

Emotional, social and behavioural norms: making inclusive education?

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1) Norms

- Schools as institutions in which ‘the press of normalisation upon all manners of “problem” peoples, places and practices is effected’

(Philo 1997: 12)

- Biopower – ‘something that can be applied to both a body one wishes to discipline and a population one wishes to regularize’

(Foucault 2007: 252-3)

2) 'BESD'

'The education of children and young people with Behavioural, Emotional and Social difficulties as a Special Educational Need' (2008):

withdrawn and isolated
disruptive or disturbing
hyperactive and lacking concentration
immature social skills
presenting challenging behaviour arising from other
complex special needs

3) The school



4) SEAL

What are the Social and Emotional Aspects of Learning?

The underpinning qualities and skills that help us manage life and learning effectively.

There are five social and emotional aspects of learning :



self-
awareness



managing
feelings



motivation



empathy



social
skills

4) SEAL

- They underlie almost every aspect of our lives
- They enable us to be effective learners
- They enable us to get on with other people
- They enable us to be responsible citizens

4) SEAL

“I think that here, we spend so much of our school time dealing with children with huge emotional issues, that what SEAL did was give us a little bit of a structure to do it in. I think we were already doing a lot of the talk but it gives you a framework – it gives a whole school focus ... it helped all of us have a language we could use with the children ... it means that there is something that you can actually point children to when they have, something comes up for them, you can actually say – remember what we did in the lesson. Now you need to apply it”

FEELINGS DETECTIVE

UNDERSTANDING MY FEELINGS

What do I
want to do?

What am
I thinking?

What is my
body doing on
the inside?

cry

butterflies in
my tummy

laugh

tight muscles

hit out

body hot
or cold

run away

heart beating
fast

skip

goose bumps

What is my
face showing?

What is my
body doing on
the outside?



4) SEAL

T: “I think when you have an extreme class like this year two class – I just now there’s no way I’m skipping it or leaving it out, because they really need it. Even the kids that opt out as you saw today, but actually they’re still, were listening to it all and they may still know what we’ve been talking about”

J: “mmm and they kind of came back in you know”

T: “they nearly always do that – they kind of creep off and then come back”

4) SEAL

“I still feel that with circle time that eventually it is accessible by all of them but the key thing is to keep giving them an option to come back in ... I'd rather they were in the room than actually left because I think they're still accessing it in some way and even there are still some children in the circle who wouldn't ever get up and leave but they still don't say anything”

5) Interpretations

- Constitutes children as different
- Moves the norm further from their differences
- Ideal child constructed
- Hides wider social contexts/inequalities
- Devalues ‘differences’
- No strategies to help children manage a world unfriendly to those who are constituted as ‘abnormal’

5) Interpretations

‘disruptive behaviour interrupts academic progress, impedes social functioning, and destabilises positive, safe school environments not only for the child itself but also for those students and teachers witness to or on the receiving end of the said behaviour ...

5) Interpretations

... it is difficult to ignore the negative effects these behaviours can have on the teaching and learning environment, given our understandings regarding the linkages between school climate and academic achievement'

(Jull 2008: 13)