

Key Training Models



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MindEd
e-learning to support healthy minds



HM Government

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Introduction

The content developed by MindEd and adapted for delivery by the Anna Freud Centre is broken down into two main webinars. Both webinars aim to give practical learning and steps to support and help strengthen schools/colleges in these unprecedented times. It's crucial to appreciate that we are all in circumstances outside of our control, and in different ways under much additional pressure. The aim of the webinars is to acknowledge these challenges and through our relationships do the best we can for each other and the pupils and students we support.

Webinar one sets the scene of whole-school/college approaches to mental health and wellbeing and resilience. It then uses school/college staff-based vignettes to illustrate the approaches. These vignettes can be adapted for CYP or parents/carers. It's helpful in considering wellbeing to learn the concepts and how to apply them to ourselves and the impact we have on CYP.

Webinar two goes into more detail on mental health and wellbeing challenges faced in times of coronavirus. It uses CYP based case studies, but the learning can be adapted and is transferable to all ages including staff and parents/carers. It is focussed on recovery and building new resilience. It also provides guidance on warning indicators for additional needs and support.

This booklet provides an overview of the key models highlighted in each section.

Webinar 1 includes the following models:

- 5 Rs for All Ages
- Psychologically Informed First Aid (PFA) For All Ages
- Key Principles of whole school recovery

Webinar 2 includes the following models:

- Attribution Theory
- PIES Model

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5 Rs for All Ages

5 Rs For All Ages



Psychologically Informed First Aid (PFA) For All Ages

Psychologically Informed First Aid (PFA) For All Ages



Look

For signs of distress



Listen

Even a short time can be great
Use good empathy
Build understanding
Be kind



Link

Them to sources of support
Remember community
activities like clubs, faith
groups, physical activities
Charities and statutory
agencies
On-line resources

Reference: World Health Organization, War Trauma Foundation and World Vision International (2011).
Psychological first aid: Guide for field workers. WHO: Geneva.
[Press Release Gov.UK](#) Future learn [e-learning resource](#)

(WHO 2020)

5 Key Principles of Whole School/College Approach to Recovery

5 Key Principles Of Whole School/College Approach To Recovery



Build the 3 pillars of recovery:

1. Take time to **connect** and build **relationships**
2. Be **flexible in mind** and make adjustments (coping strategies)
3. Give a **sense of support** and being in control (meaningful sense of agency)

The 3 pillars support:

1. Post trauma growth and recovery:
 - New learning from difficult times
2. Positive psychology:
 - Meaningful hopefulness predicts better outcomes
3. Social emotional learning and attainment:
 - Minds 'open' for learning and growth

Reference: NASEN (National Association for Special Education Needs). Recovery, Re-introduction and Renewal: Safe And Successful Returns To School. A Handbook For Schools And Education Settings Following Critical Incidents. Whole School SEND. (Accessed August 2020) View website

(Whole School SEND 2020)

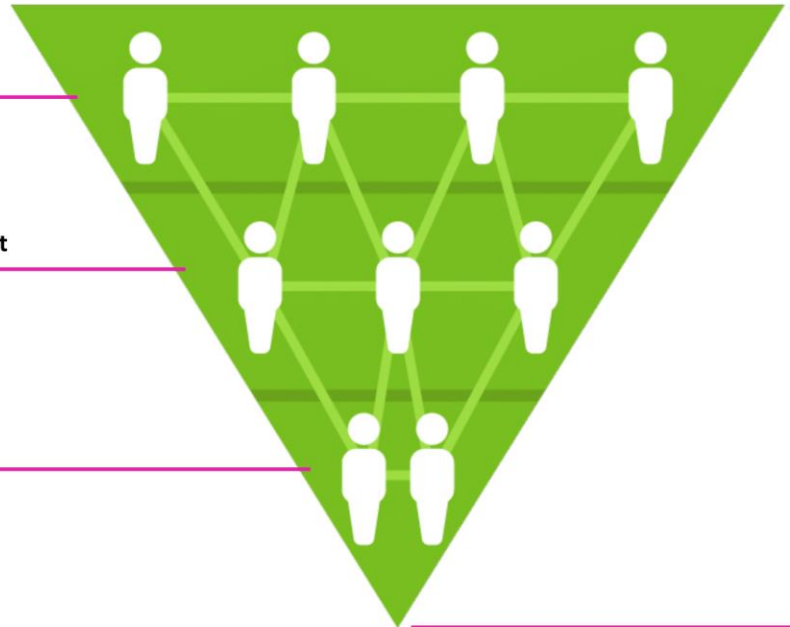
How Does This All Fit Together?

How Does This All Fit Together?

5 Key Principles of Recovery underpin, support and reinforce the **whole school/college approach**

Psychological First Aid framework for support

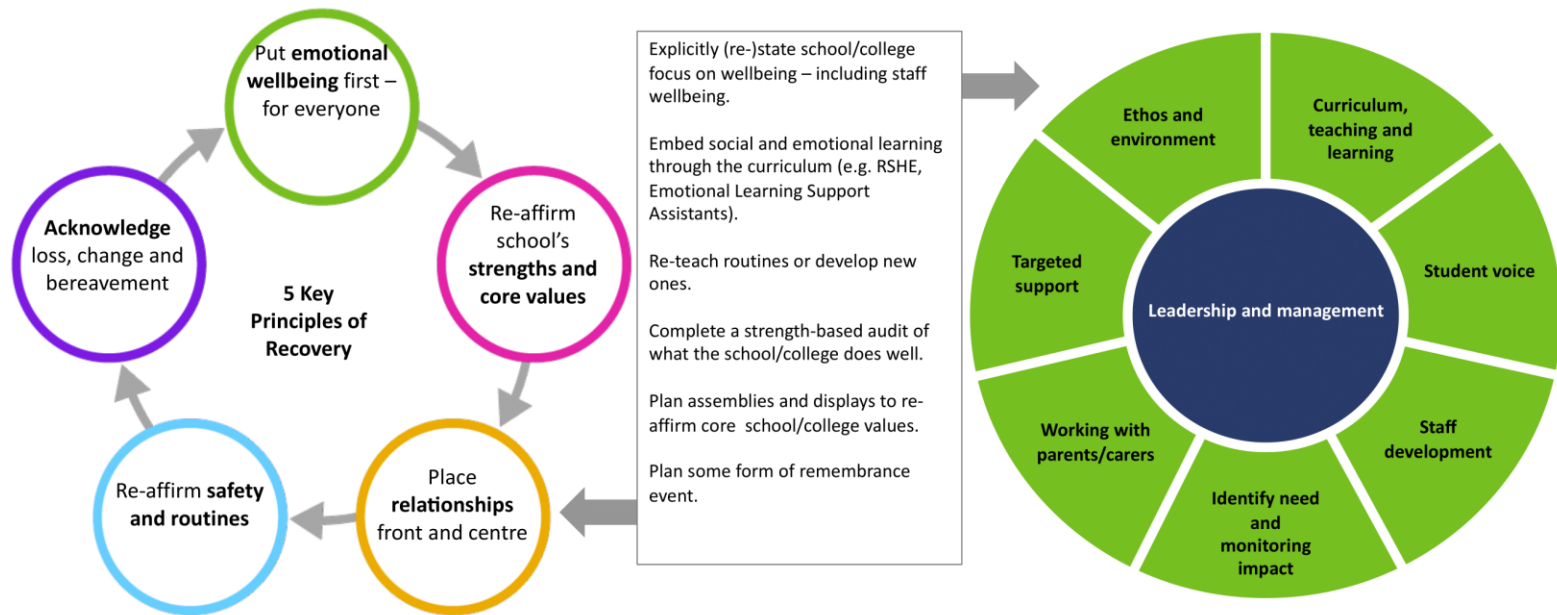
5 Rs aide-mémoire for interactions



Social Scaffolding

The 5 Key Principles and Existing Whole School Approaches

How The 5 Principles Of Recovery Relate To And Reinforce The Whole School/College Approach



(Sources Public Health England and Children and Young Peoples Mental Health Coalition, 2015; Whole School SEND, 2020)

Resilience Through Learning – Attribution Theory

Resilience Through Learning – Attribution Theory

Attribution theory looks at how children explain successes and failure to themselves

	Internal	External
Stable	Ability	Task difficulty
Unstable	Effort	Luck Covid-19 is external, unstable and uncontrollable, so it is disempowering

- Teachers help pupils feel in control and better about themselves by managing the **task difficulty** and supporting **ability**
- Pupils experience their **ability** through their **own efforts**, and **successes at the task**: it's **not a matter of luck**
- **Good teaching can reduce feelings of powerlessness and remind that 'I can still do...'**

Reference: Weiner, B. (1992). *Human Motivation: Metaphors, Theories and Research*. Newbury Park, CA: Sage Publications. ISBN 978-0-7619-0491-5
Munton; Silvester; Stratton; Hanks (1999). *Attributions in Action*. John Wiley & Sons. ISBN 978-0-471-98216-6

Helping Those with Trauma – PIES Model

Helping Those With Trauma



Reference: Greenberg N, Docherty M, Gnanapragasam S, et al. Managing Mental Health Challenges Faced by Healthcare Workers During Covid-19 Pandemic. BMJ 2020;368:m1211