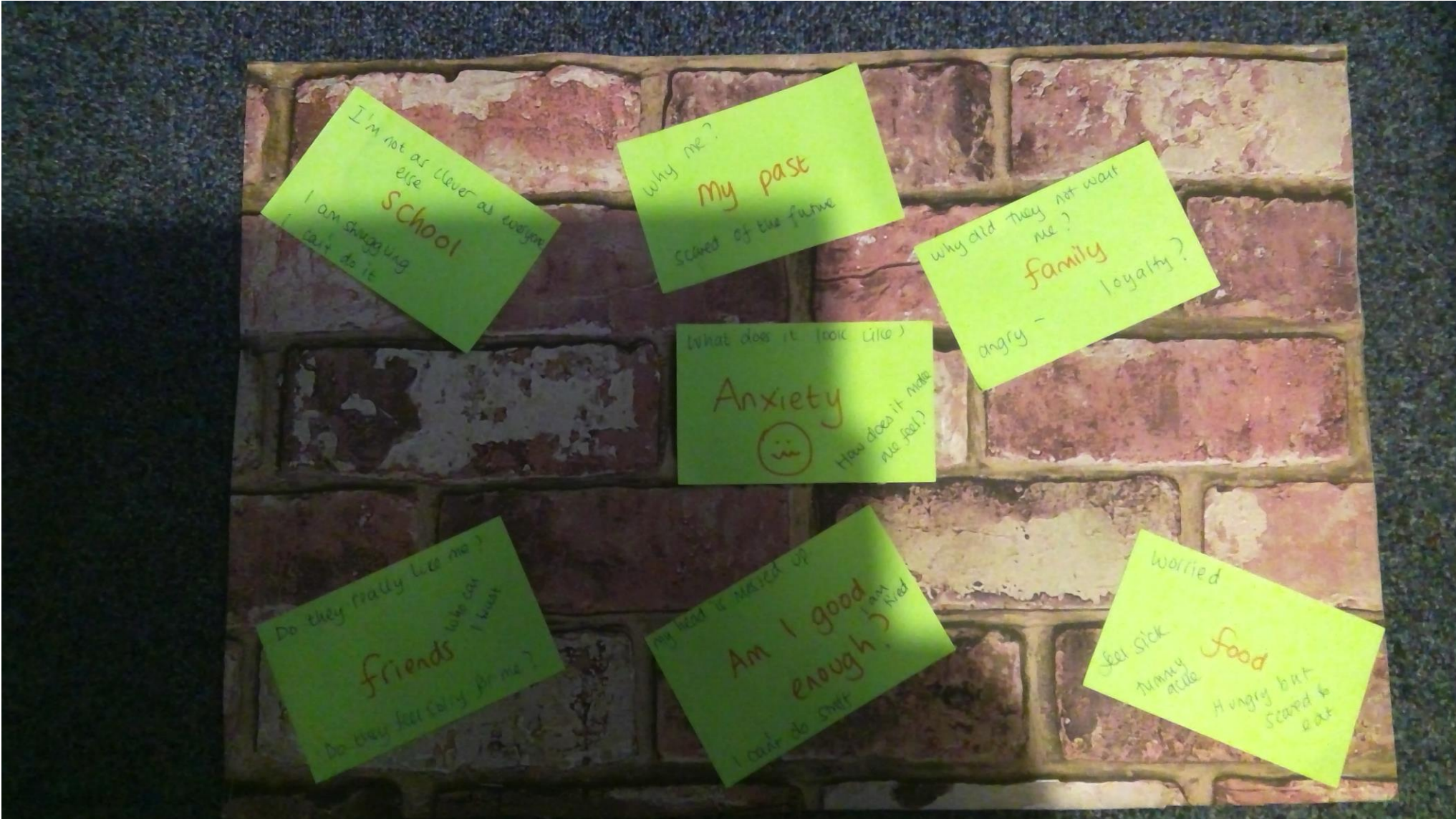


Jasmine Stowell – Graffiti wall





Safety object and child
friendly safety plan
intervention

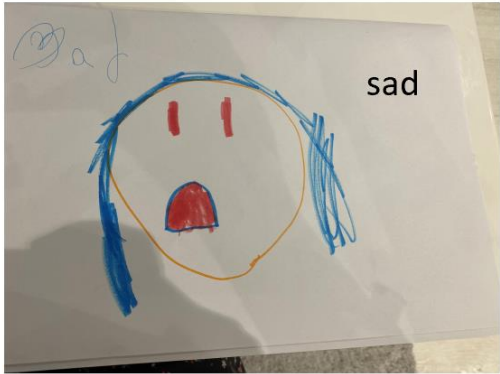
- Chelsea Spruce

Purpose

- Forming a child friendly safety plan including a safety object for times when *name* is struggling to manage big feelings.
- Naming big feelings and what makes you feel this way and how others would know how you feel
- Thinking about what makes others feel different emotions

Video

Poppy, we know that sometimes you might feel...



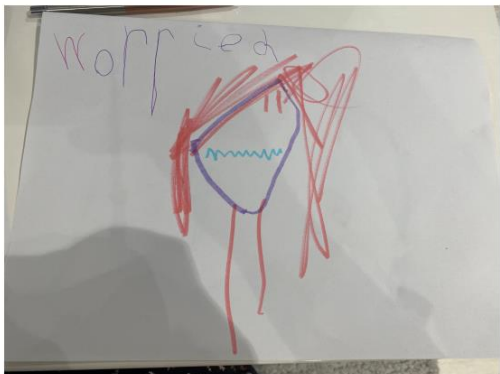
When I feel sad I cry and look sad.



When I feel worried I might stop wanting to play.



When I'm feeling angry I shout and scream and hurt others



Every feeling is normal and it is okay to feel these ways

If you have something you want to speak to mummy about or if you are feeling upset or worried, you can use your feelings box to show mummy this.



If you leave your feelings box on the kitchen table, mummy will know to check in with you.







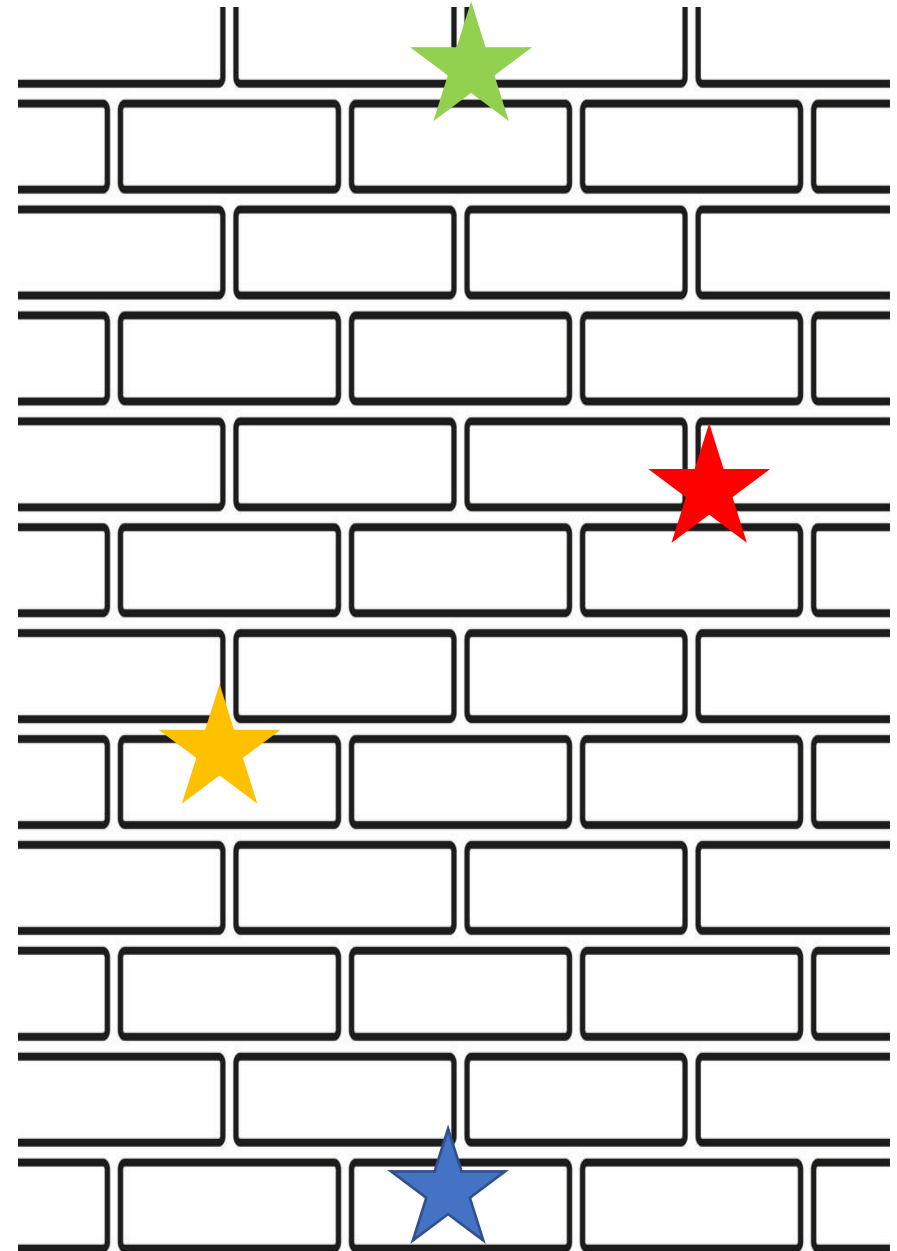
Mummy can help you by listening and talking to you and will try to work with the other grown ups to help you to feel better.

Direct Work Resources

Michelle Cory – ISW

At the start...Stronger Wall Activity

1. What creates the foundations to our family? (bottom bricks) 
2. What holds us together as a family? (cement) 
3. What is vital to our family, for our wall to remain strong? (centre bricks) 
4. What are the compromises we can make or the changes we are able to facilitate independently? (top bricks) 



Acronyms...

Example

TEA Time

Thought	Emotion (Finish here, this may need some encouragement)	Action (Start here)
Mum said I couldn't go out	Anxious, Sad, Disappointed, Jealous etc	I smashed my Xbox



Thought	Emotion (Finish here, this may need some encouragement)	Action (Start here)

Particularly helpful for parents/carers to identify any possible patterns within their child's behaviours. Also helps to recognise any triggers and consequential thoughts/actions too.

HALT

Is the child...

- Hungry?
- Angry?
- Lonely?
- Tired?

(Dan Siegel)

Technology based resources...



Time tokens



- Child can earn tokens for achieving specific tasks/outcomes as directed by parents/carers.
- Child may receive a 'golden ticket' for displaying positive responses including coming off of devices when asked with no issues. Golden ticket may then entitle them to a reward/incentive as directed by parents/carers.
- Using a 'use' and 'to use' jar builds on the child's understanding of time.

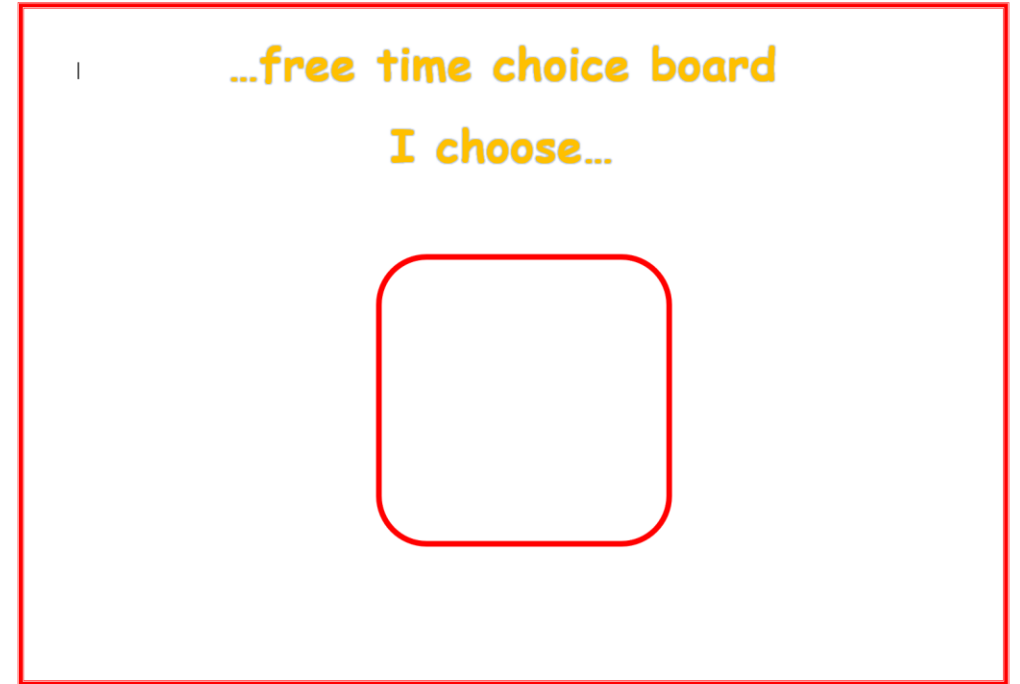


SEN...

Visual daily routine board with symbols



Offers the child a choice of what they would like to do, giving a sense of control, although is ultimately controlled by the adult.



Now

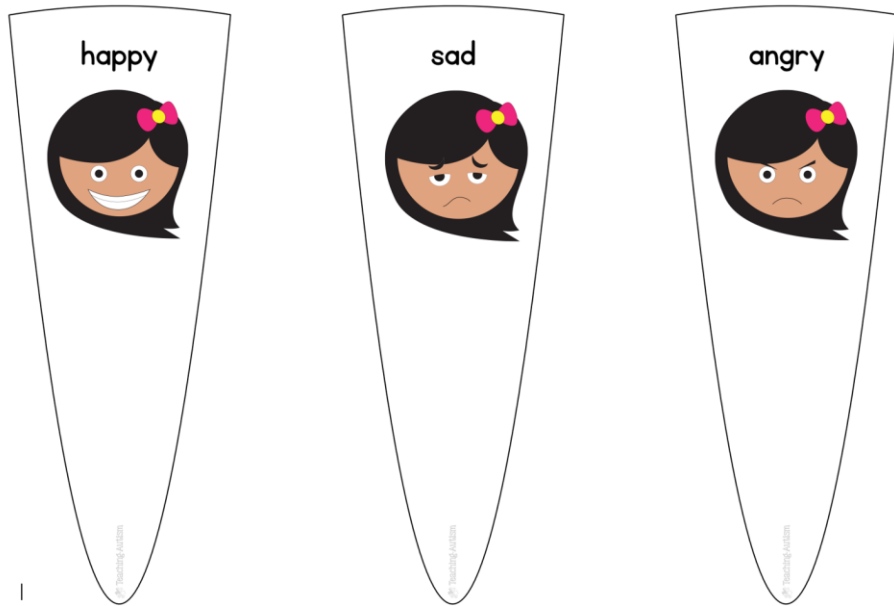
Next

Then



Supports child with knowing what to expect next and can aid anxieties

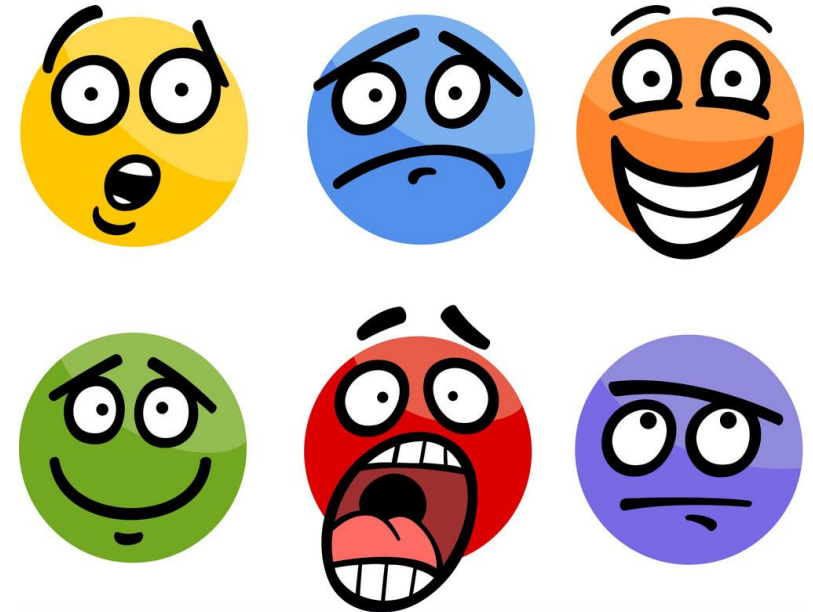
Emotional regulation



Aids emotional regulation and validation of emotions

I feel...

I need...



Helps child to identify their own emotions and support them and their adult to find a way of de-escalating/calming down.

Any questions...?

michelle.cory@norfolk.gov.uk

*thank
you*



Janet Burton

My background is Early Years – I spent 25 years in this environment - and was introduced to a multitude of techniques and strategies during this time. One of the consistent things, no matter where I was and who I was working with, was the importance of the sand timer.

When I moved into my current role in the Intensive & Specialist Support Team 18 months ago, I really worried about managing things outside of my comfort zone of being in a Nursery with so many resources readily available to me. Now I would be visiting people's homes with just my bag, phone and laptop – what would I do? And how would I manage working with older children & adolescents who have had some concerning life experiences? How would any of my skills be transferrable? I won't lie, I had some really big wobbles about this!

I soon realised that actually, many of my skills were transferrable and that my bag could still hold a few “tricks” to use if and when needed. I picked up a couple of sets of sand timers from Amazon for around £5 each and try to keep one in my bag at all times now.

One of the first times I used them was when I was visiting a child in School. He had problems focusing on anything and wanted to talk about everything other than what I wanted to discuss. So, out came the 10 minute timer and we made a deal where he would do “my” thing for 10 minutes, until all the sand ran out, and then I would do “his” thing for the rest of the time we had together for this session. This resulted in me managing to get his thoughts on home life, a partial disclosure, and some drawings of what he was feeling & why.

I upheld my side of the bargain and spent the remaining 20 minutes identifying toy bugs and mini beasts using a library book as reference – and I HATE bugs!

How do families use them?

- Families can use them in so many ways, and I am always promoting the use of them positively.
- They can be used for turn taking and sharing, times of transition, and as a way to countdown to things such as dinner being ready. They are an excellent way to show time – who can truly know what 5 minutes is like unless you see it? They also encourage parents to stick to their promises of “just give me 5 minutes”.
- When used positively and consistently, these little resources can have a significant impact on an entire household. I know this as I have seen it first hand.

The impact of using sand timers – proof they help.

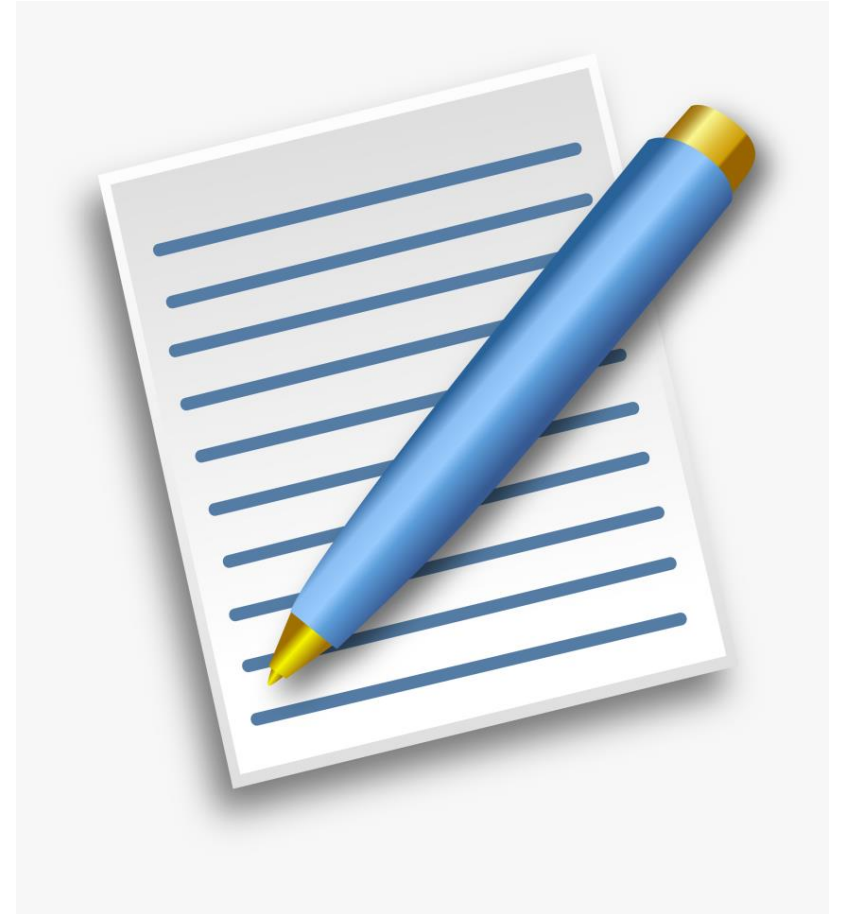
- Family A – Sand timers have considerably lessened the arguments between the children in the home, with them being accessible at all times by the children and used consistently to negotiate turn taking and sharing.
- Family B – Having a visual aide to quantify what a period of time looks like has significantly helped this family where there is a child with ASD who struggles to manage transitions. This child is now using the timers to self manage things like the length of time left in the bath.

The Power of paper and pen.

I think sometimes we over complicate things and forget the very basics. My bag always has a wad of paper and some pens which can be used instantly for a variety of things.

- A quick paper aeroplane to amuse an unhappy toddler
- A place to map out who is who in adolescent friendship groups (believe me, this REALLY helps sometimes!)
- A game of noughts and crosses
- A spontaneous drawing activity
- A place to write out “what makes you happy/sad?”
- A quick word game like hangman
- A place to write out some rules/agreements in the moment

I know we all have laptops but I feel these can sometimes be a barrier, if you are typing on a laptop during a visit, will people wonder what you are writing? At least with a pen and paper they can see what is being written and be included in it – I have encouraged children/young people to decorate and personalise things.



Ice breakers



I always feel it is important to share a little bit of “me” with the children and young people I am working with. Games like this really do help to encourage engagement with those who may be reluctant. They show that I am willing to talk about myself and not only ask about them. The topics in this particular example are also very “safe” – nothing could be considered as a trick, it genuinely is an ice breaker. As time passes you could come up with your own questions which would be more reflective of their experiences and situations to explore their thoughts and feelings.

I was playing this with a couple of young people recently when their mum came in and joined us, a lovely conversation opened up between the mum and daughter about a treehouse they once made and allowed them to spend time remembering a happy occasion for them both. This was a really nice interaction to observe between a parent and child who had a difficult relationship at times.