

BEHAVIOURAL, EMOTIONAL AND SOCIAL DEVELOPMENT

UNIT 10

TEACHING SOCIAL AND EMOTIONAL SKILLS

LEARNING OBJECTIVES

Teachers will:

- Have a broad understanding of emotional competencies and social and emotional skills
- Have a broad understanding of The Social and Emotional Aspects of Learning (SEAL) programme and other initiatives that can help promote the social and emotional development of pupils with BESD needs
- Have a clear understanding of what interventions are available in your school to promote the social and emotional skills of pupils and any gaps that exist.

ONLINE RESOURCES

The content and tasks throughout these PDFs are supported by online resources that are designed to facilitate and supplement your training experience.

Links to these are signposted where appropriate. The resources use graphics and interactive elements to:

- Highlight salient points
- Provide at-a-glance content summaries
- Introduce further points of interest
- Offer visual context
- Break down and clearly present the different stages and elements of processes, tasks, practices, and theories

The online resources offer great benefits, both for concurrent use alongside the PDFs, or as post-reading revision and planning aids.

Please note that the resources cannot be used in isolation without referencing the PDFs. Their purpose is to complement and support your training process, rather than lead it.

You should complete any learning or teaching tasks and additional reading detailed in this PDF to make full use of the Advanced training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; moderate learning difficulties.

To find out more about the resources, how they work, and how they can enhance your training, visit the homepage at: www.education.gov.uk/lamb

The first resource for this unit can be found here:
www.education.gov.uk/lamb/besd/social-emotional-skills/intro

BRIEFING

Social development refers to the increasing ability to relate to others and to become independent, while emotional development is the increasing ability to feel and to express a growing range of emotions.

Children and young people's social and emotional development is crucial for positive social functioning and success in education and adult life. This is particularly important for those with BESD needs as they often have significant difficulties in these areas.

Goleman¹ (1996) identified five emotional competencies, crucial to social and emotional development:

- Awareness of self and others – understanding feelings and their impact on self and others
- Mood management – managing difficult feelings and controlling impulses and anger
- Self-motivation – the ability to set goals and persevere towards them in spite of difficulties and setbacks
- Empathy – being able to understand from the perspective of others, both cognitively and affectively
- Management of relationships – the ability to make friends, resolve conflicts and co-operate with others.

Elias et al² (1999) assert that *many of the problems in our schools are the result of emotional malfunction and debilitation from which too many children suffer*. They also suggest that emotional well-being is *dramatically and positively predictive not only of academic achievement, but also of satisfactory and productive experiences in the world of work*.

Given the immense potential of emotional intelligence to contribute to academic achievement and economic wellbeing, it is hardly surprising to see a growing interest in this area within the field of education.

¹ Goleman, D. (1996). *Emotional intelligence: why it can matter more than IQ*. Bantam Books. New York

² Elias, M., Tobias, S. and Friedlander, B. (1999) *Emotionally intelligent parenting: How to raise a self-disciplined, responsible, socially-skilled child*. Three Rivers Press. New York

The introduction of the national *Social and Emotional Aspects of Learning* (SEAL) programme, first in primary schools (in 2005) and subsequently in secondary schools (in 2008), was a recognition by Government of the importance of developing children and young people's social and emotional competencies.

The SEAL guidance³ outlined the rationale for the programme thus:

Social, emotional and behavioural skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people. They are fundamental to school improvement.

Furthermore, this guidance also identified outcomes for the SEAL programme, many of which reflect Goleman's emotional competencies:

Where children have good skills in these areas, and are educated within an environment supportive to emotional health and well-being, they will be motivated to, and equipped to:

- *Be effective and successful learners*
- *Make and sustain friendships*
- *Deal with and resolve conflict effectively and fairly*
- *Solve problems with others or by themselves*
- *Manage strong feelings such as frustration, anger and anxiety*
- *Be able to promote calm and optimistic states that promote the achievement of goals*
- *Recover from setbacks and persist in the face of difficulties*
- *Work and play cooperatively*
- *Compete fairly and win and lose with dignity and respect for competitors*
- *Recognise and stand up for their rights and the rights of others*
- *Understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.*

The SEAL programme focussed on five aspects:

- Self-awareness
- Managing feelings
- Motivation
- Empathy
- Social Skills.

See online resource: www.education.gov.uk/lamb/besd/social-emotional-skills/seal

³ Primary National Strategy (2005) *Excellence and Enjoyment: social and emotional aspects of learning*. DfES

Delivery of the SEAL programme was structured within a three-wave model:

- Wave 1 is concerned with whole school approaches aimed at creating the ethos and climate for the promotion of social and emotional schools throughout the school.
- Wave 2 is for those pupils, who require additional support in this area and is structured around small group interventions.
- Wave 3 is based on work with individuals, who require additional support or who have not benefited from whole school or small group interventions.

See online resource:

www.education.gov.uk/lamb/besd/social-emotional-skills/three-wave

Given that many children and young people have difficulties in some or all of the areas identified in the SEAL programme and the tiered nature of the provision, it would appear to provide a sound structure for the teaching of these skills to pupils with BESD needs. In addition, the whole school dimension, focussed on a positive ethos and a commitment to inclusion was likely to have significant benefit for pupils with BESD needs. Cole and Knowles⁴ comment that SEAL *appears to be useful in adjusting and improving ethos in many schools* and point out that this *is likely to have benefited many children with BESD*.

The national evaluation of Wave 2 SEAL in primary schools⁵ concluded that there was *a rather complicated picture* in relation to impact of the interventions but that there was *statistically significant evidence that primary SEAL small group work [had] a positive impact*.

See online resource:

www.education.gov.uk/lamb/besd/social-emotional-skills/evaluating-wave-two

The national evaluation of SEAL in secondary schools⁶ revealed a mixed picture in relation to implementation and impact of the programme. The evaluation report stated that *SEAL implementation [in the sample secondary schools involved] revealed a very mixed picture. [Some schools] made comparatively good progress in implementation, and were able to provide clear evidence of engagement in the suggested school improvement cycle. However, [others] made comparatively little progress over the same period of time*.

⁴ Cole, T. and Knowles, B. (2011) *How to help children and young people with complex behavioural difficulties*. Jessica Kingsley. London

⁵ Humphrey, N et al (2008) *Primary social and emotional aspects of learning (SEAL): Evaluation of small group work*. DCSF

⁶ Humphrey, N, Lendrum, A and Wigelsworth, M. (2010) *Social and emotional aspects of learning (SEAL) programme in secondary schools: national evaluation* DFE

Furthermore, when judging impact, the evaluation concluded that *our analysis of pupil-level outcome data indicated that SEAL (as implemented by schools in our sample) failed to impact significantly upon pupils' social and emotional skills, general mental health difficulties, pro-social behaviour or behaviour problems*

See online resource:

www.education.gov.uk/lamb/besd/social-emotional-skills/seal-secondary-schools

In both evaluation reports attitudes of staff and intervention overload were identified as key barriers to holding back the implementation and development of SEAL programmes in some schools. The voluntary nature of the programme was also cited as an inhibiting factor.

However, notwithstanding the barriers, SEAL represents a thorough and systematic approach to embedding social and emotional skills into the school curriculum and enabling interventions to be differentiated according to need.

Other universal approaches to helping children and young people with BESD needs develop their social and emotional skills include:

- A whole school behaviour policy that supports a calm and positive school ethos yet is sufficiently flexible to ensure that the needs of pupils with SEBD can be accommodated
- Clear and predictable rules and routines, which are actively taught, in classrooms and around the school
- Clear expectations of behaviour
- A wide range of appropriate rewards and sanctions (or consequences)
- Staff, who routinely model appropriate behaviour, always behave calmly and assertively, have good behaviour management skills and are consistent in their approach to behaviour issues.

Other approaches⁷ to improving pupils' social and emotional skills in small group or individual interventions include:

- Provision of time-limited targeted intervention groups, according to individual need (e.g. language and communication, literacy, numeracy, fine/gross motor skills) to enhance learning skills and consequently reduce stress in the classroom
- Provision of time limited targeted intervention groups to address individual priority needs (e.g. conflict resolution, managing difficult emotions, friendship skills, social skills, play skills)
- Involvement of targeted pupils in nurture groups⁸ or nurturing approaches, where appropriate

⁷ Some of these will require the involvement of external professionals and/or agencies

⁸ See *Unit 16: Attachment/Attachment Disorders/Nurture*

- Involvement in a “circle of friends⁹” group
- Small group work to develop relationship skills, from turn-taking to group work
- Provide strategic withdrawal for specific therapeutic input (e.g. play, art, music or drama therapy).

TASKS

1. In discussion with the SENCO, senior leaders and other staff involved in the planning of universal approaches to helping children and young people with BESD needs develop their social and emotional skills. Identify and map the provision that exists in your school.
2. Watch the video clip “Teaching Social and Emotional Skills” and, in the light of this, critically review your school’s PSHCE programme in terms of its effectiveness in teaching social and emotional skills.

See this clip:

www.education.gov.uk/lamb/besd/social-emotional-skills/pshce-video

Deliver a short presentation of your findings and suggestions for change to the key staff involved. Note the various ways the teacher assesses the children in the class. Read the unit on assessment. What types of assessment are in use to focus on the needs of those with SEBD?

3. Observe a colleague teaching a PSHCE lesson and note down the on-going ways they assess children and feedback to them. Note if there are any opportunities for the children to give feedback to each other. Then watch the video together and discuss the ways in which the assessment of progress in PSHCE could be further developed. Draw up a checklist which could help colleagues.
4. Identify any gaps in provision. You may find it helpful to review some of the literature and web links in this unit.
5. Review your school’s behaviour policy and procedures to ascertain whether they are sufficiently flexible to fully meet the needs of pupils with BESD. You may find it helpful to discuss your findings with appropriate members of the school’s leadership team.

⁹ See Unit 12: Therapeutic Approaches

REFERENCES

Cole, T. and Knowles, B. (2011) *How to help children and young people with complex behavioural difficulties*. Jessica Kingsley. London

Elias, M., Tobias, S. and Friedlander, B. (1999) *Emotionally intelligent parenting: How to raise a self-disciplined, responsible, socially-skilled child*. Three Rivers Press. New York

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