

**Journal title:** Young Minds Beyond Adversity

**Author:** Sarah Brennan (Chief Executive of Young Minds)

**Publication date:** July 2016

### **The review**

#### **1. What is your overall impression of the journal?**

The single biggest challenge I face in teaching is dealing with behaviour. During a training course. This journal was recommended by the speaker and focuses on academic research and findings. It is easy to read and to understand and perhaps addresses some of the misconceptions people have about behaviour in the classroom.

The journal is informative, relative and up to date. It is also from a reliable source and invaluable in gaining additional knowledge about what young people are experiencing and how it can impact their behaviour in the class.

#### **2. Who do you think would benefit most from reading the book? What will they learn?**

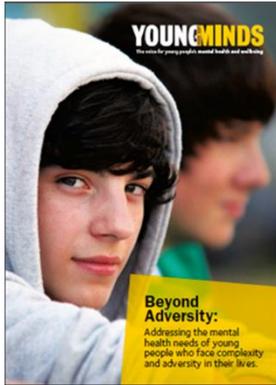
It is very easy to have bias or stereotypical views of students to misbehave. Although the issues cannot be resolved overnight, what this article allows the reader to do is develop a better understanding of the possible background situations the students are dealing with on a daily basis, or any complex and adverse situations which may have resulted in emotional or behavioural issues in the classroom.

I believe all those who work in the education setting will benefit from reading this, particularly those who have regular contact with students.

It helps the educator have a better understanding and could possibly change the way they behave towards the student to get the most out of them.

#### **3. What did you think about the quality of the writing? Please consider the tone, structure and ideas. Does it suit the audience?**

This is not a difficult journal to read although quite long. It is written in a language which is easy to understand and therefore accessible for most of us. The layout is simple and straightforward and the reader is aware of what is included because it is clear from the beginning. So in effect, you can go straight to the point you need to read rather than reading all of it.



The journal addresses the mental health needs of young people who face complexity and adversity in their lives and there is a foreword from the CEO of Young Minds Sarah Brennan. The key messages and recommendations include;

1. Mental health, childhood adversity and complex lives
  - a. Mental health in childhood and adolescence
  - b. Childhood adversity and complex lives
  - c. Childhood adversity and the increased risk of mental ill health
  - d. Commonality of experiences across childhood adversities and complexities
2. Understanding need arising from adversity and complexity
  - a. Identifying complexity and adversity in childhood
  - b. Identification of adversity and complexity across health
  - c. Recognising the impact of adversity and complexity
  - d. Experiencing childhood trauma
  - e. Acquiring and/or exhibiting social, emotional and cognitive problems
  - f. Adoption of risky and challenging behaviours
  - g. Increased morbidity and premature mortality
  - h. Implications for reform
3. Moving beyond adversity
  - a. Principles for the transformation of services
  - b. The importance of resilience
  - c. Securing momentum for change

This helps educators to look at situations in a different way. With better knowledge and understanding, it allows us to approach certain issues in the classroom in a different way in what we normally would. This would take time but it is not a quick fix solution. However, over time, it helps to build positive relationships with the students and this would improve overall classroom behaviour.

There is so much emphasis on how we accommodate and make adjustments for SEND students and many of these students do struggle in a classroom setting. Some students may not fall under the SEND umbrella but still suffer from social and emotional issues, which need to be addressed.

**4. Please discuss the research used to underpin the ideas. What evidence does the author use? Is it robust and up-to-date?**

An American journal of preventative medicine did a detailed piece of research and the evidence identified the childhood experiences had a big impact on the physical health and mental wellbeing in adult life.

The research shows clearly the level of support young people need to be able to grow into healthy young adults. Especially those who have experienced adversity at some point in their childhoods.

The references and endnote are from various authors and researchers, which shows me that it is a solid article with accurate information. The article is quite recent because it is published in 2017.

**5. What did you learn from reading the book? What ideas/approaches/practice will you change or adopt as a result of reading this book?**

From reading the journal, it already gave me a different perception of some of the students I teach. My approach was different because so far the consequence system used in school is not effective for these students. I know then that I need to change the way I relate to them. As I have said earlier; it is not a simple solution that will fix everything. But with time and experience will help alleviate some of the behaviour issues I am experiencing from students in the classroom.

**6. Could you share a quote from the book that particularly resonated with you?**

*'It is the experiences we find hardest to talk about in our society which have a lasting impact on the mental health and wellbeing of children and young people. Be it family breakdown, bereavement, domestic violence or sexual abuse, we must ensure that all services are better able to identify childhood adversity and help resolve the trauma related to it'*

Sarah Brennan