

Wellbeing Report July 2015

<u>Child</u>	<u>Intervention</u>	<u>Impact / Development</u>	<u>Endings / Further support</u>
<u>Child 1</u>	1-1 and group work to develop social skills and behaviour strategies to be able to work in class and mix with peers more effectively. Social skills stories and use of emotions card to encourage understanding of own feelings and empathy with others. Follow instructions take turns.	<p>Struggles to detect emotions or impact of actions.</p> <p>Child 2 has responded positively to both group and 1-1 interventions. Has begun to understand how to interact with his peers and communicate his feelings rather than becoming distressed or disruptive. He enjoys sessions in the new sensory room; this is a good opportunity to engage him in conversation around feelings.</p> <p>Child 2 has had a lot of family issues around a parent's health to deal with but seems to be coping very well. He will need to be supported with coping strategies and understanding if this parent's health should deteriorate further.</p> <p>Parent's health stills an issue and mother struggling with behaviour and to set boundaries. In school child 2 is settled and behaviour very much improved.</p>	<p>Continue with ongoing support, introduce sensory work and start friends for life work in September</p> <p>Ongoing</p> <p>Continue with sensory support and introduce social stories around illness and hospitals.</p> <p>Continue to work on behaviour strategies and do transition work for September. Mother to work with kalmer counselling.</p>
<u>Child 2</u>	1-1 and group work to develop social skills and behaviour strategies to be able to work in class and mix with peers more effectively. Social skills stories and use of emotions card to encourage understanding of own feelings and empathy with others. Develop strategies for	<p>Starting to understand the need to stop and listen to instructions.</p> <p>Beginning to work well in group situations, taking turns and listening.</p> <p>Child 3 is growing in confidence and becoming more able to interact with his peers. Group and 1-1 work to build his</p>	<p>Emotional support for loss of relationship with mother.</p> <p>Ongoing Ongoing</p> <p>Working with kalmer counselling I will continue to work on social stories and group work to improve is ability to build and</p>

	<p>speaking and listening and concentration.</p>	<p>confidence and strategies to help improve his concentration and listening skills. Time spent in the sensory room has improved his use of imagination improved his conversation skills</p> <p>Child 3- self esteem has grown and his confidence to communicate is much better but he is still struggling to interact with his peers. This is more noticeable at free time such as play and lunch breaks.</p> <p>He makes poor choices around his peers and struggles to show empathy.</p> <p>Child 3 in foster care at present. Behaviour and self-esteem very much improved.</p> <p>More engaged in session times taking the lead and making good choices.</p> <p>Still struggles with self control during free time but no aggression.</p> <p>Starting to build and maintain positive friendships.</p>	<p>maintain relationships with his peers.</p> <p>Continue to work on self-esteem and behaviour strategies. Transition work for September.</p>
<p><u>Child 3/4</u></p>	<p>Group work to develop social skills. Use social stories and games to improve behaviour and empathy. Emotions cards and pictures to develop language to improve communications around emotions.</p>	<p>Developing social stories to help with day to day situations and transitions</p> <p>Child 4 Visual social story timetable has been put in place and is changed daily to fit in with his class activities. This has helped to settle the transition to his new class. Work in the sensory room has had to be done gradually as he finds it very distracting and can only tolerate it in small measures.</p> <p>Child 4- Visual timetable is helping to alleviate stress within the</p>	<p>Transition support as and when needed.</p> <p>Ongoing Ongoing</p> <p>Child 4-continue to work on strategies to control noises, and start transition work for his next class.</p>

		<p>classroom although any change to the day can still cause child 4 to become agitated. He will make noises and disrupt the lesson.</p> <p>Roots of Empathy lessons are helping and he is starting to show and understand empathy.</p> <p>Struggling with child 4 to engage in any type of therapy work. During ROE sessions he is very engaged and will take part in the discussions. He finds security within the class environment.</p> <p><u>Child 5</u> Lots of social story work around empathy and emotions, understanding others and being appropriate. Loves the sensory room and is very animated when in it. Still struggling in class with inappropriate behaviour, will continue with social stories to improve this behaviour.</p> <p>Making good progress in building and maintaining friendships. Is able to work within a group or pairs to produce a finished article. More confident and able to seek help and advice rather than shouting out. Starting art therapy sessions. Growing in confidence and coping well within the class environment.</p>	<p>Transition work and visual timetables for September</p> <p>Continue with sensory work and introduce more art/craft therapy. Begin transition work for new class.</p> <p>Transition work for September.</p>
<p><u>Child 5</u></p>	<p>1-1 and group work to develop social skills and behaviour strategies to be able to work in class and mix with peers more</p>	<p>Responding well to therapeutic work mostly based on social stories and games. Child 6 has made</p>	<p>Ongoing Ongoing</p>

	<p>effectively. Social skills stories and use of emotions card to encourage understanding of own feelings and empathy with others. Develop strategies for speaking and listening and concentration.</p>	<p>brilliant progress, he is starting to be able to control his emotions, follow instructions and has a better understanding of empathy and reading his own and others feelings. He enjoys 1-1 and group work and loves sessions in the sensory room, where he is able to relax and express his feelings. Child 6 has started to regress in his behaviour and although responds very well to sensory and play/art therapy is struggling with emotions. (Parent in prison)</p> <p>Huge improvements with both behaviour and academic progress. Acceptance of parent's situation and more open in discussing this with myself and staff in the classroom. Taking pride in his work and making good choices around friendship groups.</p>	<p>Developing strategies to support child 6 around dealing with a parent who has a custodial sentence.</p> <p>Continue to support with emotional, social and behaviour issues when needed.</p>
<p><u>Child 6</u></p>	<p>Develop strategies for behaviour management of self. Making good choices and managing crisis and working through feelings of conflict and anger.</p>	<p>Responding to time out programme, working through social situations and making positive choices around behaviour.</p> <p>Child 8 is becoming more comfortable in discussing his feelings and emotions. Still working towards reading others feelings and strategies to stop inappropriate behaviour. We have 1-1 sessions weekly either doing activities or in the sensory room.</p> <p>Improvement in behaviour within school,</p>	<p>Emotional support for loss of relationship with mother/family members.</p> <p>Ongoing Ongoing</p> <p>Emotional support during SATs tests. Transition work for</p>

		<p>drop in sessions to support when needed. Although not needed as regular due to child 8 being able to cope better with changes.</p> <p>Coping well with transition work to secondary school. Is very positive about moving. Child 8 has taken on a responsible roll of looking after the chickens and teaching other children how to look after them. Showing empathy and respect.</p>	<p>moving to high school in September.</p> <p>Child 8 responded positively to the therapeutic work, therefore I was able to maintain him within mainstream education until his move to secondary school.</p>
<u>Child 7</u>	<p>1-1 and group work to encourage self-esteem and confidence. Strategies for building and maintaining relationships using social skills stories and games. Help improve organisational skills and improve attitude towards completing tasks.</p>	<p>Timetabled to develop social stories to cope with transition and daily situations.</p> <p>Introducing sessions in the sensory room to build self-esteem then introduce group work for social interaction.</p> <p>Child 9 has been working with the Social Worker student this term.</p> <p>Coping well within school and positive interaction with peers.</p>	<p>Ongoing Ongoing</p> <p>Transition work for high school.</p>
<u>Child 8</u>	<p>1-1 and group work. Strategies for building and maintaining relationships using social skills stories and games. Help improve organisational skills and improve attitude towards completing tasks.</p>	<p>Beginning to understand the need for time out, when to ask for it and where to go. Child 12 knows to ask to see me and have time out to calm down and discuss the situation.</p> <p>Responding to time out programme, working through social situations and making positive choices around behaviour.</p> <p>Struggling to deal with daily situations around behaviour towards peers.</p> <p>Acceptance of his actions</p>	<p>Ongoing Ongoing</p>

		<p>and their consequences. Working with C McCarron to develop social stories around anger management.</p> <p>Child 12 has settled in class but still finds it difficult to cope with his anger. Injustice being his major issue. Working on social stories around this.</p> <p>Starting to be able to talk about his emotions and how to deal with them. Needs to work on alternative ways to react to difficult situations. More understand of empathy and respect for his peers needed.</p>	<p>Proposed family work with Kalmer counselling, if parent willing to engage. Transition work for next class</p> <p>Ongoing behaviour management strategies and transition work. Friend for life programme.</p>
<u>Child 9/10/11</u>	Child 13 & 14 Emotional support using Drawing and talking to support loss. Stories and art work to develop strategies to cope. Child 15 monitor for future support.	<p>No obvious signs of stress at present, will continue with support in September</p> <p>Emotional support for all the children because of developments in their family situation.</p> <p>Family very settled and no ongoing problems at present</p>	<p>Ongoing</p> <p>Weekly session to keep contact, possible more need in January</p> <p>Ongoing</p> <p>Family work in sensory room. 1-1 sessions with child 13 to encourage discussion and build self-esteem. Ongoing</p> <p>On going confidence and self-esteem work with child 13</p>
<u>Child 12</u>	Social and emotional support when needed	Regular sessions in place because of emotional and social needs. Child 17 is struggling to build and maintain relationships especially within the classroom setting.	Ongoing Ongoing

		<p>Struggling to build and maintain friendships due to choices and also regular sessions out of school for medical reasons. Sensory/art therapy sessions group work is helping to work on strategies to cope.</p> <p>Although not always making the right choices, is starting to make and maintain friendships. Medical appointments regularly mean she misses lessons and this is having an impact on her keeping up with peers.</p>	<p>Continue with art/sensory sessions introducing different peer groups to encourage positive relationships. Prepare and give emotional support for pending hospital stay and operation.</p> <p>On going friendship and self-esteem work. Group work to improve relationships with peers. Drop in sessions on a daily basis, break and lunch times or when needed.</p>
<u>Child 13</u>	Social and emotional support when needed	<p>1-1 Sessions in the sensory room to encourage calmness and strategies to deal with his emotions. Daily timeout session to remind him about behaviour and praise good behaviour to build self esteem.</p> <p>Group/friendship work with Social worker student. Struggles with non structured time, playtimes and lunch break.</p> <p>Settled in class more, less disruption at break times.</p>	<p>Ongoing Ongoing</p> <p>Develop strategies for break times; work on social stories to develop his understanding of empathy.</p> <p>Ongoing support as needed and transition work before and during move to new class in September.</p>
<u>Child 14</u>	Social and emotional and behaviour support when needed. Social stories and games.	No work with child 19 at present will continue to monitor	<p>Ongoing Ongoing <u>No action at present</u></p>

<p><u>Child 15</u></p>	<p>Social and emotional and behaviour support when needed. Social stories and games.</p>	<p>Child 20 has settled well and at present does not need any support but will continue to monitor.</p> <p>Struggling to cope in class and interact with his peers.</p>	<p>Ongoing Ongoing</p> <p>Working with kalmer counselling. <u>No action at present</u></p> <p>Therapy sessions to improve behaviour and understand consequences of his actions. Build self-esteem.</p>
<p><u>Child 16</u></p>	<p>Social and emotional and behaviour support when needed. Social stories and games.</p>	<p>Struggling to build and maintain positive friendships.</p> <p>More settled within friendship groups. Now able to communicate with adults better when needing support, better self-esteem.</p>	<p>Ongoing Ongoing</p> <p>Working with kalmer Counselling.</p> <p>Group sessions to develop friendships and self-esteem. On going sessions and</p> <p>On going sessions when needed and friendship group work.</p>
<p><u>Child 17</u></p>	<p>Social and emotional and behaviour support when needed. Social stories and games.</p> <p>Group work and 1-1 using Drawing and talking, social stories and games to encourage positive interaction with peers and develop strategies to understand own feelings and empathy.</p>	<p>Struggling with issues around parent's health needs.</p> <p>Enjoys art therapy and sensory room sessions. Discusses family health issues but with very little understanding.</p>	<p>Ongoing No support need at present. Sensory/art work to help build self-esteem and coping strategies.</p> <p>Continue to support around family issues, introduce group work to improve social skills.</p>
<p><u>Child 18</u></p>	<p>1-1 and group work using social stories and games to encourage positive interaction with peers and develop strategies to control behaviour. Build positive self-esteem.</p>	<p>Often refuses to join in with class activities (peer massage, ROE) struggles to understand the consequences of his actions and accept blame. No understanding of empathy towards his peers.</p> <p>Responding well to 1-1</p>	<p>Ongoing</p>

		<p>sessions to understand and talk about his feelings. Starting to feel more comfortable within the class setting and share his feelings. Also now joining in with Positive Touch and ROE.</p> <p>More involvement with class activities can be demanding of attention which distracts from the objective.</p> <p>Very positive improvement in his ability to show empathy towards others. More engagement in group activities and improved self-esteem.</p>	<p>Small group work to develop strategies for turn taking and listening skills.</p> <p>Ongoing support when needed.</p>
<u>Child 19</u>	Emotional support when needed	<p>Drop in sessions to support emotional problems relating to family issues.</p> <p>Self-esteem much improved and coping with family dynamics better.</p>	<p>Ongoing</p> <p>Will continue to monitor and have drop-in sessions when needed.</p> <p>Continue to monitor and have drop-in sessions when needed.</p>
<u>Child 20</u>	1-1 And group work to improve self-esteem and social interaction.	<p>Struggles to interact socially, possible need for bereavement counselling around loss of mother. Bibliography and play therapy.</p> <p>Working well in group sessions, more confident around adults and peers. Making choices of friendship groups.</p> <p>Continuing to gain confidence. Around adults and engages well with peers.</p>	<p>. Start sessions in January</p> <p>Continue with art/therapy sessions.</p> <p>Support during transition and monitor.</p>

<p><u>Child 21</u></p>	<p>1-1 And group work to improve self-esteem and social interaction.</p>	<p>Struggles to build and maintain positive friendships. Low self-esteem. Working well in group sessions, more confident around adults and peers. Making choices of friendship groups.</p> <p>Gaining more confidence and building positive friendships.</p>	<p>Continue with art/therapy sessions.</p> <p>Support during transition and monitor.</p>
<p><u>Child 22</u></p>	<p>1-1 and group work to develop social skills and behaviour strategies to be able to work in class and mix with peers more effectively. Understand impact of behaviour and the consequences of the continued poor behaviour.</p>	<p>Social skills stories and use of emotions card to encourage understanding of own feelings and empathy with others. Starting to respond positively to the therapeutic work, However still emotionally volatile and struggles to control those emotions.</p> <p>Improved behaviour and starting to self regulate. More understanding of the consequences for poor behaviour. Is beginning to take responsibility for her actions rather than blaming others.</p>	<p>Continue with art/therapy sessions. 1-1 and group work. Nana (carer) working with Kalmer counselling</p> <p>Continue to monitor and support during transition. Drop in sessions as and when needed. During a very disruptive period Carer had decided to move child 31 to a different school but following positive changes after intense therapy work and support in school has decided to not make the move.</p>
<p><u>Child 23</u></p>	<p>1-2 And group work to improve self-esteem and social interaction.</p>	<p>Working with social stories and mind mapping to develop strategies to support confidence and self pride.</p> <p>Although child 33 has lots of talents he struggles to celebrate</p>	<p>Ongoing and transition work for next class.</p> <p>More confidence and self-esteem work. Support through</p>

		them. More confident around adults and enjoys therapy sessions.	transition.
<u>Child 24</u>	Group work and 1-1 using social stories and games to encourage positive interaction with peers and develop strategies to control behaviour.	Struggles to build and maintain positive friendships. Show little or no empathy towards his peers. Enjoys sensory room and is beginning to understand empathy during time spent with the chickens.	Continue with therapy sessions.
<u>Child 25</u>	1-3 And group work to improve self-esteem and social interaction.	Nervous and lacking self esteem in large groups; enjoys small group work and can be very much a leader within the group. Introducing art, drama therapy to develop confidence.	Continue with therapy sessions and support during transition.
<u>Child 26</u>	Social stories and games to encourage positive interaction with peers and develop strategies to control behaviour.	Child 36 shows great confidence but little control of his actions.	Develop group situations to help understand turn taking and respect for his peers and adults. Self control strategies. Mother working with Kalmer counselling.