve performance

Reduce mental health problems

Inclusion, early intervention

SEL – skills for success in life

Kindness, compassion

Values, ethics, happiness

Interconnectedness



Summary of results of 207 SEL programmes in US:

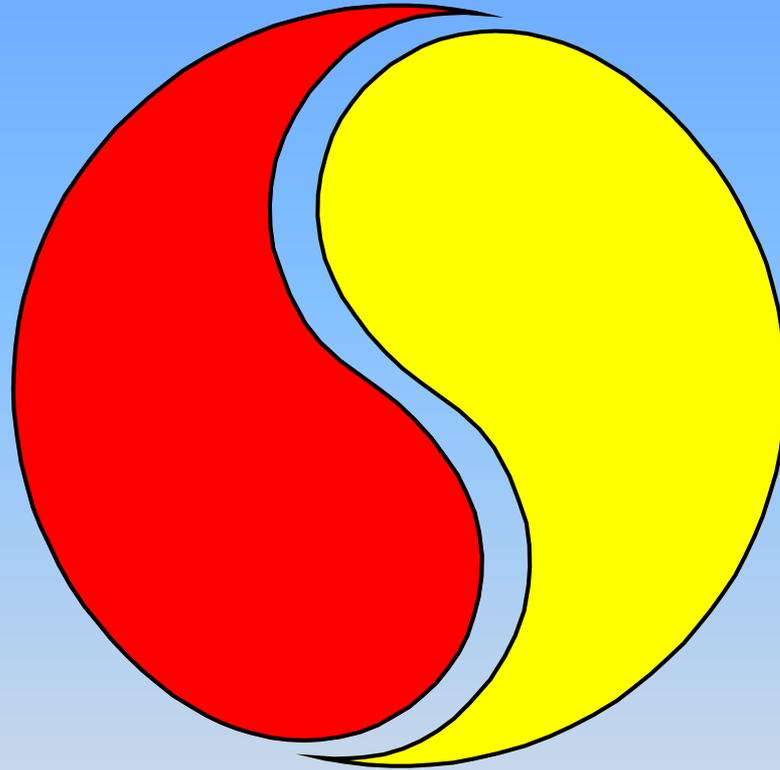
- 11% improvement in achievement tests
- 25% improvement in social and emotional skills
- 10% decrease in classroom misbehaviour, anxiety and depression (10% in each)



Social and emotional learning (SEL) and student benefits

www.casel.org/downloads/EDC_CASELSELResearchBrief.pdf

Wellbeing



Attainment



Public Health
England

The link between health and wellbeing and attainment

A briefing for head teachers, school governors and teachers

<https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment>



EARLY
INTERVENTION
FOUNDATION

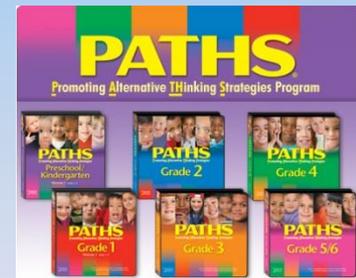
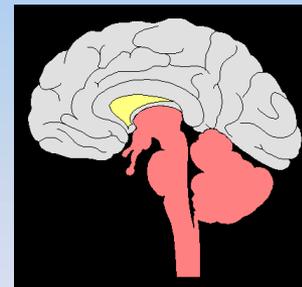
Higher SEL skills correlate with

- Academic achievement
- Health, wellbeing
- “Success” in life – greater impact than IQ scores

<http://www.eif.org.uk/publications/social-and-emotional-learning-skills-for-life-and-work/>



- 50+ reviews
- Control trials, meta-analyses
- Evaluations of programmes
- Good practice and experience
- Neuroscience



Many balances



Use whatever language works

Resilience/ grit

emotional intelligence

Character

mental health

PSHE

wellbeing

social and emotional learning

emotional literacy

Non cognitive

Address risk and build resilience



Neuroscience



Negative emotions block learning



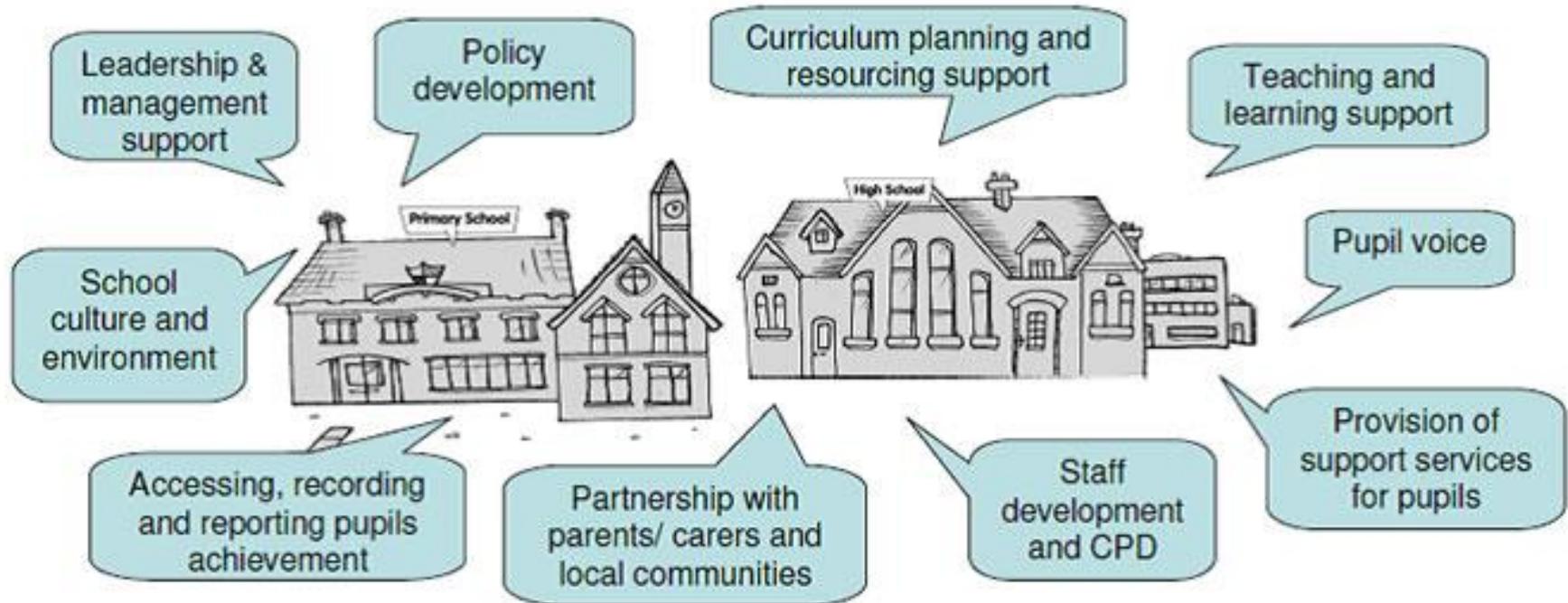
- **Chronic emotional problems** make learning difficult
- **Stress and trauma** makes it impossible
- **Attachment** – foundation of motivation and brain development

Positive emotions enable learning



- Ready to learn when we feel safe, valued
- We think about/ process what matters to us emotionally e.g. we feel good about.
- Learn better when alert but relaxed, focused, sense of 'flow'

Use a whole school approach



But well implemented

Getting from here...



...to here

????

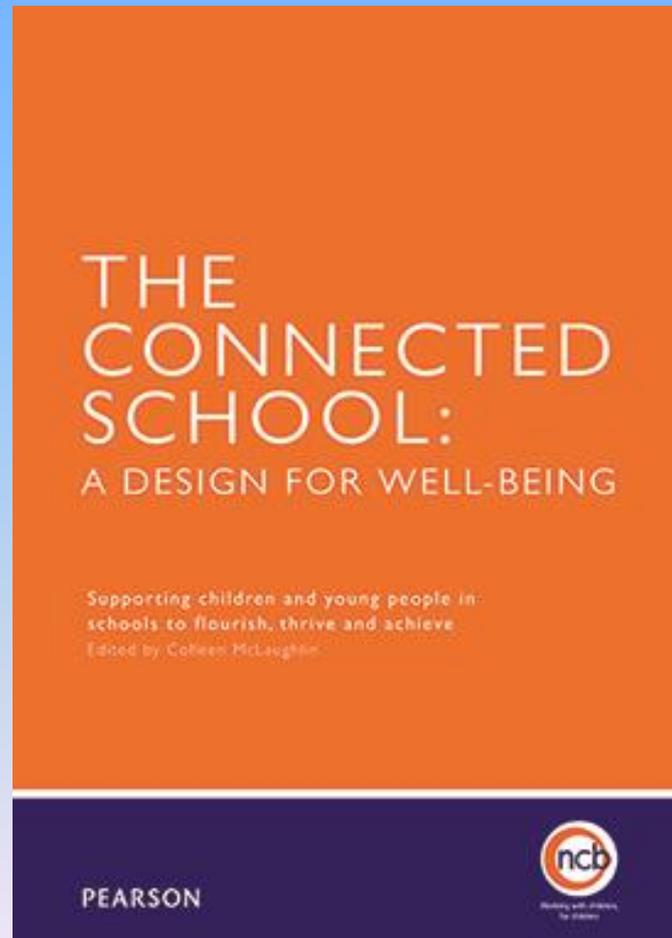
**What kind of school environments
promote mental wellbeing?**



Focus on ethos
connectedness and clarity



http://www.ncb.org.uk/media/1213164/the_connected_school_final_for_web.pdf



* don't be rude.

*  happy
kindness

* don't laugh at other people.

* LISTEN !! TALK

* RESPECT

- people
- space

* helpfull

* one person at the time

* encourage and include everybody

* PEACE

Look behind the behaviour





?????

- What undermines your mental health and wellbeing at work?



- What helps?

Promote staff wellbeing and tackle staff stress




Ofsted
raising standards
improving lives





Identify and explicitly teach and model core skills (and attitudes and values)



Teach it well!



Staff
Leadership
Modelling

Across
mainstream
curriculum

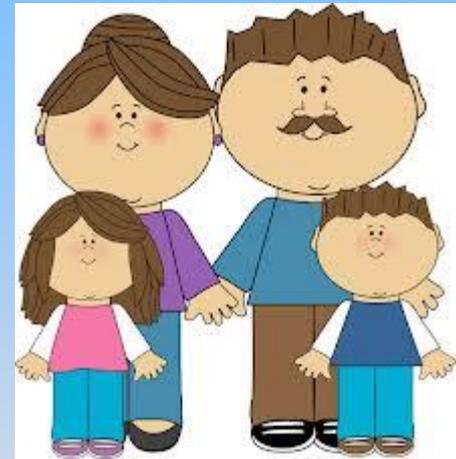
Wellbeing
SEL/PSHE
CPD

**Everyday
opportunities**

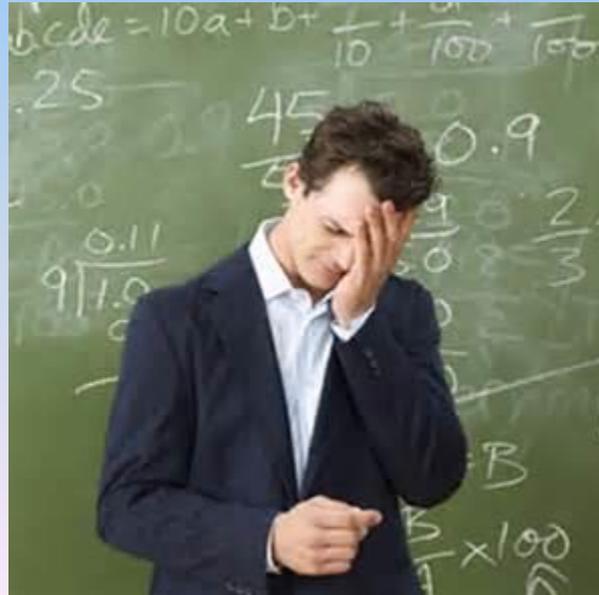
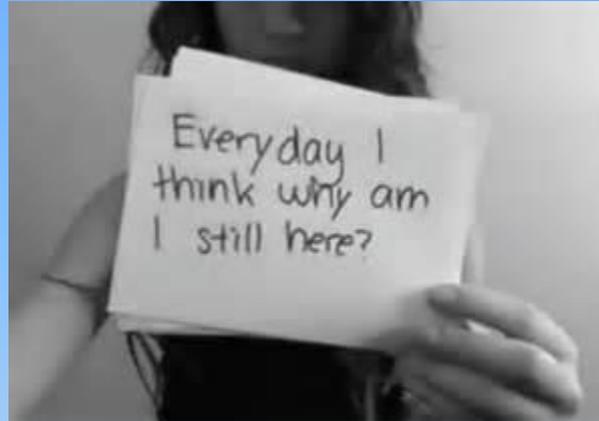
**Special
needs/
targeted**

- Beware stigma
- Curiosity and empathy
- Shared goals
- Authentic involvement
- Emphasise the positive
- Normalise
- Parenting programmes – offered to all
- Intensive but sensitive outreach for problem families

What works in involving parents



Raise awareness and address mental health problems



Balance universal and targeted



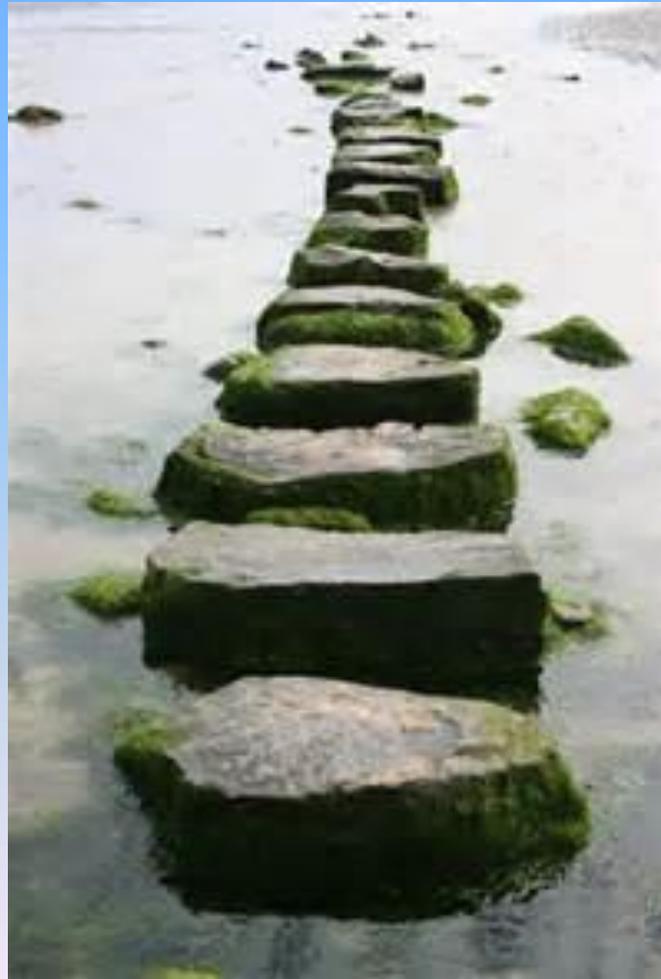
Because...

- Avoids stigma
- Problems on continuum, connected
- 'More' not 'different'
- 'Critical mass'
- But universal alone not enough





Start early and keep going
Clear pathways for help



Joined up working



CAMHS

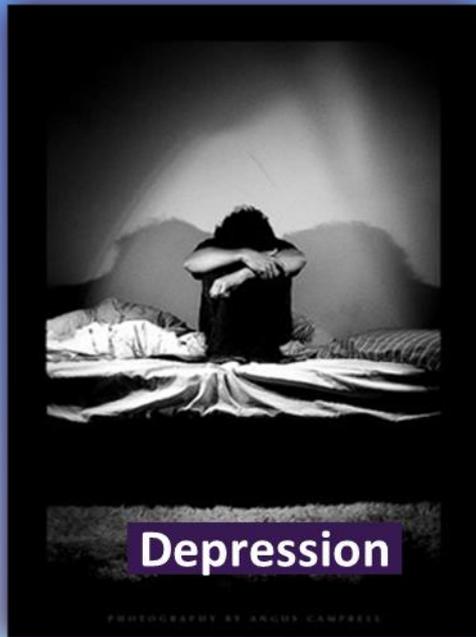
Child & Adolescent Mental Health Services



Schools and specific mental health issues



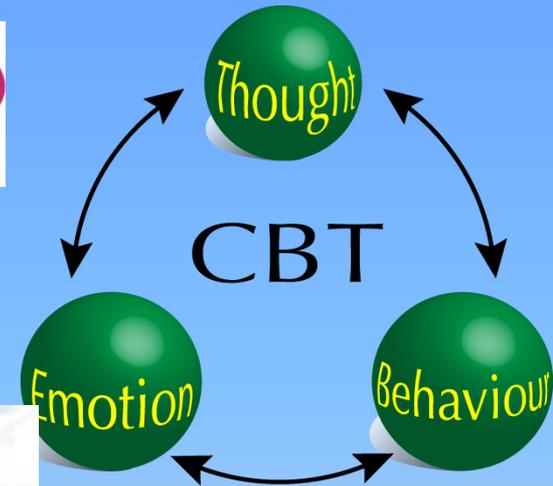
- **Behaviour** – can respond to short term interventions
- **Anxiety, stress** - medium term interventions – e.g. mindfulness, relaxation, CBT, body work
- **Depression** – tough and complicated, some interventions can make it worse, long term best. Mindfulness, CBT/Social Skills
- **Self esteem** – tough to influence. Focused on it directly
- **Suicide, self harm** – one to one only



- One offs - no
- Short term - prevents mild problems and improves behaviour
- Difficult and complex problems - longer and carefully targeted interventions



Some effective targeted approaches



Right method for intervention and aims

Clear and limited aims

Simple – less is more

Involve people – informants, funders, research experts, young people, parents

Allow time

Range of qualitative and quantitative methods

Beware the premature RCT!

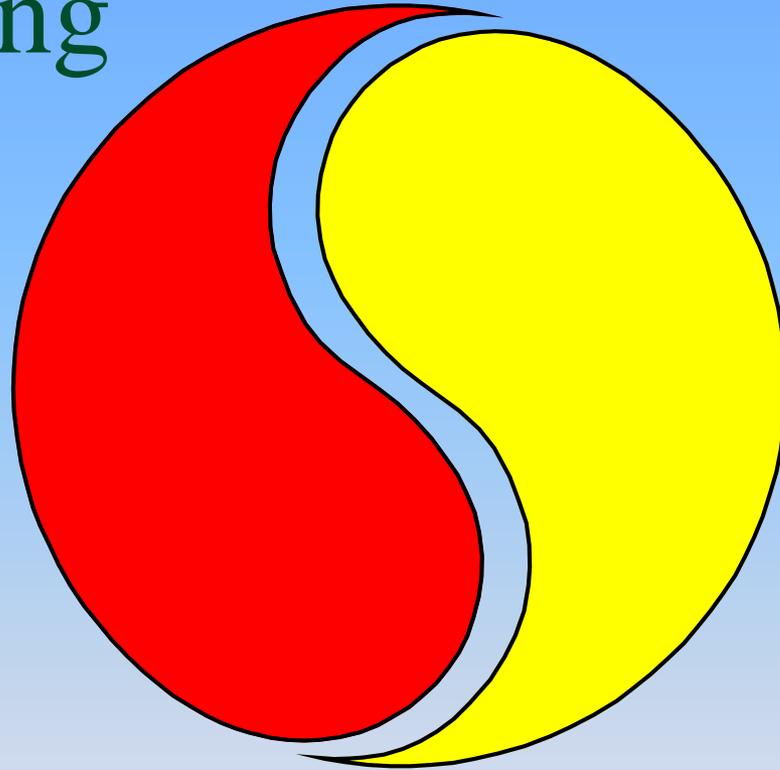


Implementation – bottom up v top down

- US – top down, manualized ‘programmes’ (easy to evaluate but don’t stick)
- European – educated teachers, bottom up, principles, whole school (attractive and empowering but can be vague, no change, don’t pass RCT)
- UK in the middle - need a balance



Promoting emotional and social
wellbeing



Targeting mental health
problems

???

**What are your 'take home' messages
from all this?**



Thank you!

