



Guidance for use of School Based Resilience Assessment Tool

Fife Council Educational Psychology Service



Guidance for use of School Based Resilience Assessment Tool

Background and research:

Daniel and Wassel (2002) identified 6 domains of resilience: Attachment/Secure Base; Education; Friendships; Talents and interests; Positive Values; Social Competencies. This tool uses these domains of resilience to support school staff in assessing where a child or group of pupils are in their development of resilience factors within school and in identifying the next steps.

Research by Werner and Smith (1992) further breaks down the specific elements which contribute to resilience; these are: sense of competence and self-efficacy; internal locus of control; empathy with others; problem-solving skills; communication skills; sociable; independent; reflective, not impulsive; ability to concentrate on school work; autonomy (girls) / emotional expressiveness (boys); sense of humour; hobbies; willingness and capacity to plan. These elements are captured under the domains.

The assessment tool can be used where there is early concern in relation to social, emotional difficulties or where additional support is being considered in this area. Through consultation and discussion, areas for development can be pinpointed however this tool is not intended to be diagnostic.

General considerations:

Development across domains will not be linear as progress will be determined and affected by what is happening at any one point in a young person's life both within and outwith school. All contextual factors should be taken into account and detailed within the summary notes section as it is recognised that adverse childhood experiences at home will impact on resilience and progress. The areas included are not exhaustive.

None of the statements/areas for consideration are interlinked across or within columns, nor are they in any particular order or developmental.

Each statement can be linked to SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible and Included) by the initials included at the end of the statements. These can then be utilised in Additional Support Plans as targets or in reports e.g. for Child Wellbeing Meetings where appropriate.

Using the Assessment Tools:

School based Resilience Assessment Tool

School staff should link with parents to make them aware that they are looking more closely at a pupil's profile of resilience in order to set specific targets and identify interventions within the school context.

Consider each of the statements in turn and identify whether each is:

- not yet developed (.)
- some development (/)
- well developed (△)

Pupil Resilience Assessment Tool

Further guidance is provided on the tool. Staff are requested to support the child/young person to self-assess in relation to each of the areas. Consider each of the 6 areas individually and ask them to rate how they feel on a scale of 1-6. When an area is identified as one where they feel least confident, follow up with a more detailed discussion in relation to the statements for that area.

Upon completion of the both the School Based Resilience Assessment Tool and the Pupil Resilience Assessment Tool, a discussion is required in order to focus on one/two particular area(s) where additional support and specific target setting is required. It may be useful to work jointly on targets across home and school. Strategies pertinent to the target area(s) can be shared.

It is also helpful to consider an appropriate timescale for review. Common practice would be termly or six monthly. During the review it would be helpful to reconsider the original assessment tool, review strategies tried and note progress made in the review section on the notes page.

References:

Daniel, B. and Wassell, S. (2002) *Assessing and Promoting Resilience in Vulnerable Children*, volumes 1, 2 and 3, London and Philadelphia, Jessica Kingsley Publishers Ltd.

Werner, E. E., & Smith, R. S. (1992). *Overcoming the Odds: High-risk Children From Birth to Adulthood*. Ithaca, New York: Cornell University Press

Key terms

Attachment / secure base – A secure attachment is formed when a care giver responds to an infant’s signals that they are tired, hungry or in distress and acts in a way which soothes them. The infant learns that they can trust the adult to be there to meet their needs. From these early experiences the child develops an internal working model that they have an adult to act as a ‘secure base’ – someone they can trust and rely upon to look out for them, and who will be there to help them when they need it. When a child has an internalised secure base they feel more confident to explore the world around them. The working model they have of the care giver as reliable and trustworthy is the model they use for all adults. For children who have not developed a secure attachment or an internalised secure base, they may need support to realise that adults are trustworthy, helpful and reliable. They may not feel safe and secure to explore the world independently.

Attunement / attuned – Attunement is being sensitive to the communication signals from an infant and then the care giver responding positively to these signals through their eye contact, facial expression, voice and body language. It’s the early stages of turn taking in communication – recognising an attempt to communicate and responding to this. Attunement in the classroom follows these same principles of tuning in to the child’s emotions, initiatives and communication, responding positively in body language, eye contact and verbal interaction, engaging in turn-taking and listening to and acknowledging the child’s view. This supports the child to develop socially and emotionally.

Interdependence – Interdependence is when a child is able to work independently but accept and seek support from an adult when they need it. This develops when they have an internalised secure base and believe adults will be there to support them if required. For children who haven’t developed interdependence, they can present as either overly independent and will never seek or accept support, or overly reliant on the adult and reluctant to do tasks independently.

Resilience – resilience is the ability to ‘bounce back’ in the face of adversity or the reason that some children manage to succeed in spite of adversity and disadvantage. The factors in the resilience assessment tool all contribute positively to the development of resilience.

Sense of belonging – belonging is the feeling that a person is part of, connected to and fits in with a group. This may be as part of the class group or school community. It is important in healthy human development and associated with positive physical and mental health.

Emotional Intelligence – this can be defined as the ability to identify, evaluate and manage emotions. This refers to a person own emotions and the emotions of others.

Emotional regulation – this is being able to respond to emotions experienced as appropriate to the context.

<u>Attachment / Secure Base</u>	<u>Friendships</u>	<u>Education (resilience in learning approach)</u>	<u>Talents and Interests</u>	<u>Positive Values</u>	<u>Social Competence</u>
<p>Feels safe and secure in the classroom (e.g. appears relaxed in class environment) (S, N, I)</p> <p>Has area(s) in school where can go to feel safe (S, I)</p>	<p>Knows what constitutes a friendship (I)</p>	<p>Literacy skills are developing appropriately in line with peers (A)</p> <p>Reads for pleasure (A)</p>	<p>Shares strengths, skills and interests with staff and pupils in school (H, A, N, R/R, I)</p>	<p>Believes that their actions produce the outcomes they desire i.e. approaches situations with a 'can do' mindset (N, R/R, I)</p>	<p>Communication skills: Good eye contact (R/R, I) Will take part in reciprocal conversation (R/R, I) Will ask questions (R/R) Will respond to questions (R/R, I) Will take turns (R/R, I) Is easily understood (R/R, I)</p>
<p>Staff and pupil are attuned to each other: Adult is sensitive to what the pupil is communicating in their words and actions (I, N) Pupil is sensitive to what the adult is communicating in their words and actions (I, N)</p>	<p>Has people to spend time with : In class (R/R, I) In playground (R/R, I) Outside school (R/R, I)</p>	<p>Approach to tasks: Can concentrate on learning tasks (A) Listens to instructions (A) Follows instructions (A) Takes time to think about how to approach task (A) Settles to task (A) Can work independently (A) Can work in a group (A, I)</p>	<p>Has interests in school (H, N, R/R, I) Has interests outwith school: Individual (H, A, R/R, I) Sporting (H, A, R/R, I) Group activities (H, A, R/R, I) Activities with a social focus (H, A, R/R, I)</p>	<p>Takes time to think through / plan how to approach situations (R/R) including any potential difficulty or conflict (R/R) and engages with problem solving (R/R, I)</p>	<p>Emotional intelligence: Can see things from another's point of view (R/R, I) Is able to empathise with others (N, R/R, I) Is able to show care towards others (N, R/R, I)</p>
<p>Has positive relationship with at least one member of staff (I, N) Has positive relationships with a number of staff (I, N) Will approach at least one adult in school when needs support but is not dependent on adult(s) (interdependence) (R/R, I, N)</p>	<p>Peer acceptance: Has at least one good/identifiable friend (R/R, I) Has a number of friendships (R/R, I)</p>	<p>Attitude to tasks: Believes that can complete work tasks /has a 'can do' attitude (R/R, A) Sees self as being able to impact on performance in tasks (e.g. through hard work, practice) (R/R, A) Can identify when they need help (R/R, A) Will seek help from a peer when stuck (R/R, A) Will seek help from an adult when stuck (R/R, A) Willing to adapt approach to task as a result of feedback (R/R, A)</p>	<p>Has a positive attitude to participating in hobbies and interests (A, R/R, I) Sees self as being able to improve in hobbies and interests through hard work, determination and practice (N, R/R, I)</p>	<p>Has positive future aspirations (R/R) and high expectations (R/R)</p>	<p>Emotional regulation: Can express emotions appropriately e.g. anger, sadness, excitement (H, R/R, I) Can manage emotions appropriately (H, R/R, I) Is able to change their behaviour in response to different situations (H, R/R, I) Shows a sense of humour (H, R/R, I)</p>
<p>Feels a sense of belonging in: School (R/R, I) Class (R/R, I)</p>	<p>Problem solving skills: Can sustain friendships (N, R/R, I) Seeks adult support to resolve difficulties / conflicts (N, R/R, I) Can resolve difficulties/conflicts with peers independently (N, R/R, I)</p>	<p>Response to challenge: Will participate in a challenging task (R/R, A) Will persist with a challenging task (R/R, A) Looks for solutions / Keeps trying and works through any difficulties or problems in task (R/R, A) Following a challenging situation is able to: reflect on what has happened (R/R, A) think through what they might do differently next time a) with support (R/R, A) b) independently (R/R, A)</p>	<p>Persists despite challenges in hobbies and interests (N, R/R, I)</p>	<p>Takes age appropriate care of self (e.g. hygiene, presentation) (H, R/R, I) Shows self-awareness (R/R, I)</p>	<p>Is observed to: Help others (R/R, I) Have fun (R/R, I)</p>

Resilience Tracking and Monitoring

Pupil name

Completed by.....

Period of assessment and intervention from to

	Summary notes (to complement initial consultation and note relevant contextual information)	Areas targeted	Intervention identified	Review and progress
Attachment and secure base				
Friendships				
Education (resilience in learning approach)				
Talents and Interests				
Positive Values				
Social Competence				

Resilience Strategies

Attachment / Secure Base	Strategies and Resources
<p>Feels safe and secure in the classroom (e.g. appears relaxed in class environment)</p> <p>Has area(s) in school where can go to feel safe</p>	<p>Meet and greet the child to ensure they have a positive start to the day. Consider a soft start / toast</p> <p>Allow them to scan the class environment before going to their seat. Talk them through what they can see and any changes in the room to reduce hypervigilance</p> <p>Make connections to home, ask them about what they did last night, show interest and caring</p> <p>Use transition objects, such as a photo or object from home, or a note from their parent / carer to reassure them they are not forgotten about when in school</p> <p>Plan, do, review the day to help them predict what is coming and to plan for any difficulties. This can be supported by a visual timetable and using the self-regulation cycle (Goal, Plan, Predict, Do, Review)</p> <p>Have a discussion with the pupil about potential areas and how they may use these, and when e.g. a nurture space, an area within the classroom, a tent.</p> <p>Discuss if there are objects or activities which would help them to calm e.g. sensory materials, sorting tasks, reading.</p>
<p>Staff and pupil are attuned to each other:</p> <p>Adult is sensitive to what the pupil is communicating in their words and actions</p> <p>Pupil is sensitive to what the adult is communicating in their words and actions</p>	<p>Be attentive by turning towards the child and giving eye-contact</p> <p>Give positive body language signals by smiling, nodding and having an open posture</p> <p>Respond with positive verbal interaction e.g. label what is happening, say what you feel, ask what you want to know.</p> <p>Engage in turn-taking in communication by balancing listening and talking.</p> <p>Hear the young person's view. Let them you know you have heard it by summarising what they have said and using phrases such as "I've heard what you said".</p> <p>Engage in problem solving by offering help and making suggestions. Support the child to make choices and a plan.</p> <p>Self-regulation scripts can be useful to make this a shared process.</p>

<p>Has positive relationship with at least one member of staff</p> <p>Has positive relationships with a number of staff</p> <p>Will approach at least one adult in school when needs support but is not dependent on adult(s) (interdependence)</p>	<p>Identify a key adult who will get to know the child's strengths and needs and begin to develop a trusting relationship with them. Try to have some continuity wherever possible.</p> <p>Be seen to support the child when times are difficult.</p> <p>Be consistent in approaches between adults.</p> <p>Even when you're not engaging with the young person show that you're still thinking about them through eye contact, smile, etc. Or provide a physical reminder e.g. a note on a post it that you will be back to see them, have remembered what they asked.</p> <p>Support the child to develop independence through dependency. The child may be heavily reliant on an adult until they develop the confidence and trust to attempt tasks on their own. Give small amounts of independent work then return, building this up over time.</p>
<p>Feels a sense of belonging in:</p> <p>School</p> <p>Class</p>	<p>Explicitly communicate to the child that they are a valued member of the class/school and recognise their contribution.</p> <p>Create pride in the class/school through whole school and community activities, etc.</p> <p>Avoid excluding the child from the class/school (either deliberately or accidentally) as they may feel this as rejection. If a perceived rejection has happened, reassure the child that they are wanted and that they are an important part of the class / school.</p>

Friendships	Strategies and Resources
Knows what constitutes a friendship	Support child to identify good friendship qualities. Equally support them to understand negative or harmful behaviours in a friendship. Help them to reflect on friendships / peer relationships and on whether these are genuine.
Has people to spend time with: In class In playground Outside school	Use circle time / group time to discuss social supports and friendships. Develop peer and collaborative learning practices in class. Consider paired reading, paired maths or reciprocal teaching approaches. Ensure class set up allows opportunities for peer interaction. Recognise child's interests which may be shared with others. Develop clubs / activities based around the child's interest. Develop structured games at breaks / lunch club / activities. Encourage out of school social times / activities.
Peer acceptance: Has at least one good/identifiable friend Has a number of friendships	Consider a circle of friends approach (whole class/small group) Develop social skills such as turn taking, sharing and listening through structured activities or games. Consider a socio-metric questionnaire, talking mat, etc., to identify peers where friendships could be developed. Use social stories to target specific social skills.
Problem solving skills: Can sustain friendships Seeks adult support to resolve difficulties / conflicts Can resolve difficulties / conflicts with peers independently	Discuss what it takes to sustain a friendship e.g. mutual kindness and regard, support of one other at times of difficulty. Develop ability to express a view in an assertive but not aggressive manner. Use Cool in School / What's going on? Resource. Adults model effective solutions to resolve conflicts. Develop the child's understanding and use of restorative approaches using restorative scripts. Use social stories / comic strip stories to support the child to understand others' perspectives. Use of role play and video modelling to consider how to manage different situations. Self-regulation scripts (such as Big deal/Little deal) to support development of perspective on issues. Develop peer support / mediation / buddying across school and consider using pupil as supporter / mediator / buddy

Education	Strategies and Resources
<p>Literacy skills are developing appropriately in line with peers</p> <p>Reads for pleasure</p>	<p>Build an assessment picture of strengths and areas for development, including specific literacy difficulties (NYP11) via a contextual assessment.</p> <p>Ensure there is close tracking of learning progress</p> <p>Through discussion with pupil identify materials to encourage reading for pleasure – fiction, non-fiction, magazines, etc.</p> <p>Support parent to read with child at a level they are working within – parent reads, shared reader, child reads, paired reading approaches, etc.</p>
<p>Approach to tasks: Can concentrate on learning tasks</p> <p>Listens to instructions</p> <p>Follows instructions</p> <p>Takes time to think about how to approach task</p> <p>Settles to task</p> <p>Can work independently</p>	<p>Actively find out and use what already interests the child to engage them in learning.</p> <p>Ensure a well organised learning environment with clear routines and easy access to resources to organise self to begin tasks.</p> <p>Consider a quiet area to complete tasks.</p> <p>Use name to tune in, ask to repeat back instructions.</p> <p>Consider underlying anxiety levels. Give clear instructions about the task and break it down into small steps.</p> <p>Consider a target for following instructions (ensuring instructions are clear, visual and easy to understand).</p> <p>Consider seating position, possible work station, minimise distractions.</p> <p>Remember pupils will respond best to directions and outcomes, 'When you complete your work, you can take a break,' rather than directions and punishments 'Complete your work or you will have to miss your break time.'</p> <p>Plan the steps at beginning of each lesson through modelling</p> <p>Use self-regulation approach and goal, plan, do, review learning tasks.</p> <p>Checklists that can be marked as pupil completes each stage.</p> <p>Simple numbered instructions.</p> <p>Ensure tasks and expectations are matched to the child's developmental level. This means thinking about their emotional development as well as their cognitive development.</p> <p>Avoid arguments over equipment – have spare sets to hand.</p> <p>Frequently model checking out equipment and arranging it on desk. Use a visual strip showing equipment if required.</p> <p>Plan the steps at beginning of each lesson through modelling</p> <p>Show the steps in a task visually e.g. on the Smart Board or personal prompt card. Consider a Goal, Plan, Do, Review format for learning tasks</p> <p>Consider adult support when teaching is complete to encourage pupil to settle and begin independent task.</p> <p>Ensure a calm, quiet learning environment.</p>

<p>Can work in a group</p>	<p>Break out spaces for tasks or work station as appropriate Thinking time built into teaching and learning Consider using the 'learning triangle' to build up independence in tasks. Start with one question / sum / chunk for the pupil to do independently then check back in with pupil. Consider "I'll do one, you do one" approach</p> <p>Teach group skills. Provide with a specific role. Consider pair work to build skills initially. Use structured games to develop e.g. turn taking.</p>
<p>Attitude to tasks: Believes that can complete work tasks /has a 'can do' attitude</p> <p>Sees self as being able to impact on performance in tasks (e.g. through hard work, practice)</p> <p>Can identify when they need help</p> <p>Will seek help from a peer when stuck</p> <p>Will seek help from an adult when stuck</p> <p>Willing to adapt approach to task as a result of feedback</p>	<p>Link to Mistakes, Praise, Feedback pack</p> <p>Staff model with pupils positive language and approach to tasks. Break down task and consider charting progress visually as steps are completed.</p> <p>Staff feedback to pupils is based on effort, determination and strategy used, rather than outcome.</p> <p>There are clear processes within the classroom to encourage a staged approach to asking for help and this is made explicit and encouraged e.g. Brain (think), buddy (ask a peer), Boss (ask the teacher). Consider 'checking chums' initiative. This may need to be scaffolded initially to enable the pupil to accurately self-assess and to feel safe in using this. Our least confident pupils need an adult to notice when they are stuck and give support frequently before they will engage with self-help strategies. Support positive attitude/mindset in relation to it being acceptable to ask for help. Model this and praise when asks.</p> <p>Give feedback during a task, rather than when task is complete. Model at the beginning of a task different ways a task can be approached. Be specific about what the pupil has done well and why.</p>
<p>Response to challenge: Will participate in a challenging task</p> <p>Will persist with a challenging task</p>	<p>Preparation is in place to make sure the task is explained properly. Ensure a relaxed class environment. Consider making task into a game / fun activity. Include additional individual explanation or practise in advance of task being presented to whole class.</p> <p>Use of praise for persistence. Include timed activities for periods of maximum effort. Break down into manageable chunks. Consider not marking or providing feedback on task content initially, just positive feedback for participation / persistence.</p>

<p>Looks for solutions / Keeps trying and works through any difficulties or problems in task</p> <p>Following a challenging situation is able to: reflect on what has happened think through what they might do differently next time</p> <ul style="list-style-type: none"> a) with support b) independently 	<p>Consider using role models of famous people the young person can relate to who tried and failed many times before achieving success.</p> <p>Build in reflective discussion with peers. Consider a planning format such as goal, plan, predict, do, review – use with support, then independently. Praise for identifying areas for improvement.</p>
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Talents and Interests	Strategies and Resources
Shares strengths, skills and interests with staff and pupils in school	Create pupil profiles where strengths, skills and interests are collated and shared. Provide opportunities for sharing successes and achievements within school and those achieved outwith
<p>Has interests in school</p> <p>Has interests outwith school:</p> <p>Individual Sporting Group activities Activities with a social focus</p>	<p>Staff to facilitate opportunities to develop interests in school via encouragement to join clubs and linking pupil skills to activities Staff to build relationship with pupil which would be supportive in identifying possible strengths and to develop interests.</p> <p>Increase parent awareness of benefits of outwith school activities and interests. Provide information to parent about community activities / groups Identify peers who go to activities where this may encourage pupil to attend</p>
<p>Has a positive attitude to participating in hobbies and interests</p> <p>Sees self as being able to improve in hobbies and interests through hard work, determination and practice</p>	<p>Encouraged both in school and outwith to sustain interest in activities</p> <p>Mindset work in relation to this</p>
Persists despite challenges in hobbies and interests	Parents/carers/school staff aware of the benefits of persisting with interests/hobbies Support from parents/carers to continue with these

Positive Values	Strategies and Resources
<p>Believes that their actions produce the outcomes they desire i.e. approaches situations with a 'can do' mindset</p>	<p>Model thinking aloud to give the child a clear plan for how to approach the task, including a plan for what to do if they require help and support. Use self-regulation scripts to offer help with problem solving, offering suggestions and making this a shared process. Name the problem, identify the goal, make a plan, review the outcome "X seems to be a problem, what's our goal, let's make a plan, great, we managed to do it!"</p> <p>Direct praise/feedback at the task (what they do) rather than the child (who they are) 'I liked the way you used your elbow partner to check what you needed to do. That is a good strategy.' - honour the self-critical part, accept it and hear it 'I'm crap at reading, I can't read', 'You're letting me know you feel critical about yourself right now, I am not sure what you are saying is completely accurate though, I've a tracking system which shows the progress you are making</p> <p>The child may have difficulties asking for help due to previous experiences of never getting help</p> <p>'Name it' - let them know you are aware of this and understand it may be hard for them to ask for help Provide opportunities for practicing asking for help and feedback through positive encouragement when they do</p>
<p>Takes time to think through/ plan how to approach situations including any potential difficulty or conflict and engages with problem solving</p>	<p>Maintain a daily routine Sticking to a routine helps support the development of planning skills and reduces memory load for a child. Routines and predictability can also be comforting to children, especially younger children who crave structure in their lives.</p> <p>Model how to plan and problem solve Create pauses and deliberately name what you are doing Within teaching time 'let's stop and think for a moment' Model how to do it by processing our thinking out loud, write notes, draw, break things down into simpler steps Build in thinking time to the end of lessons 'let's take a few minutes to think about what we have learned today' simplify what we do and be clear how and why we do it</p> <p>Take a break While it is important to stick to routines, endlessly worrying can be counter-productive. Teach the child how to focus on something besides what's worrying him. Build in unstructured time during the school day to allow children to be creative.</p>
<p>Has positive future aspirations</p>	<p>Resilience is not simply an internal trait - it is linked to environmental factors such as someone significant thinking you</p>

<p>and high expectations</p>	<p>are worthwhile, having a sense of belonging and high expectations Support pupil to identify their strengths and competencies. Relate this skills and competencies to future roles / jobs. Consider using a giftedness poster involving key adults in the pupil's life. Provide pupil with experiences whereby they could see themselves achieving a positive future goal e.g. meeting a person who works in an area where the pupil has an interest, a visits to a work location, opportunities to try some related tasks Consider buddying or mentoring scheme with older pupils</p>
<p>Takes age appropriate care of self (e.g. hygiene, presentation)</p> <p>Shows self-awareness</p>	<p>Teach self-care Make yourself a good example, and teach child the importance of making time to eat properly, exercise and rest. Ensure an emphasis on time to have fun. Build in daily routines for washing, teeth brushing etc.</p>

Social Competence	Strategies and Resources
<p>Communication skills: Good eye contact Will take part in reciprocal conversation Will ask questions Will respond to questions Will take turns Is easily understood</p>	<p>Plan structured opportunities to help the child who is struggling with peer relationships</p> <p>Support collaborative learning opportunities in the class with peer/adult feedback to teach interaction skills Seek out opportunities for pupils to be helpful to others and link responsibilities to pupil strengths Consider paired learning; buddies; co-operative learning activities</p> <p>Reinforce the messages by explicitly teaching routines of what interactions are appropriate Scaffold, model and practice these skills in positive settings explicitly naming and describing appropriate socially skilled behaviours in the everyday classroom avoid nagging!</p> <p>Use social skills training within class teaching time e.g. Circle Time, Cool in School.</p>
<p>Emotional intelligence: Can see things from another's point of view</p> <p>Is able to empathise with others Is able to show care towards others</p>	<p><u>Transference</u> is where feelings and expectations from a previous experience are transferred to the current situation. This can lead to misinterpretation of social interactions. Support child by translating the 'here and now' context and social rules for them via social stories, scripts, <i>"In the classroom we..."</i> In everyday interactions: be explicit about what is happening; provide a commentary about what needs to be done; state that help is available and most people are happy to help. Notice and comment on appropriate, positive behaviour to support translation. <i>"You're sharing and taking turns really well which is just what you should do here."</i></p> <p>Begin to explore how other people may feel and how they show their feelings through teaching opportunities <i>"How do you think the boy felt when that happened?"</i> Reinforce empathy and help the child keep perspective e.g. help him or her understand that other children may be feeling just as lonely and confused, and help her see beyond the current situation.</p>
<p>Emotional regulation: Can express emotions appropriately e.g. anger, sadness, excitement</p>	<p>Interpret their feelings for them – label emotions they are showing, give messages that feelings are ok to feel, show understanding of why they might be feeling that way <i>"You are refusing to come to gym which shows me that you might be feeling anxious or scared about something."</i></p> <p>Acknowledge the child's feelings and remain calm in simply asserting that you are there to help. <i>"You are upset at the moment. That's fine. I am here to help you. We can sort this out."</i></p>

