

Module Code: ECIE4001

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Portfolio: ECIE4001 Unit 2 Discuss How Carl Rogers 'Person Centred Therapeutic Approach' and other humanist theories support the work of T.A's and L.S.A's in schools

Element 1: Powerpoint: Challenges learners face in Welsh educational settings

[LisaMcMahonUnit2PowerpointUpdated.pptx](#)

Element 2: ECIE 4001 Transcript.

Element 3: ECIE 4001 Essay

Lisa McMahon

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Challenges learners face in Welsh educational settings

Unit 2

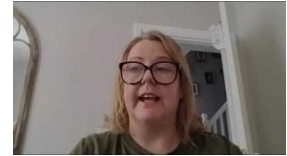


A survey of British teenagers aged 13-19 found one third felt “ashamed” due to body image.

<https://www.mentalhealth.org.uk>.



“ 27% of children play outside, compared to 80% in the past”



Helen Dodd, professor of child psychology at the university of Exeter (2022)

<https://www.savethechildren.org.uk>

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- The office for national statistics state that 3 out of 4 mothers with dependents are employed

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openness

agreeableness

extraversion

conscientiousness



D.W. Fiske (1949) was the first to identify the five factor model.

neuroticism



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Interpersonal (social) Visual

-spatial

Musical /rhythmic

Existential Linguist

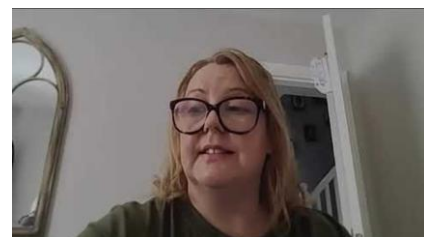


Bodily-kinesthetic

Logical/mathematical Naturalistic

Howard Gardner (1983) nine multiple intelligences

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Mihaly Csikszentmiholyi developed the concept of flow in the 1970s

We aren't focused on the outcome, we are simply enjoying the experience

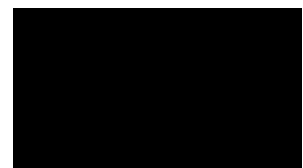


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“Different, not less”

Temple Grandin Autism advocate

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Gerald Egan's 3 Stage Model



- Suitable when there is no end goal.
- The skilled helper model 1975

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“Do not judge me on my successes, judge me by how many times I fell down and got back up again”

Nelson Mandela

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Element 2: ECIE 4001 Transcript.

Power point

Learners have always faced challenges, but there are barriers and challenges that today's learners face that are very different from those faced by previous generations, making it more difficult to fully understand and empathise with. They come in the form of emotional, practical, psychological or systemic and unfortunately once you have one, others tend to follow.

Body image issues are more prevalent among young people today, it is widely accepted that social media and airbrushed images are affecting both boys and girls as they are bombarded with unrealistic images of what we should look like, leading to low self-esteem, anxiety and eating disorders.

Being unable to switch off or concentrate due to constant alerts from people able to reach us at any time, by being overwhelmed by information that can be misleading, conflicting, negative, sexual or violent in its nature.

Young people have less freedom and independence today due to safety concerns from parents and carers, and there are less play areas provided by councils due to budget cuts, this can lead to obesity, and poorer mental health as it is widely accepted that green spaces have a positive effect on our physical and mental health well-being, this in turn could lead to poor self-image, low confidence, bullying and not wanting to attend school.

Research shows that more mothers are working now, meaning there is often nobody home when the young person finishes school, it can lead to parents having less time to teach basic skills, prepare home cooked meals and it gives less opportunity for parents to pick up on subtle signs of their children's distress, or emotional needs.

Poverty is a big issue in many households, with the DWP reporting a record high of 4.45 million children in poverty, this not only deprives learners of the needs Maslow considered the basics needed before any learning can occur.

Issues such as overcrowding, not having a quiet space you need to complete homework, be alone or sleep, soundly and undisturbed understandably links again to anxiety, depression and higher risks of illnesses leading to missing school, there would also be less learning materials such as books and toys to keep a child engaged, leading to potentially falling behind at school, leading to low confidence and self-esteem which could equal less engagement and a negative attitude to school and learning.

There could be abuse and/or neglect at home which causes anxiety, depression, low self-worth, behavioural issues and often suffering from self-blame and an inability to concentrate.

The learner could be a young carer for a parent or are heavily relied on to take care of siblings, the result of this could be poor school attendance, disturbed sleep, less time for homework, hobbies, having time to themselves or having fun, isolation and alienation from peers which leads to poor mental health.

The learner may have physical or mental conditions which make keeping up challenging and make them stand out from others by requiring extra support, this could also lead to bullying and all the associated problems.

There could be issues within the family such as divorce, death, illness, substance misuse, family members in prison or suffering from personality disorders or poor mental health which due to embarrassment or shame, the school maybe unaware of.

There are often issues with peers, racism, bullying, and cyber bullying peer pressure, isolation, this can lead to not wanting to attend school, leading to a progressive decline in confidence and underachieving academically.

Our biology, personalities and experiences would also play a part, the more open, conscientious, extravert and agreeable we are, it is considered we will do better at school, this is largely beyond our control or awareness when we are young.

There are also systemic barriers to learning, examples of these are assessment methods, often, exams can be a trigger of stress to many children which prevent them from performing at their best, teaching methods are another, being sat at a desk, expected to be still for long periods of time is not possible for some learners, those with A.D.D., A.S.D. or those with sensory processing issues really struggle, for some children, having to wear the rigid uniform already causes discomfort before they arrive at school.

Learners suffering from social anxiety, those who are reserved and unable to ask questions and participate in class discussions or do presentations or performances in front of others can become very anxious about going to school, understandably teachers may think they aren't engaged and can be marked down for effort in reports due to this.

The standard school system does not cater for kinesthetic learners who are more practical and prefer active learning I have supported in schools where there were very few practical sessions, any type of group work, field trips or visuals, learners were sat at individual desks so interaction was intentionally made difficult and lectures were the norm, from age 11-16, this did not give learners opportunities to excel in different ways, this goes against Howard Garner (1983), who considers intelligence to be about more than

intellectual ability, and based on my experience, I believe this to be the case as I have worked with individuals with Autism who could play any piece of music they heard on a piano without ever having a single lesson, yet they couldn't read or write. I have worked with people who were irritable indoors with others and were only truly

comfortable when in nature, they were amazing gardeners, even though they didn't have the cognitive ability to understand the instructions on the packets of seeds. I've worked with many people who have excelled in one area yet are less than average in others.

I've found that if learners enjoy doing something, they are more likely to practice, and if think we are good at something, regardless of if we are, the more likely we are to enjoy it, creating a reinforcing cycle. And ideally a flow state. this is where having confidence in ourselves is of benefit, as those who lack confidence could be perfectionists and get frustrated that they aren't meeting their own, very high standards.

We cannot control what we do or do not enjoy, even though there are variables which can help us to improve the experience (smaller classes, learning styles, patient teachers, more suitable environment, more practical, comfortable clothing and seats, having a break, who we sit with to name a few) where this is not possible, teachers and support staff try to motivate learners in a classroom setting with positive and negative reinforcements, to try to promote self-control, with the hope that when rewarded often enough, the learner will become intrinsically motivated, making positive behaviours like good manners for younger children second nature, this could be praise, sweets, extra playtime, stickers, using characters on a chart that the child likes, fidget toys, regular breaks, to name a few, as L.S.A.s we need to be aware of what is suitable for the environment, and this is also true of the therapeutic approaches we use to understand learners so we can know how to best support them on their learning journey, I have dealt with survivors of sexual abuse, where I have unknowingly utilised the principles of trauma informed therapy, and psychoanalysis, by allowing the person to share what they wanted to, making them feel safe and free from judgement, making the person aware that they are not the problem, what they have experienced is. Many schools have trauma informed practitioners, and my school teach the staff and parents these principles.

When individuals experiencing relationship problems, often with parents or carers, I'd use C.B.T. principles as we look at the issues from other perspectives, and I would help them to challenge their thoughts, for example a young person might tell me that their mother is never fair, I might ask if that is really true, to think of times when the parent has listened to what the young person wanted and the mother has compromised, allowing them more freedom for example, or supported them in some way.

When trying to motivate adults in the mental health unit, I will use the small wins theory Amabile and Kramar (2011) I might say "if we go to your medical appointment, we could have a look in your favourite shop afterwards" or "if you complete some of the compulsory paperwork with me, I'll make us a coffee" These are small rewards that we can use as a way of keeping ourselves and others motivated, and I use them often.

When working with a woman with Borderline personality, who was unsure of her sexuality and wanted to discuss this with me, I intuitively used the humanistic theory principles, just exploring thoughts and feelings in a non-judgemental, empathic, person-centred way, Carl Rogers approach would be more suitable here than Gerald Egan, as Egans is more structured, with an aim in mind as there would be no plan of action when exploring identity.

The quicker intervention methods are put into place the less likely the learner is to fall far enough behind, not to be able to catch up, all staff are trained to recognise when learners are struggling and how to manage this. but even the most professional and well trained staff often have barriers that prevent them from getting learners the support they feel is needed, regardless of the policies and procedures that are in place, this can lead to frustration, conflicts between staff and carers as limited resources, being overworked, lacking motivation, low morale, different ways of working, personality differences, a lack of available professionals, waiting lists, differing views with parents and carers along with personal barriers the staff member themselves may be facing can, ultimately affect the support a learner does or does not receive.

We can attempt to manage staff stress by having a strong management team, that have clear expectations and encourage open communication. There will again be policies and procedures to manage issues such as bullying and harassment but these require people to make them work effectively, regular supervisions can be helpful and some of the therapeutic techniques used on learners may be used by the supervisor, if coaching is required the sandwich model could be used, positive reinforcement along with providing staff with opportunities where possible, using the humanistic theory of client centred therapy, with honest, authentic communication with active listening helps build trust between people, and is a principle of positive psychology focusing on creating positive emotions which lead to better outcomes for all concerned.

"Do not judge me on my successes, judge me by how many times I fell down and got back up again"

Nelson Mandela

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Element 3: ECIE 4001 Essay

Lisa McMahon ECIE 4001 Essay

There are many different approaches that can be used in therapy. Freud was the formulator of psychodynamics, this focused on bringing the unconscious into the conscious and then understanding how past experiences affect our current behaviours, Carl Jung and Melanie Klein later became experts in the same field, expanding on Freud's concepts, criticisms for this approach are that they can be time consuming and costly, and some feel there is too much emphasis placed on the past, rather than on our biology and current circumstances.

CBT is another popular therapy, its aims are to teach techniques to manage unwanted thoughts and beliefs which affect our feelings and behaviours, if certain environments or situations cause us stress, we often try to avoid them, which can make the problem worse, CBT aims to provide clients with practical solutions to these problems but critics do not consider this type of therapy suitable for those with severe mental health problems such as personality disorders or learning disabilities as the ability to self-reflect and self-motivate to complete work independently is an integral part of the therapy.

Behavioural therapy concentrates on the unlearning of negative learned behaviours through positive reinforcement, without delving deeply into our past experiences or subconscious, this is often used for addictions, phobias and anxiety, some professionals in the field are sceptical of this form of therapy, as they feel it may help in the moment does not get to the core issue.

Trauma informed therapy recognises how the perceived trauma can affect all aspects of a person's life, techniques to process the trauma, then calm the nervous system allow the person to take back control, ensuring the client is aware that the trauma is the issue, and not the client, drawbacks to this type of therapy can be re-traumatisation of the client.

Humanistic person-centred therapy was originated by Carl Rogers and Maslow, they formed the basis of how humanistic principles were carried out, firstly in a therapeutic setting and then in an educational environment. It is a non-directive process that sees the situation through the eyes of the client, from their perspective, without judgement, understanding that how a person views their life and experiences, is their reality, they believed a person knows what is right for them and how to achieve the life they desire, that they are their own best therapist, and have the solutions to their problems within them, that in the right environment, with holistic support that is accepting, showing unconditional positive regard, empathy, honesty and genuineness, a person can feel safe enough to discuss their feelings and experiences, and when they feel fully accepted with unconditional positive regard they will naturally be more creative, willing to try new things, which encourages confidence, the theory considers at this point, the person develops an innate need for growth and self-actualisation.

Maslow had slightly more rigid ideas than Rogers in the classroom, as he was clearly the person leading the class, he thought that the ideal learning environment would be a safe space where learners were able to discover and express their authentic selves, he disagreed with required courses and grades, and wanted establishments to have no more than 800 learners at

a time, these would be of all ages, promoting lifelong learning, he believed if the hierarchy of needs (1943) was met, each person would eventually self-actualise.

Rogers believed that we had a natural drive, to grow and develop our skills and fulfil our potential, he believed that children who received mainly positive interactions with main care givers, coined "good enough parenting" by psychoanalyst Donald Winnicott, will have the desire to form other relationships, he felt that children who experienced unconditional love and were viewed positively, will view themselves that way, he believed we had high self-esteem if our real self and our ideal self were consistent, then we have all we need to reach our potential, if however there is a dissonance between the two, it causes us anxiety, stress and feelings of inadequacy, Rogers was quoted as saying "The curious paradox is that when I accept myself just as I am, then I can change"

Karen Homey, also shares some humanist ideas, taking some ideas from psychoanalytic theory, she believed our environment is detrimental, her theory concluded that if main care givers show approval only when you have achieved something considered valuable in their eyes, rather than showing unconditional love, we view ourselves through the eyes of others, have a distorted view of ourselves, consider our needs less important than others and seek validation in various ways to get our needs met, she believed this created neurosis and an ideal self that is not achievable or authentic, she believed this prevented a person from reaching their potential, or self-actualising as Maslow would refer to it as. She agreed with Rogers that with a supportive therapeutic environment, you can be helped to overcome the neuroticism.

Criticisms of this approach are difficulties monitoring results and therapists' effectiveness and as it relies on the person's viewpoint, they may not be honest or even aware of what is happening subconsciously.

Many of the principles of the different therapeutic approaches are utilised by L.S.A.s, T.A.s, teachers and professionals may try to gain understanding of the learner's issues by understanding what the family dynamics and relationships are like, what past issues the young person has experienced, try to discover why might they be experiencing negative feelings such as anxiety, perfectionism or depression, in age appropriate ways, this is a psychodynamic approach, if the child shows signs of being unable to manage or regulate their emotions, or show signs of being hypervigilant to perceived threats, they may have experienced trauma and a trauma based approach may be a better option.

Behaviour management techniques such as the traffic light systems, sticker charts, certificates, negative strategies can also be used, such as detentions, isolation, extra work or permanent exclusions to name a few, these are principles from behavioural therapy, examples of policies that link to this are the "positive handling" and "time out" policy,

bullying and peer on peer abuse policies in schools, for both the victims and the perpetrator C.B.T. could be used, as those involved would develop skills to help them manage fear and anxiety, and build confidence, the perpetrator would explore reasons why they are doing what they do, discuss how it makes the victim feel and encourage self-control. Schools try to be inclusive and encourage positive relationships, celebrating differences through educating students on the different celebrations, dress, foods, lifestyles and challenges of other communities and groups, and they try to prevent bullying by teaching acceptance in P.S.E. and in general, this acknowledges the importance of Maslow's hierarchy of needs, addressing belong, safety and self-esteem.

The “positive engagement” policy acknowledges survival mode of students, it recognises that those who act out are often stressed from within, the policy makes clear that the behaviour is the issue and not the individual, this is linked to trauma informed therapy and humanism because we don’t want ourselves or others to view us negatively.

Groupwork encourages social skills, teamwork and communication skills and offering some choices in classrooms. “Complaints procedures”, the “pupil voice” policy and the “more able and talented” policies are linked to humanistic approaches, allowing learners and their carers a say in their education, the “relationship” policy and the “mental health and well-being” policy also recognises the relevance of humanism, by understanding the importance of empathy acceptance trust and vulnerability and how we cannot reach our full potential if we are struggling from poor mental health.

In the current climate, schools try to use their money and resources wisely, but sadly, many learners do not get the services they need due to school, financial and government limitations, schools have come a long way since teaching was the only goal, years ago the individual needs were not considered, pupils sat at their own desk and learning was performed in a very directive way, using punishments if people fell behind, regardless of the reasons why, intrinsic motivation was not considered important, and classrooms were places to be feared and students were often shamed and isolated, no group work, interaction, equipment, or attention paid to the environment, teachers knew about the subject, but were not required to understand child development, how we learn or to recognise cognitive conditions or signs of poor mental health and abuse, nor was there an acknowledgement of the benefits of the relationships between peers, or the importance of a positive, respectful and trusting relationship between student and teacher, John Gottman a relationship expert, considers all healthy relationships are built on a foundation of mutual respect, where partners feel comfortable sharing their perspectives and respecting each other’s boundaries.

Rogers believed that a teacher should be their authentic self, have empathy, and an ability to understand feelings and challenges, he believed this built trust and encourages learners to be more honest and authentic and able to take risks, and ask questions, he believed a good teacher possesses good interpersonal skills, and he considered this more valuable than a deeper knowledge of the subject matter, learners should feel unconditionally positively regarded, despite behaviours or abilities, they would feel part of a community and be able to work their way up the hierarchy of needs, also giving the teacher good feedback and a sense of achievement.

It is broadly accepted that positive psychology used in classrooms is a positive step forward, and would have long lasting benefits on achievement, through better attendance, higher levels of compassion, motivation, resilience, confidence, acceptance, happiness and ultimately, mental health, which many government organisations state is integral to the learning process.

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