#  Therapeutic Storywriting Research Findings

Led to:

* A **significant reduction** in levels of **anxiety**.
* **Significant improvements** in verbal **working memory.**

(Holder, 2015)

Led to significant improvements in pupils’:

* **Optimism** (helping pupils to feel more optimistic) and **Recovery** (how quickly they are able to recover from feeling upset).
* Conduct Problems, Emotional Difficulties, Hyperactivity and Friendships.
* **Pupil confidence**.
* Children were more willing to **work independently** and put forward more creative ideas.

(Batchelor, Warhurst, Nuttall & Bradley, 2014)

Enabled pupils to:

* Develop cooperative and trusting **relationships with their peers**.
* Process their emotional experiences.

There were also significant improvements in:

* Pupil’ **motivation** to write.
* **Listening** skills.
* **Confidence** in their own ideas.

 (Waters, 2002, 2008)

Led to significant improvements in pupils’:

* **Emotional vocabulary**.
* **Sense of Belonging**.

 (Harris, 2013)

Led to:

* **Significant academic gains** in terms of pupils’ writing achievement; some children in the intervention group made as many as **three national curriculum sublevels improvement**.
* An increase in pupils’ use of **emotional vocabulary** which indicates a development in pupils’ **understanding of emotions.**

 (Maclean, 2013)

Therapeutic Storywriting (TSW) uses the metaphor in stories to support children whose emotional and behavioural difficulties are getting in the way of their learning.

Research shows that the 10-week intervention:



Therapeutic Storywriting is a DCSF example of good inclusive practice (SEN IMPACT: Case Study 14).

# Is this training right for me?

This course is aimed at SEN teachers, learning mentors, ELSAs, teaching assistants, school counsellors and other professionals supporting emotionally anxious children in years 2-9.