



# IMPLEMENTING THE PERMA MODEL ON A COLLEGE WIDE BASIS

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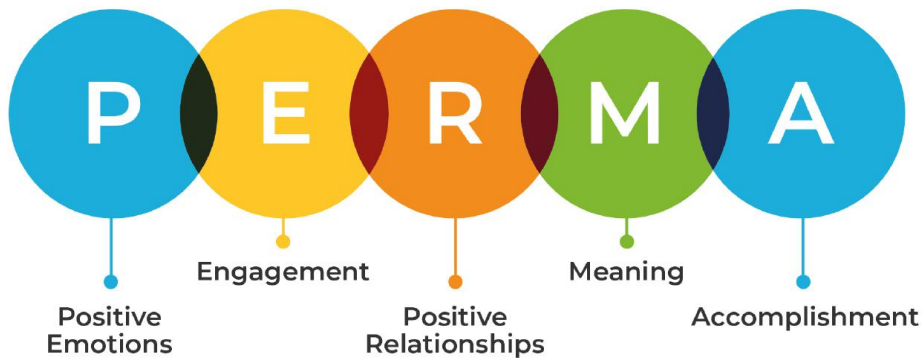
# Scene setting...

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- **Specialist college setting**
- **16–25-year-olds with Special Educational Needs and Disabilities**
- **2 x SLT's, 1 x SLT Assistant & counsellors**
- **Psychological Support & Associate OT**
- **Introducing PBS**

# THE PERMA MODEL AND PBS

## PERMA model of well-being

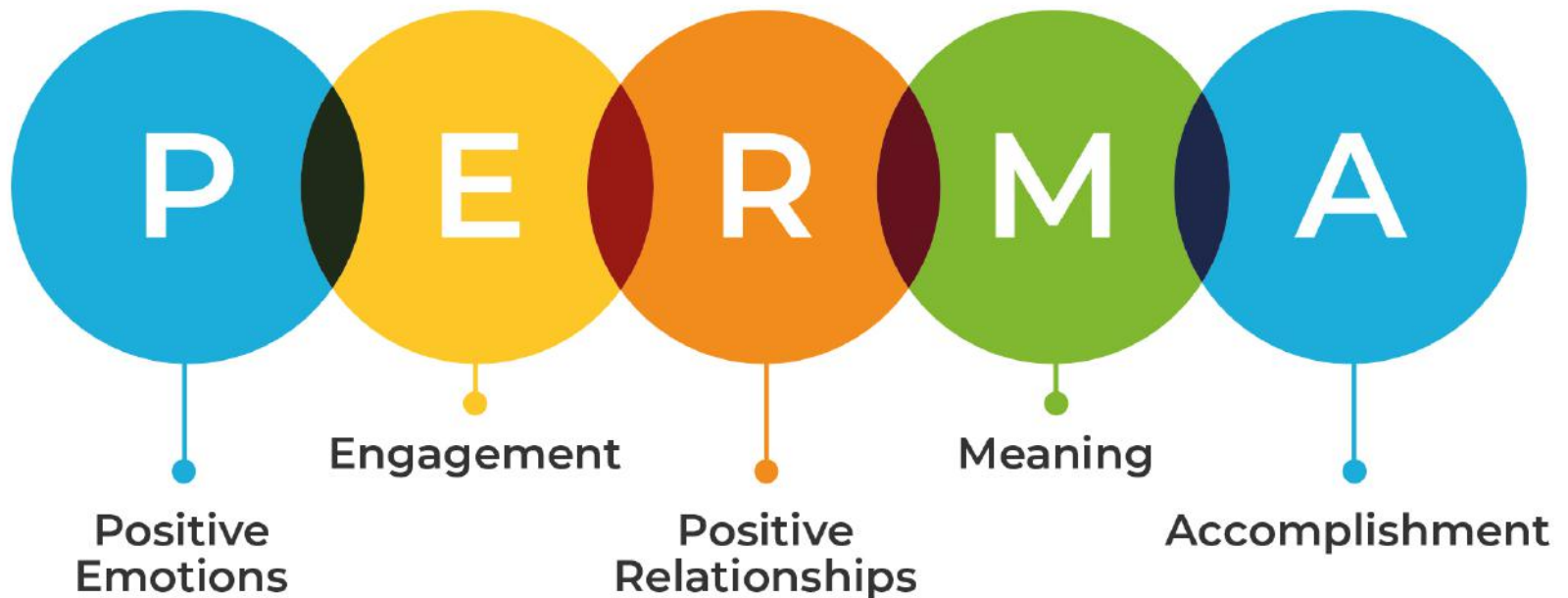


Peterson (2008) describes as ‘the scientific study of what makes life most worth living’.

# THE PERMA MODEL AND PBS

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## PERMA model of well-being



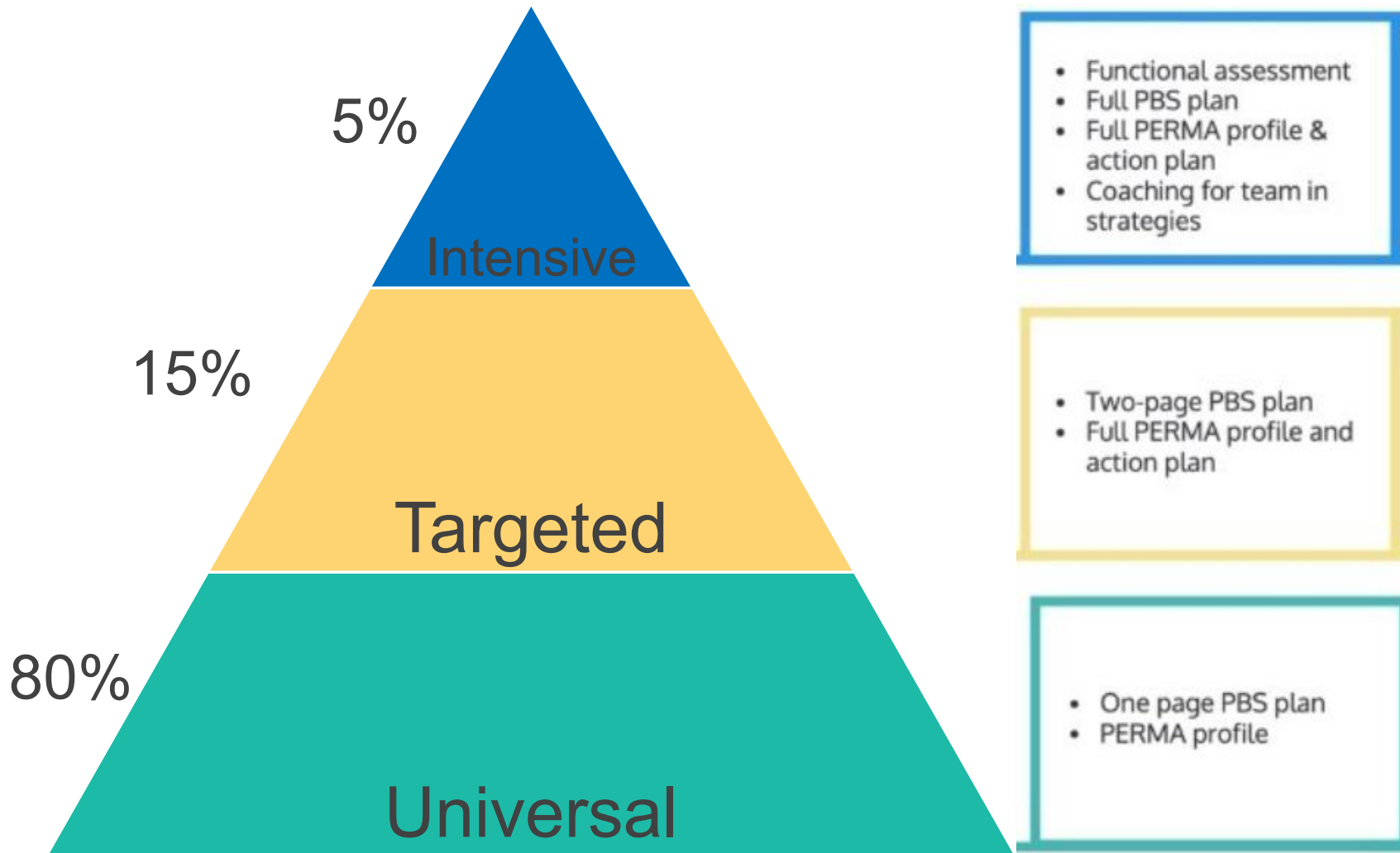
# THE PERMA MODEL AND PBS

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- Wellbeing
- Happiness



# THE PBS CONTINUUM AND PERMA



# LANGUAGE FOR EMOTIONS AND BEHAVIOURS

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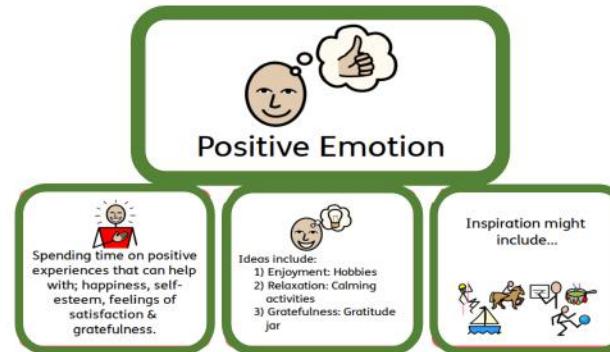
- Receptive language, e.g., understanding vocabulary and concepts related to the PERMA model
- Interoception - feedback from the body about emotions.
  - Often atypical in the paediatric autism population, with a tendency towards hyporeactivity (DuBois et al. 2016; Hatfield et al. 2019).
- Express and communicate

# MAKING PERMA PROFILES ACCESSIBLE

Getting ready:

- Breaking down concepts
- Exploring vocabulary
- Pre-teaching vocabulary & working with teachers
  - Links with Personal Growth Programme (PGP) and Personal, Social, Health and Economic (PSHE)


• PERMA means:






# SHARING INFORMATION


## Positive Emotions



What makes me feel good?




What do I sound like when I'm feeling good?




What do I look like when I'm feeling good?

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When I feel good my face looks like...

For example, smiley, no frowning, happy etc. Can you think of your own words?



When I feel good my body feels like...


For example, calm, rested, still etc. Can you think of your own words?



When I feel good people will notice me....

For example, sitting, listening etc. Can you think of your own words?






Fill in the bubbles...



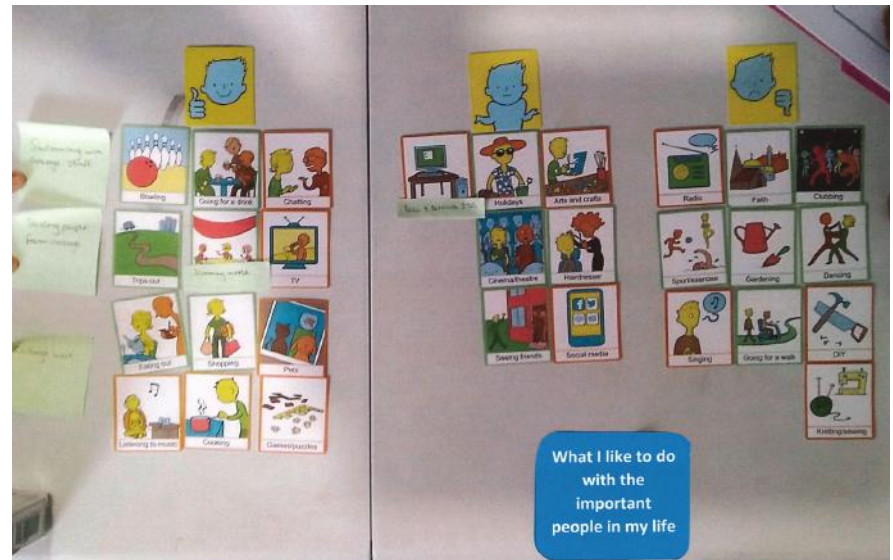
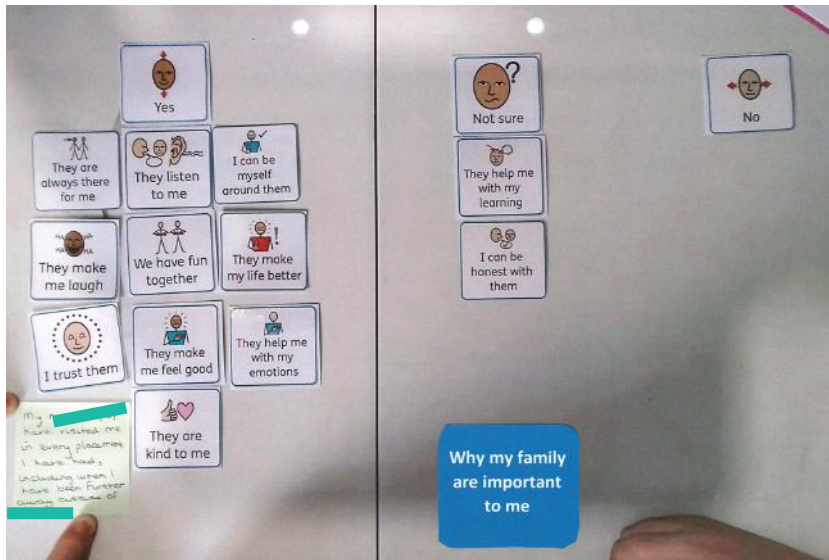
What makes me feel good?

Photos of things that I enjoy spending time doing...

Which of these (or others) are MOST important to you? Score them on a scale of 0 - 5 with 0 being not at all important, and 5 being most important.

	0 Not at all important	1 Not very important	2 Sometimes important	3 Important	4 Very important	5 Most important
 Relationships: partner, children, parents, siblings, friends etc.					✓	
 Work and career				✓		
 Education and achievement					✓	
 Spirituality	✓					
 Connecting with nature			✓			

# SHARING INFORMATION



# SHARING INFORMATION



Goal I

Getting a job  
working with  
animals, for  
example a cat  
or dog sanctuary  
or kennels.

Write down what you will do to r

Goal-I-Action Plan

Write a CV  
Fill out application  
form  
Go to an interview  
Look on the  
Indeed job webpage  
or visit the job  
centre.  
Qualifications  
Work experience  
with animals



# ADAPTATIONS FOR REMOTE LEARNING

On the next slide you have a sorting task...

- You will think about 'what I like to do in my free time'
- Move the 'what I like to do in my free time' picture at the bottom of the page or delete it.
- Move the pictures to where you want to put them on the slide under the visual scale

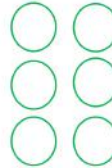


- If you don't want to use a picture you can delete it
- If you want to add something, use a textbox



Sort the pictures under here.  
Delete any pictures you don't need.

Put a circle around your answer



Why are people at college important to me

	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Photos of things that I enjoy spending time doing...



# PERSONALISED PERMA PROFILES

## my favourite things

- I like people
- I like peace and quiet
- I like my toys
- And I love my farm
- Being independent
- Talking to staff and other people
- Making smile
- My toys and teddys OCI my pink spider
- My bed and my sleep
- Being at home
- Staying at residential Monday /Friday



## Engagement



How do I like to spend my time?

Talking to mates  
Having family time  
Going to see my brothers  
Going to see my grandad in london .  
Talking to my best friend  
And going to collage and having fun



What are my favourite things to do?

Singing  
Drawing  
Talking to mates  
Nails  
Shopping  
Going out with mates  
Taking selfies on snapchat with my best friends  
Playing football  
Playing roblox  
Playing on my xbox  
Watching netflix with my bestie



What can I spend hours doing? My all time favourite things...

Art  
Nails  
Xbox  
Singing  
Listen to music  
Shopping  
Being with my bestie  
Playing roblox with my mate

# LINKED WITH STAFF AND PARENT FEEDBACK

## X's PERMA Profile



### Positive Emotion

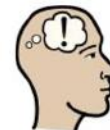
#### What does it mean/look like for the person now?

- Giggling
- Chatting
- Smiling
- Engaged in activity/Conversation
- Making jokes
- Sharing positive stories/anecdotes

#### How can it be improved?

- X agrees that spending time with her family, baking and cooking and listening to music give her Positive Emotions.
- X's staff also suggest that swimming and spending time with her friends also gives her Positive Emotions.
- X should have access to these things throughout the week.

## X's PERMA Profile



### Engagement

#### What does it mean/look like for the person now?

- X likes to spend most of her time being with and chatting to her family. X likes having conversations with people.
- X enjoys watching films, listening to music, and dancing along to 'The Next Step'. X has also told us that she loves board games.
- X has told us she loves cooking, she also enjoys colour and painting and making lists of her likes and dislikes.

#### How can it be improved?

- Chat with X about her interests, X likes jokes and humour, this can engage X in conversation.
- X and her staff have suggested that she likes to do things with another person e.g., swimming and board games.
- X should be given opportunities for activities that also provide her with the social aspect she enjoys so much.

# THE POWER OF PERMA

## Case Study A

- 20 years old
- Significant childhood trauma
- 'moderate levels of psychological distress'
- Placed in care at 8 years old
- Detained in hospital under Section 3 of the Mental Health Act in 2016
- Numerous placements, some out of county
- Placements repeatedly broken-down following incidents where other people were injured (staff and peers)
- Common theme: verbally communicating wishes, e.g., talking about family and desire to be near them and increase in frequency and intensity of behaviours
- Currently on a reduced timetable and living within family home with social care support = no incidents since September 2020

**Q –'What difference do you think your PERMA profile will make to how college support you?'**

**A- 'It might help me a bit more. They might understand me more & what to do when I'm struggling'**

**Q –'what was it like for you creating your PERMA profile?'**

**A- 'fun!'**

**Q –' what difference has the PERMA profile made to you?'**

**A- 'it's been helpful....I matter'**

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Thank you for listening