

MOMMO

MIND OF MY OWN





Department for
International Trade

Becoming ready to learn

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Overview:

Barriers to learning caused by:

Attachment issues

Adverse childhood events (ACEs)

Trauma and loss

Difficulties in disclosing because of:

Shame

Fear

The teacher-pupil relationship, roles and expectations

Identifying the above barriers and working to improve readiness to learn

Attachment issues

Attachment is the close bond that normally forms between an infant and their caregiver. Attachment behaviour is the behaviour children use to get their caregiver's attention, or to keep them close, whenever they are stressed (i.e. tired, hungry, unwell or scared). As a result of how the caregiver responds to their attachment behaviours, children develop one of four main attachment styles: secure, insecure-avoidant, insecure-ambivalent or insecure-disorganised.

These attachment styles influence how children relate to other people throughout their lives, including peers and teachers, and how they engage in important developmental tasks such as learning.

Scott, E (2011) Briefing on Attachment, NHS Health
Scotland

Adverse childhood events (ACEs)

- Violence in the home.
- Drug/alcohol dependence of the care giver. (Estimated to be an issue in two thirds of care proceedings).
- Loss of a care giver (death, abandonment or imprisonment).
- Parental neglect or abuse.
- Carer ill health (physical or mental health issues).
- Child ill health which may have meant long separations from their care giver due to hospitalisation.
- Stressful environment due to housing or financial problems.
- Experiences of war or disaster.

- Pupils with better health and wellbeing are likely to achieve better academically.
- Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.
- The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.
- A positive association exists between academic attainment and physical activity levels of pupils.

Public Health England (2014)

‘The link between pupil health and wellbeing and attainment’.



Significant evidence links childhood maltreatment with poor educational outcomes. This includes evidence that verbal abuse contributes to lower language test scores for 10 year olds and that abused children have lower grades, lower educational attendance and more placements in special education programmes. Maltreated children, particularly those who were neglected, have lower test scores and grades in reading and maths. Other studies have shown a clear association between maternal mental health and children's educational attainment and future household income.



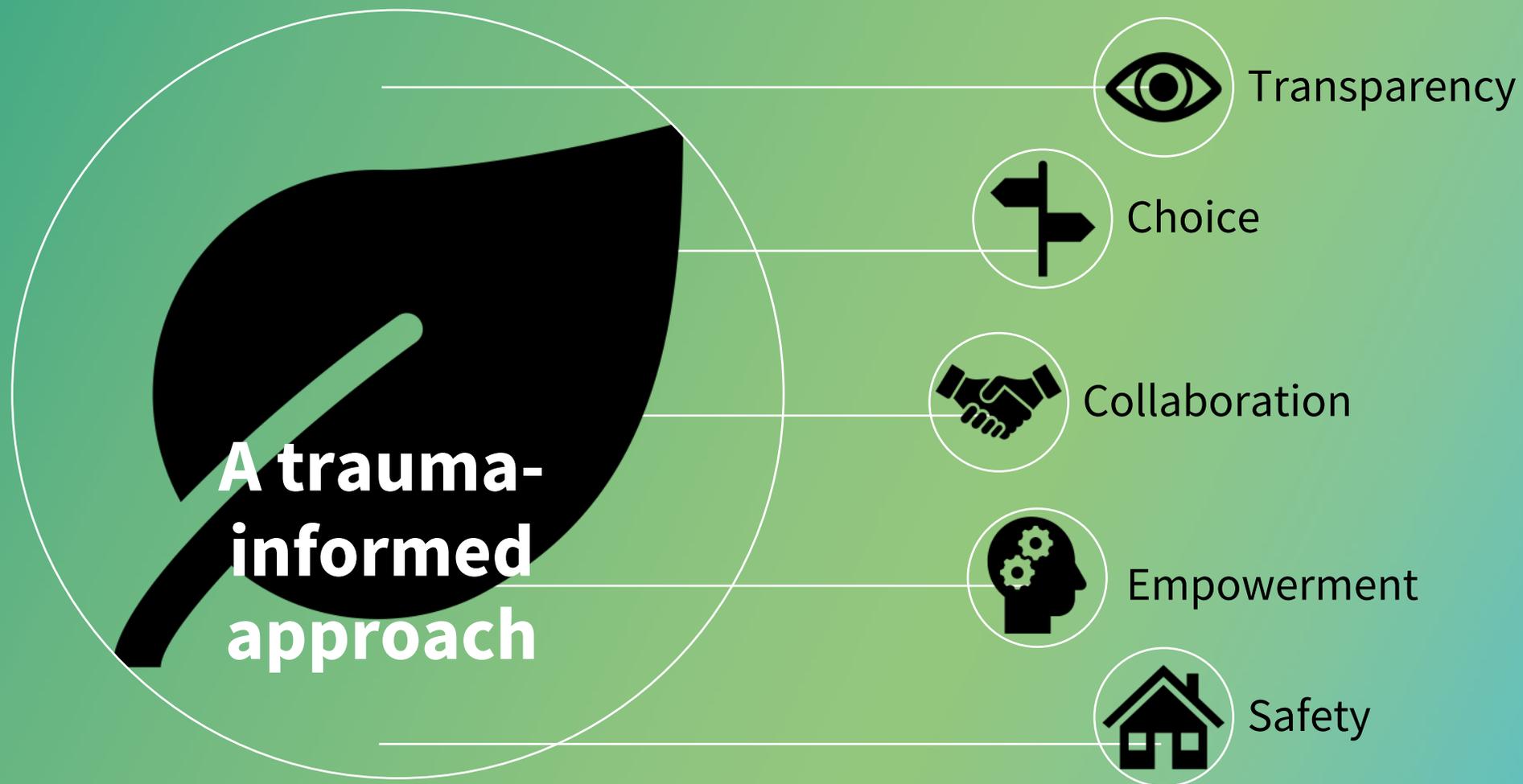
Young Mind (2018) Addressing adversity

Trauma is linked to a number of behaviours which can be challenging in school including lack of emotional control, poor organisational and planning skills, problems with working memory and difficulty beginning new activities or transitioning between activities.

85% of those in touch with criminal justice, substance misuse and homelessness services have experienced trauma as children.



Lankelly Chase Foundation, (2015)

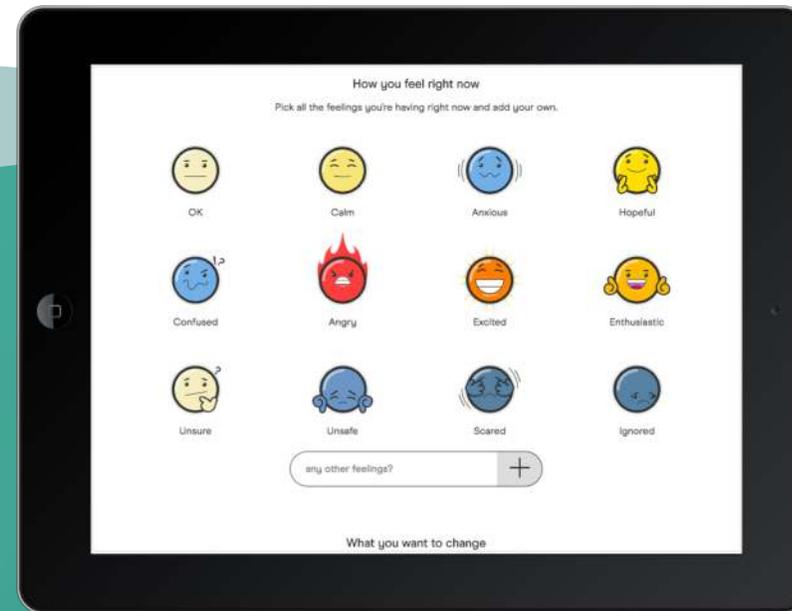
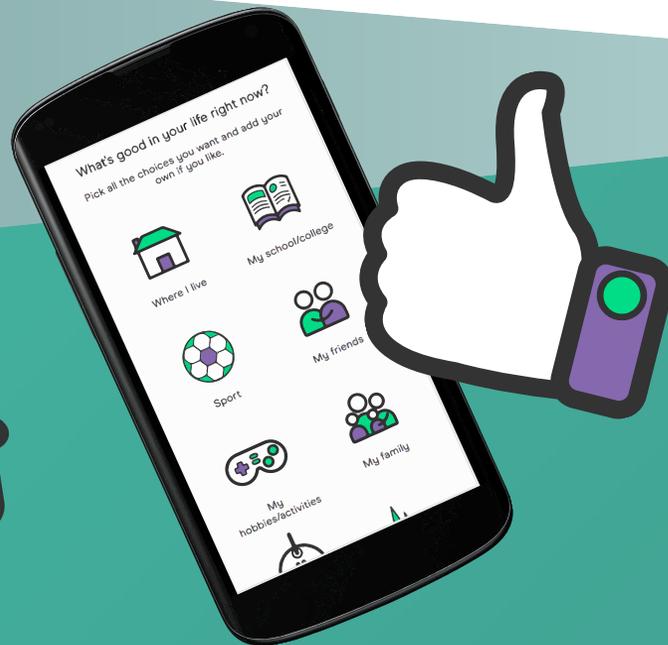
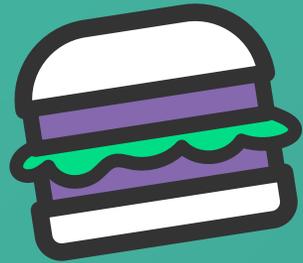


Why is it hard for children to tell us about these problems?



- Fear of consequences
- Shame
- Disgust
- Self-loathing
- Guilt
- Self-blame
- Suspicion of not being believed
- Lack of privacy
- Wrong setting
- Concern about being misunderstood
- Lack of trust
- No right words
- Despair

MOMO One



MOMO Express





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