M04A
Social, Emotional and <mark>Mental Health</mark> Difficulties – Skills & Knowledge

1.	Short Code	M04A
2.	Title	Social, Emotional and Mental Health Difficulties – Skills & Knowledge
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Special Educational Needs and Disability: SEBD
7.	Module Leader	Philip Prior, Dr Mark Turner
8.	Accredited by	
9.	Module Requisitions	
	(a) Pre-requisite	None
	(b) Programme Restriction	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	**Aims** ● To develop participants' understanding of theories influencing approaches to working with children with social, emotional and mental health difficulties. ● To develop participants' understanding of the history of social, emotional and mental health difficulties in the UK context. ● To develop participants' understanding of the characteristics of children and young people with social, emotional and mental health difficulties and how the labelling process works. ● To develop participants' understanding of the legislation and current trends relating to social, emotional and mental health difficulties. ● To develop participants' understanding of other services working with children with social, emotional and mental health difficulties and the effectiveness or otherwise of multi-agency approaches.	

	● To develop participants' understanding of current trends, for example equal opportunities, disability and <mark>social, emotional and mental health difficulties</mark>.
12.	**Learning Outcomes** **Knowledge** On successful completion of this module, students will have knowledge and understanding of: 1. The nature of <mark>social, emotional and mental health difficulties</mark>: definitions, identification, prevalence, history. 2. Approaches to working with children with <mark>social, emotional and mental health difficulties</mark>. 3. Relevant legislation and guidance (past and current). 4. Typical and atypical social/emotional development, including the development of attachment. 5. The interface between <mark>social, emotional and mental health difficulties</mark> and mental health theories about risk and resilience drawn from mental health research. 6. Specific difficulties such as self-harm, anxiety, depression, and eating disorders. **Skills** On successful completion of this module, students will be able to: 7. Evaluate their own work context in relation to local and national provision for children with <mark>social, emotional and mental health difficulties</mark>. 8. Critically analyse approaches to the management of <mark>social, emotional and mental health difficulties</mark>. 9. Review psychological theories underpinning social/emotional development. 10. Critique tools for assessment and identification.
13.	**Syllabus** Introduction to <mark>social, emotional and mental health difficulties</mark>: relevant legislation, definitions, history, prevalence. Psychological perspectives; theories of typical/atypical development; elements of child development and developmental psychology and their impact on the emotional and behavioural development of children. Educational entitlement, 'emotional literacy', well-being and children with <mark>social, emotional and mental health difficulties</mark>. Identification and assessment. Positive management approaches to children with <mark>social, emotional and mental health difficulties</mark>: effective and inclusive practice, interventions which work for the most complex and vulnerable children and young people. <mark>Social, emotional and mental health difficulties</mark>. Resilience and risk factors; attachment and bonding and the development of the brain. The likely effects of separation and loss (including the possible effects of separation, divorce and other forms of family loss). Anxiety and depression in children; self-harm, suicide and eating disorders.
14.	**Learning and teaching** will be via distance education using Real Training's online Virtual Learning Environment, Campus Online. Students access the study topics, including the learning activity instructions and supporting content through Campus Online. Campus Online is an integrated environment that:

	- Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. - Allows students to manage and track their progress through the activities and assessments. - Enables students to submit their evidence and assignments, and receive feedback from their tutors. As this module is focused on Skills & Knowledge, the Learning Experiences are based around Practical activities that encourage the student to learn skills and acquire the relevant knowledge. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises. These activities include: - Reflection on practice, structured through 'learning log' online entries. - Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales. - Problem-based learning scenarios. There is access to supporting content including: - Directed reading of selected papers, book chapters, specialist online materials. - Use of case study examples, videos and other learning materials. Campus Online also supports a collaborative learning environment with: - Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets. - Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums. - Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics. **Assessment Strategy** Assessment is through coursework assignments covering the 10 learning outcomes and comprising two 3000 word or equivalent assignments, as follows (numbers in brackets refer to learning outcomes assessed): **Critical analysis 1 (3000 words or equivalent):** The historical perspective of social, emotional and mental health difficulties and implications for practice and provision (1,2,3,4,5,6,9) **Critical analysis 2 (3000 words or equivalent):** The student's local context in relation to government guidance, legislation and recent research about social, emotional and mental health difficulties (3,6, 7,8,10) Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.
15.	**Assessment Weighting**
	Seen examination %
	Unseen examination %

	Coursework (no examination)	100%
	Seen examination	%
16.	Timetabled examination required	No
17.	Length of exam	N/A
18.	**Learning materials** Essential The online module guide contains the learning materials and instructions and this is supplemented by web based materials as the programme is delivered via distance learning. Where appropriate, web-based learning materials will include: Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/lamb/ Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/complexneeds/ Directed use of the appropriate legislation, Government guidance and reports. The online module guide also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment. *Inclusion Development Programme: Supporting children with Behavioural, Emotional and Social Difficulties – Guidance for practitioners in the Early Years Foundation Stage.* Available at: http://preview.tinyurl.com/dyyvw39 (Accessed 26 June 2012). *Primary and Secondary Inclusion Development Programme: Supporting children with Behavioural, Emotional and Social Difficulties – e-learning programme.* Available at: http://www.nasentraining.org.uk/resources/ (Accessed 26 June 2012). *Primary and Secondary Inclusion Development Programme: Supporting pupils with Behavioural, Emotional and Social Difficulties.* Available at: http://preview.tinyurl.com/d5qu385 (Accessed 26 June 2012). The resource bank area of the module website. Indicative reading Buckley, I. A. & Epstein, M.H. (2004) 'The Behavioral and Emotional rating Scales-2 (BERS-2): Providing a comprehensive approach to Strengths based assessment', *The California School Psychologist,* 9, 21-27. Al-Hendawi, M. (2012) 'Academic engagement of students with emotional and behavioural disorders: existing research, issues and future directions', *Emotional and Behavioural Difficulties,* 17(2), 125-142. Ayers, H., Clarke, D. and Murray, A. (2000) *Perspectives on Behaviour* (2nd Edition) London: David Fulton Publishers. Colley, C. (2010) 'ADHD, science and the common man', *Emotional and Behavioural Difficulties,* 15(2), 83-94. Cooper P., Smith C. and Upton G. (1994) *Emotional and Behavioural Difficulties: Theory to Practice.* London: Routledge.

Cooper, P. ed (1999) *Understanding and Supporting Children with EBDs*. London: Jessica Kingsley.

Cooper, P., Drummond, D., Hart, S., Lovey, J. and McLaughlin, C. (2000) *Positive Alternatives to Exclusion.* London: Routledge.

Cox, K.F. (2006) 'Investigating the impact of strength-based assessment on youth with emotional or behavioural disorders', *Journal of Child and Family Studies,* 15, 287-301.

Goodman, R.L., & Burton, D.M. (2010) 'The inclusion of students with BESD in mainstream schools: teachers' experiences of and recommendations for creating a successful inclusive environment', *Emotional and Behavioural Difficulties,* 15(3), pp.223-238.

Greenhalgh P. (1994) *Emotional Growth and Learning.* London: Routledge.

Miller, A. (1996) *Pupil Behaviour and Teacher Culture*. London: Cassell.

Mowat, J.G. (2011) 'The development of intrapersonal intelligence in pupils experiencing social, emotional and behavioural difficulties', *Educational Psychology in Practice*, 27(3), 227-254.

Mowat, J.G. (2010) 'Towards the development of self-regulation in pupils experiencing social and emotional behavioural difficulties (SEBD)', *Emotional and Behavioural Difficulties,* 15(3), 181-188.

Porter, L. (2000) *Behaviour in Schools: Theory and Practice for Teachers.* Milton Keynes: Open University Press.

Rogers, B. (2003) *Teacher Leadership and Behaviour Management*. London: Paul Chapman Publishing.

Wigelsworth, M., Humphrey, N., Kalambouka, A. & Lendrum, A. (2010) 'A Review of key issues in the measurement of children's social and emotional skills', *Educational Psychology in Practice*,26(2), 173-186.

1.	Short Code	M04B
2.	Title	Social, Emotional and Mental Health Difficulties – Application & Reflection
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Special Educational Needs and Disability: SEBD
7.	Module Leader	Philip Prior, Dr Mark Turner
8.	Accredited by	
9.	Module Requisitions	
	(a) Pre-requisite	M04A, or you are concurrently enrolled on M04A (i.e. you are enrolled on both modules of the same topic)
	(b) Programme Restriction	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	**Aims**	

11. **Aims**

- To develop student's knowledge and understanding of <mark>social, emotional and mental health difficulties</mark> and the ways in which such difficulties can be both identified and appropriately supported in the learning and social contexts.
- The provision of opportunities for students to identify and develop strategies for the management of children who are experiencing <mark>social, emotional and mental health difficulties</mark>.
- To ensure that students understand key aspects of 'normal' child development and their likely relationship to social, emotional and behavioural difficulties (<mark>social, emotional and mental health difficulties</mark>).
- To understand and respond with enhanced skill to more specific mental health difficulties and well-being issues in children with <mark>social, emotional and mental health difficulties</mark>.

	● To understand the challenge of inter-professional communication/ collaboration. ● To promote self-esteem, mental health and overall well-being of individual students.
12.	**Learning Outcomes** **Knowledge** On successful completion of this module, students will have: 1. In-depth knowledge of identification and support for <mark>social, emotional and mental health difficulties</mark>. 2. In-depth knowledge of the process of practitioner/action research, as applied to <mark>social, emotional and mental health difficulties</mark> case examples. **Skills** On successful completion of this module, students will be able to: 3. Assess, plan and monitor provision for group and individual needs utilising evidence based approaches and resources. 4. Apply and evaluate approaches and specific interventions to maximise learning in particular settings. 5. Apply and evaluate a range of strategies and interventions to manage behaviour. 6. Use evidence-based approaches and strategies in order to empower children to express themselves. 7. Work in a manner that is sensitive to child-safety/ protection issues. 8. Use enquiry techniques to research and evaluate provision for <mark>social, emotional and mental health difficulties</mark>. 9. Apply knowledge to practice in the real world context.
13.	**Syllabus** ● Practical means of making schooling more inclusive for children with <mark>social, emotional and mental health difficulties</mark>. ● The relationship between psychological theories and practice. ● Interventions and strategies which can be used in order to effect positive change. ● Evaluating effectiveness and how this might best be conducted by the reflective practitioner. ● Ways in which effective action research can be conducted in the <mark>social, emotional and mental health difficulties</mark> context or with a student experiencing <mark>social, emotional and mental health difficulties</mark>. Students will be provided with opportunities to reflect further upon the fact that 'Environmental risk factors operate most strongly with genetically vulnerable individuals in both anti-social behaviour and depressive disorders' (Rutter 2002)
14.	**Learning and teaching** will be via distance education using Real Training's online Virtual Learning Environment, Campus Online. Students access the study topics, including the learning activity instructions and supporting content through Campus Online. Campus Online is an integrated environment that: ● Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments.

	- Allows students to manage and track their progress through the activities and assessments. - Enables students to submit their evidence and assignments, and receive feedback from their tutors. As this module is focused on Application & Reflection , the Learning Experiences are based around Practical activities that encourage the student to apply their learning in their workplace. These are supported by other activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises. These activities include: - Reflection on practice, structured through 'learning log' online entries. - Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales. - Problem-based learning scenarios. There is access to supporting content including: - Directed reading of selected papers, book chapters, specialist online materials. - Use of case study examples, videos and other learning materials. Campus Online also supports a collaborative learning environment with: - Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets. - Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums. - Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics. **Assessment** Assessment is through coursework assignments covering the 9 learning outcomes and will consist of (numbers in brackets refer to learning outcomes assessed): - Practice analysis (4000 words or equivalent): A case study and action research project which involves identifying a need within the local context and developing, delivering and evaluating an appropriate intervention. (3,4,5,6,8) - Reflective analysis (2000 words or equivalent): A reflective journal incorporating critical analysis of relevant research and legislation and consideration of implications for students practice in the real world. (1,2,7,9) Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.	
15.	**Assessment Weighting**	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%

16.	Timetabled examination required	No
17.	Length of exam	N/A

18.	Learning materials

<u>Learning materials</u>
<u>Essential</u>
The online module guide contains the learning materials and instructions and this is supplemented by web based materials as the programme is delivered via distance learning. Where appropriate, web-based learning materials will include:

Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/lamb/
Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/complexneeds/
Directed use of the appropriate legislation, Government guidance and reports.
The online module guide also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment.
The resource bank area of the module website.
Students will need access to children/young people in order to carry out the case study element of the assessment.

<u>Indicative reading</u>
Adera, A.B. & Bullock, L.M. (2010) 'Job stressors and teacher job satisfaction in programs serving students with emotional and behavioural disorders', *Emotional and Behavioural Difficulties,* 15(1), 5-14.
Cole, T., Daniels, H., & Visser, J. (2012) *The Routledge International companion to Emotional and Behavioural Difficulties.* London: Routledge.
Cole, T., Sellman, E., Daniels, H. and Visser, J. (2002) *The Mental Health Needs of Young People with EBD.* London: Mental Health Foundation.
Cooper, P., & Jacobs, B. (2011) 'Pupils making a difference: enhancing the power of student peer group to promote positive social, emotional and behavioural outcomes', *Emotional and Behavioural Difficulties,* 16(1), 5-14.
Cowie, H., Boardman, C., Dawkins, J., Jennifer, D. (2004) *Emotional Health and Well-Being: A Practical Guide for Schools.* London: Paul Chapman Publishers.
Hartnell, N. (2010) 'Multi-disciplinary approaches to pupil behaviour in school-the role of evaluation in service delivery', *Educational Psychology in Practice*,26(2),187-204.
Hayes, B., Richardson, S., Hindle, S. & Grayson, K. (2011) 'Developing teaching assistants' skills in positive behaviour management: an application of Video Interaction Guidance in a secondary school', *Educational Psychology in Practice*, 27(3),255-270.
Lawrence, N. (2011) 'What makes for a successful re-integration from a pupil referral unit to mainstream education? An applied research project', *Educational Psychology in Practice*, 27(3), 213-226.
MacConville, R. & Rae, T. (2012) *Building Happiness, Resilience and Motivation in Adolescents A Positive Psychology Curriculum for Well-being.* London: Jessica Kingsley Publishers.
Prever, M. (2006) *Mental Health in Schools A Guide to Pastoral and Curriculum Provision.* London: Paul Chapman Publishing.

Rae, T. (2009) 'In the Know: Systems for success in overcoming emotional problems', Curriculum Briefing Vol. 7 (3) 26-34.

Rae, T. (2012) 'Developing Emotional Literacy Approaches for staff and students – Developing an approach in the SEBD school', in Visser, J. (ed) *Transforming Troubled Lives: Strategies and Interventions with Children and Young People with Social, Emotional and Behavioural Difficulties.* Bingley: Emerald Publishing

Rae, T., Hodgson, B., & McKenna, K. (2012) *Nurturing Social and Emotional Development A Programme to nurture development from lower KS2 to lower KS3 A Programme of work based upon Nurturing Principles.* London: Nurture Group Network.

Rae, T. (2011) *Staff Training for Positive Behaviour Management A Personal Development Programme for Teachers and Support Staff.* London: Optimus Publishers.

Rae, T., Nakarja, N., & Velinor, P. (2008) *Emotional Resilience and Problem Solving for Young Adults*. London: Optimus Publishers.

Stallard, P. (2010) 'Mental Health prevention in UK classrooms: the FRIENDS anxiety prevention programme', *Emotional and Behavioural Difficulties,* 15(1), 23-36.

Young Minds (2012) *Attachment, behaviour and learning (Young Minds website)*. Available at: http://youngmindsinschools.org.uk/wellbeing/attachment (Accessed: 26 June 2012).

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