Mental Health
Practical tips for Parents & Staff

Jenny Langley

Raising awareness fighting depression
“Believing in your students and staying positive whatever they might say or do”
About CWMT - Vision

A world where people understand and talk openly about depression, where young people know how to maintain mental wellbeing, and where the most appropriate treatment is available to everyone who needs it.
The Charlie Waller Memorial Trust aims to:

- equip young people to look after their mental well being
- help people to recognise the signs of depression/anxiety in themselves and others so they know when to seek help
- ensure **expert and evidence based help** is available when people need it.

Practical tips in this session are based on

- Learned optimism
- Motivational Interviewing
- Cognitive Behavioural Techniques
Nature, nurture and anxiety?

Nature (DNA)

Trigger

Nurture
The environment

Coping Strategies:
- Healthy & helpful
- Unhealthy & un-helpful
- Dangerous & harmful
What helped maintained my son’s illness?

- Family
- Friends
- Holidays
- Sports
- Food
- Hobbies

• Exercise
• Restricted Eating
We needed professional help!

Balanced with Self Help and Supportive Family & Friends
The Emotional Continuum

- Minimal mental ill health
- Maximum mental wellbeing / fitness
- Diagnosis & coping well
- Diagnosis & not coping
- Wholly content, positive & optimistic
- Minimal mental ill health
- Struggling, stressed, not coping well

Joe age 11
The Emotional Continuum

Joe age 11
- Maximum mental wellbeing / fitness
- Wholly content, positive & optimistic

Joe age 12
- Minimal mental wellbeing / fitness
- Struggling, stressed, not coping well

Joe age 13
- Maximum mental ill health
- Diagnosis & coping well

Joe age 12 1/2
- Minimal mental wellbeing / fitness
- Diagnosis & not coping

Joe age 14
- Maximum mental ill health
- Diagnosis & coping well
Sevenoaks School - 1000 students & 300 staff

• MYTH
• “nobody at Sevenoaks school would ever suffer from anything like this”

• FACT - in any year
• 1 in 10 school age children has a diagnosable mental health issue
• 1 in 6 university students ..........
• 1 in 4 adults.........

• Many more have subclinical levels of anxiety related disorders/ distress

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Sevenoaks School

- Statistically.....
- Over 250 current Sevenoaks pupils will suffer from depression, many by the time they leave Sevenoaks
- Around 100 Sevenoaks students are suffering from a diagnosable mental health problem today
- Over 40 Sevenoaks students will suffer from debilitating anxiety
- About 30 Sevenoaks pupils will have serious issues around exercise or food
- At least 30 of Sevenoaks pupils will have self harmed
- 75% of all mental health disorders originate during adolescence, 50% by the end of year 10

If your child is not one of these pupils, they will almost certainly have a close friend who is.
The Whole School Approach

Education of all students on the importance of a good support network and when and how to ask for help will increase early disclosures.

- Maximum mental wellbeing / fitness
  - 70% of students are in good shape
  - 20% of students showing signs of struggling
- Minimal mental wellbeing / fitness
  - 10% of students likely to have a diagnosis

Prevention - PSHE for all students

Early Intervention

Manual page no. 130

Raising awareness fighting depression
Teaching parents and staff some simple techniques on how to respond to an anxious child can have a dramatic impact on recovery.

A key skill is to be able to role model
“It’s ok to make mistakes”
Prof Janet Treasure
“Every mistake is a treasure”

We can learn something positive from that mistake, make some small changes, and try again.
Priority List

Health Warning - I am not going to tell you how to fix your child

1. Always be aware of medical risk

2. Role model self care
3. Increase your knowledge, understanding and empathy
4. Review your responses to your loved one’s behaviours
5. Learn the skills and try them out on yourselves first
6. Learn the skills and use them to coach your loved one
Skills Workshops for Carers

• Carers arrive at their wits end, feeling exhausted, depressed and isolated.
• “I have tried everything”
• “I am scared of making things worse”
• “I feel like a failure as a parent”
• “I feel so guilty”
• “There is no hope”
• “I can only think about their illness”
• “How can I fix them?”

The last thing on their mind is self care
Meanwhile Sufferers are Thinking

- “Nobody listens to me”
- “My parents don’t trust me”
- “My family is ashamed”
- “Everyone nags and criticises”
- “I don’t feel I will ever get better”
- “I feel worthless”
- “I feel guilty”
- “I feel isolated”
- “My only friend is my eating disorder”

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Instinctive Caring Reactions to a child with an emerging eating disorder
Other possible responses
What works best.............?
What works best..............?

Gentle nudging and guidance
Open questions, listening and reflecting
Praising the effort (and not criticising the behaviour)
Noticing the emotion (behind the behaviour)
Unconditional love
How Does Change Come About?

Aesop – The Battle of Wind and Sun
Anxiety and the Reassurance Trap

An anxious child is likely to constantly seek reassurance
- “Have I got my homework right?”
- “Have I spent enough time on this?”
- “Have I practised enough”

- It is easy to fall in to the reassurance trap as a parent.
- Over time this simply serves to fuel problems, worries, fears and anxieties and the relief is short lived.

- Gently Challenging vs Reassurance.
- Your child will learn to self soothe.................
Sidestep Perfectionist Tendencies

The Reassurance Trap

Without reassurance, anxiety spikes briefly before self-mastery.

Reassurance becomes less effective.

New coping strategies allow anxiety to be dealt with at lower level.

After self-mastery, anxiety falls to lower base-level.

Chronic anxiety

Normal anxiety

Anxiety

Time
After the Skills Workshops

• Carers feel much more positive and empowered to support their love ones
• “I CAN make positive changes”
• “I can appreciate lots of positive things about my daughter”
• “Even tiny changes can make a big difference”
• “I can learn from my mistakes”
• “I know I can try, try and try again”
• “I can see the positives in my daughters behaviours”
• “I can own my emotions and empathise with my daughter”
• “I have learnt to take reasonable risks”
• “There is so much HOPE”

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Sufferers also respond positively

• “It was such a relief when my parents stepped back and started to trust me, that I could take some responsibility”
• “They started noticing my efforts and praising me”
• “They helped me to make small changes in my recovery journey”
• “They looked for the positive not the negative”
• “They had more empathy around the challenges I was facing”
• “They started to believe I could get better.”
• “They started to communicate with me not my eating disorder”
• “With their support I could start to take more responsibility for my recovery”
Anxiety
Anxiety

- Fight, flight and freeze
- Everybody experiences anxiety at some times - it’s normal
- Anxiety is natural and can be useful
- It’s unpleasant so that we take notice and keep safe
- A response in both the mind and the body
- Anxiety is one of the most common causes of distress in children and young people
Healthy vs Unhealthy Aspirations

Healthy striving for excellence – high standards but learn from mistakes, tolerate uncertainty, judge achievements in objective way, achievable

Unhealthy striving which feeds anxiety - standards likely to be unrealistic, react to mistakes in catastrophic manner, uncertainty highly aversive, constant perception failure, self-esteem overly dependent on striving and achievement
The anxiety continuum

Anxiety disorders

- GAD
- OCD
- Stress
- Panic

Treatable and recoverable

Resilience to cope with setbacks and difficulties

Learnable and teachable
Warning Signs that you/ or a friend are struggling to cope

Social Isolation

Feelings of hopelessness and pessimism
Feeling of worthlessness, guilt, and helplessness
Changes in mood
Difficulty making decisions
Irregular sleep
Decreased energy
Thoughts of death or suicide
Appetite and weight loss
Tearfulness
Persistent, sad, anxious or empty mood
Restlessness
Insomnia

The Warning Signs.
Learn these signs for your own safety and for the safety of others.
Failure to do so may result in fatality (15% of people who suffer from depression make an attempt on their lives). If you know someone who shows 4 of these symptoms for some weeks take immediate action.
Go to www.cwmt.org to find out more.

www.cwmt.org.uk  |  email: admin@cwmt.org
When anxiety starts to become detrimental

- Social isolation
- Performance anxiety
- Narrowing of interests
- Low mood
- Procrastination/avoidance
- Unemployment/drop out of studies
- Risk factor for depression, eating disorders, chronic fatigue
- Inability to learn from mistakes
- Inability to tolerate uncertainty
- Low self-esteem and increased pessimism
Risk factors for anxiety & depression

- Friendship problems, peer conflict and bullying
- Reaction to a distressing event
- Changing school or moving home, living in institutional settings
- Poverty or homelessness
- Family/community violence, physical, sexual or emotional abuse
- School work problems or exam pressure
- Physical illness in themselves or a carer, caring for someone with a long term disability
- Parents arguing, living in conflict, divorce or a family break-up, bereavement, feeling rejected within the family,
- A family history of depression
- Pregnancy
- Experiencing other mental or emotional problems
- Medical conditions and/or side effects of medication
The School Environment

- Are all (year 7, 8 and 9?) exams essential?
  - Recent NUT exam factory report
- Is homework ever pointless?
- Do teachers stress over homework and results?
- Do parents expectations affect teachers?
- Do teachers ever focus on the negative and err on the side of criticism?
- Do parents ever focus on the negative and err on the side of criticism?

Q - Could any of these help to maintain or increase anxiety tendencies in students?
What do exams prove?

• They certainly prove you are good (or bad) at exams
• They show your performance on one day
• They certainly create a great deal of stress
  - For students, parents, teachers
• The exam system encourages rigid rules
  - I must get an A grade or I must be stupid
• They certainly do not equip students with skills for life......

• http://www.huffingtonpost.co.uk/margaret-heffernan-exams_b_5204065.html
What Personality Types are you Dealing With?

Does this impact on anxiety levels?
Can a Pessimist become more Optimistic?
Learned Optimism

• The idea in Positive Psychology that a talent for joy, like any other, can be cultivated.
• Learning optimism is done by consciously challenging any negative self talk.
• Pessimism is more common than optimism, and so Martin Seligman invites pessimists to learn to be optimists by thinking about their reactions to adversity in a new way.
• The resulting optimism - one that grew from pessimism - is a learned optimism.
• Parents & staff can apply Seligman’s techniques in the home & school environment.
Learned Optimism

The optimist’s outlook on failure can thus be summarised as

“What happened was an unlucky situation (not personal) and really just a setback (not permanent) for this, one of many, goals (not pervasive) “

The pessimist will see the same outcome as wholly negative

“What happened was my fault (personal) because I am a useless failure (permanent) and I always will be a useless failure (pervasive) “
The Runners Analogy

- I want to do the Hastings Half Marathon in under 2 hours
- My Hastings PB is 1 hour 57 minutes
- I do the Hastings Half in 2 hours and 3 minutes
  - SUCCESS or FAILURE
The Runners Analogy

- I want to do the Hastings Half Marathon in under 2 hours
- My Hastings PB is 1 hour 57 minutes
- I do the Hastings Half in 2 hours and 3 minutes
  - SUCCESS or FAILURE?

- The Pessimist View
- “I failed to get a PB because I am a terrible runner (personal) and will always be (permanent) a terrible, overweight, and out of condition runner and my friends and family will think I am totally useless (pervasive). I think I will stop running”
- FAILURE BIG TIME
The Runners Analogy

• I want to do the Hastings Half Marathon in under 2 hours
• My Hastings PB is 1 hour 57 minutes
• I do the Hastings Half in 2 hours and 3 minutes
  • SUCCESS or FAILURE?

• The Optimist View
• I do the Hastings Half in 2 hours and 3 minutes. It was a very windy day and quite humid (not personal). Many other runners commented that they were at least 5 minutes off their PB (not permanent). My family were really impressed with my time on such a windy day (not pervasive). I am looking forward to next year.
SUCCESS

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The Runners Analogy

• Much depends on whether I saw my aim as a
  » RULE or GUIDELINE
• Rigid rules help maintain perfectionism and increase anxiety
• Flexibility can be increased by replacing rules with guidelines
• Acceptance of less than perfect performance can help increase flexibility and increase your sense of balance and freedom

• Test out possible guidelines with small experiments:
• “I would like to run a time of 2 hours, but there are many factors to consider that might affect my performance, and I want to enjoy the experience”
Using Solution Focused Questions to plan for the Hastings Half Marathon

• What is your specific goal?
  • Rule - run in under 2 hours vs Guideline - do my best and aim for around 2 hours

• How specifically are you going to achieve this?
  • Train for hours and hours until I am 100% sure I will run in under 2 hours vs follow a sensible training programme which allows me to do lots of other things and have some down time

• How would you know if things were going well or not so well?
  • I might not feel confident that I am 100% fit so I will do more training vs well if I have followed a sensible plan and do my best then I am happy with that..........................
Using Solution Focused Questions to plan for exams

- What is your students specific goal?
- **Rule** - I must get over 80%, **vs** Guideline - do my best and get a good enough grade to move on
- How specifically are you going to achieve this?
- **Work for hours and hours until I am 100% sure I know it all** vs follow a revision programme which allows me to do lots of other things and have some down time
- How would you know if things were going well or not so well?
- **I might not feel confident that I know 100% so I stay up all night** vs well if I do my best then I am happy with that.
Solution-Focused Questioning - Examples

- What, specifically, would you like to be different?
- What, specifically, could you do to get started?
- If the first step is successful, then what?
- Who else could you ask for support, assistance, if anyone?
  - What could you ask for?
- What would be signs that things are going well?
- How would you know if you were off-track?
- What would you do if you got off-track?
- What would success look like?

- Whose fault is it that you haven’t achieved it?
- Why haven’t you done anything about it yet?
- What’s stopping you doing something?
- What does this problem say about you as a person?
- What forces outside of your control are contributing to this?
- What are the negative consequences?
- What further problems is this leading to?
Solution-Focused Questioning - Examples

**Ask**
- What, specifically, would you like to be different?
- What, specifically, could you do to get started?
- If the first step is successful, then what?
- What, specifically, would you like to be different?
- What, specifically, could you do to get started?
- If the first step is successful, then what?
- What would success look like?

**Listen**
- How would you know if you were off-track?
- What would you do if you got off-track?
- What would success look like?

**Believe in the student’s ability to come up with their own strategies**
- Praise even the smallest steps forward.

**DON'T SAY**
- "I think you should” or “It is obvious what the answer is.”
- "Why haven’t you achieved it?"
- "Why haven’t you done anything about it yet?"
- "What’s stopping you doing something?"
- "What does this problem say about you as a person?"
- "What forces outside of your control are contributing to this?"
- "What are the negative consequences?"
- "What further problems is this leading to?"

**Raising awareness fighting depression**
Dealing with Exam Disappointment

• Alice is 11. She gets back her Geography exam paper and sits with her calculator repeatedly adding up her marks, to the extent an observer asked if there was a mistake - she was devastated with her result - 75% - because it wasn’t higher - She didn’t listen to exam feedback and was fixated on mark and the status of it.

• BACKGROUND : Her classmates are happy with their results which ranged from 50% to 85% and benefitted from the exam feedback and learned where they had made mistakes.
What not to say....

• You need to keep things in perspective
• Nobody else is worried about these things
• It’s just your hormones dear
• I think you should do xyz
What Are the Students Thinking?

• Student A has 75% and thinks-
  • “I am really proud of getting 75% and I feel happy

• Student B has 75% and thinks -
  • “I lost 25% of the marks and I feel disappointed in myself, sad and depressed and anxious because I FAILED to get a higher mark.”

• Adversity : I only get 75% in the geography exam

• Belief : I am a stupid failure and have let everyone down

• Consequence : I cannot listen to the teacher’s run through because I am sooooooooooo upset
The Anxious Student’s Thinking Styles

Double Standards
Overgeneralising
Catastrophizing
Emotional Reasoning
Predictive thinking
Mind Reading
Personalisation
Negative Labelling
Perfectionist
Seligman’s ABCDE model

• Adversity: I only get 75% in the geography exam
• Belief: I am a stupid failure and have let everyone down
• Consequence: I cannot listen to the teacher’s run through because I am sooooooooo upset
• Disputation: I came in the top half of the class and it was a really difficult test and I was really tired because my puppy kept me awake all night and I was coming down with a virus and my friend who got 65% is really pleased with her result.
• Energisation: These are all facts that contributed to the adverse event and actually thinking through these facts mean I can be proud I got 75% and I feel much more positive and confident that I will do well in the future.
Introducing Motivational Interviewing

James is stuck with his Personal Statement:

James is unable to submit a draft of his UCAS Personal Statement - he keeps avoiding his form teacher and making excuses and is becoming increasingly anxious saying

- “I just need to add something"
- “I don’t think it’s the latest version”
- “how much [Tutor] time have we got left?”

And to his Mum & Dad

“ I can’t sleep very well”
“I have so much to do”
“It is impossible”
# Using Motivational Interviewing ABC Analysis

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behaviour</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>External - time pressure, criticism</td>
<td>Inability to complete personal statement</td>
<td>Positive - don’t have discomfort of letting it go, control, getting attention from tutor,</td>
</tr>
<tr>
<td>Internal - perfectionist traits, avoidance, fear of failure, procrastination</td>
<td></td>
<td>Negative - nagging from tutor, disappointment in self, hanging over me, exhausting &amp; stressful, my parents think I am useless</td>
</tr>
</tbody>
</table>
Motivational Language - Step One

- Open questions: Skillful questioning style
- Affirmations: Praise to build confidence and motivation
- Reflective listening: Skillful listening style
- Summarizing: Demonstrating you have understood

- **OARS** helps you row the conversation in the direction you want it to go, rather than drifting along the usual current.
Motivational Language

Open questions
• I am curious to know how I can help
• Help me understand what you feel your options are
• Perhaps I can make a few suggestions that have worked for me when I have been anxious

Affirmations
• You are so hard working and resourceful

Reflections
• I can see you are struggling to start/finish this
• It must be tough for you trying to fit everything in
• You seem overwhelmed, exhausted, distressed

Summaries
Motivational Interviewing Language Step Two DEARS

• Develop Discrepancy
• Express Empathy
• Amplify Ambivalence
• Roll with Resistance
• Supporting Self Efficacy

• These techniques have been successfully rolled out to parents over the last ten years in several research programmes at the Maudsley
Develop Discrepancy

• I know you are really looking forward to University and you have so many things that I know you can include in your personal statement

• YET

• You seem to be having difficulty completing your personal statement.

• I might be able help you to sort through all of your achievements and strengths in a constructive way. How about we have a look at it together on Saturday morning?
Express Empathy

• I understand that you wish to have the perfect Personal Statement and as it is such a subjective exercise it must be difficult for you to accept that you have completed it to the best of your ability.

• Many students feel like that. Perhaps I could give you a hand to sort through all your ideas. What would be helpful?
Amplify Ambivalence

• It must be annoying and frustrating for you to see that most of your friends have handed in their drafts.
• How do you think they reached a point where they were happy to do that?
• There must be lots of other things you would rather be doing right now?
Rolling with Resistance

- I can see that this is making you really frustrated and fed up and I know that I find it hard to think clearly when I feel like that.

- Let’s focus on something else and come back to this later…
Supporting Self Efficacy

• I can see that you have worked really hard at this and I imagine you are 90% of the way there.

• You have so many positive things to say/ include.

• Let me help you with the fine tuning
Coaching Your Student - SMART Baby Steps

• Ellie is so caught up with the stresses of the curriculum, homework and revision that she will never eat dinner before 10pm.
• Her Mum learns about taking SMART baby steps and that success breeds success.
• She suggests “as an experiment could we try to have dinner one minute earlier each day for a month?”
• Ellie thinks she might be able to try and agrees with her Mum is that the worst thing that can happen is that she cannot manage it everyday.
• Ellie is secretly relieved that her Mum has noticed that she is struggling and is willing to help
Is it SMART?

• Specific - one minute a day
• Measurable - yes
• Achievable - hopefully and Mum and Ellie have discussed it might not be every day
• Realistic - it seems to be
• Timeframe - review after one month
After One Month

• Ellie is having dinner at 9.40pm and is willing to keep going with this experiment
• Ellie and Mum reflect about what worked well and what didn’t work so well
• Mum praises the effort that Ellie has put in to achieve this progress
• Ellie is pleased with her progress and determined to keep trying
• Ellie thinks she might be able to start to consider challenging some of her other rigid rules and come up with some alternative guidelines
The power of Listening and Empathy

• LESS is MORE
• Listen
• Empathy
• Support
• Share in non anxiety provoking activities

“my teacher really listened to me, she didn’t interrupt, she just checked at the end that she had understood me correctly and asked if I would like to have another chat in a few days time. She didn’t judge me or criticise me for not handing my homework in on time. We only talked for about 5 minutes but I feel so much better”
But I don’t have time to listen.....

• “Good listening isn’t about how much time you’ve got. What matters is the quality...of your time” Families are often very busy and time spent listening may have to be boundaried, partly because the listeners are busy people....., and partly because even when people are distressed, they have to learn to wait their turn.”

• “ A good uninterrupted four minutes is better than forty minutes of being distracted”

• “It’s important to develop a culture where it’s normal for people to be heard but not by shouting louder than anyone else.

• Nick Luxmore - Essential Listening Skills for Busy School Staff
What are you really saying?

• By using MI techniques you are showing:

• that you believe in your child,
• that you are prepared to listen,
• that you empathise with the difficulties,
• that you would like to help,
• that you care.....

Gentle nudging and guidance
Open questions, listening and reflecting
Praising the effort (and not criticising the behaviour)
Unconditional love
Communication in the school and family

- Talk about mental health openly – it is common and treatable
- Talk to the person not the illness
- There is no shame in asking for professional help
- Practice praising the effort rather than the absolute result
- Encourage creativity and risk taking
- Lob in the unexpected now and then
- Explore learning from mistakes and dealing with failure
- Encourage curiosity and contingency planning
- Encourage teamwork and helping others
- Invite your child to give you feedback regularly
My son said goodbye to his anxieties and his eating disorder

- Collaboration
- CBT and MI
- Oodles of TLC
- Courage and determination
- Patience and Empathy
- Series of little experiments
- Kindness and happy distractions

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If you want more knowledge

• MHFA England
  - 2 day first aid
  - 1 day schools
  - ½ day intro

• Workshops - perfectionism, challenging teenage behaviours etc
• Carer Skills Workshops - five x three hour sessions
• Future Learn MOOC - online course on CBT for anxiety and depression

• jenny@boyanorexia.com
Further reading - The Overcoming Series
www.overcoming.co.uk

- The Overcoming self-help books offer courses of highly effective Cognitive Behavioural Therapy (CBT) in book form. CBT is recommended by the NHS for the treatment of many emotional and psychological problems.
Further Resources

• Nick Luxmore
  http://www.amazon.co.uk/Essential-
  Listening-Skills-School-
  Staff/dp/1849055653

• Jenny Langley - www.boyanorexia.com
  jenny@boyanorexia.com

• New Maudsley
  http://thenewmaudsleyapproach.co.uk/
Need more support?

For details of CWMT funded sessions visit http://www.cwmt.org.uk/training/the-training-we-offer/

Jenny Langley specialises in mental health and emotional well-being in the school setting. She can provide training sessions or workshops for school staff, parents or students on a variety of topics, including self-harm, anxiety, body image and eating disorders.

For further information

Email: jenny@boyanorexia.com
Mobile: 07887 840470
Extra Slides

- Thinking Styles
- Cognitive Restructuring
The Anxious Student’s Thinking Styles

- Double Standards
- Overgeneralising
- Catastrophizing
- Emotional Reasoning
- Perfectionist
- Predictive thinking
- Mind Reading
- Personalisation
- Negative Labelling
"75% is not good enough for me, it is OK for everyone else"

Cycle of self criticism and focus on what has not been achieved leads to anxiety and depression
“If I don’t get over 75% in that test I must be totally stupid”

There is an underlying belief that this student should get at least 80% in every test
“What if I never get over 80% ever again. I won’t get to University and I will never have a good job.”

Black & white thinking that her life will be pointless
“Now I feel really anxious about all future exams and therefore I will never be able to perform in exams again”

Black & white thinking that her life will be pointless
“I am a failure, useless, loser, stupid, idiot”
“Because I am rubbish at exams this will have an impact on the whole of the school results and therefore my failure to perform will affect the reputation of the school”
“My friends and my teachers will think I am stupid and that I have let them down”

Negative guesses about what others are thinking
“I will do badly in the next exam, and possibly all future exams”

Focusing on one negative result and losing sight of everything that has been achieved in the past
Cognitive Restructuring

• AIMS to challenge these negative thoughts and beliefs by examining the evidence.
• Can the negative be re-framed in to something more positive?
• The thought…..
• “If I can only get 75% I am a FAILURE and I feel ANXIOUS and SAD”
Disputation........

• What would you say to a friend?
• What would a friend say to you?
• What would your teacher say to you (or anyone else)
• What would your Mum say?
Disputation........

• What would you say to a friend?
  - “Well done, you did really well in that exam and you came in the top 30%. You must be really pleased.”
Disputation........

• What would a friend say to you?
  - “It was a really tough exam and well done for coming in the top 30%. You must be really pleased about that”
**Disputation**

- What would your teacher say to you (or anyone else)
  
  “You are a good student, very hard working and you should be pleased with your result. I know that you will be interested to know where you lost a few marks and that is why we are going through it in class”
Disputation.......

• What would your Mum say?
  - “I love you very much and know that you will always do your best. Getting 75% is a real achievement and now the exams are over you can relax and we can plan some fun days out”