

Appendix E

Instructions for staff:

The Physical Environment

Equipment required:

- Map of the school: showing all areas labelled, e.g. include outside space, bike sheds, toilets, corridors, stairs, hall, resourced provision, SEN base, etc.
- Coloured highlighter pens: red, yellow, green.

The Social Environment:

Explain the task carefully to the pupil so that they understand that some social encounters can be positive but others may cause anxiety. Check they understand the rating scales and how to complete them.

The Learning Environment:

When the pupil has rated their subjects, choose one that has been rated as a 5 and one that has been rated as a 1 or 2. How the pupil describes what makes their experiences different for these two subjects can be used to explore their personal constructs and give some insights into triggers for anxiety.

Example: What makes maths a good lesson for you, and worries you about science?

Laddering Activity (example statements)	
Score 1 or 2	Score 4 or 5
Science	Maths
<ul style="list-style-type: none"> • We have to get into groups or find a partner to work with • The teacher sometimes changes his mind and takes us out of the classroom to find things • The lab smells. 	<ul style="list-style-type: none"> • We sit at our tables • I have a set place at the side of the class • People do not talk or mess about • The teacher does not shout

Working in class

Explain to the students that different lessons involve different ways of writing and some we find more comfortable than others. Ask them to think about these ways of working and rate them using the 1-5 scale.





EMOTIONALLY BASED SCHOOL AVOIDANCE GUIDANCE

PRIMARY

Pupil version

Mapping the Landscape of Your School

1. The Physical Environment

- Look carefully at the map of your school
- Use the highlighter pens to mark how the areas on the map make you feel.
 - Green = I feel calm and relaxed in this space
 - Yellow = I feel anxious/uncomfortable in this space
 - Red = I would like to avoid this space as it makes me very anxious
- For the areas that you have coloured red, what makes you feel unsafe?

- What might the school do to help you feel safer in your 'red' areas?




Thank you for colouring the map.





2. The Social Environment

During the school day children work with their class and talk to other children and adults. Sometimes this can be fun but sometimes we can feel anxious about being with other people. What things that you do with other people make you happy or upset you?




	1 	2	3 	4	5 
	I avoid this If I can	I am very anxious about this	I feel anxious/ uncomfortable about this	I feel comfortable about this	I enjoy this
1 Coming into school in the morning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Hanging up my coat or putting my bag in the cloakroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Going into the classroom when the children are all moving round	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Finding my job to do when I come in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Finding a place where I can sit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Carpet times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Lining up with my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Choosing times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Going out to play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Sitting in the dining hall with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Changing for PE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Joining in with games, PE, dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





Working in class




Classes involve different ways of working and some we will find more comfortable than others. Use the 5 point rating scale to indicate how you feel about different things that happen in classes.

	1 	2	3 	4	5 
	I avoid this If I can	I am very anxious about this	I feel anxious/ uncomfortable about this	I feel comfortable about this	I enjoy this
1 Answering questions in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Listening when the teacher explains what we are going to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Following instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Knowing what to do to start a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Working on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Working with a learning partner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Working in a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Asking a teacher for help when I have not understood something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Working in a quiet class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Working when other children are messing about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Reading aloud in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Written work – handwriting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





Working in class continued

	1 	2	3 	4	5 
	I avoid this If I can	I am very anxious about this	I feel anxious/ uncomfortable about this	I feel comfortable about this	I enjoy this
13 Recording what I have done in pictures, diagrams or graphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Using the computer to record what I have done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 When the teacher tells off other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 When the teacher is marking my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 When I go into class and my usual teacher is not there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Making sure that I have all the books and equipment I need for the task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 When I have an LSA supporting me in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 When I have to stop what I am doing before I have finished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 When the teacher uses pictures, diagrams, videos, etc to help to explain things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Sharing equipment in practical lessons, e.g. art or DT.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 When other children try to distract me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Class tests and assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Look at your rating about what happens in class. Can you describe your ideal class/lesson.





3. The Learning Environment

Subject Preferences

Many different subjects are taught in school and some we find easier and more interesting than others. Rate the subjects on the list on a scale of 1 – 5.



e.g. If you really enjoy maths ...

List of subjects	Rating
Maths	5

My subject ratings are

Subject	Rating	Subject	Rating
Science		Art	
ICT		DT	
Reading		Geography	
PE/Games		French	
Drama		Spanish	
Topic work		Other language	
RE		Dance	
Maths		Music	

