From Poverty to Flourishing Conference March 2022

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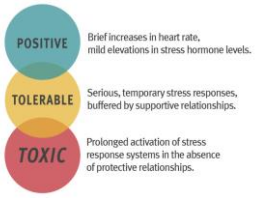
Poverty, Stress & Child Development

Poverty, Stress, and Brain Development: New Directions for Prevention and Intervention - PMC (nih.gov)

- *It is has become increasingly clear that one of the mechanisms through which poverty affects the health and well-being of childre and adults is through the toxic effects of stress on the brain.*
- *A growing body of evidence indicates that effects of poverty on physiologic and neurobiological development are likely central to poverty-related gaps in academic achievement and the well-documented lifelong effects of poverty on physical and mental hea (Blair & Raver , 2016)*
- *...in addition to reduced opportunity for types of stimulation that positively affect development, such as a rich and varied language environment, poverty is also characterized by an overabundance o types of stimulation that negatively affect development.*



Harvard Centre for the Developing Child

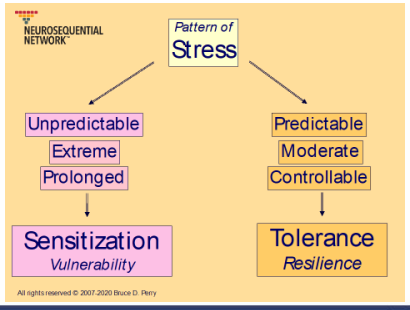
Understanding the Attainment Gap from a Neuro-sequential Lens (Perry, accessed 2020)

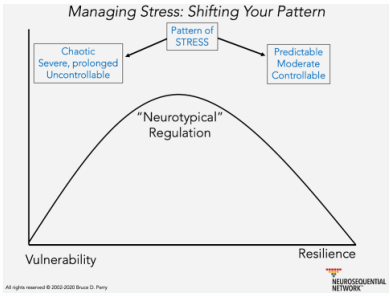
- Typical regulated child internalises **75%** of educational content.
- Dysregulated, stressed child, internalises **25%** of content
  - Brain is prioritising non verbal processing – eye contact, relational, safety cues get stored above the 'content' which is inefficiently processed.
  - By end of the year, typically they have internalised about **50%** of the content.
  - So by end of P7, a dysregulated child will be leaving at the P3-P4 level.
- **Goal is to reduce the dysregulation to allow children to learn efficiently & effectively, as long as learning & teaching is good & developmentally appropriate.**

'The achievement gap is really more to do with factors related to developmental trauma, developmental chaos, developmental threat than it is from anything else.'

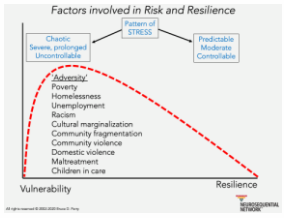
Bruce Perry

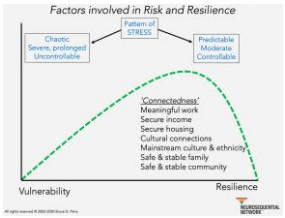
Neurosequential Network





Lockdown 2020 & Onwards



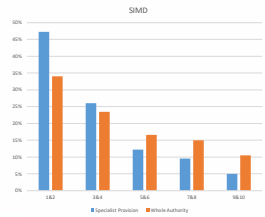


Dyadic Developmental Practice

- DDP is not a technique or a strategy
- It's a way of thinking
- It's a way of being
- It's about how we perceive people and problems
- It's fundamentally about a different way of relating
- It gives us a framework to think about our practice
- It gives us practical skills to support children and adults who are experiencing stress & those who have developed 'mistrusting brains (Hughes & Baylin) as a result of ther life experiences
- Our role is not to be therapists, but to embody a way of relating to children and adults that's therapeutic in nature when in school.

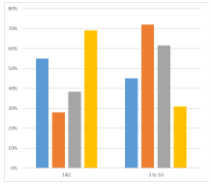
- Staff-Guidance-Supporting-Wellbeing-Children-and-Young-People.pdf (glowscotland.org.uk)

Poverty & Inclusion



- As can be seen from this graph, children living in SIMD 1&2 are over-represented in the specialist sector
- Thus a challenge question might be – *are we using specialist schools to meet issues related to poverty, and could enhancing provision within mainstream schools allow this need to be better met within their own communities? Alongside cultural and systems change at a whole school level?*

Local Authority Specialist Placement Data by SIMD & type of provision



- As can be seen from the graph, there are higher proportions of children living in SIMD 1&2 attending SEBN or MLD provision
- Autism & Social Communication does not follow this trend to the same extent, with ASC being more evenly distributed across all SIMDs
- Complex needs also does not follow the poverty/special school correlation to the same extent

- Yellow – SEBN supports 70% SIMD 1 or 2
- Orange – Autism & Social Communication Centres
- Grey – Complex Needs
- Blue - traditional Moderate Learning Needs provision 55% SIMD 1 & 2

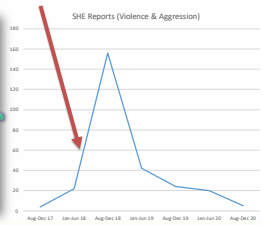
Onthank Primary School is non-denominational school situated in the North of Kilmarnock with a roll of 602 pupils.

24 mainstream classes, 3 targeted ASN classes and 0.5 social and communication class.

SIMD 1& 2: 46% SIMD 8&9: 40%

16 Care Experienced Young People as recorded by SEEMIS

Our Children, Our Story



Needs Analysis 2018-2019 – A Stressed System

Qualitative

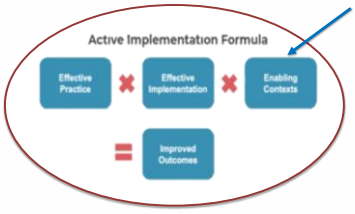
- Complaints from Facilities Management about cost of damage to building
- Elected Member queries
- Parental complaints
- Parent council complaints
- Local paper article
- Staff Union involvement
- Staff ethos
- Behavioural approaches – e.g. reflection room
- Assessment of individual need

Quantitative

- SHE Reports
- Exclusions
- Time out of class
- Use of reflection room
- Absconding
- Safe Holds
- Requests for Assistance to EPS
- No of children known to behaviour support team

Where to Start?

Safety
Relationships
Partnership
Leadership
Data Focus

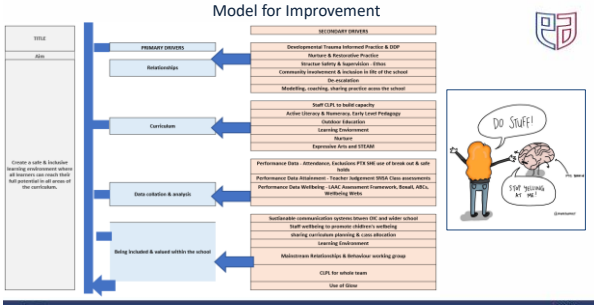


Goals

- Create safety
- Best fit interventions in keeping with evidence base
- Keep system regulated
- Focus on theory into practice
- Fidelity to model through implementation and leadership
- Focus on closing the attainment gap – curricular design and implementation

Improved Outcomes
Create targeted provision – The Centre
Embed whole school systems and cultural change

Model for Improvement

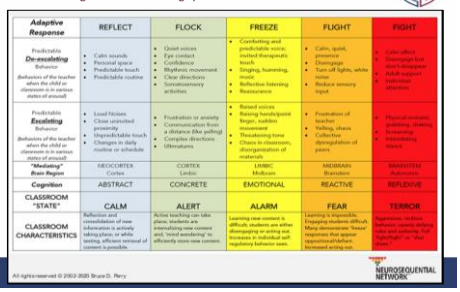


Neuroception and the Learning Environment

- Porges coined the term Neuroception which describes how our neural circuits detect whether situations or people are safe, dangerous, or life threatening.
- For many of our more vulnerable children their neuroception is biased towards danger even when it may appear to us that there is no real threat.
- This can happen to us when supporting children who experience trauma.
- Bloom states that as human emotions are contagious, from a public health perspective, schools need to be proactive about creating emotional safety
- In this situation, neuroception shifts the child down the arousal continuum, Perry, into a defensive state of flight fight or freeze.

Watch the State – how does the learning environment influence a child' & adult's state & vice versa? Organisations are living systems.

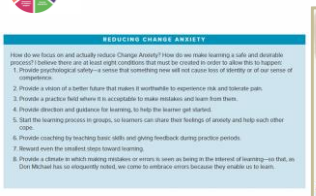
Our challenge was to help move the system to blue - REFLECT – and keep it there.

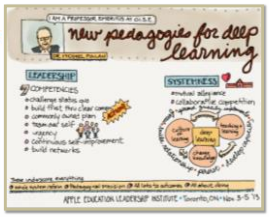


Adaptive Response	REFLECT	FLOCK	FREEZE	FLIGHT	FIGHT
Predictable **De-escalating** Behavior. Behaviors of the teacher when the child or classroom is in various states of arousal:	• Calm sounds • Personal space • Predictable touch • Predictable routine	• Quiet voices • Eye contact • Confidence • Rhythmic movement • Clear directions • Somatosensory activities	• Comforting and predictable voice; invited therapeutic touch • Singing, humming, music • Reflective listening • Reassurance	• Calm, quiet, presence • Disengage • Turn off lights, white noise • Reduce sensory input	• Calm affect • Disengage but don't disappear • Adult support • Individual attention
Predictable **Escalating** Behavior. Behaviors of the teacher when the child or classroom is in various states of arousal:	• Loud Noises • Close uninvited proximity • Unpredictable touch • Changes in daily routine or schedule	• Frustration or anxiety • Communication from a distance (like yelling) • Complex directions • Ultimatums	• Raised voices • Raising hands/point finger, sudden movement • Threatening tone • Chaos in classroom, disorganization of materials	• Frustration of teacher • Yelling, chaos • Collective dysregulation of peers	• Physical restraint, grabbing, shaking • Screaming • Intimidating stance
"Mediating" Brain Region	NEOCORTEX Cortex	CORTEX Limbic	LIMBIC Midbrain	MIDBRAIN Brainstem	BRAINSTEM Autonomic
Cognition	ABSTRACT	CONCRETE	EMOTIONAL	REACTIVE	REFLEXIVE
CLASSROOM "STATE"	CALM	ALERT	ALARM	FEAR	TERROR
CLASSROOM CHARACTERISTICS	Reflection and consolidation of new information is actively taking place; or while resting, efficient retrieval of content is possible.	Active learning can take place, students are internalizing new content and, 'mind wandering' to efficiently store new content	Learning new content is difficult; students are either disengaging or acting out. Increases in individual self-regulatory behavior seen.	Learning is impossible. Engaging is extremely difficult. Many demonstrate 'freeze' responses that appear unemotional/defiant. Increased acting out.	Aggression; reckless behavior; reports dissociation and numbing. Full "fight/flight" or "shut down."

NEUROSEQUENTIAL NETWORK

Collaborative Leadership





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Creating Stability through Structure & Safety

Our Options:

1. Manage the behaviour – status quo
2. Create a group anyway – 'protect the rest of the school'
3. 1:1 support for children on a planned part time, time limited basis with focus of reintegrating into class
4. Take an intensive Nurture class approach and include a mixed dynamic
5. As in 4 but think more broadly around ASN needs across the school

Factors – readiness, resource.

*'Research has repeatedly found that **surrounding a child with other troubled peers only tends to escalate bad behaviour**. This pattern of backfiring interventions '…this pattern of backfiring interventions would continue through his childhood & adolescence as he was shunted into 'special ed' and other programmes. **There, he also found other anti-social peers who reinforced each other's impulsivity. They became partners in crime, egging each other on and modelling for each other the idea that violence is the best way to solve problems'.***

Bruce Perry The Boy Who Was Raised as a Dog

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Establishing Structure
Patterns of Need – Spotting Patterns and Continuous Improvement

Our learner profile

- Tracking learner progress, ASN log & psychological services assessment identified a much greater need than the 8 children who were identified initially.
- Autism Spectrum conditions & learning disability were clear needs within the school population.

Moving from 1:1 part time & reactive management → To small group support

To functional ASN class groups → To learning and teaching specific to individual need within a group

Hybrid model of part time and full-time inclusion in the Centre

Goal for all children to have **meaningful mainstream inclusion** at their own pace of development.

Positives

- Improved learner experience – 3 group dynamics
- Harness group process
- Rights based
- Better use of resource – more children benefit from additionally for more time
- More opportunities for inclusion and connection to peers
- Create a therapeutic web of adults around the children

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Complex Problems Require Complex Solutions and the Most Effective Interventions are Multi-stranded.

Improvement Implementation

Care for the caregivers

- Senior leadership support – regular consultation EP & IM
- Twilight listening sessions for Centre staff by EP & IM
- Ongoing CLPL and coaching through whole school early adopters group
- HT and DHT on four day Dyadic Developmental Practice CLPL
- Followed up by DDP leaders supervision from Psychological Services
- Online Nurture Level 1 & 2 CLPL from Psychological Services for all team members
- Data driven intervention twinned with most likely interventions to meet need
- Presenting needs analysis to local authority
- Resource - 2 FTE teachers
- Redefined role to meet learner needs

Teacher Professionalism

WHOLE SCHOOL SYSTEMS CHANGE

Whole School Culture, Values, Ethos and Practice

Lockdown 1

Neuro-sequential Model in Education Book Study

- Increased capacity for sustainable change
- Challenged current practice and thinking
- Brought the team together and harnessed the power of team
- Improved understanding the needs of the children better
- Involved staff presenting their learning during final session – "what do you want to change in Onthank now?"
- Developed a new vision & formed part of SIP.

EP & IM CLPL delivery to the school over last 18 months

1. RAB C group – Nurture As a Whole School Approach: Self Evaluation
2. NME Book Study
3. Early Adopters group (merged 2 groups) - monthly
4. **Self- Evaluation**
   - Universal Regulation & Stress
   - Sequence of Engagement, regulation
   - Ready to Teach – adults in the classroom
   - **PDSAs – regulation in the classroom x 2**
   - Break – winter lockdown
   - NME – Staff wellbeing
   - **Whole School Inset – teachers taught colleagues**
   - NME & neuroception Learning Environment to Centre Staff
   - **Group developed Environmental Checklist**
   - **Group developed a 'map of the day' for rhythm of regulation**
   - Team presented to whole school

Other Elements involving EP

- **Pupil Support Team**
- Learning Centre Specific sessions
- **Significant dysregulation tracker & assessment process**
- ASC approaches
- DDP leaders supervison

*** Collaboration 1:1 or small group – deeper learning – teach peers**

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Sharing NME with Colleagues & Children

1. Ensure adults aware of when they need regulation within the classroom
2. Teach children about stress, the brain and their nervous system
3. Introduce the idea of regulation
4. Attune to needs of the class
5. Find a way to assess if this helps or hinders
6. Involve children in this process

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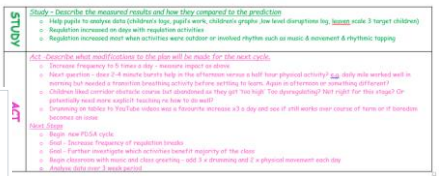
Beginning to Embed this Theory into Classroom Practice Across the School

My learning log

Nicola's Video – the how of PDSA



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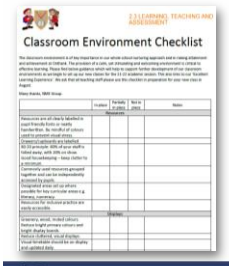
Creating a Safe Learning Environment


Classroom Environment Checklist

ASL Review (Scottish Government, 2020)

"The physical environments of many schools create significant difficulties for children and young people with particular conditions and increase the likelihood of distressed behaviour. Many of the improvements and solutions in physical environments would appear to be of benefit to all children and young people".

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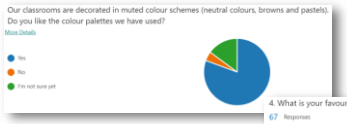

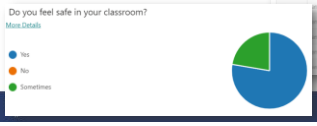

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IMPACT – WHAT HAVE WE ACHIEVED SO FAR?

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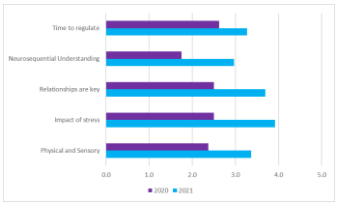
NME – Classroom Readiness Tool
(developed by Clackmananshire EPS)



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NME Self Evaluation Strengths:

Impact on Children:

- Teaching children about the brain & own wellbeing
- Increased **acceptance of themselves**- feelings and behaviours
- Increased **acceptance of others**
- Increased kindness
- Improved **group process**/pro social
- NME **helps children to access cognition**; PATHs gives them the language, however, NME **supports children's ability to be able to think and reflect**
- Children now **expect an increased level of structure and regulation activities**. Children can be excited and cope with regulation activities.
- Children's language has changed – "flipped his lid"
- Environment is calmer

Impact on Teachers:

- **Safer to try** things out
- **Permission to de-stress in class**
- Apply it to ourselves
- Teachers **more curious about a child's behaviour and underlying feelings**
- Teachers have **more empathy**
- More ideas up your sleeve
- **Increased our toolkit**
- **Less dependent on management** to sort things out
- **Take things less personally** – feel less of a failure
- Helps us **understand about the stress level of the child; not necessarily about us**

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Individual Need - A Snapshot

Child very unsafe. Part time timetable implemented for short period with goal of reconfiguring supports and impacting change

Daily tracker showed 60% of time in school was not positive, resulting in almost daily safe holds or running away. Stretch aim – **60% of time in school will be positive**

- Changed teacher to DHT
- Implemented increased structure in learning and teaching
- Increased group size
- Began to build therapeutic web of adults in school
- Began 8-week therapeutic sessions with Ed Psych, DHT and target child.

Outcomes

- Safe holds ceased
- Exclusions ceased
- More time spend actively engaged in learning
- Child's view and story of who they were and what school meant to them changed
- Child began to understand that when they were anxious, they controlled situations through defiance & aggression to help them regulate
- They began to trust adults to help them co-regulate and allowed rather than rejected this
- Increased time in school
- Increased time in mainstream class.

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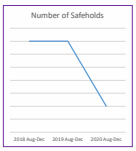
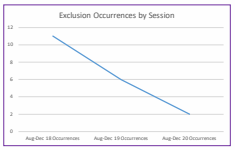
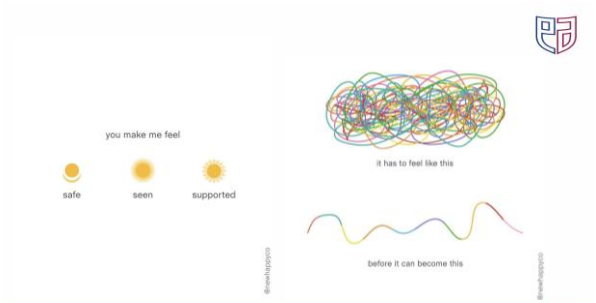
What Have We Achieved So Far? Increased Safety.







Any questions?

Please type into the chat pane or use the hands up facility.

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