



## **Bolton Educational Psychology Service:**

### **Emotionally Based School Avoidance Appendices**

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## **Appendix A: Card sort to help gain the child's views**

The card sort activity can be used to help understand the reasons why a child or young person might not want to go to school. The cards explore a range of factors that may contribute to the child or young person's non-attendance. Some blank cards have also been included for the child or young person to record additional reasons which might affect whether they want to go to school. Some of the factors included in the card sort include:

- School environment.
- Journey to and from school.
- Social relationships.
- Lessons.
- Family dynamics.
- Home environment.

The cards can be used as an exploratory tool to open up discussions about why a child or young person does not want to go to school. This could help lead to discussions about what factors might support the child or young person.

*These cards show different reasons why young people might not want to go to school. I would like you to choose the ones which you think make it difficult for you to feel happy in school.*

*There might be some cards that show things that make you want to stay at home. You can put these cards on the picture representing home.*



*There might be other cards that show things that make you want to stay away from school. You can put these cards on the picture representing school.*



*If there is a card which does not affect whether you want to go to school put it to one side. There might be other reasons why you do not want to go to school. You can write these on the blank cards.*



*We might talk about and / or draw things that might help you to be happy to go to school. This can help us to think about ways that we can support you to go to school happily.*



*You could rank the cards from most to least important. (This will depend on the child's level of understanding and development.)*



*There have been lots of changes since we have come back to school after being in lockdown. Some cards might show some of the things that might be different to normal. Adults and young people might feel worried about these changes and this is normal. When worries stop us from doing things, or start to make us feel unhappy this can be a problem. You can put the cards that show things that make you feel like you want to stay away from school because of the coronavirus on this picture.*

**Please note:** the cards for the card sort activity are available in a separate document.

# Home

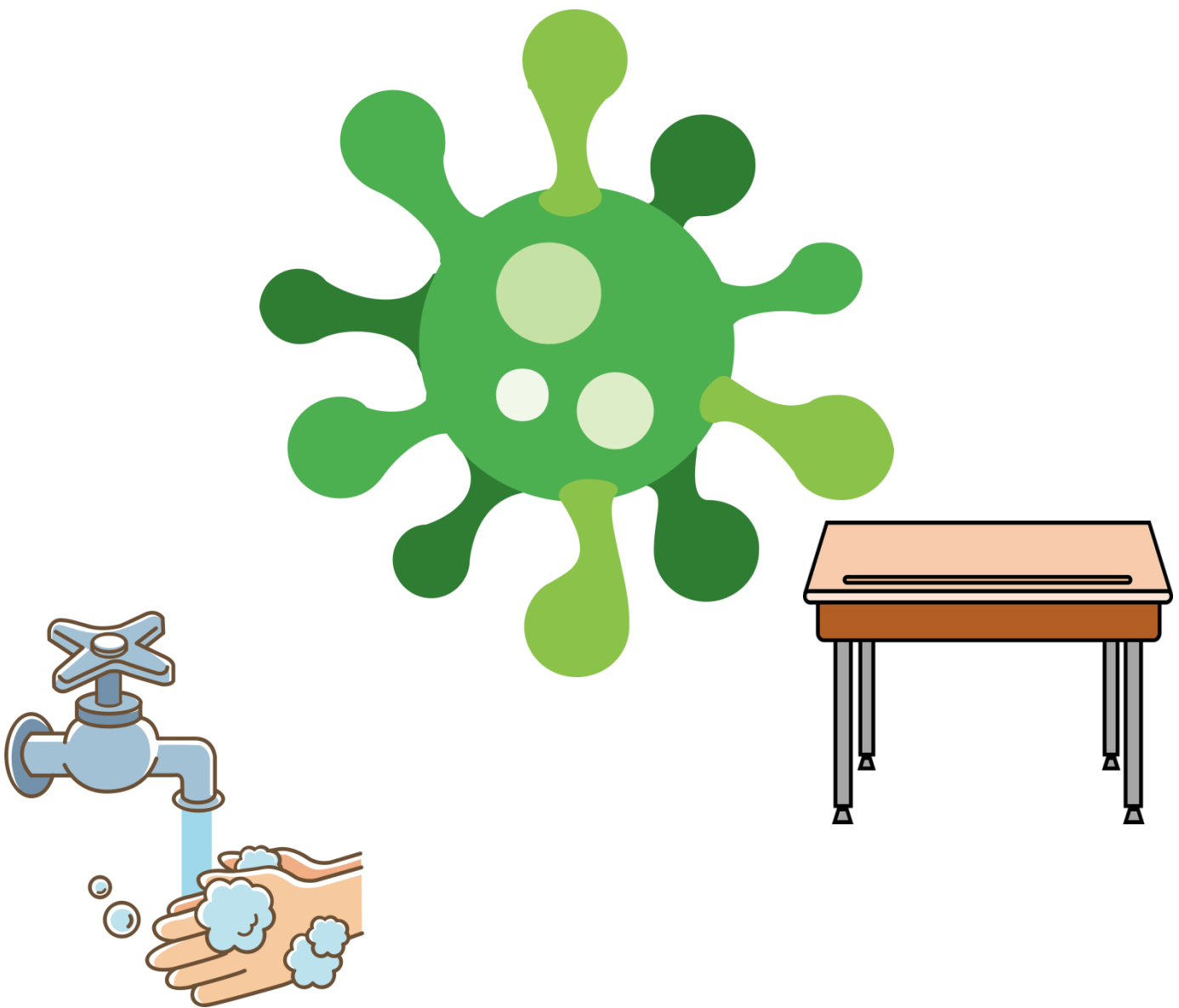


# School





# Coronavirus



## Appendix B: Anxiety worksheet and worry cards

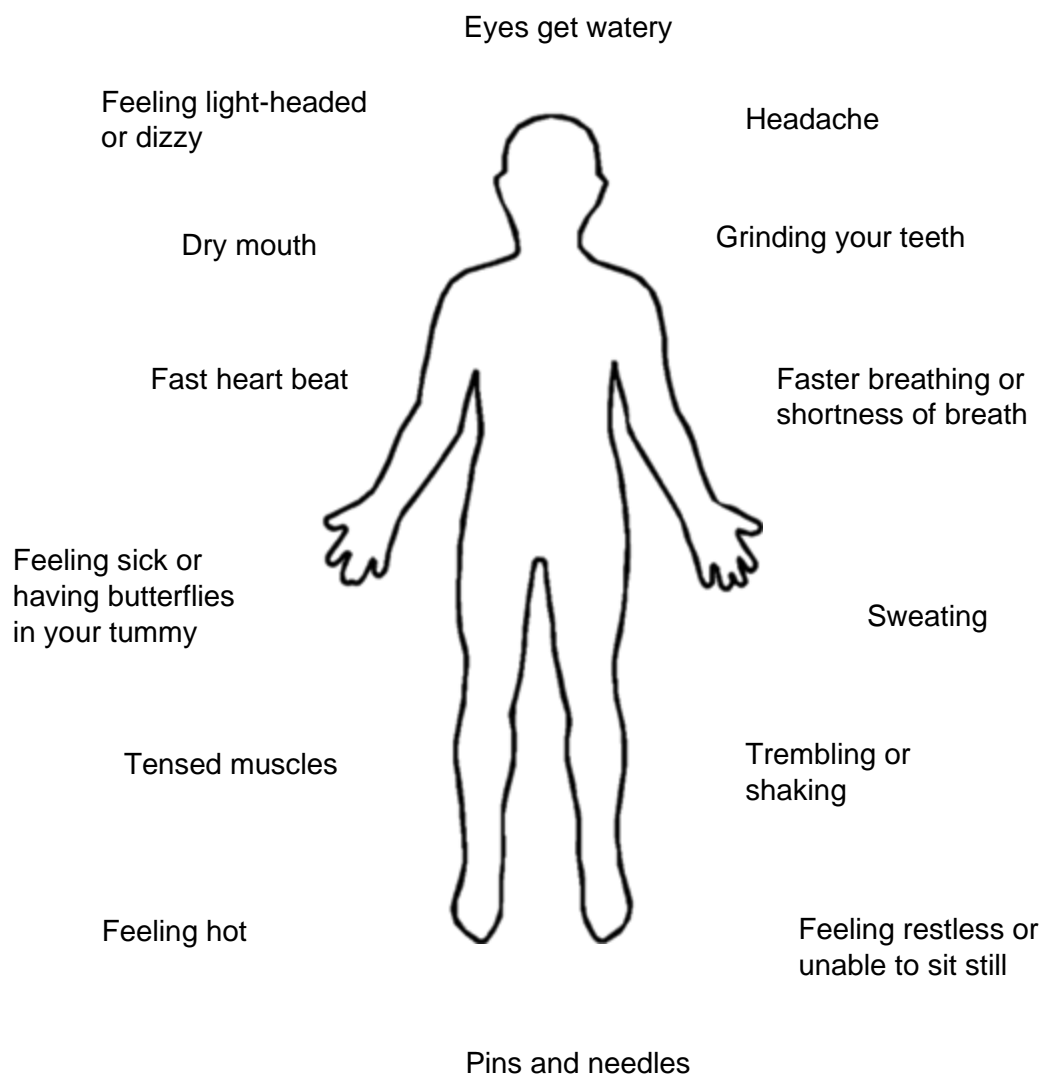


# What happens when I feel worried?










It is normal to have worries and everyone experiences them now and again. It is only a problem when your worries get in the way of other things that you do, or if they make you feel sad or unhappy.

### **When you worry your body goes through a number of changes...**

- *Circle each of the worry signs that you've experienced.*
- *Choose a coloured pen or pencil and draw where you've experienced any of the worry signs on to the body.*



Worry cards – visuals

<p><b>Draw your worry</b></p> 	<p><b>Deep breathing</b></p> 	<p><b>Listen to music</b></p> 
<p><b>Talk about it</b></p> 	<p><b>Relax your body</b></p> 	<p><b>Get moving</b></p> 
<p><b>Practice a hobby</b></p> 	<p><b>Stop and listen</b></p> 	<p><b>Gratitude journal</b></p> 



## Worry cards – instructions

<p><b>Draw your worry</b></p> <p>Draw a picture about your worry. Some ideas of what you could draw are:</p> <ul style="list-style-type: none"> <li>• What you look like when you're worried and when you're calm</li> <li>• What you can do to help you stop worrying</li> <li>• Something that you are worrying about</li> </ul>	<p><b>Deep breathing</b></p> <ol style="list-style-type: none"> <li>1. Take a slow breath in through your nose for about 4 seconds</li> <li>2. Hold it for 1 or 2 seconds</li> <li>3. Slowly let it out through your mouth for about 4 seconds</li> <li>4. Wait 2-3 seconds before taking another breath</li> <li>5. Repeat 5-10 times</li> </ol>	<p><b>Listen to music</b></p> <p>Listening to your favourite music can help to take your mind off what is worrying you. Focus your attention on the instruments, lyrics and voices in the song.</p>
<p><b>Talk about it</b></p> <p>Talking about how you are feeling can help you to take control of your worries. Tell a trusted adult, such as a parent, friend, teacher or family member. You could start by saying:</p> <p><i>"I feel worried when...."</i></p>	<p><b>Relax your body</b></p> <ol style="list-style-type: none"> <li>1. Sit or lie down somewhere quiet and where you feel comfortable</li> <li>2. Stretch out your arms and make a tight fist, then relax</li> <li>3. Push your legs out, wiggle your toes, then relax</li> <li>4. Shut your eyes tight and scrunch your face up, then relax</li> </ol>	<p><b>Get moving</b></p> <p>Get your energy out by moving! You could try:</p> <ul style="list-style-type: none"> <li>• Star jumps</li> <li>• Press ups</li> <li>• Dance</li> <li>• Play a sport or game</li> <li>• Ride your bike</li> <li>• Go for a walk or run around your garden</li> </ul>
<p><b>Practise a hobby</b></p> <p>Do a hobby that you think might help to distract you from your worry. You could play an instrument, paint, play a game, practice a new skill or do something else that you enjoy.</p>	<p><b>Stop and listen</b></p> <p>Use your 5 senses and name the things you see, hear, feel, taste and smell. You could do this with trusted adult or a friend.</p>	<p><b>Gratitude journal</b></p> <p>Use this special book to write or draw each day about something good that happened to you or something in your life that makes you happy.</p>

## The Incredible 5-Point Scale

The Incredible 5-point Scale is a visual tool that can be used to support students to develop an awareness of their emotions, such as anxiety or anger, and the stage or level of the emotion.

**Worry/Anxiety**

<b>5</b>		freaking out panic
<b>4</b>		really worried
<b>3</b>		worried nervous anxious
<b>2</b>		a little worried
<b>1</b>		okay

For more information visit [www.5pointscale.com](http://www.5pointscale.com).

## Appendix C: Breathing exercises

### **Why does it work?**

When we are anxious, we tend to take short, quick, shallow breaths; this is to get the body ready to run, fight or hide. Doing deep breathing has the opposite effect and tells the brain and body to relax and that we are safe.

### **The key messages:**



**We need to breathe into our abdomen**

**or**

**The out breath should be longer than  
the in breath**

### **How do I know if I'm deep breathing?**

Put one hand on your chest and one hand on your stomach and breathe normally. If your hand on your chest moves it is likely that you are doing shallow breathing. If both hands are moving it is likely that you're breathing more deeply (relaxed breathing).

### **Top tips:**

- Plan an age appropriate script to explain to children and young children why you are doing breathing exercises with them.
- Make it part of your classroom routine.
- Target times in the day, e.g. at the start of each lesson/ after playtime/lunch or PE.

Ideas (these can be shown individually or done as a whole class):

Ideas for younger children:



Blow mini windmills (you can make these – instructions on YouTube)



‘Milkshake’ breathing – using a cup, straw and water and get children to blow bubbles.



Imagine blowing out candles on a cake.



Blow bubbles.

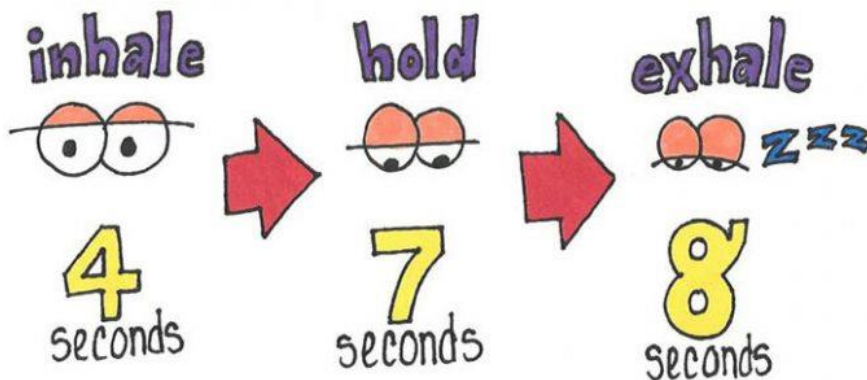


Recognising our breath by first blowing on the back of our hand.

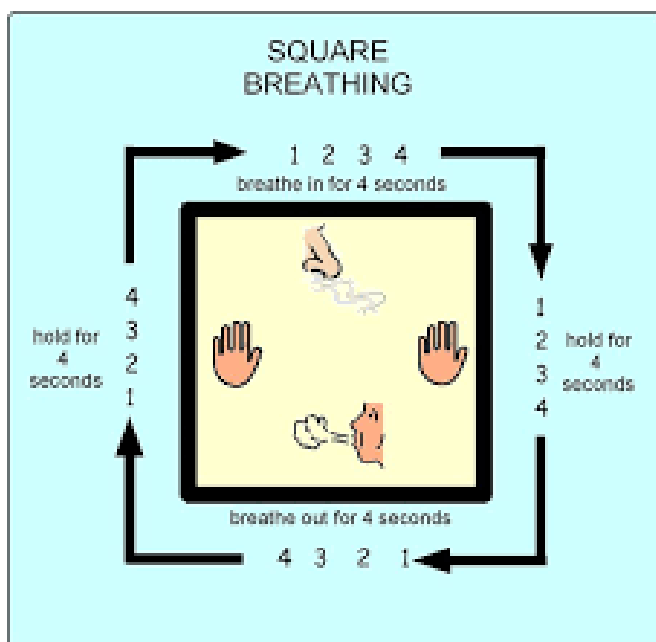


Teddy breathing – children place a teddy/beanbag on their stomach and watch it move up as they breath in and down as they breath out.

Older children:



Ask children to breath in for 4, hold for 7 and out for 8.



Square breathing.



The 1 minute game – ask children to breath slowly and try to count in their head as close to 60 as they can when they then put their hand up.



Make it fun!  
Create masks in which children need to breathe out to make the tissues paper move.

Please note: some of these activities may need to be adapted in the context of coronavirus hygiene measures. Please use as appropriate (in relation to government guidelines).

## Helpful apps/websites:



Headspace app: has a free area and some of the clips are available on YouTube.



Calm app: has a free section on meditation.

<https://kidshealth.org/en/teens/relax-breathing.html>

Website with free audio activities.

<https://www.youtube.com/user/CosmicKidsYoga>

Yoga and mindfulness for children.

## Controlled Breathing Assistant



A free app with a simple visual to help deep breathing.



## Appendix D: Share it, shout it, shelf it

# Share it, Shelf it, Shout it

The transition from arrival to learning can be challenging. The child may experience a heightened sense of anxiety in getting themselves to school and carry with them a number of thoughts, feelings and experiences. Dr Pooky Knightsmith uses the 'Share it, Shelf it, Shout it' approach to support children experiencing various anxieties and worries:

### Share it

Some children and young people may arrive to school and something has happened at home that they need to off-load about. Providing opportunities for pupils to talk with a trusted adult about what has happened can be really helpful. This is especially important for children who are experiencing a difficult time or who have difficulties regulating their emotions.

Talking to a trusted adult

Drawing their worries



Through play

Writing in a journal



### Shelf it – *'make an appointment to worry'*

Acknowledge and validate the child's worries and arrange to listen and talk about them later in the day (make an appointment to worry). For some children knowing that they have the 1:1 opportunity to talk with a trusted adult at a later point in the day can mitigate feelings of worry or anxiety and help them to settle to learn. It is important that you are able to follow through with what you say and that you have the space and time available to discuss the child's worries at a later time.





## Shout it

The pupil may benefit from opportunities to physically express the way they are feeling (angry, anxious, worried, etc.) Children may experience heightened arousal and a build-up of energy due to their fight, flight or freeze response. Encouraging children to get active may help them to transition into a relative calm state and support their transition into learning.

Jumping jacks

Screaming or shouting  
into a pillow

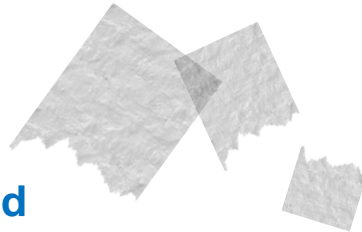
Stamping your feet

Going for a walk



Drawing anger

Tensing and relaxing muscles



Running around the playground



Writing it down and  
then ripping it up

Dr Pooky Knightsmith discusses the use of the 'Share it, Shelf it, Shout it' approach in her YouTube video 'how can we start the school day right for students who are struggling?'



<https://www.youtube.com/watch?v=8mN84PB8Ays>

## Appendix E: Regular resets

### Rhythmic movements can be very soothing



Jog on the spot



Swing your arms



Stamp your feet



Shake



Rock



Hum

You could do these through a game of 'Simon says'

### Grounding techniques

People can feel detached or dissociated when unable to regulate their emotions. Grounding techniques focus on the immediate environment, helping to focus on returning to the present and developing an awareness of our own bodies. They can help a child or young person to regulate when in crisis.

- Focus on your senses:

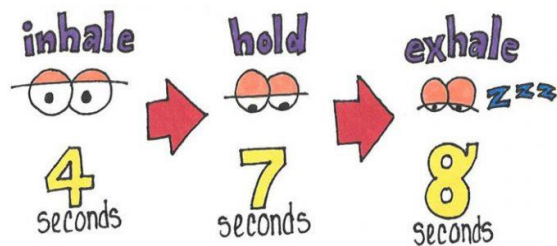


- 5 things that you can *see*, 4 things that you can *hear*, 3 things that you can *touch*, 2 things that you can *smell* or like the smell of, and 1 thing you can *taste*.

- Take a cool cloth to the face.



- Counting breaths and breathing mindfully (see breathing exercises).



- Carry a grounding object with you e.g. a pebble.



- How many steps can you take with a beanbag on your head.



## Mindfulness walks/activities

Mindfulness is the ability to be fully present in the moment, but not becoming overwhelmed by what is happening around us. It helps to regulate emotions and focus attention. Once we learn how to do this, we can use it quietly in any situation to help us stay calm and regulated. Things to try as an individual or group can include:



- Closing our eyes and concentrating on our breathing.



- Lying on the floor with eyes closed and feeling all parts of our body as it meets the floor.



- Noticing the movement and shapes of clouds in the sky.



- Taking time to notice beauty and greatness in small things, like a flower, a tree.



- Taking time to listen to different sounds, like birds singing, water running, people laughing.



- Smile often at others, and notice if they smile back.

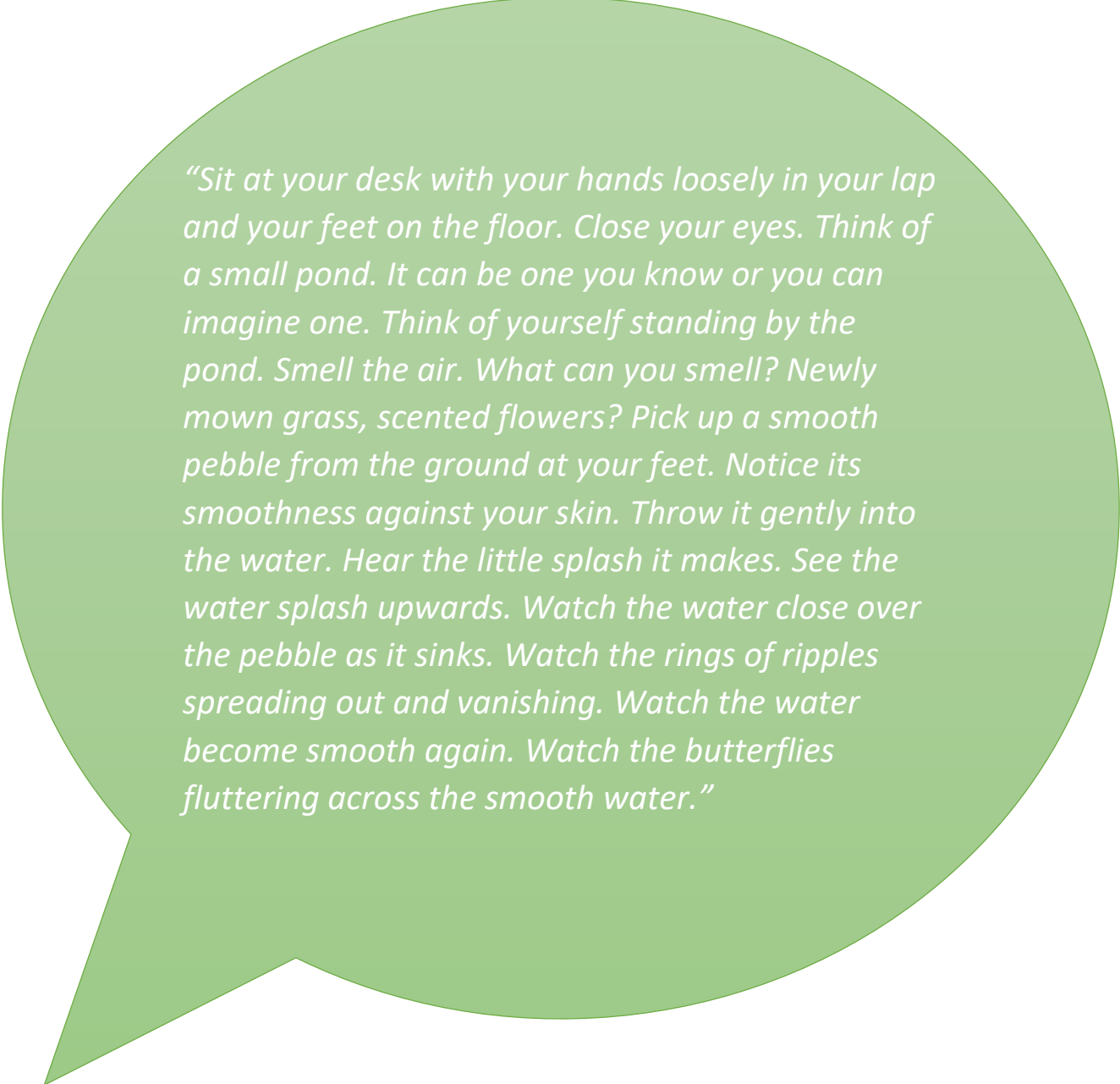





## Visualisation

Visualisation is the process of imagining yourself in a place that is safe and peaceful, where you feel relaxed and happy. Mentally transporting yourself to such an environment supports the body and mind to calm and is a relaxing distraction from anxious thoughts.

Here is an example Visualisation:



*“Sit at your desk with your hands loosely in your lap and your feet on the floor. Close your eyes. Think of a small pond. It can be one you know or you can imagine one. Think of yourself standing by the pond. Smell the air. What can you smell? Newly mown grass, scented flowers? Pick up a smooth pebble from the ground at your feet. Notice its smoothness against your skin. Throw it gently into the water. Hear the little splash it makes. See the water splash upwards. Watch the water close over the pebble as it sinks. Watch the rings of ripples spreading out and vanishing. Watch the water become smooth again. Watch the butterflies fluttering across the smooth water.”*



## **Appendix F: Better break and lunchtimes**

The United Nations Convention on the Rights of the Child (UNCRC, 1989) outlines children's right to play as a fundamental human right. Therefore, schools have a responsibility to promote children's right to play at school. Playtimes are an important time for children at school and can contribute to their wellbeing.

The following items are suggested to be important to children at playtimes:

**Having someone to play with.**

**Having a means to make friends**

(a game they can join for example).

**Being able to choose what they want to do.**

**Getting to go outside.**

**Being supported to solve peer difficulties.**

**Having a variety of games and activities informed by them.**

**Feeling safe and being treated well by other children.**

**Having fair rules.**

## What can schools do to support children at playtimes?

Ask children what activities, resources and games they would like to be provided at playtimes.

- Research suggests that by providing games that focus on cooperation (rather than competitive games) supports children's wellbeing at playtimes.
- Football and other sporting games often dominate playgrounds. Consider how the space is used (e.g. lots of children report being scared of being hit by the ball/ not having the space to play).
- Provide a variety of games/activities, e.g. a colouring/games table that any child can join.

Provide organised games and activities that any child can join.

- Children say that the provision of organised games allows them to play alongside others and gives them a means of making friends.
- Loose parts play can encourage children to cooperate and become creative with their play and is low in cost, e.g. <https://www.playscotland.org/play/playful-learning/loose-parts-play/>
- Explicitly teach children how to play the games (e.g. through modelling and practice). One study found that refugee children who did not speak english but were taught singing games that children played at playtimes appeared happier and more included at school.

Promote free play.

- Playtime rules should be easily understood by children.
- Some freeplay behaviours (e.g. running/ climbing) are sometimes not allowed at playtimes. Consider the balance between promoting free play at keeping children safe.
- Consider how to promote children's well-being, e.g. lots of schools prevent children from going outside when it is raining/ accessing nature... what other options are there?

Promote skill development.

- Promote children's right to play through providing the time, space and resources.
- Help children learn the social, emotional and friendship skills needed
- Teach children conflict resolution skills.
- Playtime staff to model conflict resolution skills and mediate for children.
- Explicitly teach and model playtime rules.

Reshape the playtime staffs' role.

- Staff to play with children and create a sense of fun.
- Staff to move regularly around the playground.
- Staff to positively chat and engage with lots of children.
- Staff positively reinforce and praise children who are showing pro-social behaviours in context.



## **How might the coronavirus pandemic impact upon playtimes and what can we do?**

- Give children an idea of what playtimes might look like and what they are allowed to do (in line with government guidelines).
- Games that encourage close proximity may not be allowed in school. Consider replacement activities for games that can't take place in the usual way, e.g. football.
- Children might find it overwhelming to be surrounded by lots of/few people at playtimes. Prepare them for this.
- Children may not have seen any other children during lockdown. Students who would not typically need support with making friends/ asking others to play may need some support during this time.
- If your school has made the decision to try to socially distance children on the playground here is a website that provide ideas of activities that may be useful: <https://www.twinkl.co.uk/blog/social-distancing-games>.





## **Appendix G: Ideas to show somebody that you are holding them in mind**

Showing someone that you are connected to them and you hold them in mind can help them feel emotionally safe so that they can concentrate and learn.

- Ask about things that you know they have done since last time you saw them, e.g. “How was your football match?”.
- Indicate to them that you think about them when they’re not there, e.g. “I was thinking about how hard you kept trying with those fractions last week even though they weren’t easy”.
- Praise postcards in their book.
- Check-in on them during the lesson.
- Send postcards home (as appropriate), saying that you’re thinking of them and looking forward to seeing them soon.
- Invisible string – Patrice Karst book/resources.
- Lending them an item to keep hold of, e.g. if you are not going to see them for a few lessons, giving them your pen and asking them to give it back to you when you next see them.
- Talking to the child if you are not going to be in school, e.g. “I’m going on a course tomorrow, I’ll still be thinking of you working hard in your maths lesson even though I won’t be there with you.”

## Appendix H: Safety walks

Louise Bomber recommends the use of safety tours, in which the pupil moves around the school with their key adult; they take a clipboard with them noting anything that is in place which is designed to provide and maintain safety for all pupils. Some features will be more obvious than others.

Examples of features to note:

### Physical safety

- ❖ Voice and CCTV entry to the reception area.
- ❖ Signing in visitors book.
- ❖ Staff/ visitor identity badges.
- ❖ Fire extinguishers.
- ❖ First aid room/ box.
- ❖ Stock in the dining room with enough food.
- ❖ Access to water.

### Physiological safety

- ❖ School rules and expectations.
- ❖ Predictability of routines.

### Mental safety

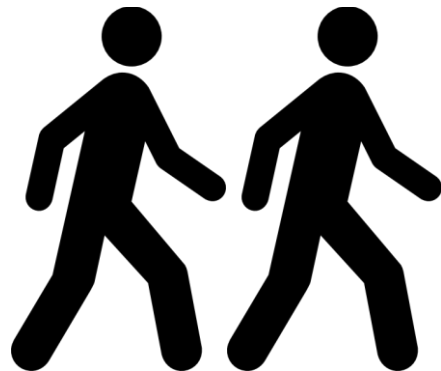
- ❖ Qualified professional staff.
- ❖ Staff supervision of pupils.

### Social safety

- ❖ Staff supervision of pupils.
- ❖ Senior managers with walkie talkies/ telephones.
- ❖ Rules and expectations.
- ❖ Anti-bullying policy.
- ❖ Anti-racism policy.
- ❖ Anti-homophobia policy.
- ❖ Keeping two meters apart.
- ❖ Washing our hands often.

### Emotional safety

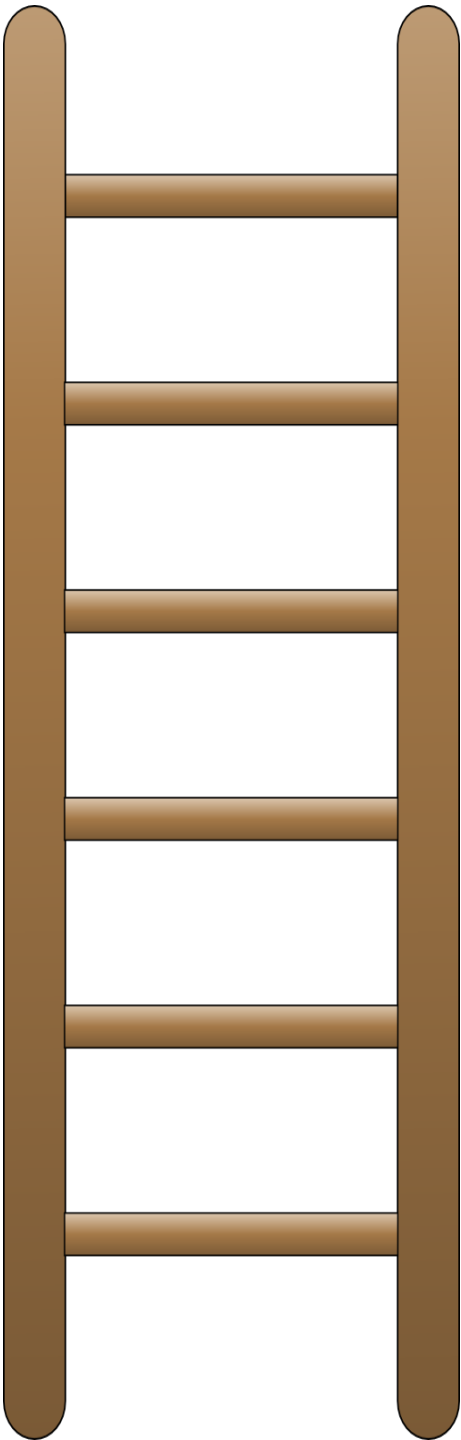
- ❖ Individual care/planning.
- ❖ Information sharing on a need-to-know basis.
- ❖ School counselling.
- ❖ Mentoring.
- ❖ Safe space.





**Appendix I: Anxiety or exposure ladder**

Most worried about

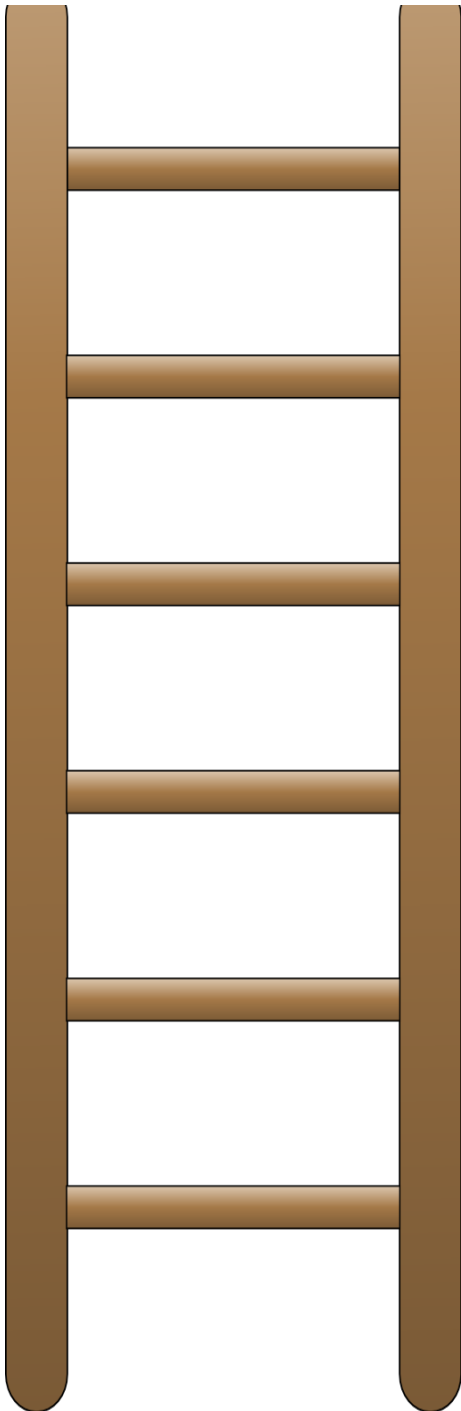


Not so worried about

Sitting in a busy dining room.
Sitting in an empty dining room.
Going into a lesson (English).
Seeing peers around school.
Working in a small group with peers.
Meeting a member of staff in the carpark.



Most worried about

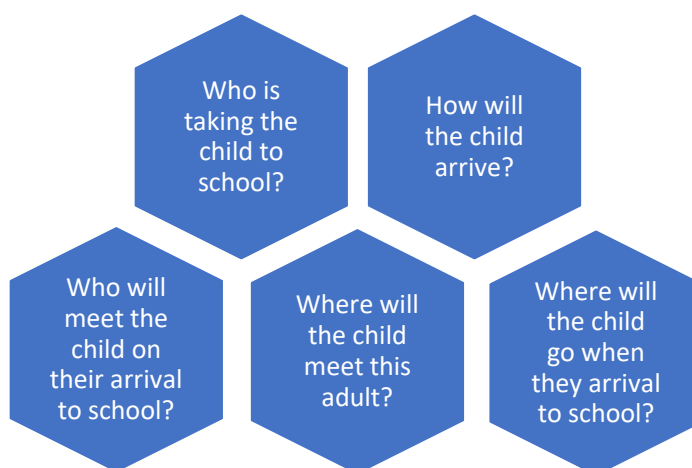



Not so worried about

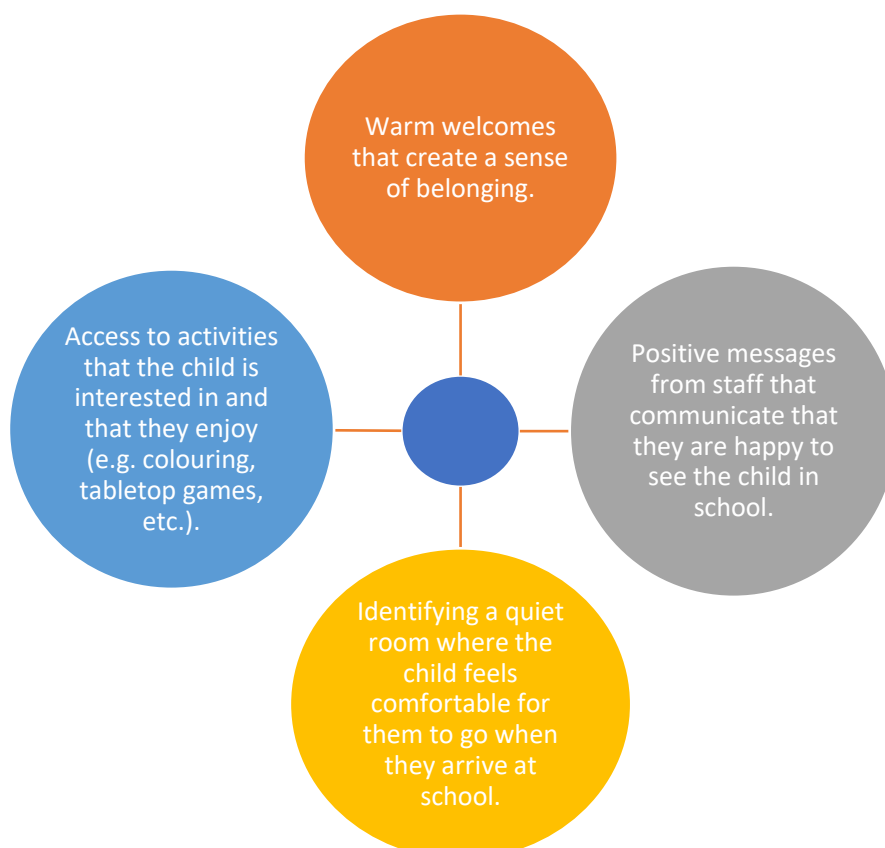
## **Appendix J: Gentle and positive start to each day**

Developing a morning routine that is predictable, positive, and nurturing can help to support children and young people who are struggling to attend school due to emotion related factors. Some important ideas to consider and plan for include:

The child's arrival to school...



A nurturing and positive start to their day...



## **Appendix K: Checklist of Risk Factors**

(Adapted from 'What Triggers a School Refusal' in a booklet produced by Gloucestershire Educational Psychology Service).

	<b>Loss and Change</b>	<b>Family Dynamics</b>	<b>Curriculum and Learning</b>	<b>Social / Personal</b>	<b>Stress and Anxiety</b>	<b>Coronavirus Specific Risk</b>
Linked to Negative Emotion						
Linked to parental						



Linked to Tangible Reinforcement						



Linked to avoidance						





## Appendix L: Emotion Coaching

### The Four Steps of Emotion Coaching

Emotions...we all have them. They are normal. Everything we do and everything we learn is shaped in some way by the way we feel. Feelings are a natural part of who we are. But how do children learn about emotions? How do they learn to understand their sadness or joy? What is appropriate behaviour when these feelings are strong? What can we do when a child explodes in anger or hides in fear? We spend lots of time teaching children important things such as reading and writing. Taking time to help children learn to understand their feelings is important too.

Research shows that children who understand their feelings and learn about their emotions have these advantages:

- They form stronger friendships with other children.
- They calm themselves down more quickly when they get upset.
- They do better in school.
- They handle their moods better and have fewer negative emotions.
- They get sick less often.

### Becoming an Emotion Coach

Emotion Coaching is a technique that helps children understand their feelings - children learn how emotions work and how to react to feelings in healthy ways.

Emotion Coaching starts by recognising a child's feelings. Many of us are able to see the positive emotions a child expresses, but drawing close to a child who is angry or sad can take some practice. While it takes effort to teach a child about feelings and appropriate behaviours, it is time well spent. Your relationship with the child will be stronger and the child will be more prepared for the challenges life can bring.

Here are the four steps of emotion coaching:

#### STEP 1

Recognise and empathise

- Understand that emotions are a **natural and normal** and not always a matter of choice.
- Recognise behaviour as communication.
- Observe, listen, and learn how the child expresses different emotions.
- Watch for changes in facial expressions, body language, posture, and tone of voice.
- Show them that you understand what he or she is feeling.

#### STEP 2

Validate and label

- Validate the emotion and acknowledge its existence.
- Use words to reflect back a child's emotion.
- Help the child or young person to label their emotion.
- Recognise feelings and encourage your child to talk about his or her emotions.
- Naming emotions helps soothe a child.

- Set a good example by naming your own emotions and talking about them.
- Help them build a vocabulary for different feelings.
- Show them that you understand what he or she is feeling.
- Avoid judging or criticising their emotions.

### STEP 3

Setting limits (if needed)

- Redirect misbehaving children for what they do, not what they feel.
- Encourage emotional expression, but set clear limits on behaviour e.g. 'It's okay to feel angry, it's not okay to hit'.
- Make it clear certain behaviours cannot be accepted.
- Retain the child's self-dignity.

### STEP 4

Problem-solving with the child

When the child is calm and in a relaxed, rational state:

- Help children think through possible solutions.
- Explore the feelings that gave rise to the behaviour / problem / incident.
- Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes.
- Empower the child to believe they can overcome difficulties and manage feelings / behaviour.

It is important to remember:

- Help children to build a vocabulary for different feelings.
- Set a good example by naming your own emotions and talking about them.
- Pay attention to your own emotions, from happiness to sadness to anger.
- Try not to dismiss or avoid emotions.
- Identify the emotions the child is experiencing instead of telling them how they should feel.
- Don't expect too much too soon.
- See emotional moments as opportunities for teaching.
- Be aware of tempting settings and be prepared to help them through them.
- Create situations where they can explore without hearing lots of "don't"s.
- Catch them doing lots of things right and praise her.
- Do jobs, like tidying up, together.
- Make tasks as fun as possible.

Adapted from: <http://www.parentingcounts.org/information/timeline/five-steps-of-emotion-coaching/>

\* Whole staff training is available upon request from Bolton Educational Psychology Service

## **Appendix M: Other useful resources/websites**

### **Well-being and mental health**

- NHS website: [www.nhs.uk](http://www.nhs.uk)
- WHO resource helping children and young people manage stress: [https://www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stress-print.pdf?sfvrsn=f3a063ff\\_2](https://www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stress-print.pdf?sfvrsn=f3a063ff_2)
- E-book on human givens and other free resources go to: [www.hgi.org.uk](http://www.hgi.org.uk)
- Useful resilience framework: <https://www.boingboing.org.uk/resilience/resilient-therapy-resilience-framework/>
- Webinar: Balancing the nervous system: <https://www.youtube.com/watch?v=gmWoZA-1YuY&t=3s>
- Webinar: Safety and containment in uncertain times: <https://www.youtube.com/watch?v=m3wVqt6Z6NA&t=33s>
- Webinar: Sustaining resilience: <https://www.youtube.com/watch?v=sQuMKqcSbZA&t=9s>
- Webinar: The power of play: <https://www.youtube.com/watch?v=sQuMKqcSbZA&t=9s>
- Webinar: Breathing techniques: <https://www.youtube.com/watch?v=ZJMkdU2gkPI&t=422s>
- Webinar: Yoga based ideas for schools and families: <https://www.youtube.com/watch?v=TYLzZzXzqbl&t=924s> <https://www.youtube.com/watch?v=TYLzZzXzqbl&t=924s>
- Ideas and resources on self-care for young people: <https://www.annafreud.org/on-my-mind/self-care/>
- Advice and resources on supporting children and young people experiencing anxiety: <https://www.annafreud.org/coronavirus-support/coronavirus/>

### **Staff wellbeing**

- Advice and resources on supporting staff well-being: <https://www.annafreud.org/coronavirus-support/coronavirus/>
- Self-care resource for all staff: [https://www.dorsethealthcare.nhs.uk/download\\_file/view\\_inline/4034](https://www.dorsethealthcare.nhs.uk/download_file/view_inline/4034)

### **Supporting children with a diagnosis of autism**

- Free resources: <https://www.reachoutasc.com/resources/transition-to-new-class>
- STARS website – social stories on coming back to school after lockdown: <http://www.starsteam.org.uk/coronavirus-resources>
- West Sussex resource: [https://westsussex-local-offer.s3.amazonaws.com/public/system/attachments/1217/original/Appendix\\_6\\_-\\_Strategies\\_for\\_young\\_people\\_with\\_ASC.pdf](https://westsussex-local-offer.s3.amazonaws.com/public/system/attachments/1217/original/Appendix_6_-_Strategies_for_young_people_with_ASC.pdf)

### Emotionally based school avoidance

- Emotionally Based School Avoidance: Good practice guidance for schools and support agencies. West Sussex Educational Psychology Service. [https://westsussex-local-offer.s3.amazonaws.com/public/system/attachments/1217/original/Appendix\\_6\\_-\\_Strategies\\_for\\_young\\_people\\_with\\_ASC.pdf](https://westsussex-local-offer.s3.amazonaws.com/public/system/attachments/1217/original/Appendix_6_-_Strategies_for_young_people_with_ASC.pdf)
- Free resources can be found at: <http://schools.westsussex.gov.uk/Page/10483>

### Supporting children and gaining their views


- Child views card sort (see Appendix).
- Free worksheets to help children communicate their lockdown experiences can be found at: <https://www.reachoutasc.com/resources/transition-to-new-class>
- Safety walks may be useful (see appendix).
- The Blob tree book (£15.99) guide to social distancing: <https://loggerheadpublishing.co.uk/product/blob-guide-to-social-distancing-download/>

### Measuring emotional wellbeing

- Strengths and difficulties questionnaires: <http://www.sdqinfo.org/a0.html>
- Emotional literacy assessment questionnaire: <https://www.gl-assessment.co.uk/products/emotional-literacy/>
- Boxall profile: <https://boxallprofile.org/>
- SPENCE anxiety scale: <http://scaswebsite.com/>
- The Warwick-Edinburgh Mental Wellbeing Scales (WEMWBS): <https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/>

### Helping children to understand coronavirus

- British Psychological Society advice on how to talk to children about coronavirus: <https://www.bps.org.uk/news-and-policy/bps-highlights-importance-talking-children-about-coronavirus>
- UNICEF have produced advice for Parents/Carers and Teachers: [www.unicef.org/coronavirus/how-teachers-can-talk-children-about-coronavirus-disease-covid-19](http://www.unicef.org/coronavirus/how-teachers-can-talk-children-about-coronavirus-disease-covid-19)
- A picture book for children who are worried about coronavirus <https://www.psychpro.org.uk/s/feed/0D53z000077MbL9CAK>
- ELSA have created a story to support children in understanding the corona-virus and a story on handwashing (available in multiple languages): <https://www.elsa-support.co.uk/coronavirus-story-for-children/>

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- An explanation of COVID 19 for children by Cardiff and Vale Child Health Psychology  
[www.monmouthshire.gov.uk/app/uploads/2020/03/Psychological-support-forchildren-coping-with-COVID19.pdf](http://www.monmouthshire.gov.uk/app/uploads/2020/03/Psychological-support-forchildren-coping-with-COVID19.pdf)

### **Supporting bereavement**

- Bolton Educational Psychology Service's Critical Incident Service guidelines for schools and early years settings. For more information contact your headteacher, nursery manager or the Educational Psychology Service.
- A collection of resources <http://www.childhoodbereavementnetwork.org.uk/help-around-a-death/covid-19.aspx>
- Bereavement and loss counselling in Bolton: website: [www.1pointbolton.org.uk](http://www.1pointbolton.org.uk), tel: 02104 917745, email: [silverwellbeing@1pointbolton.org.uk](mailto:silverwellbeing@1pointbolton.org.uk)

### **Supporting play and playtimes**

- British Psychological Society's position statement on children's right to play: <https://www.bps.org.uk/sites/www.bps.org.uk/files/News/News%20-%20Files/PP17%20Children%27s%20right%20to%20play.pdf>
- Play ideas and activities to do at home: <https://www.righttoplay.org.uk/en-uk/national-offices/national-office-uk/get-involved/playathome-games/>
- Lots of different resources for parents and carers on play and available in multiple languages too: <http://ipaworld.org/resources/for-parents-and-carers-play-in-crisis/>
- The International Play Association has resources around play in crisis: [www.ipaworld.org/resources/for-parents-and-carers-play-in-crisis/](http://www.ipaworld.org/resources/for-parents-and-carers-play-in-crisis/)