

# School Spotlight



## School Spotlight A

### Sessions held:

- 1 x 1:1
- 2 x Small group
- 11 x Whole class workshops
- 2 x Staff consultation

### Presenting issues/emerging themes noted:

- Friendship issues and conflict resolution
- Emotion regulation
- Stress
- Worries
- Anxiety
- Sleep hygiene

### Areas where positive impact of RISE was evidenced:

- Staff consultation with Head Teacher and Class teacher re friendships and conflict resolution: suggestions and resources shared by Rise are being used in school
- Whole class workshop for identified class on friendships and conflict resolution with teacher present and engaged. Resources shared with pupils and teacher understanding of how to use them.
- Targeted group work showed improvement for pupils in managing emotions and building confidence and self-esteem
- 1:1 intervention led to reduction in social anxiety to below clinical threshold and improved confidence (see case study)

### Feedback from CYP:

- I liked learning about emotions a lot!
- I love how I could just talk with you about feelings
- I learned how to be more confident

### Feedback from Professionals/Parents:

#### Parent:

Positive verbal feedback - Parent said she was surprised that he had engaged and this was "such a huge thing" for him

#### Professionals:

"Children all engaged by topic and accessible for all."  
"Great activities and homework task. Children were excited to get started."



## School Spotlight B

### Sessions held:

- 2 x 1:1
- 4 x Small group
- 18 x Whole class workshops

### Presenting issues/emerging themes noted:

- Emotion regulation
- Understanding emotions
- Transitions
- Worries
- Anxiety
- Anger

### Areas where positive impact of RISE was evidenced:

- EMHP liaisons with staff and parents of 1:1 pupils allowed further support from Early Help and Healios to be arranged
- Whole class workshops on understanding emotions across all year groups with teachers present and engaged. Takeaway resources shared for pupils and parents explaining what was discussed and strategies learned.
- Targeted group work showed improvement for pupils in managing emotions and;
- 1:1 intervention led to improvement in difficulties in all areas of RCADs and Goal Based Measures (see case study)

### Feedback from CYP:

- These sessions have helped me with my anxiety a lot and how to manage my worries.
- I learnt new skills, I will use the worry tree more.

### Feedback from Professionals/Parents:

"I feel it has been invaluable to the children who have been part of it and also in expanding the knowledge of the staff it has supported."

"I feel we benefitted as a whole school due to the different themes and different types of support given. It felt like we were able to target the children who needed it the most."

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# Case Study

## Sessions held:

6 x 1 to 1 sessions held in school on a weekly basis. Low intensity CBT delivered with anxiety and self-esteem as the focus. Home practice given each week and toolkit sent to YP and parent. Relapse planning completed as well as signposting for future support.

## Presenting issues/emerging themes noted

- Anxiety
- Social anxiety
- Low self esteem
- Panic attacks in school and bursting into tears

Initial Assessment showed dislike of school, parent reporting withdrawing to room.

Supportive friends, however, recently changed friendship groups as had difficulties with friends about 3 months ago.



## Home

YP and Mum, both reported no big issues at home. Family relationships are good. YP is an only child.

Family support her interests – she is allowed to go to gigs at Newcastle college under 16 live music gigs with her cousin, loves music, plays the piano.

Mum and dad are both psychologists and have been supportive, but YP said she struggles to talk about her feelings.

Mum reported YP can be disorganised and not do homework.

Mum noticed YP often complains about school and her future and feels anxious about this, particularly at bedtime.

Lack of motivation to go out and meet friends sometimes as she feels worried about being late or having a bad night, or saying/doing something to annoy someone else, and it feels too much effort. Reported little pleasure in doing very much.



## Social Life

YP explained 3 months ago she had a difficult time with her close friends and decided to leave previous friendship group. This had negatively affected YP's self-esteem despite her believing it was the right thing to do.

YP continues to feel distressed when in classes with old friendship group. Has friends but does not want to go out and meet them sometimes – always tired.



## School

YP struggles to concentrate in some lessons - experiences physical body symptoms of panic and anxiety. Worries about exams – upcoming GCSE's.

YP has an out of class pass due to a health condition. Will not use the pass in case people say horrible things about her once she has left the room and she imagine a humiliating situation when she walks back to the classroom, and everyone turns to laugh.

YP feels the students compare each other at school.

YP is not happy with the way she looks and feels people are judging her negatively in school, in the lunch hall, on the bus home.

## Treatment schedule

- Psycho-education on anxiety/what is happening in my brain/how does it affect my body and nervous system/why is it useful sometimes? how am I experiencing anxiety? 5 areas formulation (safety behaviours, anxiety maintenance, re-assurance seeking, avoiding etc). Body mapping, body scanning, belly breathing; TFB cycle also used.
- Thought challenging – Negative Automatic Thoughts in relation to anxiety/self-esteem. YP completed a thought monitoring record at home for one week, and linked thought patterns to NATS in session.
- Re-framing/ cognitive structuring used to look for more evidence based alternative thoughts.
- The role of self-talk and how to encourage positive self-talk.
- Circle of control exercise to consider what negative aspects of life/negative situations are in YP's control, in their circle of influence, or outside their control.
- Used problem solving to break down and approach practical worries.
- Delegated and planned a time for worry - YP called it their 'stress time' - trying to delay worries until this bounded time.
- Coping and calming strategies, Mindfulness, Visualisation, Breathing exercises, Safe place and happy place visualisations.
- Role played assertive talk – how do I know what I need? How can I ask for what I need? How can I let someone know if they are stopping me get what I need?
- Examined unhelpful coping behaviours and their function in the maintenance of low self-esteem– planning with teachers/ parents + carers how to support reduction of these behaviours to promote resilience and independence.



- Values and strengths – what am I good at? What is important to me? What do I want to see more of in my life?
- Recognising signs and trigger points & planning for 'how I help myself in the future?'

## **What has changed?**

### **How is the young person now?**

- YP rated herself 8/10 for her Goal Based Outcome.
- YP started using strategies in school that were put in place to support health needs.
- Mum reported YP was complaining much less about school and was meeting with friends more regularly, going to more gigs.
- YP reported they had taken control of their study time and made a planner for the summer to keep up activities that reflect her values.
- YP said she understood now she could cope with bad things and things that she previously thought she could not deal with. YP said she understood now what her NATs were and how to notice the thoughts and reframe them.
- YP said she was doing self-care and putting in self-care planning at home to keep herself feeling at her best.