

*SEBDA presents an opportunity to celebrate the contributions made to support children and young people with SEMH concerns & differences.*

The conference will focus on innovation, pioneering initiatives and inclusive developments that ensure pathways to success. Workshops will be delivered by outstanding practitioners featuring cutting edge research.

### Booking Form

Or **book online** at : [www.sebda.org](http://www.sebda.org) (Login for member discount rates)

Delegate place Non-member: £175  Member: £155

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For more information please see our website [www.sebda.org](http://www.sebda.org)

For group booking rates please e-mail [admin@sebda.org](mailto:admin@sebda.org)

Promoting the social and emotional well being of children and young people

# Sebda

# National Conference 2020

Social Emotional and Mental Health Difficulties (SEMH) at home and school:

## Their Future is Not Over



**27th March 2020** LONDON, Friends House, Euston

Keynote speakers include:

**Prof. Barry Carpenter**

**Dr. Rob Long**

**Prof. Carl Parsons**

The Conference will include 6 workshops presenting recent research, best practice and practical support.



The Social, Emotional & Behavioural Difficulties Association (Reg. Charity 258730)

## Mental health and girls on the autism spectrum

### Professor Barry Carpenter

If autism in girls remains undiagnosed, they are at high risk of developing mental health difficulties such as anxiety, depression, self-harm and eating disorders. This also impacts upon their ability to engage in the learning process. For many, school becomes a social nightmare, from which they are either excluded, or self-exclude, leading to a further erosion in their emotional well-being.

This presentation will focus upon the profile of Autism in Girls, the risks of mis-diagnosis and of being misunderstood. It will also discuss interventions to support the girls in managing their stress, pressures and anxieties.

This lecture will be based upon new evidence and findings, taken from:

'Girls and Autism: Educational, Family and Personal Perspectives':  
Barry Carpenter, Francesca Happé and Jo Egerton (2019),  
London: Routledge Publishers

Barry Carpenter was recently appointed to the UK's first Professorship in Mental Health in Education, at Oxford Brookes University. He is Honorary Professor at universities in Ireland, Germany and Australia. He has been a Fellow of the University of Oxford. He has been awarded an OBE and CBE by the Queen for services to children with Special Needs. In 2017 he was entered into "Who's Who" in acknowledgement of his national and international contribution to the field of Special Education. See *SEBDA website for further detail*

## 1 in 10 Children with mental health problems

### Dr Rob Long (D.Ed.Psych.)

This presentation will explore many key questions:

- Is there a real increase in mental illness in children? If the answer is "yes", then "why"?
- Are there good reasons for bad feelings?
- Is 'wellbeing' the answer to this problem? And more importantly,
- Do we know which interventions work and for whom?

Rob Long is a Chartered Psychologist who supports parents and professionals with children and young people who face social, emotional and mental health issues.

He has written numerous books to support his work,

- Rob Long's Multi Faceted Intervention Toolbox.
- The Omnibus Book of Behaviour.

And has new publications out this year:

- SNAP Behaviour. Long and Weedon. An online assessment and intervention programme for SEBD.
- Parenting Handbook - a set of resources. Long, Mags and Hodgins

See *SEBDA website for further detail*



## 'Can we do it? Yes we can' Bob the builder but about inclusion

### Prof Carl Parsons

Austerity and cost may be part of the reason for increasing exclusions. League tables and the public presentation of schools may lead to behaviourally challenging children being formally excluded or removed from the school roll in other ways but it is not NECESSARY.

Some schools and groups of schools commit to maintaining the continued education of all children. They have layers of provision, use outside agents and centres and work cooperatively with parents as partners.

Can we do the job of total inclusion of children with social, emotional and behavioural problems? It is not easy but with the allocation of resources, the appointment of the right staff, the right internal provision and access to supportive external resources, but wrapped round with a collective moral purpose, inclusion in English schools can be as good as in Scotland, Wales and Northern Ireland - and maybe as good as in the education systems of our European neighbours.

So yes we can!

Carl Parsons is a Visiting Professor of Social Inclusion Studies in the Department of Education and Community Studies at the University of Greenwich. He has a BSc Sociology (LSE, 1969), PGCE (p/t University of London, 1971) and PhD (University of Leeds, 1981)

He joined the University in 2010 as a Visiting Professor, supervising research student dissertations, contributing to research developments and bids and directing research and evaluation projects.

Previously, at Canterbury Christ Church University, he led the Post Graduate Certificate in Education (Primary) and the MEd, as well as developing a modular EdD. He established and directed the Evaluation Unit which had contracts locally and nationally for the Technical and Vocational Education Initiative, Health Education, head teacher training, the cost of school exclusions and peer mentoring in secondary schools.

His areas of interest are: evaluation, project design, school exclusion, attainment statistics and ethnicity, gender and deprivation.

#### Workshops Seminars :

- **1-Phil Barnett** –New OFSTED Framework-Where schools that really make a difference to the lives of SEMH children can excel.
- **2-Andre Genas** SEBDA/OBU student -A headteacher's view of studying and implementing SEMH into practice
- **3-Rob Long** "The Syndrome Mix" Practical interventions for coexistent disorders
- **4-Brendan Loughnane** Developing a Mental Health and Well Being Training Programme. (How to develop an effective and cost effective training programme in your school/agency).
- **5-Julie Pierzchniak** Social Services Perspective in schools' SEMH
- **6-Steve Russell** A developmental model of stage not age

