

**'Education with Resilience in Mind' doc**

Slide 1	Video link to training - session 1 - <a href="https://youtu.be/6kumZap9-08">https://youtu.be/6kumZap9-08</a>
Slide 2	-
Slide 3	<ul style="list-style-type: none"> <li>• Remote Hawaiian island – stable population</li> <li>• Resilience Wheel is based on these universal needs</li> <li>• Meet these needs for: <ul style="list-style-type: none"> <li>• Greater feelings of safety (<i>to be able to be inquisitive, to explore &amp; learn</i>)</li> <li>• Age appropriate adventure (<i>courage to try new things &amp; to persevere when things get harder</i>)</li> </ul> </li> </ul>
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Slide 5	<ul style="list-style-type: none"> <li>• We can interpret the 'voice of the child' (what they might SAY)</li> <li>• Behaviour is a communication (what they might DO)</li> <li>• If their needs are not being met we can 'read' which area of need to focus on first; their greatest area of need – see table</li> <li>• Also identify areas of relative strength &amp; use strengths to support areas for development</li> <li>• Activity: Depending on how much time you want to spend, you could split into 4 groups &amp; discuss additional things they might do or say/use post-it notes</li> </ul>
Slide 6	<ul style="list-style-type: none"> <li>• We can look at potential impact of C19 &amp; 'lockdown' on developmental or universal needs</li> <li>• Look at/think about how the children/young people may present – how to identify areas of need</li> <li>• We want to re-frame the behaviour from viewing it as 'bad' behaviour to recognising it as unmet needs</li> <li>• This view of the behaviour allows us to do something constructive that can elicit behaviour change</li> <li>• Shame is likely to be a significant factor post 'lockdown' – possibly due to difficulties connecting with peers &amp; adults again, difficulties with learning ...</li> <li>• Shame is closely linked to feelings of belonging (lack of an emotional buffer when something goes wrong)</li> </ul>
Slide 7	<ul style="list-style-type: none"> <li>• Need to control situations indicates the need to build the area of empowerment</li> <li>• Activity : Think about behaviours in addition to those in the ones on the slide/booklet</li> <li>• Any statements or behaviour that suggests a sense of feeling disrespected indicates a need to boost feelings of empowerment</li> <li>• The absence of external structures (as experienced during 'lockdown') creates conditions for a traumatic response</li> <li>• Purpose is the area of development that s strongly affected in a negative way when we experience a situation which brings about a traumatic response</li> <li>• Trauma brings about a loss of purpose &amp; hope</li> </ul>
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Slide 9	<ul style="list-style-type: none"> <li>• Strengthen feelings of connection &amp; belonging – feeling connected &amp; understood most important for wellbeing &amp; mental health</li> <li>• Consistent, reliable &amp; fair</li> <li>• Be interested – hold child/young person in mind – see slide</li> </ul>
Slide 10	<ul style="list-style-type: none"> <li>• Children need to be able to 'serve &amp; return' in a conversation</li> <li>• Focus on this to build connection &amp; trust – essential for emotion regulation, social interaction &amp; learning</li> </ul>
Slide 11	<ul style="list-style-type: none"> <li>• Using co-regulating activities – look at these &amp; think of the activities you already use – with social distancing in mind</li> <li>• Variation - can use: peer to peer/adult to peer – 1-1 &amp; group</li> </ul>
Slide 12	<ul style="list-style-type: none"> <li>• Likely to be high levels of shame as children/YP return to school – strong shame response to things most people would not be affected by (see page 21 of booklet)</li> <li>• Traumatic response to experience</li> <li>• Difficulties with: peer/peer; peer/adult relationships; learning post 'lockdown'; experience like DV, abuse etc. – impact on behaviour</li> <li>• We'll focus on Emotion Coaching &amp; Helper/Fixer in the next session</li> </ul>
Slide 13	<ul style="list-style-type: none"> <li>• Recognise the defence against shame – Denial, Blame, Minimise, Rage</li> <li>• If a child/YP denies something, you know you've hit shame – adults then have a choice ...</li> <li>• Continue to ask WHY they did it/keep insisting they did it – <b>which will lead to RAGE</b></li> <li>• OR ... Emotion Coach - <b>to de-escalate behaviour &amp; facilitate emotion regulation</b></li> </ul>
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