

Therapeutic Storywriting Research Findings

Therapeutic Storywriting (TSW) uses the metaphor in stories to support children whose emotional and behavioural difficulties are getting in the way of their learning. Research shows that the 10-week intervention typically has the following effects:

Enabled pupils to:

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

There were also significant improvements in:

- Pupil' motivation to write.
- Listening skills.
- Confidence in their own ideas.

(Waters, 2002, 2008)

Led to significant improvements in pupils':

- Emotional vocabulary.
- Sense of Belonging.

(Harris, 2013)



Led to significant improvements in pupils':

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

(Batchelor, Warhurst,
Nuttall & Bradley, 2014)

Led to:

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

(Maclean, 2013)

Led to:

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

(Holder, 2015)