

Therapeutic Storywriting

Emotional literacy through story



Therapeutic Storywriting Groups: class-teacher pre assessment

School:

Name of class-teacher:

Date of assessment:

Pupil details

Pupil name

Age

TSW group Teacher

Parents' names

Place on SEN register

My Support Plan

☐

My Support Plan +

☐

EHC Plan

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Category of Need

Attach last 2 IEPs/ provision mapping and EHC plan if the child has one

NC reading level

NC writing level

Questionnaire

1 Behaviour

- a **General:** Do you have any particular concerns about the pupil's behaviour (in class and in the playground)?

- b **Critical incident:** Describe a typical incident which you and/or those seeking to help the pupil, **have observed** which sums up the difficulties that the child experiences and which those seeking to support him/her experience.

- c Has the pupil been excluded from mainstream school? If yes, how many times?

Yes / No
How many times:

- d Has the pupil been excluded from the classroom or the playground because of behaviour issues over the last 12 months?

Classroom:	Yes / No	How often?:
Playground:	Yes / No	How often?:

2 *Emotional wellbeing*

Rate on a scale of 1- 5 with 5 being the most positive whether you think the pupil displays the following characteristics.

a Gets easily upset.

(rarely)	1	2	3	4	5	(often)
Comment						

b Ability to tolerate uncertainty/change

(poor)	1	2	3	4	5	(excellent)
Comment						

c Ability to express feelings

(poor)	1	2	3	4	5	(excellent)
Comment						

d Self-esteem

(poor)	1	2	3	4	5	(excellent)
Comment						

e Capacity to recover from distress

(poor)	1	2	3	4	5	(excellent)
Comment						

f Ability to show empathy

(poor)	1	2	3	4	5	(excellent)
Comment						

g Tendency to self-harm (e.g. banging head, scratching, cutting)

(not at all)	1	2	3	4	5	(often)
Comment						

3 *Social wellbeing*

a **Relationship with peers:** How would you describe the pupil's relationship with his/her peers?

(poor)	1	2	3	4	5	(excellent)
Comment						Supervised / unsupervised; close friends

b **Relationship with adults:** How would you describe the pupil's relationship with adults?

(poor)	1	2	3	4	5	(excellent)
Comment						

c What feelings does the pupil tend to bring up in adults who work with him/her?

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4 *Engagement with writing in the classroom*

a How would you describe pupil's engagement with writing in the classroom over the past 10 weeks?

(poor)	1	2	3	4	5	(excellent)
Comment						

b Does the pupil engage with writing activities?

Yes / No
Comment:

c How does the pupil respond to being supported by an adult with their work? (e.g. dependent or avoidant)?

In one-to-one situation:
In group:

d Can he/she tolerate being corrected?

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e Does he/she spoil his/her written work?

5 **Other comments**

Is there anything else you have would like to say about the effect of the Therapeutic Storywriting intervention on pupil's behaviour, emotional and social wellbeing, or learning?

Administered by

Date

Completed by

Role