

iRead*iWrite**iStories**An introduction to*

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CYP Mental Health and Well-being Transformation Plan

Developing the workforce

Introduce “Therapeutic Story Writing” as part of the Learning Mentor provision which builds on interventions which may already be in place such as “Talk and Draw” and “Speech Bubble drama”. Seeks to identify target children from across KS1 and KS2 for the intervention based on weekly safeguarding meetings, feedback from Learning Mentors, pupil progress review meetings and behaviour tracking.

Learning Mentors would receive training and support to deliver the programme weekly.

Intervention to be timetabled on Learning Mentors individual timetables for target children.





iRead iWrite iStories Outcomes:

- To develop and extend children's emotional literacy - Identified children to be able to express their feelings in a positive way e.g. not internalizing or expressing through outbursts.
- To raise standards and improve literacy skills, supporting children's development and progress in writing and therefore closing the gap between least and most able children
- To encourage the children to see themselves as writers and raise their self esteem
- Achievement of Healthy Schools accreditation
- To impact on learning and attitudes to learning (from baselines)



A useful definition of emotional wellbeing is offered by the **Mental Health Foundation**:

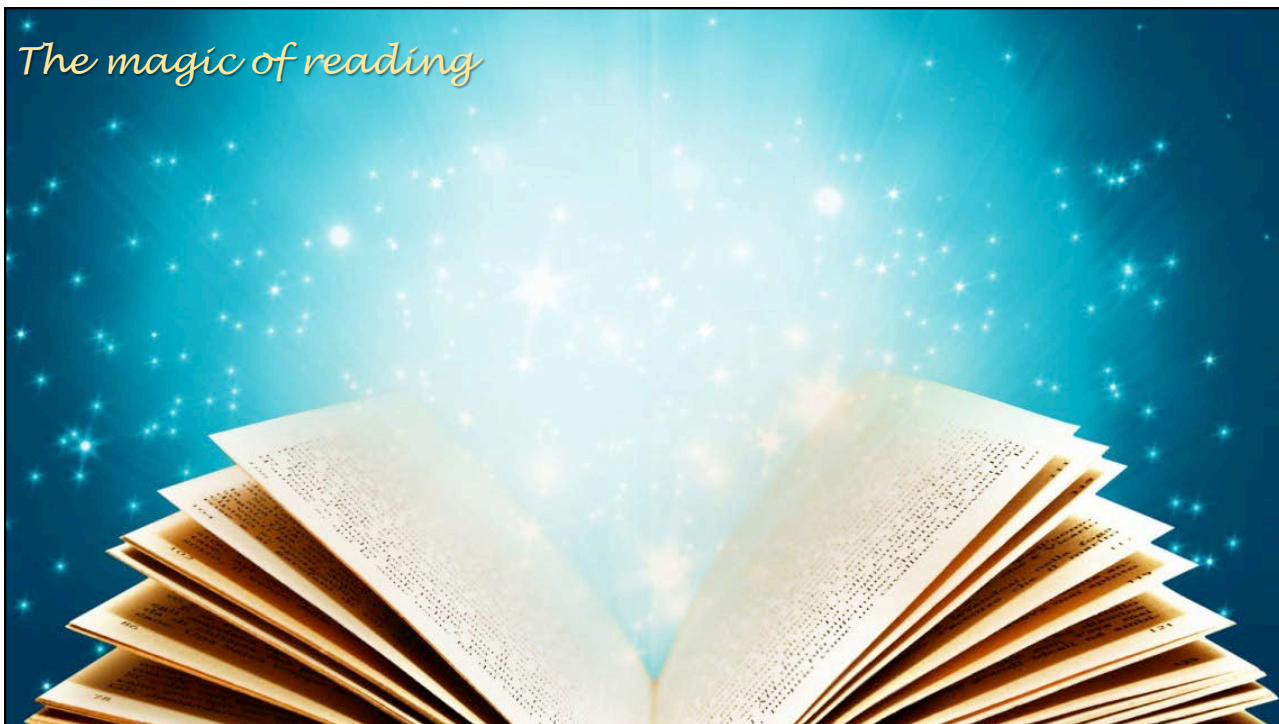
'A positive sense of wellbeing which enables an individual to be able to function in society and meet the demands of everyday life; people in good mental health have the ability to recover effectively from illness, change or misfortune.'



Mental Health is a state of mind, what we feel and think.

The World Health Organisation defines it as:

"Mental health is not just the absence of mental disorder. It is defined as a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."



fantasy
relaxation
confidence
entertainment
communication skills
soothing familiarity
memory retention
compassion for others
knowledge
visualisation
enriches vocabulary
humour
the passing of time
mythical creatures
shared experiences

logical thinking
the importance of sharing
relationship building
acclimatisation to new experiences
how diverse the world is
characterisation
mastery of language
talking animals
concentration
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the importance of sharing
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mythical creatures
shared experiences
coping with feelings
how diverse the world is
characterisation
mastery of language
talking animals

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iRead element of the programme is imperative to inspire

An exploration of psychologists

The collage features several key elements:

- Portraits:** Portraits of Sigmund Freud, Albert Bandura, and Albert Einstein.
- Skinner's Experiment:** A black and white photograph of a rat in a Skinner box with a sign that reads "WILL PRESS LEVER FOR FOOD".
- Maslow's Hierarchy of Needs:** A pyramid diagram with five levels: Self-Actualization (top), Esteem, Love & Belonging, SAFETY, and Physiological Needs (bottom).
- Cartoon:** A cartoon illustration of a dog.
- Man with Wine:** A photograph of a man in a suit and glasses next to a bottle of wine and a glass.
- Agent-Responent Model:** A diagram showing a sequence of Agent (Parent, Adult, Child) and Responent (Parent, Adult, Child) in a circular flow.

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The craft project consists of a red sun with yellow rays and a large, textured brown cloud, all set against a blue background.

The art of Mindfulness in schools

During the first session a child fell off his chair laughing through mindfulness. The second session he completely embraced it and ignored others giggling. Whilst in a completely different group he asked "Can we do that closing eye thing?"

Because of this course I am now on a mindfulness course that will lead to being a mindfulness teacher. The children enjoy that bit very much

Mind Full, or Mindful?

thought
/θɔ:t/ «

noun

- an idea or opinion produced by thinking, or occurring suddenly in the mind.
"Hagger had a sudden thought"
synonyms: idea, notion, line of thinking, belief, concept, conception, conviction, opinion, view, impression, image, perception, mental picture, notion
- the action or process of thinking.
"Doubts ran deep in thought"
synonyms: thinking, reasoning, contemplation, musing, processing, consideration, reflection, introspection, deliberation, study, consultation, cogitation, meditation, brooding, mulling over, review, brain study, concentration, debate, speculation, rumination
"I only took a moment's thought"

Translations, word origin, and more definitions

feeling
/ˈfi:liŋ/ «

noun

- an emotional state or reaction.
"a feeling of joy"
synonyms: love, care, affection, fondness, tenderness, warmth, warmness, emotion, sentiment, More
- an idea or belief, especially a vague or irrational one.
"He had the feeling that he was being watched"
synonyms: suspicion, sneaking suspicion, notion, inkling, hunch, fancy, apprehension, presentiment, premonition, foreboding, More

adjective

- showing emotion or sensitivity.
"She was a feeling child"
synonyms: sensitive, warm, warm-hearted, tender, tender-hearted, caring, soft-hearted, sympathetic, compassionate, understanding, empathetic, responsive, receptive, intuitive, thoughtful, More

Translations, word origin, and more definitions

emotion
/iˈmeɪʃ(ə)n/ «

noun

a strong feeling deriving from one's circumstances, mood, or relationships with others.
"She was determined to control her emotions"
synonyms: feeling, sentiment, sensation, More

- instinctive or intuitive feeling as distinguished from reasoning or knowledge
"Emotions have to be based on historical images, not simply on emotion"
synonyms: instinct, intuition, gut feeling, inclination, More

Translations, word origin, and more definitions

Most comfortable


Feelings ladder



Least comfortable



Progression of vocabulary used



happy

sad

mad

tired

angry

bad

frustrated

disappointed

exhilarated

dejected


anxious

bewildered

mischievous


apprehensive

aggrieved



Cyril the squirrel sat quietly in the tree feeling anxious because another squirrel came into the tree! The other squirrel's name was Shara. Shara was the landlord of all the trees in the woods and Cyril hadn't paid the bill of 50 nuts. Shara had given Cyril his final warning to pay up and if he didn't... he would be checked out. Cyril hadn't paid. He was going to be checked out. Shara was coming, he didn't have a lot of nuts.

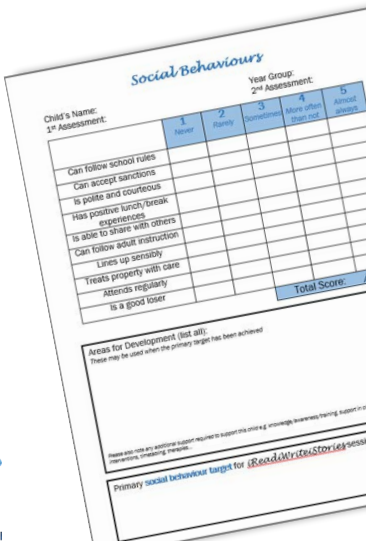
To be continued....



Cyril the squirrel sat quietly in the tree feeling anxious because another squirrel came into the tree! The other squirrel's name was Sarah. Sarah was the landlord of all the trees in the wood and Cyril hadn't paid the bill of 50 nuts. Sarah had given Cyril his final warning to pay up and if he didn't ... he would be checked out. Cyril hadn't paid. He was going to be checked out. Sarah was coming. He didn't have enough nuts.

To be continued ...

Baseline Assessment data:



Social Behaviours

Child's Name: _____ Year Group: _____

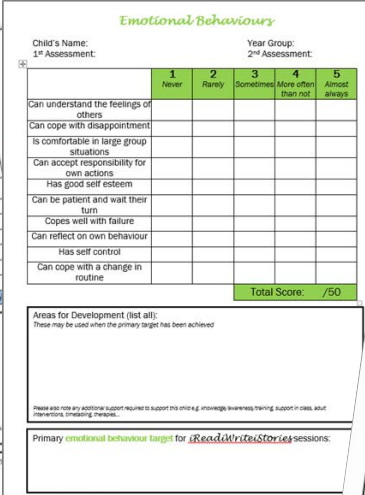
	1 Never	2 Rarely	3 Sometimes	4 More often than not	5 Almost always
Can follow school rules					
Can accept sanctions					
Is polite and courteous					
Has positive lunch break experiences					
Is able to share with others					
Can follow adult instruction					
Lines up seriously					
Treats property with care					
Attends regularly					
Is a good listener					

Total Score: /50

Areas for Development (list all):
These may be used when the primary target has been achieved

Please also note any additional support required to support this child e.g. knowledge, awareness, training, support in class, adult interventions, specialist resources.

Primary social behaviour target for *ReadWriteStories* sessions:



Emotional Behaviours

Child's Name: _____ Year Group: _____

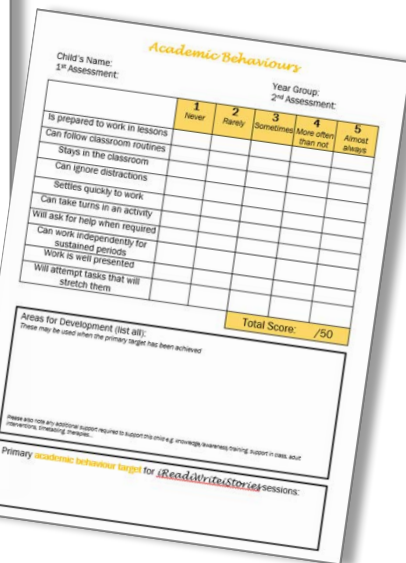
	1 Never	2 Rarely	3 Sometimes	4 More often than not	5 Almost always
Can understand the feelings of others					
Can cope with disappointment					
Is comfortable in large group situations					
Can accept responsibility for own actions					
Has good self esteem					
Can be patient and wait their turn					
Copes well with failure					
Can reflect on own behaviour					
Has self control					
Can cope with a change in routine					

Total Score: /50

Areas for Development (list all):
These may be used when the primary target has been achieved

Please also note any additional support required to support this child e.g. knowledge, awareness, training, support in class, adult interventions, specialist resources.

Primary emotional behaviour target for *ReadWriteStories* sessions:



Academic Behaviours

Child's Name: _____ Year Group: _____

	1 Never	2 Rarely	3 Sometimes	4 More often than not	5 Almost always
Is prepared to work in lessons					
Can follow classroom routines					
Stays in the classroom					
Can ignore distractions					
Settles quickly to work					
Can take turns in an activity					
Will ask for help when required					
Can work independently for sustained periods					
Work is well presented					
Will attempt tasks that will stretch them					

Total Score: /50

Areas for Development (list all):
These may be used when the primary target has been achieved

Please also note any additional support required to support this child e.g. knowledge, awareness, training, support in class, adult interventions, specialist resources.

Primary academic behaviour target for *ReadWriteStories* sessions:





Finding the evidence...



...and measuring impact.

Participant Feedback

I have loved the relaxed, friendly atmosphere and being able to put the theory into practise. So many other course materials are filed away and forgotten

My children have developed hugely on an academic and social , emotional level because of *iReadiWriteiStories*

I was a little bit sceptical about mindfulness at the beginning of the journey but now I am a true believer

A brilliant course. Gave me loads of ideas to stimulate and motivate children with emotional and social difficulties

A refreshing approach to literacy and creates escape to explore emotions

The course heled me *Beyond my expectations*



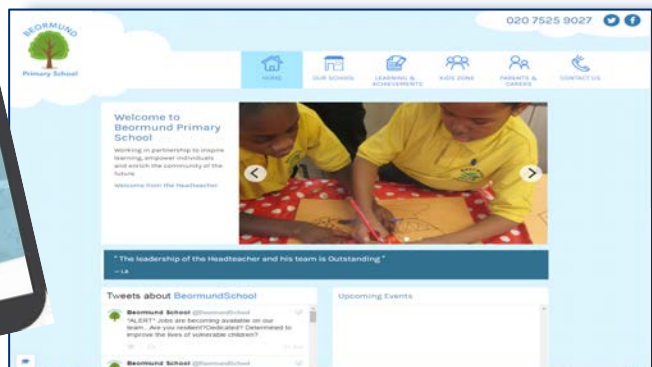
Any questions?



Staying connected



...to become part of our mailing list



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