



EDUCATIONAL THERAPEUTICS ONLINE

SESSION 6

Mindset

Bringing it all together





AIMS:

1. To explore personal and societal definitions of education
2. To consider the relationship between school and education
3. To consider the implications of 'holism' in education
4. To explore the practical applications of Educational Therapeutics

By the end of this session, you will...

- To understand the importance of your Mindset in the level of success you may achieve with various interventions
- Have explored personal beliefs around education
- Have evaluated the effectiveness of current practice in educating young people
- Have considered ways of integrating an 'holistic' model into educational theory and practise
- Have an awareness of the functioning of A Quiet Place within schools

"MINDSET"

(NOUN)

A set of beliefs or a way of thinking that determines one's behaviour, outlook and mental attitude.

What is A Quiet Place®?

It is a holistic educational personal development evidence-based programme that uses effective interventions both traditional and complementary, offering empowering and supportive techniques of self understanding and management that can bring about lasting changes in behaviour whatever the age or ability of the client.

Understanding yourself (arguably a lifetimes journey) that is your capabilities, character, feelings and motivations will enable you to begin to understand others a little. Otherwise, the dangers of projection that is putting your interpretation of your world onto others will bring more obstacles in the way of helping others.

This is what we do in A Quiet Place. The ingredients of a holistic approach bake the nourishing meal that sustains others whilst offering as little interference in another's life.



A Holistic approach to helping

EMOTIONAL

Ability to understand ourselves and cope with the challenges life can bring.

OCCUPATIONAL

Ability to get personal fulfilment from our jobs or our chosen career fields while maintaining balance in life.

INTELLECTUAL

Ability to open our minds to new ideas and experiences that can be applied to personal decisions, group interaction and community betterment.

ENVIRONMENTAL

Ability to understand responsibility for the quality of air, water and land around us.

SPIRITUAL

Ability to establish peace and harmony in our lives.

PHYSICAL

Ability to maintain a healthy quality of life that allows us to get through daily tasks without undue fatigue or physical stress.

Educational Therapeutics™

"DO NOT JUDGE ME BEFORE YOU HAVE WALKED A MILE IN MY MOCCASINS"

(Native American saying which underpins our approach - 'No blame')

What is it?

A personal development model using a holistic approach.

Definitions:

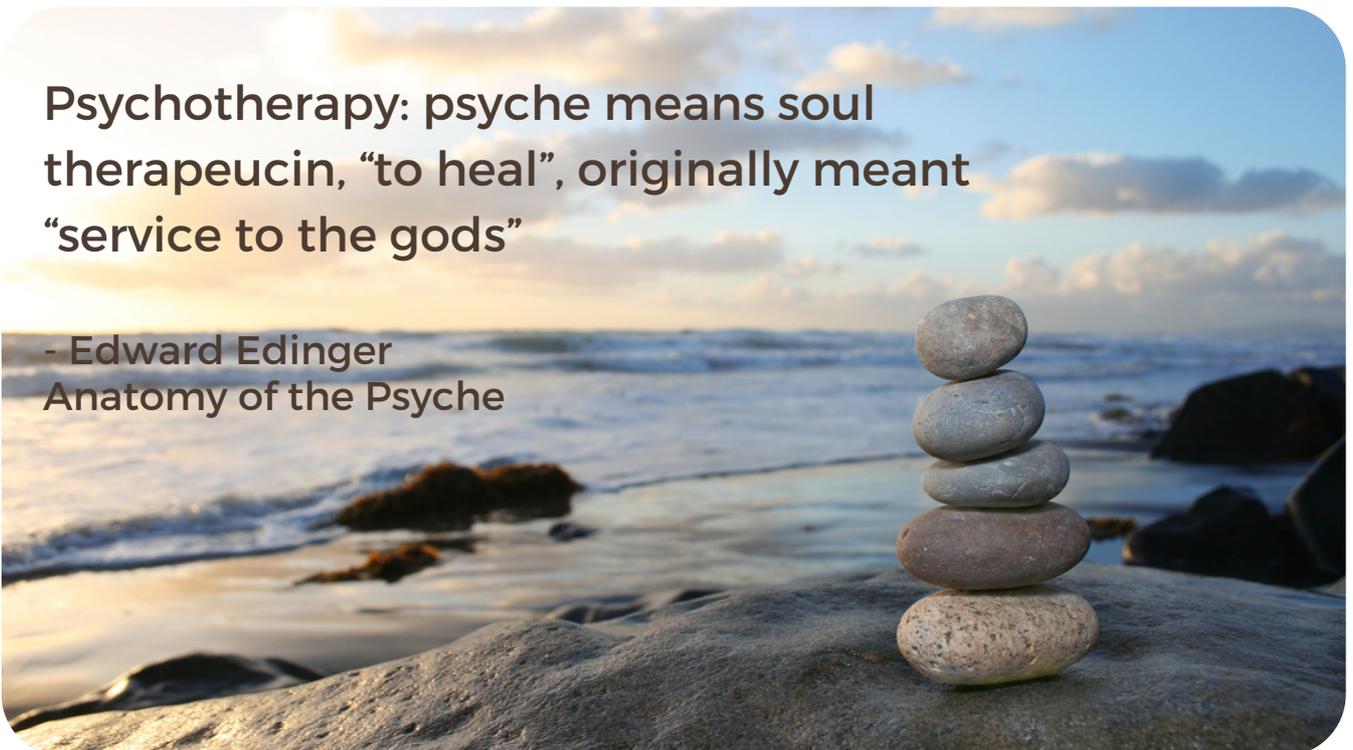
Origin of the term:

Latin: "educere" - to draw / lead out, "educare" to bring up, rear
Therapeutics: derived from the Greek word "therapeutae" to 'serve' (to do what is needed, a kindness for therapeutics) the individual

The 'Therapeutae' were those who 'served' in the temples of Alexandria in ancient Egypt i.e., helped people through healing and learning.

**Psychotherapy: psyche means soul
therapeucin, "to heal", originally meant
"service to the gods"**

- Edward Edinger
Anatomy of the Psyche



Assumptions

- There is within each individual, inner resources and knowledge that is capable of being 'brought out' when opportunities for maximisation of conditions for learning and development are made available
- The client is the expert on their own life
- Parents, where children are the client group, have done their best given their own experience
- Therapist/Facilitator is a skilful companion in the process of the client moving towards self knowledge and self healing
- Client and therapist/Facilitator work together towards an effective outcome
- No blame model therefore non stigmatised friendly alongside approach
- Educational therefore not a forensic model
 1. Works from a model of health and well being involving the application of a range of therapies based on the philosophy of 'what works'
 2. Works within the context of the whole community, supporting all concerned in their ability to make informed choices, based on an awareness and growing self awareness
 3. Acknowledges the **ACE** principle, that **AWARENESS, CHOICE** and **ENERGY** and prerequisites for change
 4. Takes place within an appropriate and nurturing environment
 5. Seeks to nurture and support practitioners in line with the principles of holism and Educational Therapeutics

Aims

- To provide effective, sensitive, respectful and holistic client centered therapy within the education system or other organisation
- To provide monitored, short term therapeutic interventions in creative and innovative ways
- To focus on the positive present, latent or potential resources of the client
- To work with other services in order to provide continuity of effective intervention for the client

What is a Holistic Approach?

It is underpinned by the latest brain research within the shifting paradigm of individual perception, consistently uses connected thinking within the context of our culture and society.

The Individual

- **Physical** –nutrition, exercise and massage
- **Emotional** –well being, literacy and intelligence
- **Intellectual** – correct nutrients, oxygen and hormones allow the brain to do what it was built for i.e., Learning! Using a variety of models-Neuro-Linguistic Programming, metaphor and story, focus on solutions, no blame or victim culture but a positive present, moving on whilst acknowledging the past and looking for the good. Thinking skills.
- **Spiritual** – Hope, meaning sense of purpose, awe, wonder and beauty, creativity and love-connection with others and the environment. Philosophy for children.

The Individual within the Community:

Environment, health and social mores i.e., some communities have over 30% population registered with their doctor for mental health problems. Educational Therapeutics pays attention to contextualising the individual and includes:

1. *The family –individual support and group training*
2. *Local community*
3. *The environment-pollution, poverty*
4. *The organisation -school staff support and training*
5. *Classroom relaxation*

Flexibility:

Our success is built around a breathing structure, with flexible boundaries which can move and develop within the individual's ability to develop, for example when a challenge comes along like 'lockdown' we can immediately adapt our programmes to support families and children at home. Our standard is that we develop programmes that suit the service user this is an educational concept the client is the precious one and is never left feeling that nothing can be done.

Moving towards inclusion and providing prevention and early intervention techniques that are non-stigmatising

- 1.Capacity building –individual personal development*
- 2.Education achievement*
- 3.Partnership, participation and personalisation*

Process

Assumption that everyone is doing their best given their own experience and that education is the answer for all participate as part of the 'norm', this is why it is called 'Educational Therapeutics'.

EXCEPTION - child protection issues go straight into the school process.

Process and Content

The process is consistent and familiar, the content can change according to the individual's needs where participation is key to the successful outcome.



Application

The very nature of A Quiet Place means that it can be applied across the board to any age or ability.

Our following programmes are a good example.

Wellbeing in the workplace

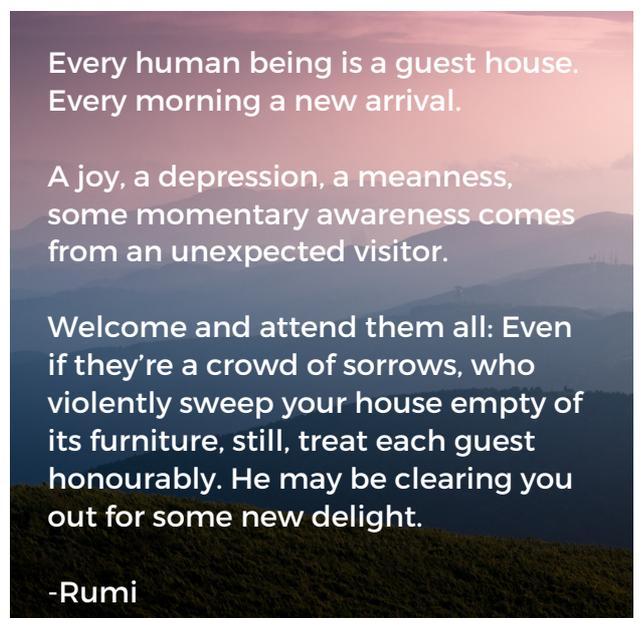
Whilst it is designed to work with nonspecifically it can be directed for particular outcomes for example:

- Resilience
- Communication
- Confidence
- Mental health
- Adoption and foster care
- Parental support
- Pregnancy
- End of life care
- Team building

Or for different issues for example:

- Empathy
- Domestic Violence
- Radicalisation
- Conservation

A Quiet Moment



A Way of Life

Perception, partnership, personalisation
and participation

RESPECT: given the local culture and practice. Benchmarking the effectiveness of the process by targeting outcomes with the following key partners.

Child | Parent | Teacher

Staff

Including all staff in ongoing action learning i.e., all involved have a voice in feeding back their own stories and comments to inform further developments.

Rigorous quality assurance includes:

- Documentation-targeted outcomes using an educational model
- Monitoring and evaluation through consultation, management and advisory system and annual report
- Supervision and on-going training
- Rolling training out across the school/site
- Support for staff and families



Emotional intelligence: Outcomes

PRIMARY

Managing behaviour

- Through understanding of physiology
- Management of physiology
- Rights and responsibilities-fine line balance between whose problem is it and 'yes' there are consequences to my actions
- Practical suggestions for changing behaviour-solutions and choices

Self esteem

Using differentiated, creative, innovative and fun approaches where there is no such thing as failure only feedback yet.

- **Self awareness** – equality of opportunity within the rich context of variety and difference-reality checks!!! We can't all be concert pianists
- **Affirmations**

Difficulties: finding a fine balance is required to celebrate achievements whilst being aware that life out there is competitive (like it or not) and that not everyone is a winner in an obvious way.

The true competition is within self to be '*the best you can be*' and delight in others good fortune.



Emotional intelligence: Outcomes

SECONDARY

Communications

(Through Verbal and Non-Verbal Skills)

Use of language to be:

- Respectful
- Assertive
- Fluent
- Confident

Use of body language to be:

- Physiology - HeartMath
- Attitude
- Relaxation
- Body sculpting
- Facial expression
- Massage of body, release of positive chemicals and development of ability to touch caringly, appropriately and respectfully

Empathy

(Through inter and intrapersonal development)

Awareness of others environment to include nature and all sentient beings.

Awareness of impact of own behaviour on others – proper use of power.

- Compassion
- Kindness
- Friendship
- Caring
- Generosity

Resilience

Nurturing Nature is the approach we take.

- Wellbeing
- Good health-physical & mental
- Positive thinking
- Noticing the good
- Developing spirit and all of the above

Assumption:

That we all have all the resources as yet untapped within us that require the appropriate nurturing environment within which they may grow.

Difficulties

Finding a balance between:

- Imposing values and beliefs systems
- Celebrating difference
- Accepting other people's reality and levels of energy to bring about lasting change

To hold onto the possibility of 'miracles', who are to know which individual is going to break free of old and limiting familial patterns to grow towards their own unique potential.

What works?

Evidence Based

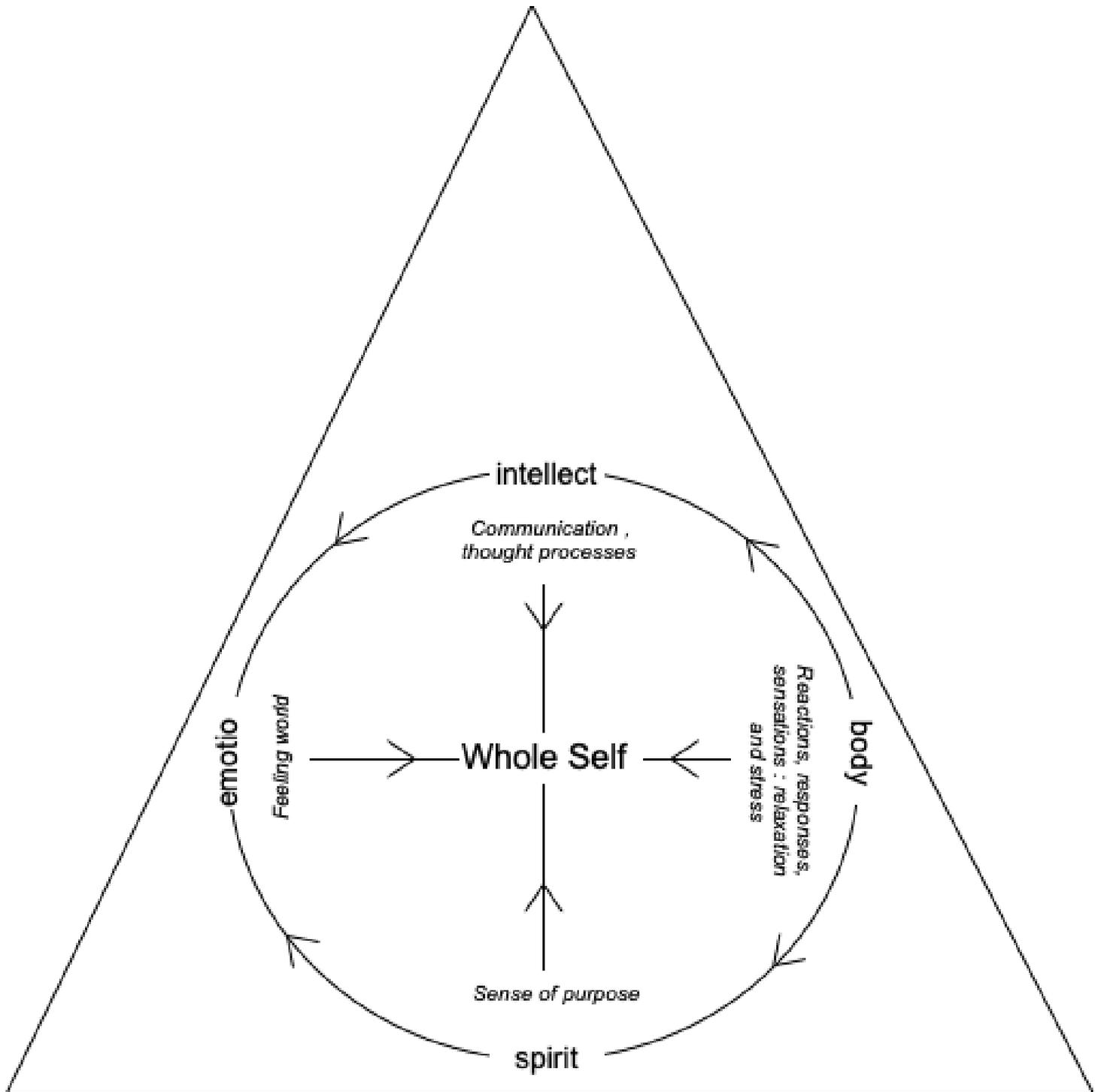
Target outcomes with participants and key partners where possible. All working together. Accept that not everyone will change... yet! Use combinations of traditional and complementary approaches including:

- Listening skills
- The positive present and common sense
- Encouragement and support of success however small
- The simplest and most likely start to change process
- Getting body chemistry right...in parallel with other approaches

Practical

	Emotional intelligence-HeartMath
Nutrition	Creative arts-art, music, puppet, dance, movement, body sculpting
Exercise	Story-telling and metaphor-guided visualisation
Massage	Short-term therapeutic skills that empower individual to continue the process
N.L.P	Relaxation Techniques in the classroom

school



intellect

*Communication ,
thought processes*

emotio

Feeling world

Whole Self

*Reactions, responses,
sensations : relaxation
and stress*

body

Sense of purpose

spirit

home

community

A Quiet Place® and the School

That we all have all the resources as yet untapped within us that require the appropriate nurturing environment within which they may grow.

- A Quiet Place® and The School have a symbiotic relationship
- A Quiet Place® exists to serve a specified community – usually the school, offering non-stigmatised support
- The independent professional status of A Quiet Place® therapists who supervise the Facilitators who deliver enable professional confidentiality, within the accountability structure of the school
- A Quiet Place® is an integral part of the emotional intelligence curriculum of the school, but remains separate from the behaviour management programme
- A Quiet Place® aims to impact on the 'whole' system – staff, child, parents & wider community

A Quiet Place® E.Q.

QPEQ is phase 2 of A Quiet Place® taking into account feedback from children, families, staff and therapists as well as recommendations from the research. In all matters the protocol is implemented in exactly the same way as A Quiet Place® except the Psychotherapist's place is taken by a 'Facilitator' who:

- Delivers 6 sessions of scripted emotional intelligence curriculum.
- This person could be already employed by the school and will have a years action learning programme to complete.
- The only qualification required is a level of emotional intelligence and interest in working in this area. There is also a considerable commitment required in the programme of training and written work. E.g. a teacher, class room assistant or learning mentor.

How A Quiet Place® Works

- Induction process-visits, consultation, discussion, planning
- Set up and room preparation, staff and parent meeting, leaflet
- Training of therapist /facilitator
- Identification of children
- Referral criteria-introvert or extrovert behaviour
- Parent interview
- Teacher interview / assessment request
- Child assessment (initial session)
- Implementation of programmes

Therapeutic outcomes:

PRIMARY:

- Managing behaviour
- Self Esteem

SECONDARY:

- Self awareness
- Communication Skills
- Empathy
- Resilience

Stress management, positive communication and happier relationships.
Impact on Achievement, Attendance and Inclusion.



A QUIET PLACE

Quality Assurance

Depending on individual circumstances and needs A Quiet Place® is happy to provide support on a number of levels and in a range of ways to different organisations:

- Full A Quiet Place® set up, including licence, quality assurance and management, supervision, evaluation and training. (Part time provision and or outreach service)
- Staff training and on-going support
- Consultation and advisory service
- Out-reach for individual cases
- The Art of Parenting programmes
- Theta Family Groups
- Peer Massage
- Peer Mentoring
- Self Management/Regulation programme including HeartMath & Laxam
- Community Health Spa
- Family support workers, intensive family support (Cocoon)
- Youth Work
- Tailor made programmes to work in partnership
- Project Management with other organisations of a similar ethos
- Well Being in the Workplace

Memory

**A subject about which very little has been said but
all the same very important.**

Memory is the part of the brain where data or information about our experiences is stored. It is hierarchically gathered and emphasised by the emotional charge and chronic nature of the experience. It is crucial to the development of learning, language relationships and our personal identity.

It fades with time and can be locked in our muscles as repetition (sometimes unconsciously) strengthens our movements.

We are only just beginning to understand about memory and how crucial it is to telling the truth about any given experience the latest research states that each time we tell a story we are only remembering the last time rather than the original experience!

Short term memory

Amnesia

Long term memory

False Memory

As a society we like to remember and honour the past in order to learn for the future.

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.

Love never fails.

(1 Corinthians 13:4-8a, NIV)



Mindset... and finally

What has influenced your mindset?

After this brief journey into self-knowledge, I wonder how you understand your Mindset now and how that impacts on your relationships both personal and professional.

- Consider your heroes and villains
- Family Patterns
- Early experience and what you understand by any challenges they brought you
- Education
- Professional training
- Travel

Having come to the end of the course, you have the rest of your life to practice, observe and act kindly in the end that is of course what counts.

Finally, I would like to define the word 'miracle' that is a remarkable event or development that brings very welcome consequences. From the Latin 'mirabilis meaning an object of wonder'

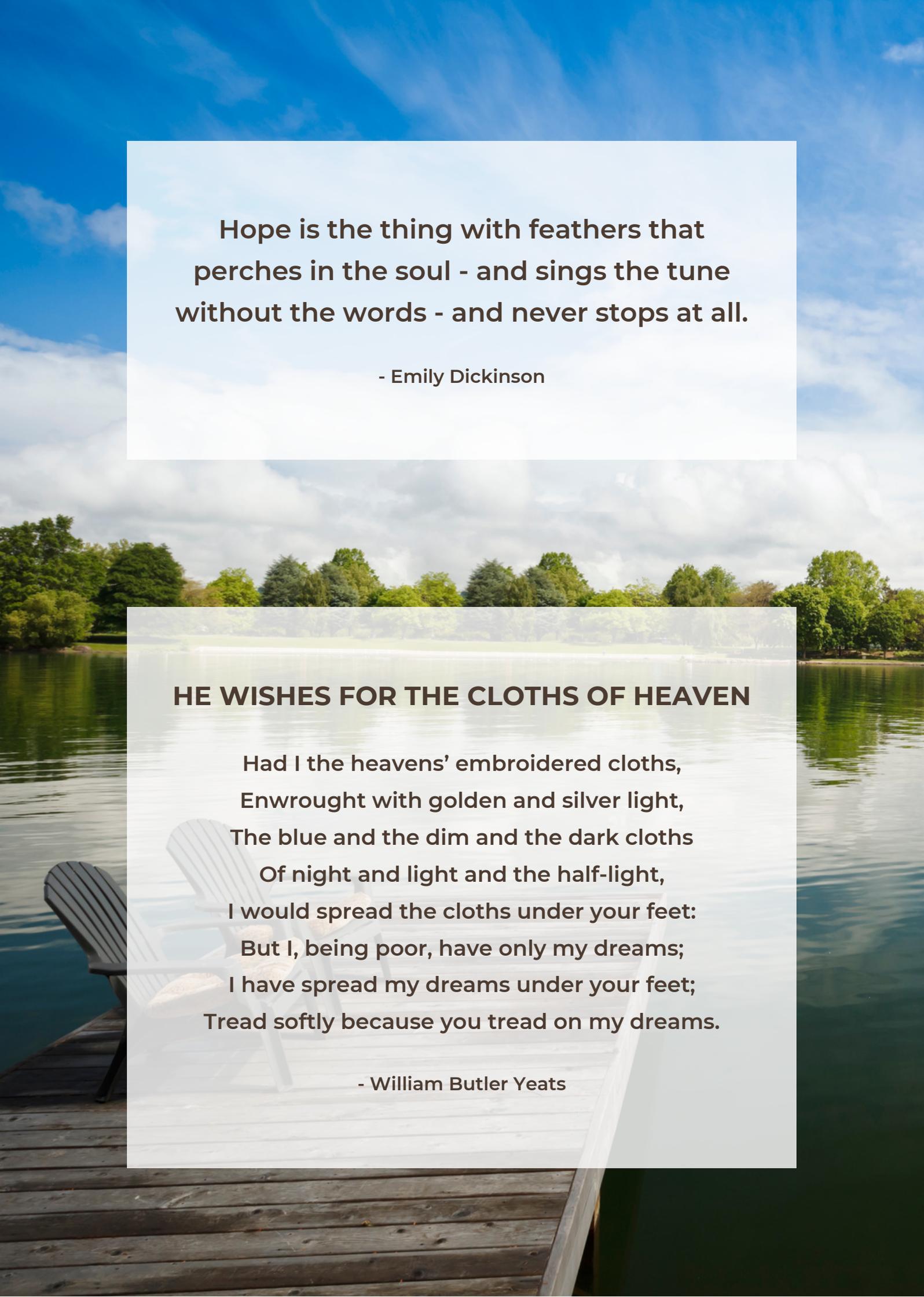
From the miracle of conception and growth of the physical body of a human being to the extraordinary feats of courage and kindness in the face of overwhelming odds and the just everyday good enough living, loving and sharing, I have seen remarkable changes in children and adults that were never thought of as possible.

And so???

The only conclusion we can draw in A Quiet Place's philosophy is that as we know:

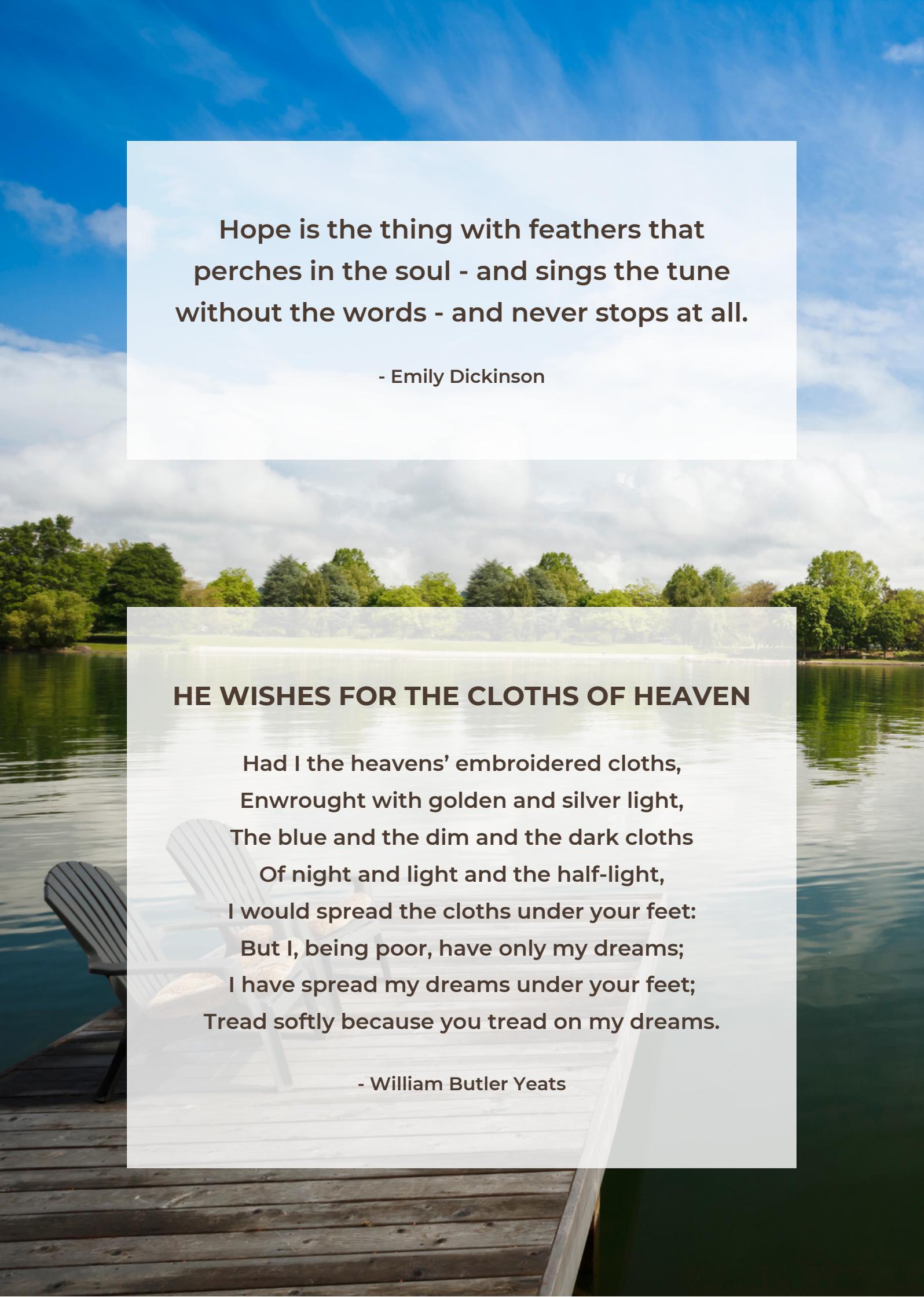
- These miracles happen
- We don't know to whom that may be
- Therefore, we must treat each person as if it could be them

That would be 'A Quiet Place' as a potential miracle.



**Hope is the thing with feathers that
perches in the soul - and sings the tune
without the words - and never stops at all.**

- Emily Dickinson



HE WISHES FOR THE CLOTHS OF HEAVEN

**Had I the heavens' embroidered cloths,
Enwrought with golden and silver light,
The blue and the dim and the dark cloths
Of night and light and the half-light,
I would spread the cloths under your feet:
But I, being poor, have only my dreams;
I have spread my dreams under your feet;
Tread softly because you tread on my dreams.**

- William Butler Yeats