

# Six Core Strengths Curriculum

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A user guide and curriculum for  
practitioners in schools and settings

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# Introduction

Bruce Perry’s research identified six core strengths that promote emotional health and resiliency. An understanding of these core strengths can help adults support children and young people (CYP) through their social and emotional development as they grow.

The six core strengths are: attachment, self-regulation, affiliation, attunement, tolerance, and respect. To find more about why each of these core strengths are important, please refer to the table in [Appendix 1](#).

Through developing children’s six core strengths, Dr Perry found CYP are less likely to become dysregulated, reducing the risk of compromising the safety of themselves and others. By building on strong positive relationships CYP are more likely to have a better chance at accessing the school curriculum and make progress in all areas of their development. To find more about Bruce Perry’s research please refer to [Appendix 1](#).

Since the conception of our primary enhanced provisions in Essex, our teams have worked extensively to provide for CYP’s social, emotional and mental health needs. The research and strong evidence base for Bruce Perry’s work around the six Core Strengths led the teams to develop and trial an assessment tool based on these principles. The assessment tool can be found [here](#). Subsequently they have continued to modify and review this assessment tool, based on their own evidence-based research working with CYP in Essex. As a result, a Six Core Strength Curriculum has been developed to further support staff in offering an evidence-based intervention that supports CYP’s social and emotional development.

The Six Core Strengths Curriculum is intended to support schools/ settings and families to intentionally teach CYP social and emotional developmental skills when it has been identified that they have gaps in these areas of development.

The Six Core Strengths Curriculum is a collection of useful strategies and resources that can be adapted, developed, and used alongside your own resources. It is aimed to inform the assess, plan, do, review cycle and helps to demonstrate progress in key social and emotional areas.

This curriculum is also underpinned by the Trauma Perceptive Practice (TPP) Values:

- compassion
- kindness
- hope
- connection
- belonging

For further understanding and implementation of each of the six core strengths, you can access further psychoeducation from the TPP elements:

Core Strength	Trauma Perceptive Practice Elements
Core Strength 1 - Attachment	TPP Elements 4, 6
Core Strength 2 - Self-regulation	TPP Elements 3, 5, 7 and 8
Core Strength 3 - Affiliation	TPP Elements 4, 6 and 9
Core Strength 4 - Awareness	TPP Elements 6, 8 and 9
Core Strength 5 - Tolerance	TPP Elements 8 and 9
Core Strength 6 - Respect	TPP Elements 4, 6, 8 and 9

# Six Core Strengths Links to DfE and NICE Guidances

This Six Core Strengths Curriculum supports a number of DfE guidance:

## **Mental Health and Behaviour in Schools (2018)**

Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils.

Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that schools promote good mental wellbeing for all pupils.

A school's approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing incorporating reasonable adjustments. This should involve providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems. This should be paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities.

There are things that schools can do for all pupils, as well as those at risk of developing mental health problems, to intervene early to create a safe and calm educational environment and strengthen resilience before serious mental health problems occur.

Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils. All schools are under a statutory duty to promote the welfare of their pupils, which includes: preventing barriers that limit children's health and development, and taking action to enable all children to have the best outcomes. Full details are set out in Keeping Children Safe in Education (KCSIE) statutory guidance.

## Ofsted (2019) Education Inspection Framework Key points from the DfE Mental Health and Behaviour in Schools

### **Personal development**

Ofsted will evaluate that:

The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.

### **Leadership and management**

Ofsted will evaluate that:

Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.

## National Institute for Health and Care Excellence (NICE) Social, Emotional and Mental Wellbeing in Primary and Secondary Education Guideline

This includes the whole school approach and the targeted support recommendations.

1.2.1 Ensure that the curriculum for all pupils includes evidence-based, culturally appropriate information about social, emotional, and mental wellbeing to develop children and young people's knowledge and skills as part of the whole-school approach.

1.2.4 Integrate relevant activities into all aspects of education to reinforce the curriculum offer about social, emotional, and mental wellbeing and skills.

1.2.5 Use non-judgemental 'strengths-based' approaches to support children and young people's social, emotional, and mental wellbeing. These are approaches to improve or develop their:

- self-worth (for example, self-esteem, empowerment, self-care)
- skills (for example, problem solving skills, social skills, communication skills)
- resilience (for example, coping skills and strategies, perseverance)

1.4.2 Offer targeted individual or group support to children and young people who have been identified as needing additional social, emotional or mental health support.

# How to use this curriculum

This is not statutory guidance for schools/settings, but an optional tool to work alongside school/settings ethos and supports best practice. It is not a tool for diagnosis.

It is not expected that children and young people (CYP) make linear progress, as many CYP are affected by wider experiences that can impact on their development. This is an ongoing tool and not a time limited intervention.

This curriculum is designed to work alongside the [Six Core Strengths Excel assessment document](#). These are the step-by-step measures to effectively implement the six core strengths curriculum:

- establish a trusting relationship with at least one key adult (see core strength 1 for suggestions)
- key staff to carry out a baseline assessment using the excel document (a 'how to' guide can be found [here](#))
- analyse the baseline assessment to identify and prioritise key areas for development
- plan appropriate activities based on your existing knowledge of the pupil and the information from the assessment grid (utilising the resources suggested in the core strength curriculum tool)
- key staff working with pupils should reassess against the pupil's baseline regularly to monitor progress
- identify new development areas and plan for new activities as the pupil progresses

## Points to note

Many CYP working through this curriculum may need lots of over-learning for any developmental gap; they may need to learn the same thing but presented in different ways. Staff using this curriculum should also ensure they are using a therapeutic approach (please refer to strategies to use alongside the curriculum - see [Appendix 2](#)). The curriculum has been split up into each of the six core strengths, and within each core strength there are several key aims. Each of these key aims have been broken down into small, progressive steps using the terminology 'emerging', 'developing', 'securing' and 'mastering'.

The tool should be used in accordance with the pupil's developmental stage rather than their age or key stage. Each of the four progression steps (emerging, developing, securing, and mastering) have suggested activities to support children in meeting this area of the core strength. They are not set rigidly in each section and can be adapted or tailored to suit a child's personal interests, abilities, or individual needs. In addition, you can also use other resources and activities you feel will help a pupil achieve a key outcome. As previously stated, this curriculum does not replace any statutory document, including the EYFS framework. It can be helpful for practitioners to utilise the early learning goals to support the delivery of appropriate provision.

## Strategies to use alongside the six Core Strengths Curriculum

This curriculum should be underpinned by a well-embedded TPP approach. Some strategies have been included which will underpin all teaching and learning and embed into everyday practice. There are a range of strategies that help to create the therapeutic relationship and approach you will need to take when delivering the curriculum to children and young people. These strategies can be found in [Appendix 2](#).

## How to assess this curriculum

All pupils will need a baseline assessment completed by a key member of staff. Where possible there should be at least two points of view from adults who know the pupil best. This could include a parent/carer. When making judgements it is helpful to look at a range of evidence sources such as observations, photographs, video clips, pupil work or home evidence. Best practice would be to find at least three examples where a pupil has demonstrated the outcome within the last six weeks.

If a CYP is no longer able to demonstrate an outcome it may be necessary to go back, reassess at a lower level, and then plan to support them with that gap.

It is important to moderate these judgements with colleagues to ensure they are consistent across pupils and different staff teams. A senior member of staff may take responsibility for this and could moderate with other settings as well as in-house.

## Utilising the suggested activities

A significant part of this curriculum is suggested activities to be completed with pupils to enable them to progress through the core strengths. Some of these activities are supported by activity planners. These activity planners have been created for activities that require further detail to give staff confidence and direction to follow when using. These are available in a folder on Hive within the TPP families group resources section and have been denoted in the example activities with an asterisk\*.

Staff can adapt any activity for different ages or stages of development. The key thing is looking at the outcome that the core strengths assessment has highlighted as a gap for that pupil, then ensuring the activity enables the pupil to develop the required skill. It can be beneficial to include the pupil's views and interests where possible by offering them a range of options and asking them for their preferences. Ownership for CYP brings better engagement and supports that feeling of control so many of our pupils seek.

## Home Activities

When pupils are working on specific core strengths it can be useful to get parent/carers involved but it is very important to provide detailed support to ensure they understand the purpose of the activities and the TPP approach that underpins it all. Although there is a separate document of home tasks it may not be appropriate to suggest these to all families; for example if a parent/carer is really struggling with their own mental health or there are safeguarding concerns. To be able to complete these tasks between an adult and pupil the adult needs to be able to emotionally invest and support the child. Other considerations are needed, including the availability of resources to support suggested activities, parent/carer literacy skills and other financial limitations. It would also be ideal if a family has completed TPP families before accessing these home tasks.

For families to get the most from this resource, it is best practice to support parent(s)/carer(s) to identify which core strength they can support and help them to select three to five activities that feel manageable to implement in the home. The TPP practitioner supporting the family will need to provide bespoke scaffolding to ensure the best possible outcomes are achieved from the family involvement. This should include monitoring that the family aren't becoming overwhelmed with the tasks set and that parent(s)/carer(s) have the necessary resources available to carry out the tasks etc.

## Any further support

The core strengths curriculum will be accessed through Hive. Hive will provide on-going support via the Hive community through the opportunity to ask questions and read previous 'news feed' items. This is available to the whole TPP community and colleagues from the TPP team will respond to questions as well through this forum.

Core strength 1:  
**Attachment**







## Enjoys positive trusting relationships with familiar adults in school or setting

### **Emerging**

#### **Key outcomes**

- beginning to build a relationship with an adult
- able to share personal interests with a familiar adult
- engages in routine within relationships such as familiar greeting and social interactions
- uses adult names

#### **Activity examples**

- interact through any activity around the child's interest inc. games, sports
- treasure baskets of things they like
- all about me activities
- name meanings/posters from [Therapeutic Treasure Box by Karen Treisman](#), p.42 and 43
- have a routine greeting each morning
- [Cleo Crocodile book by Karen Treisman](#) (Building Relationships Intervention)

### **Developing**

#### **Key outcomes**

- can find things in common or shared interests with the adult (if no shared interests they show recognition of the adults' interests)
- initiates positive interactions with adults. Able to take one step directions/instructions from adults

#### **Activity examples**

- serve and return activities
- take turns to be leader/follower activities
- co-construction activities. For instance, shared art projects/doodles; colouring/drawing half a picture each

- create a shared positives photo album or scrapbook
- tell jokes/be silly and laugh together
- jigsaw me/pieces of me/a patchwork of me - compare; 'all about me' activities from [Therapeutic Treasure Box by Karen Treisman](#), p.40 to 42
- build on all about me activities and compare to key adult to find common interest
- 'would you rather?' game
- Bee-bot robots giving instructions



## Enjoys positive trusting relationships with familiar adults in school or setting

### **Securing**

#### **Key outcomes**

- accepts positive interactions and being held in mind statements
- identifies staff that make them feel safe and that they enjoy spending time with

#### **Activity examples**

- hide and seek with boundaries
- completing jobs together
- show trust – ask child to look after something important for you; be a positive role model to younger pupils
- face paint, tattoos on arms/hands
- circles of trust/safety
- family portraits/crafts from [Therapeutic Treasure Box by Karen Treisman](#), p.44
- safety walks/agreements
- safe place from [Therapeutic Treasure Box by Karen Treisman](#), p.84
- safety shield from [Therapeutic Treasure Box by Karen Treisman](#), p.94

### **Mastering**

#### **Key outcomes**

- trusts a familiar adult to keep them safe
- shares personal information, feelings and worries without prompting
- Can co-operate in favourable situations, such as with familiar people and environments and when within their Window of Tolerance

#### **Activity examples**

- blind fold activities such as an obstacles course
- create a worry monster to share worries with
- local visits
- parachute games
- magic genie who offers three wishes
- ‘if I could...’ activity, such as ‘if I could choose one thing to take on holiday it would be...’
- life timeline activity which thinks about key events and how they were overcome, from the [Therapeutic Treasure Box by Karen Treisman](#), p.51
- creative ways to represent families from the [Therapeutic Treasure Box by Karen Treisman](#), p.44



## Enjoys positive trusting relationships with familiar peers

### **Emerging**

#### **Key outcomes**

- beginning to build a relationship with new peers
- refer to peers by name
- able to share personal interests in the context of a social game

#### **Activity examples**

- 'getting to know you' activities and games
- activities around own and each other's names from [Therapeutic Treasure Box by Karen Treisman](#), p.43
- magician's wish- make a wish for the group
- free play/social time to chat eg snack/break time - adult led conversations
- create mini fact files on peers

### **Developing**

#### **Key outcomes**

- can spend a short period of time engaged in an activity with a familiar peer of their choice
- can find things in common and shared interests in the context of informal conversation

#### **Activity examples**

- shared art/DT/sensory projects
- practising sports they feel successful at
- reward time
- sharing story time
- sharing snack time
- two truths and a lie game
- build on 'all about me' activities and compare with peers to find common interest
- free play/social time to chat such as, snack/break time (adult prompts with children to initiate and begin to lead)



## Enjoys positive trusting relationships with familiar peers

### **Securing**

#### Key outcomes

- can play with one or more peers
- can share ideas, turn take and negotiate to play reciprocal games
- can identify peers that they enjoy spending time with

#### Activity examples

- games of child's choice- where games are based on having fun, no winner or loser such as, softball challenge – throw ball and say an item linked to a theme, animated alphabets, special delivery/fruit bowl, hide and seek with boundaries, role play/shop keeper game
- team building games
- co-production activities – for example, cooking, gardening, and building dens
- Lego social group
- PE

### **Mastering**

#### Key outcomes

- trusts a familiar adult to keep them safe
- shares personal information, feelings and worries without prompting
- can cooperate in favourable situations, such as with familiar people and environments and when within their Window of Tolerance

#### Activity examples

- competitive games based on luck and then on skill supported by [social stories™ by Carol Gray](#)
- social skills board games from [smart kids SEAL](#)
- model and role play apologies and managing conflict
- practise reflective and restorative conversations such as, comic strip conversations, mind maps, story maps, model and apply



## Enjoys positive trusting relationships with familiar peers



### Home-specific ideas to promote positive trusting relationships with familiar peers

#### Activity examples

- positive role modelling in parent/carers own relationships with friends/family members of appropriate social skills, greeting, using manners, showing empathy/care etc.
- invite friends round on play dates, consider what games are on offer/available to play - good ideas initially are playing alongside or working together like den building, Lego, arts, and crafts, baking together, having dinner together, watching a film together
- simple turn taking games
- consider social groups/clubs of interest for example brownies/scouts/cubs/dancing/football/gymnastics/trampolining etc. although this may be too soon and may be more appropriate later





Is comfortable with social communication skills. For example, eye contact, facial expressions and gesturing (may not be appropriate for children with Autism Spectrum Condition)

## **Emerging**

### **Key outcomes**

- acknowledges interaction by greeting others, might be non-verbal (eye contact or smiling back)
- requires prompting by adults

### **Activity examples**

- practise introductions
- roleplay interactions with puppets/small world figures
- [attention autism intervention](#)
- [Social story™ about social expectations by Carol Gray](#)
- mirror work to model eye contact, facial expressions, greetings etc.

## **Developing**

### **Key outcomes**

- acknowledges interaction by greeting others independently

### **Activity examples**

- [attention autism intervention](#)
- sorting expected and unexpected greetings
- roleplay conversations
- [Socially Speaking by Alison Schroeder](#)
- [Talk About resources by Alex Kelly](#)



Is comfortable with social communication skills. For example, eye contact, facial expressions, and gesturing (may not be appropriate for children with Autism Spectrum Condition)

## **Securing**

### **Key outcomes**

- usually engages with another person by using social communication skills. This includes peers and new adults

### **Activity examples**

- social group interventions such as Time-To-Talk
- [Socially Speaking game by Alison Schroeder](#)
- [The Friendship formula game by Alison Schroeder](#)
- roleplay social communication skills - expected and unexpected reactions
- opportunities to meet and talk to new people - having visitors etc.

## **Mastering**

### **Key outcomes**

- consistently actively engage with another person by using sustained social communication skills
- uses their experiences of adult behaviours to guide their social relationships and interactions - this includes peers and new adults

### **Activity examples**

- make a safe relationships pyramid personal to the child
- [Be Safe: Relationships Social Story, Parts 1 to 6](#)
- tennis conversations
- role play scenarios and everyday experiences



## Is at ease when meeting someone new

### **Emerging**

#### **Key outcomes**

- tolerate new people (adult or peer) joining their environment when accompanied by a trusted adult with preparation

#### **Activity examples**

- planned opportunities for visitors (children and adults) to join the class environment
- roleplay greetings and social communication skills in different environments

### **Developing**

#### **Key outcomes**

- answer questions from a new person supported by a trusted adult

#### **Activity examples**

- 'getting to know you' games
- ball of wool conversation
- three marbles conversations
- mind map different ways of starting or joining conversations - for instance, compliments, questions, statements etc.

### **Securing**

#### **Key outcomes**

- joining in conversations with a new person without needing adult support
- will answer direct questions from an unfamiliar person

#### **Activity examples**

- show learning the child is proud of
- opportunities to meet new people (such as visitors) and ask questions
- opportunities for social interactions/free time/free talk

### **Mastering**

#### **Key outcomes**

- initiates socially appropriate conversation with a new person

#### **Activity examples**

- opportunities to meet and talk to new people such as visitors or when out on trips
- opportunities for social interactions/free time/free talk





Is aware of their own personal space and is respectful of others' personal space

## **Emerging**

### **Key outcomes**

- beginning to be aware of what personal space is in real life context
- to listen to others expressing their personal space tolerance

### **Activity examples**

- parachute games that encourage children to notice where each other are in space to stay safe etc.
- small world/puppet play to demonstrate interactions personal space
- use a hula hoop to show personal space expectations
- [NSPCC Pantosaurus](#)
- [PA Autism safe relationships pyramid](#)

## **Developing**

### **Key outcomes**

- sporadically applies the social expectation for personal space and boundaries

### **Activity examples**

- adults use visuals to reinforce personal space expectations such as, hoop, arm length etc.
- target of proximity
- charade - using body language and facial expressions to notice and judge other people's personal space tolerances



## Is aware of their own personal space and is respectful of others' personal space

### **Securing**

#### **Key outcomes**

- aware of their own personal space tolerances
- asks a trusted adult to support them if they are not having their own personal space boundaries adhered to by others causing stress

#### **Activity examples**

- stepping forward personal space activity. Show distance for different people such as friends, family, strangers etc.
- learn and use script to use for when personal boundaries are not being met
- Window of Tolerance/ Emotional Pot activities such as a balloon or jar with stones/skittles
- animated alphabets

### **Mastering**

#### **Key outcomes**

- consistently applies the social expectation for personal space and boundaries in real life context in all environments
- communicates appropriately when their own personal space has been compromised. Understands that personal space tolerance can change dependent on context and emotional regulation
- to recognise and/or use indicators of others personal space tolerances such as body language, facial expressions, or words to make appropriate judgements around others tolerance in that moment

#### **Activity examples**

- opportunities to practise personal space in different environments - trips, different people etc.
- be a mentor or buddy system for new children in school to show them expectations, give them a tour etc.



## Can share adults' time with others

### **Emerging**

#### **Key outcomes**

- recognises other people have relationships with their trusted adult and allow one other to join them, when regulated

#### **Activity examples**

- movie afternoon
- read with/to
- creating a key adults or trusted adults poster/display/visual timetable
- Social Story by [Carol Gray™](#) linked to key outcome

### **Developing**

#### **Key outcomes**

- sporadically applies the social expectation for personal space and boundaries. Aware of their trusted adult spending planned time with others during the day
- recognises, with support, that they need to spend time with other adults - may require their trusted adult to return for support when dysregulated

#### **Activity examples**

- Social Story by [Carol Gray™](#) linked to key outcome
- use transitional objects to support adult spending time away from someone else
- plan moments and visual timetables for key adults to spend time away and with self/ other children
- use sand timers
- ladder activity to plan steps for adult to spend time away



## Can share adults' time with others

### **Securing**

#### **Key outcomes**

- recognises and tolerates (with support) when a trusted adult spends unplanned time with another person
- will allow the trusted adult to suggest others joining the activity
- engages with another adult for co-regulation when their trusted adult is not available

#### **Activity examples**

- Social Story by [Carol Gray™](#) linked to key outcome
- ladder activity
- opportunities to build positive relationships with other adults

### **Mastering**

#### **Key outcomes**

- can independently ask others to join an activity with a trusted adult
- can stay within Window of Tolerance when a trusted adult spends time with others

#### **Activity examples**

- role play/practice scenarios including using safe place, how to ask to join an activity, turn taking, problem solving etc.
- Window of Tolerance activities
- zones toolbox to build up a bank of personalised strategies from [Zones of Regulation by Leah Kuypers](#)
- planned opportunities to ask others to join



## Attachment Books

### Books to use with children

- **How to be a Friend** by Molly Wigand
- **Frogs Breathing Speech** by Michael Chissick and Sarah Peacock
- **Blue** by Sarah Cristou
- **The Boy that Built the Wall Around Himself** by Ali Redford
- **Invisible String** by Patrice Karst
- **You Go Away** by Dorothy Cory
- **Shine** by Sarah Asuquo
- **Ruby's Worry** by Tom Percival
- **Because** by Mo Willems
- **Lion Inside** by Rachel Bright and Jim Field
- **Stuck** by Oliver Jeffers
- **The Very Last Leaf** by Stef Wade
- **Llama Llama Misses Mama** by Anna Dewdney
- **Wemberly Worried** by Kevin Henkes
- **The Kissing Hand** by Audrey Penn
- **The Suitcase Kid** by Jacqueline Wilson
- **Lola Rose** by Jacqueline Wilson

### Additional reading for adults

- **Therapeutic Parenting Stories** by Sarah
- **101 Social Skills Games** by Jenny Mosley and Helen Sonnet
- **Social Story Book** by Carol Gray
- **There is No Such Thing as Naughty** by Kate Silverton
- **Attachment in the Classroom** by Heather Geddes
- **Inside I'm Hurting** by Louise Michelle Bomber
- **What About Me?** by Louise Michelle Bomber
- **Settling to Learn** by Louise Michelle Bomber
- **Know Me to Teach Me** by Louise Bomber
- **Therapeutic Parenting Books** by Naish and Rosie Jefferies
- **Talkabout for Children** by Alex Kelly (There are lots of books in the range with different focuses)

Core strength 2:  
**Self-regulation**





Can understand what intense feelings feel like on their body and can recognise, locate and name them (sensations)

## **Emerging**

### **Key outcomes**

- beginning to understand that sensations in our body tell us about our feelings
- recognise at least two core emotions in self - can link two core emotions with scenarios
- emotion mirror
- if you're happy/sad/scared etc. and you know it smile/cry/shake
- 'I feel' differentiated worksheets from [ELSA support](#)
- interoception intervention from [The Interoception Curriculum: A Step-by-Step Guide to Developing Mindful Self-Regulation, Kelly Mahler](#)

### **Activity examples**

- clockwork toys
- SIFT approach to calming from [The Whole Brain Child, by Dan Siegel and Tina Bryson](#), p.105 to 110
- making facial expressions from playdough
- body scan such as [Rainbow relaxation: Mindfulness for Children on YouTube](#)
- feelings twister
- make pizza/biscuits with different faces on
- TV channel of feelings from [Therapeutic Treasure Box by Karen Treisman](#)
- mime
- mindfulness/breathing exercises

## **Developing**

### **Key outcomes**

- the pupil is beginning to recognise how some common sensations feel in their body
- recognise and name six core emotions in self
- can link six core emotions with scenarios

### **Activity examples**

- what feelings go where activity from [Think Good, Feel Good book by Paul Stallard](#), chapter 12, p.159 worksheet
- things that make me feel good/unpleasant from [Think Good, Feel Good book by Paul Stallard](#), chapter 12, p.159 worksheet
- inside/outside feelings mask or split self portrait
- me in my [Zones booklet](#)
- feelings intensity scales including thermometers or Lego, bricks, Duplo towers (link colours to [Zones of Regulation](#)) - you can also measure intensity through colour and quantity



Can understand what intense feelings feel like on their body and can recognise, locate and name them (sensations)

## **Securing**

### Key outcomes

- the pupil is sometimes able to recognise and name how some common sensations feel in their body and will let an adult know
- recognise, name and locate six core emotions
- recall events in their lives when they have felt an emotion they can now name

### Activity examples

- what feelings go where activity from [Think Good, Feel Good by Paul Stallard](#), chapter 12, p.159 worksheet
- things that make me feel good/unpleasant from [Think Good, Feel Good book by Paul Stallard](#), chapter 12 p.159 worksheet
- inside/outside feelings mask or split self-portrait
- me in my [Zones booklet](#)
- feelings intensity scales including thermometers or Lego, bricks, Duplo towers link colours to [Zones of Regulation](#)
- measure intensity of feelings using colour and quantity of visuals such as Lego, bricks, Duplo etc.

## **Mastering**

### Key outcomes

- the pupils can identify and name the sensations that link to each emotion that they may feel
- recall events when they have noticed sensations and name the emotion
- identify and name the sensations that link to each emotion that they may feel
- recall events when they have noticed sensations and name the emotion

### Activity examples

- complete body scan template/drawing
- thoughts, feelings, actions, sensations diary from the [Therapeutic Treasure Box by Karen Treisman](#), p.136, worksheet 4.20
- me in my Zones from [Zones of Regulation by Leah Kuypers](#)
- this is me when I feel... from [Zones of Regulation by Leah Kuypers](#)
- CBT hot cross bun of thought, feelings, sensations, behaviour
- emotion activities from [Therapeutic Treasure Box by Karen Treisman](#), p.128 to 170





Can seek help before intense sensations and feelings overwhelm them and lead to stress

## **Emerging**

### Key outcomes

- is beginning to allow a key adult to co-regulate

### Activity examples

- the anger volcano from [Think Good, Feel Good book by Paul Stallard](#), Chapter 13, p.176
- build a safe place using blankets to make a dark den from [Therapeutic Treasure Box by Karen Treisman](#), p.82
- make a safety shield from [Therapeutic Treasure Box by Karen Treisman](#), p.95
- make a safe box, happy box, calming box, sensory box, soothing box to support regulation strategies from [Therapeutic Treasure Box by Karen Treisman](#), p.88
- blob tree with adult scaffolding

## **Developing**

### Key outcomes

- is allowing a key adult to co-regulate

### Activity examples

- make a people cutout to identify the safe people who offer co-regulation when it is required
- zones toolbox from [Zones of Regulation by Leah Kuypers](#).
- facial expressions cards/photos - create their own ones showing staff or pupils demonstrating each expression
- activities to focus on the here and now from [Think Good, Feel Good book by Paul Stallard](#), Chapter 5
- start to create a list of what 'safety is' - for instance, 'what I do when I feel unsafe...' 'what colour do I feel when I am safe...' 'what animal do I feel like when...'



## Can seek help before intense sensations and feelings overwhelm them and lead to stress

### **Securing**

#### Key outcomes

- will identify and approach key adults and activities to support coregulation

#### Activity examples

- my feelings colouring and compare from [Think Good, Feel Good book by Paul Stallard](#), Chapter 12, p.160
- go through anxiety mapping
- regulation activities from [Therapeutic Treasure Box by Karen Treisman](#), p.98
- controlling your feelings activities from [Think Good, Feel Good book by Paul Stallard](#), Chapter 13

### **Mastering**

#### Key outcomes

- is communicating when feeling dysregulated, can consistently seek help to support co-regulation

#### Activity examples

- positive conversations with the brain tin foil hat
- negative thoughts magnet
- using the [blob tree](#) independently
- changing your habits and learning to problem solve activities from [Think Good, Feel Good book by Paul Stallard](#), Chapter 14, p.15

### **Home-specific ideas**

#### Activity examples

- make a safe, soothing, calm box together - place in the box all things that will help soothe the child when they feel dysregulated, this could be squishy balls, fidget spinners, poppets etc. - get the child to be involved in putting the box together talking about what helps them to feel calm, they can also help decorate the box to feel ownership over it
- build a safe place at home for the child to go, this could be a den or a cosy corner with blankets and pillows, allow the child to be involved to help find the safe place and what would help to be in it - ideally the area would be in a quiet space away
- work with the school to build a regulation toolbox - model and make up your own regulation toolbox alongside the child too
- consider having visual resources at home that the child can use to let you know how they are feeling as they may not be able to find the words



Can understand about their brain, what stress is and how stress impacts on their behaviour, mood and energy levels

## **Emerging**

### **Key outcomes**

- is beginning to talk with a key adult about the brain and has an awareness that the brain has different parts that have different functions and can name at least two

### **Activity examples**

- brain lab video- then make a brain house with people from [BBC Brain Lab](#)
- upstairs/downstairs brain with stair gate from [SEL Sketches Upstairs Downstairs Brain](#)
- make glitter jar + watch 'Just Breath' video from [Salzman and Salzman](#)
- illustrate how brains can be tricked by finding some optical illusions

## **Developing**

### **Key outcomes**

- is beginning to talk with a key adult about the brain and its key functions relating to stress responses of fight, flight, freeze, flop and flock

### **Activity examples**

- body map different messages to the brain using a life size me
- north, east, south, west game with 5 F's, giving examples

- sabre tooth tiger moments
- make a model of the brain using materials such as clay/ playdough
- colour/paint a picture of a brain- label and stick captions
- sort situations we need the amygdala from such as when we are in danger, vs being hijacked by the amygdala illustrating when a stress response is triggered but unnecessarily
- calming down the amygdala by Mary Neifert
- build a brain with Jenga



Can understand about their brain, what stress is and how stress impacts on their behaviour, mood and energy levels

## **Securing**

### **Key outcomes**

- can reflect on times when they have experienced a stress response (downstairs brain)

### **Activity examples**

- paperchain/material/domino timeline to support discussions about life events and think back to the stress responses it caused
- feeling unsafe representations from [Therapeutic Treasure Box by Karen Treisman](#), p.100
- make an animal brain finger puppet combine with hand model of brain and discuss times it has taken over using [Hand Model of the Brain by Yoffe](#)
- 'stress bucket' visual
- sharing analogies about stress such as fizzy bottle being shaken up

## **Mastering**

### **Key outcomes**

- can describe their own behaviour, mood and energy levels in relation to their brain and the stress response system

### **Activity examples**

- zones check from [Zones of Regulation by Leah Kuypers](#)
- jar of mixed feelings such as coloured sand/salt, marbles, words, drawings



Can spot some of the significant stressors that are affecting their own behaviour, mood and energy levels

## **Emerging**

### **Key outcomes**

- can name common stressors with the support of a key adult
- can accept what their trusted adult identifies as the stressor

### **Activity examples**

- exploring the physical or visual emotional pot/jug with adult modelling, prompting and scaffolding

## **Developing**

### **Key outcomes**

- identifies stressors that can affect themselves, with a trusted adult, when they are within their Window of Tolerance

### **Activity examples**

- my undo list from [ELSA Support](#)
- feelings and places from [Think Good, Feel Good book by Paul Stallard](#), Chapter 12, p.165
- things that bug me/things that push my buttons worksheet from [Therapeutic Treasure Box by Karen Treisman](#), p.97 and worksheets 3.7
- anger/sadness/worry metaphors
- ‘what do I think?’ cards
- complete a physical/visual window and discuss/act out what pushes us out of it, using the [Window of Tolerance](#)



Can spot some of the significant stressors that are affecting their own behaviour, mood and energy levels

## **Securing**

### **Key outcomes**

- can reflect on stressors which may have affected their behaviour, mood and energy levels

### **Activity examples**

- reflection scaffolds
- physical or visual emotional pot/jug used as a way to reflect on recent events
- Hub of Mindsight from [The Whole Brain Child, by Bryson & Siegel](#) p.98 to 103
- thoughts, feelings, actions activities [Think Good, Feel Good book by Paul Stallard](#), Chapter 6, p.75 to 79

- finding thinking traps [Think Good, Feel Good book by Paul Stallard](#), Chapter 8, p.103 to 105
- focusing on the bad vs adding more of the good - for instance, using a vessel of water, add spoonful of sediment to act as stressors, followed by a conversation about focusing on removing the sediment (stressors) vs focussing on adding more of the good (water) which dilutes the sediment (stressor) further ([Devine Impact Video](#) WARNING: only for teachers' understanding as there is a dubbed out expletive used)

## **Mastering**

### **Key outcomes**

- can describe their own behaviour, mood and energy levels in relation to their brain and the stress response system

### **Activity examples**

- uses 'I need help/time out' visuals
- how big is your problem-matching size of reaction to size of the problem from [Zones of Regulation](#)
- self-accessing River of Wellbeing visual so CYP can reflect and move themselves based on how they are feeling. Idea from [The Whole Brain Child, by Dan Siegel and Tina Bryson](#), p.10 to 13
- independently accessing and adjusting emotional pot/jug
- independently accessing self-regulation toolbox
- identifying stressor and a way to reducing/removing it independently



## Core strength 2: **Self-regulation**

Can spot some of the significant stressors that are affecting their own behaviour, mood and energy levels

### **Home-specific ideas**

#### **Activity examples**

- when the child is calm and in a good place, talk about things that you find stressful and things that the child finds stressful
- comment to the child when they get stressed using WIN 'I Wonder...'; 'I Imagine...'; 'I Noticed...' also use yourself as a role model for this for example 'I have noticed that when we are rushing to get to school in the morning I feel really stressed'
- make a list of the things we find stressful and put into lists of things we can control and things we can't
- watch have you filled up your bucket story together by [Kidco Storytime Online](#)





Can figure out ways to reduce or remove some of the stressors that are affecting their own behaviour, mood and energy levels

## **Emerging**

### **Key outcomes**

- can access co-regulation with a key adult to reduce or remove stressors

### **Activity examples**

- make a decision scaffolded by an adult from [ELSA Support](#)
- [school stress survey](#)
- voice of reason and the negative thought cloud from [ELSA Support](#)
- good day/bad day from [ELSA Support](#)
- inner coach/critic [Zones of Regulation by Leah Kuypers](#)
- good things to say to yourself such as positive self-talk/ thoughts
- child and adult to write problem on post it note and possible solutions
- life crossroads from [Draw on Your Emotions by Margot Sunderland](#)

## **Developing**

### **Key outcomes**

- can understand that some stressors can't be removed

### **Activity examples**

- [my Circle of Control](#)
- things that make me angry checklist
- [ELSA - the not to do list](#)
- Life Luggage from [Draw on Your Emotions by Margot Sunderland](#)
- the Maze [Draw on Your Emotions by Margot Sunderland](#)





Can figure out ways to reduce or remove some of the stressors that are affecting their own behaviour, mood and energy levels

## **Securing**

### **Key outcomes**

- can reflect on times when they have experienced a stress response (downstairs brain)

### **Activity examples**

- stress which can/cannot be removed sort
- if you could drive away
- create a 'my plan' for when things are hard
- [Zones of Regulation toolbox by Leah Kuypers](#)

## **Mastering**

### **Key outcomes**

- can describe their own behaviour, mood and energy levels in relation to their brain and the stress response system

### **Activity examples**

- 'when I'm in the... zone' worksheets, from [Zones of Regulation by Leah Kuypers](#)
- discuss cause and effect of actions using dominoes
- learning to solve problems activities from [Think Good, Feel Good book by Paul Stallard](#) Chapter 15, p.35

Can use their own strategies to respond to stress. They know what works for them and what doesn't. They also know and use their own ways to recharge their energy when it is low

## **Emerging**

### **Key outcomes**

- relies on key adults to provide them with strategies to co-regulate in response to stress

### **Activity examples**

- mindful practice such as colouring; breathing exercises; yoga; senses; visualisations; body scan; colouring patterns
- anxiety ladders
- designate and guide to use safe space
- adult to model expected ways to manage stress/levels of dysregulation, showing everyone experiences these, we learn to manage them

## **Developing**

### **Key outcomes**

- is able to discuss strategies for responding to stress with a key adult
- is able to explore ways that people might recharge their energy levels

### **Activity examples**

- daily mindfulness practice
- movement breaks, proprioception exercises
- exhibition of bad feelings from [Draw on Your Emotions by Margot Sunderland](#)

## **Securing**

### **Key outcomes**

- can identify strategies and reflect on strategies for responding to stress, evaluate their usefulness and practice to find the ones that work for them

### **Activity examples**

- happiness project/diary
- happy box/list
- try out the create your own toolbox from the [Zones of Regulation by Leah Kuypers](#)

## **Mastering**

### **Key outcomes**

- can use strategies for their own self-regulation

### **Activity examples**

- inner coach/critic; super flex/rock brain from [Zones of Regulation by Leah Kuypers](#)
- can state what will help them to calm down, what do they need to do, what do others need to do and how they will communicate this to others



## Self-regulation Books

### **Books to use with children**

- **The Boy Who Built a Wall Around Himself** by Ali Redford
- **Volcano in my Tummy** by Whitehouse
- **Kids Guide to Staying Awesome and in Control** by Lauren Brukner
- **Waiting is Not Easy** by Mo Willems
- **The Great Big Book of Feelings** by Mary Hoffman and Ros Asquith
- **I Can Handle It! (Mindful Mantras)** by Laurie Wright
- **Listening to My Body** by Gabi Garcia
- **Of Course It's a Big Deal** by Bryan Smith
- **The Way I Feel** by Janan Cain
- **Sometimes I Feel Like a Storm Cloud** by Lezlie Evans
- **Healthy for Life: Self-esteem and Mental Health** by Anna Claybourne and Dan Bramal
- **My Fantastic Elastic Brain** by JoAnn Deak
- **Sometimes I am Furious** by Timothy Knapman
- **Red, Red, Red** by Polly Dunbar
- **How Are You Feeling Today?** by Molly Potter and Sarah Jennings
- **Mindful Me: Exploring Emotions** by Paul Christells and Elisa Pagagnelli
- **Feeling Angry!** by Katie Douglass and Mike Gordon
- **Sometimes I Feel Sad** by Tom Alexander
- **Up and Down Mum** by Summer Macon
- **The Colour Thief: A Family's Story of Depression** by Andrew Fusek Peters
- **What's Going On Inside My Head?** by Molly Potter and Sarah Jennings
- **Ruby's Worry** by Tom Percival
- **Questions and Feelings about Worries** by Paul Christells and Ximena Jeria
- **Gobblechops** by Elizabeth Laird and Jenny Lucander
- **Me and My Fear** by Francesca Sanna
- **All Birds Have Anxiety** by Kathy Hoopermann
- **Worry Angels** by Sita Brahmachari and Jane Ray
- **Outsmarting Worry** by Dawn Huebner and Kara McHale
- **How Not to Lose It: Mental Healthy Sorted** by Anna Williamson and Sophie Beer
- **Cleo Crocodile** by Karen Treisman (Building Relationships Intervention)
- **Don't Let the Pigeon Drive the Bus** by Mo Willems
- **How to Train Your Pet Brain** by Nelly Buchet



## Self-regulation Books



### Additional Reading for Adults

- **Treasure Box Activity Book** by Dr Karen Treisman
- **The Whole Brain Child** by Dr Daniel J Siegel
- **Anger and Anxiety Gremlin** books by Kate Collins-Donnelly
- **Mad Isn't Bad** by Michaelene Mundy
- **Kids Have Stress Too!** Resource book by Psychology Foundation of Canada
- **BLOB Books** by Ian Long and Pip Wilson
- **Think Good, Feel Good** by Paul Stallard
- **Ollie the Octopus (Loss and Bereavement)** by Karen Treisman
- **Neon the Ninja (for children who struggle with sleeping and nightmares)** by Karen Treisman
- **Binnie the Baboon (anxiety and stress)** by Karen Treisman
- **Presley the Dog (relaxation)** by Karen Treisman



Core strength 3:  
**Affiliation**

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## Enjoys a sense of belonging through being involved in daily tasks

### **Emerging**

#### **Key outcomes**

- tolerates learning/playing alongside in a small group

#### **Activity examples**

- explicitly teach social skills and social expectations when around others
- time with peers
- free play with another peer (modelled and supported by adults)
- social skills board games from [smart kids](#)
- [101 games for social skills by Mosely, Sonnet and Barnes](#)
- trigger predictions

- trips where they have opportunities to share transport, playing areas such as parks, swimming etc.
- reward/lunch time with a friend
- Social Story by [Carol Gray™](#) exploring expectations around being with other people  
[National Autistic Society Communication Tools](#)

### **Developing**

#### **Key outcomes**

- beginning to share thoughts, answers, and points of view in a group with support

#### **Activity examples**

- adults model active listening, taking turns and sharing viewpoints
- talking objects
- use news sharing prompts such as [‘what do I want to talk about?’ by ELSA Support](#)
- mind map topics of conversation, things they can talk about to sustain interaction
- provide talk cards to scaffold discussion such as ‘in my opinion...’; ‘I believe...’; ‘I disagree...’

- have class/group discussions about different topics, such as current affairs, topics in school, if you... what would you do?
- ‘would you rather’ games such as ‘would you rather have super hearing or super smell?’
- recount and share experiences such as the school holiday or weekend
- ‘all about me’ activities that has a focus to share in a group setting
- opportunities to share views
- spotting similarities and differences
- Social Story around social expectations when sharing thoughts/opinions using [Carol Gray™](#) resources such as [National Autistic Society Communication Tools](#)



Enjoys a sense of belonging through being involved in daily tasks

### **Securing**

#### **Key outcomes**

- for familiar topics/contexts, pupil can join in with an activity independently, share thoughts, answers, and points of view in a group

#### **Activity examples**

- social skills board games such as [Smart Kids](#)
- joins in group games such as games from [101 games for social skills by Mosely, Sonnet and Barnes](#)
- being given classroom jobs or monitoring responsibilities with support in areas that the child/young person is familiar

### **Mastering**

#### **Key outcomes**

- can independently share thoughts, answers, and points of view in a group even if they are not familiar with the topic
- enjoys a sense of belonging through being involved in daily tasks

#### **Activity examples**

- external visitors
- helping to prepare lunches or snacks at school
- having monitors in the classroom or different classroom jobs





## Can listen actively with understanding when others are speaking (peers and adults)

### **Emerging**

#### **Key outcomes**

- aware that another person is speaking and can be quiet but may be distracted - may interrupt the speaker to share their views on the topic of discussion

#### **Activity examples**

- daily sharing news around snack time using scaffolding if necessary
- use a talking object to demonstrate taking turns in conversations
- role play using puppets or small world figures to model turn taking

- Social Story about expectations of taking turns (Carol Gray™) [National Autistic Society Communication Tools](#)
- use of fiddle toy to support listening when the other person is talking
- use visuals for reminders of social expectations such as listening, lips closed, looking etc.
- adults to model positive conversation skills
- social group with clear rules such as Lego therapy club

### **Developing**

#### **Key outcomes**

- can listen appropriately without interruption. Uses verbal and nonverbal feedback (smiling etc.) with support

#### **Activity examples**

- speaking and listening cards with key questions to promote discussion, having clear start and end points to the conversation such as 'tell me two interesting things that you have in your house'
- social skills board games by [smart kids](#)
- engage in social skills games such as [101 games for social skills by Mosely, Sonnet and Barnes](#) - use visuals for reminders of social expectations such as

listening, lips closed, looking etc.

- opportunities to join in discussions and share points of view
- opportunities to share views such as, [vote4schools](#); class assemblies; agree/disagree games; would you rather games; sharing experiences etc.
- social lunch time/reward time planned in
- key adult to support and model where needed
- explicitly teach what it means to be a good listener including whole body listening
- practice and model how conversations may develop through the use of role play; puppets and toys
- turn-taking with instruments





## Can listen actively with understanding when others are speaking (peers and adults)

### **Securing**

#### Key outcomes

- beginning to participate in discussions, is growing in confidence but may still need adult encouragement and support - uses verbal and nonverbal feedback (smiling etc.)

#### Activity examples

- free play with peers
- social skills board games by [Smart Kids](#)
- take from [101 games for social skills by Mosely, Sonnet and Barnes](#)
- structured time with peers

- role-play opportunities to practice and model conversations, using puppets, comic strip conversations etc.
- opportunities to share views such as, [vote4schools](#); class assemblies; agree/disagree games; would you rather games; sharing experiences etc.
- explicitly teach and practice body language, tone of voice and pauses etc. to show how this can help you communicate to others when you are finished what you are saying so the next person can join in
- [socially speaking](#) intervention book by Alison Schroeder

### **Mastering**

#### Key outcomes

- is actively listening to the speaker
- can reflect on what has been said to them before they respond, they are fully engaged in listening, uses verbal and non-verbal feedback (smiling etc.)

#### Activity examples

- model and teach what active listening looks like - whole body listening
- opportunities to share views such as, [vote4schools](#); class assemblies; agree and disagree games; would you rather games; sharing experiences etc.
- blind fold or back-to-back conversations

## Can recognise others' skills and attributes and give compliments appropriately

### **Emerging**

#### **Key outcomes**

- beginning to recognise what skills/attributes they have but not in others

#### **Activity examples**

- positive attributes/self-esteem activities
- staff to encourage CYP to notice in the moment when they have demonstrated a positive quality such as 'I held the door open which was kind'
- accept who I am worksheet from [Think Good, Feel Good book by Paul Stallard](#), p.45
- positive attributes and self esteem activities from [Therapeutic Treasure Box by Karen Treisman](#) p.187 to 197
- bottling up my special moments from [Therapeutic Treasure Box by Karen Treisman](#), p.187 to 197 and

worksheet 5.9 at the end of the chapter

- Puzzle of Positives from [Therapeutic Treasure Box by Karen Treisman](#) p.187 to 197 and worksheet 5.10 at the end of the chapter
- Patchwork of Positives from [Therapeutic Treasure Box by Karen Treisman](#), p.187 to 197 and worksheet 5.11 at the end of the chapter
- Star of Strengths from [Therapeutic Treasure Box by Karen Treisman](#), p.187 to 197 and worksheet 5.12 at the end of the chapter
- Tower of Strengths from [Therapeutic Treasure Box by Karen Treisman](#), p.187 to 197 and worksheet 5.12 at the end of the chapter

### **Developing**

#### **Key outcomes**

- with adult support and encouragement can begin to notice and have discussions around other people's skills/attributes, perhaps those that they have in common

#### **Activity examples**

- kindness activities
- friendship qualities
- other people's qualities
- use activities from emerging stage but with a focus on other people instead of themselves from [Therapeutic Treasure Box by Karen Treisman](#), p.187 to 197 and worksheets 5.9, 5.10, 5.11, and 5.12 at the end of the chapter
- kindness snowballs
- friendship formula game from [Socially Speaking](#) by Alison Schroeder



## Can recognise others' skills and attributes and give compliments appropriately

### **Securing**

#### Key outcomes

- beginning to give the person a compliment and say kind things about them - adult support and encouragement may still be needed

#### Activity examples

- giving compliments activities
- scenario cards to notice qualities and when to give compliments such as 'Sophie noticed that Tim came to school with a new haircut, what could Sophie say to Tim?'
- roleplay situations for giving compliments and noticing qualities

- Social Story by [Carol Gray™](#) teaching how and when to pay compliments to others using [National Autistic Society Communication Tools](#)
- comic strip conversations by [Carol Gray™](#) used to plan and practice giving compliments and saying kind things using [National Autistic Society Communication Tools](#)
- opportunities to practise being kind to others, facilitated by sharing time with peers and going on trips etc.
- sorting activities between kind and unkind words and actions
- using kind words discussion activities

### **Mastering**

#### Key outcomes

- can give a compliment in the appropriate tone independently

#### Activity examples

- opportunities for positive interactions so compliments can be given
- drama activities
- social skills board games from [Smart Kids](#)
- social skills games from [101 games for social skills by Mosely, Sonnet and Barnes](#) to support the opportunities to practice compliments to others

- comic strip conversations by [Carol Gray™](#) to plan in when compliments might happen using [National Autistic Society Communication Tools](#)
- opportunities to go out in the community and notice positive attributes of others, such as when at the shop and meet the cashier
- kindness activities



## Can share a viewpoint

### **Emerging**

#### **Key outcomes**

- can listen to another's viewpoint but becomes frustrated if the views differ from their own

#### **Activity examples**

- agree/disagree statement sort
- talking objects such as, holding a toy when someone is talking and then repeat back what they have said
- match viewpoint to different people's experiences
- lessons such as RE and PSHE lessons can explore why people might have different opinions
- explicitly teach how to disagree and share their opinion, such as through role play with puppets; comic strip conversations and social stories by [Carol Gray™](#) using [National Autistic Society Communication Tools](#)

### **Developing**

#### **Key outcomes**

- will listen to or try a new idea/view with adult encouragement and support

#### **Activity examples**

- sentence stem script to help children agree and disagree appropriately
- pros and cons list (pre-taught) to discuss worries and fears about trying something new
- roleplay reactions and scenarios around trying something new or changing a viewpoint
- explicitly teach how to agree and disagree using role play with puppets, comic strip conversations, social stories by [Carol Gray™](#) using [National Autistic Society Communication Tools](#)
- link back to activities on self-regulation and active listening
- opportunities to draw or play out what might happen if trying something new before it happens
- opportunities to share views such as, vote4schools; class assemblies; agree and disagree games; would you rather games; sharing experiences etc.



## Can share a viewpoint

### **Securing**

#### **Key outcomes**

- confident to listen to different view or try a new idea
- practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers

#### **Activity examples**

- opportunities to share views such as, [vote4schools](#); class assemblies; agree and disagree games; would you rather games; sharing experiences etc.
- ‘would you rather games’, sharing experiences etc.
- roleplay tone of voice, body language, scripts for different situations.
- social skills board games from [Smart Kids](#)
- games from [101 games for social skills by Mosely, Sonnet and Barnes](#)
- managing conflict cards for example ‘Tom and Ben both want to play on the bike, how could they solve this problem?’
- ‘what would you do’ scenario cards such as, ‘Sophie says she knows a quicker way than you to solve the maths problem, what would you do?’
- role play and comic strip conversations by [Carol Gray™](#) using [National Autistic Society Communication Tools](#) to explore what to say when negotiating and compromising
- opportunities to play with peers in a range of ways such as free and structured activities and competitive games such as connect 4
- free play where adults scaffold by modelling sentence stems they could use to help them decide what game to play with a peer
- restorative justice questions to resolve conflict



## Can share a viewpoint

### **Mastering**

#### Key outcomes

- listens to others' views, can also offer a compromise, problem solves with a peer
- develops friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking

#### Activity examples

- free play with peers
- PSHE, RE, and RSE lessons to explore different viewpoints from around the world
- visitors to school to share different viewpoints and generate discussions
- opportunities to resolve conflict with peers with more independence but scaffolding may still be required at times
- explore through discussion, roleplay and drawings the similarities and differences between people such as visually, their viewpoints and experiences for instance





## Can play with others

### **Emerging**

#### **Key outcomes**

- solo, parallel play using the same activity/theme, limited communication with peers and needs trusted adult support

#### **Activity examples**

- interaction through any activity for child's interest; free play of their choice such as choose board of activities to play; colouring; painting; art activities; gardening; and outdoor learning activities
- [intensive interactions intervention](#)
- play-based activities

### **Developing**

#### **Key outcomes**

- beginning to share play by suggesting ideas, can become frustrated if peers do not want to join in or follow their direction and rely on adults to resolve conflict - may not include all peers in play

#### **Activity examples**

- turn-taking and interaction games e.g. board games such as snakes and ladders; frustration etc.; follow the leader; Simon says; staring contests; rolling/bounding ball to a partner; junk modelling or building activities; charades; imaginary games etc.

- interaction through any activity the child's interested in - free play of their choice for instance, choose board of activities to play; colouring/painting/art activities; gardening; outdoor learning activities etc.
- choose board of activities to play
- Social Story ([Carol Gray™](#)) to share expectations of play using [National Autistic Society Communication Tools](#)
- social story comic strip conversations by [Carol Gray™](#) to roleplay scenarios of playing and how to react/what to say using [National Autistic Society Communication Tools](#)



## Can play with others

### **Securing**

#### **Key outcomes**

- shares play ideas and compromises the rules of the game with adult support
- seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest

#### **Activity examples**

- use skills/activities from above strand to help with compromise such as 'I choose, you choose'; free play with peers (scaffolded by adult modelling and support, using sentence stems/scripts)

- turn-taking and interaction games such as snakes and ladders; frustration; follow the leader; Simon says; staring contests; rolling/bouncing ball to a partner; junk modelling or building activities; charades; and imaginary games
- Social Story ([Carol Gray™](#)) to share expectations of play using [National Autistic Society Communication Tools](#)
- social story comic strip conversations ([Carol Gray™](#)) to roleplay scenarios of playing and how to react/what to say from [National Autistic Society Communication Tools](#)
- games based on luck/skill/losing such as chase; it; stuck in the mud; what's the time Mr Wolf etc.

### **Mastering**

#### **Key outcomes**

- can include all peers in play, confidently suggesting themes and activities and negotiating rules.

#### **Activity examples**

- interaction through any activity for child's interest - free play of their choice such as choosing board of activities to play; colouring/painting/art activities; gardening; outdoor learning activities etc.
- team sports or games



## Can wait their turn

### **Emerging**

#### **Key outcomes**

- rushes turn-taking, wanting to take the other person's turn - may need more turns than others to maintain engagement

#### **Activity examples**

- turn-taking and interaction games such as snakes and ladders; connect 4; and frustration
- 'Talking Object' such as holding a toy when someone is talking and then repeat back what they have said
- Social Story ([Carol Gray™](#)) to explain expectations using [National Autistic Society Communication Tools](#)
- roleplay how other people feel if we don't wait our turn

### **Developing**

#### **Key outcomes**

- begins to understand turn taking with adult support and encouragement

#### **Activity examples**

- visual to identify whose turn it is
- turn-taking and interaction games such as Uno, 21, and Go Fish
- mind map ideas of things to do whilst you wait such as sing a song, and fiddle toy
- roleplay how other people feel if we don't wait our turn, including expected/unexpected scenarios
- create, practise and use scripts "you can go first, and I'll go after"

### **Securing**

#### **Key outcomes**

- can wait for their turn with little support or a gentle reminder of the rules

#### **Activity examples**

- turn-taking and interaction games such as Uno, 21, and Go Fish
- key adult may need visual to remind 'waiting'
- PE activities such as relay races, hurdles, and throwing bean bags in a hoop
- waiting in group activities such as to jump in at swimming, for their go on the scooter
- sharing resources such as colouring and sharing the red pencil

### **Mastering**

#### **Key outcomes**

- can independently ask others to join an activity with a trusted adult
- can stay within Window of Tolerance when a trusted adult spends time with others

#### **Activity examples**

- turn-taking and interaction games such as Uno, 21 and Go Fish
- going to the shops and waiting in a queue
- opportunities to share views such as joining in class discussions and sharing opinions, class assemblies/[Vote4schools](#)



## Can share toys, games and other materials

### **Emerging**

#### **Key outcomes**

- plays alongside peers, will allow peers to share with them but still unable to share their own things

#### **Activity examples**

- neutral resources to share such as colouring pencils and paints
- art/craft activities
- coloured stickers for belongings such as assigning colours to things that belong to different people and the things that can be shared
- create and use scripts to help with sharing/negotiating such as “I will ride the bike for five minutes then I’ll give it to you”; “you can go first, and I’ll go after”; “sharing with friends is kind”
- roleplay or comic strip conversations ([Carol Gray™](#)) such as ‘how to share in different situations’ social story using [National Autistic Society Communication Tools](#)

### **Developing**

#### **Key outcomes**

- with adult support begins to share if they still have something to keep

#### **Activity examples**

- agreed resources to share and keep for themselves such as assign colours to things that belong to different people and the things that can be shared
- building activities such as junk modelling, Magnetic Polydron, Lego, and Kinex
- making snacks and offering them to others
- scenario cards such as “Billy has a PS4. He is playing with his toys instead. His brother asks him if he can play on the PS4. What should he say?”



## Can share toys, games and other materials

### **Securing**

#### **Key outcomes**

- with adult support, shares willingly with peers they are familiar with

#### **Activity examples**

- playing with resources such as a train set, soft play and crafts
- using the same paint pot or set of pens during an art activity
- scenario cards such as “the new child in class asks to borrow your brand-new art colouring set. What do you say?”
- social skills board games ([Smart Kids](#))
- take activities from [101 games for social skills by Mosely, Sonnet and Barnes](#)

### **Mastering**

#### **Key outcomes**

- willingly and consistently shares with all peers

#### **Activity examples**

- free play
- sharing classroom resources independently
- sharing snack and having lunchtimes together





## Attachment Books



### Books to use with children

- **Blue** by Britta Tekentrup
- **The Proudest Blue** by Ibtihaj Muhammad
- **The Hueys: The New Jumper** by Oliver Jeffers
- **Halibut Jackson** by David Lucas
- **Look Up!** by Nathan Bryon and Dapo Adeola
- **The Tale of Three Trees** by Angela Elwell Hunt
- **Billy and the Beast** by Nadia Shireen
- **Julian is a Mermaid** by Jessica Love
- **The Lion Inside** by Rachel Bright and Jim Field
- **Eyes That Kiss in the Corners** by Joanna Ho and Dung Ho
- **Sulwe** by Lupita N'yong'o and Vashti Harrison
- books by Sue Graves and Trevor Dunton (all around emotions, resilience etc.)



### Additional reading for adults

- **Therapeutic Treasure Box** by Karen Triesman
- **Think Good, Feel Good** by Paul Stallard
- **101 Games for Social Skills** by Jenny Mosley
- [How to help your child make friends](#) video by Nicholeen Peck

Core strength 4:  
**Awareness**

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## Expressing empathy and understanding for their own and others' feelings and actions

### **Emerging**

#### **Key outcomes**

- tolerates learning/playing alongside in a small group

#### **Activity examples**

- explicitly teach social skills and social expectations when around others
- time with peers
- free play with another peer (modelled and supported by adults)
- social skills board games ([smart kids](#))
- take from [101 games for social skills by Mosely, Sonnet and Barnes](#).
- trigger predictions

- going on trips where they experience sharing transport and sharing playing area
- rewards such as lunch time with a friend
- Social Story ([Carol Gray™](#)) on expectations around being with other people using the [National Autistic Society Communication Tools](#)

### **Developing**

#### **Key outcomes**

- beginning to share thoughts, answers, and points of view in a group with support

#### **Activity examples**

- adults model active listening, taking turns and sharing viewpoints
- talking objects
- news sharing with peers using [ELSA Support What do I want to talk](#) prompts
- mind map topics of conversation such as things they can talk about to sustain interaction
- provide talk cards to scaffold discussion such as 'in my opinion...', 'I believe...', 'I disagree...'
- have class/group discussions about a range of topics such as current affairs, topics in school, 'if you won the lottery what would you do?'
- would you rather games such as 'would you rather have super hearing or super smell?'
- recount and sharing of school holidays and other experiences
- 'all about me' activities shared in a group setting
- opportunities to share views
- spotting similarities and differences
- Social Story ([Carol Gray™](#)) around social expectations when sharing thoughts and opinions using [National Autistic Society Communication Tools](#)



## Core strength 4: Awareness

### Expressing empathy and understanding for their own and others' feelings and actions

#### **Securing**

##### Key outcomes

- for familiar topics/contexts, pupil can join in with an activity independently, share thoughts, answers, and points of view in a group

##### Activity examples

- social skills board games  
[Smart Kids](#)
- take from [101 games for social skills by Mosely, Sonnet and Barnes](#)
- start giving classroom jobs or monitors with support in areas that the child is familiar or confident with
- complete tasks within the immediate and wider community

#### **Mastering**

##### Key outcomes

- can independently share thoughts, answers, and points of view in a group even if they are not familiar with the topic
- enjoys a sense of belonging through being involved in daily tasks

##### Activity examples

- external visitors
- helping to prepare lunches or snacks at school
- having monitors in the classroom or different classroom jobs





Shows understanding, caring and empathy; they care that their words and actions impact on others

## **Emerging**

### **Key outcomes**

- aware that another person is speaking and can be quiet but may be distracted, may interrupt the speaker to share their views on the topic of discussion

### **Activity examples**

- daily sharing news around snack time (with adults scaffolding if required)
- use a talking object to demonstrate taking turns in conversations
- roleplay using puppets or small world figures to model turn taking

- Social Story ([Carol Gray™](#)) such as 'how to share in different situations' social story using [National Autistic Society Communication Tools](#)
- use of fiddle toy to support listening when the other person is talking
- use visuals to support reminders of social expectations such as listening, lips closed, looking etc.
- adults to model positive conversation skills
- social groups with clear rules such as Lego therapy club

## **Developing**

### **Key outcomes**

- can listen appropriately without interruption. Uses verbal and nonverbal feedback (smiling etc.) with support

### **Activity examples**

- speaking and listening cards with key questions to promote discussion, for instance, having clear start and end points to the conversation - this could include examples such as "tell me two interesting things that you have in your house"
- social skills board games ([smart kids](#))
- games from [101 games for social skills by Mosely, Sonnet and Barnes](#) - use visuals for reminders of social

- expectations such as listening, lips closed, looking etc.
- opportunities to join in discussions and share points of view
- opportunities to share views such as, vote4schools, class assemblies, agree/disagree games, would you rather games, and sharing experiences
- social lunch time/reward time planned in
- key adult to support and model where needed
- explicitly teach what it means to be a good listener such as whole body listening
- practice and model through roleplay puppets or toys of how conversations might go
- turn-taking with instruments





Shows understanding, caring and empathy; they care that their words and actions impact on others

## **Securing**

### **Key outcomes**

- beginning to participate in discussions, is growing in confidence but may still need adult encouragement and support - uses verbal and nonverbal feedback (smiling etc.)

### **Activity examples**

- free play with peers
- social skills board games ([Smart Kids](#))
- take from [101 games for social skills by Mosely, Sonnet and Barnes](#)
- structured time with peers
- roleplay opportunities to practice and model conversations, using puppets, comic strip conversations etc.

- opportunities to share views such as, vote4schools, class assemblies, agree/disagree games, would you rather games, sharing experiences etc.
- explicitly teach and practice body language and how this shows when you are finished what you are saying so the next person can join in - this should include conversations about tone of voice and pauses etc.
- [Socially Speaking by Alison Schroeder](#) intervention book

## **Mastering**

### **Key outcomes**

- is actively listening to the speaker
- can reflect on what has been said to them before they respond - they are fully engaged in listening - uses verbal and non-verbal feedback (smiling etc.)

### **Activity examples**

- model and teach what active listening looks like such as whole body listening
- opportunities to share views such as, vote4schools, class assemblies, agree/disagree games, would you rather games, and sharing experiences etc.
- blind fold or back-to-back conversations



## Can recognise and accept others' strengths and interests

### **Emerging**

#### **Key outcomes**

- beginning to recognise what skills/attributes they have but not in others

#### **Activity examples**

- positive attributes/self-esteem activities
- staff to encourage CYP to notice in the moment when they have demonstrated a positive quality such as “I held the door open which was kind”
- ‘accept who I am’ worksheet from [Think Good, Feel Good book by Paul Stallard](#), p.45
- positive attributes and self-esteem activities from [Therapeutic Treasure Box by Karen Treisman](#), p.187 to 197
- bottling up my special moments from [Therapeutic Treasure Box by Karen Treisman](#), p.187 to 197, and worksheet 5.9 at the end of the chapter
- Puzzle of Positives from [Therapeutic Treasure Box by Karen Treisman](#) p.187 to 197, and worksheet 5.10 at the end of the chapter
- Patchwork of Positives from [Therapeutic Treasure Box by Karen Treisman](#), p.187 to 197, and worksheet 5.11 at the end of the chapter
- Star of Strengths from [Therapeutic Treasure Box by Karen Treisman](#), p.187 to 197, and worksheet 5.12 at the end of the chapter
- Tower of Strengths from [Therapeutic Treasure Box by Karen Treisman](#), p.187 to 197 and worksheet 5.12 at the end of the chapter

### **Developing**

#### **Key outcomes**

- with adult support and encouragement can begin to notice and have discussions around other people’s skills/ attributes, perhaps those that they have in common

#### **Activity examples**

- kindness activities
- friendship qualities
- other people’s qualities
- use activities from emerging stage but with a focus on other people instead of themselves from [Therapeutic Treasure Box by Karen Treisman](#), p.187 to 197, and worksheets 5.9, 5.10, 5.11, and 5.12 at the end of the chapter
- kindness snowballs
- [friendship formula game - Socially Speaking by Alison Schroeder](#)



## Can recognise and accept others' strengths and interests

### **Securing**

#### **Key outcomes**

- beginning to give the person a compliment and say kind things about them - adult support and encouragement may still be needed

#### **Activity examples**

- giving compliments activities
- scenario cards to notice qualities and when to give compliments such as “Sophie noticed that Tim came to school with a new haircut, what could Sophie say to Tim?”
- roleplay situations for giving compliments and noticing qualities

- social story about how/when to pay compliments to others (Carol Gray™) from [National Autistic Society Communication Tools](#)
- comic strip conversations to plan/practice ([Carol Gray™](#)) [National Autistic Society Communication Tools](#)
- opportunities to practise being kind to others, such as shared time with peers, trips to shop/ cafe etc.
- kind and unkind words/actions sort
- using kind words discussion activities

### **Mastering**

#### **Key outcomes**

- can give a compliment in the appropriate tone independently

#### **Activity examples**

- opportunities for positive interactions so compliments can be given
- drama activities
- social skills board games ([Smart Kids](#))
- take from [101 games for social skills by Mosely, Sonnet and Barnes](#)

- comic strip conversations to plan in when compliments might happen ([Carol Gray™](#)) from [National Autistic Society Communication Tools](#)
- opportunities to go out in the community and notice positive attributes of others. For instance, when at the shop and talking to the cashier
- kindness activities



Understands the need for rules, routines and limits, and can comply with expectations

## **Emerging**

### **Key outcomes**

- can listen to another's viewpoint but becomes frustrated if the views differ from their own

### **Activity examples**

- agree/disagree statement sort
- talking objects such as, holding a toy when someone is talking and then repeat back what they have said
- match viewpoint to different people's experiences
- lessons to explore why people might have different opinions
- explicitly teach how to disagree and share their opinion using roleplay with puppets, comic strip conversations, social stories ([Carol Gray™](#)) using [National Autistic Society Communication Tools](#)

## **Developing**

### **Key outcomes**

- will listen to or try a new idea/view with adult encouragement and support

### **Activity examples**

- sentence stem script to help children agree/disagree appropriately
- pros/cons list (pre-taught) to discuss worries/fears about trying something new
- roleplay reactions and scenarios around trying something new or changing a viewpoint

- explicitly teach how to agree/disagree - role play with puppets, comic strip conversations, social stories ([Carol Gray™](#)) using [National Autistic Society Communication Tools](#)
- link back to activities on self-regulation and active listening
- opportunities to draw or play out what might happen if trying something new before it happens
- opportunities to share views such as, vote4schools, class assemblies, agree/disagree games, would you rather games, sharing experiences etc.



Understands the need for rules, routines and limits, and can comply with expectations

## **Securing**

### **Key outcomes**

- confident to listen to different view or try a new idea
- practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers

### **Activity examples**

- opportunities to share views such as vote4schools, class assemblies, agree/disagree games, would you rather games, sharing experiences etc.
- roleplay tone of voice, body language, scripts for different situations

- social skills board games ([Smart Kids](#))
- take from [101 games for social skills by Mosely, Sonnet and Barnes](#)
- managing conflict cards such as “Tom and Ben both want to play on the bike, how could they solve this problem?”
- scenario cards such as “what would you do?” for example, “Sophie says she knows a quicker way than you to solve the maths problem, what would you do?”
- comic strip conversations/ roleplay what to say when negotiating/compromising ([Carol Gray™](#)) using [National Autistic Society Communication Tools](#)
- opportunities to play with peers, this should include free and structured activities, including competitive games such as connect 4
- free play such as deciding what game to play with a peer - adults to model and give sentence stems to support
- restorative justice questions to support conflict resolution



## Core strength 4: Awareness

Understands the need for rules, routines and limits, and can comply with expectations

### Mastering

#### Key outcomes

- listens to others' views, can also offer a compromise. Problem solves with a peer
- develops friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking

#### Activity examples

- free play with peers
- lessons that explore different viewpoints from around the world
- visitors to school to share different viewpoints and generate discussions
- opportunities to resolve conflict with peers independently (with adult scaffolding if required)
- explore similarities and differences between people through roleplay, discussions, and drawings - this could include exploring visual appearances, viewpoints and experiences





## Understand how and when to apologise

### **Emerging**

#### **Key outcomes**

- solo, parallel play using the same activity/theme - limited communication with peers and needs trusted adult support

#### **Activity examples**

- interaction through any activity for child's interest
- [intensive interactions intervention](#)
- play-based activities

### **Developing**

#### **Key outcomes**

- beginning to share play by suggesting ideas, can become frustrated if peers do not want to join in or follow their direction and rely on adults to resolve conflict - may not include all peers in play

#### **Activity examples**

- turn-taking and interaction games, such as snakes and ladders, frustration, follow the leader, Simon says, staring contests, rolling/bounding ball to a partner, junk modelling or building activities, charades imaginary games etc.
- interaction through any activity the child's interested

- choose board of activities to play
- Social Story by ([Carol Gray™](#)) to share expectations of play using [National Autistic Society Communication Tools](#)
- comic strip conversations by ([Carol Gray™](#)) role play scenarios of playing and how to react/what to say using [National Autistic Society Communication Tools](#)



## Understand how and when to apologise

### **Securing**

#### **Key outcomes**

- shares play ideas and compromises the rules of the game with adult support
- seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest

#### **Activity examples**

- use skills/activities from above strand to help with compromise for example, I choose, you choose, free play with peers, with adult modelling and support (sentence stems/scripts to use)

- turn-taking and interaction games such as board games such as snakes and ladders, frustration etc., follow the leader, Simon says, staring contests, rolling/bounding ball to a partner, junk modelling or building activities, charades, and imaginary games
- Social Story by ([Carol Gray™](#)) to share expectations of play using [National Autistic Society Communication Tools](#)
- comic strip conversations by ([Carol Gray™](#)), role play scenarios of playing and how to react/what to say using [National Autistic Society Communication Tools](#)
- games based on luck/skill/losing such as 'chase', 'it', and 'stuck in the mud'

### **Mastering**

#### **Key outcomes**

- can include all peers in play, confidently suggesting themes and activities and negotiating rules

#### **Activity examples**

- interaction through any activity for child's interest
- team sports or games





## Can recognise when others are dysregulated and respond appropriately

### **Emerging**

#### **Key outcomes**

- rushes turn-taking, wanting to take the other person's turn, may need more turns than others to maintain engagement

#### **Activity examples**

- turn-taking and interaction games such as snakes and ladders, connect 4, and frustration
- talking object such as, holding a toy when someone is talking and then repeat back what they have said
- social story to explain expectations ([Carol Gray™](#)) such as [National Autistic Society Communication Tools](#)
- roleplay how other people feel if we don't wait our turn

### **Developing**

#### **Key outcomes**

- begins to understand turn taking with adult support and encouragement

#### **Activity examples**

- visual to identify whose turn it is
- turn-taking and interaction games such as Uno, 21, and Go Fish
- mind map ideas of things to do whilst you wait such as sing a song, fiddle toy etc.
- roleplay how other people feel if we don't wait our turn, including expected/unexpected scenarios
- create, practise and use scripts such as "you can go first and I'll go after"

### **Securing**

#### **Key outcomes**

- can wait for their turn with little support or a gentle reminder of the rules

#### **Activity examples**

- turn-taking and interaction games such as Uno, 21 and Go Fish
- key adult may need visual to remind such as 'waiting'
- relay races
- PE activities such as hurdles and throwing bean bags in a hoop
- waiting in group activities such as to jump in at swimming and waiting for their go to use the scooter
- sharing resources such as colouring and sharing the red pencil

### **Mastering**

#### **Key outcomes**

- can independently ask others to join an activity with a trusted adult
- can stay within Window of Tolerance when a trusted adult spends time with others

#### **Activity examples**

- turn-taking and interaction games such as Uno, 21, and Go Fish
- going to the shops and waiting in a queue
- opportunities to share views such as joining in class discussions and sharing opinions, class assemblies and Vote4schools



## Awareness Books



### Books to use with children

- **Beegu** by Alexis Deacon
- **Billy and the Beast** by Nadia Shireen
- **If All the World Were...** by Joseph Coelho and Allison Colpoys
- **Islandborn** by Juno Díaz and Leo Espinosa
- **Ada Twist, Scientist** by Andrea Beaty and David Roberts
- **Ramadan Moon** by Na'ima B. Robert
- **The Goggle-Eyed Goats** by Stephen Davies
- **Hue Boy** by Rita Phillips Mitchell
- **The Day War Came** by Nicola Davies
- **The Colour of Home** by Mary Hoffman
- **Fly, Eagle, Fly!** by Christopher Gregorowski, Archbishop Desmond Tutu
- **Amazing Grace** by Mary Hoffman
- **Leon and Bob** by Simon James
- **The Silence Seeker** by Ben Morely
- **Young Heroes** by Lula Bridgeport
- **The Proudest Blue: A Story of Hijab and Family** by Ibtihaj Muhammad and S.K. Ali
- **Questions and Feelings About: Having a Disability** by Louise Spilsbury and Ximena Jeria
- **Diggory Doo** by Steve Herman
- **The Girls** by Lauren Ace
- **The Drum** by Kevin Wilson-Max
- **Cinnamon** by Neil Gaiman and Divya Srinivasan
- **Tar Beach** by Faith Ringgold
- **Aunt Harriet's Underground Railroad in the Sky** by Faith Ringgold
- **Azzi in Between** by Sarah Garland
- **Mufaro's Beautiful Daughters** by John Steptoe
- **Mirror** by Jeannie Baker
- **Ali's Story** by Andy Glynne
- **Dancing in the Wings** by Debbie Allen
- **Little Leaders: Bold Women in Black History** by Vashti Harrison
- **Cinderella of the Nile** by Beverly Naidoo and Marjan Vafaeian
- **Freedom We Sing** by Amyra Leon
- **King of the Classroom** by Derrick Barnes
- **Yokki and the Parno Gry** by Richard O'Neill
- **Double Felix** by Sally Harris and Maria Serrano (about OCD)
- **The Boy at the Back of the Class** by Onjali Rauf



## Core strength 4: **Awareness**



### **Additional Reading for Adults**

- **Tell Me No Lies** by Malorie Blackman
- **Varmits** by Shaun Tan
- **Dealing with Bullying** by Jane Lacey and Venitia Dean
- **Planet Omar: Accidental Trouble Magnet** by Zanib Mian and Nasay Mafaridik
- **Ella on the Outside** by Cath How
- **Goldilocks** by Jeanne Willis and Tony Ross
- **Something Bad Happened: A kid's guide to coping with events in the news** by Dawn Huebner and Kara McHale
- **Can I Tell You About ADHD?** by Susan Yarney and Chris Martin
- **Check Mates** by Stewart Foster (about ADHD)
- **Questions and Feelings about Autism** by Louise Spilsbury and Ximena Jeria
- **M is for Autism** by the students of Limpsfield Grange School and Vicky Martin
- **The Illustrated Guide to Dyslexia and its Amazing People** by Kate Power and Kathy Iwanczak Forsyth

- **Therapeutic Treasure Box** by Karen Treisman
- **Think Good, Feel Good** by Paul Stallard

Core strength 5:  
**Tolerance**





## Is accepting when others make a mistake

### **Emerging**

#### **Key outcomes**

- can notice others making a mistake with adult support, but may not forgive

#### **Activity examples**

- card games which are supported by adult scaffolding where required
- ‘mirror me’ games
- turn-taking board games which have a short duration and scaffolded by adult where required
- restorative sessions after conflict such as comic strip conversations, mind maps, and story maps
- PE
- Simon Says supported by adult scaffolding where required

- role-modelling that mistakes are ok, using scripts such as ‘I made a mistake, I can learn from this’
- opportunities to make safe mistakes
- playing games and completing activities alongside peers, scaffolded by adults where possible
- teaching mindfulness strategies such as breathing, movement breaks, visualisations, progressive muscle relaxation, sensory calming activities and, bi-lateral scribbles to the beat of music
- create a ‘success zone’ as a class, which catches pupils being successful and name behaviour/achievements
- making mistakes social story ([Carol Gray™](#)) using [National Autistic Society Communication Tools](#)

### **Developing**

#### **Key outcomes**

- can tolerate others making a mistake without dysregulating

#### **Activity examples**

- PSHE sessions focussing upon mistakes as learning opportunities
- ‘what if?’ scenario cards, available on websites such as [Twinkl](#)
- play a game of another’s interest
- treasure hunts that are led by the adult
- roleplay exploring making mistakes and possible responses
- barrier games
- Lego social group from [National Autistic Society Using Lego therapy with autistic pupils](#)
- daily reflection discussions
- adult led social groups
- turn-taking board games which extend length of their duration
- shared art/DT projects which link to pupil interests
- building dens
- playing games and completing activities with peers (scaffolded where required)
- situation cards which support discussions about making mistakes
- teaching mindfulness strategies including positive self-talk
- CBT workbook [Free CBT Workbook by Pesky gNATs](#)
- learning about ‘upstairs/downstairs brain’, supported by video and discussion such as [PSHE | KS2 | The Brain House | BBC Teach](#)



## Is accepting when others make a mistake

### **Securing**

#### **Key outcomes**

- can differentiate between a mistake and a deliberate action, can forgive with support

#### **Activity examples**

- ['A Volcano in my Tummy' by Warwick Pudney and Elaine Whitehouse](#)
- circle times
- SMART thinking activities
- adult led blindfolded obstacle course
- adult led resilience games such as sort, ladder, diamond 9
- work with a preferred peer on a less preferred task
- adult led 'hide and seek' with boundaries
- adult led team building exercises, games and challenges
- competitive games with decreasing adult support

### **Mastering**

#### **Key outcomes**

- is accepting and forgiving of others' mistakes independently

#### **Activity examples**

- independent instruction following tasks with peers such as cooking from a recipe
- independently engaging in competitive games
- 'what would you do?' [\*\*Socially Speaking board game by Alison Schroeder\*\*](#)
- sorting mistakes such as 'how quickly would you forgive if...' scenarios



## Is tolerant of the interests and values of others

### **Emerging**

#### Key outcomes

- can express their own values and interests - may need support from trusted adult to be able to listen to the interests and values of others

#### Activity examples

- sharing likes and dislikes with visual and adult scaffolding where required
- take from [Talkabout for Children 1: Developing Self Awareness and Self-Esteem: Book by Alex Kelly](#)
- looking at physical differences using a range of resources such as 'we are all different' photo pack, matching Bingo cards, playdough mats available on websites like [Twinkl](#)
- self-portraits and peer portraits

- ['Guess Who?'](#) board game
- ['Who am I?'](#) board game
- [gingerbread people recipe](#) to decorate and represent similarities and differences
- ice breaker questions to encourage pupils to notice things they have in common
- teaching mindfulness strategies such as breathing, movement breaks, visualisations, progressive muscle relaxation, sensory calming activities, and bi-lateral scribbles to the beat of music etc.
- rainbow friendship bracelet crafts
- ice breaker game, such as 'same here' which explore similarities with peers
- activities linked to story books in suggested books section such as Elmer the elephant could support activities that create a class display of a giant shared Elmer

### **Developing**

#### Key outcomes

- can acknowledge interests and values that differ from their own

#### Activity examples

- Musical Hats (similar to Musical Chairs, but you pass hats instead of moving around chairs)
- finding similarities and differences between friends
- Window of Tolerance activities
- friendship circle time packs such as [Twinkl resources](#)
- [Carrot Club by Twinkl](#) to help explore discrimination
- create your own class 'Guess Who?' board game
- lessons focussing upon other cultures/beliefs - this could be supported by trips to specialist supermarkets,

- religious buildings, restaurants, and themed meals
- create a class jigsaw or mosaic
- show and tell which focuses on a key interest
- me/you venn diagram - comparing similarities and differences people people
- 'find someone in the class who..' Bingo
- getting to know you ['Six Sides of Me' hexagonal icebreakers by Teachers Pay Teachers \(TPT\)](#)
- [Cassie Stephens: In the Art Room: 'Getting to Know You' Paper Sculptures](#)
- activities linked to story books in suggested books section, such as ['Hello Sailor' by Ingrid Godon](#)
- making 'me/you' venn diagram of the pupils and staff in the class



## Is tolerant of the interests and values of others

### **Securing**

#### **Key outcomes**

- understands that people with different backgrounds and experiences are likely to have different experiences, values and ideas

#### **Activity examples**

- ‘we are all different’ discussion cards
- KS2 lesson ideas on equal chances and bullying primary education resources | [Equality and Human Rights Commission](#).
- work on diversity including Black Lives Matter, LGBTQ+, women in history, neurodiversity, World Religion Day
- cooking using recipes from around the world
- ‘That’s so Gay!’ eBook and PowerPoint from Twinkl helps to explore homophobic language

### **Mastering**

#### **Key outcomes**

- accepts and shows interest in different cultures and values and acknowledges that they are equally valid

#### **Activity examples**

- lessons focused on other cultures, religions, and ways of life
- upper KS2/KS3 lesson ideas around equality such as [Secondary education resources | Equality and Human Rights Commission](#)





Can demonstrate an understanding that others may have different ideas and viewpoints to their own

## **Emerging**

### **Key outcomes**

- can listen when someone else is talking about their interests, but will interrupt with their own opinion on the topic

### **Activity examples**

- perspective game such as [One Super Simple Activity to Teach Perspective Taking Skills to Kids | And Next Comes L](#)
- roleplay and drama activities
- restorative sessions after conflict to support conflict resolution. Supported by such resources as Comic Strip Conversations ([Carol Gray™](#)) and Mind Maps using [National Autistic Society Communication Tools](#)
- model appropriate and non-appropriate options that can be shared and how they may be received by other - this could be supported by sorting activities and social story examples ([Carol Gray™](#)) using [National Autistic Society Communication Tools](#)

## **Developing**

### **Key outcomes**

- can listen to the opinion of others but may seek to change it

### **Activity examples**

- scenario cards such as 'what are they thinking/feeling?'
- smart thinking activities
- looking at alternative viewpoints within familiar stories such as alternative/twisted fairy tales as roleplay, puppets and diary entries
- illusion and double images which illustrate different views and how people see different things such as [duck/rabbit](#), [old lady/young lady](#), and other [Optical Illusions Cards for Kids \(teacher made\) - Twinkl](#)



Can demonstrate an understanding that others may have different ideas and viewpoints to their own

## **Securing**

### Key outcomes

- can explain reasons for their own point of view without seeking to persuade others - shows some understanding that other people have perspectives, ideas and needs that are different to theirs

### Activity examples

- [Circle of Control Activity to Relieve Anxiety](#) by the Counselling Teacher
- rewriting a story from another person's point of view in the story
- class debate using Newsround or [Vote4Schools](#) to select a topic

## **Mastering**

### Key outcomes

- is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating, asking questions and finding a compromise; sometimes by themselves, sometimes with support

### Activity examples

- model negotiation skills - these skills will need to be explicitly taught, modelled and rehearsed in different situations
- explore the 'right and wrong' ways to negotiate and resolve conflict
- provide opportunities to engage in teamwork and problem solving activities
- debating topics such as controversial topics that children and young people may have different opinions about



## Tolerance Books



### Books to use with children

#### KS1

- **It's Okay to be Different** by Todd Parr
- **Beautiful Oops** by Barney Saltzberg
- **The Most Magnificent Thing** by Ashley Spires
- **The Girl Who Never Makes Mistakes** by Mark Pett and Gary Rubinstein
- **Zach Makes Mistakes** by William Mulcahy
- **What Were You Thinking?** by Bryan Smith
- **Ish** by Peter H Reynolds
- **You Are Awesome** by Matthew Syed
- **Even Superheroes Make Mistakes** by Shelley Becker
- **I Can't Do That, YET: Growth Mindset** by Esther Pia Cordova
- **What Do You Do With An Idea?** by Kobi Yamada
- **Be a Perfect Person in Just Three Days** by Stephen Manes
- **The Berenstain Bears says 'I'm Sorry!'** by Mike Berenstain
- **When Pencil Met The Markers** by Karen Kilpatrick
- **My Magical Choices** by Becky Cummings
- **Eggbert the Slightly Cracked Egg** by Tom Ross
- **Help Your Dragon Learn From Mistakes: Teach your Dragon it's OK to Make Mistakes** by Steve Herman
- **Eraser** by Anna Kang
- **A Whale of a Mistake** by Ioana Hobai
- **The Dot** by P Reynolds
- **I choose to try again: A colourful rhyming book picture book about perseverance and diligence** by E Estrada
- **Julian is a Mermaid** by Jessica Love
- **The Peace Book** by Todd Parr
- **The Skin You Live In** by M Tyler
- **We're Different, We're The Same and We're All Wonderful** by Sesame Street
- **It's a Small World: Hello World!** by Disney (EYFS)
- **Little Blue and Little Yellow** by L Lionni (EYFS)
- **Global Babies**, A Global Fund for Children book (EYFS)
- **Two Eggs, Please** by S Weeks and B Lewin
- **Elmer the Elephant** by D McKee
- **We are all Different** (Twinkl eBook)
- **The Wall in the Middle of the Book** by Jon Agee
- **All Are Welcome** by A Penfold
- **Strictly No Elephants** by L Mantchev
- **Splashdance** by L Starin



## Core strength 5: Tolerance



- **The Big Umbrella** by A J Bates
- **Teach Your Dragon About Diversity** by S Herman
- **Old Turtle and the Broken Truth** by D Wood
- **All Are Welcome** by Alexandra Penfold
- **Don't Touch My Hair!** By S Miller
- **Mommy's Khimar** by Jamilah Thompkins-Bigelow
- **My Shadow is Pink** by Scott Stuart
- **Pink is for Boys** by Robb Pearlman
- **Sulwe** by Lupita Nyong'o
- **We're All Wonders** by R J Palacio
- **The Only Way is Badger** by S Jones and C Saldana
- **The Proudest Blue: A Story of Hijib and Family** by I Muhammad
- **And Tango Makes Three** by J Richardson

### KS2

- **Mistakes Which Worked** by Charlotte Foltz Jones
- **Star Wars Jedi Academy Series** by Jeffrey Brown
- **What do you do when mistakes make you quake: A kid's guide to accepting imperfection**, by Clarie A.B. Freeman
- **Good Night Stories for Rebel Girls** by Elena Favilla and Franchesca Cavallo
- **Your Fantastic Elastic Brain** by JoAnn Deak Ph.D
- **She Persisted** by Chelsea Clinton

- **The Day Roy Riegels Ran the Wrong Way** by D Gutman and K Talbott
- **Bubble Gum Brain** by J Cook
- **Mindset Matters** by B Smith
- **Whoever You Are** by Mem Fox
- **The Sneetches and Other Stories** by Dr Seuss
- **One World, One Day** by B Kerley (National Geographic)
- **Carrot Club** (Twinkl eBook)
- **'That's so gay!'** (Twinkl eBook)
- **TBH, This is so awkward** by L Greenward
- **TBH, This may be TMI** by L Greenward
- **Alan Turing** by Maria Isabel Sanchez Vegara
- **I am Enough** by G Byers
- **Amazing Grace** by M Hoffman
- **I Could Do That!: Esther Morris Gets Women the Vote** by Linda Arms White
- **I Dissent: Ruth Bader Ginsburg Makes Her Mark** by Debbie Levy
- **Don't Forget** by P Lakin
- **Just Ask!: Be Different, Be Brave, Be You** by Sonia Sotomayor
- **Hello Sailor** by I. Godon
- **King and King** by Linda De Haan



## Core strength 5: **Tolerance**



- **Paperbag Princess** by Robert Munsch and Michael Martchenko
- **LGBTQ+ inclusive books for children and young people** by Stonewall

### **KS3**

- **Sometimes you win, Sometimes you learn: For Teens: How to turn a loss into a win** by John C. Maxwell



### **Additional reading for adults**

- **Mindset** by Carol Dweck
- **Talkabout for Children 1: Developing Self Awareness and Self-Esteem** by Alex Kelly
- **A Volcano in my Tummy: Helping Children to Handle Anger: A Resource Book for Parents, Caregivers and Teachers** by Elaine Whitehouse and Warwick Pudney

Core strength 6:  
**Respect**





## Can recognise unique characteristics about themselves including positive attributes and things they would like to improve

### **Emerging**

#### **Key outcomes**

- with support, able to talk about their own positive attributes and areas to improve without dysregulation - with adult support, they are beginning to say positive things about themselves and reflect on areas to improve

#### **Activity examples**

- create a gratitude tree-increase I have/I can statements
- ELSA website activity-the characteristics of me (supported) [Positive Character traits - ELSA Support for emotional literacy](#)

- draw or create a self portrait - write around the portrait observations about features focussing upon personality and attributes over appearance
- create a list of likes and dislikes such as food, games, animals
- take from ['Talkabout Me - Developing Self Awareness and Self Esteem 'intervention book by Alex Kelly](#)
- create an 'all about me' collage with printed images, photos, drawings and text linked to likes and preferences
- identify positive qualities activities with support/scaffold ([Therapeutic Treasure Box by Karen Treisman](#), p.190 to 192)

### **Developing**

#### **Key outcomes**

- can name one positive attribute personal to themselves related to a positive experience they have had
- can talk about one area to improve related to an experience they have had

#### **Activity examples**

- begin and build on a gallery of assets
- name a positive attribute, achievement or experience each day
- keep a kindness diary from [Think Good, Feel Good book by Paul Stallard](#), chapter p.48

- celebration walls in classrooms focussing upon effort and actions, not just achievement
- brilliant book/proud book logging all positive aspects to build self-esteem
- take from ['Talkabout Me - Developing Self Awareness and Self Esteem 'intervention book by Alex Kelly](#)
- using the Skittles/M&M game, allocate each colour to a scaffold sentence opener such as 'I like...', 'I am happy when...', 'I feel sad when...', for children to complete when they choose that colour



## Can recognise unique characteristics about themselves including positive attributes and things they would like to improve

### **Securing**

#### Key outcomes

- can identify a range of characteristics/personality traits that are personal to them
- can talk about areas to improve related to an experience they have had with suggestions of how they can achieve it

#### Activity examples

- Animal Antics
- list of ways they would like to be described, such as if they were a character within a story
- practice daily positive affirmations using [Mirror Mirror self esteem - ELSA Support for emotional literacy](#)

- love letter to self/letter to future self
- my kinder inner voice from [Think Good, Feel Good book by Paul Stallard](#), chapter p.47
- accept who I am worksheet from [Think Good, Feel Good book by Paul Stallard](#), p.45
- hedgehog attributes - for instance, one CYP under the blanket and the other CYP(s) guess who's under the blanket?
- snowball positive traits/compliments game, where they are tasked with working out who the compliments are about
- produce a video diary of themselves focussing upon positive attributes and areas they would like to develop

### **Mastering**

#### Key outcomes

- can demonstrate they are able to celebrate/positively share a range of characteristics/personality traits that are personal to them
- they can reflect on what these attributes enable them to achieve
- can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms

#### Activity examples

- [what do I think about me?](#) - ELSA Support
- activity card sorting game which reflects on their strengths and challenges e.g. 'what am I good at' and 'what I find difficult' questions', 'I like... about myself because', 'I don't like... about me because...'
- care for yourself from [Think Good, Feel Good book by Paul Stallard](#), p.46
- core beliefs activities from [Think Good, Feel Good book by Paul Stallard](#), chapter 10 p.74
- identify positive qualities activity independently from [Therapeutic Treasure Box by Karen Treisman](#) p.190 to 192





## Can accept praise and compliments

### **Emerging**

#### **Key outcomes**

- is sometimes able to accept a compliment from a trusted adult

#### **Activity examples**

- explore what a compliment is, why we give them, how it makes others feel
- sort a range of compliments and insults
- role play giving and receiving compliments
- expected and unexpected reactions when giving a compliment from [Zones of Regulation by Leah Kuypers](#) p.70 and 71
- 'work on sense of self' activities from [Think Good, Feel Good book by Paul Stallard](#), chapters 4, 6 and 10

### **Developing**

#### **Key outcomes**

- is able to accept a compliment from a trusted adult

#### **Activity examples**

- parts of me jigsaw person
- be kind to yourself activities from [Think Good, Feel Good book by Paul Stallard](#), chapter 4, p.37 to 49
- match statement with response/feeling/core beliefs

### **Securing**

#### **Key outcomes**

- is able to accept a compliment from a trusted peer

#### **Activity examples**

- model giving and receiving compliments
- share a piece of work and someone to give a compliment

### **Mastering**

#### **Key outcomes**

- demonstrate by response that praise and compliments are a positive experience

#### **Activity examples**

- match statement with feeling/core belief - reinforcing positive sense of self
- role play giving compliments in different tones and how it changes the feeling/response



## Can resist influence that may have a negative outcome and maintain a sense of self and opinion

### **Emerging**

#### **Key outcomes**

- with support, on some occasions they are able to resist negative influence from peers through co-regulation
- with support, on some occasions they are able to share their interests, beliefs and opinions despite others having differing views

#### **Activity examples**

- Social Story ([Carol Gray™](#)) linked to negative influences and peer pressure using [National Autistic Society Communication Tools](#)
- create a plan that explore and links to negative influences, such as ‘what would you do if...’
- mind map times when negative influences might happen and what actions and alternative actions could be take instead?

### **Developing**

#### **Key outcomes**

- with support they are consistently able to resist negative influence from peers through co-regulation
- with support, they are consistently able to share their interests, beliefs and opinions despite others having differing views

#### **Activity examples**

- create a plan that explore and links to negative influences, such as ‘what would you do if...’
- roleplay different situations that may be options of how you could respond to negative influences
- [Zones of Regulation Activities Book by Leah Kuypers](#)



## Can resist influence that may have a negative outcome and maintain a sense of self and opinion

### **Securing**

#### Key outcomes

- demonstrating they are able to apply self-regulation to make the right choice to resist negative influence from peers independently/adult prompt on some occasions - continue to require co-regulation occasionally
- demonstrate they are able to share their interests, beliefs and opinions despite others having differing views

#### Activity examples

- [Zones of Regulation Activities Book by Leah Kuypers](#)
- pushing buttons activity from [Zones of Regulation by Leah Kuypers](#) p.97 and worksheet 3.8 to end of chapter p.109, to help explore with CYP who will get into trouble if they push someone else's buttons
- talking about peer pressure
- opportunities to explore 'peer pressure' such as lessons, class assemblies and vote4schools

### **Mastering**

#### Key outcomes

- demonstrating they are able to apply self-regulation to make the right choice to resist negative influence from peers independently on most occasions
- demonstrate they are able to resist the pressure of adapting their interests, beliefs and views unless it is beneficial to the circumstances

#### Activity examples

- opportunities to explore 'peer pressure' such as lessons, class assemblies and vote4schools
- scenario sorting games such as 'what would you do?'
- roleplay situations
- controlling thoughts activities from [Think Good, Feel Good book by Paul Stallard](#), chapter 9, p.101 to 107



## Can receive feedback about something that is difficult

### **Emerging**

#### **Key outcomes**

- if pupil is within their Window of Tolerance, they can receive feed-back about something that is difficult from a trusted adult.

#### **Activity examples**

- the power of yet [ELSA Support](#)
- the learning pit

### **Developing**

#### **Key outcomes**

- on occasions with support they can apply this feedback to make improvements with adult support

#### **Activity examples**

- match feedback and action of what could be done
- opportunities to edit work, with support from a trusted person to offer constructive feedback

### **Securing**

#### **Key outcomes**

- can receive feedback about something that is difficult from trusted adults and peers. They can apply this feedback to make improvements

#### **Activity examples**

- road to my goal
- support pupils to set appropriate steps towards a goal

### **Mastering**

#### **Key outcomes**

- can receive feedback about something that is difficult from a range of adults and peers (including those that are unfamiliar) - they can apply this feedback to make improvements

#### **Activity examples**

- opportunities to edit work independently after receiving feedback
- restorative conversations to change behaviour
- to have discussions and make plans to address situations that are identified as difficult, such as changing schools and moving house



## Can give someone else feedback about something

### **Emerging**

#### **Key outcomes**

- with support and modelling the pupil is able to give positive feedback about something to a trusted adult

#### **Activity examples**

- mind mapping positive feedback
- role play giving positive feedback

### **Developing**

#### **Key outcomes**

- with support and modelling the pupil is able to give positive and constructive feedback about something to a trusted adult

#### **Activity examples**

- sorting different forms of feedback such as constructive, unkind, insulting and unhelpful types of feedback
- role play giving constructive feedback
- 'Guess Who? write each compliment' game
- give feedback to others, starting within roleplay, then to an adults, followed by peers

### **Securing**

#### **Key outcomes**

- independently or with a prompt the pupil is able to give positive and constructive feedback about something to a range of adults

#### **Activity examples**

- 'compliments sandwich feedback' to a classmate about a piece of work, performance, role play, etc. - using an art activity to support explore each layer of the process may be helpful
- create an obstacle course for a peer to use and then give feedback from this
- explore the differences between what is hurtful or discourteous and what is constructive feedback - this should include modelling, sharing examples and word sort

### **Mastering**

#### **Key outcomes**

- independently or with a prompt the pupil is able to give positive and constructive feedback about something to a range of adults or peers.

#### **Activity examples**

- peer marking work
- instructional drawing games such as barrier games and back-to-back drawings, where CYP can then critique after they have completed the drawing
- model giving feedback and noticing errors in the moment to encourage the right outcome



## Can recognise when peers or adults need help and act on it

### **Emerging**

#### **Key outcomes**

- can recognise when others need help but may not act on it or know how to help

#### **Activity examples**

- Social Skills board game by [smart kids](#)
- scenario sorting game to explore when people need or don't need help
- charades game that support exploring non-verbal communication to show a person needs help, such as body language and facial expressions

### **Developing**

#### **Key outcomes**

- can help others when supported by a trusted adult to do so - they may suggest ways that could help and may seek help from others

#### **Activity examples**

- mind map ways to help others
- random acts of helpfulness
- scenario cards such as 'how could you help?'
- balancing games
- team building activities to give help to each other
- roleplay seeking help for low level incidents such as cut knee or stuck on learning

### **Securing**

#### **Key outcomes**

- can offer help independently to peers or adults when they recognise the signs that help is needed, but they may try to take over

#### **Activity examples**

- help other children in the class such as when problem solving in maths
- role-play ways of offering help
- blindfold obstacle course
- create a game and lead it, giving help to others
- origami or other instructional activities that can encourage CYP to support others where they can

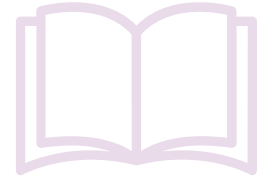
### **Mastering**

#### **Key outcomes**

- can offer help independently to peers or adults when they recognise the signs that help is needed - identify times when the help needed is greater than they can offer and seek others support

#### **Activity examples**

- explore what help could be offered or when more help is required using scenario cards
- [Circle of Control Worksheet \(teacher made\) - Twinkl](#)
- team building and problem-solving games
- role-play and discussions around seeking help in more serious incidents such as calling 999, life-saving, and first-aid responses)



## Respect Books



### Books to use with children

- **Mum's Jumper** by Jayde Perking (for when someone dies)
- **Michael Rosen's Sad Book** by Michael Rosen and Quentin Blake (for when someone dies)
- **If All The World Were...** by Joseph Coelho and Alison Colpoys (for when someone dies)
- **Clownfish** by Alan Durant (for when someone dies)
- **The Boy Who Built a Wall Around Himself** by Ali Redford and Kara Simpson
- **Up and Down Mum** By Summer Macon
- **The Colour Thief: A Family's Story of Depression** by Andrew Fusek Peters



### Additional reading for adults

- **Helping Children Build Self-Esteem** by Deborah M Plummer
- **The Learning Mentor's Source and Resource Book: (Book W/ CD)** book by Kathy Salter and Rhonda Twidle
- **Activities for Group Work with School-Age Children** book by Susan Ciardiello
- **Therapeutic Treasure Box for Working with Children and Adolescents with Developmental Trauma** by Dr Karen Treisman
- **Zones of Regulation Curriculum** by Leah Kuypers
- **Think Good, Feel Good** by Paul Stallard
- [Votes4Schools](#)
- **Emotions Series 12 Books Collection Set** by Sue Graves
- **Social Stories** by Carol Gray™
- **ELSA** ([www.elsa-support.co.uk/category/free-resources/](http://www.elsa-support.co.uk/category/free-resources/))

# Appendix 1

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# Appendix 1

The Early Intervention Foundation and the Education Endowment Foundation completed a review looking at the components of social and emotional learning.

The term 'social and emotional learning' (SEL) was thought to have been devised in the United States during the early 1990's by the Collaborative for Academic, Social and Emotional Learning (CASEL). It has since been used as an umbrella term for a number of concepts, including; non-cognitive development, character education, 21st century skills, and trauma-informed learning, among others. SEL is the process by which children and young people develop and learn a broad range of social, emotional, and behavioural skills.

A generally agreed definition of Social and Emotional Learning is provided by CASEL:

“The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” ([casel.org](https://casel.org))

CASEL's model of SEL proposes five core competencies, each of which are accompanied with specific exemplar skills.

## Core competency Definition Associated skills:

- 1. Self-awareness:** The ability to accurately recognise one's own emotions, thoughts and values and how they influence behaviour. The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism.
- 2. Self-management:** The ability to successfully regulate one's emotions, thoughts and behaviours in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work towards personal and academic goals and impulse control.
- 3. Social awareness:** The ability to take the perspective of and empathise with others. The ability to understand social and ethical norms for behaviour and to recognise family, school and community resources and supports.
- 4. Relationship skills:** The ability to establish and maintain healthy relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.
- 5. Responsible decision making:** The ability to make constructive choices about personal behaviour and social interactions. The realistic evaluation of consequences of various actions and a consideration of the wellbeing of oneself and others.

These 5 identified competences relate to the extensive research of Bruce Perry's Six Core Strengths, which our Six Core Assessment and Six Core Strengths curriculum have been created from.

## Evidence Based Research

Bruce Perry's research identified six core strengths that promote emotional health and resiliency. An understanding of these core strengths can help adults support CYP through their social and emotional development as they grow. The six core strengths are: Attachment, Self-regulation, Affiliation, Attunement, Tolerance, and Respect.

Through understanding Bruce Perry's research, we can understand the rationale for the use of the Six Core Strengths as the basis for an assessment tool and a curriculum. Perry argues:

“...that an awareness of human brain development and functioning provides practical insights into the origins of the abnormal functioning seen following adverse developmental experiences (e.g. abuse, neglect and trauma) and furthermore, that an understanding of how neural systems change suggests specific therapeutic interventions”. (Perry 2006)

Two of the major forms of child adversity are neglect and trauma. Depending on their extent and timing, both forms can impact on the functioning of the brain and impair the development of the emotional, cognitive and social skills a child will need for life.

Without appreciating how the brain is organised during development, interventions are likely to be ineffective. Perry asserts that intervention needs to take into account key principles of neuroscience in order to effectively restore a child's brain to a healthy developmental state.

The Six Core Strengths model applies to every child and every person. It is not a 'fixing tool' for trauma as it is a relational model to support all human development. Whilst not all children and young people experience trauma, the basic human condition means we are all exposed to barriers or disruptions on a regular basis. As such, we are then required to adapt quickly, and manage these challenges, not only for our survival but to continue to function and hopefully thrive effectively regardless.

Research also tells us that developing minds are more vulnerable and more susceptible to the effects of these disruptions, and in turn this can have more of an impact upon early brain development. The impact is dependent on a range of factors, including the severity of the CYP's own personal lived experience of these disruptions. The impact will consequently vary from individual to individual.

As the adults supporting children and young people, it is important to remember that we can only respond to our observations of a CYPs social and emotional skills and their communicating behaviours, regardless of potential risk factors that may have created barriers to their social and emotional development.

## Key principles of neurodevelopment and neurobiology

Perry argues that there are four key principles that are critical considerations in working with children and young people and in designing interventions and techniques.

1. the brain is organised in a hierarchal fashion: the simpler, regulatory functions are organised first
2. neurons and neural systems are use-dependent, that is they are designed to change in response to activity
3. the brain develops sequentially: when a child experiences traumatic stress their brain will have patterned, repetitive neuronal activation across a range of brain regions
4. the human brain was designed for a different world: at a basic level, humans were designed to live in a more natural world with a richer relational environment

The implication of this in schools and settings is that the number of relational interactions and opportunities a CYP has needs to be increased for therapeutic work to be effective.

One therapy session a week will not be sufficient to provide the child or young person with appropriate relational interactions to enrich their developmental experiences. All people invested in the CYP's life must work together to create a web of interactions that the CYP can draw from.

## Details of the Six Core Strengths

Perry argues that there are six core strengths which need to be developed by children for them to be:

“More resourceful, more successful in social situations and more resilient” (p.4)

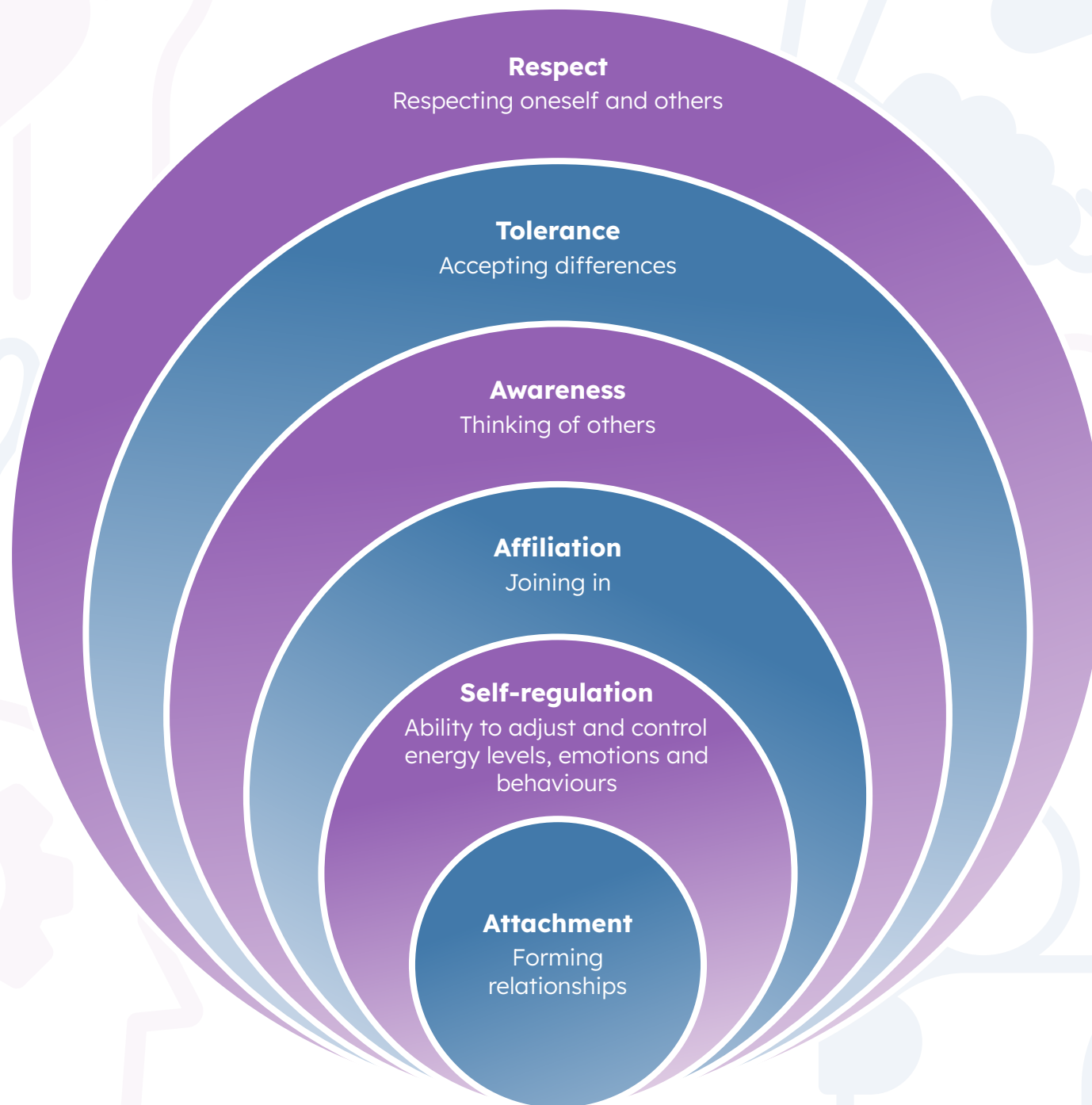
The development of Perry's Six Core Strengths will lead a CYP who had once experienced trauma into a life where they are more resourceful, socially successful and better equipped to face life's challenges.

The impacts of trauma influence the organisation of the brain's systems. Many of these systems are developed within the first four years of a child's life. As a result, when a child experiences trauma at a young age they are likely to require intervention to be able to recover and build a healthy developmental capacity. Perry argues that it is important for children to develop the following six core strengths to become resilient, resourceful and socially successful adults:

- attachment
- self-regulation
- affiliation
- awareness
- tolerance
- respect

These core strengths are crucial in teaching a CYP about managing future relationships.

For a child to gain a strong foundation for the future, these six strengths need to develop sequentially and build upon each other to contribute to their emotional development. Each strength continues to be shaped over the life of the CYP (Perry). When one or more of the core strengths do not develop normally the CYP may be vulnerable and may not be able to cope sufficiently with the stressors of life.



## Attachment

Attachment is “the capacity to form and maintain healthy emotional relationships” (Perry, p.28). The ability to attach to other humans and create special bonds begins in early childhood. It is the experiences in infancy and early childhood that creates the foundational roots of attachment.

The brain is designed to encourage relationships. There are parts of the brain which specifically respond to emotional cues (such as touch and facial expressions) and these systems appear to be closely associated with the parts of the brain which experience pleasure. When a child starts to develop healthy attachments, they get a degree of pleasure from them that is related to the intensity of that attachment. Thus, a child gains more pleasure from pleasing their caregivers than a stranger. When a child is learning emotional, social, and cognitive tasks the greatest reward they can receive from their caregiver or teacher are approval, attention and recognition of their success.

### Why it's important

This core strength is the corner stone of all the others. Healthy attachments allow a child to love, to become a good friend, and have a positive and helpful model for future relationships. A securely attached child will be a better friend and student and be more capable to learning in school.

When a child has a limited number of positive relationships in their lives or where they have not been able to form secure attachments, the child is at risk of a range of challenges. It is much harder for teachers to build relationships with these children as they are less likely to be able to respond in socially expected ways. In some cases, the child may demonstrate anti-social or harmful behaviours (Perry).

## Self-Regulation

This core strength is directly related to a child's stress-response system. The brain is continuously sensing and responding to the body's needs. When something is wrong, it will alert the stress-response system and act to help the body obtain what it needs. Most of the brain's regulation occurs automatically, however, as a child matures the brain requires that they act to meet their own needs (Perry).

Developing and maintaining the ability to notice and control primary urges such as hunger and sleep as well as feelings of frustration, anger and fear is a lifelong process. Its very early roots begin with external regulation provided by parents or significant caregiver in the form of 'soothing'. Its healthy growth depends on a child's experience and the maturation of the brain.

### Why it's important

When a child doesn't have the capacity to self-regulate, they will have problems sustaining friendships, learning, and controlling their behaviour. Pausing a moment between an impulse and an action is a life tool. But it is a strength that must be learned- we are not born with it. The research is very clear- children with poor self-control have poorer outcomes in life.

In a responsive, controllable, and safe environment experiencing a moderate and predictable stress would lead to increased resilience in a child. As young children learn to notice and respond appropriately to their body's cues, they become more capable of tolerating early signs of stress. Increased toleration of these signs means the young child will be less reactive and impulsive and thus more likely to act proportionately when faced with the emotional, social and cognitive challenges of development (Perry).

## Affiliation

Affiliation is the glue for healthy human functioning. It allows us to form and maintain relationships with others and to create something stronger, more adaptive and more creative than the individual.

Affiliation is the “strength that allows [humans] to join with others to create something stronger, more adaptive, and more creative than any one individual – a group of people working together”. (Perry p.30).

The ability to affiliate allows humans to form and maintain relationships with others. Babies are born being dependent on their caregivers and as they grow older, they need to form interdependent relationships with others in order to survive.

### Why it's important

Human beings are social creatures. We are biologically designed to live, grow, and work in groups. A family is a child's first and important group, glued together by the strong emotional bonds of attachment. But most other groups that children join, such as a preschool class, children in the community and clubs are based on circumstances or common interests. It is here that they will have thousands of brief emotional and social experiences that will help shape their development.

To function in a group, a child must learn how to “communicate, listen, negotiate, compromise, and share” (Perry, p.30) with many people in a variety of situations. In this way affiliation has its roots in attachment and then uses self-regulation to grow and thrive. It is the combination of the previous two strengths that allows a child to form and then regulate their relationships with others and thus develop the strength of affiliation due to their early attachment bonds, a young child is better at engaging and affiliating with adults than with other children.

As a child matures, they can maintain multiple relationships within groups. These structured and regulated interactions assist a child to develop their affiliation skills (Perry). Perry argues that many CYP who have problems within a group setting have not been able to develop the appropriate skills in affiliation and self-regulation. They struggle with identifying social cues and when they do not get what they want they act impulsively or immaturely. This then makes other CYP avoid them thus creating a negative feedback cycle which results in the initial CYP having fewer opportunities to socialise.

## Awareness (thinking of others)

Awareness is the ability to recognise the needs, interests, strengths, and values of others. Infants begin life self-absorbed and slowly develop awareness- the ability to see themselves and to sense and categorize the other people in their world.

Awareness is the “ability to read and respond to the communicated needs of another” (Perry, p.10).

Humans have to manage a constant stream of sensory information. Spoken language, subtle gestures and non-verbal expressions all come into play when humans interact with each other. The ability to be aware or attuned to others is essential to human communication and successful interactions and relationships. As a child grows, they become more aware of how complex other people are by watching and listening to others and forming friendships (Perry). When two or more senses receive information at the same time then the brain makes a connection or association between those sensations.

## Why it's important

The ability to be attuned, to read and to respond to the needs of others is an essential element of human communication. An aware child learns about the needs and complexities of others by watching, listening, and forming relationships with a variety of children. They will become part of a group (which the core strength of affiliation allows them to do) and sees ways in which they are alike and different. The more aware a child is the more able they will be to include others into their groups and thus not engage in behaviour such as teasing.

The first memories of a child are based on the memories formed during their first attachments. If these attachments are nurturing and predictable then the child will generalise future interactions to positive relational memories. This will allow the CYP to form a variety of relationships where they can learn to value others. Adults in the child or young person's life can model awareness by talking through their actions and words in relation to people and events. When a CYP is confronted with a stereotype, encouraging positive thoughts that challenge the stereotype over time can assist with increasing their awareness. A CYP's 'relational' memories can also be broadened by introducing them to different cultures, people, religions and languages.

## Tolerance (accepting differences)

Tolerance is the capacity to understand and accept how others are different from you. This core strength builds upon another-awareness (once aware- what you do with the differences you observe?)

Tolerance is the capability of someone to accept differences in others.

This strength emerges when a child has the security arising from the development of the previous four strengths (attachment, self-regulation, affiliation and awareness).

The world today is constantly changing. People have the ability to experience more places, learn more things and interact with a wide range of people and cultures. In order to succeed in today's world a child will need to develop tolerance.

## Why it's important

The research is very clear that it's natural and human to be afraid of what's new and different; a child must first face the fear of differences. This can be a challenge because children tend to affiliate based on similarities in- age, interests, families, or cultures. But they also learn to reach out and be more sensitive to others by watching how the adults in their lives relate to one another. With positive modelling, you can insure and build on children's tolerance. The tolerant child is more flexible and adaptive in many ways. Most important when a child learns to accept difference in others, they will become able to value the things that make each of us special and unique.

According to Perry there are necessary components of developing tolerance. Firstly, a child needs to feel that they are special, valued and accepted. This only occurs when the important people, mainly adults, in a child's life tells and shows them that they are special, important, and loved. It is when a child feels accepted for themselves that they can accept others. The second component is related to how easily a CYP feels threatened by someone or new things. The brain categorises new things as dangerous unless proven otherwise. When a child who feels safe is introduced to a new person, idea or culture they will be excited by these things. A CYP who does not feel safe will in turn experience these same things as threatening.

## Respect (respecting yourself and others)

Respect is the: “ability to see and celebrate the value of ourselves and others” (Perry p.27).

The sixth and last core strength is also the most complex according to Perry. Respect requires emotional, social, and cognitive maturity that only comes to a child once they have developed the previous five strengths.

Appreciating your own self-worth and the value of others grows from the foundation of the preceding 5 strengths. An aware, tolerant child with good affiliation, attachment and self-regulation strengths gains respect naturally. The development of respect is a lifelong process, yet its roots are in early childhood as children learn these core strengths and integrate them into their behaviours and their worldview.

### Why it's important

Children will belong to many groups, meet many kinds of people, and will need to be able to listen, negotiate, compromise, and cooperate. Having respect enables a child to accept others and to see the value in diversity. They will learn to see that every group needs many styles and many strengths to succeed, and he can value each person in the group for their talents and strengths. When children respect and value diversity they find the world to be more interesting, complex and a safer place. Just as understanding replaces ignorance, respect replaces fear.

Humans tend to respect people who have traits that they admire. Young children respect things they see in the adults in their lives. Thus, a child will be heavily influenced by what they are exposed to in life by the adults in their lives. Perry states that there are two ways in which children may struggle with respect. CYP could be overtly non-compliant or defiant in order to protect themselves. This behaviour is almost always associated with a poor sense of self. The second way in which a CYP struggles with respect is when they are self-deprecating. CYP with such a poor sense of self will begin to limit their own opportunities, resulting in perceived failure and reinforcing the poor sense of self.





# Appendix 2

A

2

# Strategies to use alongside the Six Core Strengths Curriculum

This curriculum should sit alongside a TPP approach. Some strategies have been included which will underpin all teaching and learning and are embedded into everyday practice.

The following strategies help to create the therapeutic relationship and approach you will need to take when delivering the curriculum to children and young people:

- use WIN language “I wonder... I imagine... I notice...”
- focus on Regulate, Relate, Reason, Repair (Restore)
- be playful
- focus on safety first
- be consistent
- set clear boundaries and expectations
- hold the child in mind “I saw this and thought of you”
- always greet them with a smile
- find things in common with the children
- make it fun/have fun with the children
- be fair
- show compassion
- role model expectations
- join in with choosing time
- revise and embed previous work (academic/emotional)
- keep instructions short and concise
- ask questions which all can attempt
- use pupil’s name first to gain attention
- refer to window of tolerance
- consider any unmet needs
- use a ‘no blame’ approach to resolving conflict
- use non-verbal signals/visuals, such as thumbs up
- create a welcoming and friendly atmosphere
- follow through the expectations/natural consequences
- listen to the child’s needs
- positive postcards/phone calls home
- recognition of helpful behaviours
- consider how the child feels (“If I do xxx they might feel xxx”)

- consider a child's 'felt' safety - do they have relational safety with positive adult relationships in the class? Do they have a safe space to use if they need to?
- attune with the child - are they letting you into their world? Is the play with you solitary, parallel or collaborative?
- meet the child where they are (developmental stage), not where we think they should be
- play games that allow the child to have a connection with you
- seating arrangements - target pupils close to teacher, away from distraction
- establish a procedure for getting the class's attention - agree a non-verbal signal (such as hand raised), encourage them to beat their 'best time' to respond
- make it rewarding to listen - include something funny/ exciting/unexpected/something about yourself
- ask for contributions from pupil's outside knowledge/views/ experiences (religion, travel etc.)
- consider any underlying difficulties or SEN such as, language difficulty, sensory impairment, learning difficulty, attention difficulty, social skills difficulty, emotional difficulty, anger management
- highlight achievements to raise self-esteem
- break down tasks into manageable chunks - task planners/ checklists
- discuss and relate to real life experiences
- adults to wonder why - what is the behaviour telling us?
- use the PACE model: Playfulness, Acceptance, Curiosity and Empathy
- work closely with families and share information, especially highlighting positive experiences
- investigate patterns for triggers such as tiredness, reading etc.
- model and embed that mistakes are ok
- use scripts to reinforce rules such as "we use kind hands"
- swapping staff (change of face)
- be empathetic
- opportunities for children to work with different adults
- teach the class what is required: eyes this way, in seat etc.
- 'catch' and praise those showing wanted behaviour, especially target pupil
- visual reminders around the classroom/on lanyard

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This information is issued by:  
Social, Emotional and Mental Health Strategy Team,  
SEND Strategy and Innovation

Contact us:  
[semhstrategy@essex.gov.uk](mailto:semhstrategy@essex.gov.uk)

Social, Emotional and Mental Health Strategy Team,  
SEND Strategy and Innovation,  
Essex County Council  
County Hall, Chelmsford, Essex CM1 1QH

[www.essex.gov.uk](http://www.essex.gov.uk)



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