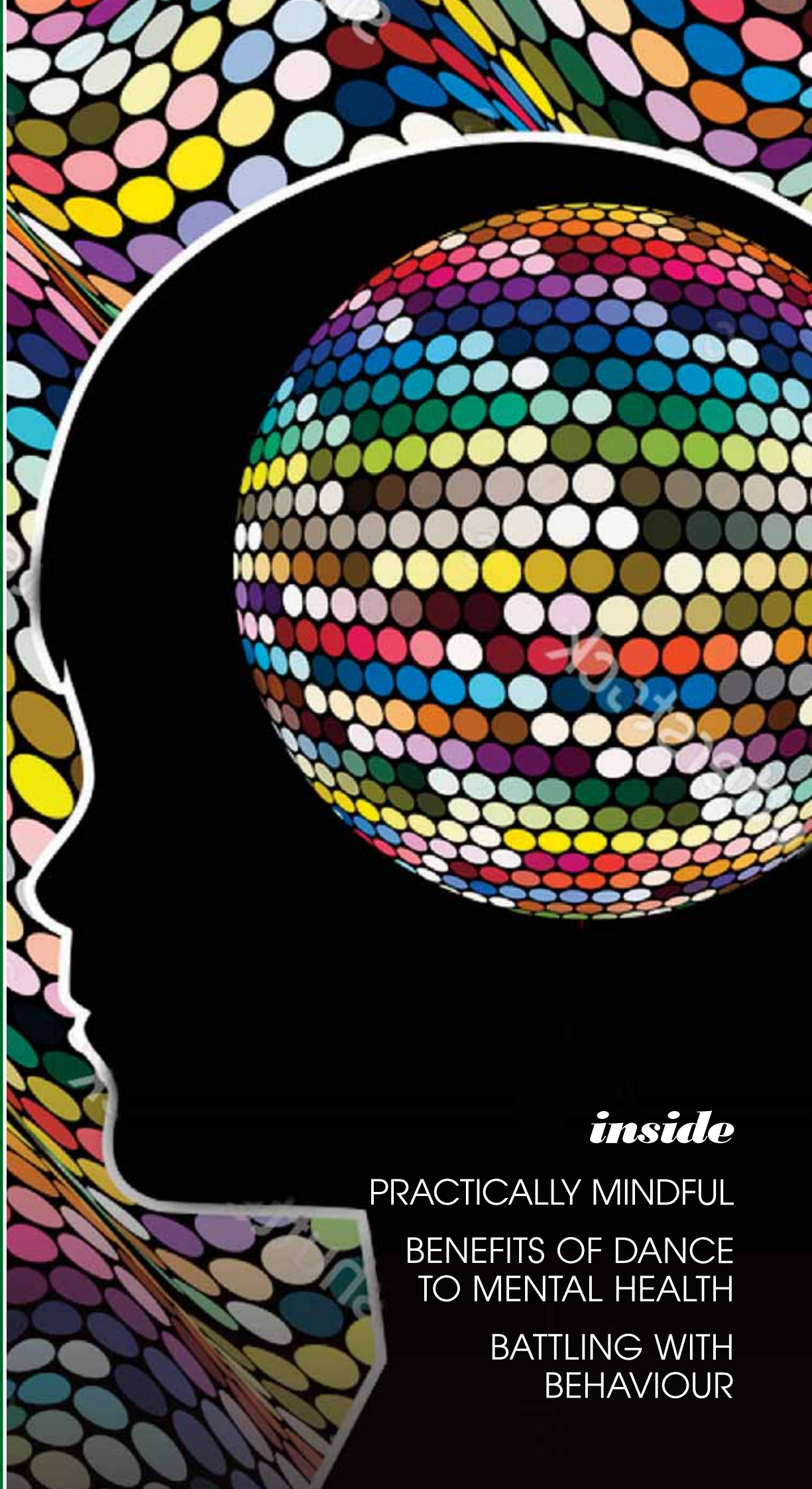


# ATP TODAY

*The Magazine of the Association for the Teaching of Psychology*

JUNE 2017



***inside***

PRACTICALLY MINDFUL

BENEFITS OF DANCE  
TO MENTAL HEALTH

BATTLING WITH  
BEHAVIOUR

We welcome contributions and letters from readers. Please send your correspondence to the Editor. The Editor reserves the right to edit and/or amend all articles submitted. **The views expressed by contributors to the magazine are their personal views, and publication does not mean that those views are endorsed by the ATP.**

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[www.theATP.org](http://www.theATP.org)



## FROM THE CHAIR...

Welcome to the June edition of ATP Today. I hope that you enjoy reading the many articles and reports that are in this edition. I cannot believe that we are at May already and the exams are just around the corner. The year has gone past so fast, with planning and teaching of the new terminal A level. It will be interesting to hear your various views and opinions of the new specifications after this round of examinations.

The 2017 ATP Conference at the Keele University is nearly upon us. Helen Kitching, our Conference Organiser, has been very busy planning all the workshops and finalising the fantastic Keynote speakers including Professor Richard Wiseman and Professor Nicky Edelstyn. There will certainly be an exciting range of topics for you to listen to and engage with. I am particularly excited to listen to our after dinner speaker Dr. Richard Stephens, on the night of our Gala Dinner, whose talk on the Psychology of Swearing and his research showing that swearing helps people to be more tolerant of pain. This is something I am personally fascinated by. The examination boards will all be present and there will be an exciting exhibition area where you will be able to look at many psychology resources to help with your teaching. The draft program is available for viewing on both the ATP

Conference and booking websites, but for a taster please look at the details a little further on.

During the Conference on Saturday, 8 July at 4.30pm the AGM will be held and we hope to welcome many of you to it. As a voluntary association run by psychology teachers for psychology teachers we are often looking for interested active members to join the committee. If you are interested in joining us please find one of the officers at conference or email me with your interest and what you feel you could offer.

We continue to offer some one-day CPD and if there are any suggestions as to a good venue and/or what you would like to see in these very cost effective events then please do email Deb Gajic or myself and we will endeavor to meet your requirement. In addition, plans are progressing well for the next ATPS one day CPD in October. Look out for news on this in the coming months. Finally, if any of you run or know of local area network groups and would like support from us please contact our network support on the committee, Kevin Silber on [k.silber@derby.ac.uk](mailto:k.silber@derby.ac.uk)

I hope to see as many of you as possible at the Conference.

**Helene Ansell, ATP Chair**  
[Helene.ansell@btinternet.com](mailto:Helene.ansell@btinternet.com)



## FROM THE EDITOR...

Many of us are coming to the end of the specifications and some of you, like myself, will be waiting for examination marking to commence! Now the exams are imminent, it won't be long until we learn how our students have done after lots of hard work, from them and us. Helen Kitching's February edition has been a very difficult act to follow, but I hope you enjoy reading this June issue just as much. It features Part 2 of Dr Guy Sutton's article on genetics and epigenetics. This edition has adopted a mental health theme with a number of interesting and engaging articles; amongst them, articles on the power of dancing and the power of pets! In addition, Jo Howell has provided 10 top tips to help deal with behavioural challenges in the classroom, a must read

for all teachers. Trainee teachers, in fact any teacher will be able to remember their first teaching role – reminisce with Charlotte Findlay as she shares a week on placement. Jacqui Watson's article is truly inspiring and encourages us all to make links with our local HE providers for the benefit of our students. I can't wait for conference in July, if you're still deciding whether to come please have a look at the full details on page 4.

Enjoy the read and as always, please do get in touch if you'd like to contribute a piece for the October 2017 issue. We're always looking for teaching, learning and assessment ideas as well as interesting features.

**Best wishes,**  
**Laura Quaife**

# ATP CONFERENCE KEELE

## 7-9 July 2017



It's not too late to book your place at the ATP Annual Conference 2017. It is consistently rated as excellent for psychology-specific CPD.



With four inspiring keynote speakers, a wide range of breakout events, including exam board-specific workshops for every board, a fantastic exhibition, networking opportunities and entertainment, including a brilliant after dinner speaker.

You can also enjoy some down time in the beautiful formal gardens and lakes at Keele University. What better way to recharge and get inspired for the new academic year?

### Here's what previous delegates have said about The ATP Annual Conference:

*"Best psychology teachers' event of the year...and excellent value for money"*

*"So useful, nothing else comes close"*

*"Fantastic session, lots of activities I have already put into my scheme of work for next year"*

*"Best subject specific CPD I have every received. Amazing value for money".*

*"Excellent as always. I keep expecting to see diminishing returns but six conferences in, it is still transformative and inspirational"*

# KEYNOTE SPEAKERS FOR 2017

## **Professor Richard Wiseman - *Deep impact: How to engage and energise the public***

For over 20 years Professor Wiseman has devised innovative projects that promote the public understanding of psychology. His mass participation studies have involved over 2 million people, his books on popular psychology (including *The Luck Factor*, *59 Seconds*, *Quirkology* and *Night School*) have sold across the world, and his Youtube channel has had over 500 million views. Richard will discuss his approach, lessons learned, and the future of the public understanding of psychology. He will also consider how to recruit students to study pre-tertiary psychology and how to engage their parents.

## **Nicky Edelstyn - *From the bizarre to the sublime: How delusions can help us understand our "sense of self"***

Some people seem to believe quite extraordinary things: "My husband has been murdered and the 'men' that came to see me are his double"; "This arm lying in bed next to me is not mine, it belongs to my nephew"; "Part of my body is missing". In this lecture, Professor Nicky Edelstyn will explore some of the motivational, biological and cognitive neuropsychological explanations of these fascinating delusions (Capgras delusion, somatoparaphrenia and Cotard's delusion, respectively) with the purpose of drawing conclusions about how the sense of the self arises out of the biological and cognitive structure of the mind.

## **Dee Anand - *Crazy and Dangerous – Victim or Offender***

'Psycho killer!' 'Sick Paedo!' 'Schizo killer possessed by devil!' – we've all seen the stories and headlines. But are they 'mad' or 'bad'? Why should we care? Can they be cured? Is there such a thing as 'pure evil'? Forensic psychologists have been battling against these themes and ideas for years. Beyond the hype, forensic psychology is a science. It is a science which has an impact across society with forensic psychologists working at the front line witnessing first hand the effects of social and political change. We work in a highly sensitive political environment with people that many in society might say we shouldn't bother with. I say we must and that our role goes beyond that of working with this population but reaches into politics, social justice and cultural change. I will discuss some of the incredible stories we encounter, how we get to work with people with such problems and why, above all 'Psychology' matters in the 'real world' now more than ever.

## **Alexandra Kent - *Calling for Help: Improving the effectiveness of communication during emergency (999) and non-emergency (101) police calls***

Police call handlers across the country receive a thousands of requests for help every day from members of the public ranging from clearly urgent and serious ("hello yes urm I'd like to report err an assault please", "Hi I've had ur a concerning text messages from my close friend this morning saying she's in a violent situation at her house and her boyfriend was attacking her") to requests that don't appear relevant or legitimate ("Can you ur arrest my please?", "Hi, um, I've got a chap here lying on my doorstep"). During stressful and time sensitive conversations, police call handlers have to gather information and make a decision about what, if any, police action should be take. They only have one

chance to get it right. Miscommunications during police calls can have fatal consequences.

Understanding how the structures and patterns of these calls can shape, constrain and facilitate particular social actions is vitally important. I use conversation analysis to study the structure and sequential organisation of conversations. I look for patterns in how the way we say something influences what happens next. Through my research, I have identified systematic ways in which police call handlers can improve the effectiveness and efficiency of their communication. I now deliver training programmes to police call handlers to help them communicate more effectively with callers.

In my talk, I will explore the beginnings and endings of calls. Using conversation analysis, I'll show how the very first things said by the caller and call handler influence how the call develops and what the likely outcome will be. I'll also look at the end of the calls to explore effective strategies used by call handlers to explain why the caller won't be receiving the outcome they were seeking.

## **After Dinner Speaker – Saturday, 8 July**

### **Dr Richard Stephens - *(Some of) The Psychology of Swearing***

Swearing is a fascinating aspect of language. For instance, evidence from Tourette's sufferers and aphasics suggests swearing may not rely on the usual language areas in the left cortex. In addition, while people tend to think of the use of four letter words as a modern phenomenon, the reality is that the earliest recorded uses of these words date back 1,000 years (the F word is one of the most recent, at c1500). Dr Richard Stephens, a psychobiologist based at Keele University, will be talking about the psychology of swearing and specifically his research showing that swearing helps many people to be more tolerant of pain.

## **Top Ten Reasons why, The ATP Conference offers excellent value-for-money**

Need to persuade your SLT to let you come to conference? Here's our top ten reasons

- 1) Exam board-specific workshops
  - 2) Face-to-face meeting with key representatives from all the exam boards
  - 3) The opportunity to meet and network with other teachers who have had recent Ofsted experience in their schools/colleges
  - 4) Opportunities to meet with specification designers and examiners and authors of your textbooks
  - 5) A wide range of high quality breakout events based on teaching and learning – many of the teaching ideas shared are transferable across subjects
  - 6) A chance to refresh and recharge and to come back with renewed enthusiasm for the academic year ahead
  - 7) Timed so that it is post-exam and students will not miss out on key learning
  - 8) Opportunity to meet lecturers from the Keele school of psychology
  - 9) Four fantastic keynote speakers
  - 10) Cost effective – a three day, all-inclusive conference that is the same price as many one-day CPD events
- We look forward to welcoming you to conference  
With best wishes

Helen Kitching, Conference Organiser

For more information visit our conference website:

<http://www.atpconference.org.uk/>

For bookings go to:

<http://www.kc-jones.co.uk/atp2017>

If you are interested in running a workshop, contact me at:

[helenjkitching@gmail.com](mailto:helenjkitching@gmail.com)

Join our Facebook page for the latest conference news, search

for: The ATP: The Association for the Teaching of Psychology



# NEWS FROM *ATP Scotland*

## ATPS ANNUAL CPD EVENT 30 SEPTEMBER 2017

The 2016 event was bigger and better than ever – see the full report in the last magazine issue!

And, as the A.K. Bell library in Perth continues to be a popular venue, we're holding our 2017 event there again, on Saturday, 30 September – put the date in your diary now, if you haven't already done so! Online booking will soon be available, so keep an eye on the ATP website – [www.theatp.org](http://www.theatp.org) - We have taken into account the feedback from last year and this year we'll have more spacious accommodation.

Do you have ideas on what to include in the programme? Please tell us! And tell your colleagues about the event too – there are still some psychology teachers out there who don't know about the ATP/ATPS and the support and CPD opportunities we offer.

## RECENT DEVELOPMENTS IN SCOTTISH EDUCATION

The Scottish government has recently introduced some radical changes affecting National Qualifications (NQs), at a time when we are already dealing with the challenges of revised courses. It's good to see that members are supporting each other through sharing information, ideas and resources by various channels, including the PsychEmail network, thanks to Simon Robinson.

A very positive development this year has been the introduction of the first ever PGDE course for Psychology in Scotland which started at Strathclyde University last August. Graduates from the course are eligible for GTCS registration for Psychology (secondary), and we wish them luck in their new career!

## ***FREE event hosted by BPS in Edinburgh, 1 June 2017!***

As you receive this magazine, the above event will have just happened! Sorry that the timing couldn't be better in helping to advertise it, hopefully some of you may have already been aware of it and attended yourselves. The event is an exciting new initiative from BPS Scotland, who wish to bring together as many people as possible – individuals and organisations – who have an interest in psychology education in Scottish schools and colleges, and this includes teachers and lecturers, of course! The aim is to encourage sharing of information and discussion of views about the future of pre-tertiary psychology in Scotland, with the intention of building a supportive network or 'coalition' to take forward ideas and actions. Several ATPS members are working with BPS Scotland to organise the event.

Depending on when you receive this magazine, you may still be able to book a place – see [www.bps\\_teachingpsychology.eventbrite.co.uk](http://www.bps_teachingpsychology.eventbrite.co.uk).

See [www.beta.bps.org.uk/BPSSCB-TheFuture-June17](http://www.beta.bps.org.uk/BPSSCB-TheFuture-June17) for more information.



## ***European Federation of Psychology Teachers' Associations 2017 and 2018:***

As Scottish representative, Morag recently attended the regular April EFPTA Board meeting in Luxembourg, where ATP member Jackie Moody teaches at St George's International School. The main business of the meeting was to plan for the 2018 EFPTA Conference to be held in Reykjavik, Iceland, on 13-14 April. The Icelandic psychology teachers' association is extremely efficient and already has organisation well underway. Many teachers from the various EFPTA member countries are planning to go, often combining the conference trip with a holiday. Hope to see you there, so save the date! More info later, but see also [www.efpta.org](http://www.efpta.org)

## **ATPS Working Group – we need you!**

Interested in joining the Working Group? There are currently four of us, but we would very much welcome more input from members, so if you would like to get more involved with what we do please get in touch with Morag or ATP Chair Helene Ansell (contact details are inside the back cover).

Finally, if you're doing SQA marking, hopefully by the time you receive this magazine you can see the light at the end of that long, dark tunnel!

**Morag, On behalf of the ATPS  
Working Group**

# PSYCHOLOGY NETWORK GROUPS



Many years ago, when I first started teaching psychology in Staffordshire, I established a Psychology Teachers (Local) Network Group. There was a core group of five teachers with a further 15+ teachers consistently attending two out of three meetings spread over the academic year. The venue rotated between the north, middle and south of the county, with a school or college hosting the meeting each time. Each meeting lasted about two hours and we covered all sorts of things such as reviewing the new specifications for curriculum 2000 and other more recent curriculum changes, resource sharing and CPD session with contacts from Derby, Keele and Staffordshire Universities. On a number of occasions, we travelled to the universities and had CPD meeting there that proved to be extremely valuable for our teaching. I found it so valuable to

engage with fellow teachers and university academics all active in the field of Psychology.

Now I have moved away from Staffordshire, the group continues to be very proactive and continues with enthusiasm. However, as your Chair I am now reaching out to all of you who may be members of your own Network Groups or are thinking of setting up your own. If you are one of these people, you should know that on committee we have a member whose role it is to forge links with your groups. Kevin Silber, from Derby University was one of my original team way back when and he is very keen to continue to help as many of you as possible. Please feel free to contact him on [k.silber@derby.ac.uk](mailto:k.silber@derby.ac.uk) if there is anything we can help you with.

Helene Ansell, ATP Chair

## NOTICE OF AGM 2017 AND CALL FOR NOMINATIONS TO COMMITTEE

**NOTICE TO ATP MEMBERS:** the 2017 Annual General Meeting of the Association for the Teaching of Psychology will be held at 16.30 on Saturday, 8 July 2017 at Keele University, during the Annual Conference. All Members are welcome to attend. Please consider seeking election to ATP Committee – see <http://theatp.org> to download a Nomination form.

## EFPTA NEWS

***EFPTA Conference 13-14  
April 2018 in Reykjavik.***



### SAVE THE DATES!

The 2018 EFPTA Conference will be held in Reykjavik, on 13-14 April 2018, hosted by the Icelandic psychology teachers' association – Samtöksálfræ i - oguppeldisfræ ikennara. Full details of venue and schedule will be announced soon, and registration for the Conference will open in late spring 2017. As ever, psychology students and student teachers will be very welcome to attend. This is a great opportunity for ATP members to meet with like-minded psychology teachers from around Europe and experience all that Iceland has to offer. The ATP was very well represented at the last conference in Prague in 2016 – let's make it another great conference in Reykjavik!

The spring 2017 EFPTA Board meeting was held in Luxembourg on 31 March - 1 April. Many thanks to Jackie Moody, EFPTA's Luxembourg representative, for making the meeting arrangements, and to St George's School for generously providing the meeting venue. The next Board meeting will be held on 3 - 4 November 2017 in Prague. Any member of an EFPTA member association is welcome to attend Board meetings as an observer.

Please visit [www.efpta.org](http://www.efpta.org) for more details.

# CHALLENGING

## year 12

## in Bucks



JACQUI WATSON

The age-old question of what to do with students when they return from study leave in the summer term is one that concerns all teachers and it was no different for us at the RGS. However, in the ATP publication of October 2014 there was an article where Helene Ansell outlined how she had liaised with Keele University and created an opportunity for a practical project that makes research methods come alive. But how could we replicate this in Bucks?

After a phone call and exchanging many emails with Helene we decided that for the first year we would introduce the idea of a summer research project and attempt to

engage students in the idea of research. We allowed the boys to choose their own groups and they were then introduced to a potential topic that they could research. They were expected to devise a method, collect data and analyse. They would then have to hand in both a written copy of their research in a formal format and they would have to present their findings to their teachers and all the other Psychology students. As teachers, we viewed this as an opportunity to test the waters and see if this kind of project would work with our students and to our delight it went really well and the students really rose to the challenge creating excellent research projects.

The success of the summer projects then raised the question of how to move this forward and with whom. We are very lucky to have Buckinghamshire New University right on our doorstep so we approached them and were delighted that Dr Julia Robertson and Dr Barbara Kingsley agreed to work with us on this project.

We decided that we would take the idea created by Helene and Dr Yvonne Skipper and adapt it to suit our school and BNU. Firstly, we decided that we would spend time observing each other's lessons this way, we as teachers could understand the required step up for our boys and allow the

university to gain a better understanding of where our boys would be coming from. It was quite unnerving having university lecturers sitting in my lessons for a morning but the boys were great and were not only on their best behaviour but engaged with the lesson and discussions as if it was only me and them in the classroom. When I attended lectures at the university I was really pleased to see that despite the fact that the content of the lectures was a step up from where we are in pre-tertiary education the styles of teaching are very similar. Our overall aims for the Year 12 Challenge were the same as those of the Year 12 challenge set by Helene and Yvonne - we wanted the boys to research a topic, devise a method, collect data, do analysis and then do presentations to university lecturers giving them an experience not just of research methods in practice, but of how they might learn in Higher Education.

Firstly, we split boys into groups and nominated a lead student to each group. We then introduced the idea of the summer project. The boys then had to decide in their groups which sessions they would like to attend at Buckinghamshire New University. They would all attend the introductory session, but after that they were given the choice of attending one of five sessions that



# *The Genetics & Epig Brain Development*

In this second half of a two-part article based on my 2016 keynote speech, I consider how genes can be involved in typical and atypical cognitive function and behaviour.

## **The genetics and epigenetics of cognitive function and behaviour**

For several decades, research has attempted to identify genes and gene networks linked to psychological and cognitive functions.

Some popular commenters have been very critical of behaviour genetics, arguing that the failure to identify large groups of genes linked to intelligence implies that they are not important in terms of influencing its development. In fact, we know that psychological traits such as intelligence are highly heritable, though we are unsure of the specific genes involved. Recent developments are starting to change things. For example, genome-wide association studies, in which genetic variants over the genome are examined across large numbers of individuals to see if a specific variant is associated with a particular trait, are beginning to identify large groups of candidate genes for educational performance, IQ, Alzheimer's disease and schizophrenia.

It is not expected that these cognitive functions and behaviours will be entirely explained by 'simple' genetics. Increasingly complex technologies are providing insight into the beautifully diverse ways in which genes and brain function might be linked. Not only do gene variants and mutations exist, but some genes are modified by environmental factors such as diet, stress and drugs – the field of epigenetics. The term 'epigenetic' refers to chemical modifications (usually methylation and acetylation) made to DNA or the histones around which it 'wraps' in the formation of chromosomes. Whilst the structure of chromatin may be modified, the nucleotide sequence of the DNA remains unaltered. Epigenetics is a rapidly developing field with studies investigating all manner of environmental influences of gene expression. For example, Farris, Harris &

Ponomarev (2015) described how repeated exposure to cocaine and alcohol can lead to such longstanding changes in gene expression and functional neuroplasticity. Worrying, to say the least! Meng *et al* (2016) reported that more than 700 genes in the hypothalamus and over 200 genes in the hippocampus were epigenetically altered by fructose in the rat brain. These genes were among those regulating metabolism, cell communication and inflammation in the brain. The complex epigenetic processes at play in the brain might potentially explain individual differences in cognition and behavioural phenotypes. For example, epigenetic mechanisms are involved in the formation and maintenance of memory, with chemical modifications of DNA and associated histone proteins associated with long-term changes in gene activity, increasing and decreasing signal transmission between nerve cells in the neural pathways crucial for memory.

And other processes exist; some sections of DNA – up to millions of bases – can be duplicated or deleted in what is known as copy number variation. Such alterations in DNA have been linked to individual variations in intelligence and to various cancers, neurological and psychiatric diseases. Contrary to what we once thought, the genetic makeup of neurons across the brain isn't identical, but instead seems to comprise a patchwork of DNA. McConnell *et al* (2013) isolated about 100 neurons from three people posthumously. Up to 41% of neurons had at least one large, unique, copy number that arose spontaneously and later in development. This implies that it wasn't passed down from a parent or passed onto offspring. Other genes – retrotransposons – can seemingly jump around the genome and have been linked in animal studies to problems with attention, impulsivity and working memory

impairment; no surprise perhaps that they have been linked to schizophrenia, destabilising brain pathways as they insert copies of themselves into various types of neuron. Yet another genetic mechanism is RNA editing, which involves the alteration of transcripts from genes encoding proteins involved in neural cell identity, maturation and function, as well as those involved in DNA repair. RNA editing appears to be essential for cognition, neural transmission, neuroplasticity and brain development. Hyper- or hypo-editing of RNA transcripts is associated with an increased risk of neuropsychiatric illness.

Whilst much of this research is currently animal-based many of the processes described are applicable to humans. In rodent research, genes have been discovered that appear to be key players in enabling relatively sophisticated brain functions. Using impressive new methods such as optogenetics, in which genetically altered nerve cells may be excited and inhibited, specific neural circuits can be tested in terms of their relative role in, for example, social behaviour. *Dynamin 1* (also found in humans) encodes a protein implicated in endocytosis, a process through which cells absorb material from the outside by engulfing it with their cell membranes. The gene becomes essential for synaptic vesicle endocytosis and recycling under conditions of intense synaptic activity (Ferguson *et al*, 2007). Other similar proteins such as oligophrenin-1 are also involved in synaptic vesicle endocytosis and have been implicated in mental retardation.

Intelligence has for some time been thought to be governed by large groups of interconnected genes. Scientists are now beginning to understand the genes linked to intelligence. For example, research at Imperial College London has identified two clusters of genes linked to human

# Genetics of & Function (part two)



**DR GUY SUTTON** • Director, Medical Biology Interactive & Honorary (Consultant) Assistant Professor, Division of Psychiatry, University of Nottingham School of Medicine

intelligence. Gene networks; M1 and M3, each comprising hundreds of genes and each under the control of master switches, seem to have a bearing on cognitive functions such as memory, attention, and reasoning. Findings are often controversial: Rimfield *et al* (2015) found pleiotropy across academic subjects; performance differences for all subjects are highly heritable at the end of GCSE study and many of the same genes affect different subjects, independent of intelligence.

Some trait theorists suggest personality traits may be genetically determined, further arguing that criminal tendencies may be genetic, and to a significant degree, inherited. This is a complex area and complex behaviours cannot be simply explained, either in terms of single or multiple causes. Genes are not deterministic, rather they are probabilistic and context-dependent (Frith, 2011). Thus, there is no criminal gene or genes. Genes appear to influence many behaviours, including many linked to crime, but this does not mean that genetics can explain why certain individuals commit crime.

## The genetics and epigenetics of neurological and psychiatric disorders

The role of genes in neurological and neurodegenerative disorders such as Alzheimer's disease has been well documented. Up until 2009, only 10 genes had been linked to Alzheimer's disease. In 2011, following a further genetic analysis of 76,076 patients, results from studies co-ordinated by the International Genomics

Alzheimer's Project (I-GAP) consortium revealed a further 11 genes, together with a possible 13 other genes (Lambert *et al*, 2011). It is believed that this number will grow, as has the number of genes implicated in human cancers and other multifactorial disorders. The argument that major psychiatric disorders have no genetic or epigenetic basis is simply untenable. There are now methodologically robust, large sample studies, implicating hundreds or possibly thousands of genes in disorders such as autism and schizophrenia. And there may be overlap between such disorders. St Pourcain *et al* (2017) found that specific sets of genes influencing social communication were expressed at different developmental stages in people with autism and schizophrenia. The genetics of conditions such as obsessive compulsive disorder and bipolar disorder is also much more complex than previously imagined.

We have already stated that individual genes can have specific effects. Bhattacharya *et al* (2016) erased unpleasant memories by toggling a genetic switch. Some memories can be erased when one particular gene - *neuroplastin*, important for brain plasticity and, in a variant form, linked to intellectual problems in schizophrenia - is silenced. Some studies have investigated pre-conception stress and genetic change. For example, Zaidan *et al* (2013) found that a female rat's exposure to distress even before she conceives causes changes in the expression of the *CRF-1* gene, which regulates corticotropin-releasing factor type 1, a major component in the stress response. Increased *CRF-1* expression in the

brains of the offspring of stressed females was linked to behavioural changes, particularly when the offspring were exposed to stress. However, we must remember that groups of genes can also operate in functional clusters or 'gene networks' to control communication across neural circuits. In brain regions such as the ventral hippocampus, regulators of key gene networks can be silenced leading to depressive-type symptoms in rodents (Bagot *et al*, 2016).

Disorders such as schizophrenia cannot be explained in terms of simple genetic mechanisms. We have moved away from the idea that a mere few dozen genes might be involved in this disorder. Write noted in 2014 that genome-wide association studies have implicated more than 700 genes in schizophrenia and this number has since grown. Studies such as that of Sekar *et al* (2016), in an analysis of nearly 65,000 people, have revealed that a person's risk of schizophrenia is increased if they inherit specific variants in a gene related to synaptic pruning. However, the results of other studies add weight to the argument that schizophrenia is a highly heterogeneous genetic disorder; each person with the condition might have their own unique genetic risk profile. Environmental risk factors such as growing up in an urban environment, minority group position, cannabis use and early life adversity might be associated with epigenetic effects during sensitive periods of growth. In fact, there are now a few dozen candidate genes for epigenetic modifications in schizophrenia. Perhaps unsurprisingly, other psychiatric and neurological disorders are joining the list of conditions with a likely epigenetic input.

Finally, researchers have been for some time now interested in how such epigenetic changes might be passed from one generation to the next. The CRF-1 study

**Intelligence has for some time been thought to be governed by large groups of interconnected genes. Scientists are now beginning to understand the genes linked to intelligence.**

described above addressed this issue and difficult questions are now being asked about possible transgenerational epigenetic influences on the children of those who have survived difficult experiences (Bohacek *et al*, 2013), from death camps during World War II to recent events in Syria. In the 21st century, genetics has reached a new level of sophistication and are now better able to investigate the various ways in which genes

and environment interact in shaping typical and atypical behaviour.

## Conclusions

Genes influence brain development, nerve cell function and thus cognition and behaviour via a complex interaction of mutation and variation, chemical expression and silencing, RNA editing, copy number variation and other molecular mechanisms. There is a

tremendous beauty in brain development, with genes and environment dictating the various pathways of the human connectome. Consequently, it is argued that the view of the newborn as a *tabula rasa* shaped solely by experience and uninfluenced by genes is no longer acceptable. There exists a complex relationship between genes and environment, and genes influence normal and abnormal behaviour both directly and indirectly.



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## Glossary

### Acetylation

The acetylation (and deacetylation) of histones is crucial for gene regulation. Acetylation involves the addition of an acetyl chemical group from one molecule to another (deacetylation involving the removal of such as group).

### Behaviour genetics

A field in which genetic research methods are employed to investigate the relative genetic and environmental contributions to behaviour, disorder and disease.

### Connectome

The map of neural connections (or 'wiring') in a brain.

### Gene regulation

Genes make proteins. Regulation of such production is governed by many different mechanisms which can increase and decrease the amount of protein produced through gene expression and gene silencing. Acetylation and methylation can respectively upregulate and downregulate gene expression.

### Gene variant

In its simplest form, this is a change in the A, T, C, G, nucleotide sequence of a gene which may or may not produce a problem. Some variants are common and some are rare.

### Histone

A protein that act as a spool around which DNA winds whilst forming a chromosome.

### Methylation

DNA methylation is one of a number of epigenetic mechanisms used to regulate gene expression, silencing or 'switching off' the gene. It involves the addition of a methyl chemical group to cytosine (one of the DNA bases) and is involved in complex biological processes such as embryonic development.

### Optogenetic

A technique in neuroscience which uses light to control and monitor the activity of genetically modified neurons in real time. In essence, behaviours such as social interaction and feeding can be controlled and explored by influencing the activity of specific neural pathways.

### Pleiotropy

The phenomenon of a single gene influencing two or more seemingly unrelated traits.

### Retrotransposon

A piece of DNA that can 'jump' around a genome. They are now known to underlie some gene mutations and changes in gene expression.

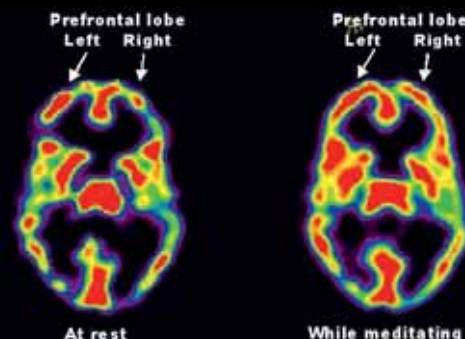
### RNA

Ribonucleic acid, together with DNA and proteins, is essential for all known forms of life. The central dogma of molecular biology states that DNA makes RNA and RNA makes protein. RNA can be edited in some cells and this is thought to be an important mechanism in brain development and some diseases.

### Transcript

Transcription is the first of two phases of gene expression (translation being the second phase). A transcript is a set of exons, the coding sections of RNA that are translated into a protein. Some cells can edit DNA transcripts.

# Practically Mindful



Neuro-plasticity and Happiness. Can you really change your level of happiness with practise? It seems that perhaps you can....

It has been established that the prefrontal cortex has a role in enabling us to regulate emotions and more specifically it helps us inhibit inappropriate or incapacitating emotions. If our left prefrontal cortex is less active, then negative emotions (such as depressed mood) may be expressed more frequently and more intensely. Furthermore, an active left prefrontal cortex indicates a happy mood.

Higher than average levels of activity in the left pre-frontal cortex have an association with higher than average levels of wellbeing in the general population – the 'glass-half full' type of person. What's more, it seems that Buddhist meditators practicing *metta* (a meditation practice involving sending out thoughts of loving kindness to the universe) also have higher than average pre-frontal cortex activity, in fact, they even show it when they are *not* meditating at the time!

In Davidson and Kabbatt-Zinn's research using EEG, meditation novices showed only a slight increase in gamma wave activity while meditating, but some of the monks produced gamma wave activity more powerful than any previously reported in a healthy person. Furthermore, the monks who had spent the most years meditating had the highest levels of gamma waves. Every good student of psychology will at this point note that 'correlation does not mean causation!'. However, it is also true to say that the "dose response" (where

higher levels of a drug or activity have greater effect than lower levels) is what researchers look for to assess cause and effect.

Furthermore, Davidson's research is consistent with his earlier work that pinpointed the left prefrontal cortex. Using functional magnetic resonance imagining (fMRI) on the meditating monks, Davidson found that their brain activity - as measured by the EEG - was especially high in this area.

Davidson concludes from the research that meditation not only changes the workings of the brain in the short term, but also quite possibly produces permanent changes. That finding, he said, is based on the fact that the monks had considerably more gamma wave activity than the control group even before they started meditating.

If we assume that pre-frontal lobe activity in Buddhist monks' is normally distributed to start with then this research would suggest that you can change your levels of happiness with practice using the right techniques. However, to become a Buddhist adept is a serious commitment. Really it is a full-time job and means practicing for thousands of hours, day in and day out. This is quite tricky while holding down a job or being a student. What you need is a technique that can be done *whilst* getting on with your everyday life – like mindfulness!

To get you started here are some mindfulness training activities:

**General introduction:** mindfulness is about being in the present moment and being aware of yourself - your body and your thoughts. Key to this is an effortless focus on a sense of compassion or loving kindness, starting towards yourself and then outwards beyond yourself.

Any and all thoughts, emotions or feelings that bubble to the surface of your consciousness are fine – just allow them and observe them. The beauty of mindfulness is that it is impossible to get it wrong and you can do it at any time.

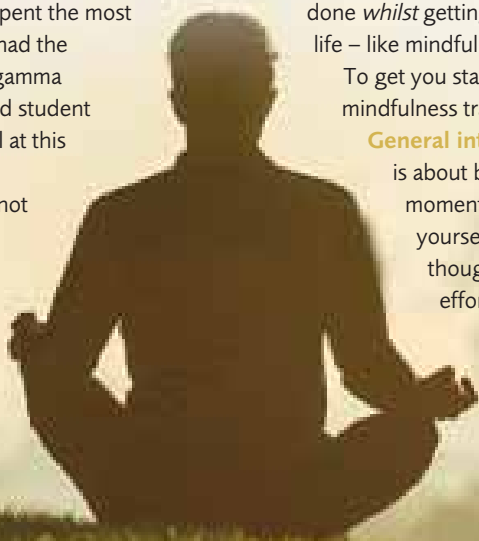
**First practice:** Focus. Use a button or a pebble or a leaf and try (gently) to keep focused on it – the texture, the light on it and any thoughts about it. When your mind wanders (which it will) observe the thoughts with interest and bring your thoughts back to the object. Try this for two minutes and discuss.

**Second practice:** Savoring things. Eat one raisin or a malteser or anything pleasant. Take two minutes over this. First feel it and look at it and then smell it. Put it to your lips and repeat the process. Then put it in your mouth but don't chew – again feel it and taste it. Then chew it, but mindfully. Finally swallow it, but observe your decision and the sensation as it goes down. You can apply this process to walking and/or anything else that we usually pay no attention to.

**Third practice:** Pain-less in the moment. Using cut up pieces of chili pepper (safety warning - capsaicin is very painful on eyeballs or other sensitive membranes! – use cocktail sticks so you do not touch the pepper with your fingers at all). Chili pepper is useful as an intense stimulus that does no harm. You can experience 'pain in the moment' and try to treat it just as you did the pleasant stimulus. This can then be applied to negative emotions and experiences more generally. Perhaps things are only 'bad' because we give them power over us.

## FOR INTEREST:

- <https://www.ncbi.nlm.nih.gov/pubmed/12883106> One of the research papers by Davidson and Kabatt-Zinn.
- [http://www.ted.com/talks/matthieu\\_ricard\\_on\\_the\\_habits\\_of\\_happiness.html](http://www.ted.com/talks/matthieu_ricard_on_the_habits_of_happiness.html) TED talk by Mattieu Ricard neurologist and buddhist monk.



Developed in the 1960s, humanistic psychology challenged the approaches and assumptions of both psychoanalysis (as it was known then) and behaviourism. It was influenced by the gestalt idea of studying people as whole units and also by existential philosophy's belief in conscious free will. According to Bugental (1967), "Humanistic psychology has as its ultimate goal the preparation of a complete description of what it means to be alive as a human being." – no mean aim!

However, this approach gained followers and recognition as a viable alternative way to look at humans and human behaviour. Its emphasis on love, hope, creativity and human experience had a strong positivity, and Maslow's concept of life as a journey towards self-actualisation and Rogers' client-centred therapy were and are influential. The way humanistic psychology accepts people and their experiences, motivations and conscious experience of the world led to novel ideas which we now accept, such as self theory and the perceived self, ideal self and true self. Its positive view of lifespan

# THE HUMANISTIC UNCONDITIONAL



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development and the power of client-centred therapy can help free people from imposed values and judgements of others or oneself and lead to progress in self-actualisation and being happier. And one major concept in this approach is the need for congruence, where our self-concept and behaviours, and our thoughts and feelings come together so we feel and act in a psychologically healthy and happy way.

Another concept or factor emphasised in this approach, and which I believe is powerful for each of us, is unconditional positive regard (UPR) – similar to but not the same as unconditional love. Unconditional positive regard as well as congruence is deemed necessary for healthy psychological development and the humanistic approach describes UPR as positive acceptance of the person by another, who can be family or not. It is all about the person, the individual and is not based on or influenced by how that person behaves, what they do or do not; in other words, without judging them or evaluating them. It is about accepting the person as they are, as a human being of value, not as their behaviours. This regard throughout childhood gives increased self-esteem and positive feelings about the self, and its absence where positive regard is dependent on evaluation leads to an unhealthy psychological state where the self-image becomes increasingly and unhappily

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distant from the ideal self. We as teachers use UPR perhaps unconsciously when for whatever reason we have students who underachieve. Instead of lambasting them as stupid or lazy we try to focus on how to change things for the better – more understanding of the topic, maybe, or of exam technique; we try because each of them is, truly, "worth it". This is a true example of UPR.

In what exact ways is UPR important? If we receive UPR as we grow throughout childhood we develop stronger internal resources, good and realistic self beliefs and

Inventory (NRI) and it did give empirically sound data on the group of pre-teens. The further research findings are unlikely to be no surprise to those of us who had a childhood pet. Whatever the pet was, cuddly or not, we probably found them comforting when we were upset, and could tell them anything – anything! – and know that our secrets were safe.

It is known that pets can be sensitive to emotion, whether this is because of changes in body odour from hormones or pheromones or changes in body language, and in response to unhappiness, if mobile,

one of those bad days. Cassels says that these relationships can and do contribute to a child's development, socially and emotionally, and this may well continue into adulthood.

Another of my contacts tells of how she could always tell her pet when things were hard, could say 'bad things' about her parents or others and not feel guilty or naughty because the pet was comforting and, of



# APPROACH, POSITIVE REGARD, AND PETS

healthy self images, all of which will make adult life more positive because we feel we have value. But if we only feel worthy when we do, or not do, a behaviour, be it achievements in school or work or in social or family settings, then we do not make such good development in internal resources and adult life may be more problematic for us. We may perhaps find it harder to manage criticism, even positive criticism or differences in opinion, and have a poorer match between our true self and self image and/or ideal self, poorer self-belief and confidence. This may well have an adverse effect on relationships of all kinds.

So how might having pets come into UPR and developing a healthy self? Well, we all know that having pets can support immunity and reduce the chance of developing allergies. Pets can encourage children to be responsible. And taking pets into care homes and hospitals can cheer people up, encourage healing and well-being – there is so much anecdotal data on all this. But now, increasingly, data are amassing showing that pets can and do give UPR to children (and adults too). The recent study I cite supports what other research found as anecdotal evidence but can now be assessed scientifically. Though the sample was small, 77 12-year-olds, it was important first of all that the team could demonstrate a way to evaluate whether or not an established empirical measure of human relationship quality would work with young people and their relationship with their pets. This measure is the Network of Relationships

they can come closer. But this research shows a strong pointer that pets may have a major effect on child emotional development and perhaps on social skills and emotional well-being too. The youngsters taking part in the study said they got more satisfaction from their relationships with their pets than with their siblings, they got on much better with the former. Matt Cassels, one of Professor Claire Hughes' team, points out that though it's unlikely pets actually fully understand disclosures made by their owners, it is likely that unhappiness is communicated in what these children behave, say and do (Cassels, 2017). And pets are not likely to be judgemental! They will respond and interact, maybe in nuanced ways, and not "talking back" may actually be a benefit. Their company can be reassuring, comforting, and give true UPR.

Matt Cassels develops this further. He argues that evidence supports children's relationships with their pets being one of the most strong. In fact, the study shows that many children not only say their pet is one of their best friends but is their very best friend of all, trusting them, confiding in them, gaining satisfaction and companionship from them. As one of my contacts says about her pet, he "gives me comfort. He can sense when I am struggling and he is always there to cuddle or play with to take my mind off what's going on and calm me down." And she goes on to say that being able to give him food and so on "makes me feel like I have achieved something". This is clearly very important when a child, or anyone, is having

course, non judgemental. My own experience with young people backs up the research into the importance of a pet in providing reassurance of one's own validity. McAndrew's article (2017) on the impact of having a pet also backs up the importance of a pet, in his case a dog, because they recognise people, and also learn to recognise human facial emotions and respond. The distress felt when a loved pet dies could in part be because that animal defender of our worth, that animal who is unconditional in their relationship with us, that support has gone. As McAndrew puts it, and this could be generalisable to other pets, "dogs provide us with such unconditional, uncritical positive feedback." A third contact of mine, one with a very difficult childhood, contributes this about the significance of her pet in those times. "He was my friend, my partner in crime, my confidante and he was the steady unwavering support in times of need. He was just there for me and I felt safer because he was a continuous positive happy presence. He allowed me to learn about love, both give and take. He showed me the simple things in life are worth fighting for and mean so much."

In the terminology of humanistic psychology it seems that what pets give children, and other ages too, is the unconditional positive support or UPR we need especially when we are in some way disturbed. And this may well support healthy psychological development, psychological well-being, coping for instance, and congruence when times get hard in childhood and in later life.

PUNAM FARMAH

The specifications that we teach touch upon common mental health concerns and we are charged with ensuring that the students in our classroom have the psychological literacy to understand them and apply them to their learning. Yet how many of us have considered the impact of mental health concerns in relation to ourselves and the students that we teach.

# MENTAL HEALTH

## *within teaching*

It is all very well delivering key concepts as learning, but let me ask you this. Have you ever considered whether the characteristics you teach might be present within yourself or the students that you work with? Common mental health concerns are more than just a section in specifications; common and indeed complex mental health concerns are increasingly becoming part of the lives we lead and the lives that our students lead.

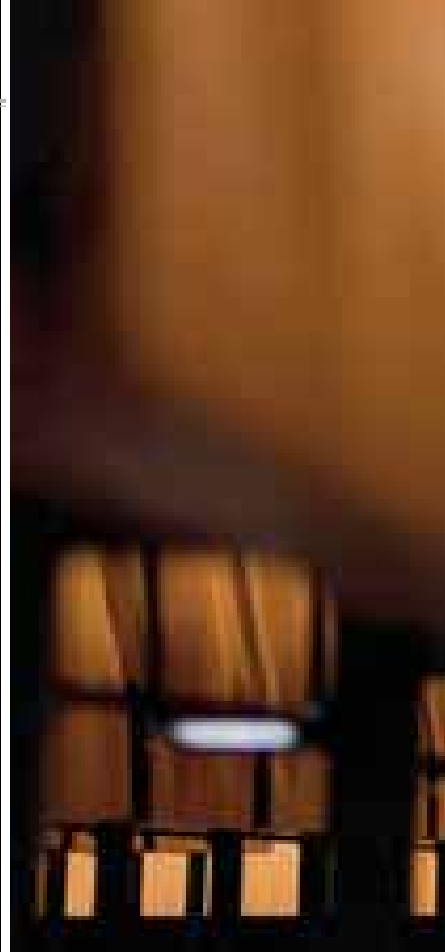
Your students might tell you that Zayne Malik and Dany Levato have both suffered from mental health concerns. The names might not mean anything but the fact that Zayn Malik suffers from extreme anxiety does rather pull things to the fore a little. Anxiety is experienced by many people and to varying degrees. We teach about anxiety, be it related to phobias or dovetailing in the depression, we might teach the following. Whilst a small amount of anxiety can be seen to be essential for daily motivation, when the experience of anxiety becomes excessive and starts to interfere with daily function, it can then cause a number of different challenges. In the first instance, it is important to differentiate anxiety from fear. Fear has four different aspects. There is a cognitive element where we think about a possible danger. With the somatic element our body responds, for example, an increased heartbeat. With the emotional element we have distinct feelings about the situation. Lastly there is the behavioural aspect where we act in either an involuntary way or instrumental in doing something to overcome what is happening.

Fear and anxiety are different in that with anxiety our cognitive element - our thoughts - involve danger but it is not specific about the type of danger. We simply expect danger and upset. We have worry and anxiety about what the upset might be, and have a slower reaction to it. It becomes difficult to react quickly to it.

With fear, our reaction is fairly immediate. Now imagine that the seventeen year old that is sat before you in the third row is displaying all the things that you have been teaching. Maybe you feel that some of those characteristics are also part of your daily life, and this all becomes rather close to home. Both you and the student suddenly discover something of an 'ouch' spot and this impacts directly on teaching and learning. You find yourself thinking about the pastoral pathways that might exist for you to support your students.

Then there is depression. Depression is what clinicians describe as being a disorder of mood and emotion. There are also several categories of depression, such as uni-polar, bi-polar, dysthymic disorder and double depression. As we are aware, depression has four groups of signs and symptoms. There are mood symptoms, where there are feelings of sadness and 'blueness'. As well as cognitive, where our thoughts are negative, motivational symptoms with a drive to act and do things, as well as physical symptoms. Again, think about that student who might keep themselves to themselves, might sound a little pessimistic when you have a chat, finds it difficult to be positive about what they might do in the future. Then there is you; have you sometimes felt as though you were walking around under a grey cloud?

So, we have two areas that we might have to address with our specs. Both further draw into our awareness the concepts of adolescent and adult mental health. The students in our classroom are being exposed to mental health via studies that we deliver and also via their lives beyond our classroom walls. Common mental health concerns such as depression and anxiety as well as more complex concerns such as phobias, schizophrenia, Post-Traumatic Stress Disorder and eating disorders are becoming visible as the





# *and learning*

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incidence of depression, schizophrenia in young people and adolescents increases. Taking the example of eating disorders, ordinarily the focus is on female cases. There are fewer reported cases of male cases but this is starting to change as the climate in our classroom evolves. It is worth considering whether the psychological literacy that we foster in our classroom is going somehow in having a positive effect to this; a greater awareness means a greater likelihood of support being sought.

If you have noticed that student in the third row, hopefully they will have noticed you take an interest.

This in itself may mean that a process of metacognition may be triggered. A student may feel safe enough to speak to you, maybe they recognise within themselves some of what you have taught. Of course there is the danger of self-diagnosis and we as professionals have to make a professional and informed judgement when supporting your students; ideally schools will have policies and pathways to support you both. For your own safety and the students, it is safer to never assume, but to gather information and signpost if necessary. We might be Psychologists, but we are not all Clinical Psychologists; unless you are qualified, it is better to stay within the confines of your competency.

As keen as we are to be supportive as we are towards our students. We must also consider our own processes and with that adult mental health. The question here would be who watches the watchers. Teachers are not necessarily the best at self-care and their propensity towards suffering mental health concerns is on

the increase. The stresses and strains of teaching and learning are contributing to the incidence of colleagues who are reporting signs and symptoms of both depression and anxiety. There is the further issue of teaching about sensitive issues whilst having a duty of care is going to be a challenge if you yourself can feel the concern echoing within you. Would you know or have you considered how to go about finding support for yourself?

Common and complex mental health concerns do not discriminate. They can be experienced by anyone,

anywhere and from any walk of life. Those who

experience them, may not necessarily feel confident or able to talk about their experiences, there may not even be the opportunity to do so. Further to this, there is still a sense of stigma when trying to address common and complex mental health concerns. A double challenge presents itself; in first working and supporting those who experience concerns and then developing a supportive forum for access and discussion.

Finally, a footnote. Throughout this article, I have deliberately used the words 'concerns' and not 'problems'. For me personally, using the latter is rather negative, pejorative, and fails to consider how our students and we as teachers are human beings and not a piece of criteria in the DSM or ICD. Whilst psychology draws upon the medical model, my approach reflects upon having a person centred stance. We and the students we teach are far more than signs, symptoms and characteristics in a diagnostic manual.

***Have you ever  
considered  
whether the  
characteristics you  
teach might be present  
within yourself or the  
students that you  
work with?***



**JOCK MCGINTY** • Head of Psychology  
Watford Grammar School for boys

# The benefits to mental

The way in which we think and feel and how well we can cope with everyday life describes our mental health. It involves making the most of our potential, how well we integrate at home with our family, at work or school and with our friends.

Morgan (1985) suggests that positive mental health increases the likelihood of success in sport whereas psychopathology predicts failure; however, we should also consider the alternative view that exercise and sport are explanations for the creation and maintenance of positive mental health.

One of the most enjoyable and easily accessible ways of exercising is through dance. Dance is a form of cultural expression that is uniquely placed to achieve wellbeing outcomes by combining physical activity, social interaction and creative and emotional expression (Burkhardt and Rhodes, 2012). Dance brings together all these elements to provide pleasure to participants in this popular activity with over five million regular dancers in the UK.

Research carried out by Lewis et al. (2014) on the effects of dance in people with Parkinson's disease (PD) showed that dance interventions can provide both physical and psychological benefits. Using a volunteer sample of 37 participants, 22 of whom had been diagnosed with mild to moderate PD and 15 age-matched controls, Lewis et al. created an intervention with dance classes over a 10-week period. Each class was based on rhythmic dancing to a strong beat, designed to be appropriate for people with mild to moderate PD. The sessions consisted of Bollywood, Tango, Cheerleading, Old Time Music Hall and Party dancing based on the Charleston and Saturday Night Fever. To measure mood states and Total Mood Disturbance, participants completed the Profile of Mood States (POMS) and the Brunel University Mood Scale (BRUMS, Terry et al., 1999). Lewis et al. showed improvements in Total Mood Disturbance scores for both the PD and the control group suggesting that dance has a beneficial effect on mental health for all populations. Similarly, the

subscale of Anger reduced significantly and Fatigue, recognised as a symptom of depression, reduced in participants who reported pre-existing high levels of depression.

Other dance research by Rokka et al. (2010) using POMS, showed that mood states in high intensity aerobic dance classes were enhanced in comparison to moderate intensity classes though both classes enhanced vigour and reduced tension, depression, anger and confusion while fatigue remained the same. Similarly, a study by Lima and Vieira (2007) in Brazil highlighted that ballroom dancing is fun, it brings health benefits, it brings back good dancing memories and it allows participants to establish cultural connections to the larger Brazilian dancing culture whilst socialising. This study adds to the evidence that dance is a form of therapy that is valuable in augmenting mental, emotional and physical well-being and to counteract social isolation.

It is the sense of belonging and group identity that is maintained by group involvement in dancing that has been shown to be an important factor in reducing depression and social isolation (Murrock & Heifner Graor, 2014). However, the benefits of dance are not confined to just those with affective disorders. Research by Ren and Xia (2013) showed the positive effects of dance therapy for people with schizophrenia or schizophrenia-like illnesses compared with standard care and other interventions.

So how can we explain these benefits? Biological explanations would attribute the

improvement in fatigue as well as mood to the endorphins released as a response to the stress of exercise (Morgan, 1985). Endorphins reduce the sensation of pain and produce a 'runner's high', and this theory is supported by Boecker et al. (2008), who report participants experiencing feelings of 'boundless energy' and an 'inner harmony', bringing about psychological well-being. The reduction in fatigue experienced following the dance



# of DANCE health

sessions can also be explained by the release of cortisol during exercise, and Heyman et al. (2012) showed that cortisol increases the release of cannabinoids. Endocannabinoids (eCB) are neurotransmitters that are produced from within the body and act as messengers to control pain and reward perceptions in the brain. This shows a neurobiological reward for aerobic exercise such as dancing and may explain why we are motivated to exercise

'through the pain barrier'. Other biological explanations centre round the role of brain-derived neurotrophic factor (BDNF), a protein that promotes the growth and survival of neurons (Yeh et al., 2015) and allows cannabinoids to influence the anti-depressive effects of exercise.

Evidence suggests that BDNF activity is important for positive mental health because it mediates the effect of stress caused by exercise (Erickson et al., 2012), and a meta-analytic review of 29 studies carried out by Kristin Szuhany and colleagues (2015) showed that there are significant increases in BDNF following regular exercise sessions. Interestingly gender appears to be a mediating factor as men showed more BDNF change as a result of exercise than women, allowing Szuhany et al. to conclude that exercise can be seen as a strategy for increasing BDNF and therefore mood, but less so for women than men.

We might be sensible in thinking that if exercise is associated with wellbeing then there must be an element of enjoyment involved in the physical activity; indeed, approaches to enjoyment and exercise such as the concept of flow put forward by Mihaly Csikszentmihalyi (2000) are becoming increasingly popular with the rise of positive psychology. Other psychological explanations include improvements to self-esteem. Lewis et al. (2014) explain that dance is an enjoyable social activity and lack of sociability is often seen in people with depression. Dance would provide opportunities for improved self-esteem through personal and skill development.

Regular dance activity can help maintain cognitive function and dance programmes involving regular sessions can provide a way to be active, have fun and above all engage socially with others which is critical to maintaining mental wellbeing. So, as Bruce Forsyth used to say, 'keep dancing'!



## References and further reading

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JO HOWELL • Deputy Head, The Polesworth School

# BATTLING WITH BEHAVIOUR?

***Do you ever come out of a lesson taking a sigh of relief because you don't have to teach 'that lot' again for another six days?***

***Have you ever looked at your watch part way through the lesson and wished away the remaining 27 minutes because you just can't bear it any longer?***

***Do you ever feel angry that you do far more work for your middle band Year 11s than they do for themselves and yet you are expected to get them at least a C grade by the end of the year?***

If the above questions strike a chord with you, do not think that you are alone. We all feel like that at some time or another in our careers but in most cases, there are some simple strategies that we can put in place to help ease the situation. While a tricky class may always pose a challenge, often with poor behaviour having peaks and troughs throughout the year, or even throughout a particular week, a consistent, firm yet fair approach will go a long way towards the achievement of a good learning environment.

Before progressing any further with this article, I must first emphasise that I do not see myself as a behaviour expert in any shape or form. In my first teaching practice, some 17 years ago now, I recall returning to university in tears because of the vicious personal comments that a group of Year 10 girls made about me while I desperately tried to force them to see the importance of completing their notes, somewhat ironically, on 'Lord of the Flies'! Convinced that I

would never have any behaviour management skills, it was only after many supportive words from my Tutor that I agreed to give teaching another go. Despite three successful years at a tough school in the north, my arrival at Polesworth in my fourth year of teaching also had its moments, not least when a particularly difficult Year 9 student appeared to make it her mission in school to make my life unbearable. The assertion from one member of staff that "She always behaves for me!" was perhaps the least helpful 'support' I have ever received and it was only as time passed that the student slowly realised I wasn't the push over she had hoped I would be. Nevertheless, for the remainder of her school career my heart still sank every time I had to cover one of her lessons.

The truth is that for many of us our toughest time with behaviour is when we start a new school, sometimes even irrespective of previous experience. Colleagues in your first few years of teaching, then, might take comfort in knowing that, in general, it does get easier, partly as your skills develop and partly as students accept you as an experienced teacher. Even in tougher schools than ours, students tend to have some affection and/or respect for the teachers they know have been there for longer than they have.

Of course, much of what I am writing here is based on sweeping generalisations and individual experiences. For all of us, student behaviour is affected by a range of factors, some within, but much outside of our control. Even so, if we genuinely feel that a particular student's behaviour is always unacceptable during our period 5 lesson we might also have to consider if other teachers who teach that child in period 5 have the same problems. If not, might the poor behaviour stem from other issues including room layout, student mix, type of work being set or our own approach, to name but a few?

In a recent training session, which Ali Goodhead and I delivered, we came up with our 'Top 10 Tips' to help with effective behaviour management. These tips focus on just some of the many strategies that impact upon behaviour which is within our control. It is not an exhaustive list and for many colleagues this may just serve as a reminder of some of the good common sense strategies that many of us use without thinking. For others, some of these suggestions will be new and perhaps worth a try with that difficult Friday period 5 group!

# TOP TEN TIPS

## TIP 1 – START WITH A GOOD LESSON

Good planning is the best starting point for alleviating behaviour issues. A lesson which is pitched well for the ability group, differentiated as appropriate to meet all needs and which is pacey enough to prevent boredom is a great base for a trouble free lesson. Even some of our most tricky students will behave better if they feel they can achieve and if they are enjoying the lesson. Frequent reminders to exam classes of how this work will help raise their chances of exam success is also a useful strategy for pulling them back on task.

## TIP 2 – VARY YOUR STRATEGIES FOR DIFFERENT TIMES AND DIFFERENT GROUPS

This may sound obvious but it is surprising how often we forget that an activity that might work period three when the students have settled into the working day, may fall flat in period 1 if some of the students have the tendency to stay up late and roll in half asleep! The same goes for period 5 when a 'lively' group may be better doing something a little quieter than usual. Similarly, while a motivated group may excel in continuing an activity for over 20 minutes the same strategy is unlikely to work with an easily distracted group who may need the lesson content reduced down further.

## TIP 3 – MIND YOUR LANGUAGE!

Consider how you phrase instructions or comments to make them positive rather than negative: rather than saying, "Don't sit at the back!" try, "I'd like you to sit here today." Instead of saying, "Don't call out!" how about trying "Remember to put your hand up."

## TIP 4 - USE GENUINE PRAISE

Probably one of the earliest things we learn when embarking on teaching is to use praise frequently but my tip here is slightly different; more valuable than the frequency of praise is to use praise genuinely. You might be surprised at how often we all say "Excellent" or "Brilliant" in a lesson in response to a student's answer. In one observation I carried out years ago, I started counting after the first ten minutes and by the end of the lesson the teacher had reached over 80, many of which were responses to points that were far from excellent! Students pick up on this overuse of praise and it soon becomes meaningless. However, a handful of carefully used, "Do you know that's a fantastic point. I hadn't thought of that before. Well done!" or the like, is a very powerful tool to encourage and engage students of all abilities.

## TIP 5 - AVOID CONFRONTATION

Trying a serious, quiet word initially outlining the consequences of continued poor behaviour can be more effective than a 'blasting' which may embarrass them enough for them to respond in any number of undermining ways. If the behaviour does deserve a shout, you need to make that judgment of how they will respond and you might consider leaving it to the end of the lesson when you can get them on their own. Students are far less likely to respond aggressively when challenged without an audience.

## TIP 6 – BE CONSISTENT WITH REWARDS AND SANCTIONS

We are all very aware of and sensitive to unfairness and difficult students can respond to that perhaps more so than anyone else. Be all the more switched on with these groups, ensuring that if you punish one student for a particular behaviour, you do not immediately ignore the same behaviour in another. This is a sure fire way of sparking a confrontation. It may be that the second student has not had a track record of that behaviour so you want to differentiate between them. If that's the case, it is worth being explicit with both about the reasons for the varying sanctions. Similarly, a reward for one student for behaving well may be best underplayed in front of her friend who might feel they have also been better behaved that lesson.

## TIP 7 – BUILD RELATIONSHIPS

This is something that our school has always been very strong in achieving. I remember with some pride my bottom set Year 10s in my first year of teaching. For the first four months I dreaded the lessons. Gradually though, the situation improved through a range of techniques, not least my regular 'ploy' of saying, "I really like you and I will get you through these exams because you are worth the effort." I spent time building relations during detentions, getting to know so much about their home lives and interests that I could draw on that during lessons when things had the potential to go downhill. By the end of the course my subterfuge had been effective and had actually become the truth. I still look back on them fondly and still have the very expensive present they bought me when I left because, in their words: "You're the only teacher who really likes us!"

## TIP 8 – WHERE POSSIBLE, ADAPT YOUR ENVIRONMENT

This is difficult if you do not have your own teaching room but perhaps all the more important for those colleagues in that position. As a teacher without a base myself, I notice that my classes behave differently dependent upon the room. For me, if desks are arranged in groups my classes are chattier; if they face me it is easier. If you have the same problem with an odd group but generally like grouped desks because it fits in with the way your subject works, it may be worth taking time to alter the seating for that one class. The lost minutes at the start of the lesson will be easily regained from the time saved by not having to wait repeatedly for silence before you talk.

Other environmental factors may be more difficult to control such as temperature but I have seen many imaginative changes to room layout to avoid potential distractions such as gazing out of windows.

## TIP 9 – STAY IN CONTROL

As mentioned earlier, to shout or not to shout needs to be a considered decision but if the decision is that a shout is appropriate, remaining in control is crucial. While we all lose our tempers occasionally, the most successful disciplinarians rarely do. Acting angry while remaining completely in control is a far more useful tactic and can help avoid potentially damaging comments that may emerge from shouting when genuinely angry. If you are genuinely angry it is worth either postponing the disciplining until you are calmer or involving another colleague to take up the situation on your behalf.

## TIP 10 – PLAN AHEAD AND KNOW THE POLICIES

My final tip! Knowing what may lie ahead is useful and this can be exploited to our benefit. If we know that 9Z are always a nightmare on Wednesday period 4, make sure that a plan is in place for if things do go pear-shaped. Speak to the teacher in the nearby classroom and prepare a strategy for if the worst happens. Which reliable student could you send for assistance? Where could you move a problem student to within the room? Can you pre-empt a problem with a quiet word on the way into the room? And, if all else fails, know the school's Behaviour Policy to ensure you can make full use of the appropriate sanctions available to you.

The truth is that we will always be faced with behaviour problems at some time or another. Extreme behaviour issues are thankfully very rare in most schools but lower level persistent disruption can be time consuming and draining. It can also have a significant negative effect on learning. While the strategies outlined above cannot guarantee perfect behaviour at all times, they can help to minimise poor behaviour if applied consistently. The peaks and troughs will probably still exist but with a bit of luck the good will outweigh the bad.

## One week as a PGCE student.

In 2007, I met my first love, it's been nine years so far and we're still going strong. He's encouraged me to pursue two degrees and work in various settings performing a variety of roles from rehabilitation worker in a prison, to supporting bereavement as a counsellor, to now, teaching 37 keen students to fall in love with him too – Psychology.

Last year, I made the decision to apply for a PGCE and impatiently waited 11 months for my course to start. To fill the time, I worked at a large academy of 2000+ students as a Cover Supervisor and attached myself to the two-woman Psychology department, which filled me with confidence, insight, ideas and laughter.

Needless to say, the experience I gained has definitely helped me organise myself this year and I would advise any trainee to consider applying for the role to get a real feel of teaching – In comparison to other trainees, I don't feel overwhelmed with the workload, I'm not struggling or overly stressed, I'm still smiling *and* I have time to write an article.

I'm currently on my first placement in a considerably smaller school from my last. You'd expect the size to be the main difference, but actually it's the behaviour – tame, polite and lovely! My mentor is the only Psychology teacher and was previously my university lecturer, which surprised both of us on the first day and has led for an interesting relationship to develop. So here I am, 10 weeks into my PGCE teaching Psychology and RE and still full of enthusiasm and excitement.

### Monday:

I arrive at 8:20am and prepare for the day; in this case, printing for the week and sending draft emails to parents about good work I marked over the weekend.

8:55am is tutor time; I have a male-dominated and boisterous bunch of Year 10s who haven't quite realised they're Year 10. We discussed good qualities for a student councillor before they started nominating themselves and planning their speeches for the upcoming election.

First lesson is with my Year 12s and I'm teaching Bowlby's Attachment Theory. Two of them didn't do the homework so are 'rewarded' with detentions. Of course, with it being period one on a Monday, they're super engaged and raring to go – not. Uninspired by their sleepy faces, I asked them to stand up and we do some stretches and brain exercise to get them more awake –

success! Year 7s are straight after and I'm introducing them to religious law systems. I've decided to be brave and let them have glue sticks and scissors for an activity, which took twice as long as planned and resulted in the second task being set as homework. Way off the plan, but I was able to adapt and handled the situation well (proud moment).

Third lesson of the day and I'm observing a maths teacher (I'm required to observe twice a week, every week) who forgot I was coming and hasn't prepared an all-singing-all-dancing lesson (which I prefer, I'm here to learn). It led to an insightful discussion around students we share and how we can incorporate statistics and psychology together to help them, resulting in teamwork and major reassurance for both parties.

Lastly, two free lessons where I complete my lesson reflections, annotate observations with standards, respond to emails or plan lessons. I also have my weekly mentor meeting where we address previous targets and set future targets. 15:30 marks the end of the day and I head off home. Evening plans? I'll plan a lesson in-whilst playing PC games – multi-tasking at its finest!

### Tuesday:

Instead of tutor time, I supported 'Boys Club' – a group of vulnerable students that are delivered additional PSHE. We explored conflict-trust matrixes which explored their friendship groups and raise some revelations in the group.

Today, I was formally observed by my ITT provider. This is the first time they've seen me teach since my interview over a year ago so I was somewhat nervous. The lesson introduced Ainsworth and her attachment types with a Harry Potter scenario to apply their learning. I was happy with the lesson and received a 'Good', to become outstanding I need to improve my differentiation and questioning which I already knew were my weaker areas.

In my last lesson I taught Ainsworth to my other year 12 group and implemented some of the improvements suggested after my first lesson - it wasn't as successful, but that's okay, I tried. It just goes to show that different groups (and students) react differently and the importance of *knowing* your students.

After school I had a RE subject meeting where we discussed upcoming assessments before I proceeded to get stuck in 5.00pm traffic.

### Wednesday:

In tutor time, we discussed a moral dilemma situation for PSHE which focused around altruism and helping strangers in times of need. It was reassuring to hear that some students would selflessly help strangers or were able to think of abstract solutions to help them. Faith in Year 10 restored.

Last minute planning of my Psychology lesson today, after falling asleep at 9.00pm, and it was probably one of the best lessons I've taught! I asked them to complete a short questionnaire which delved into their motivations, aspirations and self-esteem. This is a small research task I'm doing that is based on a training session we had last week, which theorised that if we could increase students results by 5% we could push the whole class up a grade, but in order to do that, you needed to *know* your students. The results of this questionnaire would give me some insight into students and help me tailor lessons to their needs. Afterwards, we focused on exam technique with 'rotating squares' which students seemed to enjoy. Two awesome events then happened: First, the group said they enjoyed yesterday's lesson (the one where I was under intense pressure) and second, I overheard them trying to apply an attachment type to another teacher based on their behaviour – it was at that moment, in sheer excitement I said "OMG. You're applying your knowledge! My Year 12s have become psychologists!" I'm proud! That's what teaching is about, right?

15:45 is the start of our whole-school training. After an unexpected and intense book scrutiny last month, we were all asked to bring some marking we had done and to scrutinise ourselves against the scrutiny criteria, which raised some holes in all departments. The statement "feedback should be given regularly" seemed to raise some interesting discussion around the quantity of 'regularly'.

Thankfully, I passed my very-biased-self-assessment and *only* have to print cycle sheets for 120 of my students and write their target grades on their book. After the session, I talk to the host about my research idea which gained a lot of interest and I'm asked about my long-term career goals. I mention Teaching and Learning and I'm told to "not shout it out too loud" – I still haven't figured out why.

### Thursday:

Year 10 assembly starts the day with a not-so-gentle reminder that our year has the worst uniform and

attendance - a reoccurring message that I'm sure the students are very passionate about and are actively trying to fix, but our attitude to learning is the best in the school - hurrah!

Three hours of KS3 RE was very demanding and I ended the day with a headache. I'm slowly learning the content as I go along which isn't helpful but I don't feel it's a priority (Am I allowed to say that?). I feel like a Cover Supervisor again, delivering lessons the RE department have shared with me, except this time I have a textbook that I'm supposed to read.

After school is an induction training session which is usually for all new staff, but today it's only for trainees and mentors. The plan was to look through our evidence folders but as all of our evidence and paperwork is completed online, we had nothing to show. The meeting turned into us explaining how our course worked; what we had done so far and when our deadlines are. As I go to leave, the host tells me that she has shared my research task with the Executive Principal who's very interested and wants me to talk about it in the next training session. My instant reaction was 'Cool!', my later reaction: 'How will experienced teachers feel learning from a trainee?'.

### Friday:

No school today, instead I wake up earlier and drive further to attend University and learn how to teach. It's also nice to meet with the three other trainees from my school that I somehow only manage to see in passing. Today's agenda was differentiation strategies, an introduction to pupil premium students and assessment for learning, which was the most interesting. It's not just about assessing knowledge, but it's about knowing your students and knowing if and when they're doing their best. We watched a lovely video on TED by Rita Pierson which summed up our role as educators quite nicely.

My plans for the weekend were to relax and slowly work through my to-do list for next week (planning mostly). However, my friends kindly reminded me that this weekend is Comicon and I totally forgot! So now, my plan is to complete as much as possible on Saturday so I can attempt to enjoy a work-life balance without feeling guilty.

My advice to trainees? Be organised; utilise your time wisely; don't forget to have fun (inside and outside of the classroom) and remember that we've already made 10 weeks of progress.

# BOOKreviews



DEB GAJIC • Head of Psychology, The Polesworth School, CPsychol, AFBPsS

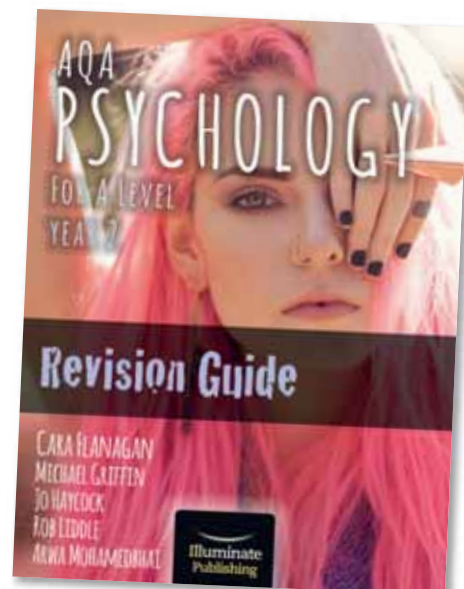
## AQA Psychology for A Level Year 2 - Revision Guide

Cara Flanagan, Michael Griffin, Jo Haydock, Rob Liddle, Arwa Mohamedbhai  
Illuminate Publishing ISBN: 978-1-908682-45-1

This book is the eagerly awaited companion to the popular 'pink haired girl' and also compliments the revision app (available for Android and Apple devices).

The layout will be familiar to students and teachers as it follows a similar format to the book, using double page spreads for sub-topics and lots of brightly coloured graphics. It has some useful additions to the main book which make it a very worthwhile buy. For example, there is lots of useful information about exam technique, assessment and key skills at the beginning of the book, which will help students to maximise their results. There are also examples of marked answers, so that students can begin to understand how

marks are allocated and what is necessary in a good answer. In the rear, there is a glossary so students can check their understanding of key terms. I particularly liked how each double page spread is laid out. Half of the page is A01 and the other half A03, this will be very helpful for my students as I'm focusing my revision around planning possible 16 mark answers for each bullet point on the specification. My thinking being that if students know 16 marks worth of information they can then apply this to shorter mark questions. I'm sure, like me, you have now run out of specimen material for students, so the practice exam questions on each double page spread are a godsend.



The only downside is that A level students will obviously require the Year 1 revision guide too.

I've recommended this book to my students and know the keen and eager ones will buy it. They will find it particularly useful as we already use the digital version as our class text.

## AQA GCSE Psychology 2nd Edition

Mike Stanley, Karen Boswell, Sarah Harris, Nicky Hayes, Fran Knight, Tracy Mendis  
Illuminate Publishing ISBN: 978-019-841363-9

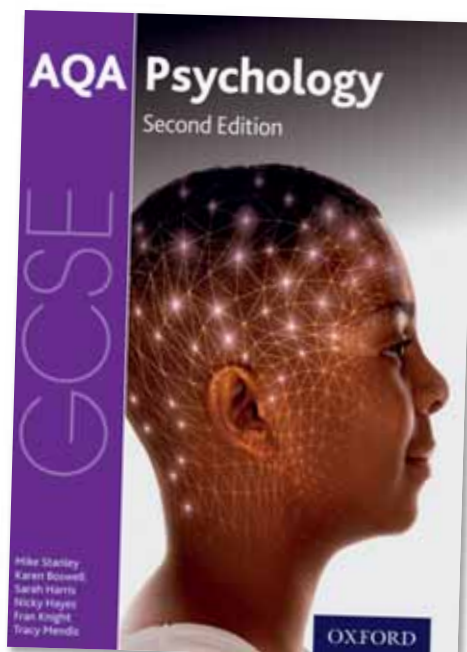
With all the uncertainty that the new GCSE specifications are bringing, this book will be a very useful tool in any GCSE Psychology teacher's toolkit. It directly follows the new AQA specification in a logical and well thought-out format. The clear layout and format will be a hit with both students and teachers alike. It really is a dual purpose textbook, a starting point for teachers preparing materials for their lessons and a student resource book too.

The layout is very student friendly and the activities and suggestions for further

reading will really consolidate a student's knowledge and ensure they are well prepared for the examination. It is written with students in mind and the language and layout are very accessible for students.

The only thing I think this book is missing is exemplar student style answers with commentary to guide both teachers and students about what is required for a high band answer.

I would definitely highly recommend this text book to both teachers and students.





HELEN KITCHING • CPsychol, AFBPsS, Gildredge House School

# *Stress Well for Schools*

*by Nicola Morgan*

Stress Well is a course designed for 11-18 years old which helps them identify causes of stress in their lives and gives them skills to help cope if their levels of stress get too high.

We are currently trialling the course in our school with our Year 12s with the sessions being delivered in tutor time. One of the great things about the course is that it has a very comprehensive teacher guide which takes you through each session. Everything is there ready to teach including PowerPoints and worksheets.

Stress Well consists of three 'lessons' (which can be split into multiple shorter sessions). In our school, we taught it over nine sessions of about 35 minutes each. There are also extension activities which

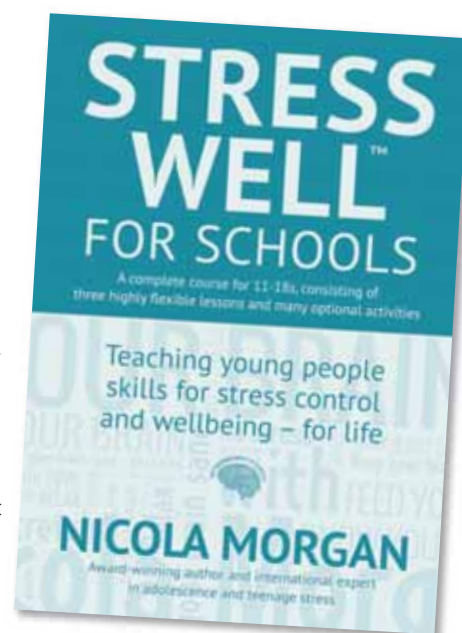
you can include to extend the time or teach after the main sessions are complete.

**The three main components are:**

1. Understanding Stress
2. Stress and You
3. Wellbeing and Stress Strategies for Life

The course is designed to be taught by teachers from a wide range of backgrounds. I found at my school, our tutors would have benefitted from a more detailed briefing by me but I think that is really because the majority of them didn't read the teachers' guide thoroughly, and this is important for it to be taught correctly.

The course offers great value for money at £60 for a perpetual copying licence, without limit.



## *Announcing the new Mike Stanley Bursary for NQTs*

### *Attention all NQTs!*

Fantastic opportunity to attend the ATP Annual Conference on 7-9 July 2017 at Keele University. All you have to do is submit a magazine article on either a psychological or pedagogical topic of your choice (500-1000 words) for our members' magazine, *ATP Today*, to be considered for the Mike Stanley Bursary for NQTs. With the bursary you will be able to attend the ATP Conference for FREE. The conference is an excellent opportunity to develop skills, teaching ideas and build links with colleagues across the country and Europe!

It is a wonderful opportunity to socialise with others in our field both during the CPD sessions and at the wine receptions and Gala dinner, not to mention the introductory games for new members/attendees! We have some amazing guests and speakers including Professor Richard Wiseman, Professor Nicky Edelstyn and after dinner speaker Dr Richard Stephens (the psychology of swearing). All the major Exam Boards will be in attendance and many are also offering workshops. Visit [www.atpconference.org.uk](http://www.atpconference.org.uk) for more

details about the conference.

Please email your article to the ATP Chair, Helene Ansell [heleneansell12@gmail.com](mailto:heleneansell12@gmail.com) by the deadline: 15 June 2017. Please include the following details in your email: Name of school or college where you are completing your NQT year, your Mentor's name and their email contact (you should first check that s/he won't mind being contacted by us).

Good luck and hope to see you at Keele!

Please see the [www.theatp.org](http://www.theatp.org) website for terms and conditions.

# TREASURER'S REPORT 2016



DEB GAJIC • (CPsychol,  
AFBPsS) Treasurer

Below are the accounts for both the general ATP account and the Conference account. I think they are self explanatory, but please don't hesitate to contact me if you have any questions or queries. The CPD events are self-funding and the Stafford event in March 2016 had a total income of £800, but some of this income was declared on the 2015 accounts. The ATPS event in Perth had a total income of £1215. The £660 (£660 also declared on 2015 accounts making a total of

£1320) EFPTA (Prague) amount is simply being collected by us and was transferred to EFPTA as conference fees. Our major income is membership subscriptions and our major expenditure the magazine. We aim to keep committee costs to a minimum; all other expenses are incurred when we represent your interests at meetings with other bodies such as the BPS and awarding bodies. Please note the KC Jones figure is conferences fees, less their administration fee.

## ATP Accounts 2016

| Bank Balance 31 Dec 2015 B/Fwd |                 | 30640.62             |                 |
|--------------------------------|-----------------|----------------------|-----------------|
| Income                         |                 | Expenditure          |                 |
| Subscriptions                  | 14356.29        | Committee Expenses   | 2667.33         |
| Advertising                    | 950.00          | Bank Charges         | 83.85           |
| CPD (ATPS)                     | 1215.00         | Magazine             | 11391.87        |
| CPD                            | 950.00          | Postage              | 120.00          |
| Interest                       | 15.97           | CPD                  | 296.76          |
| EFPTA                          | 660.00          | Amazon               | 20.00           |
|                                |                 | CPD (ATPS)           | 655.13          |
|                                |                 | EFPTA                | 859.00          |
|                                |                 | EFPTA Trf            | 1320.00         |
|                                |                 | Data Protection      | 35.00           |
|                                |                 | Sundries and Charity | 131.99          |
|                                |                 | ATPS (Subs)          | 525.00          |
| <b>Totals</b>                  | <b>18147.26</b> |                      | <b>18105.93</b> |
| Balance at 31 December 2016    |                 | 30681.95             |                 |

## ATP Conference 2016 – Sussex

| Conference Sussex 2016         |                 | B/Fwd 27134.66       |                 |
|--------------------------------|-----------------|----------------------|-----------------|
| Income                         |                 | Outgoings            |                 |
| KC Jones                       | 40186.92        | Lectures             | 437.15          |
| Sponsorship                    | 1208.40         | Expenses             | 600.75          |
| Exhibition                     | 2525.00         | Sussex Bill          | 34664.85        |
| Interest                       | 11.72           | Insurance            | 209.00          |
|                                |                 | Bags                 | 249.00          |
|                                |                 | Entertainment/Prizes | 945.00          |
|                                |                 | Programmes           | 237.50          |
|                                |                 | Petty Cash etc.      | 25.14           |
|                                |                 | Cake                 | 55.59           |
|                                |                 | Website              | 00.00           |
|                                |                 | Organiser's Fee      | 3000.00         |
|                                |                 | Keele Dep            | 6584.15         |
| <b>Totals</b>                  | <b>43932.04</b> |                      | <b>47008.13</b> |
| Balance as at 31 December 2016 |                 | 24058.57             |                 |

# The Association for the Teaching of Psychology Officers and Committee

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## Helpline

The ATP runs a telephone and email Helpline service for Members. Please contact Helene Ansell who will try to answer your query or refer you to someone who can.

01752 842392  
07454 282638  
helene.ansell@btinternet.com

**PLEASE MAKE SURE WE HAVE THE CORRECT EMAIL ADDRESS FOR YOU.**

## Writing Articles for ATP Today

### What kind of articles are we looking for?

We are looking for a variety of articles such as:

- Teaching & learning articles
- Lesson suggestions (activities and suggestions that have worked well for you)
- Resources that can be used by teachers or students (worksheets etc)
- Psychology research
- Current research by University Departments
- Reviews of books
- Articles of interest including current teaching issues such as transition from pre-tertiary to HE

### Who can write for the ATP?

Anyone can write for the ATP. We particularly welcome articles from teachers, students, researchers, university departments, university lecturers and PGCE students.

### How long should my article be?

Your article can be anything from a half to three pages of A4. Articles should be submitted in Arial font size 12.

### Can I submit pictures?

Yes. We welcome photos to be included in our articles. If you want to submit them (once you have checked copyright) please attach them to your email separately and do not embed them into the article. All photos need to be taken in the highest resolution setting on your camera possible and in jpeg format.

## ADVERTISEMENTS

### What kinds of advertisement is the ATP looking for?

Here at the ATP, we pride ourselves on helping our members to find out about the highest quality resources and support available in the psychology teaching world. We are therefore keen to attract advertisements from companies/organisations that can offer goods and/or services to help us to do this, including:

- Teaching resources
- Trips and conferences
- CPD opportunities
- Exam boards
- University information

If you wish to invite members to a future event, issue a call for papers, or other items that you think may provide a service to our members, we may be able to waive some or all of the fees for advertising. This decision will be made at the discretion of the editor. Please contact us for more information.

If you would like to submit an article, need any clarification about your article, or are interested in advertising, then please do not hesitate to contact the editor, Laura Quaife  
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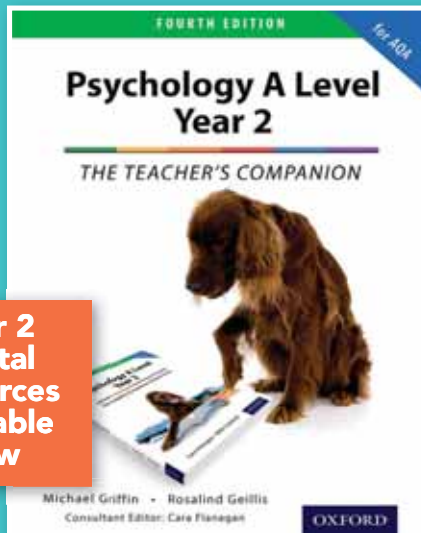
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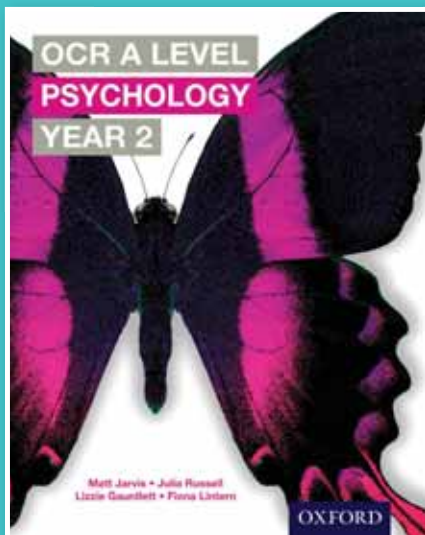


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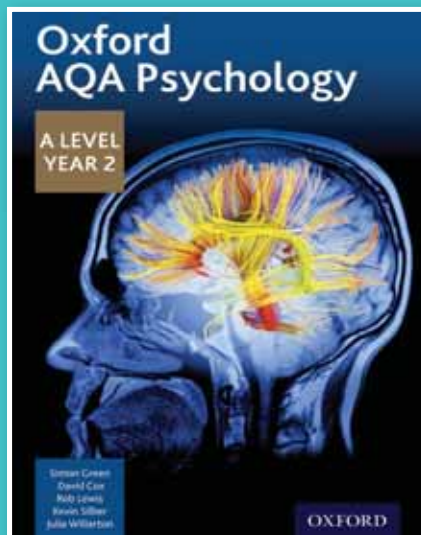


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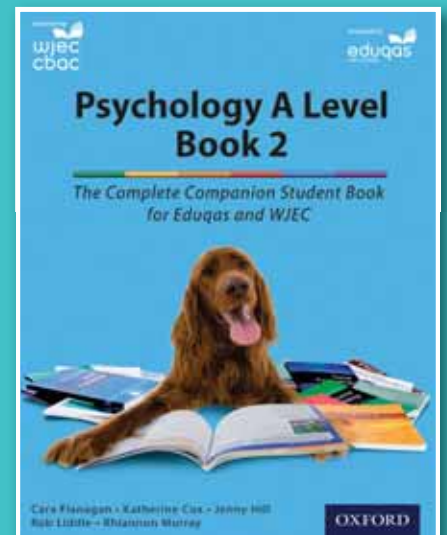
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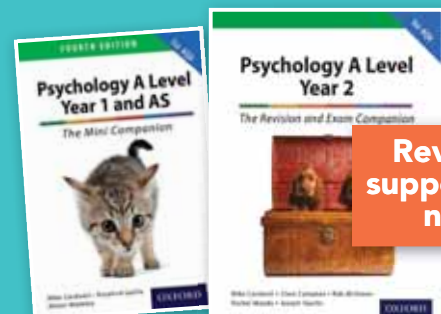


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