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Exploring the role of the Emotional Literacy Support Assistant (ELSA)
and its effectiveness in developing emotional literacy and ensuring
mental wellbeing in students with Special Educational Needs and
Disabilities (SEND).

by Megan Dunn

A dissertation submitted in
partial fulfilment of the
degree of BA(Hons) Education, Special Needs and Disability

Statement of Authorship

I confirm that the material contained in this independent project is all my own work and where the work of others has been drawn upon, it has been properly acknowledged according to the University of Chichester's academic expectations. No portion of this work has been previously submitted or is currently being submitted to gain credits at this or any other University.

SignedMegan Dunn.....

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Abstract

The purpose of this research project was to examine the effectiveness of the Emotional Literacy Support Assistant (ELSA) in nurturing emotional literacy and supporting the mental wellbeing of students in primary school with Special Educational Needs and Disability (SEND). This research project sought to specifically examine ELSAs in regard to supporting students with SEND, as despite the wide range of literature surrounding the ELSA role, there is limited research in evaluating ELSAs to specifically support students with SEND. The methodology of the research project consisted of semi-structured interviews with three qualified ELSAs. Questionnaires were also given to primary school students with SEND, four have regular sessions with an ELSA and four have never had sessions with an ELSA. The questionnaires and interview questions were written using the Edinburgh Warwick Mental Wellbeing Scale (EWMWS) and the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) as frameworks. The results found the role of the ELSA to be effective in nurturing emotional literacy for students with SEND and the techniques used synthesise with findings from other pieces of literature. In addition, the results found a strong correlation between the students' emotional literacy skills and their social success (and also academic success). Furthermore, the results found a strong positive correlation between the student's emotional literacy skills and mental wellbeing. The project concludes by highlighting the importance of researching the effectiveness of the ELSA, specifically for students with SEND. Furthermore, it also suggests the value of more research surrounding ELSAs, where extraneous variables can be more controlled.

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Introduction

This research project explores the role of the Emotional Literacy Support Assistant (ELSA), specifically its effectiveness in helping students with Special Educational Needs and Disability (SEND) develop emotional literacy skills and support their mental wellbeing.

An ELSA is a specially trained assistant supporting students' emotional wellbeing, the programme is an Educational Psychologist (EP) led intervention set up in 2001 by Shelia Burton, an EP. ELSA training sessions are led by a number of EPs in over 100 local authorities in the United Kingdom (UK). An ELSA can help students develop in a range of areas e.g. social skills, supporting an understanding of their emotions / others, work on how to deal with them and lead interventions (Palphreyman, 2019; ELSA Network, 2019).

Emotional literacy is an ability to recognise emotions whilst understanding them and the capability to appropriately express them (Faupe, 2003; Sharp, 2014). Literature surrounding emotional literacy often refers to the concept as emotional intelligence, which refers to the same skill set. Therefore it is important to note that where the term emotional intelligence has been used by other researchers, this is being used to explore emotional literacy, e.g. Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) and ideas from Goleman discussed later.

Mental wellbeing refers to a state in which an individual can realise their own potential, cope with everyday stresses, work productively and contribute to their community (World Health Organization, 2001).

A person's emotional literacy skills may affect their mental wellbeing, having been suggested that without support towards emotional literacy, students may be at risk of developing mental health issues and not reach their full potential (Rae, 2007) which will be discussed further in the project. This project takes a specific look at ELSAs in regard to

students with SEND, as despite the wide range of research into the role's effectiveness, this is a gap in the literature.

The methodology of this project consists of semi-structured interviews with three qualified ELSAs. Furthermore, eight questionnaires were sent to primary school students with SEND, some have regular sessions with an ELSA (Group A), and some have never had inputs from an ELSA (Group B).

The first chapter of this project is a literature review where research into emotional literacy, mental wellbeing and ELSAs is explored. The second chapter explores the methodology of the project. The third chapter consists of analysing the findings and the last chapter entails the discussion of the research and conclusions made.

Chapter One - Literature Review

This chapter examines research surrounding the ELSA and the training programme. It also addresses the importance of emotional literacy and mental wellbeing, and their significance in regard to students with SEND. In addition, the review considers links between SEND, mental wellbeing and emotional literacy.

Emotional Literacy

The importance of emotional literacy was presented by Salovey and Mayer (1990) who recognised different abilities intertwining with one's emotional literacy. For example, personal and social abilities, referring to understanding people's emotions (relationship skills) as well your own emotions. This led others to examine emotional literacy. Goleman claimed its importance in his 1996 book "Emotional Intelligence: Why It Can Matter More Than IQ". It is important to acknowledge that emotional intelligence and emotional literacy refer to the same skills, as discussed in the introduction. Therefore, Goleman is an influential researcher to examine. He suggested IQ does not define someone, that the 'typical' view of intellect is narrow and that emotional literacy skills play a large part in success. Demonstrating the importance of emotional literacy being nurtured in schools. Goleman's model consists of five areas: self-awareness, emotional control, self-motivation, empathy and relationship skills (Goleman, 1996). Goleman's model, specifically the area of relationship skills, correlates with earlier findings (Salovey and Mayer, 1990) that the ability to understand others feelings is a vital component of emotional literacy. Both models suggest emotional literacy skills are a gateway to success especially socially, specifically to understand others and facilitate relationships. This may help develop or maintain mental wellbeing, which will be explored further.

It is therefore crucial to nurture every student's emotional literacy skills. However, there may be a more vital need to nurture emotional literacy in students with SEND. This could be because as Mencap (2019) suggested children with SEND are twice as likely to be bullied, have fewer friends and participate in fewer social activities than peers without SEND and

are more at risk of facing discrimination. Although these statistics are not representative of every child with SEND, it emphasises some of the challenges they might face.

Mencap's statistics show the importance of emotional literacy being nurtured in students with SEND, because if there is a chance they may face these challenges, they would need to develop a deep understanding of their own emotions and others whilst also being resilient. Emotional literacy skills in students with SEND has been linked to successes. Adibsereshki et al (2016) completed a study surrounding the effectiveness of emotional literacy training on adaptive behaviours of students with SEND, using a pre/post-test and control group. The group that received 22 sessions of emotional literacy training had increased communication and social skills, compared with the control group that received no training, correlating with findings from Goleman (1996) and Salovey and Mayer (1990). The students in this study were randomly assigned to the control or experimental group, suggesting any differences between them is a result of emotional literacy training, which can therefore be considered effective in supporting students with SEND.

Additionally, Petersen (2010) found students with SEND scoring average or above on a measure of emotional literacy, reported better stress management and increased mood. The methodology of Petersen's study can be viewed as valid because the "Bar-On Emotional Quotient Inventory Youth Version" was used. This was tested on a sample of 10,000 students meaning the sample size was accurately represented, thus increasing validity. Although, the study failed to note extraneous variables, meaning it is difficult to confidently say that the emotional literacy training had this effect on students. However, it could be argued that literature does suggest the development of emotional literacy will affect students with SEND in some way as there are contradicting studies. Bryant (2007) used the same measurement tool and found a significant relationship between emotional literacy and both academic and social skills in students with SEND, supporting this view.

Mental Wellbeing

Mental wellbeing has been widely spoken about in recent years and become recognised as a crucial part of schooling, as The World Health Organization (2003) suggested it is vital the

next generation is educated and healthy in body, mind and spirit. Statistics show that one in eight 5-19 year olds had experienced at least one mental disorder when assessed in 2017. It has also been suggested that emotional disorders are now more common in 5-15 year olds going from 4.3% in 1999 to 5.8% in 2017 (NHS Digital, 2019). It is crucial to recognise also that those with SEND can experience these issues and their mental health needs are often neglected or falsely claimed as being part of their SEND (National Guideline Alliance, 2016). Mencap (2019) correlates with this, stating that the number of mental health problems in people with SEND can be double that of the general population. Mencap (2019) suggests this could be due to genetics, access to resources or a higher number of negative life incidences and the impact of others attitudes. This corresponds with earlier discussions, surrounding the need for students with SEND to develop emotional literacy.

Emotional Literacy and Mental Wellbeing

Mental wellbeing and emotional literacy may link together. Davis & Humphrey (2012), state that emotional literacy can be sub-classified with mental abilities and has been empirically associated with better mental health. Their study of 510 students, support these claims by finding that emotional literacy held a significant contribution to predicting mental health issues. As a large number of participants took part in the study, it gives rise to the credibility of these findings.

In addition a study from the University of Illinois (2017) found that emotional literacy classes teach children skills they need to succeed and thrive. The study looked at emotional literacy programmes covering 100,000 students from America, the UK and Europe. They found the programmes had a positive effect on students' mental health, specifically the ability to enhance empathy, sustain relationships and make better choices. Moreover, they found a positive effect for students with SEND, suggesting that specifically in those with behavioural problems and anxiety issues, concerns were lessened as a result of the classes (University of Illinois, 2017). The study covered a large number of participants across countries, and effects of the classes were assessed months after (finding that effects continued) suggesting the results can be considered valid.

Finally, Bond et al (2007) used a computerised version of the clinical interview schedule to assess mental health in 2678 students over two years. They found students showing high mental wellbeing were less likely to portray 'risk behaviours' and experience positive educational outcomes. This longitudinal study used a standardised measurement tool for a large sample size. Therefore, suggesting the results hold validity and can be generalised to the whole population. However, Bücker et al (2018) contradicts this by proposing that low achieving students do not necessarily report low mental wellbeing or that high achieving students will report high mental wellbeing, raising slight concern about the link between academic success and mental wellbeing. However, the evidence from literature suggesting a strong association between these two concepts appears to be more assured than literature suggesting there is no link, showing the need to be mindful of both sides of the argument, whilst not dismissing findings of contradicting studies.

Legislation

Government led agendas and recent documents support the development of emotional literacy and mental wellbeing in children. Furthermore, children's emotional development is emphasised in national frameworks and closely tied to other areas of development (Dowling, 2014). However, there is no requirement for schools to have a stand-alone mental health policy or ELSA but to produce guidelines in order to support mental wellbeing (Department for Education, 2015). Schools are under a statutory duty to promote the welfare of their pupils, prevent impairment of health or development and support all children to achieve the best outcomes (Department for Education, 2018).

In 2003 the government published the 'Every Child Matters' (ECM) initiative, to ensure five outcomes for all children: 1) being healthy 2) being safe from: maltreatment, neglect, violence, discrimination and sexual exploitation 3) enjoying and achieving 4) making a positive contribution 5) achieving economic wellbeing (Department for Education and Department of Health, 2003). From 2006 onwards there was much research surrounding how schools were implementing these principles and many schools showed an improvement plan reflecting ECM outcomes, reviewed the curriculum to incorporate them

and increased partnership involvement/information sharing (Chamberlain et al., 2006). This relates to how the ECM helped students with SEND, as it ensured there was cooperation between different organisations e.g. education, health and social sectors. However, it could be argued there was no explicit focus surrounding mental health. Perhaps the 'be healthy' outcome referred more to health physically, as it included pupils participating in two hours of physical education a week, having drug policies and confirming schools met safety requirements (Cheminais, 2009). This demonstrates that although the ECM played a part in supporting pupils at school, it is possibly outdated and was not the most effective initiative in supporting children's mental wellbeing.

The SEND Code of Practice 0-25 (2015) is another piece of legislation providing guidance surrounding positive outcomes for students with SEND, as it explains the duties of schools and local authorities (Department for Education and Department of Health, 2015). The revised SEND Code of Practice 0-25 (2015), illustrates an emphasis on students social, emotional and mental health (SEMH) needs, which differs from the 2001 version that described children's mental health needs under the broad heading 'Behaviour, emotional and social difficulty' (Tutt and Williams, 2015). Therefore it makes a genuine effort to regard children's feelings and considers the importance of them participating in decisions, suggesting that any interventions should be created with them, not for them (Kennedy, 2015). An understanding of government legislation surrounding SEMH needs is imperative for this research project, as these are documents an ELSA may utilise (Palphreyman, 2019).

ELSA Programme

ELSA training explores emotional literacy and raising awareness of it, building resilience and looking at links with Borba's model (Palphreyman, 2019). This model consists of five 'building blocks' for self-esteem, a component of mental wellbeing (Rae, 2007). The first block relates to security, the second refers to self-hood, the third is affiliation, the fourth refers to a purpose and finally the fifth is competence (Borba, 1993). Borba's model holds similarities with Goleman's views as he believed that developing emotional literacy can help success, correlating with Borba's last building block. ELSA programmes also includes thought about emotional regulation, referring to social and friendship skills. Finally, the programme looks into bereavement, family breakups and uses social stories. The training correlates with

theories of emotional literacy discussed previously, for example: emotional regulation synthesises with emotional control, one of the five areas that Goleman (1996) proposed. Furthermore, the emphasis on social and friendship skills correlates with Salovey and Mayer (1990). The similarities between theories and the programme suggests it holds strong associations with theories of emotional literacy and carries deep roots with the philosophy behind it.

Using interventions like social stories has been found useful for children with SEND, as they portray information in more literal ways, making things easier to understand and lessens anxiety (Grey, 2019; Autism.org.uk, 2018). A study conducted by Quirmbach (2007) suggested social stories were valuable in increasing social skills and social comprehension. However, the sample consisted of 45 students with Autism. Therefore, we cannot suggest social stories will be effective for every child with SEND, they could be more suited to students with Autism.

There is some literature suggesting ELSAs can have a positive impact when working with children with SEND. One study aimed to explore if ELSA interventions were effective in lowering certain behaviours of children with SEND that caused worry, and try to increase adjustable functioning behaviours (Butcher et al., 2013). The behaviours that caused concern were lowered and positive behaviours were developed as a result of work with an ELSA. However, as there were only a small number of participants and interventions are extremely child specific, it is difficult to make concrete conclusions, though still valid to examine.

SEND

It is important to note that there is an apparent gap in research of ELSA interventions regarding students with SEND. This literature review has revealed that there is a large quantity of research surrounding emotional literacy, mental wellbeing and the ELSA programme, but as singular concepts. There does not appear to be a whole picture surrounding the effectiveness of the ELSA in developing emotional literacy and mental

wellbeing in students with SEND, with only a small number of studies being conducted, confirming the need for more research.

Conclusion

This literature review has highlighted that emotional literacy plays a strong part in a child's success in a social sense and possibly academic. This fuels the first sub-question that this independent project will try to answer alongside the overarching title - do emotional literacy skills equal success? In addition, another vital sub-question that has become apparent is asking if high emotional literacy equals high mental wellbeing? Finally, the last sub-question asks specifically how the ELSA plays a part in nurturing emotional literacy in students with SEND.

Chapter Two - Methodology

This chapter outlines the methods used in this independent project and the considerations taken in regard to ethics. The methods selected were considered as most appropriate to answer the overarching title and sub-questions. This section discusses how the participants were recruited, the type of sampling that was used and outlines the data analysis procedure.

Sample

The sample consisted of three qualified ELSAs, gathered through convenience sampling. The sample also consisted of eight primary school children with SEND, that were additionally recruited through convenience sampling. These participants were split into two groups: Group A, students who have regular sessions with an ELSA and Group B, students who have never had sessions with an ELSA. These participants were recruited by a Facebook post (Appendix A), which was put into closed and verified Facebook groups to minimise risks, such as 'Special Needs Jungle'. A closed group for parents and professionals working within the field of SEND and therefore appropriate for this study. The ELSAs were also recruited through a Facebook post (Appendix A) via closed groups such as 'ELSA Support Network'.

Convenience sampling is a type of 'non-probability' sampling where participants are recruited because they meet certain criteria (Etikan et al., 2016). This relates to this project, as participants were recruited if they were easily accessible and available whilst willing to participate. Furthermore, due to geographical/time boundaries, it would not have been possible to travel around the country interviewing ELSAs or handing out questionnaires. This means participants also needed to be comfortable with using a computer for interviews and filling out questionnaires if needed. Positives of this type of sampling are that it is the least expensive and most accessible (Etikan et al., 2016). Limitations of convenience sampling also need to be considered, Bryan (2016) states that it can result in the sample becoming un-represented of the whole population. It can be argued that there was an element of purposive sampling also, as participants needed to fulfil a brief, e.g. qualified ELSA or a child

with SEND. Purposive sampling is based on identification of participants with information-rich cases, related to the phenomenon of interest (Palinkas et al., 2015). Due to the specificity of purposive sampling, it allows generalisations to be made about the sample, highlighting a major benefit of this technique (Bryman, 2016). However, this can also act as a negative, as whilst generalisations surrounding the sample can be made, findings cannot be illustrated to the rest of the population, thus useful for that particular group only (Palinkas et al., 2015), something that must be acknowledged throughout the project.

Using social media was useful as the data could be collected in real-time and there was an opportunity to collect a wide variety of information (which would not have been possible, due to the boundaries discussed). Furthermore, as mentioned by The British Psychology Society (BPS), using social media to gather research can be beneficial, as face to face interviews and questionnaires can be intimidating for participants. Therefore, using social media produces more honest research (Hewson and Buchanan, 2017). There are limitations of using social media and it is imperative to be aware of this. For example, it can be argued that it marginalises certain members of society as those who do not use social media were left out (Hewson and Buchanan, 2017).

Ethical Considerations

As the recruitment methods used social media, it could be considered dangerous. The BPS suggests the risk level is more difficult to control, because of the researcher's less direct oversight of the participants behaviour and mood (Hewson and Buchanan 2017).

In line with the British Educational Research Association (BERA), ethical approval was sought prior to the study taking place. Participants were sent an information sheet (Appendix B) to ensure all participants (and parents or carers of student participants) fully understood the aims of the project before agreeing to take part. Formal consent was gained from the ELSAs and parents or carers of students (Appendix C). An assent form was used to gain consent from the students themselves (Appendix D). All of these considerations were taken to protect both the researcher and the participants. The use of consent/assent forms are credited by the BPS and all ethical considerations put in place were done so, to ensure the ethical guidelines for internet mediated research as stated by the BPS, were met.

Methods of Data Collection

It is important to understand ontology and epistemology in regard to the research project. Bracken (2010) suggests this, as it enables a researcher to recognise their certainty of the exploration, whilst gaining knowledge. Ontology is illustrated through the nature of realism and knowledge of the world (Walliam, 2015). This is portrayed through this study as the focus is on emotional literacy, a fundamental concept to humans (Goleman, 1996). This links with the project further, as the data will represent other people's perceptions and ideas. Although this is valid because to each of the participants it is their 'truth', it can only be regarded as truisms from their perception, rather than absolute fact, which needs to be considered. Epistemology relates to the formation of knowledge and concerns how new knowledge is constructed (Ormston et al., 2015). An essential view point for this study, as new knowledge is being constructed surrounding the effectiveness of the ELSA in regard to students with SEND, an identified gap in research, stated in the literature review.

The methods used in this project gathered both quantitative and qualitative data. The interviews with ELSAs produced qualitative data, referring to understanding people's experiences and generating non-numerical data (Silverman, 2016). As the interviews with ELSAs were semi-structured, they produced more in-depth data. The possible questions (Appendix E) were used as prompts for discussion, however the interviews were able to lead themselves and divulge in other information. Semi-structured interviews have often been used in social science research as they provide detailed data (Bryman, 2016). However, limitations of this method have been noted, surrounding smaller sample size due to taking up more time than other methods (Silverman, 2016). The questionnaires given to primary school children with SEND (Appendix F), also produced some qualitative data as a mixture of open and closed questions were used. The open questions refer to those which attempted to gather longer, more subjective answers e.g. "how might you feel if..." which gathered qualitative data. However, the questionnaires also had an element of quantitative data collection methods. This refers to producing more numerical data (Bryman, 2016). The questions which produced this data were the Likert scale and multiple-choice questions, as these enabled more objective conclusions to be made from the responses. As a result of the methods, it can be argued that an interpretivist approach was used, as the methods aimed

to collect data in a naturalistic way (Bryman, 2016). Furthermore, both methods understand that individuals are unique and portray different experiences (Silverman, 2016).

The questions constructed for the interview and questionnaire used the Warwick Edinburgh Mental Wellbeing Scale (WEMWBS) and the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT). The WEMWBS is a scale of 14 positively worded items for assessing a person's mental wellbeing (NHS Scotland, 2019). It is designed for use on ages 16 and above, however for this project it was amended to suit the participants, which was essential for acquiring valuable responses. Using the WEMWBS as a framework increases the validity of this project as Tennant et al (2007) suggest the lawfulness of the WEMWBS is extremely high. This is because it was developed by experts drawing on recent literature, looking at another mental wellbeing scale and collecting qualitative research with focus groups. Furthermore, confirmatory factor analysis was used to examine whether the hypothesis that the scale set out to measure, measured the single construct that it intended to. All of which suggests that the WEMWBS shows high content validity.

The MSCEIT is used to measure emotional intelligence (as discussed previously this is the same concept as emotional literacy) through a series of ability questions (Brackett and Salovey 2006). The MSCEIT was used as a framework for the questionnaire and proposed interview questions. This further increases the validity of the methods used as Palmer et al., (2005) suggests the legitimacy of the MSCEIT is high, as the test was developed using a structure consistent with underlying theory of emotional literacy through a collection of subscales. Using both of these standardised tests as frameworks for the methods of this project, suggests they hold validity and reliability.

The methods used attempt to answer the overarching research question and provide an insight into the sub-questions that became apparent as a result of the literature review. The first sub-question: do emotional literacy skills equal success? Attempted to be answered through the interviews with ELSAs e.g. "How do students with SEND change as a result of interventions/work with you?". The questionnaires also provided an insight into this. The

second sub-question: does high emotional literacy equal high mental wellbeing? Sought to be answered by the questionnaires, specifically comparisons between the groups answers. The final sub-question: how does the ELSA play a part in developing emotional literacy in students with SEND? Attempted to be answered through the interviews e.g. “how do you help students to perceive emotions, facilitate thought, understand emotions and manage emotions?”

This independent project takes on the design of a mixed methods case study, because as discussed previously qualitative and quantitative data was gathered. Case studies are illustrated with detailed analysis of a specific group or ‘case’ (Bryman, 2016). This further illustrates why this project takes on this design, as a particular group in society (primary school children with SEND) is being researched. Case studies allow investigations that might be difficult to conduct in other ways and allows rich data to be gathered, which is arguably the biggest advantage of using them (Silverman, 2016). However, as suggested previously, there are limitations when it comes to generalising results to the wider population (Bryman, 2016).

The timeline for completing the research consisted of firstly advertising via social media, this was done throughout December 2019. Once participants had agreed to the study and been sent the relevant documents, the questionnaires were sent out and completed by 17th January 2020 and interviews were conducted between the 6th and 17th January 2020.

Data Analysis

Deductive analysis was used in this project, referring to a hypothesis developing from an existing theory (Walliman, 2015). In this case, this developed as a result of the literature review and drawing of sub-questions. Deductive analysis starts with a general level of focus and through analysis of literature aims to decide if the hypothesis is supported or not (Walliman, 2015). In this project, the general level of focus surrounding the ELSA and students with SEND gave rise to the hypothesis (research questions) and through methods aimed to decide if the hypothesis is supported or not. The use of deductive analysis means

as a researcher there were certain ideas in mind, therefore certain concepts to specifically acknowledge. For example, when reading transcripts of interviews there were answers to pay distinct attention to (this does not mean to say other answers were discarded). Furthermore, deductive analysis moves from a general level to a more scientific one and attempts to move from theory to objective data (Walliman, 2015). This gives rise to discussions previously, surrounding objective generalisations being made e.g. average scores from the Likert scale and multiple-choice questions, enabling quantitative data to be collected. Furthermore, with the open-ended questions certain key words could be analysed helping to decide if the hypothesis was supported or not and therefore supporting this deductive analysis approach.

Deductive analysis enables clarifications of relationships between concepts (Armat et al., 2018). Therefore, it was appropriate to use in this research project as the concepts and relationship of emotional literacy and mental wellbeing was explored. Furthermore, Armat et al (2018) argues other benefits of deductive analysis include the fact that it measures concepts quantitatively, meaning the research can be generalised, increasing the reliability of using deductive analysis in this project.

The results of this study will now be analysed and discussed to draw conclusions towards the overall research title and the sub questions, that arose as part of the literature review. These were: 1) Do emotional literacy skills equal success? 2) Does high emotional literacy equal high mental wellbeing? 3) How does the ELSA play a part in developing emotional literacy in students with SEND?

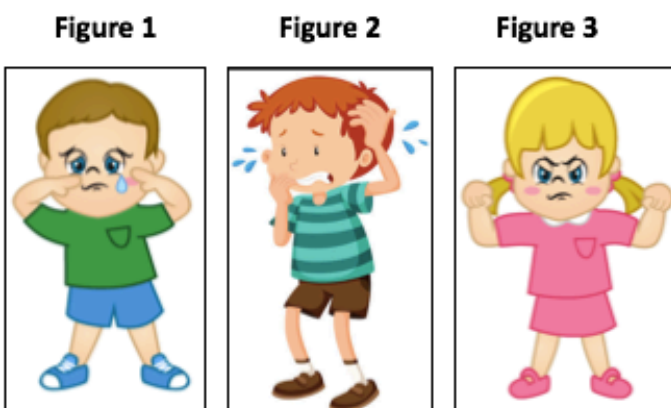
Chapter Three - Findings and Analysis

This section will analyse the findings taken as a result of the methods outlined in the previous chapter. The findings aim to answer both the overall title and the three sub-questions that were identified as a result of the themes acknowledged in the literature review.

Before analysing the findings, it is important to note that although the results provide evidence into the effectiveness of the ELSA, all children are individual and there are a number of variables that could account for the results. Therefore, it is difficult to objectively come to conclusions or generalisations. This will be discussed further in the subsequent chapter. However, the evidence can be valued and used for future recommendations.

Participants Emotional Literacy Skills

Firstly, it is important to recognise the difference in the group's emotional literacy skills, to make conclusions about the ELSA's effectiveness in nurturing emotional literacy. The main way to assess this is through the questionnaires, specifically the questions using the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT), where children have been asked how a person might be feeling through the use of pictures.



When asked how this person was feeling (Figure 1) the majority of children in group B, (students with no ELSA sessions) said “Sad” or “Upset”. Whilst this is an accurate description

of how the person might be feeling, therefore showing an ability to perceive emotion, group A's answers (students with ELSA sessions) appear to provide deeper information. Consequently showing an ability to not only perceive emotion but also understand it. The MSCEIT defines understanding emotion as knowledge of how emotions combine or progress and an appreciation of emotional meaning. Group A's answers reflect this ability, for example some of the answers for the same question suggested the person was "In pain", "Hurt" or "Embarrassed" whilst also acknowledging that he was "Sad" or "Upset". This idea also correlates with question 19, where students were asked to think about how this person was feeling (Figure 2). Group A again thought deeper about how the person might be feeling and possible reasons why e.g. "Scared of something" compared to group B where the answers were mostly "Worried". Finally, some children from group B struggled to properly recognise emotions in the pictures that were perhaps less obvious. For example, when asked how this person might be feeling (Figure 3) one child stated "Normal, but pulling on her own hair" and one suggested they were "Saying 'yeah' for no reason". Once more group A's answers showed a greater ability to recognise and understand emotions and again look into possible reasons why the person may be feeling this way. For example, "Angry, bully, naughty" or "Angry, ungrateful". To conclude it could be argued that group A appear to hold higher emotional literacy skills than group B. This information surrounding the difference in each groups emotional literacy skills is useful to hold when reviewing the rest of the findings. Helping to draw conclusions surrounding the effectiveness of the ELSA, in developing emotional literacy skills and supporting mental wellbeing in students with SEND.

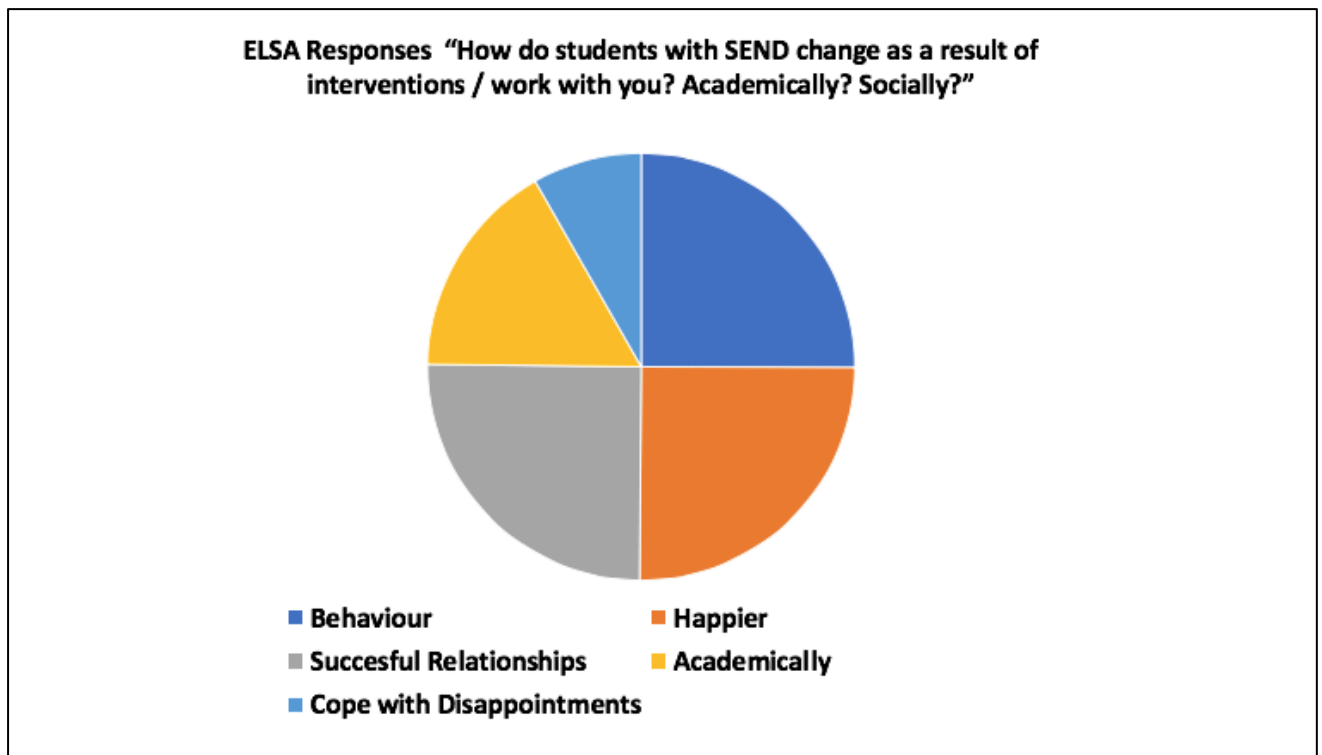
Do emotional literacy skills equal success?

The first sub-question that was identified asked if emotional literacy skills plays a part in a student's success, relating to not only social success abut also academic or otherwise. This aimed to be answered through comparisons of the questionnaires. It also aimed to be answered through the interviews with ELSAs.

During the interviews with ELSAs, when asked about changes they might see in students with SEND as a result of sessions, all three ELSAs said student's behaviour changes, they appear happier and that they are able to develop more successful relationships. Figure 4

shows ELSA responses to this question objectively and also highlights other answers that were given, such as being able to cope with disappointments better and a change in student's academic nature.

Figure 4



The pie chart empirically shows the positive changes that interventions with an ELSA can have on students with SEND. It also correlates with findings from the literature review that suggest emotional literacy training can have a positive effect on students. For example, Peterson (2010) who found a significant correlation between emotional literacy and increased moods in students with SEND and also academic success. This correlates with the results of this project as all ELSAs said students are happier as a result of interventions. Furthermore, Bryant (2007) also correlates with the results from this study as he concluded a significant relationship between emotional literacy and social skills (which can associate with developing successful relationships) which was mentioned by all ELSAs interviewed for this study.

The questionnaires given to students also contribute to the conclusion of this sub question. A particular finding from the questionnaire implicitly correlates with the findings discussed from both the literature review and the interviews with ELSAs, in that an academic change in students with SEND was noted as a result of ELSA sessions. Whilst the questionnaire was not devised to reach a conclusion about a student's academic nature, it was acknowledged in the literature review that emotional literacy may have an effect on this. Therefore, when analysing the questionnaires this was an area that attention was given to. For example, a repeat question was used to assess consistency across students answers (which will also be considered in the discussion section). However, it also enabled conclusions to be made surrounding students' academic nature. Several participants in group A, picked up on the repeated question, one child's response was "You already asked this". None of the participants in group B acknowledged that the question had already been asked. Some students in group B also changed their answer each time the question was asked, with one child changing their answer from 'Never' to 'Always'. Whilst this does not accurately or confidently show if one group is more academic than the other, it can suggest a difference in the group's attention to detail and or comprehension.

In addition, the questionnaires also provided a valuable insight into the student's social success, especially the open-ended questions that asked how they might feel and what they might do or say in certain situations. The comparison between group A and group B's answers help to draw conclusions surrounding the effect of emotional literacy training on social success.

Figure 5 shows the different answers given for each open-ended question.

Figure 5

Question from Questionnaire:	Answers (Group A – ELSA)
Question 2 – Can you please write below how you think someone might feel if they fell over on the playground?	<ul style="list-style-type: none"> • “In pain, annoyed with yourself, maybe laughing” • “Cry, hurt, shocked, sad” • “Embarrassed” • “Sad”
Question 10- Can you please write below how you might feel, what you might do and what you might say if somebody called you a rude word at school?	<ul style="list-style-type: none"> • “Wouldn’t say anything, shrug my shoulders and walk away” • “Sad and shocked, would tell the teacher to get the person in trouble” • “Angry, I don’t know what I would say, I need it to happen now so I can answer this question” • “Sad, frown, tell them to shut up”
Question 14 - Can you please write how you might feel, what you might do and what you might say, if one of your friends was crying and you didn’t know why?	<ul style="list-style-type: none"> • “Nosy, walk to them say what’s wrong!” • “Concerned, ask if they’re ok, go and get a teacher” • “Ask what’s going on, get a teacher and tell them a child is crying” • “Feel - Surprised, Do – I don’t know, Say – Why are you upset”
Question 17 - Can you please write how you might feel, what you might do and what you might say if someone said that you were a very kind person?	<ul style="list-style-type: none"> • “Feel fine and say ok” • “Feel – warm and fuzzy inside, Do – Smile, Say – Thanks” • “Feel pleased and say thanks” • “Feel happy and say thank you”
Question 20 - Can you please describe how a friend might feel, what they might do and what they might say if you called them a rude word at school?	<ul style="list-style-type: none"> • “I’m too polite to say a rude word but if I was to I think my friends would feel indifferent and I don’t think they would say anything” • “I would never do that but I think my friends might feel moany and shocked, I think they might say ‘Gasp!’ ” • “Feel – Hurt and surprised, I don’t know what they would say or do because I am not them” • “Sad, shut me up”
Question from Questionnaire:	Answers (Group B – No ELSA)
Question 2 – Can you please write below how you think someone might feel if they fell over on the playground?	<ul style="list-style-type: none"> • “They would be sad” • “Sad weird or wherever they hurt” • “Upset, embarrassed, sad” • “Sad”
Question 10- Can you please write below how you might feel, what you might do and what you might say if somebody called you a rude word at school?	<ul style="list-style-type: none"> • “I would be very angry and tell the teacher” • “Not happy” • “Be angry” • “Angry”
Question 14 - Can you please write how you might feel, what you might do and what you might say, if one of your friends was crying and you didn’t know why?	<ul style="list-style-type: none"> • “I would give her a hug and ask what’s the matter and tell the teacher” • “Cant think of anything how I feel” • “Hug them, tell them everything will be ok” • “Are you ok, give hug”
Question 17 - Can you please write how you might feel, what you might do and what you might say if someone said that you were a very kind person?	<ul style="list-style-type: none"> • “I would be very happy and ask if I can have a sticker” • “Happy, I would say thank you and you are nice” • “Proud” • “Smile, thank you”
Question 20 - Can you please describe how a friend might feel, what they might do and what they might say if you called them a rude word at school?	<ul style="list-style-type: none"> • “But I wouldn’t.... They would be angry and sad and they would tell a teacher” • “I don’t know the answer as I wouldn’t do this” • “Sad” • “Angry, Sad”

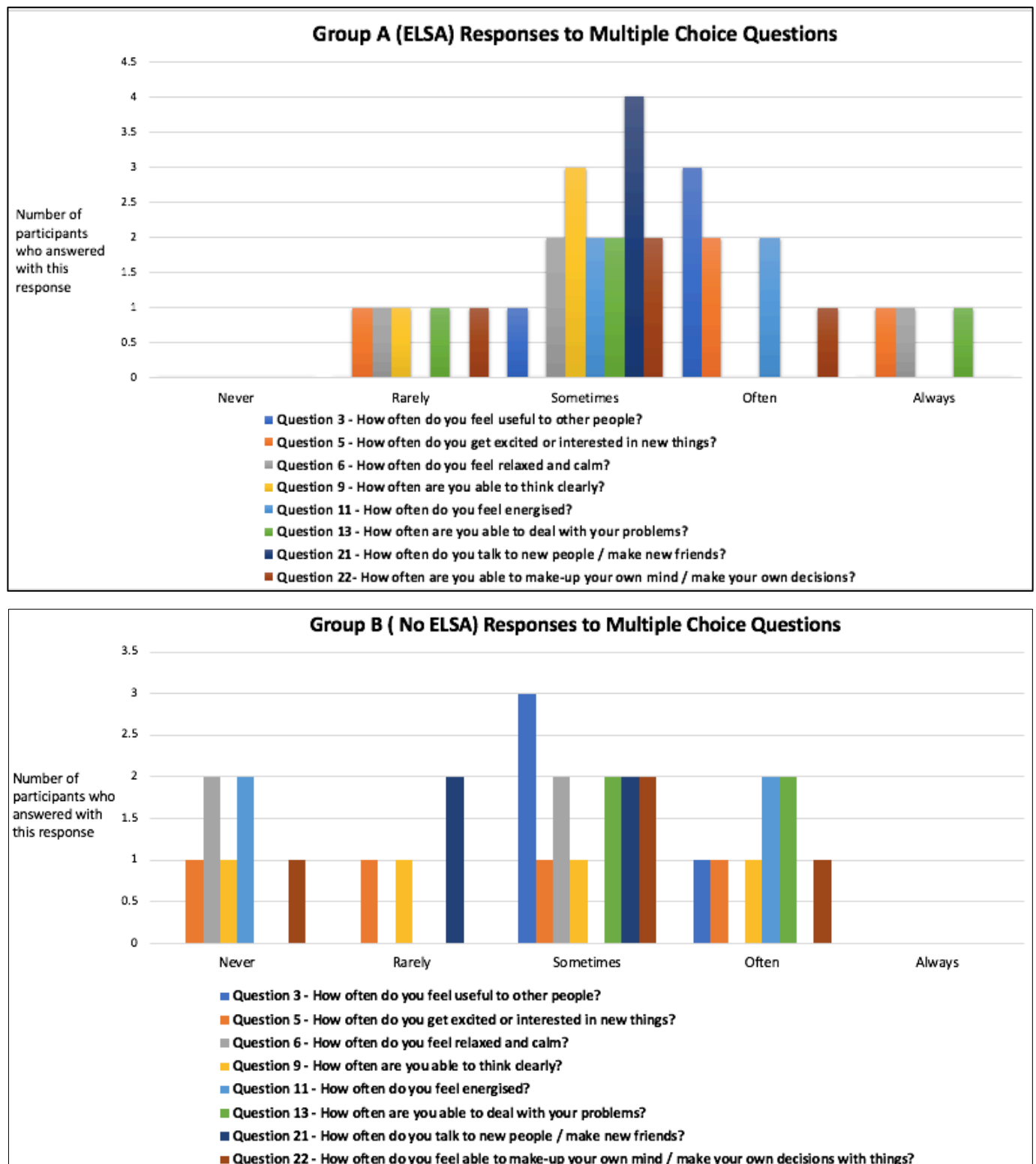
There are some clear disparities between the two group's answers. The majority of group B's answers include one or two feelings and tend to not go into detail about what they or others might say or do. For example, stating someone would feel "Not happy" if they fell over on the playground. Furthermore, when asked to think how they might feel if a friend was crying, none of the participants from group B gave an emotion, but some acknowledged they would "Tell a teacher" and "Ask what's wrong". In comparison, some of group A were able to disclose that they would feel "Surprised", "Concerned" and "Nosy". Additionally, the majority of group A's answers appear to go into more detail about each area of a social encounter e.g. feel, say and do; with one child writing these subheadings and explaining each area e.g. "Feel – warm and fuzzy inside, Do – Smile, Say – Thanks". This ability to understand and record how a certain emotion feels can also relate back to the MSCEIT as it conveys the idea of fully understanding emotions and appreciating emotional meanings. It further relates to the idea of facilitating thought, referring to the ability to generate, use and feel emotions. Furthermore, when asked to think about how a friend might feel if they called them a rude word, group A participants were able to overcome the idea of never doing this and write about how the friend might feel e.g. "Moany and shocked", "Hurt and surprised" or "Sad". Whereas some group B participants were unable to fully comprehend the hypothetical scenario e.g. "But I wouldn't" or "I don't know the answer as I wouldn't do this". This relates to the MSCEIT as the perceive emotion branch specifically refers to perceiving emotions in not only oneself but also others. To conclude, it could be suggested that as a result of the open questions it has become apparent that group A appear to score higher in all areas of the MSCEIT than group B, and perhaps have the ability to perceive emotions at a higher more complicated level, which also synthesises with the earlier findings, using the questions regarding pictures.

Does high emotional literacy equal high mental wellbeing?

The second sub-question asks if having high emotional literacy skills also means having high mental wellbeing. This aimed to be answered through the questionnaires. The Likert scale and multiple-choice questions were devised using the Edinburgh Warwick Mental Wellbeing Scale (EWMWS) and sought to determine participants mental wellbeing. It can be argued as a result of what has been discussed so far in the chapter, that the students in group A

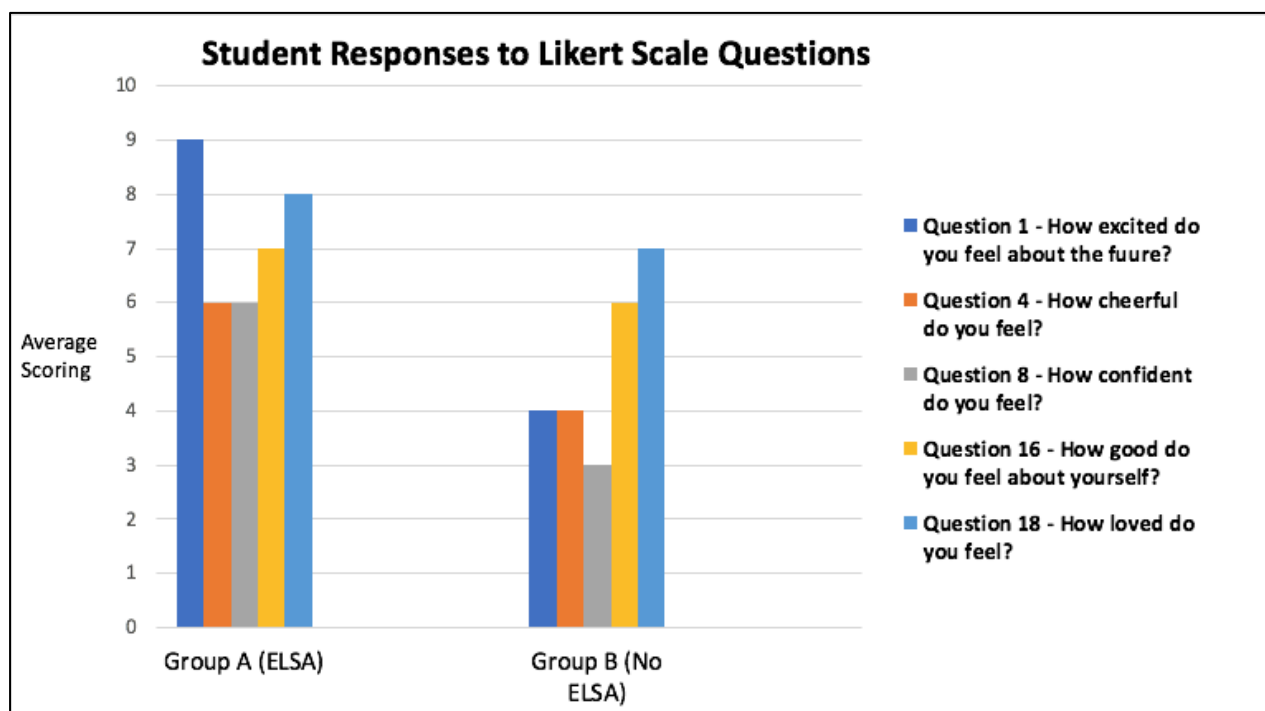
appear to have higher emotional literacy skills than those in group B. Therefore, for this sub-question to appear truthful, group B's mental wellbeing would need to be lower than that of group A. Figure 6 shows two bar charts showing the results of the questionnaire, specifically the multiple-choice questions.

Figure 6



The bar charts show that group A scored higher on the mental wellbeing questions than group B. Furthermore, we can clearly see that none of the students in group A chose 'Never' for any of the questions compared with a large number of students who did in group B, which also suggests that their mental wellbeing may be of a higher level. These results can also synthesise with findings taken from the literature review that suggests emotional literacy is associated with better mental health. For example, Davis and Humphrey (2012) who found a strong correlation between the two concepts in their study with 510 students. Furthermore, figure 7 shows the difference in rating the students gave on the Likert scale questions objectively on one graph and illustrates that group A score more highly than group B.

Figure 7



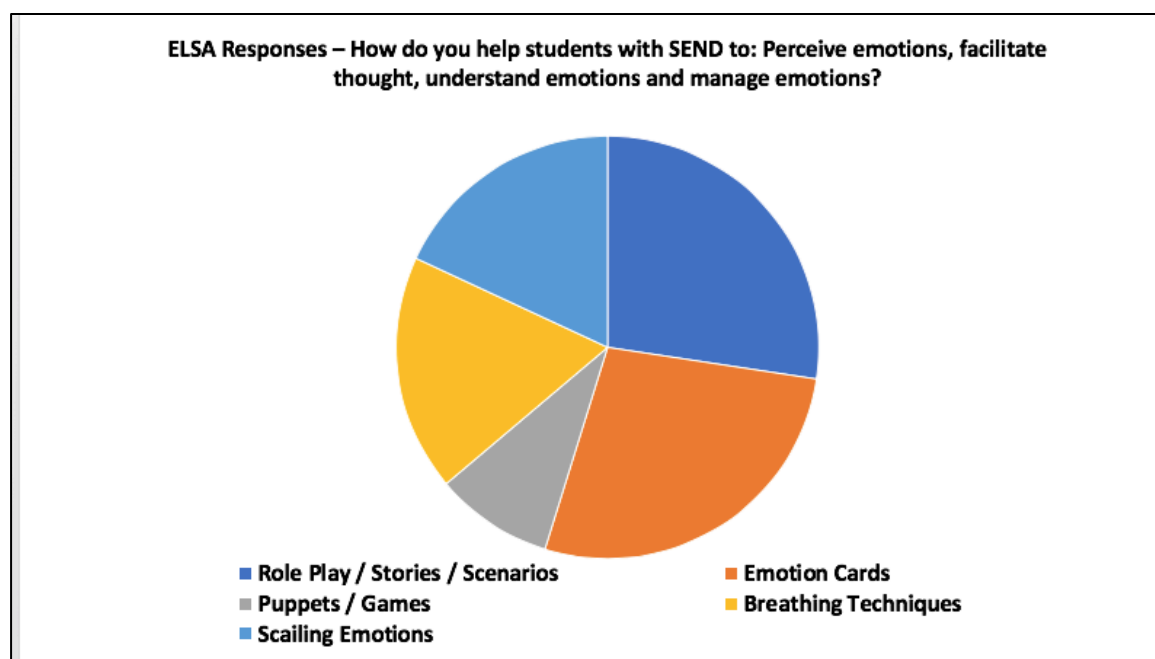
As group A students appear to have a higher level of emotional literacy and a higher level of mental wellbeing, it can be argued that the ELSA role is effective in both nurturing emotional literacy and supporting mental wellbeing in students with SEND and that each of the sub-questions explored hold credibility.

How does the ELSA play a part in developing emotional literacy in students with SEND?

The final sub-questions asks specifically how the ELSA can help develop emotional literacy in students with SEND and this aimed to be answered through the interviews with ELSAs.

Figure 8 objectively shows the range of techniques the ELSAs stated when asked what they might do or use to support a student with SEND to develop emotional literacy. The question asked how ELSAs specifically help to: 'Perceive emotions, facilitate thought, understand emotions and manage emotions' as these are the four branches of the MSCEIT.

Figure 8



The use of these methods can be seen as a way to also build resilience. For example, teaching breathing techniques and the use of role play and stories can help students to build strength around certain situations, especially situations that may cause anxiety. Therefore, these results relate to the findings taken from the literature review surrounding the ELSA training programme. Palphreyman (2019), suggested that building resilience is a huge area of ELSA training and also suggested the use of social stories, which Grey (2019) concluded was extremely useful for conveying information and making situations easier for

students with SEND. This concludes that the methods ELSA's use to develop emotional literacy in students with SEND reflects the ELSA training programme and other literature discussed previously.

To conclude, the results have found a strong correlation between the students' emotional literacy and their social and possibly academic success. A strong positive correlation between the student's emotional literacy skills and their mental wellbeing has also been established. This gives rise to suggesting that the role of the ELSA is effective in developing students with SEND emotional literacy skills and supporting their mental wellbeing.

Chapter Four - Discussion and Conclusion

Discussion

The findings from this research project resulted in valuable information surrounding ELSAs effectiveness for students with SEND. The findings also synthesise with the literature surrounding emotional literacy and mental wellbeing in students with SEND and show a correlation between the two concepts.

The analysis section has highlighted how each sub-question attempted to be answered and if it holds accuracy. For example, asking if emotional literacy skills equal success has been answered through the comparison of questionnaires and found a strong association, particularly when analysing the social development and academic progress of the students. Asking if high emotional literacy also equals high mental wellbeing in students with SEND was answered again through the comparison of the questionnaires. Objective conclusions were made as a result of this study and it was found that emotional literacy does play a part in mental wellbeing for the students with SEND who participated in this study. Furthermore, as the emotional literacy skills and therefore mental wellbeing was higher in students from group A (students who have sessions with an ELSA) it gives rise to answering the overall title of the independent project. Thus suggesting ELSAs are effective in supporting students with SEND. Furthermore, asking specifically how the ELSA can play a part in developing emotional literacy skills enabled a valuable insight into certain techniques that may be used. It also enabled an insight between the findings of techniques taken from this independent project and the surrounding literature, where similarities were found.

Finally, it is important to note that as discussed in the literature review there is a gap in research when it comes to addressing the effectiveness of the ELSA with regard to students with SEND. As a result, this independent project can provide valued research to education and mental health sectors, specifically surrounding the importance of emotional literacy being appropriately nurtured. Furthermore, it appeared in the literature review that emotional literacy and mental wellbeing in students with SEND have been researched

widely but more as singular concepts instead of their relationship. This research project has enabled this relationship to be examined, illustrating the importance of nurturing emotional literacy for supporting mental wellbeing.

Limitations

Despite the value of the findings, there are some limitations that need to be analysed. As mentioned in the methodology section, using social media as a means of gathering participants can be considered a limitation, as members of society are marginalised. Furthermore, the sample was not overly vast, consisting of 8 questionnaires being answered overall and 3 interviews taking place. Whilst the results may enable more generalisability if more participants were used, it does not dismiss the validity of the results. Furthermore, despite the sample size being small, as social media was used it enabled participants to be reached from all over the country which would not have otherwise been possible. This means that there should be no specific culture bias, adding to the validity.

Another limitation to review is that student participants of this study had an identified SEND, meaning there are a number of variables needing to be addressed. Including young children in any study can cause issues with face value as children are developing and changing, using a repeated question in the questionnaire provided an insight into this argument. Whilst some students picked up on the repeated question, others did not and their answers changed each time it was asked. This gives rise to the claim that children are likely to change their minds and develop, highlighting that face value is a limitation needing to be considered.

Whilst all the participants were of primary school age, the overall age gap between each student was unknown, therefore it needs to be recognised that the difference in emotional literacy skills could be a result of age. It could also be a result of specific SEND behaviours, for example as discussed in the literature review, certain techniques may be more suited to different SENDs, e.g. social stories whereby (Grey, 2019) suggested these to be beneficial for

those on the Autistic spectrum, highlighting that the emotional literacy skills of those with Autism could differ to that of students with other SENDs. Furthermore, there was no way to monitor, review or control students access to emotional literacy training. For example, the students in group A could not only have sessions with an ELSA but also practice emotional literacy skills elsewhere. Therefore, although the results are valid to examine, we cannot confidently say that the findings are as a result of the ELSA sessions as extraneous variables were not controlled.

A final limitation to consider is the possibility of potential bias from the ELSAs interviewed, as they may wish to promote the positive value of their role. Whilst this does not dismiss the results taken from the interviews, it is something needing to be recognised.

Recommendations

The gap in research surrounding the ELSA in regard to students with SEND has been noted, which reflects an overall recommendation for future research. More research would be valuable in this area in order to make a difference to students' mental wellbeing. It could also provide valuable conducting research where extraneous variables can be managed. For example, conducting research specifically using different age ranges, or looking at a specific SEND and exploring if results differ.

This research project has clearly identified the effectiveness of ELSAs in nurturing emotional literacy and therefore mental wellbeing of students with SEND, as a positive correlation has been found between emotional literacy skills and mental wellbeing. It has also found a correlation between emotional literacy skills and success.

Word Count - 7594

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Appendix A - Facebook Posts (To be posted in CLOSED Facebook groups)

Post One- for the recruitment of Emotional Literacy Support Assistants

Hi everyone,

I hope this is allowed on here! I am in my third year of university, and currently working on my dissertation which is all about emotional literacy and mental-wellbeing in students with Special Educational Needs and Disabilities (SEND). I am looking for participants to take part in this, so are there any qualified Emotional Literacy Support Assistants (ELSAs) on here, who would be willing to sit down and answer a few questions from me via a Skype or Facetime etc interview. If so, please send me a personal message and I can send you over an information sheet with further details and consent forms to sign before arranging the interview! Thanks 😊

To be posted on closed ELSA Discussion Pages e.g. 'ELSA Support Network'

Post Two - for the recruitment of participants who are currently in primary school with a diagnosed SEND (with/without contact from an ELSA)

Hi everyone,

I hope this is allowed on here! I am in my third year of university, and currently working on my dissertation which is all about emotional literacy and mental-wellbeing in students with Special Educational Needs and Disabilities (SEND). I am looking for participants to take part in this, so are there any parents on here, of children in primary school currently with a diagnosed SEND who would be willing to sit down with their child and fill in a questionnaire? If so, please send me a personal message and I can send you over an information sheet with further details and consent/assent forms to sign before sending you the questionnaire! Thanks 😊

To be posted on closed group discussion pages in ESSEX and CHICHESTER & SPECIAL NEEDS JUNGLE

Appendix B - Information Sheet for Participants



Information for Participants:

As a student studying education with special needs and disability, it is required of me to conduct a small- scale research project for my dissertation.

I will be conducting all of the research myself. The title for my project is - **“Exploring the role of the Emotional Literacy Support Assistant (ELSA) and its effectiveness in developing emotional literacy and ensuring mental wellbeing in students with Special Educational Needs and Disabilities (SEND)”**

I will be gathering this research by conducting interviews with ELSAs and by asking students that have/have not had inputs with ELSAs to complete a questionnaire. Before both the interview and questionnaire there will be consent forms for participating ELSAs and for parents of any students, to ensure they are aware of their role within the research and how the information will be used. There will also be assent forms, for the children to sign themselves. Nobody has to participate in this research, if they do not want too. The interviews with ELSAs can take place in person or over the phone/Skype and the questionnaires can be completed either on a computer and sent via email, or printed out and handwritten. Furthermore, questionnaires can be completed with parents or carers if the child wishes or they can complete the questionnaire by themselves.

An application for ethical approval was completed prior to starting this research project and I have been fully DBS checked. All information given by participants will remain anonymous and participants are able to withdraw from the study at any point, furthermore participants may ask to withdraw any information collected from them up until the 2nd March 2020.

Thank you for taking the time to read this information.

If you, your child or anyone you know is suffering with their mental health or emotional wellbeing here are some excellent resources and websites that might be worth taking a look at:

Book - 'Dealing with feelings' - Tina Rae

Website - https://www.mind.org.uk/?gclid=CjwKCAjwlovtBRBrEiwAG3XJ-7Euaqt1n-OzFkLvWMcF4dh4iGefBhdetbt921WH_5j1VfGxQjtt1xoCHKoQAvD_BwE

Book - 'Looking after your mental health' - Alice James

Website - <https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>

Appendix C - Consent Form

Consent Form for Participants:

Title - Exploring the role of the Emotional Literacy Support Assistant (ELSA) and its effectiveness in developing emotional literacy and ensuring mental wellbeing in students with Special Educational Needs and Disabilities (SEND).

PLEASE READ THE FOLLOWING CAREFULLY AND ANSWER ALL STATEMENTS

Delete as applicable:

- | | |
|---|----------|
| 1) I have read and understood the information given to me for this research project. I have had the opportunity to reflect on this information, ask questions and have had these answered satisfactorily. | Yes No |
| 2) I understand that my participation or my child's participation in the activity is voluntary and that I am therefore free to withdraw myself or my child at any stage, without giving a reason. | Yes No |
| 3) I am aware of the timescales in which I can withdraw mine or my child's data. | |
| 4) I understand that all information will be anonymised and that my / my child's personal information will not be released to any third parties. | Yes No |
| 5) I agree to participate in this research / I agree to allow my child to participate in this research. | Yes No |
| Yes No | |

Your name

(IF APPLICABLE) **Your child's name**

Date

Researcher's name

Date

Thank you for your time

Copies of the signed consent form should be retained by the Researcher and the Participants

Assent Form for Child Participants



What is research?

Research is finding out the answer to an important question, by doing a careful experiment. This research is being done to see how useful emotional literacy support assistants are!



You are being asked if you want to join in this research because we want to find out how useful they are by asking children that have and haven't had sessions with them some questions. Please read this information carefully or ask someone to read it aloud. You will be given a copy to keep. If you have any questions, you can ask someone you trust.



Do I have to take part?

No! Being in the research is up to you. No one will be upset if you say "no". You can stop being in the research any time after it has started - just tell somebody you trust that this is what you want to do.

What will happen to me if I take part?

If you say yes to taking part, then you will be asked to fill in a questionnaire about your feelings. It won't take very long, you can do it on your own or with a family member and you don't have to answer anything you don't want too.



Will anything about the research upset me?

If you become unhappy when you are taking part in the research, we will ask you to stop and we will not ask you any more questions.

Assent Form

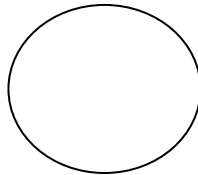
Please delete as applicable:

◆ Have you read (or had read to you) about this research?

Yes/No

- | | |
|---|--------|
| ◆ Has somebody else explained this research to you? | Yes/No |
| ◆ Do you understand what the research is about? | Yes/No |
| ◆ Have you asked any questions you want to? | Yes/No |
| ◆ Have you had time to think about taking part? | Yes/No |
| ◆ Are you happy to take part? | Yes/No |

If you don't enjoy writing yet, but do want to take part, please draw a smiley face / insert smiley face if answering on a computer.



If you enjoy writing and want to take part, please fill in the boxes below:

Your Name - Date -

Thank you very much for your help with this research.

Appendix E - Interview Questions

Possible Interview Questions / Points for Discussion

(Thank you for taking the time to sit down and chat with me for my dissertation, it is greatly appreciated)

- 1) What are the most common interventions you do with students and why?
- 2) How often do you come into contact with students with SEND?
- 3) Do interventions differ with students with SEND (compared to students without SEND) in terms of what you might do and how well they work?
- 4) How do you know / What are the signs a students may need interventions from you?
- 5) How do you help students with SEND to: Perceive emotions, facilitate thought, understand emotions and manage emotions?
- 6) How do children change as a result of interventions / work with you? Academically? Socially?
- 7) How important do you think emotional literacy / emotional intelligence is?
- 8) Why do you think this?
- 9) Do you believe that emotional literacy / intelligence links together with a child's mental wellbeing / mental health?

10) Why do you think this?

11) Do you still think this is the case for children with SEND?

12) Why?

Appendix F - Blank Questionnaire

Questionnaire

Please take time reading these questions, complete with a family member / someone you trust or your own, whatever you feel most comfortable with. You do not have to answer any questions if you do not want too.

How to answer:

If completing the questionnaire by hand then please clearly circle multiple choice answers.

If completing on a computer, please make the chosen answers **a different colour**.

(If completing on a computer, for questions where more writing is required, it is easiest to delete the guidelines and simply type the answer)

Thank you for taking the time to help with my dissertation.

- 1) How excited do you feel on a scale of 1-10 about the future? (1 being the lowest and 10 being the highest for all 1-10 scale questions)

1 2 3 4 5 6 7 8 9 10

- 2) Can you please write below how you think someone might feel if they fell over on the playground?

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- 3) Do you feel that you are useful to other people, for example your family or friends?

Never Rarely Sometimes Often Always

4) How cheerful do you feel on a scale of 1-10? (On the whole / majority of the time)

1 2 3 4 5 6 7 8 9 10

5) How often do you find yourself getting excited about or interested in new things?

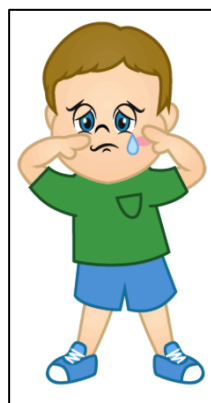
Never Rarely Sometimes Often Always

6) How often do you feel relaxed and calm?

Never Rarely Sometimes Often Always

7) Can you please write below how you think this person feels?

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8) How confident do you feel on a scale of 1-10? (On the whole / majority of the time)

1 2 3 4 5 6 7 8 9 10

9) How often are you able to think clearly?

Never Rarely Sometimes Often Always

10) Can you please write below how you might feel, what you might do and what you might say if somebody called you a rude word at school?

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11) How often do you feel energised? (Majority of the time)

Never Rarely Sometimes Often Always

12) Can you please write below how you think this person feels?

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13) How often are you able to deal with your problems? (Majority of the time)

Never Rarely Sometimes Often Always

14) Can you please write how you might feel, what you might do and what you might say, if one of your friends was crying and you didn't know why?

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15) How often are you able to think clearly? (Majority of the time)

Never Rarely Sometimes Often Always

16) How good do you feel about yourself on a scale of 1-10? (Majority of the time)

1 2 3 4 5 6 7 8 9 10

17) Can you please write how you might feel, what you might do and what you might say if someone said that you were a very kind person?

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18) On a scale of 1-10 can you tell me how loved you feel? (On the whole / majority of the time)

1 2 3 4 5 6 7 8 9 10

19) Can you please write below how you think this person feels?

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20) Can you please describe how a friend might feel, what they might do and what they might say if you called them a rude word at school?

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21) How often do you talk to new people / make new friends? (Majority of the time)

Never Rarely Sometimes Often Always

22) How often do you feel able to make-up your own mind / make your own decisions with things? (Majority of the time)

Never Rarely Sometimes Often Always

23) Can you please write below how you think this person feels?

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Thank you again for taking the time to participate in my dissertation.