

TEEN  
TIPS



So Every Child Can Thrive

Online Mental Health & Wellbeing  
CPD



Hello and Welcome

This course of CPD differs to other training you may have had in that it is not a 'bolt-on' to your practice and pedagogy. Instead it is an in-depth look into how to develop and maintain quality, boundaried, trusting and productive relationships with all of your students but especially those students who, at times, present the greatest challenge to you as educators and support staff.

Positive teacher/pupil relationships are beneficial to both parties bringing greater cooperation, intrinsic reward, enhanced learning, motivation, improved behaviour and reduced workplace stress and burnout.

If you engage with the material, concepts and ideas that are going to be presented to you throughout this course and put at least some of them into practice, we guarantee that the quality of the relationships you develop will improve and your skill as a communicator and educator will be dramatically enhanced.

The course will test some of your beliefs about education, young people, parenting, respect and a host of other topics. The invitation is to have a go, dig deep and be honest about what is working for you and what might benefit from a few tweaks. All of the material is straightforward and simple and that's not the same as it being easy. Everything presented is supported by the latest ideas and evidence available from the therapeutic and neuroscience communities and is designed to give you greater choice, control and confidence in your work with young people.

We are here to help too. If you find yourself struggling, send us an email and we'll get back to you. We're happy to hear from you and hope you enjoy the course.

With best wishes

Alicia

## Lesson 1 - Intra-personal & Interpersonal Communication

### Top Tips

- Our internal dialogue is the little voice in our heads that applies logic, reasoning & beliefs to situations, people & events. It filters & colours the way in which we see the world & plays a vital role in deriving meaning from our life and reality.
- Self Concept is our perception of our behaviour, abilities, and unique characteristics. It is essentially our mental picture of who we are as a person.
- Self esteem is our core sense of having value - information on building self esteem will appear in later lessons
- People with healthy self esteem do not put themselves in one up or one down positions in relation to others.
- Remember the OK Corral
- Maintaining the I'm Ok/You're Ok position is essential especially when our position of authority could lead us to take a one up position.

*Your Notes...*

## The OK Corral

<p>Sad, inadequate Undervalues own skills/contributions Withdraw from problems</p>	<p><b>1.</b> <b>I am not OK</b> <b>You are OK</b> <i>one down position</i></p> <p><b>Helpless</b></p>	<p><b>2.</b> <b>I am OK</b> <b>You are OK</b> <i>healthy position</i></p> <p><b>Happy</b></p>	<p>Confident in work &amp; relationships Collaboration Mutual Respect Get on with.. Happy</p>
<p>Confused, aimless Undervalues self &amp; others No point Why bother</p>	<p><b>3.</b> <b>I am not OK</b> <b>You are not OK</b> <i>hopeless position</i></p> <p><b>Hopeless</b></p>	<p><b>4.</b> <b>I am OK</b> <b>You are not OK</b> <i>one-up position</i></p> <p><b>Angry</b></p>	<p>Angry &amp; hostile Smug/superior belittle others competitive power hungry</p>

## Exercises to go with Lesson 1 Intrapersonal & Interpersonal Communication

### EXERCISE :

Can you identify students who sit in each quadrant of the OK Corral?

I'm Not Ok / You're Ok	I'm Ok / You're Ok
I'm Not Ok / You're Not Ok	I'm Ok / You're Not Ok

### EXERCISE :

Can you recall a time when you were not in the I'm OK/You're OK position with your pupils? Which position were you in and how do you know?

*Your Notes...*

## Lesson 2 - Child & Youth Development

### Top Tips

- Understanding Ericsson's model of personality development helps us identify why people may behave in ways that seem counter productive. See notes on Pages 9 & 10.
- Our attachment style will have a profound impact on our ability to trust and learn. See Pages 12, 13 & 14 for more information on the different insecure attachment styles and how to work with them.
- Creating a safe base is important for all students but particularly for those with insecure attachment styles.
- A SEN label can be both positive and negative - please see Page 15 6 for more information.
- Remember the stack of coins and try to fill any developmental gaps by giving young people a different experience.

*Your Notes...*

## Erikson's Stages of Psychosocial Development

<b><u>Stage 1</u></b>	0 – 2 years	Trust vs Mistrust
<b><u>Stage 2</u></b>	2 – 5 years	Autonomy vs Shame
<b><u>Stage 3</u></b>	5 – 7 years	Initiative vs Guilt
<b><u>Stage 4</u></b>	7 – 12 years	Industry vs Inferiority
<b><u>Stage 5</u></b>	12 – 20 years	Identity vs ID Diffusion
<b><u>Stage 6</u></b>	20 – 30 years	Intimacy vs Isolation
<b><u>Stage 7</u></b>	30 – 65 years	Generativity vs Self Absorption
<b><u>Stage 8</u></b>	65 +	Integrity vs Despair

## Erikson's First Six Stages of Psychosocial Development

### Stage 1 - Trust vs Mistrust

In this stage we are learning whether or not we can trust the people and world around us. If our social, emotional and physical needs are met with reasonable consistency we will learn that it is ok to trust and will use this as a blueprint for relationships going forwards. Where care cannot be given consistently we learn that others may not meet our needs and we adapt our behaviour accordingly. See the notes on attachment styles.

### Stage 2 - Autonomy vs Shame

The developmental drive of toddlerhood is to gain a sense of independence and self-control. If you have worked with toddlers you will know that they can be quite determined to do things their way. Allowing them to take as much control of their skills as possible will develop their sense of security and self-confidence whereas those who are not allowed will develop a sense of inadequacy and self-doubt.

### Stage 3 - Initiative vs Guilt

During this stage children begin to assert their power and control over the world through directing play and other social interaction. Having the freedom to plan, organise and accomplish tasks through play with others helps them develop initiative, social skills and autonomy. Children who are over-directed by adults may struggle to develop a sense of initiative and confidence in their own abilities.

### Stage 4 - Industry vs Inferiority

During the industry versus inferiority stage, children become capable of performing increasingly complex tasks. They want to learn new skills and need to feel successful. Children who are able to achieve this develop a feeling of competence and belief in their abilities, others will doubt their ability to be successful.

### Stage 5 - Identity vs ID Diffusion

This stage is about finding our personal identity which involves exploring and testing different identities until we find one that feels right for us. Those who receive proper encouragement and reinforcement through this personal exploration will emerge from Stage 5 with a strong sense of self and a feeling of independence and control. Those who remain unsure of their beliefs and desires will remain insecure and confused about themselves and the future.

### Stage 6 - Intimacy vs Isolation

During this period, the focus is on forming intimate, loving relationships with other people. Success at this stage leads to fulfilling relationships. Failure can result in feelings of loneliness and isolation.

## Lesson 2 - Child & Youth Development Bronfenbrenner's Eco-Systemic Theory (1989)

Bronfenbrenner's Eco-Systemic Theory was not included in the video course content but you will find it useful and so I have included it here. Bronfenbrenner believed that a child's development is affected by everything that surrounds him/her. He developed his model to reflect the different systems within which we exist and how they might impact our development, mental health and behaviour.

At the centre lies the child with their individual attributes ie their age/sex/health/IQ/personality. The immediate system within which the child exists is the **microsystem** which would include family, school, peers and community. This is the system which has the greatest influence over the child and which the child is most able to influence because it has the highest number of bidirectional relationships.

The next system is the **mesosystem** which relates to the relationships between environments i.e. home and school or home and peers. For example, the best environment for a child is where home and school are aligned and where family are supportive of friendships.

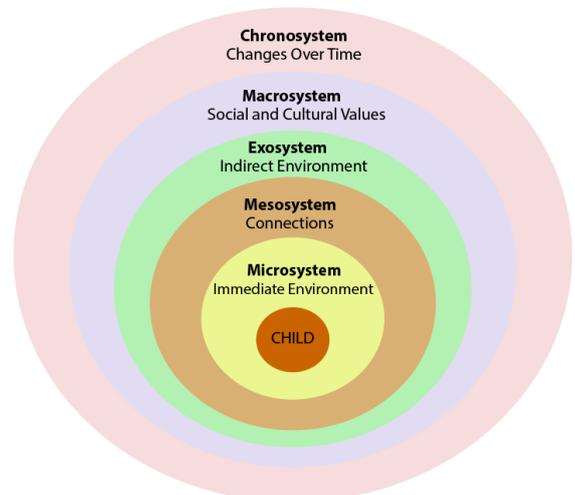
The **ecosystem** is the relationship between two or more systems one of which may not even contain the child. For example, if a parent's work is stressful or unpredictable they might not be able to be emotionally or physically present for a child.

The **macrosystem** is the largest system containing all the people and organisations that affect a child ie cultural patterns and values, dominant beliefs and ideas and the political and economic systems. For example a child born into a culture that prizes education is more likely to feel pressure to perform academically.

Lastly is the **chronosystem** which relates to the role of time ie when events happen in a lifespan - if a parent's job forces a move the impact is likely to be less stressful for a very young child than for a teenager.

Understanding Bronfenbrenner's Theory can help us foster a more holistic perception of those children experiencing mental health difficulties and poor behaviour. They are not being dramatic or disruptive because there is something wrong with them but because something has happened to them - their mental health and behaviour is a function of the systems they live and work in.

Bronfenbrenner's Ecological Systems Theory

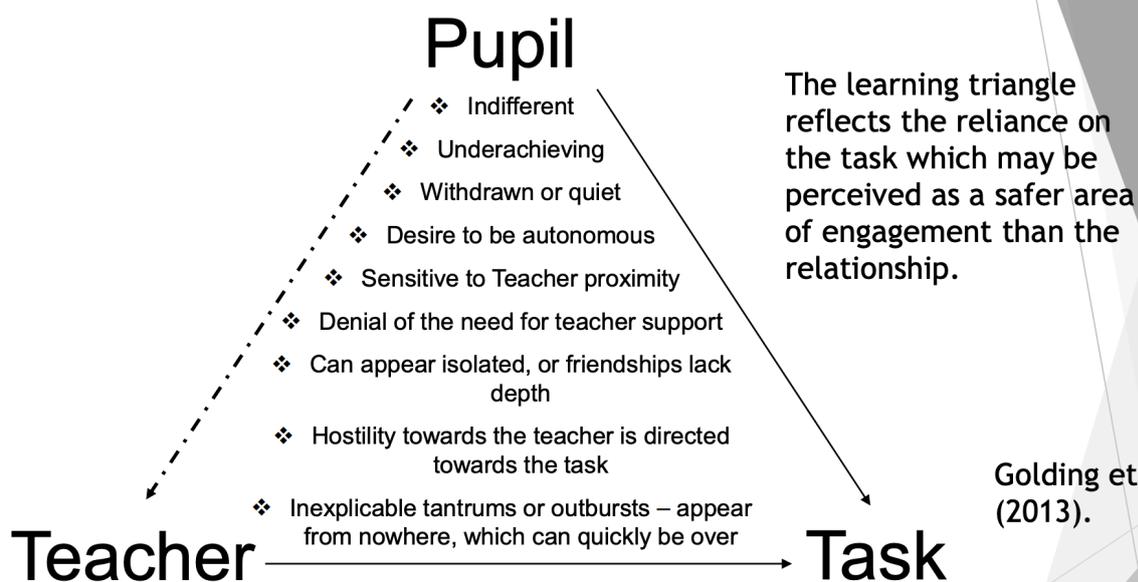


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## Lesson 2 - Child & Youth Development

### Working with Insecure Attachment Styles - Insecure-Avoidant

#### Insecure - Avoidant attachment style



retrieved from <https://www.therapeuticcommunities.org/wp-content/uploads/2018/05/Dr-George-Harris-Attachment-classroom-strategies-workshop.pdf>

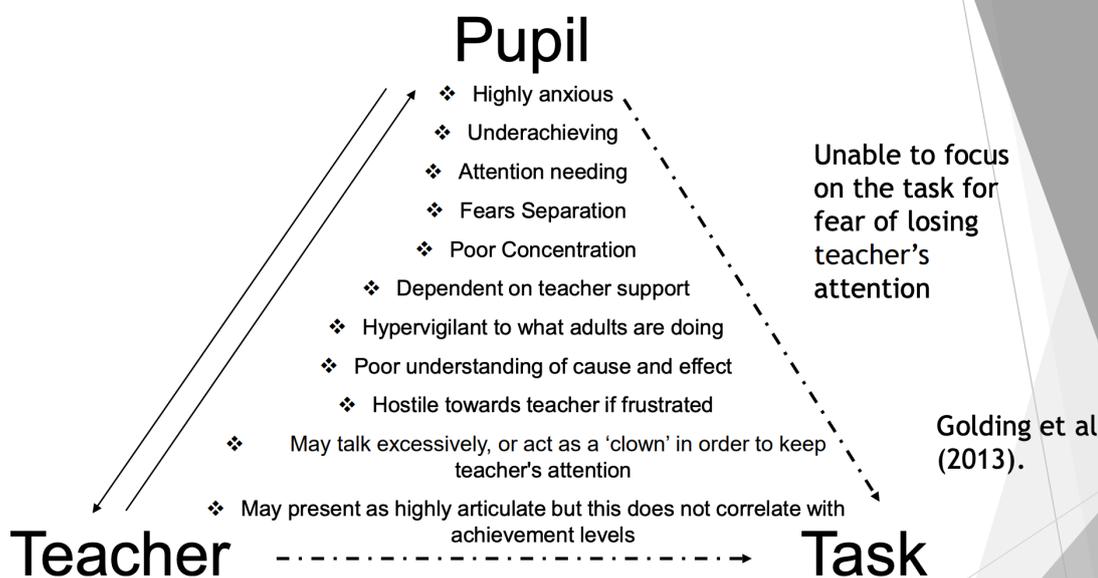
#### Suggested strategies for working with Insecure-Avoidant Attachment Style

- Ask pupil to help you with specific tasks to encourage participation
- Encourage them to seek help from others to develop trust
- Encourage participation in structured but non winning/losing activities
- Encourage pair and small group work to build social skills
- Structure in tasks, play and activities is important for these pupils
- Demonstrate that you hold the pupil in mind (eg I was thinking about you when...)
- Leave a transitional object eg your pen with them when moving away to work with others - this demonstrates your intention to return.
- When outbursts occur stay calm, stay near, empathise, problem solve - see lesson 5

## Lesson 2 - Child & Youth Development

### Working with Insecure-Ambivalent Attachment Styles

#### Insecure - Ambivalent attachment style



retrieved from <https://www.therapeuticcommunities.org/wp-content/uploads/2018/05/Dr-George-Harris-Attachment-classroom-strategies-workshop.pdf>

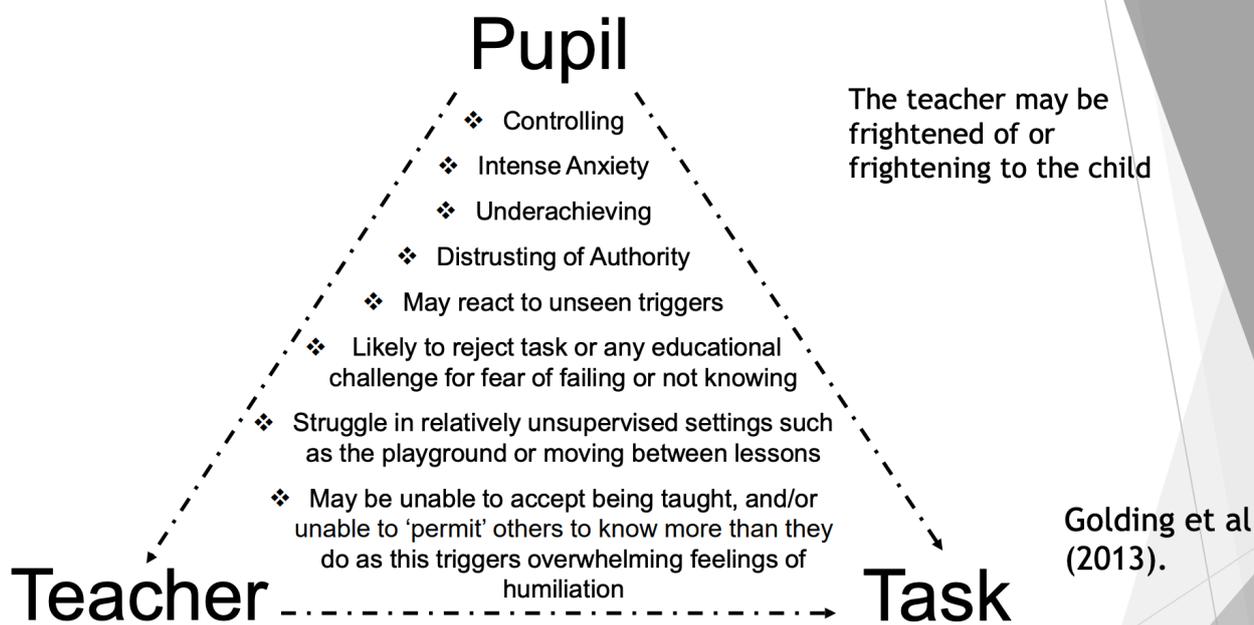
#### Suggested strategies for working with Insecure-Avoidant Attachment Style

- Transitions are hard for these pupils - preparation for change is essential
- Involve parents wherever possible to demonstrate joined up care
- Identify someone who will be their “go to” safe place in school
- Encourage small group work to improve social skills, shared control, enjoyment and emotional regulation
- Teach pupils to break tasks down into manageable steps to avoid overwhelm & aid concentration
- Give these pupils responsibility within a group/team to decrease dependence on teacher and develop collaboration with peers
- “Ask don’t tell” wherever possible to develop understanding of cause and effect
- Encourage self-regulation - see lesson 5
- Remember that “attention seeking” comes from a place of insecurity

## Lesson 2 - Child & Youth Development

### Working with Disorganised Attachment Styles

#### Insecure - Disorganised attachment style



retrieved from <https://www.therapeuticcommunities.org/wp-content/uploads/2018/05/Dr-George-Harris-Attachment-classroom-strategies-workshop.pdf>

#### Suggested strategies for working with Disorganised Attachment Style

- Create a structured environment with extremely consistent rules & routines
- These pupils need frequent, specific, positive feedback - see lesson 6
- Help them develop strategies to manage the fight, flight response - see lesson 10
- If they refuse to participate in a task it is often because they are frightened - use the Steps Model in lesson 8.
- Give this pupil a sense of power and control by offering closed choices wherever possible
- Maintain your professional boundaries
- Keep calm, avoid losing your temper; be predictable, communicate directly, positively, and firmly.
- When implementing consequences, remain unemotional and assume a tone that says, effectively, 'That's just the way we do things here - nothing personal.'

## The Pros and Cons of a Special Educational Needs Label

### Advantages

**Individualised Education Plan (IEP)** - An obvious advantage of labelling a child who has special needs in the classroom is that teachers can use this information to help the child learn using their limitations as a guide to create individualised programs which meet their unique educational needs.

**Extra Learning Support** - A SEN label can help children access services they might not have been able to receive otherwise. Learning Support Departments are able to support the work of classroom teachers by offering frequent targeted instruction in a much smaller setting. Pupils with a SEND label may also be eligible for extra support during public exams such as additional time, a scribe and a separate room.

**Parental Engagement** - A SEN label can lead to increased parental engagement which is helpful as they are best placed to identify their child's needs and strengths and offer additional support in the home setting.

### Disadvantages

**Low Self-Esteem for the Student** - Children can experience a SEND label as a blow to their self-esteem and self-confidence which can lead to a sense of learned helplessness. It is particularly important that we create process goal cultures for these pupils to prevent disengagement (see talk 7 - Creating Cultures of Success Part 1) and that we stroke the journey rather than the outcome (see talk 6 - Motivation).

**Lower Expectations from Parents & Teachers** - Parents and teachers may be guilty of having lower learning expectations for children with special educational needs. When parents and teachers don't show belief in a child's capabilities the child will struggle to believe in themselves. Having a SEND label must not be conflated with having low IQ which can lead to low expectations and set pupils up for failure.

**Peer Issues** - In most cases peers are understanding of those with SEND labels but it can lead to a pupil being bullied or having social difficulties. Building self-esteem and social skills is important to avoid these problems arising.

## Exercises to go with Lesson 2 Child and Youth Development

### EXERCISE :

#### A quiz for you:-

1. Can you name three indicators of a secure attachment style?
2. Can you name three indicators of an insecure attachment style?
3. What more could you do to create a safe base for those who need to trust you before they can access education?
4. Can you identify pupils who have had a difficult transition through any of Erikson's stages?
5. According to Erikson's model what is the developmental drive of adolescence?
6. If you consider your transition through Erikson's first 5 stages can you identify any developmental gaps?

*Your Notes...*

## Lesson 3 - The Adolescent Brain

### Top Tips

- Children with insecure attachments suffered varying degrees of stress and may continue to be hyper vigilant through adolescence.
- Adolescent brain re-organisation begins at 11 for girls and 12 for boys.
- Synaptic pruning continues until the mid twenties. The adolescent brain has lots of plasticity and the capacity to change, adapt and respond to its environment, both positively and negatively
- The last part of the brain to mature is the pre-frontal cortex which means reading social cues, predicting outcome, emotional and impulse control may be difficult right up to 25.
- Adolescents are particularly sensitive to the threat of criticism, judgement and possible exclusion because of their brain wiring.
- Teenagers need 8-10 hours sleep per night.

*Your Notes...*

## Exercises to go with Lesson 3 The Adolescent Brain

### EXERCISE :

Could you provide teenagers with more opportunities for healthy risk taking?

### EXERCISE :

How will you encourage teenagers to take responsibility for getting enough sleep?

*Your Notes...*

## Lesson 4 - Mental Health Awareness

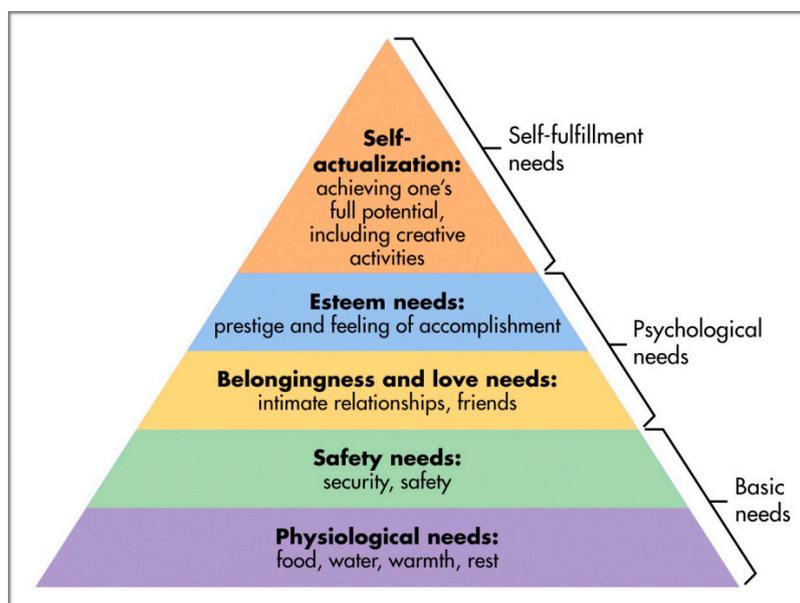
### Top Tips

- Pay attention to the language you use when talking about mental illness.
- It is important to be able to distinguish neurotic from psychotic symptoms. If someone is seeing, hearing or thinking strange things that others do not, you are dealing with psychosis.
- How our individual attributes and behaviours; our social, health and economic circumstances and environmental factors dynamically interact with one another will influence our mental health.
- Try not to medicalise a temporary response to a difficult experience - a period of watchful waiting may be more appropriate.
- A mental illness will manifest in changes in thinking, feeling and behaviour.
- When assessing for emotional support consider how different are they to normal; how long has this been going on; what changes have you noticed and how severe are the symptoms.
- Remember that mental health affects more than the sufferer.

*Your Notes...*

## Lesson 4 - Mental Health Awareness Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs was not included in the video course because I am always wary of theory overload. However, it is an extremely useful model to bear in mind when considering mental health so I am including it here.



In order to better understand what motivates human beings, Maslow proposed that human needs can be organised into a hierarchy. This hierarchy ranges from our basic survival needs—such as food and water—to more abstract concepts such as self-fulfilment. According to Maslow, when a lower need is met we can move on to focus on the next need but it is not always the case that a need must be fully met before a higher need is addressed. When thinking about the children in your care it is helpful to have an understanding of which tier is motivating their behaviour. For example a child who is not getting enough sleep will struggle to be fully creative. A child who does not feel safe at home may find it difficult to focus in lessons or socialise.

### Cause I Ain't Got a Pencil

I woke myself up because we ain't got an alarm clock  
 Dug in the dirty clothes basket cause ain't nobody washed my uniform  
 Brushed my hair and teeth in the dark cause the lights ain't on  
 Even got my baby sister ready cause my mama wasn't home  
 Got us both to school on time to eat us a good breakfast  
 I got to class the teacher fussed cause I ain't got a pencil  
 by Joshua T Dickerson

When we think about pupils who are challenging to teach or experiencing mental health difficulties it is helpful to bear Maslow's Hierarchy of Needs in mind. It allows us to be kinder and to perhaps identify lower order needs that could be addressed.

## Exercises to go with Lesson 4 Mental Health Awareness

### EXERCISE :

Reflect on your subject's curriculum - is there anything that may present a challenge to someone with experience of mental ill health? If so what will you do to help them feel safe?

### EXERCISE :

Taking into account the information you have about mental health and illness, are there any individuals whom you might now consider to be vulnerable?

*Your Notes...*

## Lesson 5 - Promoting Self-Awareness & Self-Management - Part 1

### Top Tips

- All extreme behaviour is the manifestation of an unmet emotional need.
- Do not focus on the behaviour instead, use empathy to help them process the feelings.
- Be the Bear not the Goat - criticising, distracting, minimising, sarcasm, advising and placating do not help.
- When we use reflective listening we help young people become more self aware and boost their emotional intelligence.
- Using empathy builds trust because we show we care and are there.
- In the midst of strong emotion problem solving is not possible. Be patient and remember, they may need to use drama to deal with strong feelings.

*Your Notes...*

## Lesson 5 - Promoting Self-Awareness and Self-Management Notes for Reflective Listening

Reflective listening is a powerful tool which we can use to de-escalate inflammatory situations and help people manage difficult emotions.

It is important to understand that most unhelpful behaviour is the manifestation of some form of unmet emotional need. Take care of the need and the behaviour will change automatically. Ignore the need and you may be able to stop the behaviour temporarily but by not addressing the underlying problem we can expect the behaviour to reemerge at a later date.

Reflective listening is about:-

- allowing others to feel truly heard and understood
- validating feelings
- building trust and connection
- understanding the unmet emotional need driving their behaviour
- reducing resistance

It is a simple technique which requires you to guess what you think they are feeling and reflect it back to them, here are a few examples:-

To a child who is freaking out about upcoming exams:

“You seem really angry but I wonder if actually you feel worried that you won’t be able to manage the exams”

To a child who has been asked to move down a set:

“I might be wrong but I’m guessing you might be feeling sad right now”

To a child whose parents are separating:

“I haven’t been in your situation but I imagine you might be feeling upset and perhaps anxious right now”

To a child who has been given a SEND label

“It is normal for people to have mixed feelings about getting a diagnosis - knowing you I am guessing you might feel relieved but others might feel upset, angry. Whatever you feel is ok with me”

“I know the idea of revising is probably deeply tedious for most of you but ....” - with this one you are using it in advance to reduce the resistance.

Remember that it doesn’t matter if you guess wrong - guessing at all shows you care.

## Exercises to go with Lesson 5 Promoting Self-Awareness & Self-Management Part 1

### EXERCISE :

Either on your own or (even better) with a friend, reflect upon a challenging interaction you have had. If you could re-play it now, what might you do differently?

### EXERCISE :

Try some active listening. How does it feel to really listen and acknowledge as opposed to planning what you might say next?

### EXERCISE :

Take a moment to consider who you feel most comfortable talking to. What does that person offer you and is there something you can learn from them?

### EXERCISE :

**GET YOUR BUT OUT OF THE WAY!** Try using 'and' instead of 'but'. It may feel clunky at first but notice if there's any difference in the responses you get.

*Your Notes...*

## Lesson 6 - Promoting Self-Awareness & Self-Management - Part 2

### Top Tips

- Thoughts, feelings and behaviour are all connected and changing any one will change the other two.
- Anxiety reappraisal is an effective technique to prevent performance anxiety becoming problematic.
- Use the thought/feeling experiment to build self-awareness and empower young people to use intentional focussing.
- Challenge negative thinking and encourage gratitude.
- Help young people identify and avoid their thinking traps.
- Help young people understand and explore their healthy coping strategies and explain how the unhealthy strategies may alleviate pain in the short term but will cause more distress in the long term.

*Your Notes...*

## Lesson 6 - Promoting Self-Awareness and Self-Management Notes on Cognitive Behavioural Therapy

Central to Cognitive Behavioural Therapy is the idea that how we think (cognition), how we feel (emotion) and how we act (behaviour) all interact together. Specifically, our thoughts determine our feelings and our behaviour and they are all affected by our environment.



Negative and unrealistic thoughts cause us psychological distress which in turn has a negative effect on the actions we take eg drinking large amounts of alcohol to numb difficult feelings. The aim of CBT is to help people become more aware of their distorted thinking patterns, also known as Thinking Traps, and negative behaviours and find new ways of thinking and behaving which will reduce psychological distress.

An example: Cassie is upset because she got a low mark in her science exam. She has always been considered to be clever and believes that unless she gets good grades she is worthless with the consequence that the poor mark makes her feel depressed. To an outsider it is obvious that one poor grade does not render her worthless. Helping her to reframe her negative belief and interpret the situation in a more realistic light will develop her coping strategies and prevent her from feeling depressed.

Cassie falls into the “Black or White” thinking trap and needs to learn to view success and failure with more balance.

On the next page are some of the most common thinking traps.

## Thinking Traps

Thinking Traps	Examples
<b>Fortune Telling</b> - when we predict how we think things will happen	I will mess it up No-one will talk to me
<b>Black &amp; White Thinking</b> - all or nothing extreme thinking	If I don't get A's I have failed If I eat a chocolate I have ruined my diet
<b>Mind Reading</b> - believing we know what others are thinking about us	They think I am weird She doesn't like me
<b>Overgeneralising</b> - making sweeping all or nothing judgements about ourself or others	I always make mistakes I can't speak in public People never listen to me
<b>Labelling</b> - using single, negative words to describe ourselves	I'm stupid I'm boring
<b>Over Estimating Danger</b> - believing that something that is unlikely to happen, will happen	I will be sick I'll go mad I'll have a panic attack
<b>Thought Filtering</b> - paying attention to the bad stuff & ignoring the good leading to unbalanced conclusions	Focussing on the one person who yawned whilst you were talking rather than the three people who asked for more information & concluding that you are boring.
<b>Catastrophising</b> - we imagine the worst & predict that we won't cope	I will make a fool of myself & everyone will laugh & I won't be able to survive the embarrassment
<b>Shoulds &amp; Oughts</b> - telling yourself how you "should" feel & act even though this is NOT how you actually feel or act.	I should feel less anxious I must control my feelings I ought to be more perfect

## Exercises to go with Lesson 6 Promoting Self-Awareness & Self-Management Part 2

### EXERCISE :

To practice anxiety reappraisal:-

Think about something that you dread doing - it could be public speaking, driving at night, starting something new, going to parties - it doesn't matter what you choose. Then consider what the benefit of overcoming that fear would be - a better social life. a different experience etc; imagine that you are going to do the activity in ten minutes and tell yourself how excited you now feel about it. Repeat this message a number of times and notice if anything changes. Is there a difference? What is it? Is it better or worse? Could you make it bigger? How?

### EXERCISE :

Reflect upon & discuss an event that was difficult for you, that resulted in you feeling challenged in some way. Now see if you can reframe the event as something that was positive for you - ask for help from your partner if you need more perspective. How does that feel? The event hasn't changed only what you've focussed your attention on.

*Your Notes...*

## Lesson 6 - Motivation Theory and Practice

### Top Tips

- The labels we attach to young people contribute to their self concept. Helping them identify their strengths will boost self-esteem and confidence whereas a label eg “the sporty one” can create undue pressure.
- We don’t motivate people by constantly catching them doing the wrong thing. We need to focus on the positive.
- Remember: Any stroke is better than no stroke at all.
- Those who have learnt to get their needs met by doing the wrong thing will reject the positive strokes - keep going - they need the warm fuzzies more than most.
- Avoid Evaluative Praise and encourage self stroking!
- Fill those strokes banks and backpacks to build self esteem and self efficacy.

*Your Notes...*

## Exercises to go with Lesson 6 Motivation Theory and Practice

### EXERCISE :

Choose a student whom you find particularly challenging and decide to give them some targeted, specific praise. Make it your mission to 'notice' them behaving in ways you feel you can praise. DO NOT MAKE IT UP. It has to be real but you might have to start small. Whilst you are focussing on them in this way, ensure that you minimise any attention you give to their negative behaviour (which, certainly in the short-term, isn't going to go away). If you need to reprimand them, do it quietly and privately if possible. Changing your focus to the positive and stroking it is unlikely to bring immediate behavioural change but it will if you are determined and resilient enough to stick with it.

What have you noticed?

*Your Notes...*

## Lesson 7 - Creating Cultures of Success Part 1

### Top Tips

- The End Goal Culture creates pressure; fosters a fear of failure; fuels comparison, encourages extrinsic motivation and reduces enjoyment.
- Fear of Failure leads to the decline of creativity.
- The Process Goal Culture reduces pressure to perform and the fear of failure; it encourages intrinsic motivation and enjoyment.
- Communicate your beliefs to your students and their parents and challenge end goal practice wherever.
- Encourage self-reflection and help young people view feedback positively.
- Stroke enterprise, initiative & persistence rather than outcome.

*Your Notes...*

## Attitudes & Words as Clues to Ego States

### Parent Ego State

All the actions, beliefs and values that we learn from our parents or other “people in charge”. The following words are a good clue that you are in Parent Ego State:-

should	ought	do this/do that!	shut up!
annoying	low	be good	if I were you
childish	shocking	always	don't worry
unreasonable	disgusting	let me help you	I'll do it
how dare you!	disobedient	come on now	not again!
No!	brat	don't do that!	I said so!
vulgar	poppet	sweetie	stupid
ridiculous	poor you	poor thing	good/bad
stubborn	showing off	drama queen	tricky

### Child Ego State

The words and actions from Child are usually labels for your feelings. Often use Child words/ actions to get a good feeling or avoid a painful one eg loneliness, fear, anger or to express our feelings:

I don't care	It's not fair	I want/don't want	I can't
Excitement	I hope	Playful	Ouch!
day dreaming	fear	bigger	best
do it for me	it's your fault	I didn't do it	won't
everybody	tantrums	swearing	weeping
sulking	whining	I'll try	always
fantasy	he's no good	nobody loves me	I'm useless
I want to go home	self-pity	boasting	joy/happiness
love	teasing	sad	depressed
anger	better	mine!	help me
you made me...			

### Adult Ego State

The Adult tries to deal with the present. It is like a computer reacting in the here and now. It is honest, accurate and makes sense. Here are some Adult words and phrases:-

Easier	Rational	Improving	What
How	Realistic	Who	Which
What	Where	When	Objective
Why	Possible	I think	I see
Correct	Factual	Have you tried?	Error
I choose	I'd rather	Is there another explanation?	
Let's think about..	Responsible	What are the facts?	Yes/No

## Exercises to go with Lesson 7 Creating Cultures of Success Part 1

### EXERCISE :

Take a moment to reflect: are you someone who was raised in an end goal culture or a process goal culture? It is difficult to teach something that is at odds with our personal beliefs and many of our personal beliefs were established in our formative years before we were even aware that we had a choice. Beliefs are established neural pathways and to change them we have to establish a new and different neural pathway.

How do we do that?

Identify one of your unhelpful beliefs. Find an alternative, more helpful belief. Practice it, find information to support it, practice it again and again.

*Your Notes...*

## Lesson 8 - Creating Cultures of Success Part 2

### Top Tips

- Awareness of Relative Age Effect Theory helps us to create equal opportunities for all.
- Develop awareness of your personal unconscious biases and their impact on how you might treat in and out group members.
- Be prepared to revisit your assessment of an individual as your experience of them expands.
- The culture we create affects mindset, i.e. our mindset is largely determined by our nurture and it can differ from activity to activity.
- Changing from a fixed mindset to a growth mindset will be challenging but it is possible.
- Remember the steps model. Use empathy to overcome resistance.

*Your Notes...*

## Exercises to go with Lesson 8 Creating Cultures of Success Part 2

### EXERCISE :

Now that you have some awareness of your biases can you challenge them? Actively choose students from your 'out-group'. Give them some responsibility, even if it is only something small. How does that feel? How did they respond?

### EXERCISE :

Do you have a growth mindset and are there areas where your mindset is definitely fixed? Are there things you 'just can't do'? Choose one of your 'just can't do's' and aim to conquer it. YouTube has a video for pretty much everything but if not ask a friend - and have a go, notice your resistance and give yourself strokes for each step of the journey - when you stumble tell yourself that you haven't quite mastered it YET and have another go.

How did it feel? It is worth bearing in mind that we ask some of the young people in our care to do things they don't believe they can do almost every time we see them.

You might like to share your experience with your students.

*Your Notes...*

## Lesson 9 - Buttons

### Top Tips

- Identify your buttons & avoid stamp collecting
- If the drama is recurring what is the pay off?
- Ego States (Parent, Adult, Child) are a set of related behaviours, thoughts & feelings that make up our personality at a given time.
- When our buttons are pushed we will go to the Critical Parent or Adapted Child Ego State & from there onto the Drama Triangle.
- Persecutor, Rescuer & Victim are all Drama Triangle positions - what do you do to get off the triangle and back into Adult?
- Being assertive means being explicit about your rights, needs & wants whilst considering those of others

*Your Notes...*

**Lesson 5**  
**Button Sheet**

My Buttons Get Pushed  
When.....

In my body I feel...

I react by...

Because I am afraid that...

## Lesson 7 - Creating Cultures of Success The Process Goal Culture

A Process Goal Culture focusses is on the journey rather than the outcome; it communicates the idea that success is all about giving your best effort; improving your skills; collaborating with others and enjoyment. When we get the journey right the results take care of themselves.

When we create a process goal culture we help young people develop intrinsic motivation because they feel good every time they see themselves improve, overcome a new challenge or give maximum effort and all of this leads to a greater sense of happiness and enjoyment. Process Goal Cultures minimise the pressure to perform and reduce the fear of failure whilst promoting creativity and initiative.

Here are some simple tips to help you create a Process Goal Culture for your pupils:-

- Communicate your beliefs to your pupils
- Share resources with them that reinforce your message eg JK Rowling talking to the Harvard Alumni about the fringe benefits of failure
- [https://www.ted.com/talks/jk\\_rowling\\_the\\_fringe\\_benefits\\_of\\_failure](https://www.ted.com/talks/jk_rowling_the_fringe_benefits_of_failure)
- Explain your philosophy to parents
- Challenge the end goal culture wherever you see it
- Experiment with how you give feedback - could you replace qualitative grades with a comment on process?
- Focus on effort not outcome
- Do not allow comparison with friends or siblings
- Encourage team work
- Ask don't Tell
- Help them see challenges as opportunities not threats
- Help them to welcome feedback
- Allow mistakes but not regrets
- Praise enterprise & initiative
- Encourage curiosity
- Help them to remember that every expert was once a beginner
- Make the journey enjoyable

## Exercises to go with Lesson 10 Buttons

### EXERCISE :

Alone, or better, with a friend bring to mind a student who presses your buttons. What is it that they do that sends you into Fight Flight or Freeze?

Is their behaviour similar or the same as someone significant from your past? Do they deserve all the energy that you give them? Have you made their behaviour mean anything about you? Are there beliefs about yourself that it might be good to change?

Sometimes just honestly asking and answering these questions can take the 'steam' out of our most challenging relationships.

*Your Notes...*

## Teen Tips Problem Solving Model

### Top Tips

Get off the Drama Triangle and apologise if necessary

State the problem and its impact

Ask for their perspective and listen carefully

Problem solve - remember, ask don't tell

Do you need a consequence?

Find something to stroke and then move on.

*Your Notes...*

# TEEN TIPS



## So Every Child Can Thrive

**Thank you for taking this course  
& I hope you find it helpful going forwards.**

**Please do leave a review & if you feel  
able to recommend it to others  
I would be deeply grateful.**

**Wishing you all the very best**

**Alicia**