

The Effect of a Children's NLP Programme on Recordable Behavioural Incidents- Stokesley School April 2009

Jackie Johnson- Behaviour Consultant & Children's NLP Coach
jackie@changeworking.org.uk

Summary

This brief outline shows the way a **75.4%** reduction in recordable behavioural incidents was achieved amongst 15 students who attended a programme held over 6 weeks commencing April 2009 in Stokesley School North Yorkshire.

Introduction

I have always had a passion for working with children, and when I learned about NLP through my husband, Alan- I found the tools to let every child reach their potential, and have many more options. Alan's training company Change Working/ Train of Thought, specialises in training people who work with people and in the public sector, so my attendance and assisting on many courses to Master Practitioner level readied me to train the NLP in a child- friendly way to children with identified learning, emotional and behavioural issues.

Forming the Course

For 2 years I had been seeing children on a one-to-one basis, when I asked Alan to collaborate with me to select the prime cuts from the NLP Foundation Diploma to deliver in schools. When a SENCO Lead from Stokesley School in North Yorkshire was interested, we worked together to create a 6-session course called 'Cool 4 School' based around 'Anger Management'. The title was purely to allow teachers to understand the type of behaviours we thought would benefit most from the interventions.

The first course ran in early 2009, with excellent feedback from both students and teachers alike- due to popular demand, funding for a second course was found and this ran soon after

Background to these statistics.

The course was designed in response to what the school named 'anger management' problems, though it was designed to increase esteem, emotional literacy and give the children 'ownership' of all of their behaviours and resultant consequences.

The cohort of 15 children were referred to Julie Phillips and selected based on their behaviour and reports from other teachers. All children were either 'statemented', or under 'school action/ school action plus', with a history of being disruptive, disengaged and/ or behaviourally challenging.

Aims of the course

The aims were that children attending the course would:

- Understand feelings and where they come from
- Recognise their own anger and 'early warning' signs
- Know that they always have choice in what they do when anger comes up
- Enhance rapport with other children and adults, reducing potential for triggers
- Manage their state to be more confident and happy
- Communicate more effectively to more people more of the time

Evidence Data- (pre-course)

Records were taken of the students' recordable behavioural issues for the three months prior to the course: This takes the form of three levels or 'stages' from stage 2 to the most serious stage 4

Surname Initial	Stage 2	Stage 3	Stage 4	TOTALS	
C1				0	Cool 4 School data Incidents of recordable negative behaviours before the course February- April 2009
C2	1			1	
C3		2		2	
C4	1	6	5	12	
G	1	3		4	
H1				0	
H2	5	7	15	27	
H3	1	3	3	7	
H4	3	1		4	
H5				0	
H6		2		2	
J			1	1	
M	1	1	2	4	
O		1	4	5	
R				0	
TOTALS	13	26	30	69	

Course content

The course is delivered in a very child-friendly and child-focused way- with a very high value on excellent engagement and understanding, whilst training really practical skills and awareness.

Areas covered:

- How we internalise the things happening in the outside world
- How everyone is very different on the inside and how our sensory preference effects us
- The links between our internal thoughts, internal feelings and external behaviour
- How we are responsible for our own thoughts, feelings and behaviour and any consequences
- The effect Beliefs and values have on our esteem
- How others perceive us
- Techniques for managing my mood/ state and staying in control of me

Evidence data- During & Post-Course

The same children's behavioural incidents for the next 3 months and contrastive analysis:

Surname Initial	Stage 2	Stage 3	Stage 4	TOTALS	PRE-COURSE	ACTUAL CHANGE	% CHANGE		
C1				0	0	0	0	Cool 4 School data	
C2	1			1	1	0	100	Incidents of recordable negative behaviours during & after the course	
C3	2	2		4	2	2	50		
C4				0	12	-12	1200		
G				0	4	-4	400		
H1				0	0	0	0		
H2	1	3	4	8	27	-19	70.4		
H3	1		1	2	7	-5	71.4	May- July 2009	
H4				0	4	-4	400		
H5				0	0	0	0		
H6				0	2	-2	200		
J				0	1	-1	100		Plus contrastive analysis data
M			1	1	4	-3	75		
O			1	1	5	-4	80		
R				0	0	0	0		
TOTALS	5	5	7	17	69	-52	75.4		
TOTALS PRE-COURSE FEB-APRIL	13	26	30						
ACTUAL CHANGE	-8	-21	-23						
% CHANGE	61.5	80.8	76.66	Average change reduction of 75.4%					

Analysis

- Overall, negative behaviour *reduced* by 75% from the previous 3 months as stated above
- This related as 52 fewer incidents than the pre-course data.
- 9 of the 15 cohort of children had *no recorded incidents* post-course, compared to only 4 children without incidents prior to the course.
- Just one child's behavioural incidents increased, and only by the 2 of the lowest level of recorded negative behaviour.

Anecdotal reports

In addition to the statistical evidence, teachers and other professionals have recognised changes in the students from this and the previous course held in January 2009. These include:

- Improvements in responsibility for their own actions
- Increase in emotional literacy and esteem
- Being happier and more emotionally well
- Engagement in lessons

Students' Verdict

All of the students have both enjoyed and benefitted from attending the course and the skills they gained. So much so that the next scheduled course is over-run with demand from other students wishing to attend.

Offer of services

We feel these results are very significant, and should like to discuss them further with you to see how we can best share this good practice with your school.

The course content can be adapted to suit your own school's particular needs to focus on areas such as:

- NEET
- SEAL
- Engagement and Behaviour
- Self-esteem
- Confidence & Aspirations etc.

Train the Trainer- we can also train the skills used on the course to your most appropriate staff to support and embed the changes made by the children

Contact

We'd love to talk through your ideas for how we may best support your children and staff in school: Please contact us below:

Jackie Johnson

[Change Worker & Coach](#)

34, Allerton Close
Northallerton North
Yorkshire DL7 8NX

T. 07988010519

E. jackie@changeworking.co.uk

W www.changeworking.co.uk