

Supporting the emotional regulation of pupils with complex needs: What type of primary school intervention is most effective and what are the challenges of implementation and evaluation as a teacher-researcher?

Volume II of II

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## Volume II: Appendices

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## **Appendix I**

*Intervention plans and resources*

## Appendix I-a: Workshop structures for targeted intervention

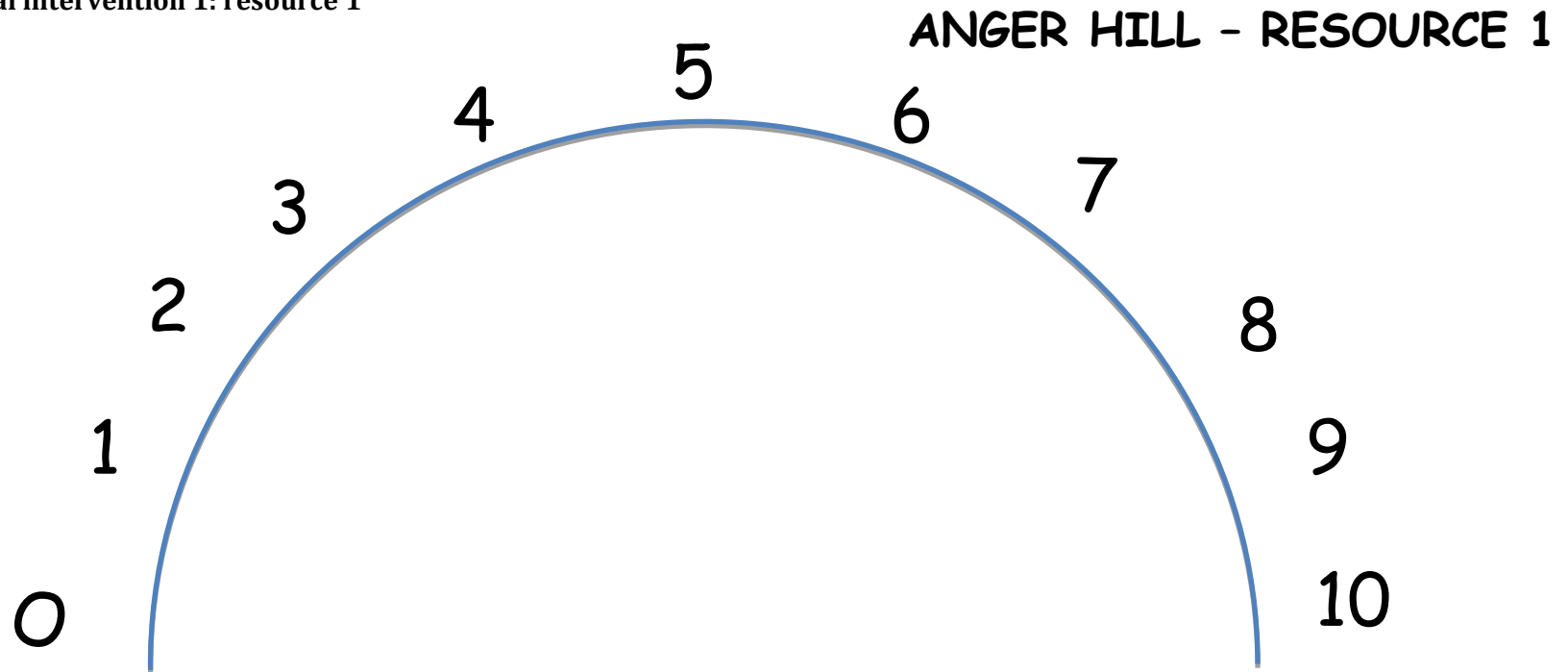
	<b>Workshop 1 (3 hours)</b>	<b>Workshop 2 (3 hours)</b>	<b>Workshop 3 (full day)</b>
<b>Focus for learning</b>	<p>To consider what emotions are and how they differ</p> <p>To consider their own emotions and what triggers them</p> <p>To consider strategies for controlling emotions in a variety of situations</p>	<p>To consider how to resolve a conflict, and give advice to someone else as to how to do so</p>	<p>To get into role as another character, and consider how they might feel in a variety of situations.</p>
<b>Activities</b>	<p>Write down all the emotions you can think of, and then group them into types (using different colours to represent different moods).</p> <p>Look the different emotions – how have you felt over this week? Compare with each other. Which is the most common emotion experienced between us? Soundbites taken of discussion.</p> <p>Happiness Hill. Where would you put yourself right now?</p>	<p>Story ladder:</p> <p>Two short stories about children who are finding it difficult to regulate their emotions chopped up into sections. Children order the sections.</p> <p>Ask the children what advice they would give the main characters.</p> <p>Can they predict how the stories will end?</p> <p>Would you like to tell other children these stories, in order to help them regulate their emotions?</p>	<p>Film/photography:</p> <p>Children each given a role from the story they have planned together. They act out each section of the story, which is photographed to be used in the final media.</p>
<b>Intended outcome</b>	<p>Children have contemplated a range of emotions and considered those which they feel more regularly than others and why.</p> <p>They have begun to consider how they might avoid certain negative emotions, and have advised their peers on strategies to overcome anger in particular.</p>	<p>Children have listened to someone else's story, and considered how to advise them.</p> <p>They have planned another story in order to help other children in the regulation of their emotions.</p> <p>They have decided on five strategies, as a group, to use in order to regulate emotions in times of need.</p>	<p>Through drama, children have used skills of empathy, to consider how other children might feel in different situations.</p> <p>They have created a series of images to produce a comic strip, designed to help other children to regulate their emotions.</p>

## Appendix I-b: Universal intervention lesson plans

LEARNING OBJECTIVES			
<ul style="list-style-type: none"> <li>To understand what is meant by the term 'emotional regulation'</li> <li>To understand what positively and negatively affects their emotional health</li> <li>To extend vocabulary to explain both the range and intensity of feelings to others</li> <li>To recognise conflicting emotions and when to listen to emotions or overcome them</li> <li>To develop strategies for emotional regulation when facing challenging situations</li> </ul>			
	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3
LESSON 1	<p>Listen to audio media as a class. What do you think we will be learning about this half-term in PSHCE? Discussion. Ask children to complete questionnaire.</p>	<p>What do we mean by emotions? In your group, can you come up with as many different emotions as possible? Can these emotions be grouped? Using a colour-coding system (chosen by the children) can the children group these emotions into positive, negative and neutral or 'safe' emotions? Discuss choices What then do you think is meant by 'ER'?</p>	<p>What do we mean when we talk about anger? Is it always wrong to get angry? Is it always right? On an anger hill, can you mark on your initials for the three different scenarios (0 = totally calm; 10 = irate) (Resource 1) Discuss choices On an anger graph, ask children to mark on their intensity vs frequency of anger outbursts. CT to talk about their own experience of anger within this discussion (Resource 2)</p>
LESSON 2	<p>Hasan's story: comic strip Read the comic strip as a class Pause regularly to discuss the plot. Make predictions throughout as to what might happen next.</p>	<p>Key Questions: What advice would you have given Hasan at this point in the story? Why do you think Hasan may have behaved the way that he did? Can you think of a time when you or someone you know has done something similar (eg. ruined a game when they weren't allowed to play). What did you do? In hindsight what would have been the best thing to do?</p>	

LESSON 3	Recap: What were the things that made Hasan angry? Why? How did he deal with his anger initially? What tips did Jae give him?	Teacher shares with class three things that routinely make them really angry. Can the children give me suggestions as to how they can deal with these things? Make a note of their ideas on the white board.	Each child writes down one thing that routinely make them really cross at the bottom of their advice sheet (Resource 3A) Their sheet is then circulated around the classroom, with each child offering a piece of advice for that child. Each time a suggestion is added, the paper is folded over so it remains private. At the end of the session, the paper is returned to its owner, and they read the advice the other children have given. Ask children to choose three pieces of advice given that they think might work best. Homework: to try out these three tips. Do they work for you? Be ready to talk about them in the next lesson (Resource 3B)
LESSON 4	Recap: Who was it that helped Hasan become better at dealing with his anger? What do you think could be Jae's story? Children to make predictions.	Children given a story ladder of Jae's story. Can they order the story? The final scene is missing. What do you think could have happened?	In pairs, children to create Jae's comic strip, inspired by Hasan's with missing scenes detailed. As a class, discuss the endings of the pupils' stories. How did Jae overcome her anger demon?  Show them Jae's original story – with the final scene included. How does it compare to theirs?
LESSON 5	Introduce task: to create your comic strip for Jae's story, explaining her journey to overcoming her anger demon, and becoming able to regulate her emotions more successfully. Key ingredients: <ul style="list-style-type: none"> <li>- Cause for anger outbursts</li> <li>- Key event</li> <li>- 'Angel' figure</li> <li>- Solution to the problem (Jae regulating her emotions)</li> </ul>	Children to work in their pairs from yesterday, and create their own comic strip of Jae's story.  Share some successful examples as a class.	
LESSON 6	Letter to children from Hasan: Hasan has written to you. He's worried that he has started to feel angry again, and he's beginning to lose his temper again. Can you write a letter back to him, advising him about what to do?	Recap: look back at the graphs you created in your groups at the beginning of the unit. Given the same scenarios, would you still plot yourself at the same points on the anger hill, or the anger graph? What's changed? Why?	Children to complete post-unit questionnaire.

Appendix I-c: Universal intervention 1: resource 1



SCENARIOS

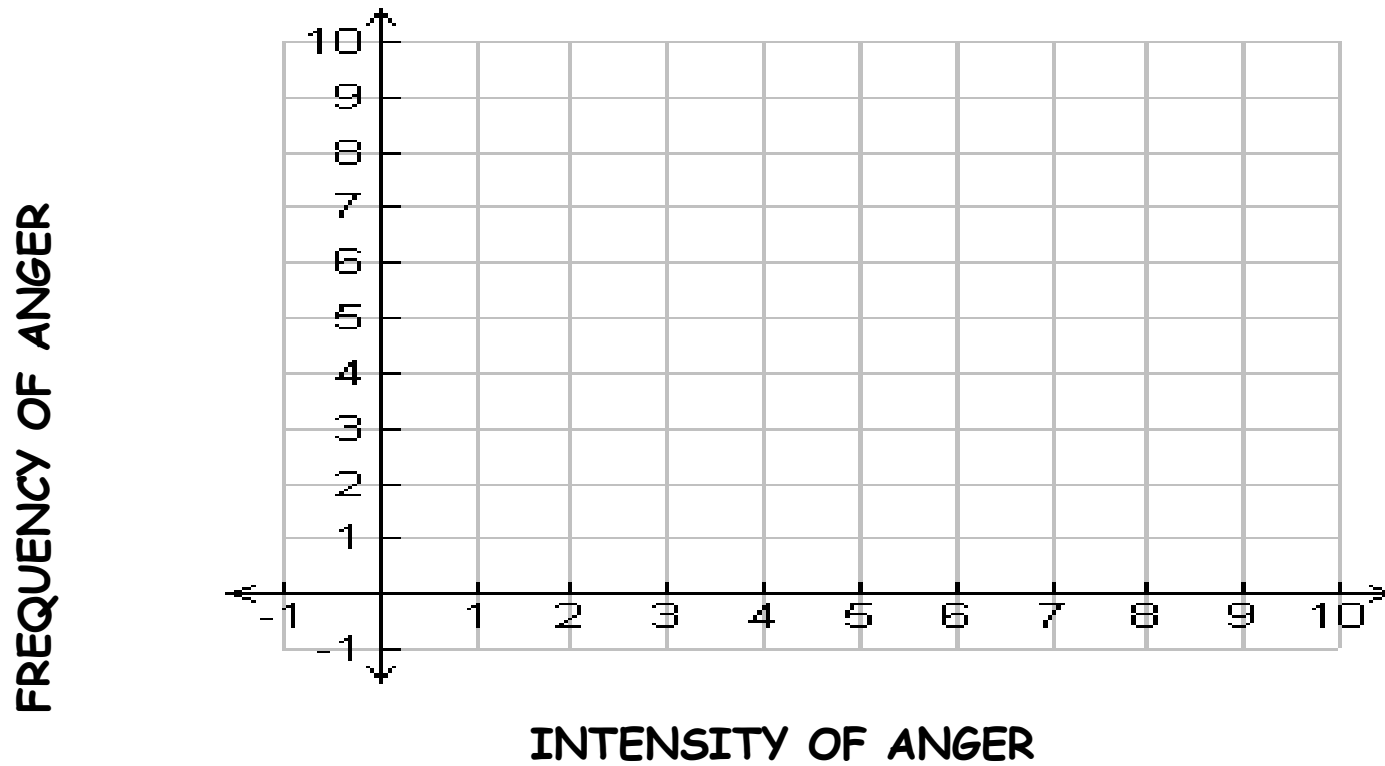
Scenario 1: You are playing a game of champ and another child tries to ruin the game by stealing the ball, and kicking it away from you. Where on the anger hill would you place your anger?

Scenario 2: You are asked to stay in for five minutes at break time to complete some work. Your best friends have planned a game outside, and you know you will be late. You worry you might not be able to join in once they have started. Where on the anger hill would you place your anger?


Scenario 3: A child in your class is being unkind to you, and teasing you in front of your friends. Where on the anger hill would you place your anger?



### ANGER GRAPH - RESOURCE 2



## ADVISE ME - RESOURCE 3A

ADVICE
ADVICE
ADVICE
ADVICE
ADVICE
ADVICE
ADVICE
ADVICE
 What regularly makes me really cross?

## ADVISE ME - HOMEWORK - RESOURCE 3B

What regularly makes me really cross?



What advice did you choose to follow?

1.

2.

3.

How did it go?

## STORY LADDER - RESOURCE 4

**I want to scream!!!**

Jae is dropped off at a new school by her carer and shouts to her carer that she doesn't want to go in

The headteacher hears this and comes out- the teacher calms things down and takes Jae through the reception doors. Jae explains that everybody is always mean to her and that this is her third school. She explains that she doesn't like school... Jae's anger demon agrees with her. School is rubbish!

The headteacher assures Jae that she will be fine and that she should go into her new class. Jae says she doesn't want to and wants to leave

The Headteacher asks her to give this new school a try and says *"I think you might find we are different!"* Jae agrees to try it and go to class, even though her anger demon is furiously disagreeing.

Jae walks into her new class and all the other children look or stare at her. 'Are you going to let them all staring at you?!' asks Jae's demon.

Jae shouts, *"what are you lot looking at?!"*

The class teacher welcomes her. During a lesson one of the other children is friendly and introduces themselves to the Jae. The demon tells her to be rude to him, and so she is. Some other kids overhear Jae being rude and think *"this new girl is a nightmare, I'm going to avoid her..."*

One kid doesn't think that though, and instead thinks that actually they understand how Jae might feel right now at a new school. This kid decides they will speak to Jae at break time. Break time is announced by the teacher.

In the playground some kids speak to Jae but the demon tells her to insult them, and so she does. The 'nice' kid comes up to her and says *"hi!"*

Jae tells the nice kid to *"go away from me, you don't know me!"*

The nice kid doesn't and sticks around. They say *"You seem nice to me...you remind me of me!"*

Jae says *"WHAT???!!!!"*

Her demon laughs.

The nice kid explains that they've been to a few schools, and had struggles at other schools, but that they love it here

Jae tells the nice kid that nobody knows her or why she's sad and that she doesn't want to talk about it. The nice kid says, *"that's cool, let's just play..."*

Jae and the nice kid start to play (even though her anger demon really doesn't want her to). Some other kids come over, in a big group, and one or two of them say something that's maybe a bit unpleasant (but not horrible!) to Jae. The anger demon tells Jae to hit them.

**GIVE CHILDREN STORY LADDER AT THIS POINT TO PUT INTO ORDER.  
CHILDREN WRITE THEIR OWN CONCLUSION.**

The nice kid steps in and talks about some of the school values and that what the others have said don't show those values. One or two others in the group look at each other and mutter that, "that's right, maybe we should start again and give her a second chance?"

The group of kids invite Jae to join in a game. Jae isn't sure if she should because she often gets into fights in group games, and the demon is being really persuasive today. The nice kid encourages her to join in.

Jae plays with everybody and finds that she has a nice time. She manages to ignore her demon. Back in class, Jae thinks that, 'this school is already going to be better than the last but I'm not letting just anybody be my friend...yet...!' Her demon is not happy at all

**Appendix I-h: Universal intervention: resource 5**

**JAE'S STORY - RESOURCE 5**

<b>1.</b>	<b>2.</b>	<b>3.</b>
<b>4.</b>	<b>5.</b>	<b>6.</b>

## A LETTER FOR HELP - RESOURCE 6

Hey,

How r u? My mate told me you'd be a good person to write to. See I have issues with anger - well I used to. Don't know if you've ever experienced this, but I used to have this 'demon' on my shoulder. It's like a voice I hear in my head that tells me to go mad at people, when something doesn't go my way (or just because I feel like going mad at someone).

Anyway, I met this kid Jae a few weeks back, and she was really cool, and it turns out she has the same demon; a voice in her head encouraging her to make trouble. I started hanging out with her, and I got a lot better at blocking the demon out.

The thing is, I can feel my anger demon getting louder - he's getting closer to me again, and I'm finding it sooooo hard to keep my cool. Especially when I'm on the playground and people annoy me in champ or football.

Jae's gone to a new school, otherwise I would talk to her (totally gutted although I didn't tell her that). What shall I do? Got any tips? I could really do with not getting in all that trouble again - my mum will kill me...

Really appreciate your help...

Later...

Hasan

# Appendix I-j: 'Assessment for Lagging Skills and Unsolved Problems' (ALSUP) (Greene, 2009)

## ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS (Rev. 11-12-12)

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** The ALSUP is intended for use as a *discussion guide* rather than a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent. If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problems). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.

LAGGING SKILLS	UNSOLVED PROBLEMS
<input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another	
<input type="checkbox"/> Difficulty doing things in a logical sequence or prescribed order	
<input type="checkbox"/> Difficulty persisting on challenging or tedious tasks	
<input type="checkbox"/> Poor sense of time	
<input type="checkbox"/> Difficulty maintaining focus	
<input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsive)	
<input type="checkbox"/> Difficulty considering a range of solutions to a problem	
<input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words	
<input type="checkbox"/> Difficulty understanding what is being said	
<input type="checkbox"/> Difficulty managing emotional response to frustration so as to think rationally	
<input type="checkbox"/> Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	
<input type="checkbox"/> Difficulty seeing the "grays"/concrete, literal, black-and-white, thinking	
<input type="checkbox"/> Difficulty deviating from rules, routine	
<input type="checkbox"/> Difficulty handling unpredictability, ambiguity, uncertainty, novelty	
<input type="checkbox"/> Difficulty shifting from original idea, plan, or solution	
<input type="checkbox"/> Difficulty taking into account situational factors that would suggest the need to adjust a plan of action	
<input type="checkbox"/> Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid")	
<input type="checkbox"/> Difficulty attending to or accurately interpreting social cues/poor perception of social nuances	
<input type="checkbox"/> Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills	
<input type="checkbox"/> Difficulty seeking attention in appropriate ways	
<input type="checkbox"/> Difficulty appreciating how his/her behavior is affecting other people	
<input type="checkbox"/> Difficulty empathizing with others, appreciating another person's perspective or point of view	
<input type="checkbox"/> Difficulty appreciating how s/he is coming across or being perceived by others	
<input type="checkbox"/> Sensory/motor difficulties	

**UNSOLVED PROBLEMS GUIDE:** Unsolved problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior; free of adult theories and explanations; "split" (not "clumped"); and specific.

**HOME:** Difficulty getting out of bed in the morning in time to get to school on time; Difficulty getting started on or completing homework (specify assignment); Difficulty ending the video game to get ready for bed a night; Difficulty coming indoors for dinner when playing outside; Difficulty agreeing with brother about what television show to watch after school; Difficulty handling the feelings of seams in socks; Difficulty brushing teeth before bedtime; Difficulty staying out of older sister's bedroom; Difficulty keeping bedroom clean; Difficulty clearing the table after dinner

**SCHOOL:** Difficulty moving from choice time to math; Difficulty sitting next to Kyle during circle time; Difficulty raising hand during social studies discussions; Difficulty getting started on project on tectonic plates in geography; Difficulty standing in line for lunch; Difficulty getting along with Eduardo on the school bus; Difficulty when losing in basketball at recess

©Ross W. Greene, Ph.D., 2012



## **Appendix I-k: Detailed profiles of target pupil participants (TPPs)**

**TPP 5A:** This pupil was a female, whose twin sister was in the parallel Y5 class, and older sister in Y6. Her SEN was for cognition and learning, in which she was working approximately two academic years behind the expected standard. Throughout her time at the school, staff reported that she had considerable difficulty in managing her emotions, and was prone to aggressive outbursts, both physical and verbal, towards teaching staff themselves, as well as her peers. Incidents were also detailed in which TPP 5A would hide under tables, throw classroom equipment, or run out of lessons if asked to do something she deemed unreasonable.

**TPP 5B:** This pupil was a male, whose younger siblings (both female) also attended the school. His father was incarcerated for charges relating to theft, and he was undergoing school-based counselling regarding the recent murder of his eighteen-year-old uncle, with whom he had co-habited. His SEN was for cognition and learning, as well as social, emotional and mental health. He found it very difficult to integrate with his peers, and frequently had aggressive, and highly emotional outbursts as a result of disagreements with other pupils or teachers.

**TPP 5C:** This pupil was male, he spoke English as an additional language, and his SEN was for speech and language difficulties. As a result of a significant stammer, TPP 5C could become frustrated, particularly when mimicked by his peers. This and recent friendship difficulties had been leading to aggressive and emotional outbursts (usually verbal), and the pupil would frequently leave the classroom in the middle of lessons.

**TPP 6A:** This pupil was male and an only child. He lived with his mother, who was a professional in the city, and he attended breakfast club and after-school club every day. The family relocated when TPP 6A was in Year 2. His father, from whom his mother had separated, lived elsewhere in the UK and had contact with Child 6A during school holidays. Teachers were aware of the turbulent relationship between the child and his mother. His SEN was for social, emotional and mental health difficulties. It was reported that throughout his time at the school he had a tendency to be extremely defiant and disruptive within lessons, and could be very hostile to both teachers and children. Many of his peers reported being frightened of him. He had been externally excluded on a number of occasions throughout Key Stage Two (KS2), and in Y5 was found with a knife in his possession inside the school building.

**TPP 6B:** This pupil was a male and had a younger sister who was also at the school. His parents were non-English speakers. He spoke EAL and his SEN was for cognition and learning, as well as social, emotional and MH needs. Teachers reported that despite significant improvement in Y6, TPP 6B was prone to emotional outbursts towards his peers, and could often struggle to communicate his feelings.

## **Appendix I-I: Consent letter for parents of target pupil participants (TPPs)**

Dear Parent/Guardian,

My name is X, and I am Leading Practitioner at X Primary School. I am currently carrying out a research project to help children in Years 5 and 6 to build emotional regulation. I am writing to ask if you and your child are able to take part in the study.

### **What would this mean for me and my child?**

The project is drama-based, and would involve your child taking part in a series of drama workshops, led by a children's theatre director. The drama would focus on the development of emotional regulation, and would enable your child to discuss their own difficulties, and those of others in the third person. They would then work together to write a script and perform for a film or cartoon strip which would be developed into stimulus for a unit of PSHCE work (Personal, Social, Health, Citizenship Education) for the wider Y5/6 community to access. Children have been selected by class teachers and learning support staff, based on their expertise and knowledge of the children at X School. We really believe that the project will be hugely beneficial to them, and that not only will they develop coping strategies for tricky situations, they will also get a real sense of achievement when they produce a high-quality piece of media that can be used to help other children with the same needs and difficulties.

For the purposes of data collection, your child will be interviewed before participating in the project, and then again afterwards. This will all happen at school and within school hours. For the project to be a real success, I would also like to interview parents/guardians about your views of your child's emotional regulation prior to the drama workshops. This would involve a short interview (no more than 10 minutes), which would be recorded and then transcribed at a later date. To measure impact, I would then like to interview you again, once the project has been completed, and you have seen the end product.

This research has been approved by the Dept of Education, University of York Ethics Committee

### **Anonymity**

The data that you and your children provide (e.g. audio recordings of interviews, notes from observations, interview transcripts and in-school data) will be stored by code number. Any information that identifies you or your child will be stored separately from the data.

### **Storing and using your data**

Data will be stored in a secure filing cabinet and on a password-protected computer. The data will be kept for five years after completion of the project, after which time it will be destroyed. Identifiable data will only be kept for up to one month after collection. The data may be used for future analysis and shared for research or training purposes, but participants/children will not be identified individually. If you do not want your or your child's data to be included in any information shared as a result of this research, please do not sign this consent form. You and your child are free to withdraw from the study at any time during data collection and up to the end of Summer Term 2017 (21/7/17). You may also withdraw any interview data up until this time by indicating your wish to do so to X (please see contact details below). This data will be destroyed straight away on instruction.

### **Information about confidentiality**

The data that we collect (audio recordings / transcripts) may be used in *anonymous* format in different ways. You will be free to make comments on a written transcript of your interview if you so wish. Please indicate on the consent form attached with a  if you are happy for this anonymised data to be used in the ways listed.

Please note: If we gather information that raises concerns about your/your child's safety or the safety of others, or about other concerns as perceived by the researcher, the researcher may pass on this information to another person at X School.

We hope that you will agree to take part and for your child to take part. If you have any questions about the project/study that you would like to ask before giving consent or after the data collection, please feel free to contact me X by telephone on the school phone number or via email on (email address provided), or the Chair of Ethics Committee via email (address provided). If you are happy for you and your child to participate, please complete the form enclosed/attached and hand it in to the main school office by X.

Please keep this information sheet for your own records. Thank you for taking the time to read this information.

Yours sincerely

Teacher-researcher  
X Primary School

**Parent/Guardian Consent Form**

**Please initial each box if you are happy to take part in this research.**

I confirm that I have read and understood the information given to me about the above named research project and I understand that this will involve me taking part as described above.	
I understand that the purpose of the research is to help our children to build emotional regulation.	
I understand that data will be stored securely in a locked filing cabinet and on a password protected computer and only the teacher researcher will have access to any identifiable data. I understand that my identity and that of my child will be protected by use of a pseudonym. Tutor (University of York) and HT have access to anonymous data.	
I understand that my data will not be identifiable and the data may be used ...	
in publications that are mainly read by university academics	
in presentations that are mainly attended by university academics	
in publications that are mainly read by the public	
in presentations that are mainly attended by the public	
freely available online	
I understand that data will be kept for five years after completion of the project, after which it will be destroyed	
I understand that data could be used for future analysis or other purposes [e.g. other research and teaching purposes]	
I understand that I can withdraw my data at any point during data collection and up to 21/7/17 (last day of Summer Term 2017)	
Name	
Date	
Signature	

## **Appendix I-m: Consent letter for teachers of target pupil participants (TPPs)**

Dear teacher/learning support teacher,

As you know, I am currently carrying out a research project to help children in Years 5 and 6 to build emotional regulation. I am writing to ask for you to take part in the project.

### **What would this mean for the pupils?**

The project is drama-based, and would involve selected children taking part in a series of drama workshops, led by a children's theatre director. The drama would focus on the development of emotional regulation, and would enable children to discuss their own difficulties, and those of others in the third person. They would then work together to write a script and perform for a film or cartoon strip which would be developed into stimulus for a unit of PSHCE work (Personal, Social, Health, Citizenship Education) for the wider Y5/6 community to access.

Children will be selected by class teachers and learning support teachers, based on your expertise and knowledge of the children at X school. I believe that the project will be hugely beneficial to them, and that not only will they develop coping strategies for tricky situations, they will also get a real sense of achievement when they produce a high-quality piece of media that can be used to help other children with the same needs and difficulties.

For the purposes of data collection, children will be interviewed before participating in the project, and then again afterwards. This will all happen at school and within school hours.

### **What would this mean for you?**

For the project to be a real success, I would also like to interview you about your views of the selected children's emotional regulation prior the drama workshops. This would involve a short interview (no more than 20 minutes), which would be recorded and then transcribed at a later date. To measure impact, I would then like to interview you again, once the project has been completed, and you have seen the end product.

This research has been approved by the Dept of Education, University of York Ethics Committee

### **Anonymity**

The data provided (e.g. audio recordings of interviews, notes from observations, interview transcripts and in-school data) will be stored by code number. Any information that identifies children, parents or teachers/learning support staff will be stored separately from the data.

### **Storing and using your data**

Data will be stored in a secure filing cabinet and on a password protected computer. The data will be kept for five years after completion of the project, after which time it will be destroyed. Identifiable data will only be kept for up to one month after collection. The data may be used for future analysis and shared for research or training purposes, but participants/children will not be identified individually. If you do not want data to be included in any information shared as a result of this research, please do not sign this consent form. You are free to withdraw from the study at any time during data collection and up to the end of Summer Term 2017 (21/7/17).

### **Information about confidentiality**

The data that we collect (audio recordings / transcripts) may be used in *anonymous* format in different ways. You will be free to make comments on a written transcript of your interview if you so wish. Please indicate on the consent form attached with a  if you are happy for this anonymised data to be used in the ways listed.

Please note: If we gather information that raises concerns about a child's safety or the safety of others, or about other concerns as perceived by the researcher, the researcher will pass this onto the safeguarding team at X School.

We hope that you will agree to take part. If you have any questions about the project/study that you would like to ask before giving consent or after the data collection, please feel free to contact me (email provided), or the Chair of Ethics Committee via email (email provided). If you are happy to participate, please complete the form enclosed/attached by (date given). Please keep this information sheet for your own records.

Thank you for taking the time to read this information.

Yours sincerely

Teacher-researcher,  
X Primary School

**Teacher/Teaching Support consent form**

**Please initial each box if you are happy to take part in this research.**

I confirm that I have read and understood the information given to me about the above named research project and I understand that this will involve me taking part as described above.	
I understand that the purpose of the research is to help our children to build emotional regulation.	
I understand that data will be stored securely in a locked filing cabinet and on a password protected computer and only the teacher researcher will have access to any identifiable data. I understand that my identity and that of the participants will be protected by use of a pseudonym. Tutor (University of York) and HT have access to anonymous data.	
I understand that my data will not be identifiable and the data may be used ...	
in publications that are mainly read by university academics	
in presentations that are mainly attended by university academics	
in publications that are mainly read by the public	
in presentations that are mainly attended by the public	
freely available online	
I understand that data will be kept for five years after completion of the project, after which it will be destroyed	
I understand that data could be used for future analysis or other purposes [e.g. other research and teaching purposes]	
I understand that I can withdraw my data at any point during data collection and up to 21/7/17 (last day of Summer Term 2017)	
Name	
Date	
Signature	

## **Appendix I-n: Consent letter for Head Teacher of the school**

Dear HT,

As you know, I am currently carrying out a research project to help children in Years 5 and 6 to build emotional regulation. I am writing to confirm that you consent for children at X School in Years 5 and 6 to take part in the project.

### **What would this mean for the pupils?**

The project is drama-based, and would involve selected children taking part in a series of drama workshops, led by a children's theatre director. The drama would focus on the development of emotional regulation, and would enable children to discuss their own difficulties, and those of others in the third person. They would then work together to write a script and perform for a film or cartoon strip which would be developed into stimulus for a unit of PSHCE work for the wider Y5/6 community to access.

Children will be selected by class teachers and learning support staff, based on their expertise and knowledge of the children at X School. I believe that the project will be hugely beneficial to them, and that not only will they develop coping strategies for tricky situations, they will also get a real sense of achievement when they produce a high-quality piece of media that can be used to help other children with the same needs and difficulties.

For the purposes of data collection, children will be interviewed before participating in the project, and then again afterwards. This will all happen at school and within school hours. For the project to be a real success, I would also like to interview parents about their views of their child's emotional resilience, prior to the drama workshops. This would involve a short interview (no more than 10 minutes), which would be recorded and then transcribed at a later date. To measure impact, I would then like to interview them again, once the project has been completed, and they have seen the end product.

This research has been approved by the Dept of Education, University of York Ethics Committee

### **Anonymity**

The data provided (e.g. audio recordings of interviews, notes from observations,, interview transcripts and in-school data) will be stored by code number. Any information that identifies children or parents will be stored separately from the data.

### **Storing and using your data**

Data will be stored in a secure filing cabinet and on a password protected computer. The data will be kept for five years after completion of the project, after which time it will be destroyed. Identifiable data will only be kept for up to one month after collection. The data may be used for future analysis and shared for research or training purposes, but participants/children will not be identified individually. If you do not want data to be included in any information shared as a result of this research, please do not sign this consent form. Children and parents/guardians are free to withdraw from the study at any time during data collection and up to the end of Summer Term 2017 (21/7/17).

### **Information about confidentiality**

The data that we collect (audio recordings / transcripts) may be used in *anonymous* format in different ways. All parties interviews will be free to make comment on written transcripts of their interviews. Please indicate on the consent form attached with a  if you are happy for this anonymised data to be used in the ways listed. Please note: If we gather information that raises concerns about a child's safety or the safety of others, or about other concerns as perceived by the researcher, the researcher will pass this onto the safeguarding team at X School.

We hope that you will agree for selected pupils to take part. You are free to withdraw the school from the project at any time, just as pupils, parents/guardians and teachers/learning support teachers, may also withdraw at any time up to the end of Summer Term 2017 (21/7/17). If you have any questions about the project/study that you would like to ask before giving consent or after the data collection, please feel free to contact me (email provided) or the Chair of Ethics Committee via email (email provided). If you are happy for X school pupils and parents to participate, please complete the form enclosed/attached by .

Please keep this information sheet for your own records. Thank you for taking the time to read this information.

Yours sincerely

Teacher-researcher  
X Primary School

### Head Teacher Consent Form

**Please initial each box if you are happy to take part in this research.**

I confirm that I have read and understood the information given to me about the above named research project and I understand that this will involve me taking part as described above.	
I understand that the purpose of the research is to help our children to build emotional regulation.	
I understand that data will be stored securely in a locked filing cabinet and on a password protected computer and only the teacher researcher will have access to any identifiable data. I understand that my identity and that of the participants will be protected by use of a pseudonym. Tutor (University of York) and HT have access to anonymous data.	
I understand that my data will not be identifiable and the data may be used ...	
in publications that are mainly read by university academics	
in presentations that are mainly attended by university academics	
in publications that are mainly read by the public	
in presentations that are mainly attended by the public	
freely available online	
I understand that data will be kept for five years after completion of the project, after which it will be destroyed	
I understand that data could be used for future analysis or other purposes [e.g. other research and teaching purposes]	
I understand that I can withdraw my data at any point during data collection and up to 21/7/17 (last day of Summer Term 2017)	
Name	
Date	
Signature	

**Appendix I-o: Shortened Strengths and Difficulties Questionnaire (SDQ) to be completed by pupils**

	NOT TRUE	SOMETIMES TRUE	DEFINITELY TRUE
I try to be nice to people. I care about their feelings.			
I usually share with others (food, pens, games etc.)			
I get very angry and often lose my temper.			
I usually do as I am told.			
I have one good friend or more.			
I fight a lot. I can make other people do what I want.			
I am often accused of lying or cheating.			
Other children or young people pick on me or bully me.			
I think before I do things.			
I get on better with adults than people my own age.			

(Adapted from Goodman, 1997)



## Appendix I-p: Strengths and Difficulties Questionnaire (SDQ) for completion by parents and teachers (Goodman, 2014)

### Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months or this school year.

Child's Name .....

Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature .....

Date .....

Parent/Teacher/Other (please specify:)

**Thank you very much for your help**

© Robert Goodman, 2005

## Appendix I-q: Situation Judgement Tests (SJT)

Below are five different situations you may find yourself in at school. Please read each situation carefully, and then decide what you would do in that situation by choosing A, B or C. There are no right or wrong answers.

- 1. You are queuing up in the line to have your lunch served. Another child pushes in front of you. How do you react? Circle the letter that best describes what you would do next.**

  - A. You put your hand up and tell a teacher what has happened, and hope that they can sort it out.
  - B. You ignore the child. They're always doing that, and you know he'll only be mean to you if you say something
  - C. You push the child back out of the queue and tell him to go to the back.
  
- 2. You haven't completed all the work in an English lesson, and your teacher asks you to stay in at break time to do it. Circle the letter that best describes what you would do next.**

  - A. You don't think it's fair. You were finding the work difficult and no-one helped you. You stay in at break time, but you refuse to do any of the work.
  - B. The work was too hard! Why should you stay in when your classmates are going out to break. You leave the classroom with them.
  - C. You accept that you haven't done enough work. You know you weren't concentrating particularly well. You ask for help, and then get on with the work over break time until it's finished.
  
- 3. You're slightly late out to play, and your friends are already playing a game of Champ. They say that you can't join in, because you don't know the new rules. Circle the letter that best describes what you would do next.**

  - A. You steal the ball from the game of Champ. If you can't play, no-one can.
  - B. You tell a teacher what has happened, and hope that they can sort it out.
  - C. You go and sit in the grass area of school on your own - how could your friends be so mean?
  
- 4. You are in an assembly led by the head teacher. There is another pupil sitting behind you who is poking you in the back. You turn around to tell them to stop, but the head teacher sees you, and asks you to stand up in front of everyone. She sends you to her office. Circle the letter that best describes what you would do next.**

  - A. You protest your innocence before standing up. It wasn't your fault! It was the girl behind you! You get upset.
  - B. You stand up as instructed, and make your way to the head teacher's office. You will explain what happened when you get there.
  - C. You walk out of the assembly. You'll get your own back on that girl.
  
- 5. You are working on some Maths that you've been finding quite tricky. You think you've finally got it, and you're concentrating hard. Suddenly a pen strikes you on the back of the head. You look up to see your classmate laughing at your expense. Circle the letter that best describes what you would do next.**

  - A. You throw the pen back as hard as you can. How dare they interrupt your learning.
  - B. You put your hand up and tell a teacher what has happened, and hope that they can sort it out
  - C. You get upset. You wish they'd leave you alone. You can't concentrate on the maths anymore. It was too difficult anyway.

**Appendix I-r: Pre-intervention interview schedule for target pupil participants**

**Interview schedule for pupils**

<b>Issues/topic</b>	<b>Possible questions</b>	<b>Possible follow-up Questions</b>	<b>Probes</b>
<b>Establishing rapport</b>	Do you enjoy coming to school? If you could go anywhere in the world, where would you go to feel the most safe?	Why?	Tell me more about...
<b>SJT</b>	<i>You are queuing up in the line to have your lunch served. Another child pushes in front of you. How do you react?</i>	What do you think the best thing to do in this situation would be?	
<b>SJT</b>	<i>You haven't completed all the work in an English lesson, and your teacher asks you to stay in at break time to do it. How would you react?</i>	What do you think the best thing to do in this situation would be?	
<b>SJT</b>	<i>You're slightly late out to play, and your friends are already playing a game of Champ. They say that you can't join in, because you don't know the new rules. How would you react?</i>	What do you think the best thing to do in this situation would be?	
<b>SJT</b>	<i>You are in an assembly led by the head teacher. There is another pupil sitting behind you who is poking you in the back. You turn around to tell them to stop, but the head teacher sees you, and asks you to stand up in front of everyone. She sends you to her office. How would you react?</i>	What do you think the best thing to do in this situation would be?	
<b>SJT</b>	<i>You are working on some Maths that you've been finding quite tricky. You think you've finally got it, and you're concentrating hard. Suddenly a pen strikes you on the back of the head. You look up to see your classmate laughing at your expense. How would you react?</i>	What do you think the best thing to do in this situation would be?	
<b>Establishing pupil's current coping strategies</b>	If you ever get upset, how do you help yourself to calm down?	Who do you turn to?	

**Appendix I-s: Pre-intervention interview schedule for teachers of target pupil participants**

**Interview schedule for teachers:**

<b>Issues/ topic</b>	<b>Possible questions</b>	<b>Possible follow-up questions</b>	<b>Probes</b>
Establishing rapport	Does this child enjoy school?	Best bit? Worst bit?	Tell me more about...
Understanding of term 'emotional resilience'	You're helping me with a project about emotional regulation. What do you think we mean by 'emotional regulation'?	<i>Explain the term if unsure</i> Would you say that you are good at coping with tricky situations?	Can you think of any examples?
Situation judgement test	<i>The child is queuing up in the line to have your lunch served. Another child pushes in front of him/her. How do you think the child would react?</i>	What would you advise them to do?	
Situation judgement test	<i>The child hasn't completed all the work in an English lesson, and the teacher asks you to stay in at break time to do it. How do you think the child would react?</i>	What would you advise them to do?	
Situation judgement test	<i>The child is slightly late out to play, and their friends are already playing a game of Champ. They say that the child can't join in, because they don't know the new rules. How do you think the child would react?</i>	What would you advise them to do?	
Situation judgement test	<i>The child is in an assembly led by the head teacher. There is another pupil sitting behind them who is poking them in the back. The child turns around to tell them to stop, but the head teacher sees them, and asks them to stand up in front of everyone. She sends the child to her office. How do you think the child would react?</i>	What would you advise them to do?	
Situation judgement test	<i>The child is working on some Maths that they've been finding quite tricky. They think they've finally got it, and they're concentrating hard. Suddenly a pen strikes them on the back of the head. They look up to see their classmates laughing at their expense. How do you think the child would react?</i>	What would you advise them to do?	
Establishing times in which child may lack emotional regulation	Can you think of any particular situations, either at home, or at school, when the child finds it tricky to cope?	What are their current coping strategies?	

**Appendix I-t: Post-intervention interview schedule for target pupil participants**

**Interview schedule for pupils**

<b>Issues/topic</b>	<b>Possible questions</b>	<b>Possible follow-up Questions</b>	<b>Probes</b>
<b>Establishing rapport</b>	In my last interview, I asked you if you enjoyed school. Would you say you enjoy school any more or less nowadays?	Why?	Tell me more about...
<b>SJT</b>	<i>You are queuing up in the line to have your lunch served. Another child pushes in front of you. How do you react?</i>	What do you think the best thing to do in this situation would be?	
<b>SJT</b>	<i>You haven't completed all the work in an English lesson, and your teacher asks you to stay in at break time to do it. How would you react?</i>	What do you think the best thing to do in this situation would be?	
<b>SJT</b>	<i>You're slightly late out to play, and your friends are already playing a game of Champ. They say that you can't join in, because you don't know the new rules. How would you react?</i>	What do you think the best thing to do in this situation would be?	
<b>SJT</b>	<i>You are in an assembly led by the head teacher. There is another pupil sitting behind you who is poking you in the back. You turn around to tell them to stop, but the head teacher sees you, and asks you to stand up in front of everyone. She sends you to her office. How would you react?</i>	What do you think the best thing to do in this situation would be?	
<b>SJT</b>	<i>You are working on some Maths that you've been finding quite tricky. You think you've finally got it, and you're concentrating hard. Suddenly a pen strikes you on the back of the head. You look up to see your classmate laughing at your expense. How would you react?</i>	What do you think the best thing to do in this situation would be?	
<b>Establishing opinion on effectiveness of the project</b>	Did you find the project useful? Did it help you?	What was the best thing about it? Worst? How did it feel to have your comic strip used amongst the whole class? Do you think it helped your classmates?	If you could do the project again, would you do it differently? If I was to do the project again, would you suggest any improvements?
<b>Impact on ER</b>	So our project has been all about emotional regulation. Can you remind me what we mean by 'ER'?	<i>Would you say that you've got better at regulating your emotions?</i>	Can you think of any examples?

**Appendix I-u: Post-intervention interview schedule for teachers of target pupil participants**

**Interview schedule for teachers:**

<b>Issues/ topic</b>	<b>Possible questions</b>	<b>Possible follow-up questions</b>	<b>Probes</b>
Establishing rapport	How would you say the emotional resilience project has gone in your class?	Is there anything you particularly liked? Disliked?	If you were to teach it again, would you do anything differently?
Any improvement of 'emotional regulation'?	Would you say that as a result of the project, the children in your class had improved in their emotional regulation at all?	<i>How about the focus children?</i>	Can you think of any examples of when they have demonstrated this improvement?
Establishing future needs of pupils involved in project	Would you say that Emotional Regulation and in particular, anger, were the right areas of focus for this project, at this time?	Are there any other primary needs of the pupils at X School, in terms of their emotional health?	If these were to be addressed, do you think a similar format would be appropriate? Would these same pupils remain a focus?

**Appendix II-v: Post-intervention interview schedule for parents of target pupil participants**

**Interview schedule for parents:**

<b>Issues/ topic</b>	<b>Possible questions</b>	<b>Possible follow-up questions</b>	<b>Probes</b>
Establishing rapport	From what your child has told you, what is your understanding of the project that they have been taking part in?	Did they enjoy it as far as you're aware?	
Awareness of emotional regulation	The project has been about emotional regulation. What is your understanding of this term?	Would you say your child has good/poor emotional regulation?	Can you think of any examples of when they have demonstrated good/poor emotional regulation?
Any improvement of 'emotional regulation'?	Would you say that as a result of the project, the children in your class had improved in their emotional regulation at all?	Can you think of any examples of when they have demonstrated this improvement?	

## **Appendix II**

*Work produced by target and universal pupil participants*

**Appendix II-a: Transcript of audio media created by Y5 target pupil participants and comparison group participants**

*5C: Erm...everyone gets angry...*

*5A: And it's not easy to not get angry...cause you can get angry for something...*

*5B: Everyone gets angry, but it's how to you control your anger...and not taking it out on other people. It's not their fault that you're angry.*

*5CG: Ummm...sometimes it's what people say, sometimes it's what people do or you do yourself, or sometimes it's just that you're stressed*

*5B: I just burst out...burst out...and then get angry...it's just like 'raaaa'. I just get angry and you just burst out like a big bomb. As soon as I get angry I just burst out.*

*5C: I make my fists...go really strong like a rock*

*5A: I get frustrated and then I'll be rude to them back cause...it's not that I want to do it but when I'm angry I just do it because I can't take it any more and I feel really angry at myself.*

*5CG: When I get angry I just let it happen because it's you know, it's supposed to happen. You can't be happy all the time...*

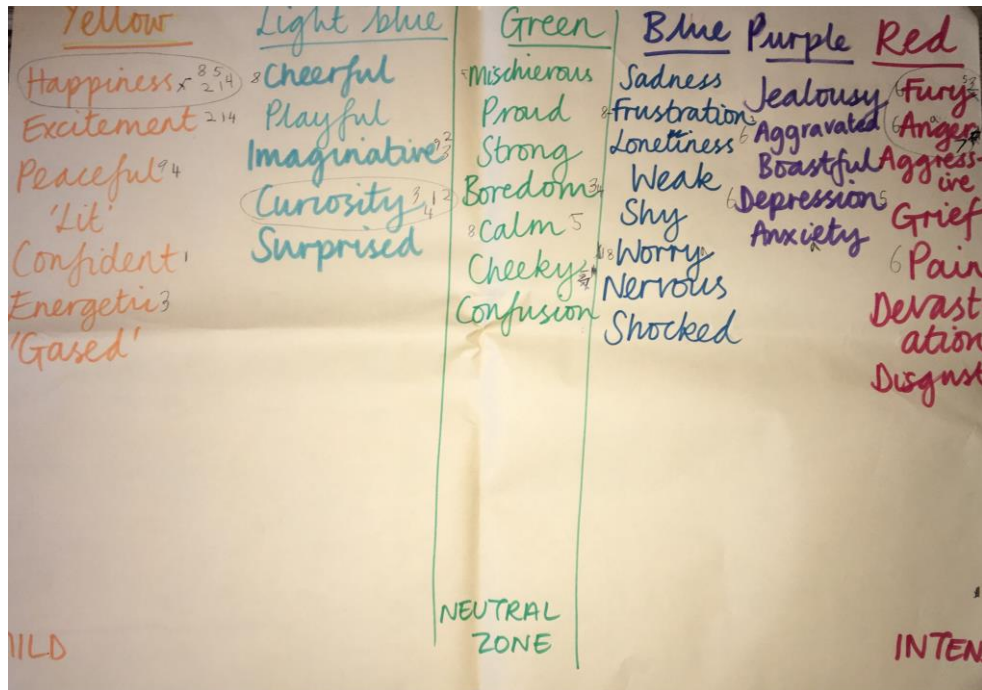
*5A: Cause anger is kinda being frustrated, like you're really really angry and you've had enough and you just can't take it anymore*

*5B: Sometimes I just walk out of the class without telling the teacher cause I want to calm down but I don't wanna get in trouble...I don't want other people thinking that I'm a bad kid. I don't wanna be treated like a bad kid.*

This audio was played to UPP pupils as the opening to the UI in Lesson 1, in order to prompt discussion and introduce the focus of the intervention.

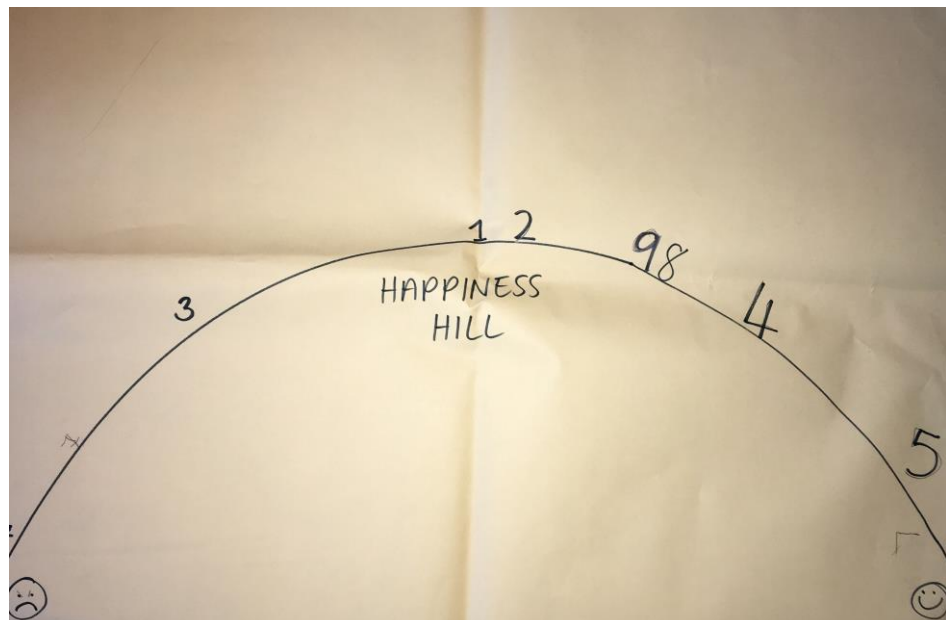


**Appendix II-b: Workshop 1 - Activity 1**



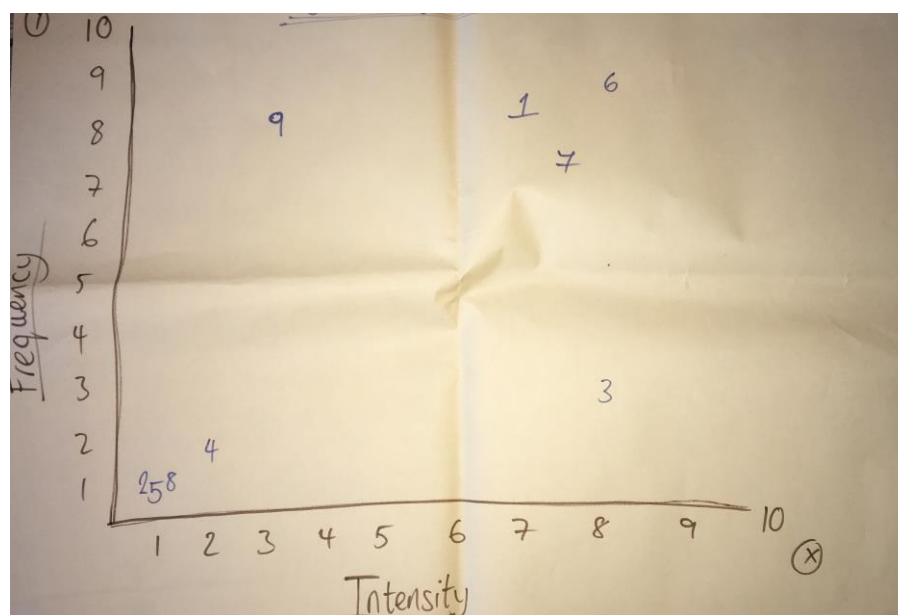
The activity asked TPPs to write down all the emotions they could think of and then sort them into types of emotion. After that they had to consider which of these emotions they had felt in the last week and which were the most common amongst the group.

**Appendix II-c: Workshop 1 - Activity 2**



In this activity, TPPs had to plot their happiness on a 'Happiness Hill' and discuss their choices.

### Appendix II-d: Workshop 1 - Activity 3

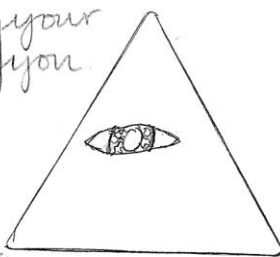


In this activity, pupils were asked to plot the intensity and frequency of their anger, and then discuss their choices. The two adults leading the workshops (teacher-researcher and theatre director) did the same to aid discussion.

### Appendix II-e: Workshop 1 - Activity 4

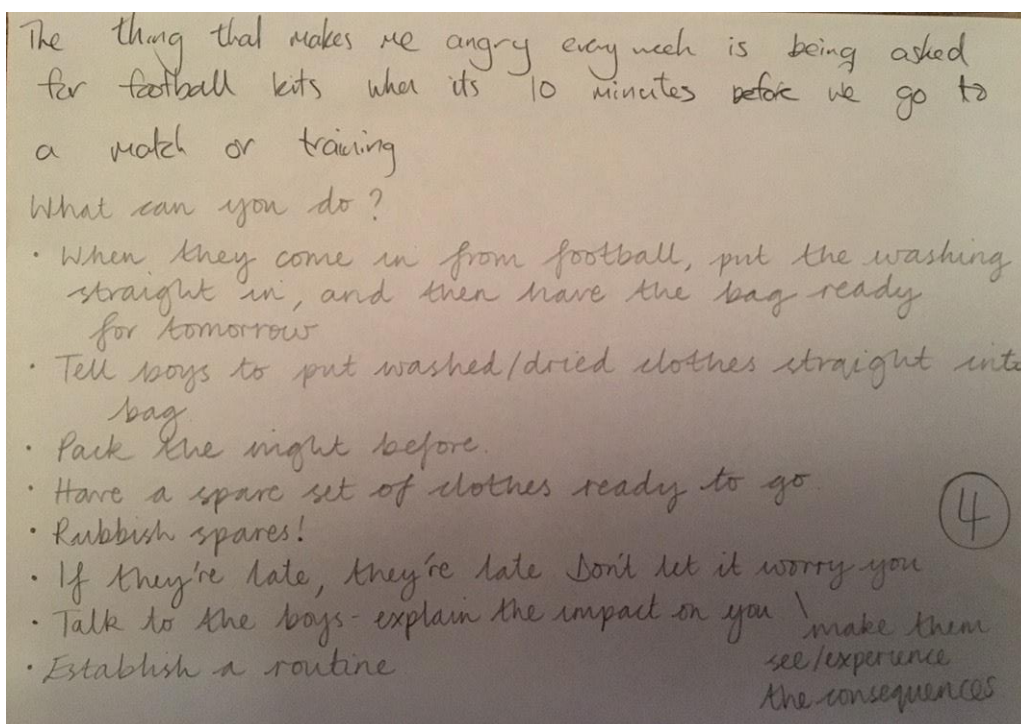
The thing that made me angry is  
People talking about my dad.

- Tell them to mind their own business.
- Ignore them.
- Talk to Mum about it
- Remember that your dad does love you.
- Talk to Dad - tell him about what's been happening.
- Ask Dad to talk to parents of these children.



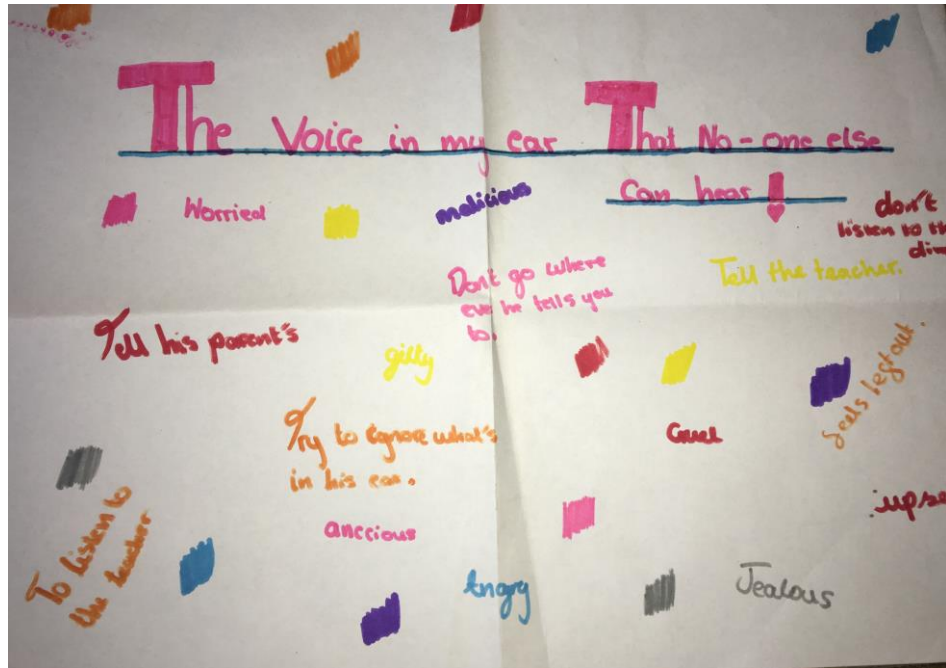
TPPs were asked what routinely made them lose their temper. Each child wrote down their problem, and the group discussed possible solutions.

## Appendix II-f: Workshop 1 - Activity 4



This resource shows an example of adult disclosure in action, when the theatre director shared with TPPs what routinely made him lose his emotional regulations. TPPs then offered him a list of solutions, as seen above.

## Appendix II-g: Workshop 2 – Activity 2



Pupils read two short stories about children who were struggling to emotionally regulate. They were asked to work in groups to make suggestions as to how the characters might begin to improve this.



THIS IS ME...ON THE LEFT...MY NAME IS HASAN...AND....

I GUESS I'VE GOT A HUGE...PROBLEM...

YOU SEE...THERE'S THIS...WELL...THERE'S THIS OTHER VOICE I HEAR.... THAT'S KIND OF NOT THE REAL ME...

BUT THE VOICE IS ALWAYS TELLING ME WHAT TO DO AND HOW TO ACT...

AND LATELY...AT SCHOOL...IT'S IN MY EAR NEARLY ALL THE TIME...!!!

LET'S GO TO THE MUGA!



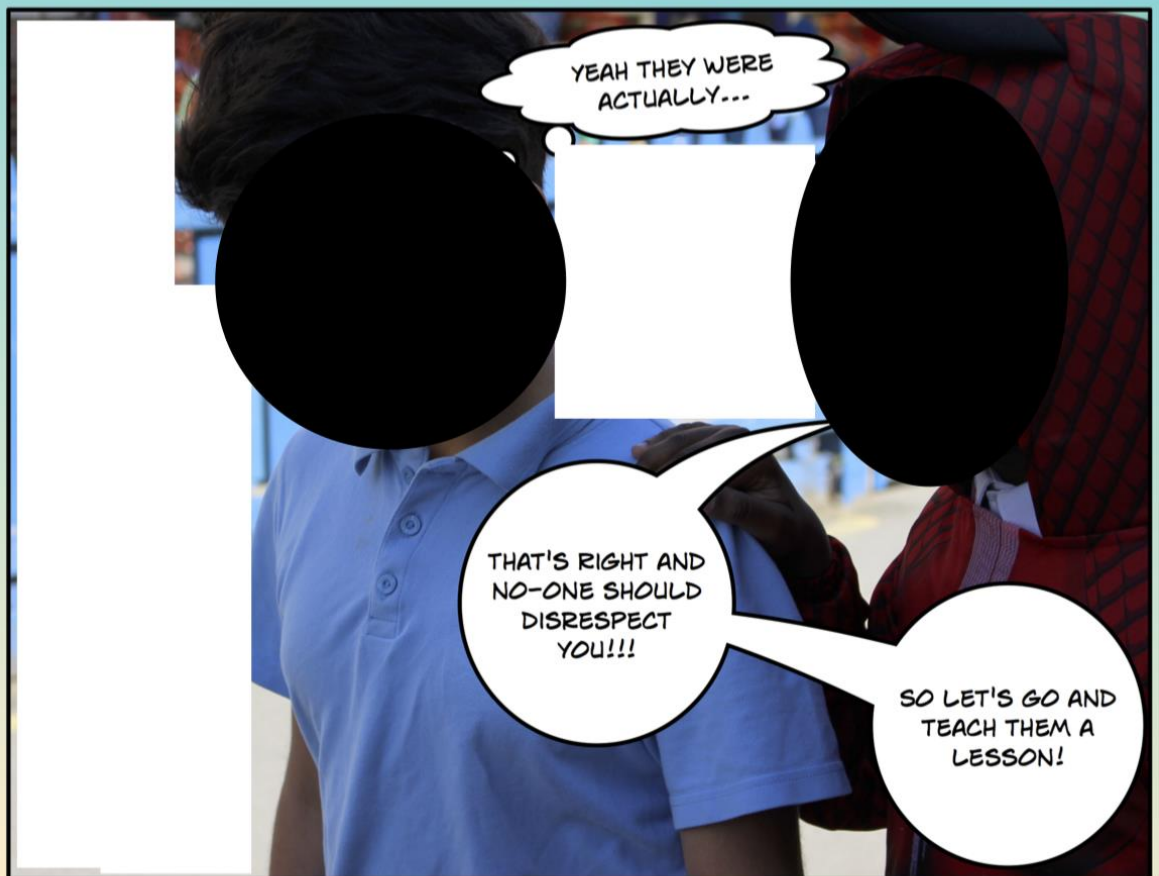
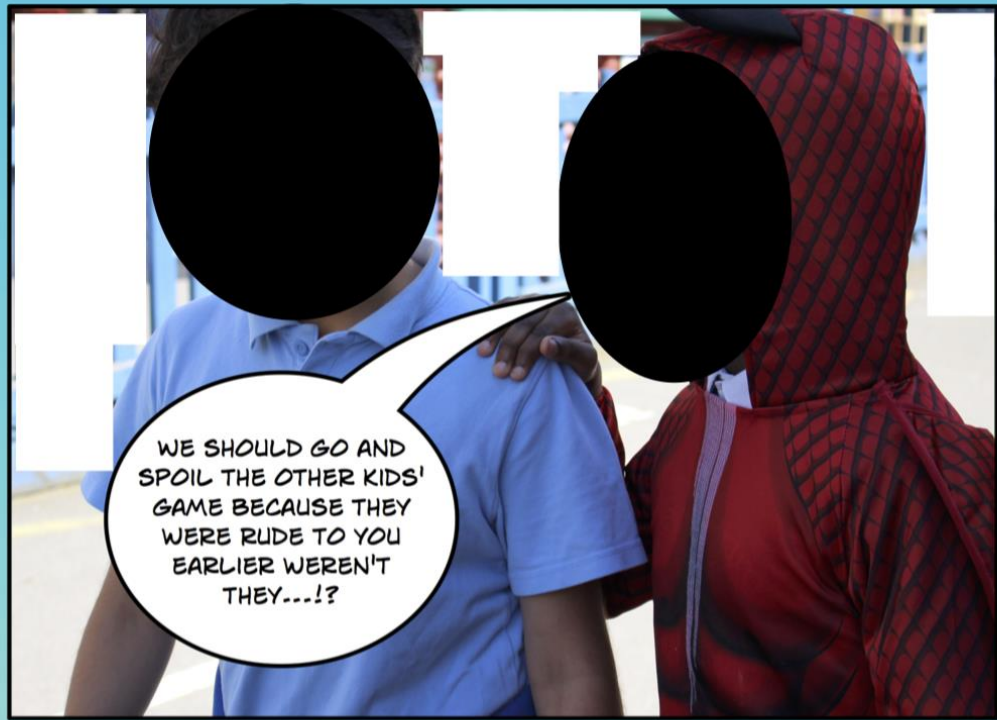
AND NO MATTER WHAT I DO I CAN'T STOP HEARING IT TALKING TO ME...IT'S LIKE SOME SORT OF...I DUNNO... ANGRY DEMON!

SOME ANGRY DEMON WHO SORT OF JUST TAKES OVER MY DAY AND BOSSES ME ABOUT...

...AND IT MAKES ME DO THINGS THAT I GUESS I KNOW ARE NOT RIGHT...!

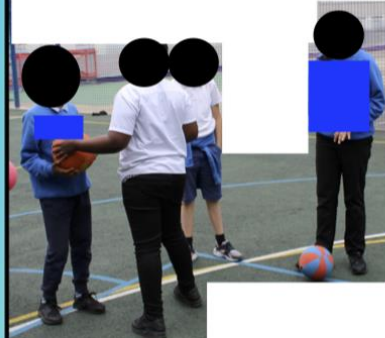
IT'S PRETTY MUCH ALWAYS THERE AND I CAN'T TURN IT OFF!







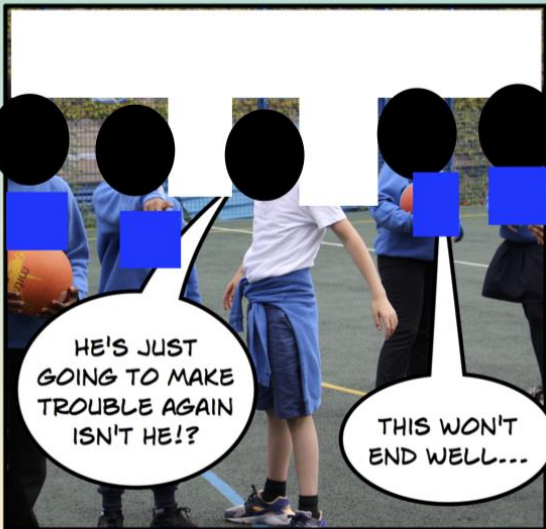
THE OTHER KIDS WERE PLAYING HAPPILY...



THEN...

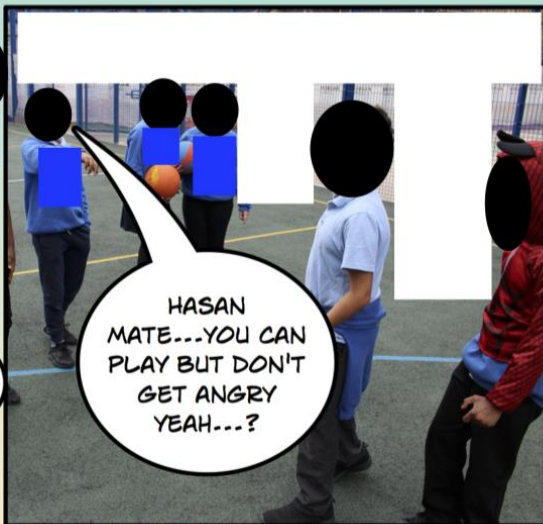


OH...OH... GUYS...HERE COMES HASAN!!!

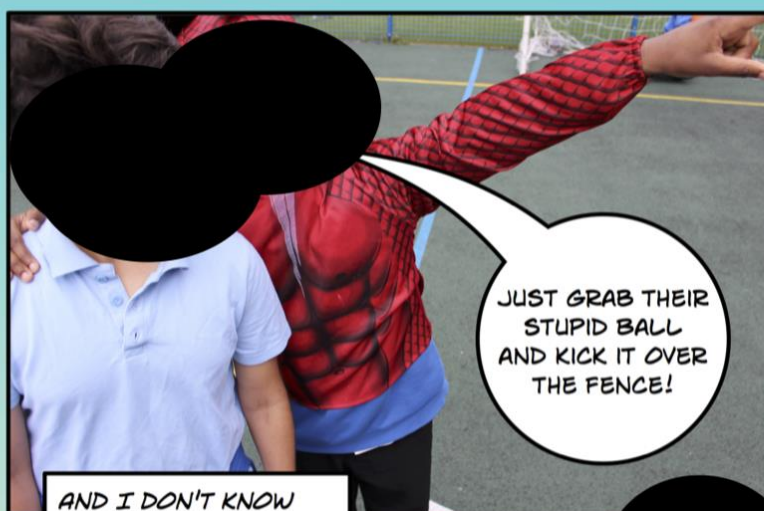


HE'S JUST GOING TO MAKE TROUBLE AGAIN ISN'T HE!?

THIS WON'T END WELL...

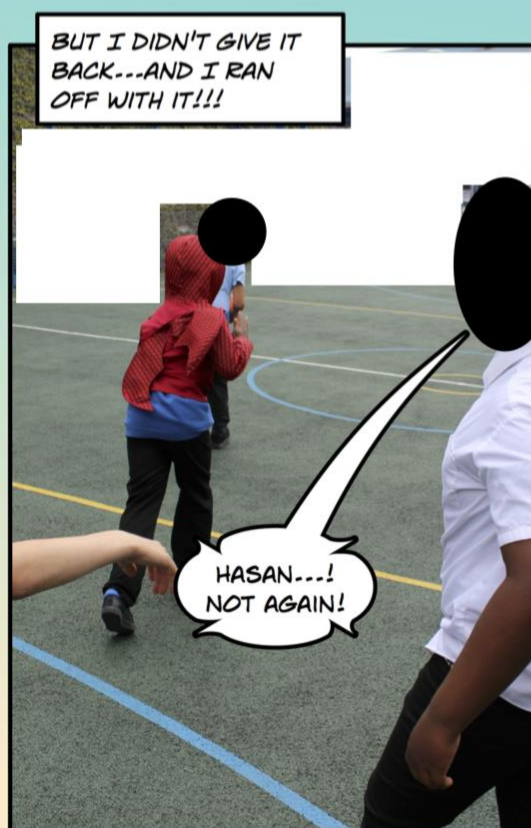


HASAN MATE...YOU CAN PLAY BUT DON'T GET ANGRY YEAH...?



AND I DON'T KNOW  
WHY I LISTENED TO  
THE DEMON...  
... BUT I DID...





AND I DIDN'T LISTEN  
TO THEM...I JUST  
LISTENED TO THE  
DEMON AND OFF I  
RAN...

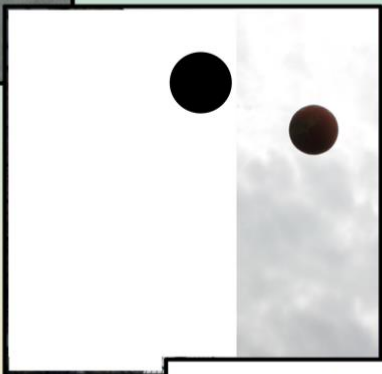
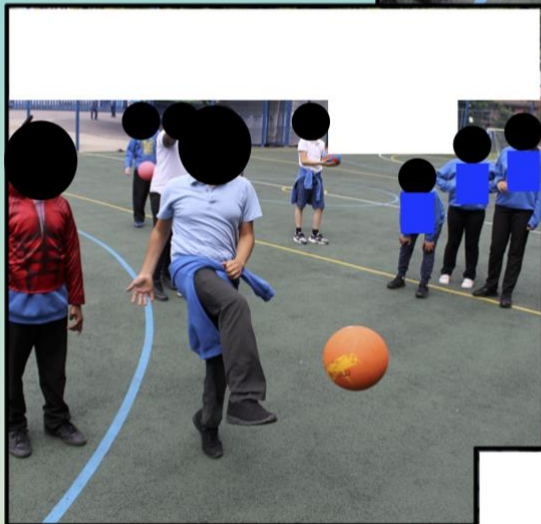




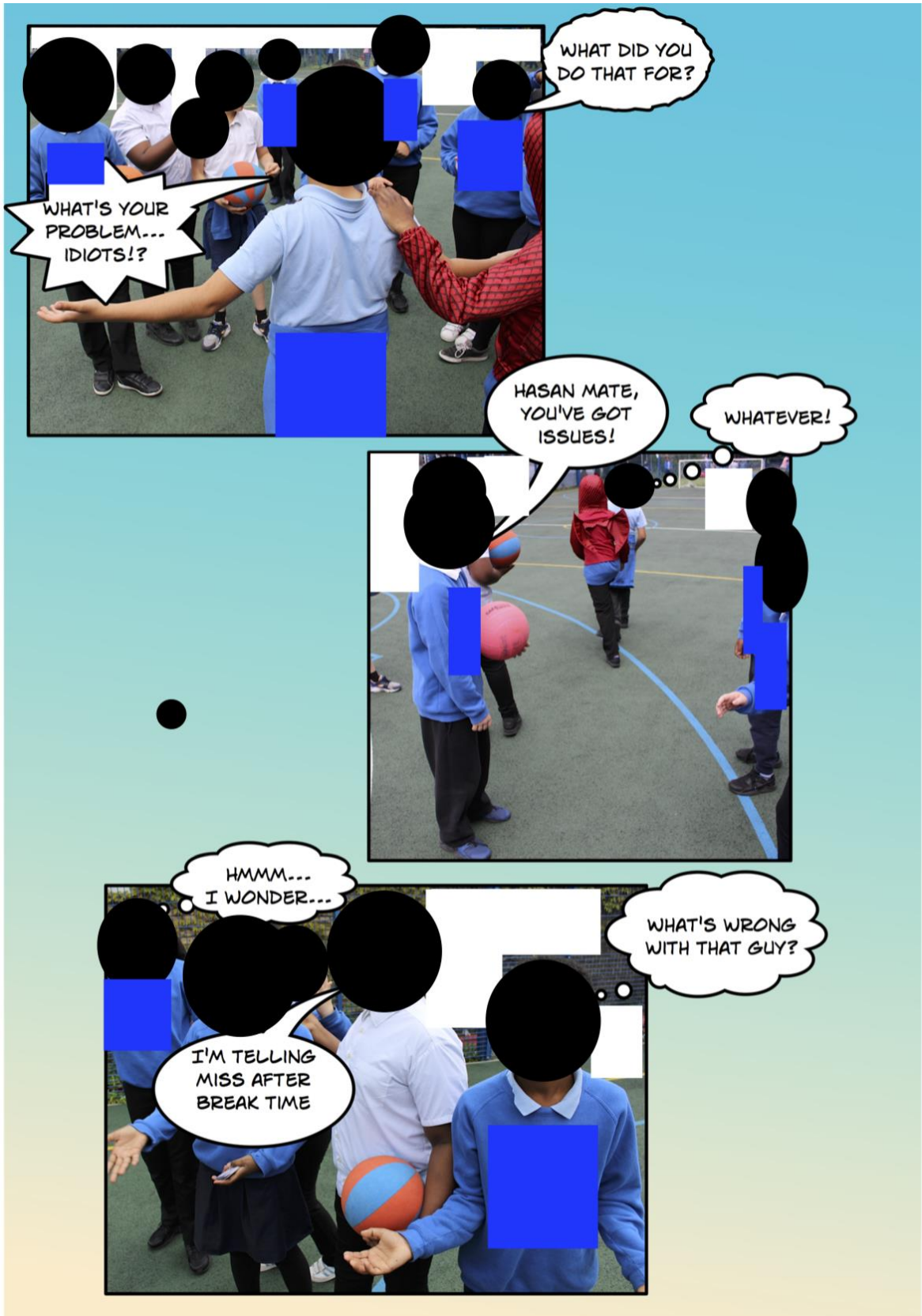
AND I REACHED THE FENCE...



AND.... WELL...LOOK...



I BOOTED IT OUT OF THE SCHOOL GROUNDS!!!



AND UP 'TIL NOW  
I ASSUMED THAT  
IT WAS ONLY ME  
WHO HAD AN  
ANGER DEMON  
IN MY EAR...  
THAT I WAS  
STRANGE...

HOWEVER, IT  
SEEMS THAT I'M  
NOT SO ODD  
AFTER ALL...

YOU SEE,  
SOMEONE WAS  
WATCHING ME...

...  
AND KIND OF  
KNEW WHAT WAS  
GOING ON...

HE'S LIKE I USED TO  
BE...  
I BET HE'S GOT AN  
ANGRY DEMON IN HIS  
EAR TOO...

...I BET HE THINKS IT CAN'T BE  
STOPPED...LIKE I USED TO...

I'M GOING TO TALK TO HASAN...

HEY JAE...  
CAN YOU  
HEAR  
ME????!!!

YEAH I CAN HEAR  
YOU BUT IT DOESN'T  
MEAN I HAVE TO  
LISTEN TO YOU  
NOW DOES IT? HA...

AND JAE FOLLOWED ME OUT OF THE MUGA...

HEY HASAN...WAIT!

I'VE BEEN WATCHING YOU AND I THINK I KNOW WHATS WRONG...

YOU DO?

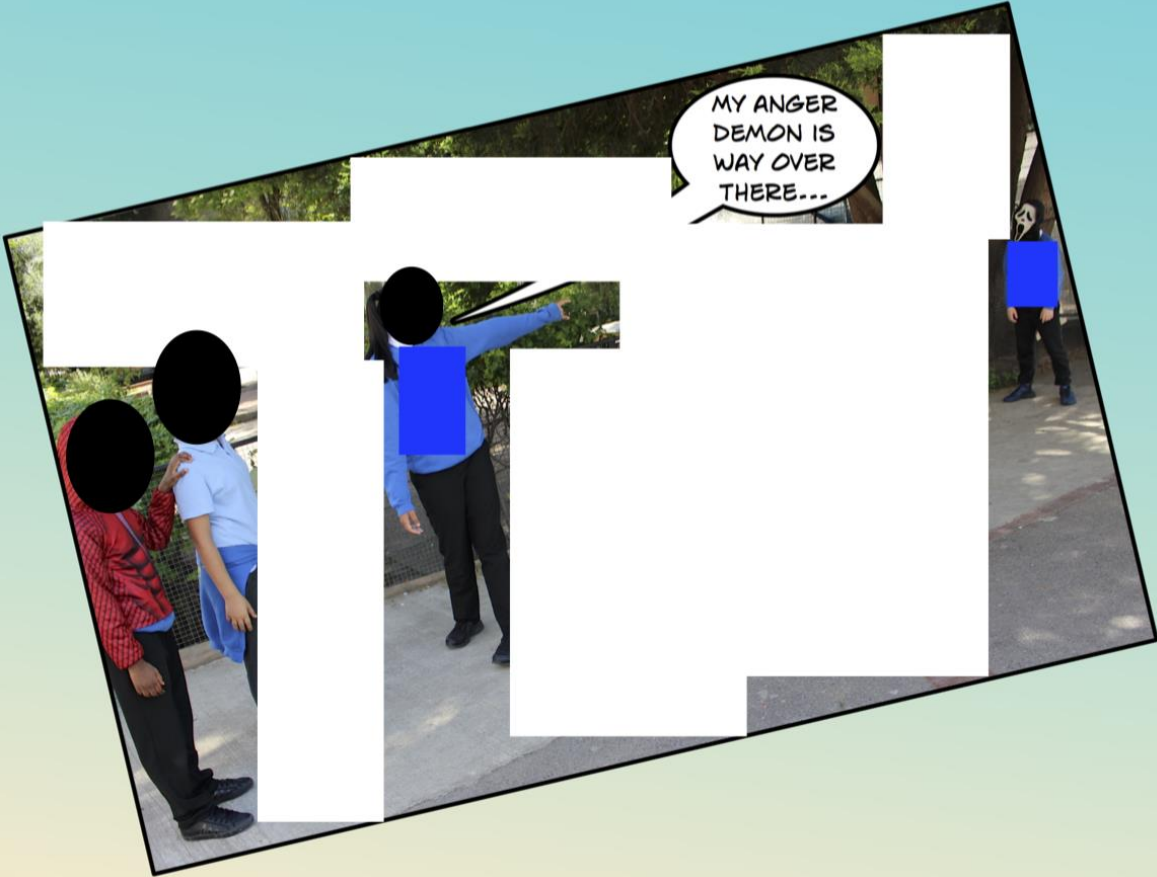
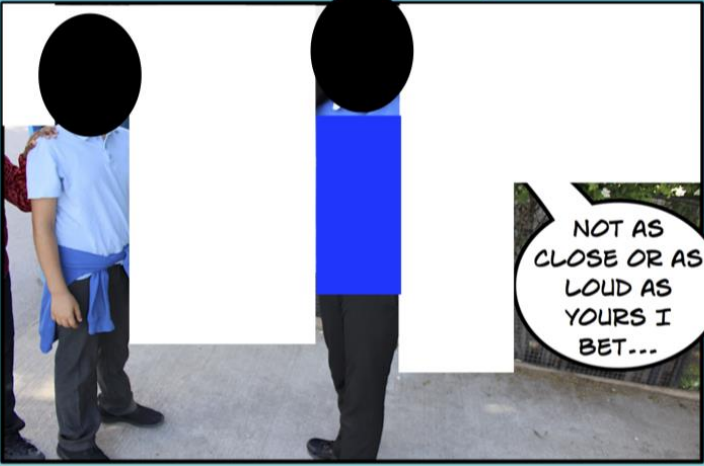
YES, I HAVE AN ANGRY VOICE IN MY EAR TOO THAT ALWAYS USED TO GET ME IN TROUBLE...

YOU MEAN YOU CAN SEE HIM TOO?

NO BUT I KNOW HE'S THERE BECAUSE I CAN STILL SEE MINE

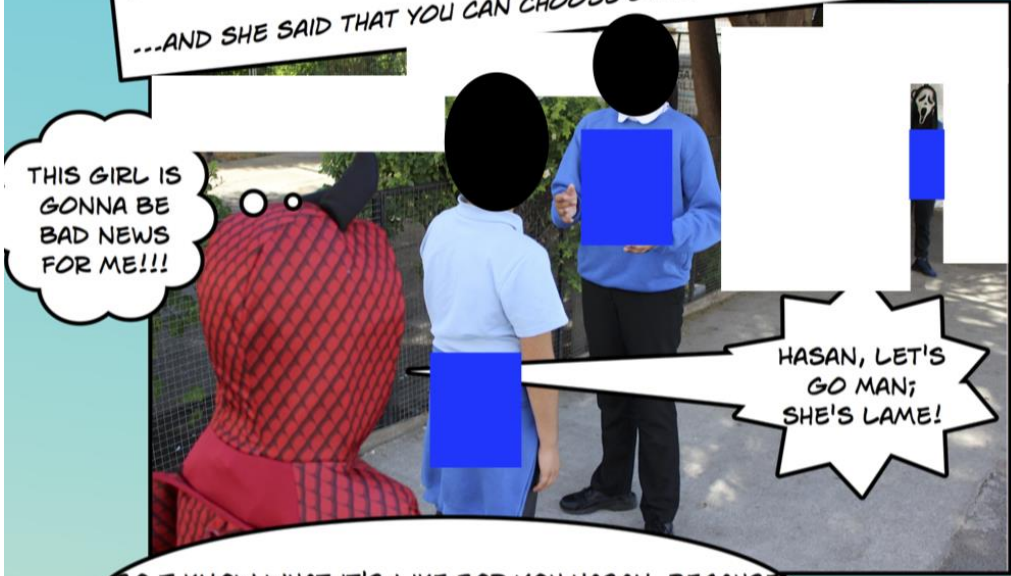
...I'VE LEARNED HOW TO KEEP MY ANGER DEMON AT A DISTANCE...

SO I ASKED HER WHERE HER DEMON WAS....





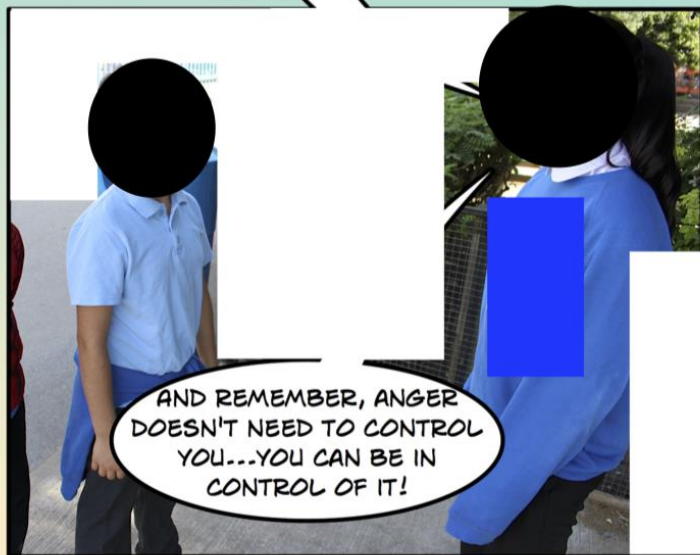
AND JAE TOLD ME THAT IF YOU TRY HARD YOU CAN MOVE YOUR ANGER DEMON FURTHER AWAY...  
---AND SHE TOLD ME THAT IT'S NOT EASY BUT IF YOU CONCENTRATE YOU CAN STOP THE DEMON FROM BOSSING YOU ABOUT AND MAKING YOU DO GRUMPY THINGS...  
---THAT INSTEAD OF REACTING TO THINGS ANGRILY YOU CAN PAUSE AND THINK IF YOU WANT TO LISTEN TO THE ANGRY VOICE AT ALL...  
---AND SHE SAID THAT YOU CAN CHOOSE OTHER OPTIONS TO RAGE AND ANGER...



THIS GIRL IS GONNA BE BAD NEWS FOR ME!!!

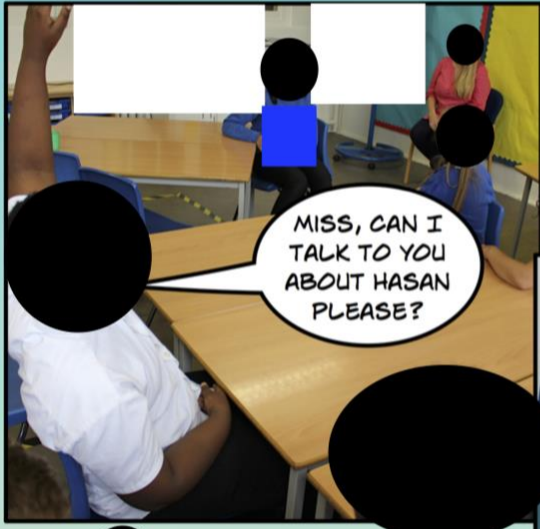
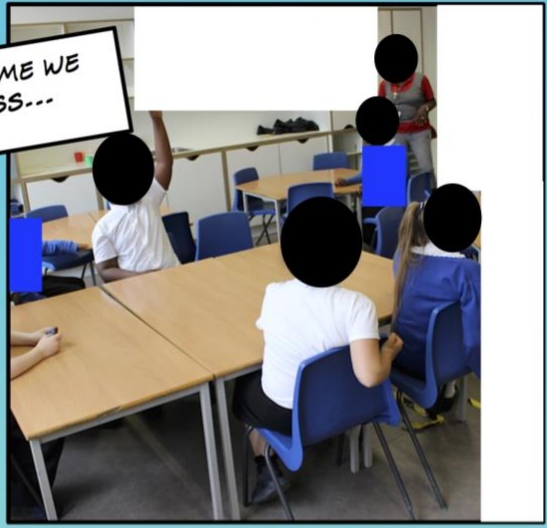
HASAN, LET'S GO MAN; SHE'S LAME!

SO I KNOW WHAT IT'S LIKE FOR YOU HASAN, BECAUSE I WAS ANGRY ALL THE TIME TOO ONCE... SO IF YOU WANT TO TALK TO ME ...YOU CAN, YEAH?



AND REMEMBER, ANGER DOESN'T NEED TO CONTROL YOU...YOU CAN BE IN CONTROL OF IT!

BUT AFTER BREAK TIME WE WENT BACK TO CLASS---

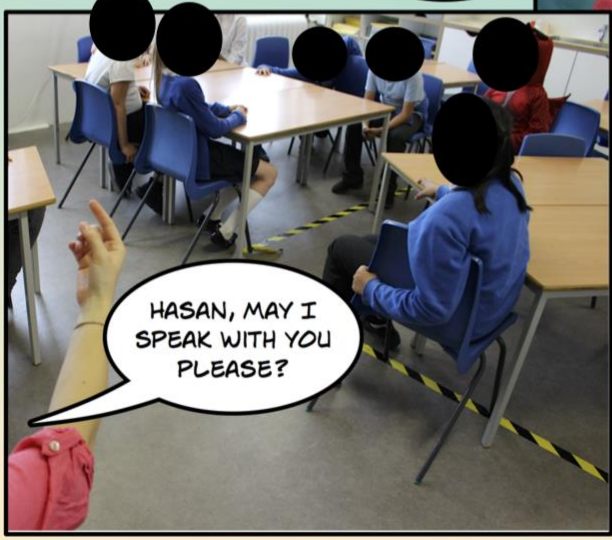


MISS, CAN I TALK TO YOU ABOUT HASAN PLEASE?



FOR NO REASON AT ALL HE CAME ON THE MUGA AND KICKED OUR BALL OVER THE SCHOOL WALL!

DID HE...?

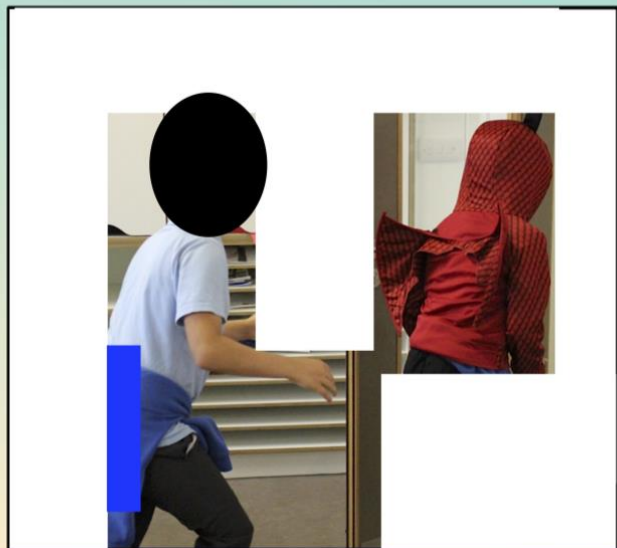


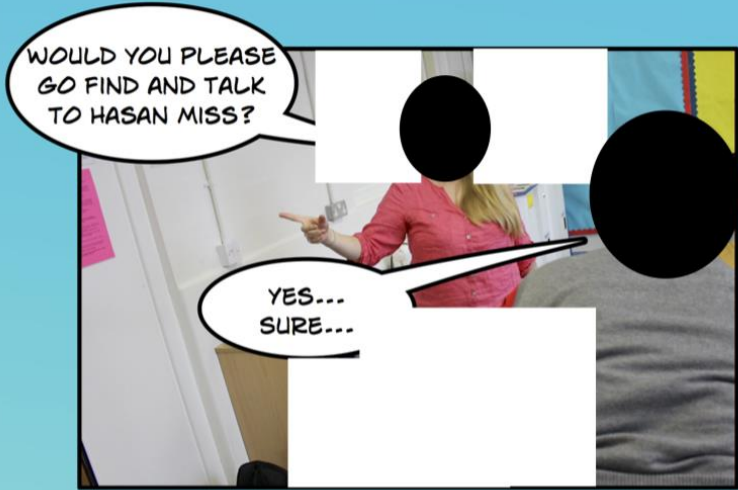
HASAN, MAY I SPEAK WITH YOU PLEASE?

BUT MY DEMON HAD DECIDED THAT THIS WAS NOT GOING TO GO WELL FOR US...



AND WE DID...







I AGREED AND WE WENT OFF TO TALK ABOUT THE MORNING AND WHAT HAD HAPPENED...



AND I EXPLAINED HOW I WAS FEELING ANGRY NEARLY ALL THE TIME NOW, AND HOW I COULDN'T GET THE ANGRY THOUGHTS OUT OF MY HEAD... THAT THEY WERE NEARLY ALWAYS THERE... AND I TOLD MISS ABOUT MY ANGER DEMON WHO WOULDN'T LEAVE ME ALONE...



AND WHERE IS IT NOW HASAN, IS IT STILL ON YOUR SHOULDER.... TALKING IN YOUR EAR?

NO, ITS LOCKED OUTSIDE; I CAN'T HEAR IT WHEN I'M IN HERE WITH YOU...



WELL THAT'S GREAT... YOU CAN ALWAYS COME AND FIND ME TO TALK TO WHEN YOU FEEL ANGRY HASAN...



LET ME IN!!!

AND WE TALKED FOR AGES...  
... MISS GAVE ME LOADS OF HELPFUL IDEAS OF THINGS I COULD DO INSTEAD OF GIVING IN AND LISTENING TO MY ANGER DEMON

...WE ALL GET ANGRY HASSAN; IT'S NATURAL, BUT WE CAN CONTROL IT...

AND WHEN SOMETHING HAPPENS...PAUSE, BREATHE DEEPLY 5 TIMES...

...OR LEAVE THE SITUATION...GO AND GET A GLASS OF WATER...

..BUT GIVE YOURSELF THE SPACE AND TIME TO THINK ABOUT HOW YOU DO WANT TO REACT...

ALWAYS COUNT TO TEN...IT WILL HELP YOU MAKE BETTER CHOICES HASSAN...

AND THAT DAY WAS A TURNING POINT...FINDING OUT FROM JAE THAT I WASN'T ALONE...DISCOVERING SHE HAD ANGER TOO BUT HAD LEARNED HOW TO KEEP IT UNDER CONTROL....

...AND TALKING TO MISS, TALKING ABOUT STRATEGIES I COULD USE BEFORE I GOT ANGRY AND LISTENED TO THE DEMON...

...ALL THAT MEANS I'M GETTING BETTER AND THE DEMON HAS LESS CONTROL OVER ME NOW...  
MOST OF THE TIME...  
BUT IT ISN'T EASY!

LIKE LAST WEEK WHEN WE WERE PLAYING FOOTBALL....



AND I WAS FOULED!



WHAT DID YOU DO THAT FOR?!





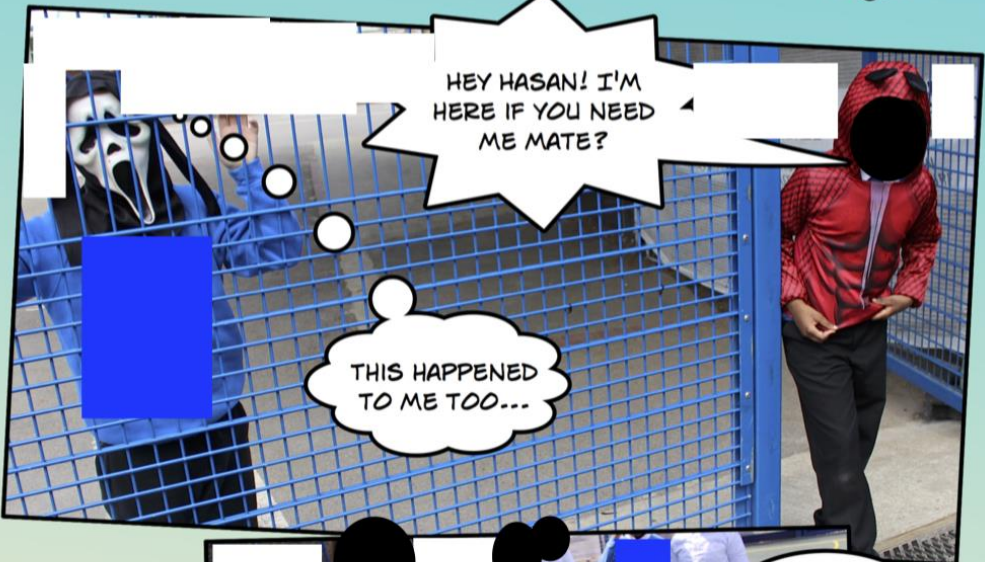
MY ANGER DEMON,  
WHO I NORMALLY  
MANAGE TO IGNORE  
NOWADAYS, TRIED TO  
GET ME WOUND UP  
AGAIN!!!

EXCELLENT!!! HE'S BEEN  
TRIPPED; I'M GOING TO GET  
HIM TO FIGHT BACK...



GOOD LUCK WITH  
THAT...HE WON'T  
LISTEN TO YOU...

OH YEAH?  
YOU'LL SEE



HEY HASAN! I'M  
HERE IF YOU NEED  
ME MATE?

THIS HAPPENED  
TO ME TOO...

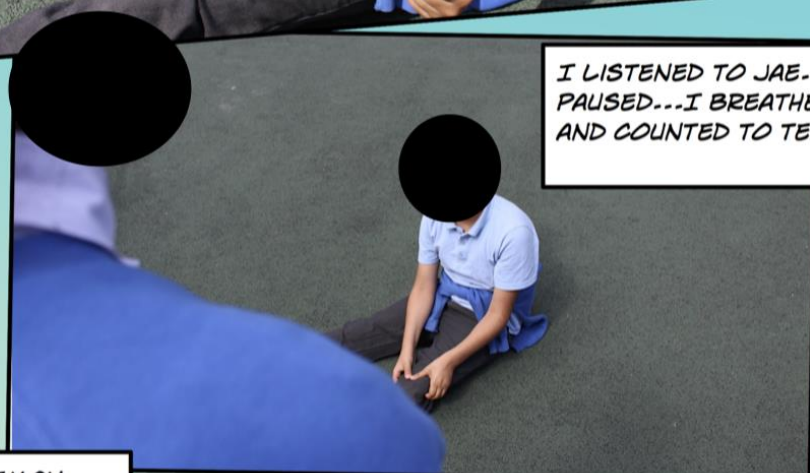


DON'T LET  
YOUR DEMON  
IN HASAN

AND INSTEAD OF  
LETTING THE ANGER  
DEMON WIN...



I LISTENED TO JAE...I  
PAUSED...I BREATHED DEEPLY  
AND COUNTED TO TEN...



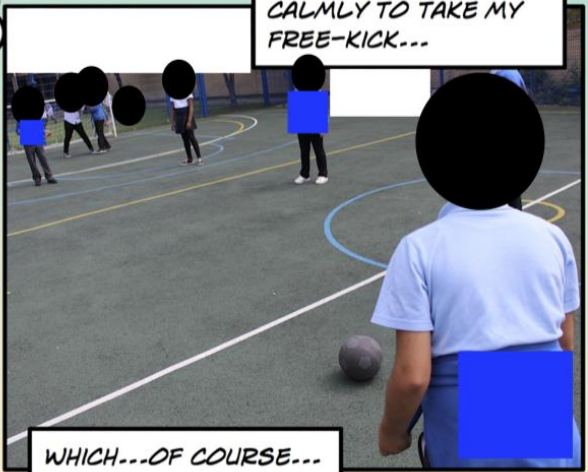
I LEFT MY DEMON  
OUTSIDE...



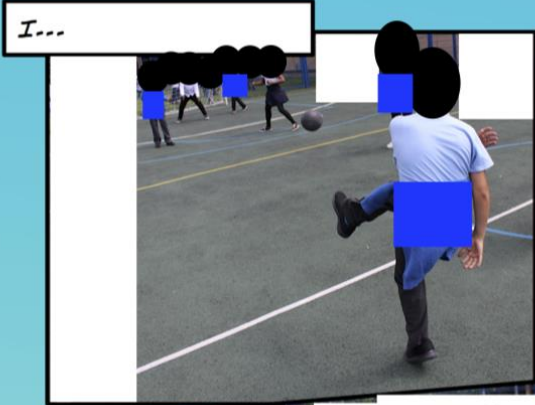
I DIDN'T  
THINK HE  
COULD  
DO IT...

I TOLD YOU  
DIDN'T I...?

AND STOOD UP  
CALMLY TO TAKE MY  
FREE-KICK...

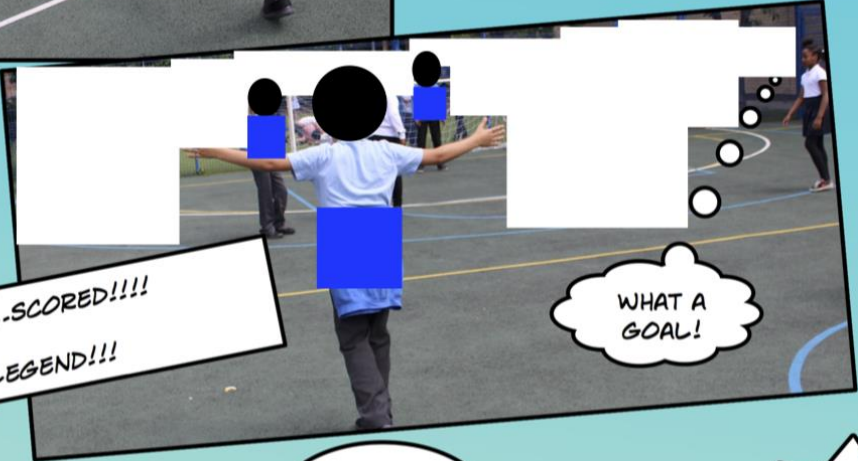


WHICH...OF COURSE...



...SCORED!!!!  
LEGEND!!!

WHAT A  
GOAL!



I'M PROUD OF  
YOU HASAN...

COME ON,  
WE ARE NOT  
NEEDED  
HERE  
TODAY...

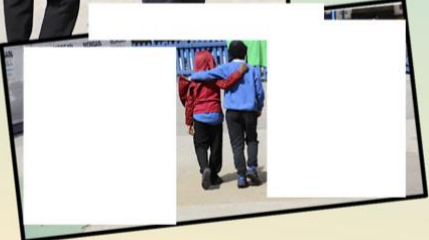


YEAH...I'M  
PROUD OF ME  
TOO JAE!

AND THIS LED TO  
SOME GRUMPY AND  
BORED DEMONS....



I CAN'T BELIEVE  
THIS IS  
HAPPENING...



AND... WELL... WHILE EVERYTHING ISN'T SUDDENLY PERFECT...

---AND I DO STILL GET ANGRY FROM TIME TO TIME---

---NOW I'VE LEARNED HOW TO CONTROL THE DEMON AND KEEP IT AT A SAFE DISTANCE---



AND SOMETIMES I DON'T LISTEN TO HIM AT ALL---



HASAN WHY ARE YOU NOT LISTENING TO ME?!



AND THIS MAKES ME LAUGH---



BUT MAKES HIM---

A BIT...



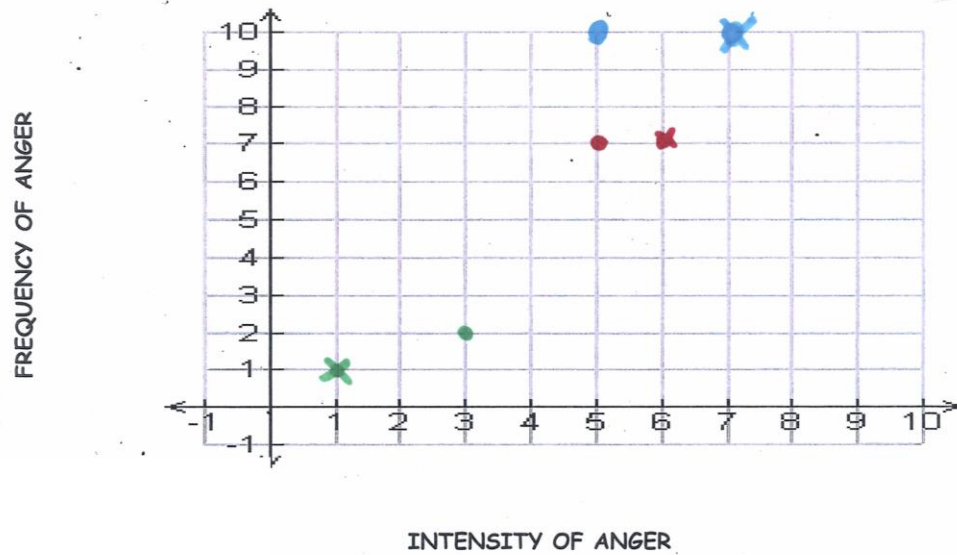
---ANGRY!

**THE END.**

## Appendix II-i: Lesson 1: Activity 1

THE UNIVERSITY of York

ANGER GRAPH - RESOURCE 2



Pupils were asked to mark the intensity and frequency of their anger in a small group and then discuss their results in comparison to one another. They were asked to consider what commonly triggered their anger, and give each other suggestions as to how they might reduce both the intensity and frequency of the anger.

Appendix II-j: Lesson 3 - Activity 1

THE UNIVERSITY of York

ADVISE ME - RESOURCE 3

NAME/CLASS NUMBER..... *Abd i Rahman* .....

ADVICE
<i>Ignore them tell you parent and hopefully they deal with it.</i>
ADVICE
<i>Take a big breathe and count 10</i>
ADVICE
<i>Tell your parents what really happened calmly and they might listen</i>
ADVICE
<i>When that happens try to reason with your parents and tell them your side of the situation. Be respectful to them.</i>
ADVICE
<i>explain what happened</i>
ADVICE
<i>Just Ignore</i>
ADVICE
<i>Tell your parent what happened and sort it out discuss it with them.</i>
What regularly makes me really cross?
<i>when my siblings annoy me and my parents back them</i>



Within this activity, UPPs were asked to write down something that routinely made them angry. Their sheet was then circulated around the classroom, with each child offering advice for that child to help them improve their emotional regulation. Each time the paper was folded to hide the advice of the previous pupil. At the end, the pupils' received their own sheet back and could read all the advice given by their classmates. They were asked to try out three of these tips for homework and assess whether or not they worked for them.

Appendix II-k: Lesson 4 - Activity 3

THE UNIVERSITY of York

JAE'S STORY - RESOURCE 5

<p>1. It is Joe's first day at <sup>her new</sup> school. She kicks and screams at her mother that she doesn't want to go inside. A teacher comes out and carries Joe in herself.</p>	<p>2. Joe finds herself in the Headteacher's office, she's calmed down and told by a chore to blow that it's not so bad! "Try and give the school a chance to blow that it's not so bad!"</p>	<p>3. Joe is introduced to <del>the</del> class by her teacher. Chorused the class. They still stare at her when she snuggled. "Hello, Joe!" "What? What are you looking at?"</p>
<p>4. The bell then tells the whole school it's breaktime. A nice kid called Alexander Alex for short thinks of Joe as the opposite of horrible. He attempts to know her better.</p>	<p>5. Alex approaches Joe and introduces himself. "Leave me alone! I don't know you," sneers Joe. Alex sticks around. "Would like a game of champ?" he asks. Joe's eyes lit up.</p>	<p>6. During champ, Joe has some troubles keeping <del>down</del> calm. All day, her persuasive anger demon has been telling her to do all those rule things. She has Alexander and her teacher though to push her demon further away.</p>

In this lesson, UPPs were asked to create a comic strip with the alternative character from the comic strip (Jae) as the main character, explaining to the reader how she had become able to regulate her emotions more successfully.



Appendix II-I: Lesson 6 - Activity 1

Tuesday 18<sup>th</sup> July 2017  
Lo: to write a letter for help

Yo,

Yo alright yeah? It's nice hearing from you mate and in hear to you, Hasan, if you have issues with anger, there are many ways to deal with it.

First of all, if you want to sort yourself out your gonna have to ignore your anger demon and block him out. He is a big distraction in your life and but you have to rely on yourself to controll your feelings.


Maybe Jas could be your role model. If he gets louder keep ignoring until hes tired of speaking. Now that Jas gone speak to your teacher; if not talk to a caver or parent. Try to isolate yourself from playing with others and give yourself time to think. I've seen it happen before and I can guarantee you it will work.

~~See you soon~~  
See you soon  
my friend


In this activity UPPs were asked to respond to a letter sent to them by the main character of the comic strip (Hasan) designed by TPP in which they gave him advice on how to maintain good emotional regulation, despite his friend and mentor leaving the school.

**Appendix III**  
*Data collected*

### Appendix III-a: Situation Judgement Test Results for target children – Pre and post universal intervention

Situation Judgement Test Questions and Answers KEY: 		TTP 5A		TTP 5B		TTP 5C		TTP 6A		TTP 6B	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
		<b>1. You are queuing up in the line to have your lunch served. Another child pushes in front of you. How do you react?</b>									
A	You put your hand up and tell a teacher what has happened, and hope that they can sort it out.				✓	✓	✓				✓
B	You ignore the child. They're always doing that, and you know he'll only be mean to you if you say something.	✓	✓								
C	You push the child back out of the queue and tell him to go to the back.			✓				✓	✓	✓	
<b>2. You haven't completed all the work in an English lesson, and your teacher asks you to stay in at break time to do it. What would you do next?</b>											
A	You don't think it's fair. You were finding the work difficult and no-one helped you. You stay in at break time, but you refuse to do any of the work.							✓			
B	The work was too hard! Why should you stay in when your classmates are going out to break. You leave the classroom with them.			✓					✓		
C	You accept that you haven't done enough work. You know you weren't concentrating particularly well. You ask for help, and then get on with the work over break time until it's finished.	✓	✓		✓	✓	✓			✓	✓
<b>3. You're slightly late out to play, and your friends are already playing a game of Champ. They say that you can't join in, because you don't know the new rules. What would you do next?</b>											
A	You steal the ball from the game of Champ. If you can't play, no-one can.			✓							
B	You tell a teacher what has happened, and hope that they can sort it out.	✓			✓	✓				✓	
C	You go and sit in the grass area of school on your own - how could your friends be so mean?		✓				✓	✓	✓		✓
<b>4. You are in an assembly led by the head teacher. There is another pupil sitting behind you who is poking you in the back. You turn around to tell them to stop, but the head teacher sees you, and asks you to stand up in front of everyone. She sends you to her office. What would you do next?</b>											
A	You protest your innocence before standing up. It wasn't your fault! It was the girl behind you! You get upset.							✓		✓	
B	You stand up as instructed, and make your way to the head teacher's office. You will explain what happened when you get there.	✓	✓		✓	✓	✓				✓
C	You walk out of the assembly. You'll get your own back on that girl.			✓					✓		
<b>5. You are working on some Maths that you've been finding quite tricky. You think you've finally got it, and you're concentrating hard. Suddenly a pen strikes you on the back of the head. You look up to see your classmate laughing at your expense. What would you do next?</b>											
A	You throw the pen back as hard as you can. How dare they interrupt your learning?			✓				✓	✓	✓	✓
B	You put your hand up and tell a teacher what has happened, and hope that they can sort it out	✓			✓		✓				
C	You get upset. You wish they'd leave you alone. You can't concentrate on the maths anymore. It was too difficult anyway.		✓			✓					

### Appendix III-b: Situation Judgement Test Results: pre- and post-universal intervention

Situation Judgement Test Questions and Answers KEY: Most desirable  Least desirable		PRE		POST		DIFFERENCE BETWEEN PRE AND POST	
		No.	%	No.	%	No.	%
<b>You are queuing up in the line to have your lunch served. Another child pushes in front of you. How do you react?</b>							
A	You put your hand up and tell a teacher what has happened, and hope that they can sort it out.	26	42.62%	26	42.62%	0	0.00%
B	You ignore the child. They're always doing that, and you know he'll only be mean to you if you say something.	13	21.31%	18	29.51%	+5	8.20%
C	You push the child back out of the queue and tell him to go to the back.	22	36.07%	17	27.87%	-5	-8.20%
<b>2. You haven't completed all the work in an English lesson, and your teacher asks you to stay in at break time to do it. What would you do next?</b>							
A	You don't think it's fair. You were finding the work difficult and no-one helped you. You stay in at break time, but you refuse to do any of the work.	8	13.11%	9	14.75%	+1	1.64%
B	The work was too hard! Why should you stay in when your classmates are going out to break. You leave the classroom with them.	7	11.48%	6	9.84%	-1	-1.64%
C	You accept that you haven't done enough work. You know you weren't concentrating particularly well. You ask for help, and then get on with the work over break time until it's finished.	46	75.41%	46	75.41%	0	0.00%
<b>3. You're slightly late out to play, and your friends are already playing a game of Champ. They say that you can't join in, because you don't know the new rules. What would you do next?</b>							
A	You steal the ball from the game of Champ. If you can't play, no-one can.	12	19.67%	10	16.39%	-2	-3.28%
B	You tell a teacher what has happened, and hope that they can sort it out.	35	57.38%	28	45.90%	-7	-11.48%
C	You go and sit in the grass area of school on your own - how could your friends be so mean?	14	22.95%	23	37.70%	+9	14.75%
<b>4. You are in an assembly led by the head teacher. There is another pupil sitting behind you who is poking you in the back. You turn around to tell them to stop, but the head teacher sees you, and asks you to stand up in front of everyone. She sends you to her office. What would you do next?</b>							
A	You protest your innocence before standing up. It wasn't your fault! It was the girl behind you! You get upset.	8	13.11%	8	13.11%	0	0.00%
B	You stand up as instructed, and make your way to the head teacher's office. You will explain what happened when you get there.	39	63.93%	46	75.41%	+7	11.48%
C	You walk out of the assembly. You'll get your own back on that girl.	14	22.95%	7	11.48%	-7	-11.47%
<b>5. You are working on some Maths that you've been finding quite tricky. You think you've finally got it, and you're concentrating hard. Suddenly a pen strikes you on the back of the head. You look up to see your classmate laughing at your expense. What would you do next?</b>							
A	You throw the pen back as hard as you can. How dare they interrupt your learning?	22	36.07%	15	24.59%	-7	-11.48%
B	You put your hand up and tell a teacher what has happened, and hope that they can sort it out	29	47.54%	28	45.90%	-1	-1.64%
C	You get upset. You wish they'd leave you alone. You can't concentrate on the maths anymore. It was too difficult anyway.	10	16.39%	18	29.51%	+8	13.12%

### Appendix III-c: Teacher perception of targeted intervention impact

<b>Teacher responses to interview questions, pre- and post-intervention (R = researcher; T = teacher; HT = head teacher; AHT = assistant head teacher)</b>	
<b>Question: Would you say that X has good ER?</b>	<b>Question: Can you see an improvement in X's ER since doing the project?</b>
<b>Pre-intervention</b>	<b>Post-intervention</b>
<b>5A</b> <i>T1: No. Not at all...if she perceives something not to be fair...she just goes into meltdown...she threw the biggest tantrum. She threw a pencil at me; she threw a rubber at me; she threw the chairs on the floor; she kicked; she screamed...</i>	<i>T1: She definitely does think a little bit more now. She doesn't react quite as much as she used to do...you can reason with her a lot better now than you used to be able to. There was a problem a couple of weeks ago when someone had thrown something at her. So historically she would've got up and stormed off and thrown the pen back, but she did actually get up and come and tell me...</i>
<b>5B</b> <i>T2: No, I wouldn't no. I think he really struggles...I think that's what gets him into a lot of trouble...he will start raising his voice. Sometimes chairs may go over and then he'll storm out of the classroom, get himself in such an angry state, and it's usually from the simplest thing...And...he always thinks people are looking at him or talking about him – which again he's unable to accept.</i>	<i>T2: Yes he still does have moments where he volcanoes but they're far less. Far less. And they're not as volatile and when he does explode he calms down a lot more easier and is able to reason quicker than he could before.</i>
<b>5C</b> <i>AHT: Generally I would say it is starting to improve, and it's something he's starting to become good at, but he could still learn some more things.</i>	<i>AHT: 5C's able to listen more. He's probably been...in more incidents where his emotions have kind of gone away from him than 5B. But that's because I think he's struggling to deal with new people in the class, but he has made improvements...</i>
<b>6A</b> <i>T3: He doesn't know how to regulate his emotions....he doesn't know when to press the stop button...Sometimes he almost tells himself he doesn't need to...He's quite a clever boy... and I just feel actually sometimes he has more control, than he actually chooses to use...and I also think he's over angry about the situation he's in, which is he's had to move from where he's moved from, to here now, and he blames his mum. And he thinks he's the only child of a single parent...And so he doesn't really try to...it's almost everyone else's fault...</i>	<i>T3: I believe it's made him think...he does show an awareness of the importance of regulating emotions and that it doesn't always have to be so explosive. Even just...his attitude towards me. Before I felt it was all very negative with me and quite a bit of anger when he responded to things I'd asked him to do. And over time, he would respond a lot better. He would just do stuff...he wouldn't even argue. HT: Yesterday...he is sitting there looking really hot, and...worked up in the disco. I said 'would you like to come and have a chat?' 'Oh yes please...' I expected him to shrug his shoulders. We came in here, he said, 'I'm just hot, and I really don't like the music and I'm a bit bored...' And I said, 'yeah but come on, you've got like 10 more minutes with your friends...' And then 'oh alright then...' ...And I do think that there's been a definite improvement in him...but one also has to remember, he has also had some CAHMS sessions with his mother which have clearly helped as well.</i>
<b>6B</b> <i>T4: Definitely not...it's not all of the time but it does fluctuate from one extreme to the other...He'll get angry; he'll get frustrated; feel like no-one listens to him; like the world is against him.</i>	<i>T4: He came up to me....when I had told the whole of KS2 off...and he...said 'T, I can understand why you're so frustrated because I'm getting very frustrated over here because these children aren't listening to me. But I've just walked away from it and I'm OK.' I thought that was something really different.</i>

### Appendix III-d: Parent perception of targeted intervention impact

Interview question: Do you think your child has improved in their ER since taking part in the project? (R = researcher; M = Mother)	
Parent of TPP 5B	Parent of TPP 6A
<p><i>M: I think now he has. I can see a difference in him. I'd say at home with his sister. Because normally they butt heads a lot so he's shown that he can walk away instead of getting to the next stage, which he normally does. I've heard nothing from school so I'm really pleased! I've heard only good stuff, yeah.</i></p> <p><i>R: Ok...so would you say that as a result of the project 5B has improved in his emotional regulation?</i></p> <p><i>M: I think 100% Normally by now, I'd have been called into the school, so he has made a lot of changes.</i></p>	<p><i>M: Well...yeah, yeah. I mean in his interactions with staff...I know that recently there's been incidents that he's described to me that previously would've led to him being quite unruly and...giving the teachers a piece of his mind. And he's kind of like accepted that other people make mistakes more and just not reacted to what on some occasions could've been viewed as provocation...Sort of like when he's had things snatched out of his hands, he's just sort of gone, 'oh alright then,' rather than going 'oi what you doing?!' So he's got better at it...To my perception...he's not received as many letters or been called to speak to staff members as frequently...</i></p> <p><i>R: Would you say that as a result of the project, 6A has improved in his emotional regulation?</i></p> <p><i>M: Well, during that period he was also going to see CAHMS so there's been improvement. What's it down to, I wouldn't really be able to assess because they were in parallel. But...jointly they seem to have helped him.</i></p>

### Appendix III-e: Teacher perception of universal intervention impact

Interview Question: Would you say as a result of the project the children in your class have improved in their ER?	
Class	Teacher response (R = researcher; T = teacher; HT = head teacher; ST = supply teacher)
5A	<i>T: ...Some of them. But there are some children in there that have got real issues...In the short-term yes. But I think after the summer a lot of them will revert back. Particularly with new members of staff.</i>
5B	<i>T: I would say there's many who have, more have than haven't.</i>
6A	<i>ST: It's difficult to know with the timings because it was the end of the year...I think they definitely know how to regulate their behaviour a bit better. Actually I do think there are some children...they still get frustrated, they still get annoyed but they can back away from it.</i>
6B	<i>T: Yeah I feel like I can observe a difference. And even if it hasn't made a difference, they talk about some of the things they've done in conversation...X referred to a situation where you had said something regarding emotions which was quite good.</i>
HT	<i>There are a lot who have improved, but those that haven't necessarily are better at...probably slower to be ignited, and faster to come down and explain themselves.</i>

**Appendix III-f: Effectiveness of intervention format: perceptions of teachers and target pupil participants**

<b>Interview Respondent</b> <b>(T= teacher; HT = head teacher; ST = supply teacher; R = researcher)</b>			
<b>TPP</b> <b>How did it feel to have your comic strip used? To have the whole class looking at your comic strip that you'd produced?</b>		<b>Teacher</b> <b>Question: If we were to repeat the intervention for another area of emotional literacy, do you think a similar format would be appropriate?</b>	
<b>5A</b>	<i>5A: I was kind of nervous, I was kind of shy. But other than that I was happy I did it.</i>	<b>5A</b>	<i>T: Yeah – definitely... I liked the fact that children from school had been used so it had been relevant...</i>
<b>5B</b>	<i>5B: Happy, happy...Yeah I was proud.</i>	<b>5B/C</b>	<i>T: Most definitely – with those key focus children, they were the ones who needed it the most. It's good for the other children to see people who we all know have problems with their emotional literacy and it took away that barrier... R: So do you think that was because the focus children were actually in the comic strip... T: That was a monumental move. Just children seeing themselves – something they could be proud of. It meant their friends could identify because...it was someone they know does really experience those situations that they're portraying.</i>
<b>5C</b>	<i>5C: I was nervous, because people will say, 'oh look at 5C, look at 5C' yeah. After, sir let us read the lines out, so basically some people were each character. R: And you enjoyed doing that did you? 5C: Yeah.</i>		
<b>6A</b>	<i>6A: That was ok... R: Yeah...what was good about that? 6A: Not much, because I didn't really have much of a part in it. The bit where I actually had a part was when I was actually wearing the mask.</i>	<b>6A</b>	<i>ST: Definitely, yes. I liked the fact that they could see that it was actually real children that they know, on their own playground and could all relate to it, and say actually that does happen to me, and I should be trying out these strategies to get away from it.</i>
<b>6B</b>	<i>6B: The worst thing about it is because like...it gives me fun memories and whenever people are looking at it and they see that it's me, and I say 'the demon's got a demon...' And like now everyone knows me just for the demon. But it's kind of a good thing as well. It was fun. R: Because you've become a celebrity in school? 6B: Yeah (laughing) R: So it was pretty cool then, having your comic strip used amongst the class? 6B: Yeah...my sister doesn't believe me...</i>	<b>6B</b>	<i>T: I think it's worked but how permanent it is, is a bit harder to tell. In terms of how they apply what they've learnt long term. Short-term, definitely I feel yeah, it works doing the activities in that way. I suppose it'd be really good if you had the chance to measure it long-term, to see if it remains in place or they enhance what they've got from it.</i>

### Appendix III-g: Target pupil participants' favourite elements of targeted and universal interventions

Interview Question: What did you enjoy most about the project?	
TPP	TPP response (R = researcher)
5A	5A: Acting and discussing how you feel...what I really liked the most is how we had two of three stories...I liked putting the stories together to make our own.
5B	5B: Getting the comic strip pictures.
5C	5C: Sharing with everyone and talking and agreeing with them
6A	6A: Lego R: So the Lego animation? 6A: Nods
6B	6B: I loved being the demon. Cause like even after, everyone talked loads about it and I feel like people are gonna remember me and like, people are definitely gonna remember me in the school. The best thing about the project was like how we all got along and played.

### Appendix III-h: Theatre director reflections

#### Reflections on Dynamics that contribute to the success (or otherwise) of the Anger Project or any other External Arts in Schools projects

*With the distance of almost 2 years between writing this today and the delivery of the project this is not a finely detailed report but rather it is a short reflection.*

*My overall sense is that the project was successful if we look at my own personal aims; to work with a colleague in, which was for both of us, a new geographic and sociological setting and to see if an arts projects delivered similarly in one area previously and with one cohort could work when transplanted into a different school in an area with a very different cohort and in doing so to deliver a project that would create a bespoke arts resource that could be effectively used by that setting thereafter within the PHSCE curriculum. We did this and in fact I am not concerned here with the scale and measurement of the quality, success or otherwise. That is a different study all together I think...*

*If we look at the curriculum today in mainstream schools we see that many schools feel forced to squeeze out the arts. When then artists such as myself engage with schools most schools do not have a culture of collaborative work with outside agencies. Yes, they bring ready made product or services in but to "make" something alongside an outside agency takes some gear change from the usual.*

*For me the success of this project, in that I fulfilled my professional obligations and a product of which I am proud to sign off on, came down to the fact that the colleague I worked with in the school, TR, understood the need for flexibility and adaptability in the process and was placed centrally between me, the artist, and the rest of the school (system) in general.*

*Schools are based around solid timetables, solid lesson plans, discipline, structure. The Arts often bring the polar opposite of these pillars!*

*Often on my visits I had a plan for the day that I had to tear up, for umpteen reasons, kids were absent, in detention/punishment, not in the mood, we couldn't get access to some equipment/rooms, couldn't go outside because it was raining etc. Standard. I am used to that but schools are not on the whole, I have learned. In these circumstances the success or otherwise*



*of the projects I deliver depend on the teaching colleague working with me being able to negotiate flow into a system that is not designed for it.*

*TR however has seen enough of my own projects in past collaborations to be able to tell me “no” when my requests are too overwhelming for the schools existing ecology or to be able to solicit flexibility and adaptation from her teaching colleagues and students where she felt it was possible to do so. That this project was delivered in the timeframe, on time and that the brief was met was largely down to that organisational skill and exceptional communication that TR needed to deploy throughout.*

*It must also be noted that this school had many more challenges than the school environment where TR and I had collaborated previously in X. This recent project was delivered in an area of very high deprivation, economic, social and cultural. It was clear that accessing arts and creating arts-media was a novelty for the majority of the core cohort I worked with. The professional grammar I used was often confusing to the children taking part and needed to be adjusted down to very basic and clear instructions. What was also noticeable as opposed to arts projects I have delivered in schools where general self-confidence in the student body appeared to be higher is that whenever pupils were asked to work alone, to create alone or to create in pairs or small groups; without absolutely detailed markers from myself or TR, almost always they failed to even attempt the task.*

*Routinely when left with a blank paper/blue sky situation they would stop and say something along the lines of “I don’t get it” or “I’m not doing it” and several of the group would “act up” and verbally or physically engage other participants as a diversion away from the task. This for me is poverty of confidence, poverty of experience and evidence that children need to be encouraged in their early education to have space and opportunity to understand/feel that it is ok to use your imagination and that it is ok, in fact useful to fail when we attempt something.*

*Therefore another finding for me in this project was that there was a lot more of the final process & product that was instructed by the adults (myself and TR). In other settings with more confident children my projects have, stitched in pillars of process where the content is child driven, like passing a baton. In this project in X school it is the project that, due to the cohort’s low confidence with arts and self-expression, I feel is my most autocratic and prescriptive.*

*It was however a very useful process and has informed and shaped my own practice positively.*

**Appendix III-i: TPP5A SDQ completed by parents and teachers**

TARGET PUPIL 5A SDQ - FIVE SUB-SCALES (P = Parent; T = Teacher)																								
	EMOTIONAL PROBLEMS				CONDUCT PROBLEMS				HYPER-ACTIVITY				PEER PROBLEMS				PROSOCIAL				TOTAL DIFFICULTIES SCORE			
RESPONDENT	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3
<b>NORMAL</b>	0				0				2		5		2	3	2		9		8	7	4			
<b>BORDERLINE</b>			4																					15
<b>ABNORMAL</b>		5		9		7	4	8		9		7				6		4				24		30
<b>TOTAL MEAN</b>	4.5 (Borderline)				4.75 (Abnormal)				5.75 (Normal)				3.25 (Normal)				7 (Normal)				18.25 (Abnormal)			
<b>TEACHER MEAN</b>	6 (Abnormal)				6.33 (Abnormal)				7 (Abnormal)				3.67 (Normal)				6.33 (Normal)				23 (Abnormal)			

There were marked differences in the perceptions held by the child’s mother and her teachers. For every area, the child’s mother scored her as being within ‘Normal’ parameters. Teachers however assessed her as falling within the ‘Abnormal’ rating for Emotional problems, Conduct problems, Hyperactivity, and Total difficulties as a whole, suggesting significant need for adult support. There were also discrepancies between teacher assessments. Teacher 2 (the child’s class teacher) scored the child more favourably in each area; Teacher 1 and 3 appeared to be of more similar opinions, however the two differed with regard to Peer problems, and Pro-social scoring. The HT assessed the child as having a lack of pro-social behaviours however this was in opposition to all three of the other respondents. Despite the areas of concern, TPP 5A engaged well in the TI, offering insightful contributions throughout.

**Appendix III-j: TPP5B SDQ completed by parents and teachers**

TARGET PUPIL 5B SDQ - FIVE SUB-SCALES (P = Parent; T = Teacher)																								
	EMOTIONAL PROBLEMS				CONDUCT PROBLEMS				HYPER-ACTIVITY				PEER PROBLEMS				PROSOCIAL				TOTAL DIFFICULTIES SCORE			
RESPONDENT	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3
<b>NORMAL</b>		3							4	4		4	2	2			9			6				
<b>BORDERLINE</b>															4	4						13		
<b>ABNORMAL</b>	6		6	6	6	4	8	4			8							3	4		18		28	19
<b>TOTAL MEAN</b>	5.25 (Borderline)				5.5 (Abnormal)				5 (Normal)				3 (Normal)				5.5 (Normal)				19.5 (Abnormal)			
<b>TEACHER MEAN</b>	5 (Borderline)				5.33 (Abnormal)				5.33 (Normal)				3.33 (Normal)				4.33 (Abnormal)				20 (Abnormal)			

TPP 5B's mother was of similar opinion to the teachers in many of the SDQ areas. Teacher 1 rated the child more favourably regarding Emotional problems, Hyperactivity, Peer problems as well as Total difficulties. Teacher 2 assessed the child more negatively than the other three respondents, with a Total difficulties score of 28, as opposed to 18, 13 and 19 respectively. The main area of concern for this pupil was Conduct problems, however Emotional problems, a lack of Pro-social behaviour and a high Total difficulties score demonstrated a need for significant adult support for this child. Despite these wide-ranging difficulties reported by parents and teachers, TPP 5B showed a high level of engagement in the TI and was keen to contribute throughout. His behaviour was good throughout, and although he spoke about his Emotional and Conduct problems insightfully, these were not demonstrated.

**Appendix III-k: TPP5C SDQ completed by parents and teachers**

TARGET PUPIL 5C																													
SDQ - FIVE SUB-SCALES (P = Parent; T = Teacher)																													
	EMOTIONAL PROBLEMS				CONDUCT PROBLEMS				HYPER-ACTIVITY				PEER PROBLEMS				PROSOCIAL				TOTAL DIFFICULTIES SCORE								
RESPONDENT	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	
<b>NORMAL</b>	3	1	0	3			1		1	4	3	4		3	3	1	10	9		6	11				6				11
<b>BORDERLINE</b>								3					3						5						12				
<b>ABNORMAL</b>					4	4																							
<b>TOTAL MEAN</b>	1.75 (Normal)				3 (Borderline)				3 (Normal)				2.5 (Normal)				7.5 (Normal)				10 (Normal)								
<b>TEACHER MEAN</b>	1.33 (Normal)				2.67 (Borderline)				3.67 (Normal)				2.33 (Normal)				6.67 (Normal)				9.67 (Normal)								

On average, TPP 5C scored within normal parameters for every area of the SDQ, with the only area of perceived abnormality being that of conduct problems. On the whole, his mother was in agreement with his teachers. Despite this assessment of Borderline for Conduct problems, TPP 5C made frequent and insightful contributions to group discussion within the TI, and any Conduct difficulties were not at all apparent.

**Appendix III-l: TPP6A SDQ completed by parents and teachers**

TARGET PUPIL 6A SDQ - FIVE SUB-SCALES (P = Parent; T = Teacher)																								
	EMOTIONAL PROBLEMS				CONDUCT PROBLEMS				HYPER-ACTIVITY				PEER PROBLEMS				PROSOCIAL				TOTAL DIFFICULTIES SCORE			
RESPONDENT	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3
<b>NORMAL</b>	1	1	4	4					4				0	0	2	1	7				8	10		
<b>BORDERLINE</b>					3	3				6								5	5					
<b>ABNORMAL</b>							8	8			10	10								3			24	23
<b>TOTAL MEAN</b>	2.5 (Normal)				5.5 (Abnormal)				7.5 (Abnormal)				0.75 (Normal)				5 (Borderline)				16.25 (Abnormal)			
<b>TEACHER MEAN</b>	3 (Normal)				6.33 (Abnormal)				8.67 (Abnormal)				1 (Normal)				4.33 (Abnormal)				19 (Abnormal)			

There were discrepancies between the opinions of the child's teachers and his mother, who rated him within normal parameters for every area, other than borderline for Conduct problems. The CT and TA were on the whole in agreement, both reporting abnormality in Conduct, Hyperactivity and Total difficulties. The CHT however scored TPP 6A more favourably, and reported no areas of Abnormality, but three Borderline: Conduct, Hyperactivity and Pro-social. Evidently mean scores demonstrate significant areas of concern - Conduct problems, Hyperactivity, lack of Pro-social behaviours – all of which result in a high Total difficulties score.

**Appendix III-m: TPP6B SDQ completed by parents and teachers**

TARGET PUPIL 6B																									
SDQ - FIVE SUB-SCALES (P = Parent; T = Teacher)																									
	EMOTIONAL PROBLEMS				CONDUCT PROBLEMS				HYPER-ACTIVITY				PEER PROBLEMS				PROSOCIAL				TOTAL DIFFICULTIES SCORE				
RESPONDENT	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	P	T1	T2	T3	
<b>NORMAL</b>				4				0	5	5		4	2	3	1	0	8	7	7	9					8
<b>BORDERLINE</b>		5	5																						
<b>ABNORMAL</b>	6				5	5	4				7										18	18	17		
<b>TOTAL MEAN</b>	5 (Borderline)				3.5 (Borderline)				5.25 (Normal)				1.5 (Normal)				7.75 (Normal)				15.25 (Borderline)				
<b>TEACHER MEAN</b>	4.67 (Normal)				3 (Borderline)				5.33 (Normal)				1.33 (Normal)				7.67 (Normal)				14.3 (Borderline)				

Evident again are differences in opinion between parent and teachers. TPP 6B's father appeared to have significant concern regarding his son's Emotional and Conduct problems. This was echoed by his TA and CT, all agreeing that the child was within Abnormal parameters for Conduct problems. The SENCO however disagreed, and assessed TPP 6A as Normal for each SDQ scale. As is apparent, the main areas of concern, similar to the other target children, were Emotional and Conduct problems, however these remained on the Borderline between Normal and Abnormal, when calculated as a mean. Within the TI, TPP 6B made frequent and insightful contributions to group discussion, and despite these reported difficulties of Conduct and Emotional problems, these did not prove to be a barrier to his engagement with the project.