

A large, thick black L-shaped graphic is positioned on the left and bottom edges of the page, framing the central text.

# BACK TO SCHOOL

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# Aims

- Summary of previous EP presentation
- To think about what the 'new normal' looks like for children and how to share this with them

## Top tips on:

- How to talk about change with children and young people
- How to re-introduce an appropriate routine
- What to do if your child is reluctant to go back to school

# Supporting your children's emotional regulation

Karen Hodes

<https://www.youtube.com/watch?v=nmH6hhKdczQ>

- Managing sleep
- Understanding children's anxiety
- Anxiety and the relationship with emotions
- Regulating emotions

# The New Normal

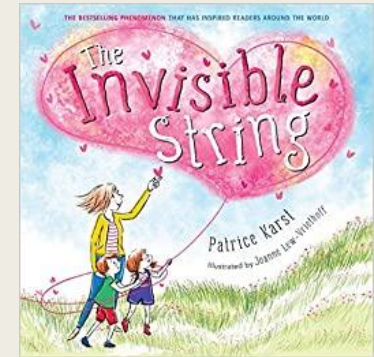
- Different for every school but consistent in types of questions creating anxiety
- Queries from parents and children about:
  - Will I see my friends?
  - Where will I have lunch?
  - Where will I sit?
  - Will my teachers be wearing masks?
  - What if I get sick or my friend gets sick?
  - How will I catch up on learning I have missed?
- Listen, acknowledge, note down, seek clarification where possible

# Top tips: talking about change

- Consider age and what they are able to understand
- Talk about all the times that they have experienced change before and how they mastered it
- Talk about the range of emotions they may feel.
- Try not to tell them you know how they feel, but model using your own experiences and acknowledge it's challenging.



e.g. 'it sounds like you're feeling really worried. I've felt worried when....'

- Use stories, cartoons and familiar characters



# Top tips: routines

- Importance of structure for children and young people.
- Discuss the structure of the day each morning.
- For younger children using a visual timetable will help.
- A firm structure is not necessary. Use a ? if you are not sure.

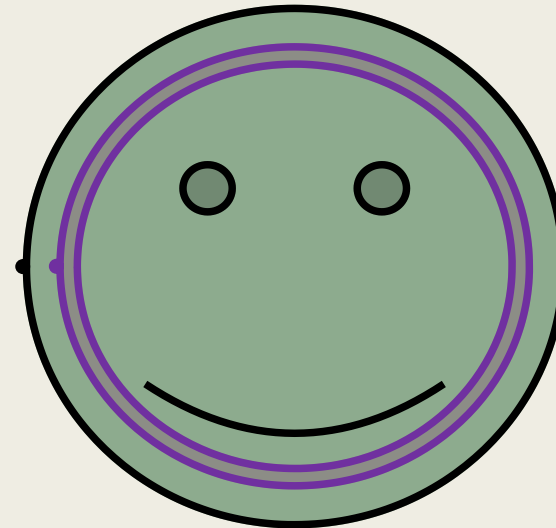
AM	
Shopping	
Lunch	 Lunch Time
PM	
park	
dinner	

# Motivating children to go back to school

External motivation




Intrinsic motivation



Deci & Ryan (1985)

# Intrinsically motivated children

- Have an increased desire for life-long learning.
  - Feel internally satisfied with their accomplishments and have positive attributional styles.
  - More creative.
  - Have better long term recall.
  - More flexible in problem solving.
  - Develop better conceptual learning.
- 
- Higher self esteem

Amabile and Hennessey (1992)



# Top tips: motivating a return to school

- We need to acknowledge the impact of our anxiety about the unknown and how this filters to our children.
- We need to increase children's feelings of competency (praise) and feelings of control (what can we control?)
- For young people: future and aspirations
- Encouraging some reading, writing or drawing without pressure e.g. shopping lists, cards to friends and family. Provides opportunity for praise and are 'achievable'.
- Connect with other children if possible- playdate in the park with another child; zoom call about games they can play; send them a card/letter (or an email)
- How will you stay connected with them?

# Top tips: using praise

- Focus on effort rather than outcome
- Praise is most meaningful when it is genuine, specific, spontaneous and well-deserved.

‘ I love the way you used all the colours’

‘you’re really good at making me laugh’

‘you’ve been working so hard on that’

## 100 Ways to Praise

\* Wow \* Way To Go \* Super \* You're Special \*  
\* Outstanding \* Excellent \* Great \* Good \* Neat \*  
\* Well Done \* Remarkable \* I Knew You Could Do It \*  
\* I'm Proud of You \* Fantastic \* Super Star \* Nice Work \*  
\* Looking Good \* You're On Top Of It \* Beautiful \*  
\* Now You're Flying \* You're Catching On \*  
\* Now You've Got It \* You're Incredible \* You're On Target \*  
\* You're On Your Way \* How Nice \* How Smart \*  
\* Good Job \* That's Incredible \* Hot Dog \* Dynamite \*  
\* You're Beautiful \* Nothing Can Stop You Now \*  
\* Good For You \* I Like You \* You're A Winner \*  
\* Remarkable Job \* Beautiful Work \* Spectacular \*  
\* You're Spectacular \* You're Darling \* You're Precious \*  
\* You're Unique \* Great Discovery \* Super Work \*  
\* You've Discovered The Secret \* You Figured It Out \*  
\* Fantastic Job \* You Mean A Lot To Me \* Awesome \*  
\* Hip, Hip Hooray \* BINGO \* Magnificent \* Marvelous \*  
\* Terrific \* You're Important \* Phenomenal \* You're Sensational \*  
\* Creative Job \* Super Job \* Fantastic Job \*  
\* Exceptional Performance \* You're A Real Trooper \* You Are Right \*  
\* What An Imagination \* That's A Listener \* You Are Fun \*  
\* You're Growing Up \* Outstanding Performance \*  
\* You're A Good Friend \* I Trust You \* You're Important \*  
\* You Make Me Happy \* You Belong \* You've Got A Friend \*  
\* You Make Me Laugh \* You Brighten My Day \* I Respect You \*  
\* You Mean The World To Me \* That's Correct \* You're A Joy \*  
\* You're A Treasure \* You're Wonderful \* You're Perfect \*  
\* A+ Job \* You're A-OK My Buddy \* You Made My Day \*  
\* That's The Best \* A Big Hug \* A Big Kiss \*  
\* Say "I Love You" \*

# Resources

<https://raisingchildren.net.au/toddlers/connecting-communicating/connecting/praise>

<http://www.incredibleyears.com/>

<https://www.haringey.gov.uk/children-and-families/local-offer/covid-19-guidance>

<https://www.haringey.gov.uk/children-and-families/local-offer/5-15-year-olds/educational-psychology-service>