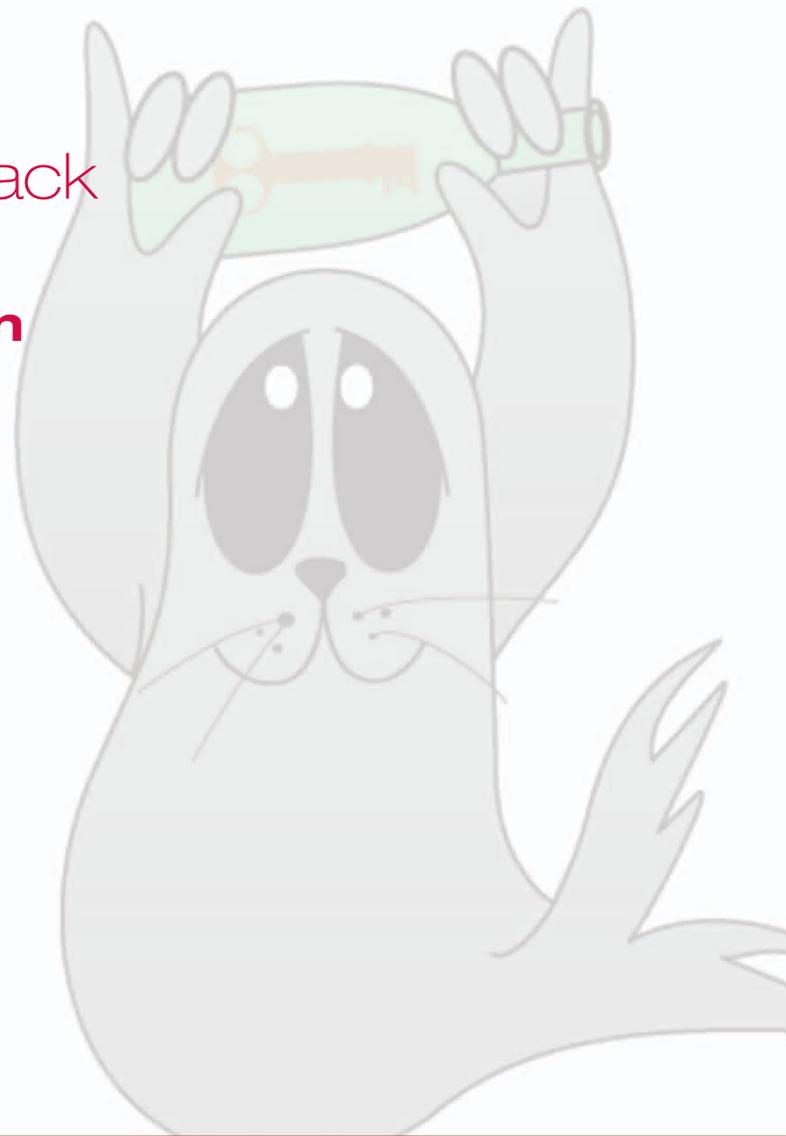




Mini Gold Seal Activity Pack

**For Individual Intervention
A Ten Week Programme**



Telford & Wrekin
COUNCIL



Introduction:

What is this resource and who is it for?

“A community that values its children must cherish their parents”

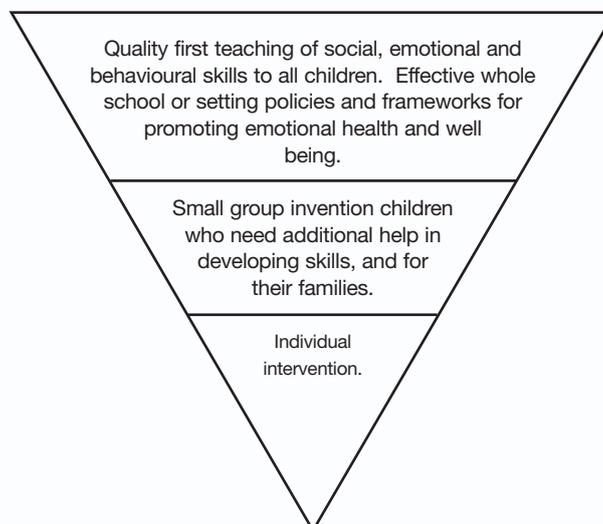
John Bowlby 1953

The 'Mini Gold' SEAL Activity Pack is a school-based programme designed specifically to provide individual intervention involving both parents/carers and children.

The need to develop the resource arose from the awareness that many children were exhibiting signs of an 'attachment disorder', which is having an impact on their behaviour both at school and at home. This is manifest in their inability to form a trusting relationship with significant adults, which often results in causing 'barriers to learning' and subsequent behavioural difficulties.

It is acknowledged that all children in school are entitled to the benefits that the SEAL resource offers for their emotional health and well being, but the Mini Gold programme is for those who have been identified as needing additional individual support.

The 'triangle' featured in the “Excellence and Enjoyment: Social and Emotional Aspects of Learning” guidance booklet (Ref DfES 1378-2005G) makes this explicit.



Children/parents selected to attend the Mini Gold programme can be referred following classroom observations, TAC meetings and or consultation with Head teachers, Pastoral Support Workers, Learning Mentors and other outside agencies (including Family Support Workers).

Some families are able to participate in and engage with the SEAL resource such as the 'Gold' materials and the 'Family Activities', (www.bandapilot.org.uk), but there are parents who would benefit initially from alternative activities. Research shows that some children, for a variety of reasons, have not had the positive experiences needed in their early life to support and encourage relationships of trust with adults. This resource is to help encourage them to become confident and effective communicators and to gain the ability to transfer those skills learnt in a secure environment into their own class situation and home environment.

The 'Mini Gold' resource addresses the issues of attachment, encourages building positive relationships and so helps to remove interference to learning. The research for this resource has been based on the work of John and Richard Bowlby (www.psypress.com/common/supplementary/184169360X/ch17_13.pdf and www.attachmentnetwork.org/news.html) who were pioneers in the area of 'Attachment Theory' and more recently the work carried out in Holland by Van de Boom (working with young mothers) (www.aimh.org.uk/the_importance_of_the_early_years.htm) and currently the work carried out in Sunderland by Svanberg (www.youngminds.org.uk/magazine/60/maher.php) which relates of definitions of children as being either 'Securely' or 'Insecurely Attached'.



Securely Attached Children

- Are better able to learn
- Are able to make new attachments more readily eg to their teachers
- Are ready to seek help when experiencing difficulties (academic or social)
- Are willing to share the attention of adults with their peers
- Are able to concentrate for sustained periods of time

Insecurely Attached Children

- May feel lost and unnoticed in school
- May feel worthless and so set out to prove this when meeting new adults
- May provoke unresponsive or hostile reactions, and so reinforce their feelings of self-doubt and security
- May not be able to concentrate even for a short period of time

Rationale and Route

From our experience of working with children with attachment difficulties in our Nurture Groups, we are aware of the sensitive approach needed in working co-operatively with their parents. Many of the parents themselves suffer from low self-esteem and often find it hard to relate positively to staff within a school environment.

Their perception of their child is often very negative and an example of this is a parent of a Nurture Group child who stated “I have a good relationship with David (real name has been changed), he ignores me and I ignore him!” To help begin to change parent's negative views of their child, often the relationship needs to be built with the key worker, firstly with the child and then with the parent: this forms part of the rationale behind the 'Mini Gold' resource.

When successful this led to a more positive relationship between child and parent/carer, as they began to see the adults working with them were having success, feeling proud of them and not least, liking them! The same parent later making the comment “I have actually started to like him now” and at the end of the programme affirming, “Thank you for giving me my little boy!” At this point work started to commence on addressing the mother's own emotional needs.

When planning the 'Mini Gold' resource, it was suggested that a 'trust tool kit' would make the ideal basis to work on. It was agreed that the focus of the work would be on a one to one basis i.e. a Learning Mentor, Pastoral Support Worker or a Teaching Assistant would carry out the programme. The materials and activities can be adapted to use in the Foundation Stage, as well as Key Stage One and Two.

An important consideration is to create a calm, but vibrant environment to work in with both the children and the parents. In some cases an area can be specifically created in a general purpose room, learning mentor's room, or Nurture Group room or any small area which is free from other traffic and distractions. This links with the theory of attachment which strongly highlights the need for children to feel safe and contained. (Winnicott <http://mythosandlogos.com/winnicott.html>)

The programme consists of ten weekly sessions, the first being an introduction for both parent/carer and child to explain the purpose of the activities. They will be introduced to the concept of the 'Treasure Chest' (and their 'trust tool kit'), messages in the bottles, gold keys and coins. This reinforces the importance of a shared 'treasure' represented by the items and resources the chest contains.

For the following four weeks the child will work on a one to one basis. In week six they will be joined by a chosen friend. Weeks seven and eight includes both parent/carer and child. Weeks nine and ten are specifically for the parent/carer. Follow up strategies are put into place to help



encourage and support the families involved.

The pack consists of a guidance booklet for the programme, gold coins which give the key objectives and outline the weekly activities, as well as additional resources eg the bottles, keys, coins, post cards and final certificate.

Selection:

The Invitation and Explanation

The purpose of giving both the parent/carer as well as the child a personal invitation to engage with the programme is to highlight the importance and value of developing a positive relationship between them and their school community.

A verbal invitation will be given to the selected parent/carer by a 'key person' who could be the Head Teacher, Class Teacher, Learning Mentor, Pastoral Support Worker or Teaching Assistant. This will be accompanied by a written reminder of dates and times of the programme. The child will then also receive a similar verbal and written invitation. The written invitation represents the 'message in a bottle' theme, as well as providing a joint purpose for both parent and child. The 'key' to this initial interaction is to build their self esteem, renewing a positive perception of themselves together and so enabling a more productive view of school and learning capability.

The Invitation





Week One: Rationale and Learning Objectives

Invitations and introductions

1 Welcome to the Island and Explanation of Programme

The key worker welcomes both parent/carer and child and familiarises them with the room/“island”. They should engage in a friendly informal chat explaining briefly the activities and tasks involved.

The parent can be provided with an outline of the ten week programme (key worker can provide this in an appropriate way eg pictures, mind map, or list).



2 Snack Time for both Carer and Child

The joint snack time is a crucial experience for everyone involved in the programme. This might be the first time that the carer and child have had the opportunity to sit together and be nurtured without any other distractions or interference. As the primary motivating force in human behaviour is a drive towards relatedness, the sharing of food and drink in this way will give them both the chance to begin to rebuild what may have been damaged in their earlier interaction and relationship.

The key worker during this session is to have already prepared the 'snack', enabling the 'nurturing' process to start.



Explanation of Keys - Materials, Resources, plus Bottle

For the next part of the session the parent/carer and child will be introduced to the important concept of 'transition' and the 'transitional objects that are a valuable part of developing their relationship.

Each session the child will write a message on the bottle (transitional object) which relates to a joint activity to be carried out at home. The parent/carer will write a response on the other side of the bottle which will be given to the child to bring back to the 'island' (the chosen learning environment).

The keys which will be found by the child in subsequent sessions represent their joint achievement. These are finally presented to the parents.

The gold coins can be written on weekly and given to the child as a 'transitional' reminder of their ability to have confidence in themselves.



3 Activity to decorate the Gold Keys, Gold Coins (Child) Bottle for Messages (Parent)

At this stage it may not be comfortable for the carer and the children to carry out a joint activity co-operatively.

In this session the activities will be run in a parallel way eg the key worker will support and encourage both of them to engage and complete their tasks. The specific purpose of the activities is for them to develop a sense of ownership, joint purpose and reciprocity.

The cardboard key and bottle can be personalised by colouring in or adding decorations.

It is suggested that the adult decorates the bottle and the child the key. Glitter and sticky paper etc may be used as additional resources.



Week Two: Rationale and Learning Objectives

Self awareness

1 Special Person in the Box

The focus of the child interpreting how he/she perceives himself/herself is crucial to initiating positive change and raising self - esteem. The roots of development of self, self-esteem and trust lie in the early years and the children who have been chosen to take part in this programme may have had their early emotional development 'derailed'.

Creating a changed perception both from the children themselves, their key workers and their parents can be the first step to getting them 'back on track'.

The mirror in the box provides not only a literal reflection of how they perceive themselves, but also reflects how others 'see' them and recognise their attributes.



This activity is suitable for both key stages and the younger children, in particular, should be encouraged to look beyond the physical features and be encouraged to use an emotional vocabulary.

The children are told that the box holds a secret and that it contains something very special. They are invited to open the lid and verbalise what they see inside (the mirror image of themselves). The key worker's role is to emphasise positive attributes and personality traits, to begin to boost self image and repair negative neural pathways. This can be threatening for a child who is already entrenched in a security system that labels them as being 'worthless and unlovable'. (So it is usual for the challenge to the child's belief system to be met with a backlash later of unwanted behaviours eg a great session may be followed with an awful one!).

Resources required: small mirror that fits in base of box with a lid.

2 My Special Island

The 'Special Island' activity is a crucial starting point for a child with attachment difficulties and offers the feeling of 'containment' which has often not been present in early development. Children with these type of difficulties feel that they have not just been 'physically dropped' but also 'emotionally dropped' as they often believe that they are not 'held in mind' by their primary carers/parents. Work using drawings and/or a sand tray provides the opportunity to explore a chosen 'safe base/container' which is therapeutic and reassuring.

Children should be given the option of working in the sand tray or drawing their island, so a range of materials should be made available. Association will be made between the time spent in the actual allocated space where the programme is carried out eg nurture group room, learning mentor's room, general purpose room etc and the child's own personal 'safe base'.

Resources:

- Sand Tray - eg a converted drawer tray.
- Play Mobil or Duplo characters.
- A range of soft toys or plastic animals.
- A range of play food (plastic).
- Catalogues to cut out and stick pictures from.
- Photographs of family members (if these can be provided).

Key Questions:

When questioning it is important not to flood the child as this will result in a rejection of the new



experiences. It is useful to provide a running dialogue or commentary of what the child is doing rather than putting them 'on the spot' or overwhelming them with direct questions and eye contact. This exercise is a useful way of finding out what matters to the child as well as conveying that their worlds of 'home and school' are connected. Often these children do not have a complete 'theory of other minds' so this allows them to think that they can play one off against the other, which in fact reduces their sense of safety and containment.

3 Drink of Water and Simple Brain Gym Exercises

Water is helpful for these children who often have attention difficulties. It is important to encourage them to drink water, often referred to as 'Brain Juice', especially as they are not used to reading their body's cues or nurturing themselves. Therefore drinking water should be available throughout the sessions.

Providing exercise has a positive effect on the brain through the release of endorphins and also helps the brain to organise itself better. Brain Gym activities and a range of further information can be found on: www.braingym.org.uk/

These exercises can be used at other times throughout the entire programme where appropriate. For example, when the child becomes distracted and unable to concentrate, or stressed and angry.

When working individually with children with attachment difficulties we are presented with the challenge of 're-wiring' their brains or neural pathways. For example if your early experiences have been predictably positive, you will make the necessary connections that life itself is good and consequently expect happy outcomes and positive relationships. If your early experiences have been fragmented and negative you are 'wired' to expect broken promises, hostility, disappointment and lack of trust.

4 Story

The two stories chosen for a quiet sharing time are 'Dogger' (ISBN - 10:009992790X) Published by Red Fox, KS1, and 'Way Home' (ISBN 10:1842702327) Published by Anderson Press, KS2.

These stories feature issues related to attachment and can be used as a starting point for discussions about feelings, loss and separation. Both books offer an empathic account of how it feels to be in a range of emotional states eg despair, hopelessness, joyfulness etc. and encourage children to explore their own feelings and vocabulary.

Alternative Stories. Key Stage 1

- 1 Nothing. Published by Hodders Children's Books ISBN 100340918160.
- 2 This is the Bear. Published by Walker Books. ISBN 0744594812.

Key Stage 2

- 1 A Safe Place for Caleb. Published by Jessica Kingsley Publishers, American Publication, Ed edition. ISBN 10:1843107996.
- 2 The Lion King. Published by Parragon Plus. ISBN 10:1405462949.

5 Gold Coins: "I Can" statement.

The 'I can' statement in the form of the gold coin is a transitional object that will help remind the child of their time at their 'Special Island' and the positive experience they have shared and the strategies they have learnt.

The gold coin can be introduced through a fun activity of searching for 'buried treasure' eg in the sand tray. Following joint discussion the child and key worker will decide on what the statement will be and how the child can be reminded of it when they are in their classroom and also at home.

6 Message in a Bottle: 'I can play a game and take turns'

It is important to establish if the family involved have access to any board games and this discussion will have taken place at the initial joint introductory meeting.

Simple board games or card games can be sent home with the child, with the emphasis being on fun and enjoyment as well as on motivation and interests.

The vital message to be conveyed to the parent/carer is that playing together is a valuable part of building and sharing a positive relationship. Play provides the foundation as it offers special one to one time and encourages sharing, negotiating, compromising as well as hopefully, laughter and enjoyment.

The parent/carer will already have ownership over their individual bottle and the request to share a simple game before the next session can be written by the key worker in the case of Key Stage 1 children and by the child him/herself if in Key Stage 2.



Relaxation

Children selected for the 'Mini Gold' programme are often flooded with adrenalin or 'emotionally hotwired', they will quickly become stressed and are frequently in 'flight or fright' mode (the Reptilian brain). Unless they can relax they cannot enter the logical learning part of the brain, therefore simple relaxation exercises are crucial to help remove their emotional interference to learning.

Creating a calm atmosphere is vital and the individual child should be taken into account i.e. some children will find listening to relaxing music beneficial, while others may prefer a quiet room with silence. Once the child has 'keyed' into this experience it can be used, if necessary, at other times during the session when stress triggers have been observed. This is an important part of building up a code between the key worker and the child, and relaxation techniques can be practised and strategies will then become more automatic and obtainable.

Relaxation plays a vital role in developing self-awareness and the key worker can remind him/her to isolate body parts and relax them as well as draw attention to what the body feels like when it tenses up.

Relaxation Pages

A Boy and a Bear - The Children's Relaxation Book. Lori Lite
ISBN 1886941076

Indigo Dreams Audio CD. Lori Lite
ISBN 0970863349

Cool Cats, Calm Kids: Relaxation and Stress Management Four Young People.
Mary Williams.
ISBN - 10: 0915166941

Indigo Dreams: 4 Children's Stories Designed to Decrease Stress & Anxiety While Increasing Self Esteem & Self Awareness. Audio CD. Lori Lite.
ISBN - 10: 970863349

Sleepy Little Yoga (Hutchinson) by Rebecca Whitford and Martina Selway. ISBN-10:009189350X.

Mayfly Day by Jeanne Willis and Tony Ross - Anderson Press. ISBN-10:1842704923.

I Want Your Moo - A Story for Children about Self Esteem. Mark Weiner.
ISBN 0945354657

The Affirmation Web - A Believe in Yourself Adventure Paperback. Lori Lite.
ISBN 1886941254

Into The Garden of Dreams by Jane Simpson. Brilliant Publications. ISBN-10:1897675763.



Week Three: Rationale and Learning Objectives

Managing feelings

1 Managing Feelings

The child returns to the 'island' with the message from their parent/carer about the game that they played together.

The key worker will read the message or if appropriate invite the child to read it out.

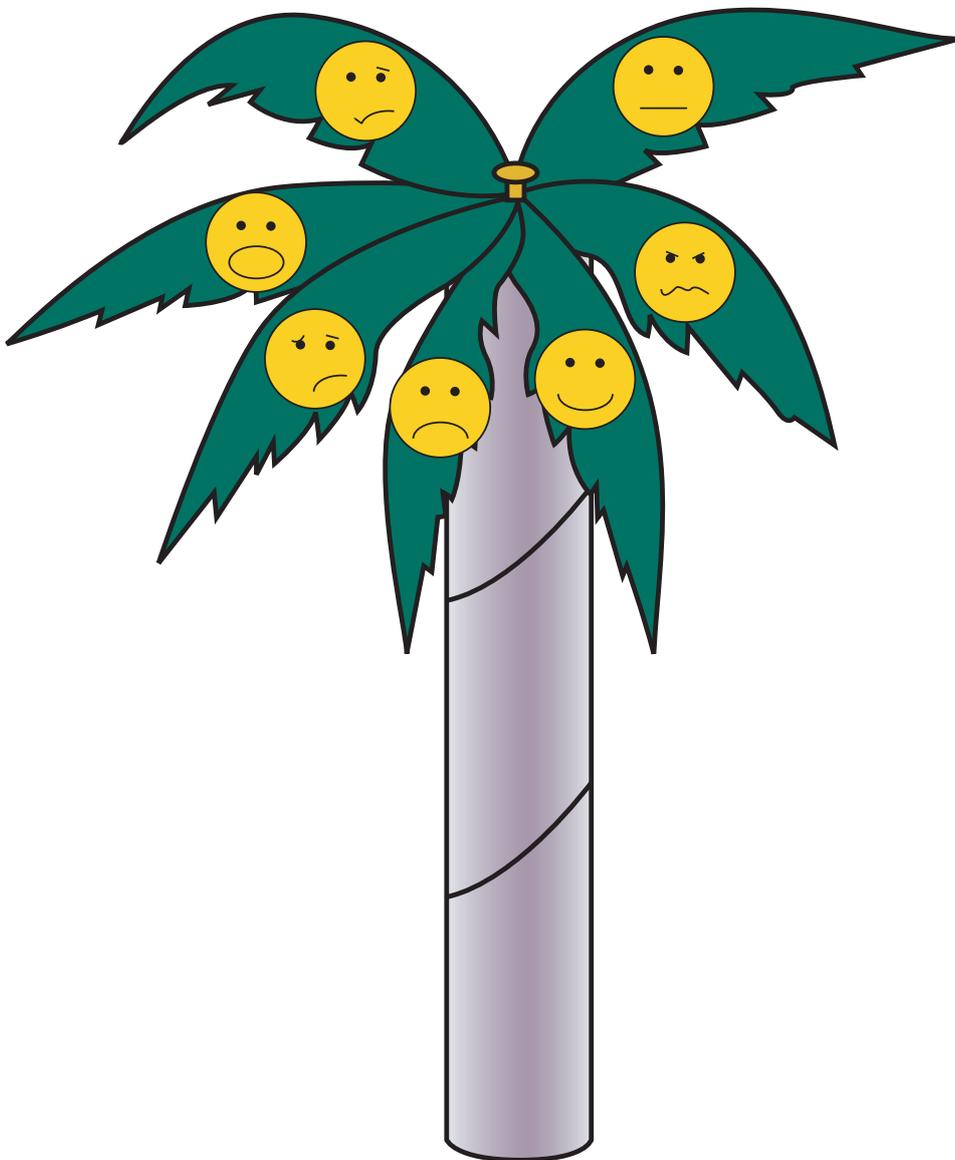
The mirror is used again to focus on feelings and the vocabulary to match them, the key worker may like to talk about his/her own feelings when playing a game eg excitement, disappointment etc and model the expressions in the mirror before giving the child the chance to add some of their own. Sometimes it is helpful to identify and give the feelings a name eg wobbly legs, sicky tum, want to hurt you, cold/prickly etc. this can help the child to understand what happens to him both physically and emotionally.

At this point the child is invited to hunt for the Gold Key which will be hidden in the sand and will then be hung up in a 'safe place'.



2 Making an Emotion Palm/Fan

Leading on from the 'island' theme a palm tree with 'leaf feelings' can be created using kitchen roll trunk and the leaves attached with a split pin.





Or a palm leaf emotion fan can be made.



It is important to use this opportunity for dialogue and interaction to take place and the activity can be extended with the child responding to specific questions about situations that have eg made them happy, sad, angry etc.

3 Emotion Balloon: 'Keepy Uppy'

Invite the child to choose an emotion and then illustrate this and/or label it on the balloon.

This is a lively activity to keep the balloon in the air and turn taking between the key worker and the child can be practised.

The child may find it challenging to release feelings without becoming over excited or 'out of control' but it is important too that they are able to 'let off steam'. An alternative activity more suitable for Key Stage 2 children is to focus on angry feelings and with each thought blow into the balloon before finally releasing the inflated balloon and allowing it to 'fly' around the room representing the release of feelings.

To counter this physical exercise there will be a calming down period and prior to this a useful time to recognise and verbalise feelings. Relaxation was introduced in the previous session and the child may feel able to choose whether they listen to music, breathe silently or listen to one of the stories on the resource list or merely practice slow breathing and counting.





4 Story Time

The focus is on managing angry feelings and the snack will provide a chance for the child to feel nurtured as they listen.

Suggested Resources:

Angry Arthur. Hiawyn Oram.
ISBN 0099196611 Red Fox

Don't Rant and Rave on Wednesday: The Children's Anger Control Book.
Adolph Moser. ISBN 0933849540

Feelings: (Alik).
ISBN 068806518X Harper Collins

Double Dip Feelings : Stories to help Children Understand Emotions.
Barbara S Cain. Magination Press. ISBN 1537988110.

The Tunnel (Sibling Rivalry) by Anthony Browne. Walker Books.
ISBN 0744552397

The Anger Alphabet, Understanding Anger - An Emotional Development Programme for Young Children. Book and CD. Tina Rae and Karen Simmons.
Lucky Duck Books. ISBN 9781873942697

5 Message in a Bottle: What makes you angry?

This is a sensitive area for the child and parent/carer because of the acknowledgement of themselves being triggers to each other's anger.

It is useful, where appropriate to carry out a brief practice role play of the 'angry situation'. Puppets can be used to play the parts in the case of Key Stage 1 children, who can then be encouraged to suggest a way of calming down to the puppets, and so initially distancing themselves from their own feelings. The role play situation for older children can take the form of looking at options to "losing your temper" and give a time to practise and choose the preferred relaxation techniques.

The purpose of this activity at home is to practise the skills learnt on 'the island' and to share with their parents/carers the strategies they have found useful. (Calming down strategies and the posters in the main SEAL resource can be referred to).

A relaxation period will finish the session and provide further prompts for the 'homework activity'. The child can also be offered the opportunity to use the 'I can' coin to help remind them of a useful strategy.



Week Four: Rationale and Learning Objectives

Motivation

1 Message in the Bottle

Together the child and key worker will read the message from the parent/carer and discuss what had made them angry and what they did next.

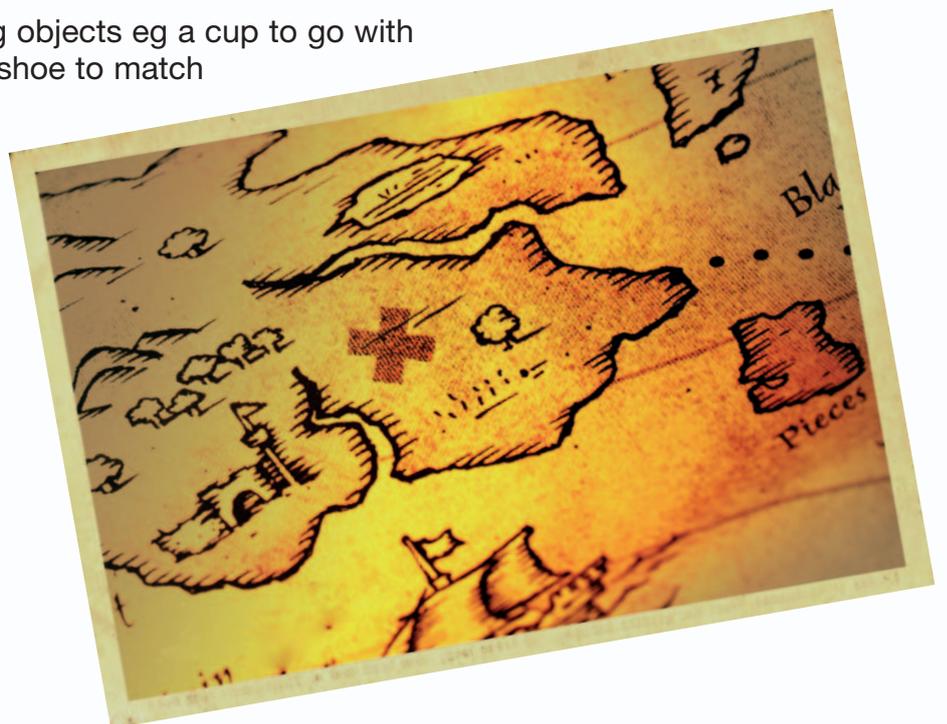
If appropriate the child can reconstruct the situation or the opportunity can be used for applying the 'calming down' strategies.

2 Treasure Hunt

Digging in the wet sand to find a range of 'treasures'.

Key stage 1 children will be shown a range of objects that they will have to find eg a ball, a plastic animal, and the golden key.

Alternatively they can find matching objects eg a cup to go with a saucer they have been shown, a shoe to match another shoe or they can be given a pictorial list of what objects to find. Key stage 2 children will also dig for their gold key and will be given a written list of objects to hunt for, as 'buried treasure'.



Fishing with Net

A range of items will be floating in a water tray or a small washing up bowl. The children can use simple fishing nets or sieves to fish out the objects - these can range from rubber ducks and objects that float easily, to objects that are more difficult to 'catch' from the bottom eg glass marbles etc.

The follow up snack time will provide the opportunity to explore feelings of frustration and success and can introduce the Key stage 2 children to words such as resilience, persistence and resourcefulness and Key Stage 1 children to words and phrases such as 'stick at it', 'keep going', 'don't give up', 'have another go', as well as drawing attention to the times when the children were patient and applied successful strategies or asked for help if it was needed.

3 Snack Time

4 Fish Flapping Game

Resources: Rolled up newspaper - 1 per person. Newspaper cut out fish - 1 per person.

This activity leads on from the previous one and the children should be aware of how they need to rise to a challenge that is not always easy to achieve immediately. This is especially good to help more withdrawn children to develop confidence and 'take a risk', however the emphasis should be on optimism, cheerfulness and fun.

The children will be challenged to flap their rolled up newspaper on the floor to create a draught that will carry the paper fish across a cut out paper island placed on the floor. (Frustration may set in at times, as the fish often appear to have a mind of their own!). Older children can use 3 or 4 fish to provide a greater challenge.

An opportunity should be provided to discuss feelings and the emotion fans can be used in answer to a range of questions about how the children felt.

5 Reciprocal Listening Game

Many of the children who will benefit most from using the 'Mini Gold' materials are those who have missed out on the early stages of reciprocal play eg the games that demand two way interaction such as 'peek a boo' and 'round and round the garden' etc. It is therefore important to recreate the



loss that may have been experienced in their early years by encouraging activities that involve a 'two way' exchange.

Resources:

A range of 'noise making' objects are required (four of each) and these could relate to the island theme and include:

- Coconut shells
- Pebbles from the beach
- Sea shells
- Shakers containing pebbles or sand
- Water in a plastic bottle/containers
- Plastic Bucket
- Feathers
- Piece of driftwood
- Maracas, ocean drum, rainsticks

A screen can be set up or a table upturned and the key worker can sit on the opposite side of the barrier to the child. He/she will choose two items to 'bang' or rub together to create a sound and invite the child to 'reply' by using the similar objects - for Key Stage 2 children the activity can be extended to include rhyme patterns. Turns can be taken and the game repeated with the child taking the lead. (Reference can be made to the game played at home with the parent/carer and to successful turn taking, listening and waiting).

6 Message in a Bottle

The 'task' this week is for the child and primary carer to carry out a job together. Suggestions on the list might include:

- Taking the dog for a walk
- Washing up
- Preparing a meal
- Gardening
- Making a card or gift for a relative
- Cleaning shoes/windows
- Preparing a shopping list and shopping together
- Making/baking (cake/biscuits)
- Making and/or changing beds

7 Relaxation

The transition time is an important part of the programme and finishing with a quiet short period of relaxation helps to provide a smoother 'change over' between 'the island' and the classroom. 'Changeover' times are potentially difficult for children with attachment difficulties and it is useful to remind them about the 'I can' tokens and how they can both mentally and physically remind themselves about the skills they have learnt. It is important to liaise with the class teacher about how easy the child finds it to reintegrate back into the classroom routine. It may also be necessary for the child to be accompanied and helped to settle for a short period of time.

As in previous weeks the gold key is hung in the room and added to key ring and the child is given the gold coin to take back into class with the appropriate 'I can' statement.



Week Five: Rationale and Learning Objectives

Empathy

1 Receiving the Message

Talk about the job the children had done.

2 Shipwreck Story

An activity to help develop empathy.

Resources: Suggestions.

Key Stage 1

<http://learningbox.com/bunny/title.htm>

A shipwrecked rabbit is taken to Easter Island with a positive 'shared' outcome. This story can be read on the internet with possibilities of recreating the 'fuzzy felt' type pictures. CD Rom available.



Key Stage 2

Duncan Cameron's Ship Wreck Detective by Richard Platt (author) and Duncan Cameron (illustrator).
ISBN: - 10: 0756622182

Other Books suitable for both Key Stages:

Oink and Pearl by Kay Choro. Puffin Books ISBN-10:006021273X.

Tony's Hard Work Day by Alan Arkin. Published by Gibbs M Smith Inc. ISBN-10:1586851810.

The Borrowers by Mary Norton. Puffin Books ISBN-10:014036451X.

The Girl Who Wore Too Much: a Folktale from Thailand by Margaret Read. McDonald August House Publishers ISBN-10:0874835038.

Charlottes Web by F B White. Puffin Books ISBN-10:0141317345.

Ramona The Pest by Beverley Cleary. Oxford University Press. ISBN-10:0192750976.

Passage to Freedom: The Sugihara Story by Ken Mochizuki. ISBN-10:1880000490.

That's Not Funny by Adrian Johnson. Bloomsbury.
ISBN-10:1582349665.

Timothy Goes to School by. Rosemary Wells Publisher: Puffin ISBN-10: 014067429.

Helping Children Cope with Change and Loss by Rosemary Wells. Publisher: Sheldon Press ISBN-10: 0859698912.

Morris's Disappearing Bag by Rosemary Wells. Picture Puffins ISBN-10: 142300047.



3 Thinking about a friend

Discuss friends in class and reflect together about classmates who may have felt sad or lonely. Design and make an invitation for them to come to the island.

Resources:

- Pictures to cut out of 'islands'
- Felt tips
- Paper/card

Make links between the feelings highlighted in the story and feelings the child and their chosen friend may have experienced.

4 Making Emotion Biscuits

Resources:

- Plain biscuits
- Decorating icing 'pens'

Talk about range of emotions explored. Refer back to those discussed in previous weeks and those on the emotion fans. Decorate the biscuits with 'faces' conveying emotions and encourage reciprocity - sharing feelings and biscuits.

4 Snack time

This week the child and the key worker will prepare the snack together and draw on some of the skills used at home to carry out a job together.

Resources

- Bread or toast
- Crumpets
- Fruit
- Spread of choice

As before, the snack time is used for nurturing and encouraging natural dialogue.

5 Message in a Bottle

'I can find a way of making mum/dad/carer happy'.

Reference can be made to the jobs carried out last week together and discussion can follow about how they can also make their class teacher happy. This suggestion can be written on the 'I can coin' that is taken back into the classroom.

The session is ended with a period of relaxation using music, creative visualisation or a silent focus on breathing.



Week Six: Rationale and Learning Objectives

Social skills

- 1 The chosen friend is introduced to the 'island'. Discussion follows about the message in the bottle and jointly the children will search for the gold key to be hung on the key ring. This provides the basis for the children's next challenge which is to complete a task together.
- 2 Making a raft or shelter

The first challenge is for the two children to agree on whether they will plan to make a simple shelter (to stay) or a raft (to escape).

They will be helped by the key adult/adults to make their plans.

A range of resources can be supplied:

- Blankets
- Towels
- Poles
- Tape
- Wire etc.
- Hoops



Two useful books are: *Team Building Through Physical Challenges* by Donald R Glover/Daniel W Midura. Human Kinetics Publishers. ISBN:0-87322-359-4 and *The Co-operative Sports and Games Book Challenge Without Competition* by Terry Orlick. Pantheon ISBN: 0-394-73494-7.

Key Stage 1 children may be guided to either make a shelter or raft for themselves or one for a toy and so can be provided with alternative resources eg

- Kitchen rolls
- Lolly sticks
- Duplo
- Wooden bricks etc.

3 Snack time

This is the opportunity for the 'island child' to model the social skills he/she has learnt to their 'guest'. Although the adults have prepared the food the child him/herself can help to serve the snack. The emphasis is on talking together and provides a chance to practise 'active listening'.

4 Turn taking game

This game reinforces the skills previously focused on. Simple board games can be used such as Snakes and Ladders and the suggested ideas are appropriate both key stages eg Connect 4, Jenga, Snap etc.

5 'I can' coin

The children and the key worker can decide on the learning outcome which relates to the skills learnt eg

- 'I can solve a problem with a friend'.
- 'I can share'
- 'I can take turns'
- 'I can listen well' etc.

Both children are given a gold coin to take back to their class. (At this stage it is important to arrange a brief meeting with the child's class teacher to discuss how effective the 'I can' coins have been and look at ways of reinforcing strategies learnt.)



6 Message in a bottle

'We can listen to each other' - to be practised at home.

The two children and the key worker/workers discuss 'good listening' eg making eye contact, looking interested, not talking at the same time and also talk about the session together. Everyone gives and receives a compliment about how they have worked together or completed a challenge and they focus on giving a positive response in reply.

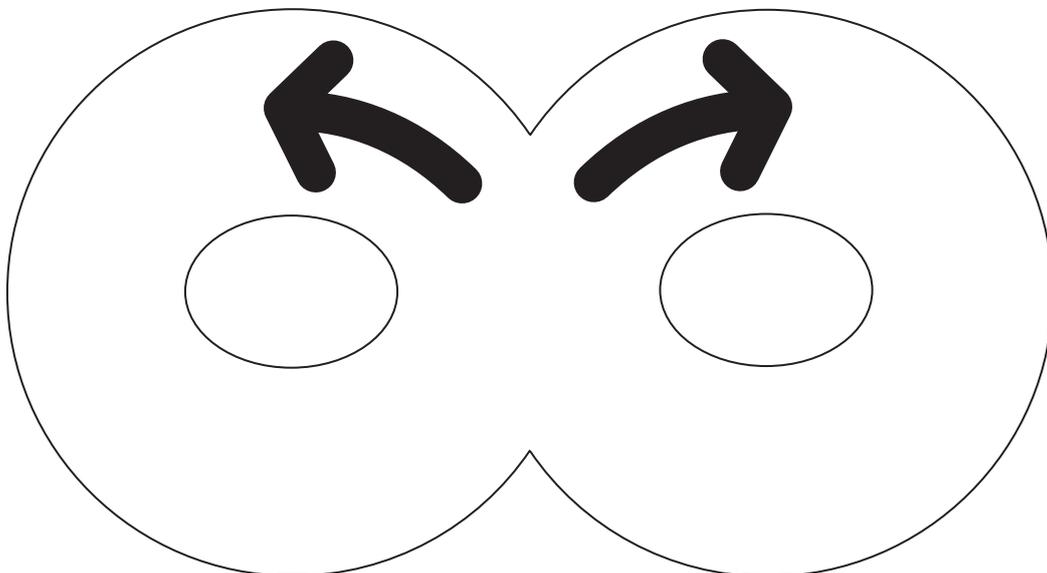
There is a note sent this week with the bottle to remind the parent/carer to attend the following week's session. A phone call to follow up is vital and it will be explained that any photos of pets, other family members and, of course, themselves can be brought along.

7 Relaxation

While calming music is played the children have the opportunity to make 'Lazy 8's' in time to the music.

- Shaving foam could be used for Key Stage 1 children.
- Felt pins/crayons for Key Stage 2 children.

The key worker will model the Lazy 8's which can be extended as a massage activity on each others back, again following the key workers' lead (suitable for both key stages).



Week Seven: Rationale and Learning Objectives

Social skills

1 Message in the bottle - about how 'listening to each other felt' and if it was a positive experience.

It is important for the carer and child to take turns to talk. The child then helps their parent/carer to find the key to be put on the ring.

2 Making a treasure chest

Resources:

- Shoe boxes or other cardboard boxes
- Cardboard boxes
- Collection of items such as pebbles/shells
- Photographs
- Labels
- Pictures from magazines
- Shiny coloured paper for decorations
- Glue, Sellotape, stapler

Pictures of Health, Belair Publications Ltd ISBN-10:0947882952.

The outcome is for the parent/carer and child to discuss their goals together for the future and give each other ideas of things they would like to share eg holidays, games to play, stories etc.

These can simply be written on pieces of card or on the back of gold coins and placed in the box. Alternatively, photos of the family, pets, special relatives etc. can be stuck on the back of the coins.





3 Snack time

This is an important shared nurturing experience and a time to encourage positive verbal interaction and communication.

A simple snack can be prepared together eg toast, sandwiches, beans on toast, fruit salad, bread sticks and dips etc. The key worker should join in with the preparation modelling and encourage positive interaction and dialogue.

An opportunity will be given for them to practise listening to each other and to especially have fun.

4 Peanut Butter and Jelly

This is a game to encourage two way interaction and enjoyment. The adult starts by saying 'Peanut Butter' in a certain tone of voice and the child will say 'Jelly' in just the same way. Repeat five times varying the tones, loudness and intonation. The child can later take the lead and show the parent/carer the emotions on the emotion fan and continue the game using a range of identified emotions for Key Stage 2 children this can be extended to creating an amusing poem together.

5 Toilet Paper Burst Out

This activity encourages the child not to try to maintain control of interactions which is a feature of children who are insecure and those who have attachment difficulties.

The parent/carer will wrap the child's legs, arms or whole body with toilet paper. On a signal the child will break out of the wrapping.

The activity also encourages engagement through close physical proximity. This is necessary for all children, but is especially appropriate for children who are withdrawn, avoidant of contact or too rigid in following structures and imposed routines.

6 Listening Time

The child and parent/carer can listen to a story chosen from a variety of books offered and read to them by the key worker. At the end of the session a gold coin is issued with the adjusted message “We can share special times”. This coin will be taken home.

Suggested text: 'Hazel's Amazing Mother' by Rosemary Wells. Puffin Books ISBN-10:0140549110.

7 Message in the bottle

The parent/carer and child together choose a special message for the bottle that they would like to take home to other close family members.

Both of them are invited to join in with a simple relaxation exercise either listening to music or silently focusing on their breathing.



Week Eight: Rationale and Learning Objectives

Belonging

1 Message in the Bottle

Parent/carer and child return with the 'message in the bottle' and discuss the response received from other family members.

Together they find the 'key' which is hung on the key ring.

2 Flag making

Discussion about life at home in general - what have they benefited from working together and acquiring skills - what has got in the way? Have an initial flip chart activity where the key worker will scribe benefits and barriers.

Use a large (A3) sheet of paper divided into four sections

- 1 Strengths
- 2 Dreams
- 3 What's stopping us
- 4 How to make things work better



Where appropriate the key worker will scribe for the parent/carer and child and encourage them to decorate the flag and draw appropriate pictures on it.

3 Snack Time

The carer and child are invited to make a snack together for the key worker eg toast and spread and tea etc.

4 Story Book Making

“All About Us Book”

The parent/carer and child are invited to make a book to tell 'their' story. At the end of the session this will be 'read' to the Key Worker.

Resources:
Coloured Card
Crayons
Felt tips
Sticky paper
Scissors

This provides them both with a joint activity with a personal end product which encourages attunement.

5 Foil jewellery decorations

Resources: Aluminium foil

An activity to encourage reciprocity. The carer and child make rings, necklaces, bracelets, bands, belts etc. out of aluminium foil to decorate each other.



6 Rule making - an agreement

Refer back to and look at the family flag and make a list of three or four simple rules that both carer and child have agreed to follow. Have a brief discussion about which ones would be realistic and achievable. The key worker can laminate the sheet to be taken home. Relaxation (as before a short quiet time to focus on calm reflection).

7 Story Telling

Sharing the book that has been made previously.

Week Nine: Rationale and Learning Objectives

Building positive relations

This is part of the programme which focuses on the parent/carer developing their own self-awareness and social/emotional skills.

1 Family Rules

Discuss with the use of the flip chart the benefits they found to having rules to follow and write these on one side of the flipchart.

Next focus on the barriers and what got in the way of them consistently following or adhering to the rules. Write down the barriers on the other side of the flip chart.

Do they feel the rules need to be adjusted or revised - are they manageable?





2 Triggers/Responses

Use specific examples to talk through, drawing attention to times when the carer felt overwhelmed by their feelings. Think about the clues they receive themselves that they are becoming overwhelmed by their feelings.

Discuss ways of using 'slow' thinking and reverse the specific physiological build up of stress or anger.

Look at win/win situations and outcomes. Think about structure and routines that may relate to the rules that help the parents to feel that they are in control and not being manipulated. Talk about the 'key' of consistency.

3 What's the Key?

Talk together about 'exception' finding and solution focused problem solving. When are the times that work out well and the relationship is positive and potentially negative situations are defused? Give examples of times when they were challenged by situations but overcame them and managed their feelings.

What strategies do they use to combat their own negative emotions and outbursts? How can they make these more effective?

If appropriate, specific situations and the carer's responses can be practised through using role play where the key worker and the parent take turns to be the adult and the other the child and vice-versa.

4 Snack time and musical interlude

The snack time provides the opportunity to communicate with the parent/carers and offers them the chance to be listened to in a relaxed atmosphere.

Using a relaxing CD for background music they are invited to create their own 'Desert Island Discs' eg what music they would take, books or magazines, special memories (anymore items for the treasure box)?

Suggest that they bring their own 'favourite' desert island items for next week.

5 Challenges

Talk together and share ideas and the importance of playing together, spending time, communicating, share suggestions and ideas from the family SEAL activity resource, Getting on and falling out:

http://bandapilot.org.uk/primary/seal/downloads/family_seal/pns_seal015106_geton.ppt#267

6 Top Three

From a menu list of activities to share parents/carers compile their top three ideas to try out during the week.

Write down together any resources needed.



Week Ten: Rationale and Learning Objectives

Putting the 'key' in place

1 Putting the 'keys' in PLACE.

Allow the carer to confide and chat about the shared activities and how they felt. Introduce the idea of providing their own special 'place' within themselves for their child. Remind them of the importance of letting them know that they (the parent/carer) is thinking about and 'holding them in mind'. The idea of unconditional love is important to be conveyed at this stage. The parents are reminded that every day is a new day and a new start for them both. That they are always there for their child even at times when their patience is tried. We cannot 'get it right' all the time.

The parent/carer needs to be aware of the changing stages that demand 'space' as well as the 'place' to grow and develop as an individual.

2 Revise the Rules, Structures and Routines

A shared flip chart activity using an easy to follow mind map form so that the carers are encouraged to fill in the missing pieces i.e. place "their week" as a heading in the centre and invite parents to say what rules, structures and routines they have followed this week under the three headings, rules, structures, routines.



3 Snack Time

During the snack time there should be the opportunity to listen to the parent/carer's choice of music and discuss any special items or memories that may have been brought in.

4 Positive Consequences

Focus on building positive relationships through putting play in place as the foundation of positive interaction. Share strategies that will have a positive impact.

- Using 'I' statements
- Praise
- Positive labelling
- No 'put downs'
- Offering choices
- Stepping into their shoes to see it from 'the other side'

Note to Key Worker: Share specific strategies that have worked for you.
At this point introduce “Changes” from the Family SEAL resource.

The power point can provide the starting point for discussion eg refer to the slide (11) 'How would children describe the adult phase?'

5 When We Lose the Key

Sharing Key Strategies by highlighting the importance of the emotional messages the parent/carers convey eg through voice, eyes, body language, tone etc.

Focus on linking thoughts, feelings and actions. Helpful strategies to stay calm: which ones appeal to them? Examples could be:

- Taking deep breaths
- Having 'time out' from each other
- Waiting until you don't feel angry or upset
- Discuss the issue at a later time
- Ring a friend to offload
- Self talk - a reminder that 'this will pass' and 'I can manage it!'



6 Planning follow-up support

It is obvious that damaged relationships cannot be changed in a ten week programme but the 'Mini Gold' can be used as 'the first steps' to change the parent's perception of their child and to help them feel more confident about their own parenting skills.

Children with attachment difficulties will find their ability to trust adults frequently challenged and this means they will revert or resort to learned negative patterns of behaviour.

The 'Mini Gold' should offer some strategies to help them to develop self-awareness, equip them with the ability to express themselves as well as providing keys to manage and regulate their behaviour.

It should also help to raise their self-esteem and to connect more positively and openly with their parent/carer.

Planning for follow-up support is a crucial part of the programme. A clear sequence of support needs to be provided and this could include:

- Weekly phone calls to the carer
- The ten postcards correspond to each of the ten weeks and provide a reminder of the strategies used to reinforce positive relationships and can be sent at weekly intervals.
- Messages in the bottle can continue from the key worker to the carer and child and the child can return these to the key worker in school, if felt to be effective and appropriate.
- Offer a place on Family SEAL or other parenting workshop.

Finally

The 'gold keys' are presented to the carer to take home and remind them that they in fact hold the 'key' to their child and that the positive interactions learnt during the ten week programme will help to keep themselves and the keys shiny!





Monitoring and Evaluating Impact

Both quantitative and qualitative tools can evaluate the impact of the Mini Gold programme.

Assessment tools such as the Goodman's strengths and weaknesses questionnaire can be used by the key people involved i.e. parent/carer, class teacher, learning mentor and where appropriate the pupil themselves (depending on age and level of understanding). Pre and post intervention questionnaires can be carried out (www.seedbed.net/mari35DQ.htm www.sdqinfo.com for actual questionnaire)

Currently further work is being carried out on compiling a 'Parent Perception' questionnaire on similar lines to the already published PASS materials (www.pass_survey.co.uk/) but it is useful to use other more informal or anecdotal assessments i.e. following the end of the programme the key worker needs to make observational notes about how the parent involved has changed their own perception of their child and themselves. This could be through using a simple rating scale.

The impact can also be measured in terms of the identifiable changes in children's assessed social and emotional aspects of learning. (Emotional Literacy: Assessment and intervention, ed Adrian Faupel, NFER-Nelson, 2003).

Progress over time in children's PSHE and citizenship achievement, as assessed using end of Key Stage statements. (PSHE and citizenship statements provided by the QCA (www.qca.org.uk/pshe).

Changes in children's behaviour and attendance, and the standards they achieve in their learning.

A reduction in numbers of

- School defined behaviour 'incidents'
- Children experiencing more than one fixed term exclusion
- Lunchtime exclusions
- Bullying incidents
- Racist incidents

Changes at whole school level, as perceived by children, parents and carers, and staff.

- The Primary National Strategy School self evaluation: behaviour and attendance Primary electronic audit, available on the web at www.standards.dfes.gov.primary/publications/banda/eaudit, and as a CD Rom (DfES 0323-2004 CDI AR)
- The National Healthy School Standard encourages schools to audit emotional health and well being and offers a range of starting points for doing so. The publication Promoting Emotional Health and Well Being through the National Healthy School Standard (DfES and DoH, 2004) has a comprehensive index of resources including auditing tools.

If you would like free help to understand this document in your own language, please phone us on 01952 382121.

You can also get this information in large print, in Braille and on audio tape.

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اگر آپ کو اس دستاویز میں دی گئی معلومات کو اپنی زبان میں سمجھنے کیلئے کسی بھی قسم کی مدد کی ضرورت ہے تو براہ مہربانی ٹیلیفون ڈائریکٹریکٹن کو نسل کو 01952 382121 پر فون کریں۔