



Check out these results!

Four primary-aged children in one school experienced SSP to help them engage and learn better.

- 🎯 **To respond and connect with others more easily**
- 🎯 **To be more expressive with feelings and wishes**
- 🎯 **To be more open to experiences i.e. less anxious, familiar/new events**
- 🎯 **To be more responsive to coregulation e.g. when supported to regulate to feel calmer.**

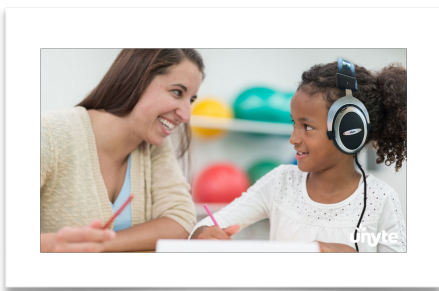
Students names have been changed.

Parents	School	Post SSP observational statements:
		75% dramatic or apparent improvements Anna (Situational Mutism) has been observed running on the playground (never seen this before!). She has been shouting...yes, shouting!!!!...to LSA on the playground. Anna seems more independent but is happy to approach any adult on the play ground. She's been engaging others in play. It's magical 😊
		75% dramatic or apparent improvements Anna is more involved in play and other children on the play ground. She does stop when she notices an adult watching. She runs, joins in play ground games and talks to other children. She's been photographed smiling and laughing in the classroom – never been able to before. Anna is louder in the classroom, especially when making requests.
		37.5% dramatic or apparent improvements Anna is joining in with movement breaks and songs, she also joins in with actions during the songs in whole class assemblies now. She's been getting equipment out of the shed on her own at playtime.
	<p>Key:</p> <ul style="list-style-type: none"> 🔵 No change 🔴 Slight change 🟡 Apparent changes 🟢 Dramatic changes 	75% dramatic or apparent improvements Sam's emotional regulation has changed- more aware/expressive of emotions and feelings. Social interaction appears less eventful - not as many incidents of upset or dysregulation in social situations. Leah definitely does not cry as often and appears to have more resilience. Ben is showing an increase in the time able to stay focussed resulting in more work getting done in lessons.

Why use SSP?

Schools work hard to create nurturing conditions however achieving **felt safety** for every child is a huge challenge. Many variables influence how safe any person can feel at any time in a place. The SSP provides the conditions within the child's body that opens up unique opportunities to strengthen relationships and felt safety.

The large UK primary school (4-11 years) who volunteered to complete this study is conscientious and always strive to further their understanding of a child's needs and to help develop their resilience.



The senior team in this school and Cath (SSP Provider -Therapeutic Teaching) communicated this rationale to parents of the children:

Understanding how the body responds to our feelings and sensations, is critical to how we approach learning. When a child is coregulated with people they feel most comfortable with, they can feel more safe to learn. When the child's nervous system has been affected by worry/fears or is highly sensitive to move to (protective) states of defence, the SSP helps their nervous system to become more flexible so that when they receive cues of safety from others they can more easily feel an increased sense of safety and connection with others.

*At school we recognise that many factors in the school environment means that we can't always observe an accurate representation of how the child is feeling. The automatic responses of the nervous system can also be masked effectively by even young children as they seek to feel safe in a bigger social group (than their family). **Supporting the child to feel authentically safe and to be able to understand and regulate their body is important to their whole development. We also recognise that better self-regulation improves therapeutic and educational outcomes.** The parents involvement in the SSP process enables a wraparound approach to support the child and can bring further benefits for the child and family.*

Our goal? to activate the student's social engagement system and enhance the impact of the school's ordinarily available and additional provision.

The Safe comes before the Sound

After a short training session and pre-assessments the 4 key members of staff fully understood how to create the **Safe** conditions needed before starting the **Sound** listening sessions of up to 1 hour each week with each student over twelve weeks.

Each student's parent/s received individual coaching sessions from the SSP Provider to enrich their coregulation skills and include frequent social connection, sensory regulating activities with peers/friends outside of school/ family friends, physical activity and playfulness. Messaging was used by the provider with parents as a light touch means of monitoring the child at home. Coaching videos were shared to enable other family members/carers to understand the SSP.

School staff were committed to just brief email reviews during the intervention period to avoid additional workload. *'Very prompt answers to any questions but without being overloaded by emails etc. Good balance.'*

What difference has SSP made?

Every student made gains in most areas of the Measure of Foundational Abilities (MFA) which captures observations about sensory, physical and cognitive development. Every student received benefits of less auditory sensitivity and improved auditory discrimination which resulted in *improved attention, organisation and emotional regulation*. Panksepp's emotional brain systems were measured pre and post by a qualitative questionnaire by Parents and School. Post SSP scores clearly indicated:

- ✓ Reduction in anger, anxiety and low mood which block learning.
- ✓ Increased capacity for compassion toward self and others.
- ✓ Increased energised engagement in life and learning, level of enthusiasm and curiosity
- ✓ Increased capacity to be able to play with ideas (creativity) and to be playful in relationships.
- ✓ Some increases in handling stress, concentration, independence and social interaction.
- ✓ Increased capacity for compassion toward self and others.

What school staff had to say about working with Cath from Therapeutic Teaching:

Always available for help/advice - which is always timely - but also the space to develop the programme without constant instruction/intervention/contact.

Clear instructions and all questions answered promptly when needed.

Very prompt answers to any questions but without being overloaded by emails etc. Good balance.

**Parents refer to primary carers*