

EMOTION WORKS PRACTITIONER ACCREDITATION APPLICATION

Name of applicant:	<i>Lisa Rowlinson</i>
Role:	<i>Higher Level Teaching Assistant</i>
Place of Work:	<i>Hillside Specialist school and college</i>

PART 1: INTRODUCTION

Please provide a brief outline of the context you work in, your role and the children/young people/clients you work with or support generally

I work at Hillside Specialist School for children with Autism. The school has 87 pupils from the age of 3-19.

Many of our pupils have difficulties with

- *Social skills*
- *Communication*
- *Expressing and understanding feelings and emotions*
- *Regulation*
- *Sensory processing*
- *General understanding in the world in which we live.*

Who have you been using Emotion Works with and how? e.g. 1:1/small group/class, directly/indirectly, frequency?

My current role is working with pupils throughout the school to carry out intervention sessions in communication, sensory support, Emotion Works and intensive interaction. I work with pupils on a 1:1 or in small groups. I also advise staff in these areas. 1:1 sessions are carried out on a weekly basis in a quiet, calm and relaxed environment.

Which Emotion Works levels of engagement have you been working across? (highlight or underline)

- *Non-verbal, pre-language*
- *First words/developing vocabulary*
- *Introducing cog concepts/making simple links*
- *Using the 4- and 5-part Model*
- *Intensity concept and 6-part model*
- *Influences concept and 7-part model*

Do any of the children/young people/clients you are using Emotion Works with have particular support needs or learning challenges? Please briefly describe what these are.

*All of the pupils I work with have Autism, and all are responding well to the Emotion Works approach. One particular pupil I am using Emotion Works with becomes incredibly anxious in class when a new topic is introduced or a topic he is familiar with is extended in to new areas. This anxiety rapidly escalates in to challenging and aggressive behavior. After liaising with the class team it was decided that it may help to do some targeted 1:1 sessions to help support him to develop emotional literacy and understanding. **(Detailed in Activity 4)***

PART 2: EVIDENCING PRACTICE

The information you have provided in PART 1 will have given us a general impression of your work, how you are making use of Emotion Works, who with, the levels you work across etc.

In this section we ask you to share some *selected* examples from your experiences which you feel meet the practice criteria particularly well.

Criteria 1: **My Emotion Works practice demonstrates awareness of Emotion Works levels and progression**

Criteria 2: **My Emotion Works practice makes use of Emotion Works resources and learning processes at appropriate levels**

Criteria 3: **My Emotion Works practice makes use of meaningful stimuli and contexts for learning/communicating about emotion**

Criteria 4: **My Emotion Works practice considers and addresses support needs and learning challenges using the Emotion Works Additional Support Framework and tools**

Criteria 5: **My Emotion Works practice involves a team approach to planning and delivery**

Criteria 6: **My Emotion Works practice is reflective and evidences the impact it is having on learning, language development, behaviour and wellbeing**

Please see attached...

- *Activities 1, 2,3 & 4*
- *3 video clips relating to Activity 2*
- *Further Comments*

Here is a selection of activities I have carried out with different pupils which I feel demonstrate all of the Practitioner Accreditation criteria. I have also provided some photo and video evidence of engagement and learning of pupils to support my comments.

ACTIVITY 1 - Identifying and discussing different emotions from photos of emotional expressions
Small group - 3 boys primary age. All pupils with verbal language and good listening skills.



I made an interactive display of emotion works that the children were able to use to support them during the activity (shown in the photo).

First of all we started off by showing different photographs of emotion facial expressions and identifying them using the **emotion words cog**.

Once the pupils showed they were able to name a range of emotions we moved on to the **triggers cog**. The pupils used the visual symbols to identify various triggers and were also able to name some triggers of their own.

We then moved on to the **regulation cog**. The pupils used different regulation strategies for different emotions. The pupils were able to discuss what made them feel better when they were feeling upset, angry, worried etc. using symbol supports to help with ideas when necessary.

I then introduced the **behaviour cog** as the pupils could relate to some of the behaviour symbols with their own behaviours. We discussed what behaviours someone might display when they were happy, sad, angry, worried etc. the pupils did really well with this.

Finally we moved on to how our body may feel and the **body sensations cog**. The pupils were able to relate some body sensations to their own for example "When I'm worried my heart races and beats fast." "When I'm happy I get face sensations because I smile."

By the end of the sessions the pupils were able to identify **emotion words**, **triggers**, **behaviours**, **body sensations** and **regulation strategies**. The pupils were able to put the cogs together and use the symbols to support conversations about different emotions.

ACTIVITY 2 Using pictures of cartoon characters to build story sequences using emotion words, triggers, body sensations and regulation strategies. 1:1 sessions, Year 5 verbal pupil



During these 1:1 sessions the aim was for the pupil to be able to use the Emotion Works resources to describe what was happening in each picture and relate to his own experiences and feelings.

During the sessions the pupil would use the Emotion Works symbols and cogs to give an account of what was happening. When looking at the picture with the rugrats running away from the raptor the pupil said "they are scared." I then asked "have you ever been scared?". The pupil replied "yes I am scared of loud noises". We elaborated on this by talking through what he did to show his feeling when he got scared and what strategies helped him to regulate.

We then did this for a series of cartoon pictures which the pupil found motivating: The 3 Little Pigs, Scooby Doo, and Little Miss Muffet. First we would look at the cartoon and we would discuss that, then we would talk over when he has felt the same emotion, how it feels in his body, how he shows it and what helps him feel better.

The photos to the right are screen shots from some video footage of this pupil re-telling his story of the 3 Little Pigs, Scooby Doo and Little Miss Muffet with the help of the Emotion Works Cogs



As a result of these 1:1 sessions the pupil extended his vocabulary, discussed different ways of showing and dealing with emotions and identified some new regulation strategies he could use. I liaised with class throughout the sessions giving them ideas, feedback, advice and resources to use in class on a regular basis.

Since the pupil was now able to use many different words to describe emotions I gave class a small pack of emotion word symbols for them to keep in class. I explained that they could use these with the pupil on a regular basis to check how he was feeling. It also gave the pupil opportunities to exchange the symbols with staff if he was not feeling up to talking about how he felt - he could just look through the symbols and give it to the staff. For example: giving a member of staff the **sad** symbols and **rest calm space** symbol would identify that this pupil needed some time out.



I have found 'The Colour Monster' story book to be a very good stimulus for talking about emotions with pupils alongside some emotion monsters that I had specially knitted to look like the monsters in the book (Thanks Mum!).

Activities 3 and 4 below expand on some 1:1 work I have carried out using the Colour Monster theme on an individual basis.

Monster names from left to right are:
Love, Fear, Anger, Confused, Happiness, Sadness and Calm

ACTIVITY 3 'The Colour Monster' discussion activity using the Emotion Works cogs 1:1 with Year 6 pupil with an already good understanding of the 5-part model

During this activity the pupil and I read the 'Colour Monster' book and talked about the different emotions that the monster felt. We also talked about our own emotions too.

*Then we looked at each page in the book with the emotion cogs and the symbol file. The pupil chose the right monster toy for each page and identified an **emotion word** symbol for how the monster was feeling. As he had previously been part of an Emotion Works group, he was already familiar with the cogs and corresponding language. He was very good at identifying the different **behaviours** and **body sensations** related to each emotion discussed. He could identify **triggers** from the illustrations and had some ideas for **feel better** strategies.*

*During our discussions the child was able to relate to some of the emotions. For example...
"I understand why the monster was sad, because the rain makes you feel miserable and cold"
I asked him what would make him feel better and he said
"a nice cup of hot coco, that's what makes me feel better when is raining and cold".*

Below are some photos from different points during our session...



ACTIVITY 4 'The Colour Monster', using emotion words word bank. 1:1 with Year 5 pupil - a very bright and knowledgeable boy with age appropriate language. Some challenging behaviours

This pupil can become incredibly anxious in class when a new topic is introduced or a topic he is familiar with is extended in to new areas. His anxiety can rapidly escalate into challenging and aggressive behaviour. I liaised with staff and we decided to do some 1:1 sessions to broaden his emotion vocabulary and to help him begin to make links between his behaviours and the feelings he experiences in his body. We wanted to help him identify anxiety and to distinguish anxiety from other emotions.

I felt that using the colour monster book would be a good idea as the child likes tactile objects and funny, visual resources. Using this book gave me the chance to make my own resources which worked really well. I started off

with 2D monsters that I copied from the book. The pupil and I discussed and named the different monsters emotions with the help of the Emotions Words symbol bank and we created some simple text-based cards which allowed us to add a few more words that we had explored.

I went on to use the Emotion Works cogs and symbol supports to help make associations between the different emotion words, and their body sensations, behaviours, triggers and feel better strategies.

The sessions were going very well so I decided that having some actual monsters knitted that were tactile would be a great idea. When I introduced the new monster friends to the pupil he loved them. He was able to fix the words he associated with each emotion straight on to the woolly surface of monster thanks to some hook Velcro being attached to the back. Over time he was able to match different emotion words linked to the different monsters in the book and he was also able to relate the monsters and emotion words to his own feelings and behaviours.

Below are some photographs of the emotion words he said he associated with each teddy.



To help this pupil learn how to communicate his feelings better, he was allowed to take the teddy that represented how he was feeling that day back to class with him where he had the opportunity to explain things to his class teacher. If his feelings changed he was allowed to come and swap the teddy over to help him say how he was feeling.

This approach to helping the pupil express his anxiety and other emotions has continued since our 1:1 sessions. He has begun using different emotion words and the soft toy monsters in class to express how he is feeling rather than 'acting out' using challenging behaviours. Staff are now able to support him using the language and specific vocabulary we had used and developed in our quiet, calm and relaxed sessions.

FURTHER COMMENTS

I have worked at Hillside for 15 years building up good relationships with many pupils. I find that to know pupils very well, including likes and dislikes, helps to know what motivates them and things to avoid or support. It also helps me know how far to challenge them, and when to extend activities with them.

I always liaise with class teams to plan and share the work I'm doing in my focused 1:1 sessions with pupils. I feel it's important that I provide insights on the learning and progress made so that this can then be used and expanded on in class. Staff have commented on how pupils have a bigger and broader vocabulary of words to use to describe and discuss their feelings, and they have a better understanding of what causes their emotions and what they can do to show and manage them better.

Some staff are finding they are now able to sit down with pupils after incidents and talk through various elements of Emotion Works to help understand the incident better and identify useful regulation strategies around what helps a child to calm down. One example was agreeing with a pupil to ask for 'time out' before he hits crisis mode. These kinds of emotional incidents are an ongoing challenge for staff and pupils and with the ongoing use of my role delivering Emotion Works sessions and liaising with class teams we feel we will be better able to support pupils' communication and manage their emotions.