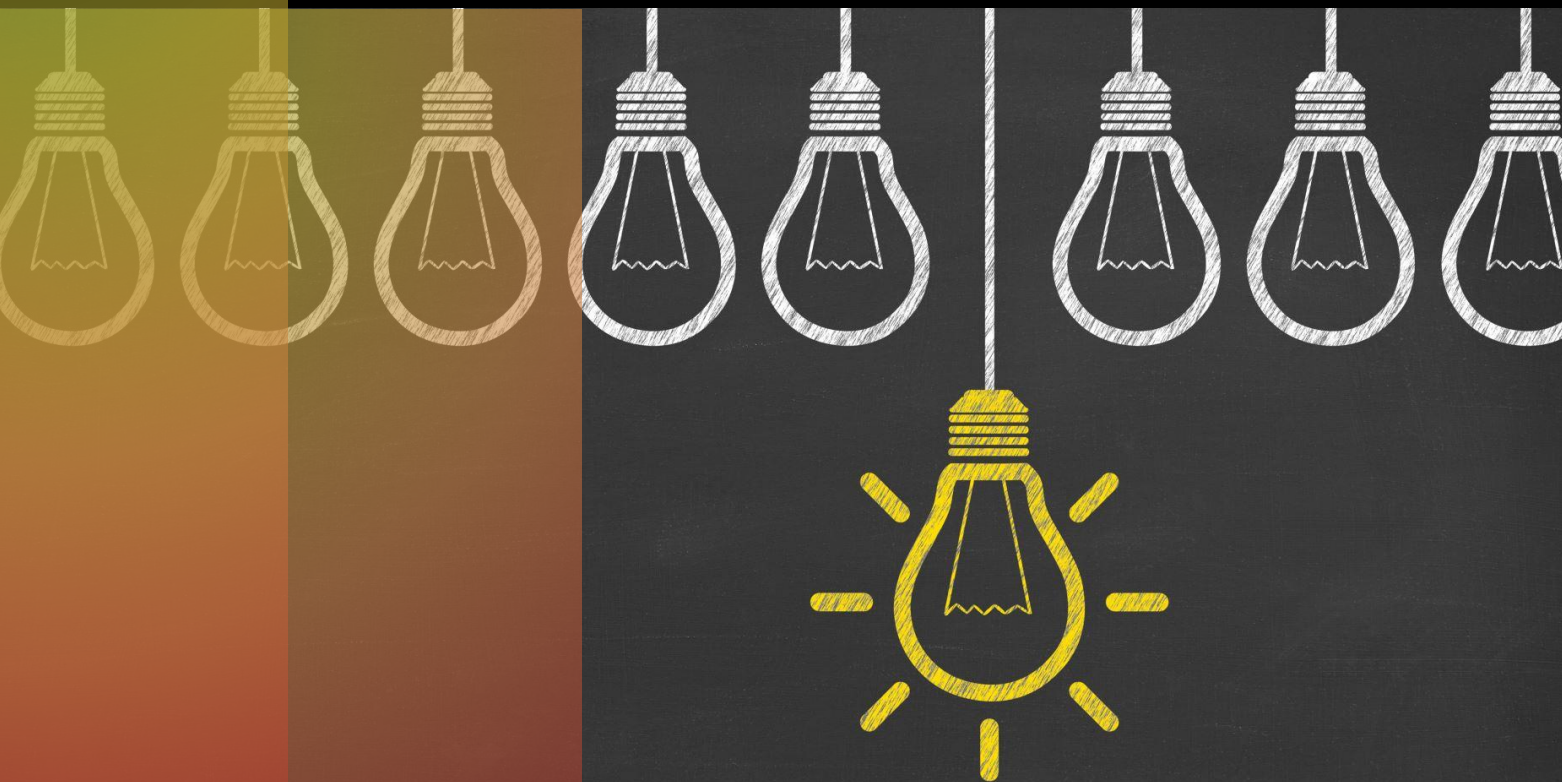




ECPT5004/ECPT6004

Additional Learning Needs & Inclusive Practice

Mental Well-being &
Resilience

Learning Outcomes

- To develop an awareness of the ways in which mental well-being can impact on an individual's engagement with education.
- To explore specific strategies for supporting positive mental well-being within the post-compulsory classroom.



Question

- Working in small groups, make a list of the factors you think can have an impact on the mental well-being of a student in education?
- Now make a list of the factors you think can have an impact on the mental well-being of students outside education.



Feedback



Question

What can we do to support the mental well-being of our students within our teaching sessions?



Question

- How is this bowl linked to the concept of resilience?

The metaphor of Kintsugi

- Kintsugi means '*to join with gold.*' It is a crafting method that consists of assembling “broken pieces of an accidentally-smashed pot” (The Book of Life, 2018).
- With roots in the Zen philosophy of wabi-sabi, kintsugi celebrates imperfection.
- Symbolically, the golden cracks represent the worth of the bowl *because of* its imperfections rather than in spite of them.

Resilience

In groups, discuss and research the concept of resilience and how it can apply to the learners that you support/wish to support.

How can you encourage resilience within your classroom? List some strategies to share with the rest of the class



Some perspectives

- College/university can be highly stressful for young adults in particular as they are managing their own lives often for the first time. (Cressman & Lampman 2007)
- Arnett (2004) also talks of this time as a period of identity establishment for young adults and this balancing act can lead to unhealthy behaviours and potentially adverse consequences for well-being.
- Our mental health, a state of well-being in which an individual can cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to their community (World Health Organization, 2018), includes our emotional, psychological, and social well-being and determines how we handle stress, relate to others, and make choices.

Choice Theory (William Glasser 1998)

1. Survival includes physiological essentials that sustain our lives, including good health, nourishment, shelter, quality air, safety, security, and physical comfort.
2. Love and belonging include our loving another or others and being loved; being connected to others, such as friends, family, intimate partners, colleagues, and groups with whom we affiliate; and being in contact and having interactions with those to whom we feel connected.
3. Power or achievement involves our desire to matter; feelings of accomplishment and competence; self-esteem, success, and control over one's own life; and recognition, respect, making a difference, and leaving a legacy.
4. Freedom and independence are about having choices and our ability to make choices; to move freely without restriction; to love without undue and unnecessary limits or constraints; to be independent and autonomous; and to be creative.
5. Fun and enjoyment include our pleasure; our ability to laugh, joke, and play; our opportunity to relax and have relevant learning; and our appreciation of being human.

Choice Theory and Mindfulness

- We make more conscious choices about our well-being and the practice of self-care when we are more aware of what we are doing and the consequences for our health (Glasser 1998).

- The processes that lead to change are based on two specific assumptions:

a person's present behavior is not getting them what they want

humans are motivated to change when they believe they can choose other behaviors that will get them closer to what they want.

WDEP (Wubbolding 2000)

- W – wants, needs & perceptions
- D – direction & doing
- E – evaluation
- P – planning

- 
- Aligning choice theory and mindfulness strategies can provide a framework for the process of our personal growth and well-being, combining the elements of awareness, attention, choice, intention, and attitude to form movement toward our goal.

Useful resources

- [Teaching Resilience in Schools and Fostering Resilient Learners \(positivepsychology.com\)](#)
- [Mental Health Resources For Children and Young People | YoungMinds](#)