

MEDU200 Educational Theory in Practice: Psychology – Addressing SEBD

ECTS Value: 2 ECTS
Self-Study Hours: 24

Contact Hours: 10
Assessment Hours: 16

Overall Objectives and Outcomes

Inclusion refers to the process of maximum participation of all children (Pillay et al., 2013). Inclusion is about the need of a whole school approach. However, there are a number of factors that hinder inclusion for children and young people who exhibit Social, Emotional and Behavioural Difficulties (SEBD) (Botha & Kourkoutas, 2016). The policy document Education for All (2014) speaks about the need for an inclusive approach towards all learners. Research also shows that children and young people who present with SEBD are the most excluded from schools as their challenges are usually seen as a threat towards the structure, routines and policies of schools. Papantuono, Portelli & Gibson (2014) note that though teachers might be experts in their teaching area, they might still find challenges when addressing challenging behaviour in schools. Also, Goodman & Burton (2010) note that through training, creativity and commitment to teaching, children and young people who exhibit SEBD could be supported to reach their full potential at school.

In this unit the participants will be given training on how to best address social, emotional and behavioural challenges in learners. This credit also focuses on characteristics an educator should partake so as to support learners who present with SEBD. Preventive strategies as well as restoration approaches will also be accessed during this unit.

The following is a breakdown of the Unit Content:

- a. What is SEBD?
- b. Supporting learners who present with SEBD
- c. Preventive strategies to support learners such as Structure, Circle Time, and Journaling
- d. Restorative approaches to support learners: Behaviour Modification Plans, Support Services (Nurture Groups and Learning Support Zones).

By the end of this module, the learner will be able to:

Competences:

- a. Critique different working definitions of SEBD;
- b. Identify characteristics in their role of educators to support learners who present with SEBD;
- c. Produce preventive strategies to support learners in the classroom;
- d. Develop restorative approaches to support learners who exhibit social, emotional and behavioural challenges.

Knowledge:

- a. Systematically appreciate research in the field of inclusive education and SEBD;
- b. Appraise qualities that an educator supporting SEBD should exhibit;

- c. Identify preventive approaches that enhance positive behaviour management at schools and in classrooms;
- d. Comprehensively identify behaviour modification procedures that support learners who present with SEBD.

Skills:

- a. Develop one's own working definition of SEBD.
- b. Propose approaches to support learners who present with SEBD.
- c. Develop preventive strategies and restorative practices to support learners who exhibit SEBD.

Assessment Methods

This module will be assessed through: Practical Assignment(s).

Suggested Readings

Core Reading List:

- 1) Armstrong. D. (2014). Educator perceptions of children who present with social, emotional and behavioural difficulties: a literature review with implications for recent educational policy in England and internationally. *International Journal of Inclusive Education*, 18(7), 731-745. Doi:10.1080/13603116.2013.823245.
- 2) Botha. J. & Kourkoutas. E. (2016). A community of practice as an inclusive model to support children with social, emotional and behavioural difficulties in social contexts. *International Journal of Inclusive Education*, 20(7), 784-799. Doi:10.1080/13603116.2015.1111448
- 3) Cefai. C., Copper. P. & Camilleri. L. (2009). Social, emotional and behaviour difficulties in Maltese schools. *The International Journal of Emotional Education*, 1(1), 8-49. Issn:2073-7629.
- 4) Cooper. P. (2010). Social, Emotional and Behavioural Difficulties in Young People: The Challenge for Policy Makers. *International Journal for Emotional Education*, 2(1), 4-16. Issn:2073-7629.
- 5) Papantuono. M., Portelli. C. & Gibson. P. (2014). *Winning without Fighting: A Teacher's Handbook of Effective Solutions for Social, Emotional and Behavioural Difficulties in Students*. Malta: Malta University Publishing
- 6) Rogers. B. (2015). *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support* (4th Edition). London: Sage

Supplementary Reading List:

- 1) Billington. T. (2012). 'When they're making breakfast they'll talk...': Narrative approaches in the evaluation of Nurture Groups. *Journal of Early Childhood Research*, 10(3), 318-331. Doi:10.1177.1476718X12442063.
- 2) Brown Hajdukova. E., Hornby. G. & Cushman. P. (2016). Bullying experiences of students with social, emotional and behavioural difficulties (SEBD). *Educational Review*, 68(2), 207-221. Doi: 10.1080/00131911.2015.1067880.

- 3) Cefai. C., Ferrario. E., Cavioni. V., Carter. A. & Grech. T. (2014). Circle Time for Social and Emotional Learning in Primary School. *Pastoral Care in Education*, 32(2), 116-130. Doi: 10.1080/02643944.2013.861506
- 4) George. S. (2014). *Activities to help Young People deal with Anger*. England: Loggerhead Publishings.
- 5) Gruwell. E. (2007). *The Freedom Writers Diary: Teacher's Guide*. New York: Broadway Books.
- 6) Hampson. K. (2011). *Young People with Anti-Social Behaviours: Practical Resources for Professionals*. England: Routledge.
- 7) Kelly. A. & Sains. B. (2015). *Talkabout for Teenagers: Developing Social and Emotional Communication Skills*. England: Speechmark Publications
- 8) Koeries. J., Marris. B. & Rae. T. (2005). *Problem Postcards: Social, Emotional and Behavioural Skills Training for Disaffected and Difficult Children aged 7 to 11*. London: Sage
- 9) Mosley. J. & Sonnet. H. (2006) *Helping Children Deal with Anger*. England: LDA
- 10) Mosley. J. & Tew. M. (2014) *Quality Circle Time in the Secondary School*. London: Routledge
- 11) Perrow. S. (2008). *Healing Stories for Challenging Behaviour*. England: Hawthorn Press
- 12) Rae. T. (2007). *Dealing with Feeling: An Emotional Literacy Curriculum for Children Aged 7 – 13*. England: Sage
- 13) Rae. T. (2008). *Emotional Survival: An Emotional Literacy Course for High School Students*. England: Sage
- 14) Roffey. S. (2009). *Circle Time for Emotional Literacy*. London: Sage
- 15) Schroeder. A. (2015). *Time to talk: A programme to develop oral and social interaction skills at Reception and Key Stage One*. England: LDA
- 16) Van Dijk. S. (2011). *Don't let your emotions run your life for teens*. United States of America: Harbinger Publications