

Catalyst Connects: Belonging Matters



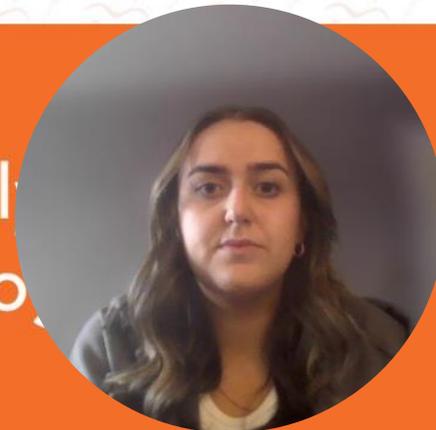
Session 5: Wellbeing

Presented by:
Samantha Williams
Assistant Psychologist



Funded by
UK Government

Catalyst
Psychology



Outline of this session

- **Difference between wellbeing and mental health**
- **The impact of migration on wellbeing**
- **School and teachers' roles in supporting wellbeing**



Wellbeing and Mental Health



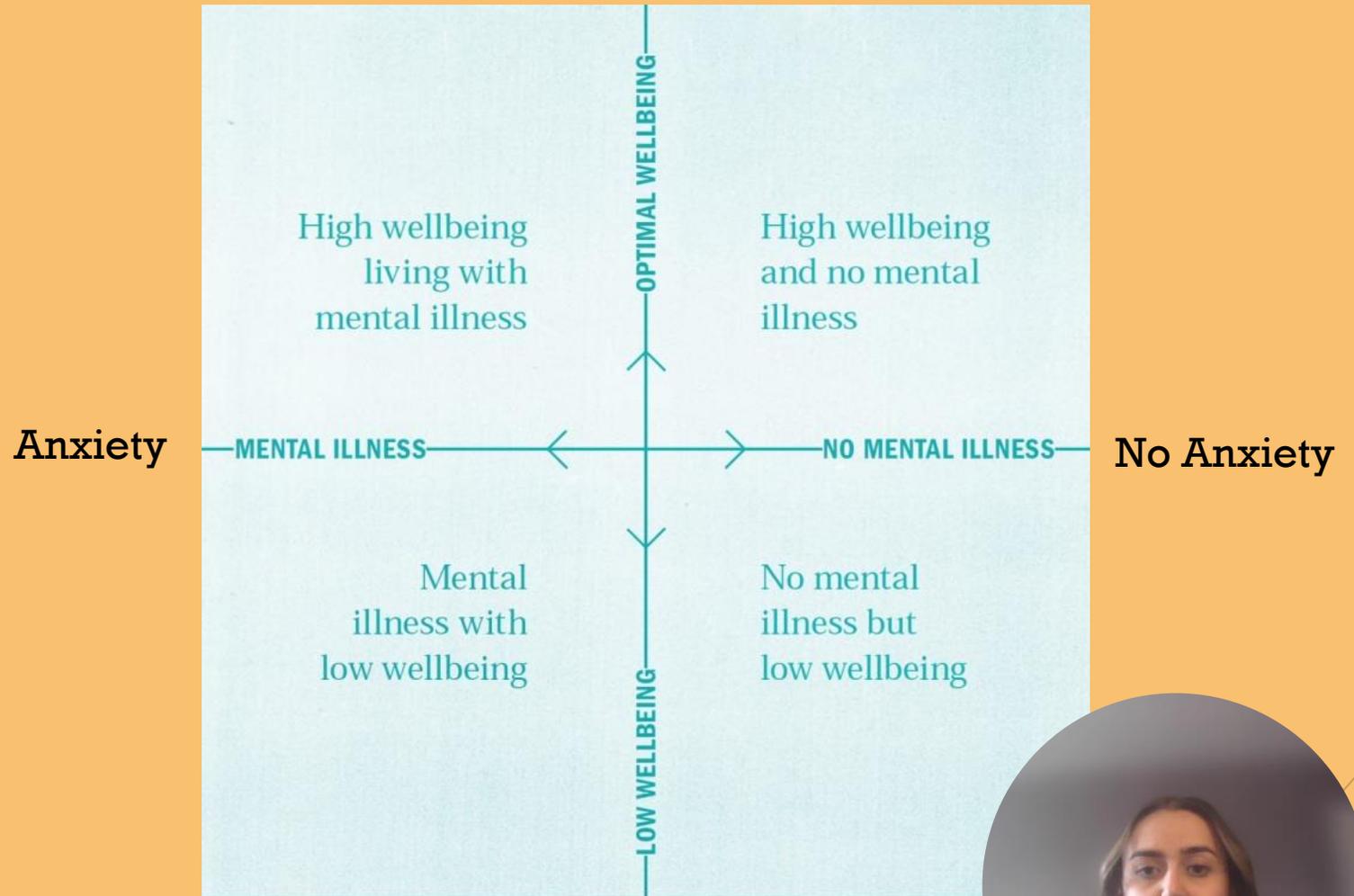
Wellbeing refers to CYP's happiness, life satisfaction and positive functioning; *“ Children and young people feeling good, feeling that their life is going well, and feeling able to get on with their daily lives”*

Mental health refers to the individual's ability to use their own potential, cope with the stresses of life and work to the best of their ability.

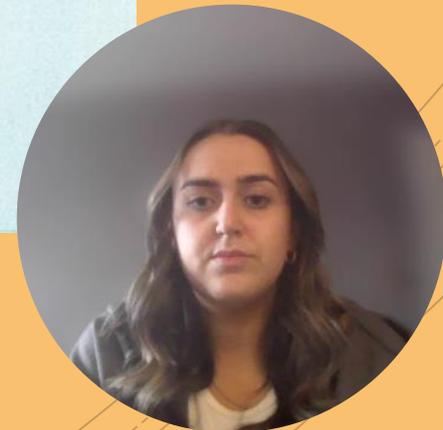


Wellbeing and Mental Health

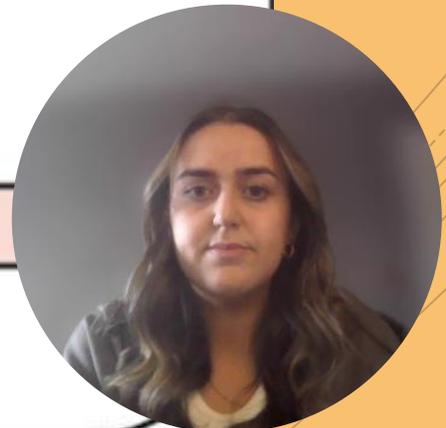
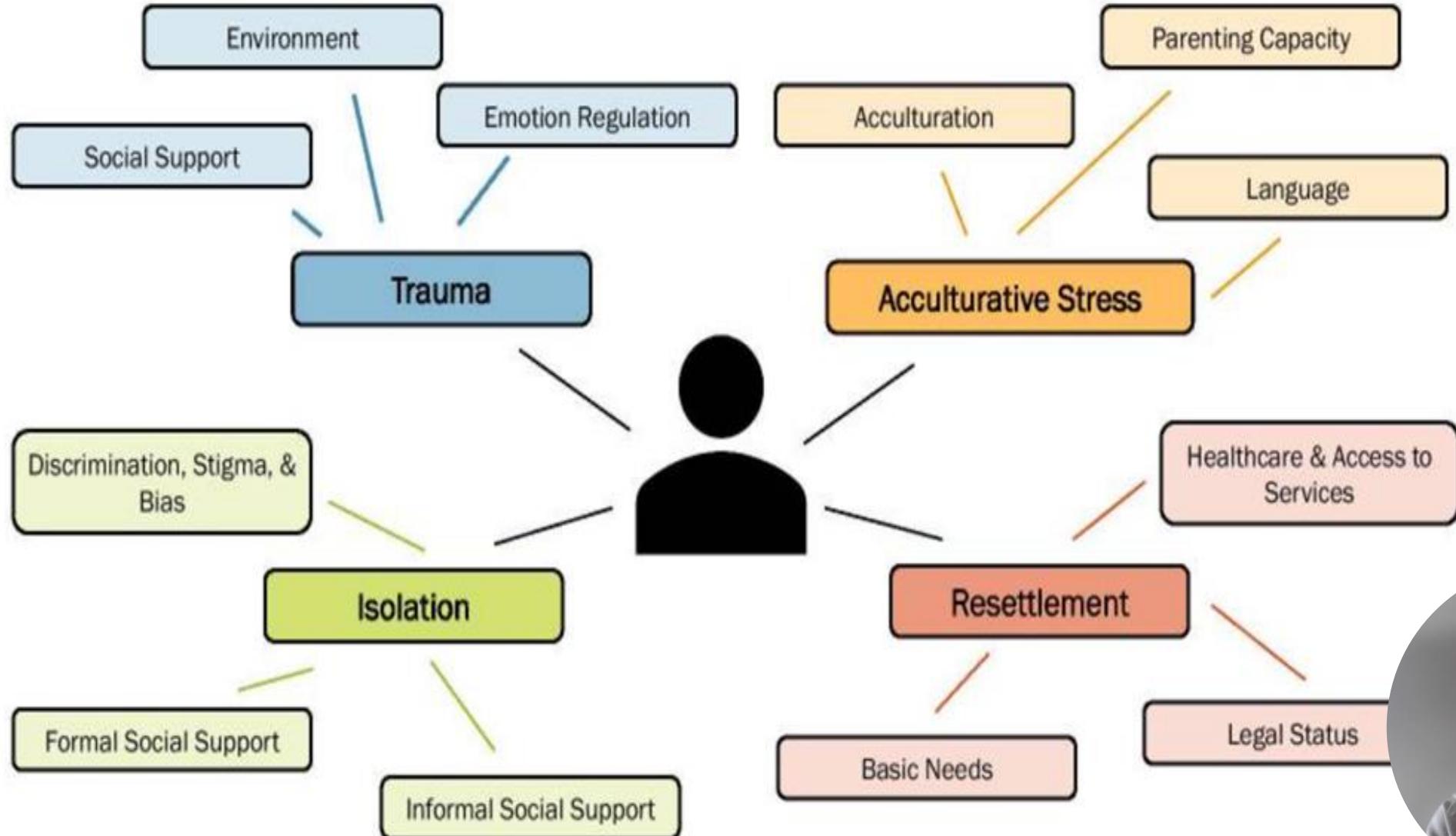
Feeling good and feeling that life is going well



Feeling terrible and not feeling optimistic about life



Core Stressors



Maslow's Hierarchy of Needs

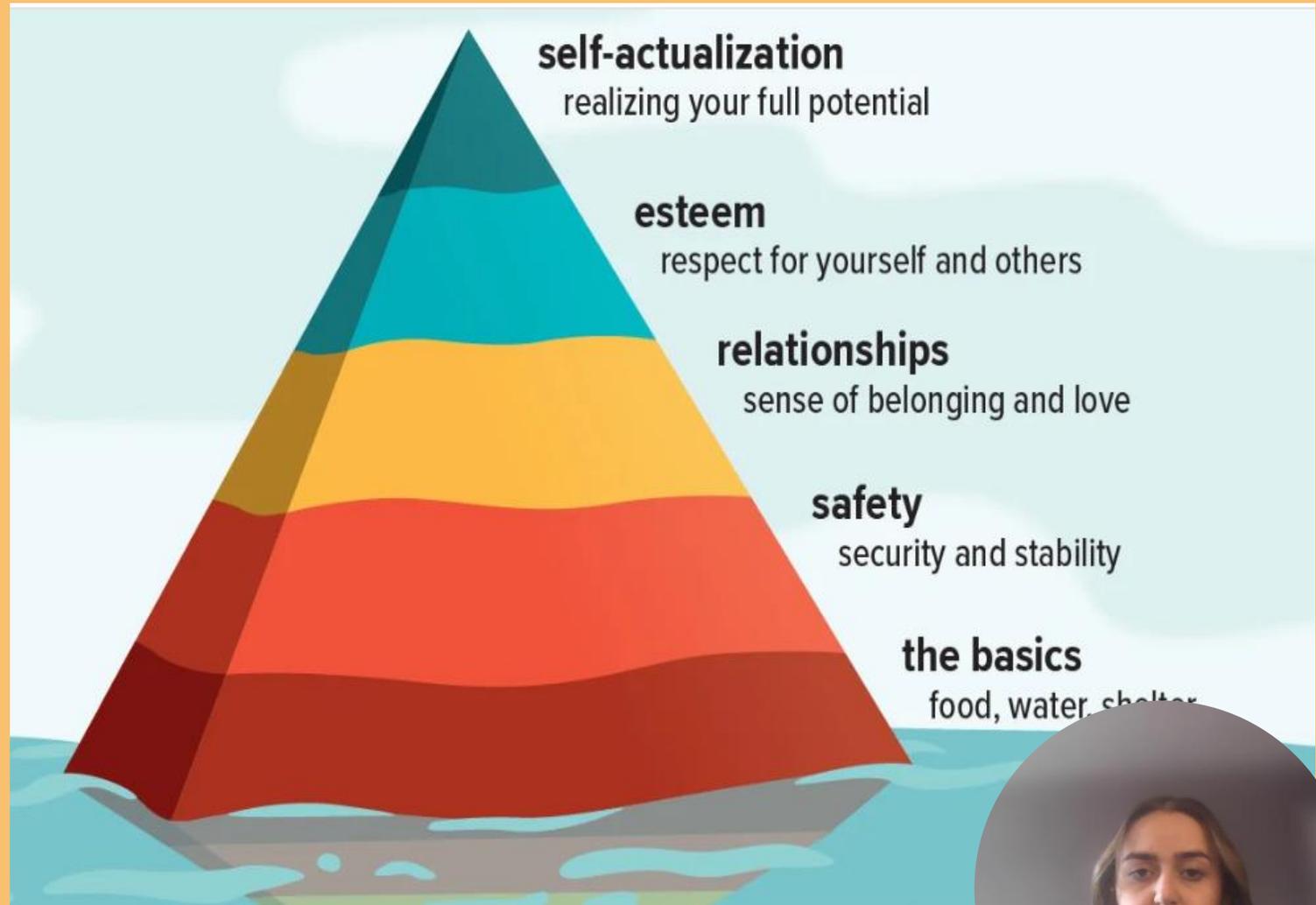
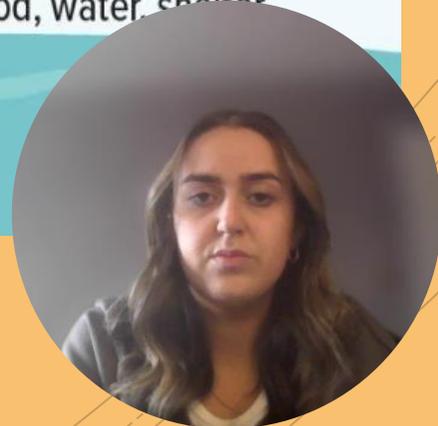
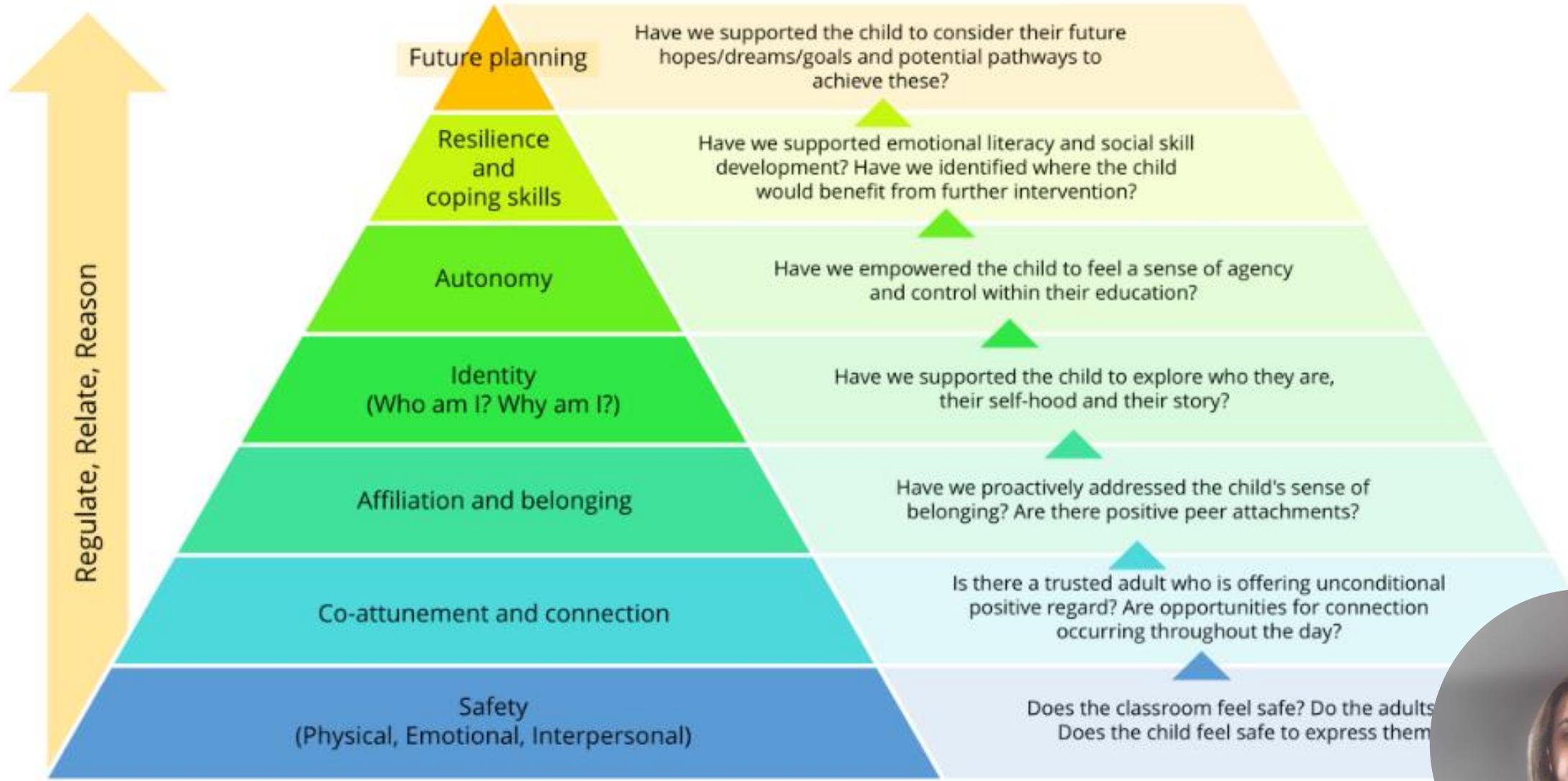
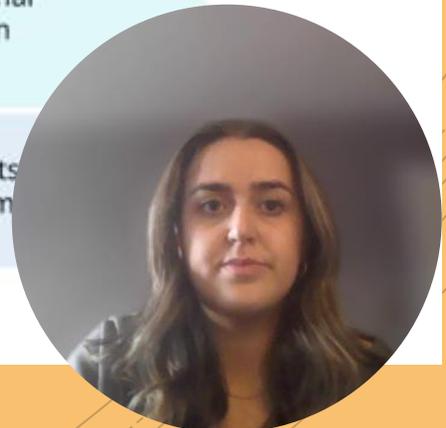


Image from Healthline.com



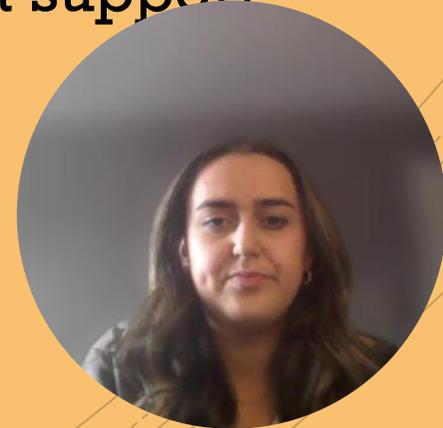
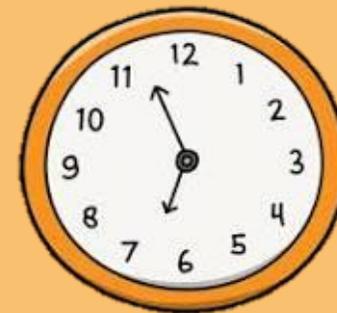


Creative Commons License: CC BY-NC-SA 4.0 (Original: Dr Jemma Carter, January 2023)



Give children time

- Moving school and country is a big readjustment regardless of previous experiences
- Children may be unsettled to begin with however most children settle within **6-8 weeks** with access to trauma informed support
- If after that time they continue to struggle, they may need more specialist support (session 6)

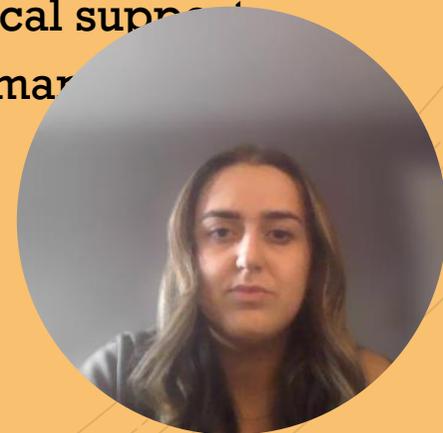


Watchful waiting



Research indicates that most children will settle well into school and, if provided with the approaches to settling in and support outlined in this session, they will not need bespoke therapeutic interventions.

The ways in which people, including children, process their experiences varies, and the timing of the need for psychological support for those who need it, may come many years later.



School is key for wellbeing

1. Safety
2. Co-attunement and connection
3. Affiliation and belonging
4. Identity
5. Autonomy
6. Resilience and coping skills
7. Future planning



A perceived sense of safety is a protective factor which can help to buffer stressors (WHO)

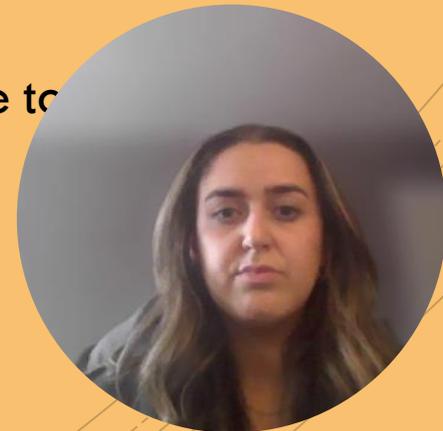


Communicating safety

- *“I care about you and want you to feel safe”.*
- Explain what will happen during the day.
- Seek information about the **current** worry or fear to see if you can help.
- Listen carefully to what people say and clarify your understanding (active listening practice later).
- Demonstrate your listening through nods or murmurs or encouragers such as *“okay”, “I hear you”, “I am listening”.*
- Use language that is simple, direct and easy to understand, and speak slowly/calmly.
- Exercise patience if people need more time to

Safety
(Physical, Emotional, Interpersonal)

Does the classroom feel safe? Do the adults feel safe?
Does the child feel safe to express themselves?



What INA pupils said about adults in school

- Good quality relationships most important factor for pupils settling into their new school (Kennedy & Kennedy, 2004)
- Supportive relationships are linked with increased academic engagement and performance (Suarez-Orozco, 2009)
- Attachment to teachers affects success in school (Bergin & Bergin, 2009)



Motivation to learn (Madzive & Thondhala, 2017)

Protection from bullying (Hastings, 2012)

Develop ambitions (Fuller & Hay

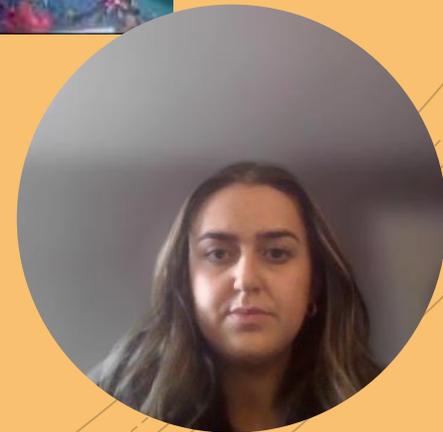
Pastoral support with personal problems (Hastings, 2012)



Every
Interaction is an
intervention
Dr Karen Treisman



<https://youtu.be/8pBkXbCP3Q4>



Co-attunement and connection

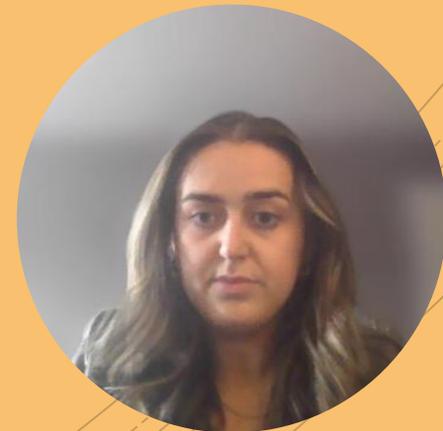
Is there a trusted adult who is offering unconditional positive regard? Are opportunities for connection occurring throughout the day?

Listening and Clarifying

- When questioning isn't helpful...
- Questions focus on what we are trying to understand, this is not necessarily what the child is trying to communicate
- This is especially true to children who may be struggling to communicate
- **PRACTICE:** repeating a word/s from the speaker to get more information

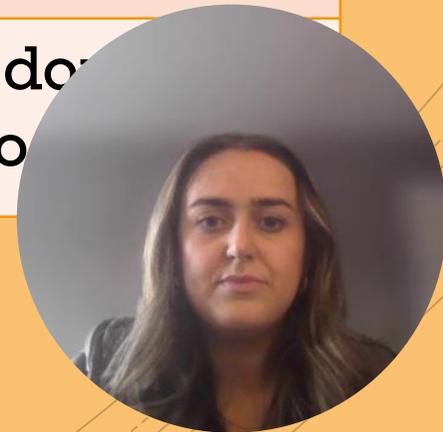
Co-attunement and connection

Is there a trusted adult who is offering unconditional positive regard? Are opportunities for connection occurring throughout the day?



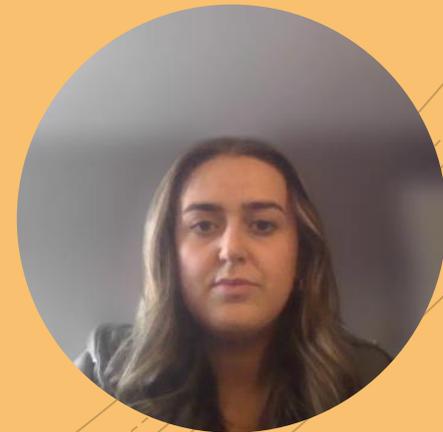
Listening and Clarifying Examples

Child says...	Adult says...	
	Instead of this	Try this
Playtime was horrible	Who were you with?	horrible?
I hate Paula	Why? You don't really hate them	You hate them?
I don't want to do maths	Just try, it's not that bad	You don't want to do



Peer relationships

- has a positive impact on English language development
- supports integration and wellbeing
- helps pupils learn English faster
- Can increase resilience and help to children to develop positive coping strategies
- However, difficulties in peer relationships can be a further source of stress through discrimination, bullying and racism



Identity

Opportunities to celebrate and share home cultures and religion

Opportunities to talk about things they enjoy and like

Thinking about their own strengths and skills and what give them joy

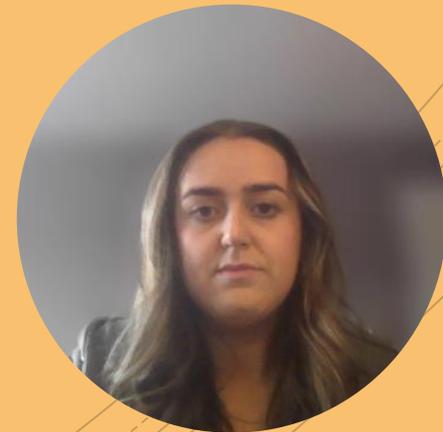
Tree of Life activity from session 2

About Me Profiles from session 2

Example: identity mind map

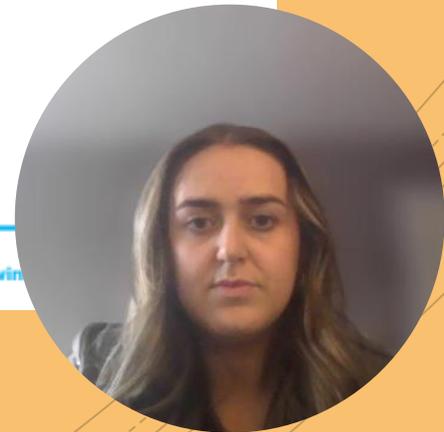
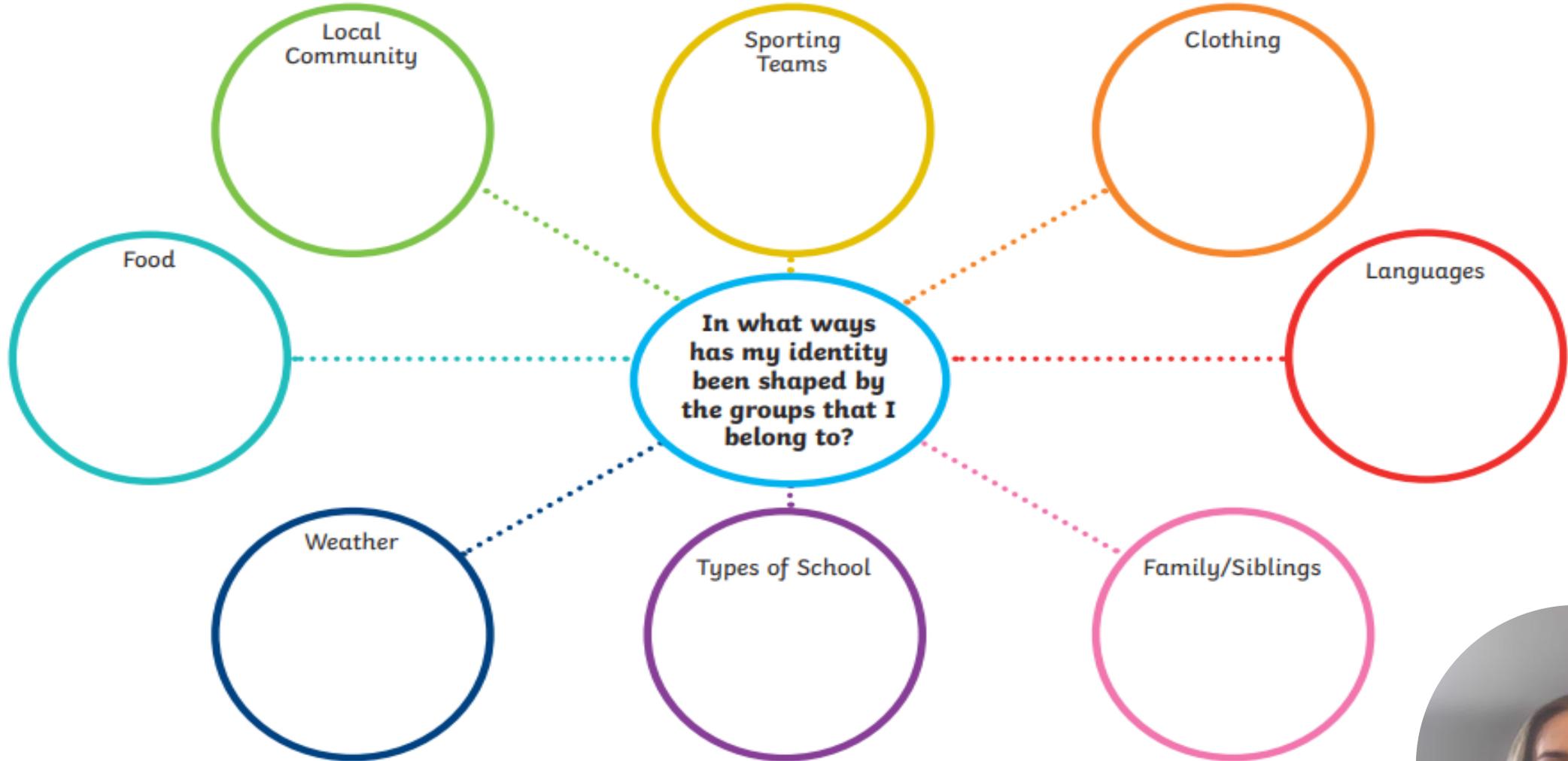
Identity
(Who am I? Why am I?)

Have we supported the child to explore who they are,
their self-hood and their story?



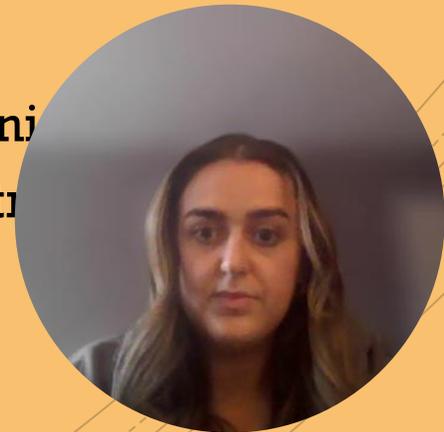
Identity Mind Map

Write or draw your ideas about how your identity is shaped by the different groups that you belong to.



Resiliency card sort outcome

- It's nice talking about things you like. This should help build relationships – you are taking an interest in them and their interests.
- Look for strengths – can child access more of this, especially with a supportive peer group.
- Can we tailor any aspects of the curriculum or support to link to their interests.
- If there is something 'missing'? Can we make an adaptation to support the child, e.g. if they can't communicate how they feel, could we give them support and visuals/cards showing the main emotions?
- This card sort could be repeated to monitor resiliency over time and to make adjustments to individual plans/provision.



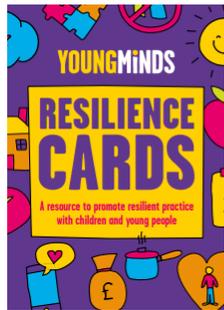
Resilience
and
coping skills

Have we supported emotional literacy and social skill development? Have we identified where the child would benefit from further intervention?

Autonomy

Have we empowered the child to feel a sense of agency and control within their education?

Young Minds Resilience Cards



<p>I am happy where I live</p> 	<p>I have enough money</p> 	<p>I feel safe</p> 
--	--	---

<p>I have access to transport</p> 	<p>I eat healthy food</p> 	<p>I spend time outside</p> 	<p>I do exercise</p> 
---	---	---	---

<p>I get enough sleep</p> 	<p>I have access to leisure activities that I enjoy</p> 	<p>I do not feel judged</p> 	<p>I have a place where I feel that I belong</p> 
---	---	---	--

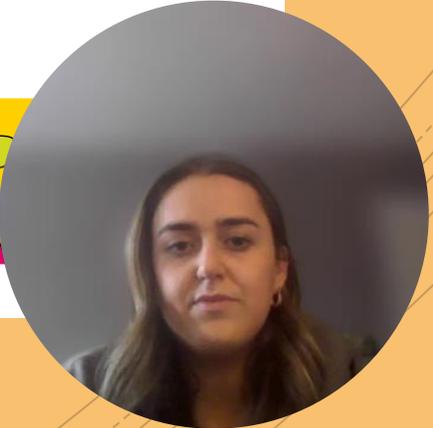
<p>I have contact with all of the people who are important to me</p> 	<p>I have an understanding about my past</p> 	<p>I can imagine good things happening in the future</p> 	<p>I have friends</p> 
--	--	--	--

<p>I have help to make school or work go well</p> 	<p>People tell me when I have done well</p> 	<p>I am helped to develop life skills <small>such as cooking, managing money etc</small></p> 	<p>I know what the rules are in different settings <small>and I can stick to them</small></p> 
---	---	--	---

<p>I am brave</p> 	<p>I can solve problems</p> 	<p>I can see the good in situations</p> 	<p>I spend time doing the things that interest me</p> 
---	---	---	---

<p>If I am upset or angry I can calm myself down</p> 	<p>I can ask for help if I need it</p> 	<p>I have a laugh</p> 	<p>I am helped to understand how others might feel</p> 
--	--	---	--

<p>If I have done something wrong I can own up</p> 	<p>I am helped to do more of the things that I am good at</p> 	<p>I have an adult who I trust and I can rely on</p> 
--	---	--



Autonomy

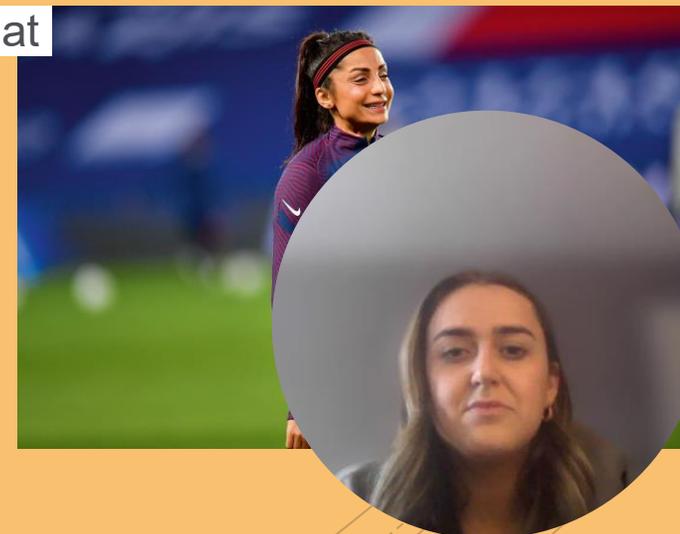
Have we empowered the child to feel a sense of agency and control within their education?

Resilience and coping skills

Have we supported emotional literacy and social skill development? Have we identified where the child would benefit from further intervention?

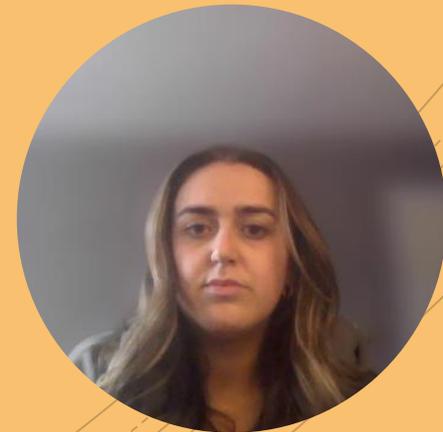
Future planning

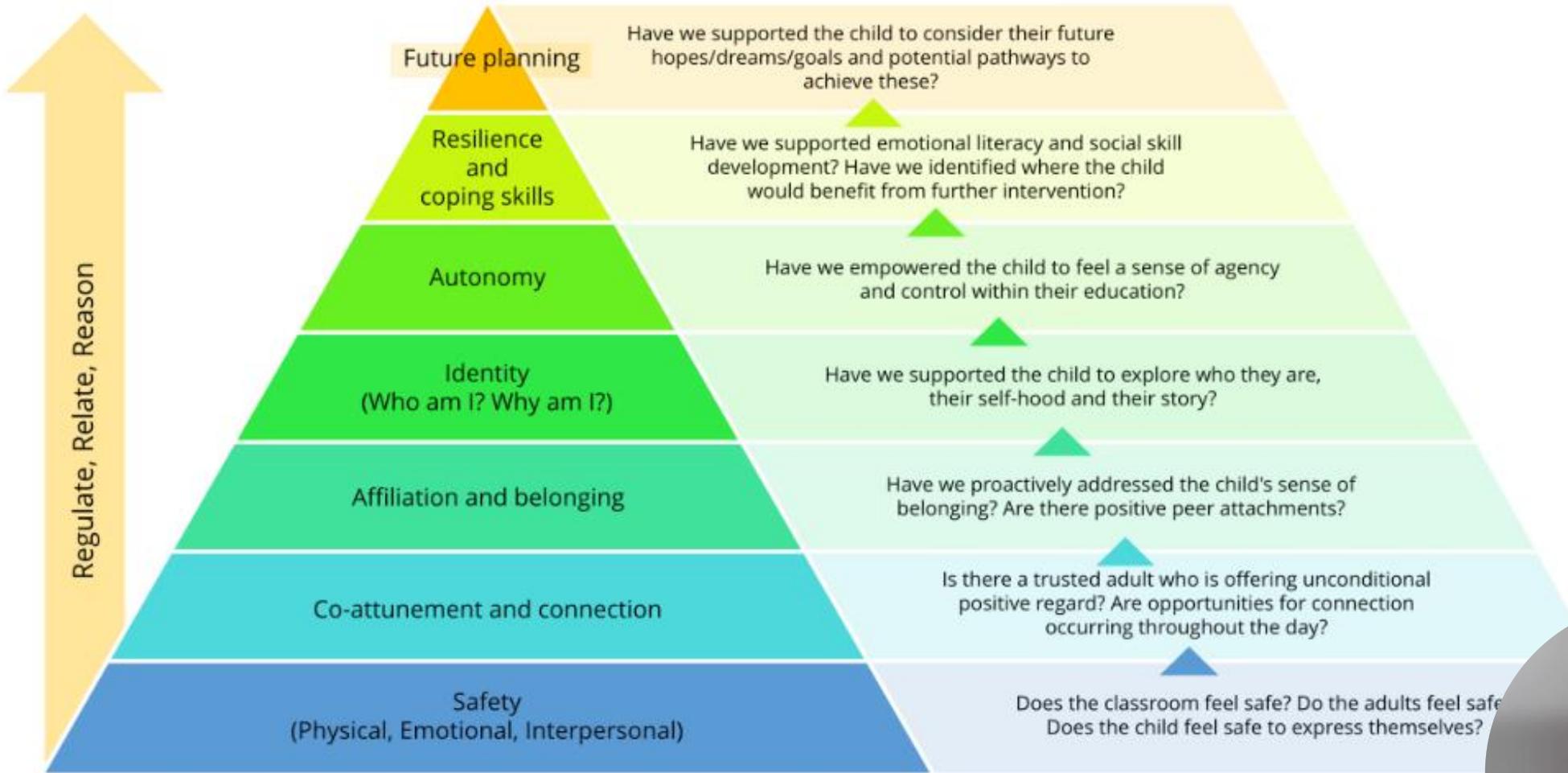
- Yusra Mardini is a Syrian former competition swimmer and refugee of the Syrian civil war. She was a member of the Refugee Olympic Athletes Team that competed under the Olympic flag at the 2016 Summer Olympics. On 27 April 2017, Mardini was appointed a UNHCR Goodwill Ambassador
- Nadia Nadim is an Afghan refugee, trainee surgeon and professional footballer who can speak nine languages. Nadia plays at elite club and international level and in 2018, Forbes ranked her Number 20 in their "Most Powerful Women in International Sports" list.



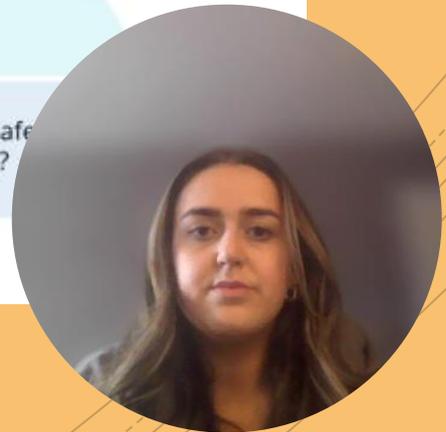
Assessing wellbeing

- **Observation – including being mindful of watching and waiting**
- **Resiliency Factor cards – find out about children’s strengths and what we can nurture and if there are any gaps we can support.**



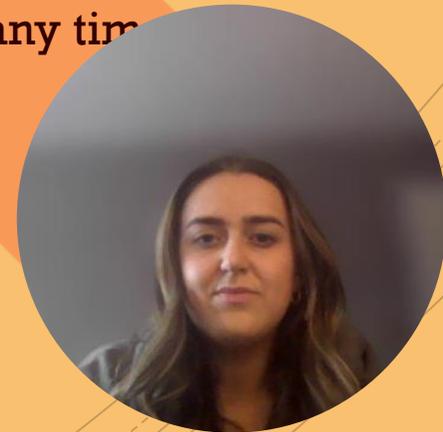


Creative Commons License: CC BY-NC-SA 4.0 (Original: Dr Jemma Carter, January 2023)



Wellbeing: Don'ts for families and CYP

- Don't pathologise settling in time – it's healthy and normal
- Don't pressure children to speak until they are ready - accept non-verbal responses
- Don't encourage re-telling (or drawing) of traumatic or early life events, rather listen and use active listening strategies when information is volunteered
- Don't force help on those who do not want it. Make clear that help is available at any time in the future should they need it



Follow up task

Resiliency Card Sort Activity

Complete this resiliency card sort with a child who is an international new arrival to discover and build on their resiliency factors.

Activity Instructions

- Put all the statement cards into a pile. PDF of Resiliency cards can be found here: www.youngminds.org.uk/resources/resilience-cards-primary-web.pdf
- Ask the child to create two piles (like me/not like me) and go through each card with the pupil asking them to place it into a pile. Some cards will cause a discussion, and some might go in the middle.
- Once the cards have been divided school and the child collective pick one from group A (like me) that school can help to continue to nurture and then they can select one from group B (not like me) that school can help to target and develop.
- Once these two cards have been selected you and the child can work together to plan for how you are going to nurture or target each of the areas. Encourage the child to share their strategies for how school could help them or provide them with options and allow them to make the choice.



Feedback Sheet

Like me	Not like me
Area to nurture	Area to target
What will this look like/ how will we do this?	What will this look like/ how will we do this?

