Module 8 - Meeting Needs - Social, Emotional and Behavioural Difficulties

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Content

❖ Definition

❖ Behaviour

❖ Causes and Triggers

❖ Disability

❖ Team Approach

❖ Future Developments

Social, Emotional and Behavioural Difficulties

DEFINITION

SEBD

❖ Social, emotional and behavioural difficulties (SEBD)

❖ Social Emotional and Mental Health difficulties (SEMH)

❖ Sad, Mad or Bad and other unhelpful terms.

Social, Emotional and Behavioural Difficulties

Refers to a condition in which behaviour or emotional responses of an individual are so different from generally accepted norms, that they adversely affect a student's performance.

Social, Emotional and Behavioural Difficulties

❖ Children/students who are both troubled and troubling.

❖ Difficulties presented range from normal (possibly unacceptable) behavior and that which is indicative of serious mental illness.

❖ Range from social mal-adaption to abnormal emotional stresses.

❖ EBDs are persistent (if not necessarily permanent) and constitute learning difficulties.

Social, Emotional and Behavioural Difficulties

❖ The effects may be complicated with different forms and severities.

❖ Students may show withdrawn, passive, depressive, aggressive or self-injurious tendencies.

❖ There may be one or more causes (associated with education, family or physical or sensory impairments).

Social, Emotional and Behavioural Difficulties

BEHAVIOUR

Overview

Characteristics and behaviours associated with emotional disturbance and/or behavioural problems may include aggressive or anti-social behaviour, inattentiveness, distractibility and impulsiveness; impaired social interactions; general inability to cope with the routine of daily tasks; obsessive and repetitive behaviours; attention-seeking behaviours such as negative interactions or a poor attitude towards work, peers or teachers; and depressed behaviours such as withdrawal, anxiety or mood swings.

Irish Special Educational Support Service 2009

Types of Behaviour

❖ Externalising

  ▪ Uncontrolled

  ▪ Aggressive (verbal and physical), impulsive, coercive, non-compliant.

  ▪ Hyperactive

❖ Internalising

  ▪ Over-controlled

  ▪ Withdrawn, lonely, anxious

  ▪ Example behaviours include anorexia, bulimia, depression, anxiety

In Education

❖ SEBD can effect a student's ability to:

- Perform in class.

- Perform outside class.

- Carry out certain activities (eg presentations, group work)

- Build and maintain relationships with fellow students and staff

❖ SEBD can:

- Be existing before a student arrives or start whilst in education.

- Be chronic or acute.

- Be of short or long duration.

- Be triggered by an educational activity.

❖ SEBD requires:

- A team of professionals in working together to support a student.

Social, Emotional and Behavioural Difficulties

CAUSES AND TRIGGERS

Underlying Causes

❖ The impact of abuse or trauma.

❖ Unidentified learning difficulties, such as dyslexia.

❖ The effects of difficulties or mental illness within the family.

❖ Personal mental illness.

Additional Factors

The numbers of students with SEBD are higher for the following:

❖ Inner cities.

❖ Socially deprived families.

❖ Male students.

❖ These factors refer to students who are identified those who are internalising their issues may not be identified.

Mental Health

❖ A sense of personal well-being.

❖ A capacity to form mutually satisfying relationships.

❖ The ability to adapt to a range of psychological and social demands.

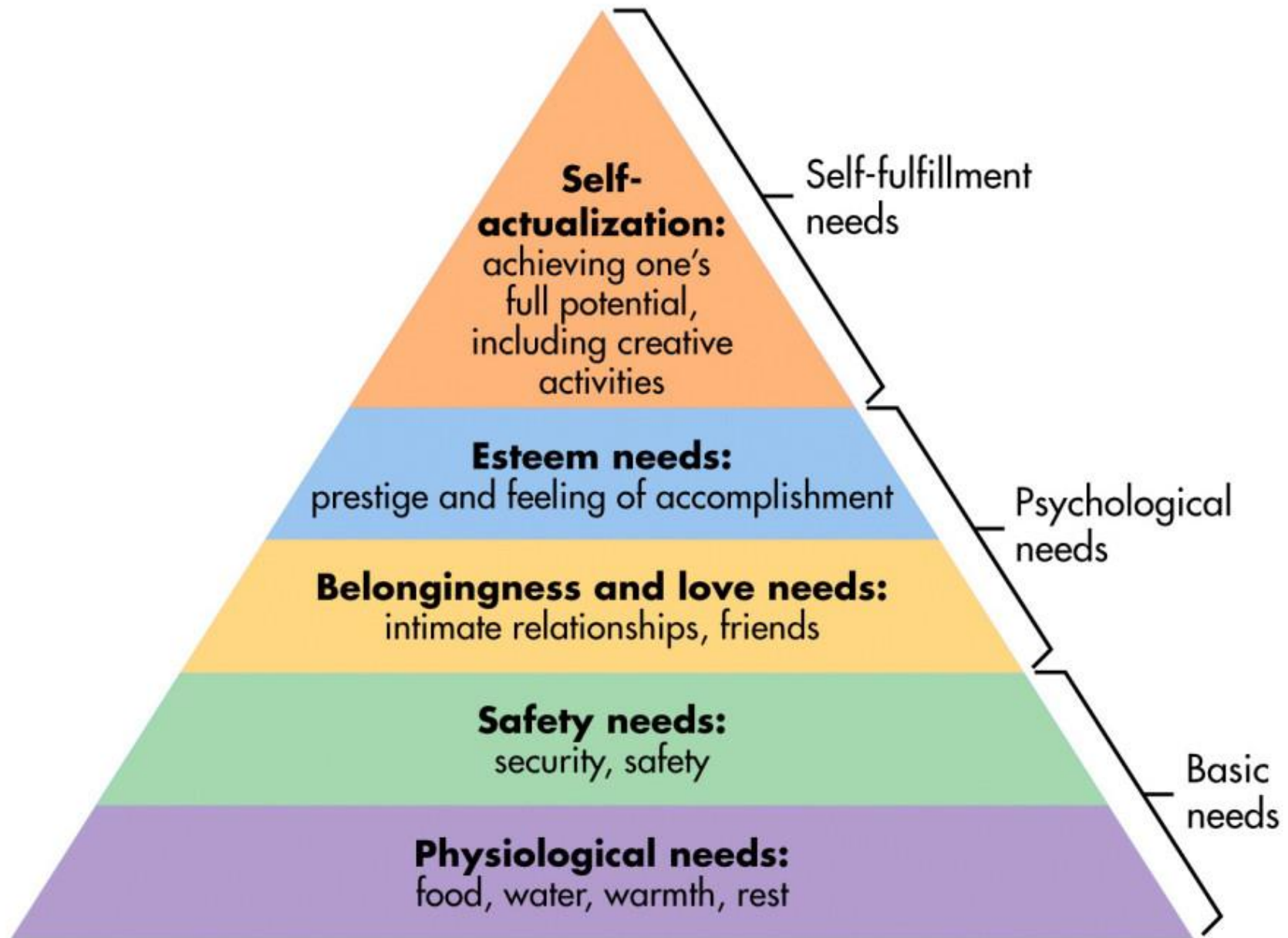❖ The ability to learn new skills and take on new knowledge.

Mental Health

❖ Lots of tools and advice to help those who may have minor issues.

❖ Those with more serious problems should be directed to appropriate professional help.

❖ An example of helpful material is `The Bouncing Back Workbook - Building Skills That Strengthen Resilience
available from
http://www.northerntrust.hscni.net/pdf/Bouncing_Back_workbook_Building_Skills_that_strengthen_resilience.pdf

available from Maslows Hierarchy of Needs, https://study.com/academy/lesson/self-fulfillment-definition-lesson-quiz.html

Links with computer use and Mental illness - e-Safer Suffolk cybersurvey

There is an association between those who already have low self-esteem and the amount of time they spend online, but there is no evidence of cause and effect. Spending more than 3 hours a day online seems be the point at which self-esteem may start to decrease.

Available from https://www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk-cybersurvey/

Social, Emotional and Behavioural Difficulties

DISABILITY

Legal Definitions of Disability

❖ UN CRPD, definition:
"Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others".

❖ The UK Equality Act 2010 states:
"A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities".

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) Article 24

"shall ensure that persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live. States Parties shall ensure that persons with disabilities are able to access general tertiary education (e.g. universities, technical training institutes, community colleges, nursing schools, etc.) vocational training, adult education and lifelong learning without discrimination and on an equal basis with others."

Erasmus+ Inclusion and Diversity Strategy

"when implementing the Programme, inter alia as regards the selection of participants[…], the Commission and the Member States shall ensure that particular efforts are made to promote social inclusion and the participation of people with special needs or with fewer opportunities".

Social, Emotional and Behavioural Difficulties

TEAM APPROACH

Browne and Millar, Conceptual framework for a rights-based approach to the integration of children and young persons with disabilities.

Seven components of such a framework are identified:

- ❖ citizenship and social inclusion;
- ❖ recognition;
- ❖ agency;
- ❖ voice;
- ❖ capabilities;
- ❖ equality;
- ❖ self-realisation

Developing a rights-based approach within education

Discussion

❖ Can students with SEBD be enabled to have the same autonomy as other students?

❖ Can staff members with SEBD by supported to practise as effectively and safely?

❖ Can any negative effects on other members of staff or students be mitigated?

Middlesex University Helpsheets

- ❖ Abuse
- ❖ Addiction
- ❖ Anxiety
- ❖ Bereavement
- ❖ Bullying
- ❖ Study Blocks
- ❖ Cognitive Behavioural Therapy
- ❖ Coming to Britain
- ❖ Concerned about someone
- ❖ Depression
- ❖ Eating disorders
- ❖ Exam stress

Middlesex University Helpsheets

- ❖ Freshers

- ❖ Insomnia

- ❖ Help with mental health

- ❖ How to manage stress

- ❖ Mature students

- ❖ Mindfulness

- ❖ Presentations

- ❖ Relaxation

- ❖ Self Harm

- ❖ Trauma

- ❖ Work difficulties and study

- ❖ Working in groups

available from See https://unihub.mdx.ac.uk/support/counselling-and-mental-health/helpsheets

Cause for Concern

❖ Stage 1 – Identification of a concern

❖ Stage 2 – Referral, information gathering and decision

❖ Stage 3 – Follow University policy or procedure

❖ The outcome following stage 2 of the procedure will be to follow one of the following policies and/or procedures:

- Fitness to Study Policy – is the student's health disrupting their own studies, the studies of others or placing unreasonable demands on staff or other students;

- Safeguarding Policy –how the University meets its statutory obligation to safeguard the wellbeing of under-18s and adults at risk.

- Student Conduct and Discipline Procedure – the process for dealing with allegations of non-academic misconduct.

available from https://unihub.mdx.ac.uk/support/cause-for-concern-procedure

Team Involvement

❖ Academic staff.

❖ Administration staff (admissions, helpdesk, records, attendance).

❖ Technical staff.

❖ Student support – academic.

❖ Student support – disability.

❖ Student support – counselling.

Factors that enable and disable cooperative supportive working

Discussion

❖ How can the relevant team members be identified?

❖ How can the relevant team members be supported?

❖ What are the barriers to a team approach?

❖ How can these barriers be overcome?

Factors that disable cooperative supportive working

❖ Privacy/confidentially.

❖ Departmentalism (not my responsibility).

❖ Lack of knowledge of who to share information with.

❖ Unseen bias against apparently misbehaving students.

❖ Lack of understanding of disability issues.

❖ Fear of making the situation worse.

Factors that enable cooperative supportive working

❖ Strong relevant policies.

❖ Good communication amongst staff.

❖ Peer support.

❖ Student centred approach.

❖ Belief that student's can be helped.

Social, Emotional and Behavioural Difficulties

FUTURE DEVELOPMENTS

Further research is ongoing to identify ways of communicating and supporting people with SEBD

❖ W3C - On-going work on cognitive accessibility support at W3C WAI

available from https://www.w3.org/WAI/cognitive/

❖ Centre for Resilience & Socio-Emotional Health (CRES), University of Malta

available from https://www.um.edu.mt/cres

❖ And others – research on supporting people with cognitive impairment has been lagging behind research for people with physical and sensory impairments but is ongoing.

World Mental Health Day 10 October 2019

Available from