



Building Resilience in Argyll and Bute





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PATHS has made a difference.

During “Twiggie time”, the puppets have helped him grow in confidence. Initially he started to use them in front of the whole group in that he would have them whisper something in his ear and then he would tell everyone what they said. This has helped him become more confident with the group, although he is still experiencing difficulty separating, he is much more vocal and confident during free play and at group times.



Soroba Young Family Group





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“One child really benefited from our Twiggie sessions by learning about sharing and learning to regulate emotions...not using grumpiness and tantrums as a first response. He made huge changes and was able to self-regulate effectively”



Soroba Young Family Group





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Children would give compliments to each other and staff throughout the session.

Children would talk more about their feelings and how something affected them.

Families talked about how children were talking about PATHS at home.

Rothesay Pre 5 and Primary





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Families commented how children would do the turtle at home and tell their siblings and parents to do it to if needed.

Children would ask if it was a PATHS day.

A group of children took part in a PATHS lesson during a training course for grown-ups!

Rothesay Pre 5 and Primary





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Rothesay Pre 5 and Primary





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Staff noticed more children adopted the turtle position during the session if something was worrying them or there was a confrontation.

Group of children asked for PATHS to be continued when they went to Primary 1 - Pre5 staff led this during Shared Time across the Early Level.



Rothesay Pre-5 and Primary





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There was a disagreement at the computer between 2 children who had just started nursery and a 4 year old boy jumped up and said "I will sort this I am a big boy I learned this at PATHS." We were so proud of him!

Pre5 children adopted the song from Trolls the Movie 'Can't Stop the Feelin' as their PATHS song.

Rothesay Pre-5 and Primary





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Talking about **anger**.....

**“ it is like your body is full of electric
and it all buzzes all inside you”**

Looked after child
Soroba Young Family Group



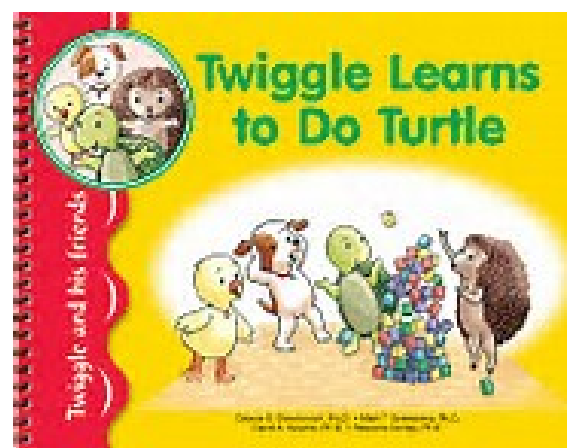
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We introduced PATHS to our centre at Rainbow Childcare by bringing in a real life Turtle called “Sheldon” to meet the children and introduce Twiggle.



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We have one little boy who started in August. He found it overwhelming during the first 3 weeks and would often hit out at his friends to try and get their attention. We brought Twiggle out more often and made a big emphasis on Twiggle and we noticed a massive improvement in the little boy's behaviour. Twiggle now sits in our play room watching all the girls and boys and we often refer to "Doing Turtle" Stop Breathe and Talk. Also having this conversation with Mum about Twiggle helped to reinforce this at home which I feel helped massively.



Rainbow Childcare





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“I want you to know I feel we are really lucky that the school is doing the above program [PATHS] . I feel really strongly that self-esteem, self control and emotional health is just as important as academics if not more important.

I feel really enthusiastic about what you are doing for the kids and the tools you are trying to give them.

Thank you”

Parent – Port Charlotte Primary



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The children of Inveraray Primary show the adults how PATHS works in practice.

Emotional literacy, developing skills for life.





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Roots of Empathy



Roots of Empathy





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Children have been more able to talk about emotions and feelings during the visits and as emotions play a large part in their learning I think this has helped children to understand and be more tolerant of the feelings of others in the class.



Castlehill Primary





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An ASN child in the class gained confidence as the sessions progressed, contributing sensibly to the discussions each week as she had a younger brother. This gave her the opportunity to tell the others about the things he could do when he was a baby. ROE sessions were particularly successful for this child.

Castlehill Primary





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One child was very prone to periods of anger and great anxiety. He would physically remove himself from the children and sit by himself in a corner. He was difficult at home and his parents felt that they had run out of options to help him.

When he gets angry now, he is able to talk about his feelings and we can work out how to help him feel more positive.

His parents have seen a massive change in his behaviour at home too.

John Logie Baird Primary





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This links really well with the current PATHS programme we have up and running in the school. Pupils have loved learning with Baby Rebekah about how to communicate. Baby Rebekah has had an extremely calming effect on the class. Pupils that normally struggle to engage in different types of learning have really opened up during the Roots of Empathy visits.

Lochgilphead Joint Campus





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Roots of Empathy

It is by far one of the most beneficial programmes I have been involved with as a teacher.

Lochgilphead Joint Campus





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The children are much more aware of the feelings of others.

They do not see sadness as weakness but realise that it could be someone's way of saying something is wrong.

They bring things to my attention, not as telltales but as a spokesperson for someone they feel needs a helping hand.

They are not afraid to say how they feel as they appreciate that sometimes troubles can be too much for one little person to solve.

Dalintober Primary





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They are more in tune with how their peers may be feeling and act on this accordingly. For example, if a friend is upset, they are quick to provide support and try to cheer them up or if someone is noticeably angry or frustrated, the children know that they may need time and space to settle down. This has resulted in less conflict both in the class and in the playground; they are more understanding of how to solve conflicting ideas or opinions.

Dunbeg Primary





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With one ROE baby, Mum was an older Mum, there were some issues with bonding & attachment – there was an older sibling who was having difficulty engaging with learning. The older child was included in ROE lessons which resulted in an improvement in her learning and the whole family benefitted from being part of the ROE experience - mum reported that it really helped her mental health.






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Roots of Empathy
Parental Engagement
Cross Authority Improvement Project

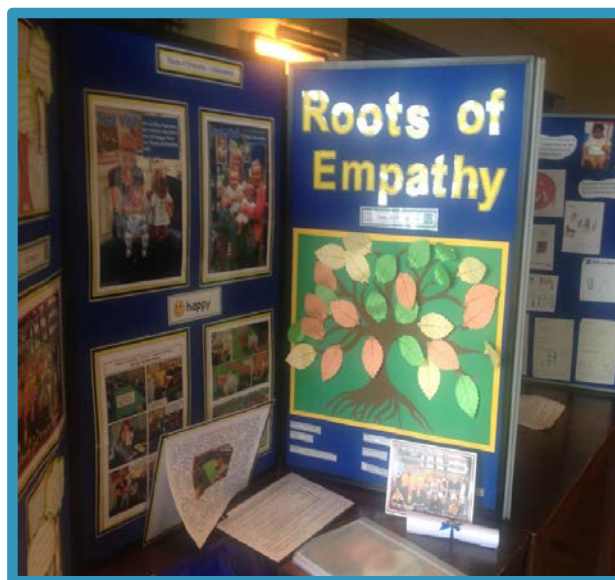
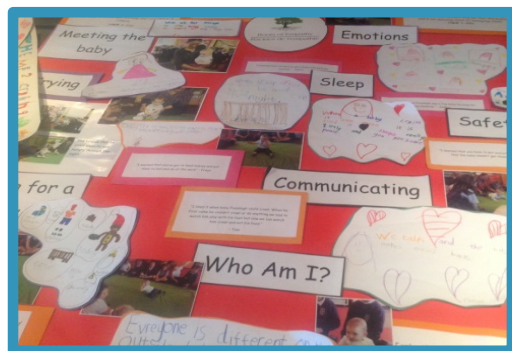
The project was implemented across 3 local authorities – Perth & Kinross, Argyll & Bute and West Dunbartonshire in 4 Roots of Empathy classrooms with a total of 95 Primary 3 children in Lochgilphead Primary, Ardrishaig Primary, Tulloch Primary and Whitecrook Primary.



66% of parents/guardians spent at least 5 minutes per month with their child engaging in the Roots of Empathy home link activity



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Learning and Development Framework 0 – 5 Years



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“The early parent/child relationship – is viewed as one of the most important factors in child development, especially with regard to how the brain develops and the development of emotional and social skills” Building The Ambition

Not all children achieve this within their home environment, but not all is lost!

Positive relationships with other key people such as Early Years Practitioners are significant. Practitioners who are attuned to their children, and are sensitive and responsive to their needs, can provide a secure base on which to build their foundations of learning. Positive experiences to nurture and guide a child will help provide the basis for a lifetime of social and emotional competence.



Learning and Development Framework 0 – 5 Years



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Community Services: Education

Argyll and Bute Developmental Milestones : Stage Two : Nurtured (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I show concern for siblings and for friends in distress. I mostly co-operate with friends and I'm beginning to negotiate conflict situations. I accept changes to my daily routines.

Cognitive Development

I am able to choose and plan my play activities and say which activities I prefer. I can count to ten objects and enjoy being praised. My memory skills are extending e.g. I can recall special home events.

Speech & Language

I can listen and join in talking appropriately with adults and other children. I can communicate my needs, likes or dislikes; I can tell an adult if I'm cold or hungry. I can remember and enjoy telling longer stories and singing songs.

Gross Motor

I can put my shoes on the correct feet. I can brush my teeth. I can set the table, serve and participate socially during snack time.

Fine Motor

I can use cutlery appropriately. I can play board games, in a small group, using small counters, supported by an adult. I am more successful with fastening like buckles and laces. I can blow my own nose.

Attention Development

Hearing & Vision Development Partnership Working

I am nurtured:

1. I feel cared for and supported by the people who live in my home.
2. The people who care for me can afford to provide me with the right amount of food and clothing.
3. I live in a home that is clean and warm.
4. The people who care for me at home listen to me when I want to tell them about the things I need, like or dislike.
5. I am learning to look after myself and make decisions that affect my life.
6. I get the help I need to do well in nursery.



Community Services: Education © 2016



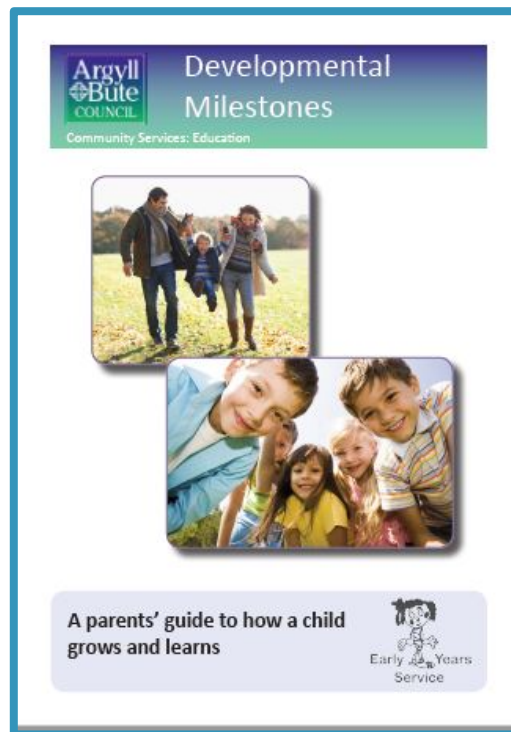
Learning at home:

1. Read or tell stories with your child often, encouraging choice from an increasing range of books
2. Look at family photos together and share stories.
3. Involve your child in little jobs around the home – hanging out washing, washing the car, doing the dishes, etc.
4. Play board games together – snakes and ladders or dominoes, Jenga, pick-up sticks.

Spend Time Talking Together!



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SAFE

Set clear and realistic boundaries for your child to help keep him/her safe. Be consistent in your expectations.

HEALTHY


Encourage your child to play lots of turn taking games like hide and seek.

ACHIEVING

Make time and give lots of opportunities to practise and master new skills. Give praise for effort and not just for results.

NURTURED

Respect your child's feelings and choices and he will learn to respect himself/herself and others.



ACTIVE

Give your child lots of opportunities to be an individual, to make decisions and take forward their own play.

RESPECTED

Listen to your child and discuss his ideas with him, building his confidence in his ability to contribute to decisions that involve him.

RESPONSIBLE

Give your child responsibilities. Encourage him to do things that he is capable of doing for himself for example getting dressed to go outside.

INCLUDED

Provide opportunities for your child to play with others and make friends.



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“Parents need to fill a child’s bucket of self-esteem so high that the rest of the world can’t poke enough holes to drain it dry.

Alvin Price





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Professor Ferre Laevers

The Leuven Scale of Wellbeing and Involvement

Well-being, where children feel at ease and are self-confident, and **involvement**, where children are intensely engaged in activities, are **the key** to 'deep level learning.'





Building Resilience in Argyll and Bute

Professor Ferre Laevers
“Education has to provide these things”



Emotional health / self-esteem

Exploratory drive

Competencies & life skills

The basic attitude of linkedness

closely linked to CfE 4 capacities
and their capabilities and attributes.



THE SCALE FOR WELL-BEING

LEVEL

WELL-BEING

SIGNALS

1

Extremely low

The child clearly shows signals of discomfort:

- whines, sobs, cries, screams;
- looks dejected, sad or frightened, is in panic;
- is angry or furious;
- shows signs feet, wriggles, throws objects, hurts others;
- sucks its thumb, rubs its eyes;
- doesn't respond to the environment, avoids contact, withdraws;
- hurts him/herself: bangs its head, throws him/herself on the floor..

2

Low

The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.



3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort.
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4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
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5	Extremely high	<p>During the observation episode, the child enjoys, in fact it feels great:</p> <ul style="list-style-type: none">• it looks happy and cheerful, smiles, beams, cries out of fun;• is spontaneous, expressive and is really him/herself;• talks to itself, plays with sounds, hums sings;• is relaxed, does not show any signs of stress or tension;• is open and accessible to the environment;• is lively, full of energy, radiates;• expresses self-confidence and self-assurance.
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THE SCALE FOR INVOLVEMENT

LEVEL	INVOLVEMENT	EXAMPLES
1	Extremely low	<p>The child hardly shows any activity:</p> <ul style="list-style-type: none">• no concentration: staring, daydreaming;• an absent, passive attitude;• no goal-oriented activity, aimless actions, not producing anything;• no signs of exploration and interest;• not taking anything in, no mental activity.
2	Low	<p>The child shows some degree of activity but which is often interrupted:</p> <ul style="list-style-type: none">• limited concentration: looks away during the activity, fiddles, dreams;• is easily distracted;• action only leads to limited results.



3	Moderate	<p>The child is busy the whole time, but without real concentration:</p> <ul style="list-style-type: none">• routine actions, attention is superficial;• is not absorbed in the activity, activities are short lived;• limited motivation, no real dedication, does not feel challenged;• the child does not gain deep-level experiences;• does not use his/her capabilities to full extent;• the activity does not address the child's imagination.
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4	High	<p>There are clear signs of involvement, but these are not always present to their full extent:</p> <ul style="list-style-type: none">• the child is engaged in the activity without interruption;• most of the time there is real concentration, but during some brief moments the attention is more superficial;• the child feels challenged, there is a certain degree of motivation;• the child's capabilities and its imagination to a certain extent are addressed in the activity.
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We're all in this together!

What capacity do you have in your setting to raise wellbeing and involvement?

