

Resilience.

RISE: Resilience In Schools and Education



Starting at **13:00** pm

For slide handouts, visit:
www.the-educational-psychologists.co.uk/training-for-schools

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RISE: Resilience In Schools and Education



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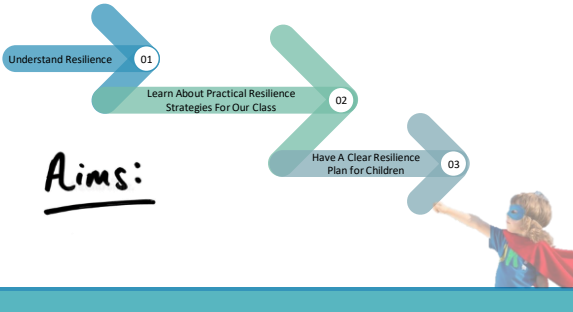


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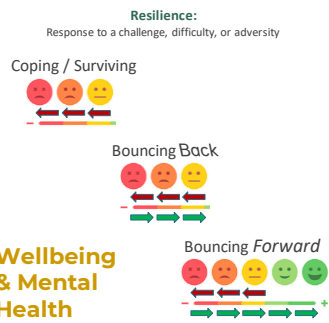


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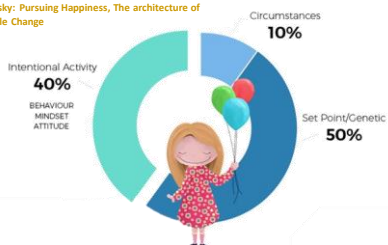
What is Resilience?



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What is Resilience?

Lyubomirsky: Pursuing Happiness, The architecture of Sustainable Change

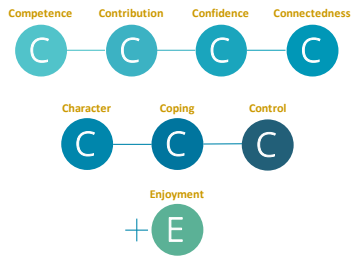


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7 Cs Of Resilience (+ an E)



Resilience Capacity

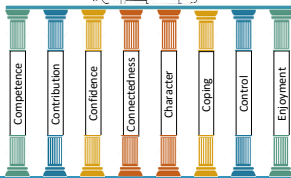


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7 Cs Of Resilience (+ an E)



Resilience Capacity



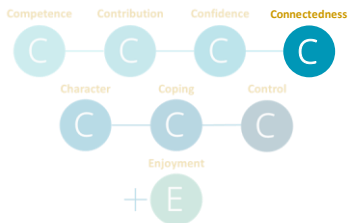
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Connectedness



Define

The quantity and quality of our relationships
 More connected relationships = feeling more supported and valued
 The most important features of any relationship are Consistency, Positive regard, and Feeling supported



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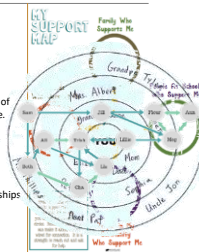
1 Resilience Power 1: Levels of Connection

Aim: To identify the different levels of relationships in their lives

Strategy (one off, with reviews)

- Resource: 'Relationship Circles' and 'My Support Map'.
- Once completed, encourage children to think about how their network of support could help them cope when they are going through a hard time.
 - A person who I can tell a secret to is....
 - A person I can talk to about a problem is....
 - A person who I can call if I am in a difficult situation is....
 - A person who I can just sit with when I am feeling upset is....
- Helps children to feel more secure in their relationships
- Also incredibly useful to use to identify children who lack close relationships

Can also assess peer relationships using a Sociogram
<http://users.sussex.ac.uk/~r0bimb/socio.html>
www.sometics.com/en/sociogram



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2 Resilience Power 2: One Close Relationship

Aim: to ensure that each child has the opportunity to develop at least one key relationship with a caring, competent and responsible adult

Strategy (Ongoing)

- Identify the children based on the above or other indications that lack having at least one close adult relationship in their lives.
- Identify the adult who has the capacity to form this relationship
- Schedule in the time for them to spend together
 - Forming a bond – ensuring consistency, positive regard (i.e. 'on their side' and positive expectations), playing and having fun, doing things for each other.
- Be available to the child outside of these times (but not involved in reprimanding)
- Consider how relationships can be maintained across Year transitions



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3 Resilience Power 3: Adult Network of Support

Aim: For the child to feel valued and cared for by several adults around them.

Strategy (Ongoing)

We can take a shared responsibility among a number of staff to regularly 'check in' with the child.

- Identify the children who need regular 'check ins' by a consistent adult.
- Identify 3-4 adults who will take 5-10 minutes at least ever other day to 'check in' with the child.
 - Sometimes the most impactful people in our lives aren't those we see all the time. We just know that they truly care and are there for us.
 - Explicit expressions of caring for the child, wanting to support them, and being there for them.



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Connectedness

4 Resilience Power 4: Close Peer Relationships

Aim: For each child to have at least a small network of close friendships

Strategy (Ongoing)

• **Buddy or Mentoring systems.** Facilitate friendships between children, including friendships with pupils from different age groups. Simply pairing children up, and making suggestions of activities they can play together. If some additional incentivisation is required, sometimes it helps if the children are able to access equipment / games which aren't normally available.

- **Playground friendship stop.** An area where children can go if they want to play with others. Adults can encourage peers to then go and ask the child to join in.
- **Facilitated breaktime activities.** Investing in a designated person which can set up and run daily playground activities.

Resource – Play resource by PlayWorks



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Connectedness

5 Resilience Power 5: Social Skills & Likeability

Aim: To develop social understanding and skills which enable children to confidently interact, build closer relationships and avoid falling out.

Strategy (weekly)

- **Looking at friendships class activities** e.g. Identifying what makes 'Good Friendships' to highlight and reinforce these values
 - What does a good friendship look like? What do they do?
 - Can give options and ask each child to select their top three
 - What does a bad friendship look like? What do they do?
 - Can give options and ask each child to select their top three
 - How do friends help you when things are bad?
 - Look at these answers as a class, create a collage poster
 - After looking at these, ask children to write down "What can you do to be a better friend, and for others to like you?"
- **Small Group Social Skills Programmes** e.g. How to Be a Friend by Laurene Krasny Brown; Time to Talk by Alison Schroeder; 101 Games for Social Skills by Jerry Moeley; Think Social! by Michelle Garcia Winner; Should I or Shouldn't I? What Would Others Think? By Dominique Baudry



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Connectedness

6 Resilience Power 6: Getting To Know Others

Aim: Children in class get to know each other personally outside of their friendship groups

Strategy (weekly)

Set up social activities which can be quickly and easily integrated as part of a short break in the day e.g.

If You Really Knew Me...

- Help children to share in meaningful short conversations with their peers that they may not otherwise connect with.
- Played in pairs, with one child listening to the other for a set amount of time (i.e. 20 seconds, 2 minutes). Take it in turns to finish the sentence "If you really knew me, you would know that..." e.g. and talk about their family, the classes they like in school, hobbies, pets, their favorite games, or anything else they'd like to share.
 - By mixing children around and changing topics, this game can be played quickly and easily throughout the year

Use ideas from:

- 104 Activities That Build: Self-Esteem, Teamwork by Alanna Jones
- 43 Team-Building Activities: For Key Stage 1 / 2 by G. Middlewood



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7 Resilience Power 7: Class Identity

Aim: To feel a strong sense of identity within the class.

Strategy (ongoing)

Develop a class Identity by

- Having a unique class name
 - Regularly referring to it to build a sense of group identity and belonging
 - Stating that "You're an [Class Name], we expect..."
- Have a class Logo or Hero
- Refer to peers as [Class Name], teammates, colleagues, or mini teachers



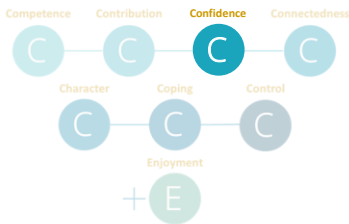


Define

To have the self-belief that they can achieve something that is important to them.

Rooted in Competence and Contribution.

Relies on 'mindset' an valuing effort as the route to achievement.



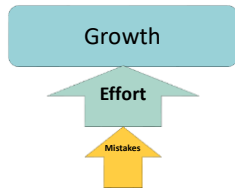
1 Resilience Power 1: Growth Mindset

Aim: To have a Growth Mindset in which they value Effort and are comfortable making mistakes.

Strategy (ongoing)

Achieving Growth Mindset can be broken down into three components, the acronym for which is **GEM**. The aim is for children to:

- Believe that **Growth** is possible (i.e. Growth Mindset)
- Value **Effort** as a way to achieve this
- Value **Mistakes** as a way to learn (and remove anxiety around mistakes)



Confidence

1 Resilience Power 1: Growth Mindset

Aim: To have a Growth Mindset in which they value Effort and are comfortable making mistakes.

Strategy (ongoing)

Teaching 'Growth Mindset'

- Look at a range of favourite famous people (e.g. footballers, YouTubers) starting out
- Read and discuss story books and videos - "Resource"
- The Power of "Yet" (habit)

Effort Focused

- Have a model of the level of effort children are working within so a clear understanding can develop and consistent language can be used

Mistakes

- Model mistakes and your learning to the class
- Normalise mistakes and make them acceptable: be explicit
- Praise 'good mistakes' and taking risks
- Reflect and reinforce that mistakes are good

Resources
+ KJ Walton Series



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Confidence

2 Resilience Power 2: Peer Praise

Aim: Give children a temporary self-esteem boost to help them feel more confident to try new things.

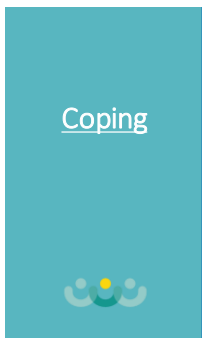
Strategy (One off)

"People Think I'm..."

- Ask each child to write or create a 'Positivity Card' for 5 other the children in their class. They may either write something nice about the other children and / or select from a range of cut outs of positive attributes and skills, and stick these onto a card to give to the other children
- When each child receives 5 'Positivity Cards', we want them to put these together, and highlight what they are most pleased about. We can reinforce this by then asking them to draw themselves with one of more of these positive attributes, and / or write a story about a time they feel they really showed this.
- The children that they create 'Positivity Cards' for may or may not be their friend, but this should include a mix of children so that they feel they know what their class thinks about them.



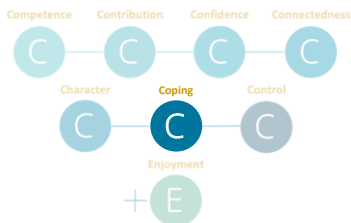
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Define

The capacity to recognise and manage our emotions in difficult situations

To problem-solve and learn from our experiences to not repeat the same mistakes







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Resilience Power 1: Recognising Own Emotions

Aim: To help children recognise and express their emotions

Strategy (ongoing)

- Giving children access to visual prompts to help them think about and reflect on their emotions
 - Emotionary say what you feel by Cristina Núñez Pereira
 - My Book Full of Feelings by Amy V. Jaffe
 - The Mood Cards by Andrea Harrn
- Each child creates their own 'feelings thermometer' which scales emotions from 1-5 (1 being calm, 5 being very anxious / angry / upset)
 - This matches up their different behaviours and ways that show their feelings increasing.

5	Rage, Furies	
4	Angry, Mad	
3	Embarrassed, Confused, Bewildered, Stup	
2	Nervous, Worried, Anxious	
1	Peace, Calm, Soothing, Pleasant, Okay	

-Resource: *Feeling Thermometer*
-Zones of Regulation

Resilience Power 2: Tools to Manage Emotions

Aim: To give children the tools to be able to manage heightened emotions

Strategy (Ongoing)

Feelings Thermometer plans

Discuss with the class and come up with a long list of strategies and techniques that they can use to manage their emotions e.g.

- Use of a 'calm space' in class, Use of a 'safe space' in school, Using a 'worry eater' to hold thoughts, Having use of 'calm breaks', Quick colouring activity, Use of deep breathing, Asking for help from a teacher, or Using equipment, such as a wobble cushion, stretch bands.
- Resource: Coping Skills for Kids Workbook by [Janine Halloran](#)
- Emphasise that everyone will have different ways they find helpful.
- Ask each child to put down on their 'Feelings thermometer' what they feel would help them at each stage as their emotions get bigger.
- Keep their Feelings Thermometer plans close by for easy access



Resilience Power 3: Diaphragmatic Breathing

Aim: To give children the most effective tool to manage their emotions – diaphragmatic breathing

Strategy (daily or several times a week)

Set aside regular time with the whole class to practice deep breathing - even 'minute meditations'

- It's frequency of practice rather than quantity which is most important
- Resource with suggested Audio CDs, YouTube channels, Books, Apps
- Mindfulness in Schools also run a programme called PawsB

When children need to calm, they often need our help to start with. The best approach is:

- Calmly get down to their level, and hold their hands
- Model breathing in for 3-4 seconds. As you do, tense up tight
- Model breathing out for 4-5 seconds. As you do, try to relax
 - Repeat three times
- Can then move on to: empathising to defuse, and search for solutions with them (e.g. using the Solution Focused below)



Resilience Power 4: Finding Their Own Solutions

Aim: To be able to identify their own solutions to arising difficulties

Strategy (ongoing)

Use a 'Solution-Focused' approach.

- Use a 1-10 scale (or 1-5 for younger children)
- When children present with a problem, we ask them to scale it from 1-10
 - Ask what stops it from being 1 less? Helps to find strengths they already have
 - Ask what it would look like being 1 better? Helps them to imagine a realistic and achievable outcome
 - Ask what they can do to get 1 better? Gives a chance to problem-solve. We can then add in suggestions

Helps to focus not just on "the problem" and us solving it, but on the desired outcome and practicing problem-solving for themselves.

Resource – Scale for the classroom



Resilience Power 5: Reflection and Learning

Aim: To learn from their experiences and adapt their future behaviours

Strategy: Use the ABC to reflect and learn

Antecedent (triggers to the behaviour)

Negative - What triggered the behaviour?

Positive - How can we stop these triggers in the future?

Behaviour (management of the behaviour)

Negative - What did you do in the difficult situation?

Positive - What could you have done that would have led to a better outcome and that adults would be proud of you for?

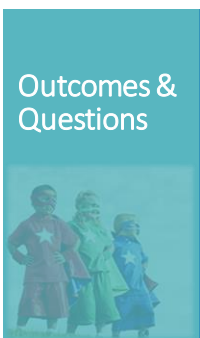
Consequences (after the behaviour)

Negative - What happened as a result of the behaviour?

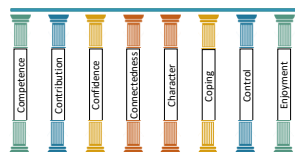
Positive - What would have happened if you reacted differently?

+ Role Play Solutions





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