Educational Psychology Service

Sharing psychology to improve educational outcomes for those young people who need it most.

Guidance for use of School and Pupil Resilience Assessment Tool

Secondary School

Fife Council Educational Psychology Service

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Background and research:

Daniel and Wassel (2002) identified 6 domains of resilience: Attachment/Secure Base; Education; Friendships; Talents and interests; Positive Values; Social Competencies. This tool uses these domains of resilience to support school staff in assessing where a child or group of pupils are in their development of resilience factors within school and in identifying the next steps.

Research by Werner and Smith (1992) further breaks down the specific elements which contribute to resilience; these are: sense of competence and self-efficacy; internal locus of control; empathy with others; problem-solving skills; communication skills; sociable; independent; reflective, not impulsive; ability to concentrate on school work; autonomy (girls) / emotional expressiveness (boys); sense of humour; hobbies; willingness and capacity to plan. These elements are captured under the domains.

The assessment tool can be used where there is early concern in relation to social, emotional difficulties or where additional support is being considered in this area. Through consultation and discussion, areas for development can be pinpointed however this tool is not intended to be diagnostic.

General considerations:

Development across domains will not be linear as progress will be determined and affected by what is happening at any one point in a young person's life both within and outwith school. All contextual factors should be taken into account detailed within the summary notes section as it is recognised that adverse childhood experiences at home will impact on resilience and progress. The areas included are not exhaustive.

None of the statements/areas for consideration are interlinked across or within columns, nor are they in any particular order or developmental.

Each statement can be linked to SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible and Included) by the initials included at the end of the statements. These can then be utilised in Child's Plans as targets or in reports e.g. for Child Wellbeing Meetings where appropriate.

Using the Assessment Tools:

School based Resilience Assessment Tool

School staff should link with parents to make them aware that they are looking more closely at a pupil's profile of resilience in order to set specific targets and identify interventions within the school context.

Consider each of the statements in turn and identify whether each is:
- not yet developed (.)
- some development (/)
- well developed ($\triangle$)

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Pupil Resilience Assessment Tool

Staff are requested to support the child/young person to self-assess in relation to each of the areas. Consider each of the 6 areas individually and ask them to rate how they feel on a scale of 1-5. When an area is identified as one where they feel least confident, follow up with a more detailed discussion in relation to the statements for that area.

Upon completion of the both the School Based Resilience Assessment Tool and the Pupil Resilience Assessment Tool, a discussion is required in order to focus on one/two particular area(s) where additional support and specific target setting is required. It may be useful to work jointly on targets across home and school. Strategies pertinent to the target area(s) can be shared.

It is also helpful to consider an appropriate timescale for review. Common practice would be termly or six monthly. During the review it would be helpful to reconsider the original assessment tool, review strategies tried and note progress made in the review section on the notes page.

References:

Daniel, B. and Wassell, S. (2002) Assessing and Promoting Resilience in Vulnerable Children, volumes 1, 2 and 3, London and Philadelphia, Jessica Kingsley Publishers Ltd.

Werner, E. E., & Smith, R. S. (1992). Overcoming the Odds: High-risk Children From Birth to Adulthood. Ithaca, New York: Cornell University Press

Attachment / Secure Base	Friendships	Education (resilience in learning approach)	Talents and Interests	Positive Values	Social Competence	
Feels safe and secure in the classrooms (e.g. appears relaxed in class environment) (S, N, I) Has area(s) in school where can go to feel safe (S, I)	Knows what constitutes a friendship (I)	Literacy skills are developing appropriately in line with peers (A) Reads for pleasure (A)	Shares strengths, skills and interests with staff and pupils in school (H, A, N, R/R, I)	Believes that their actions produce the outcomes they desire i.e. approaches situations with a 'can do' mindset (N, R/R, I)	Communication skills: Good eye contact (R/R, I) Will take part in reciprocal conversation (R/R, I) Will ask questions (R/R) Will respond to questions (R/R, I) Will take turns (R/R, I) Is easily understood (R/R, I)	
Staff and pupil are attuned to each other: Adult is sensitive to what the pupil is communicating in their words and actions (I, N) Pupil is sensitive to what the adult is communicating in their words and actions (I, N)	Has people to spend time with : In class (R/R, I) At breaks (R/R, I) Outside school (R/R, I)	Approach to tasks: Can concentrate on learning tasks (A) Listens to instructions (A) Follows instructions (A) Takes time to think about how to approach task (A) Settles to task (A) Can work independently (A) Can work in a group (A, I)	Has interests in school (H, N, R/R, I) Has interests outwith school: Individual (H, A, R/R, I) Sporting (H, A, R/R, I) Group activities (H, A, R/R, I) Activities with a social focus (H, A, R/R, I)	Takes time to think through / plan how to approach situations (R/R) including any potential difficulty or conflict (R/R) and engages with problem solving (R/R, I)	Emotional intelligence: Can see things from another's point of view (R/R, I) Is able to empathise with others (N, R/R, I) Is able to show care towards others (N, R/R, I)	
Has positive relationship with at least one member of staff (I, N) Has positive relationships with a number of staff (I, N) Will approach at least one adult in school when needs support but is not dependent on adult(s) (interdependence) (R/R, I, N)	Peer acceptance: Has at least one good/identifiable friend (R/R, I) Has a number of friendships (R/R, I)	Attitude to tasks: Believes that can complete work tasks /has a 'can do' attitude (R/R, A) Sees self as being able to impact on performance in tasks (e.g. through hard work, practice) (R/R, A) Can identify when they need help (R/R, A) Will seek help from a peer when stuck (R/R, A) Will seek help from an adult when stuck (R/R, A) Willing to adapt approach to task as a result of feedback (R/R, A)	Has a positive attitude to participating in hobbies and interests (A, R/R, I) Sees self as being able to improve in hobbies and interests through hard work, determination and practice (N, R/R, I)	Has positive future aspirations (R/R) and high expectations (R/R)	Emotional regulation: Can express emotions appropriately e.g. anger, sadness, excitement (H, R/R, I) Can manage emotions appropriately (H, R/R, I) Is able to change their behaviour in response to different situations (H, R/R, I) Shows a sense of humour (H, R/R, I)	

Feels a sense of belonging in:
 	
School (R/R, I)
Class (R/R, I)
	Problem solving skills:
	
	Can sustain friendships (N, R/R, I)
	Seeks adult support to resolve difficulties / conflicts (N, R/R, I)
	Can resolve difficulties/conflicts with peers independently (N, R/R, I)
		Response to challenge:
		Will participate in a challenging task (R/R, A)
		Will persist with a challenging task (R/R, A)
		Looks for solutions / Keeps trying and works through any difficulties or problems in task (R/R, A)
		
		Following a challenging situation is able to:
		reflect on what has happened (R/R, A)
		think through what they might do differently next time
		  a) with support (R/R, A)
		  b) independently (R/R, A)
			Persists despite challenges in hobbies and interests (N, R/R, I)	Takes age appropriate care of self (e.g. hygiene, presentation) (H, R/R, I)
				
				Shows self-awareness (R/R, I)
					Is observed to:
					Help others (R/R, I)
					Enjoy self (R/R, I)	

Pupil name ………………………………………………………………….   Completed by…….

Period of assessment and intervention from ……………………………………………………………… to ……………………………………………………………………………….

	Summary notes (to complement initial consultation and note relevant contextual information)	Areas targeted	Intervention identified	Review and progress
Attachment and secure base				
Friendships				
Education (resilience in learning approach)				
Talents and Interests				
Positive Values				
Social Competence				

Resilience Strategies

Attachment / Secure Base	Strategies and Resources
Feels safe and secure in the classrooms (e.g. appears relaxed in class environment)	Meet and greet the child on entry to class to ensure they have a positive start. Allow them to scan the class environment before going to their seat. Talk them through what they can see and any changes in the room to reduce hypervigilance. Make connections to home, ask them about what they did last night, show interest and caring. Use transition objects, such as a photo or object from home, or a note from their parent / carer to reassure them they are not forgotten about when in school. Plan, do, review the day to help them predict what is coming and to plan for any difficulties. This can be supported by a visual timetable and using the self-regulation cycle (Goal, Plan, Predict, Do, Review).
Has area(s) in school where can go to feel safe	Meet and greet the child when comes into school to ensure they have a positive start to the day. Consider a soft start / toast. Have a discussion with the pupil about potential areas and how they may use these, and when e.g. a nurture space, an area or space within the classrooms. Discuss if there are objects or activities which would help them to calm e.g. sensory materials, sorting tasks, reading.
Staff and pupil are attuned to each other:	Be attentive by turning towards the child and giving eye-contact Give positive body language signals by smiling, nodding and having an open posture.
Adult is sensitive to what the pupil is communicating in their words and actions	Respond with positive verbal interaction e.g. label what is happening, say what you feel, ask what you want to know. Engage in turn-taking in communication by balancing listening and talking. Hear the young person's view. Let them you know you have heard it by summarising what they have said and using phrases such as "I've heard what you said".
Pupil is sensitive to what the adult is communicating in their words and actions	Engage in problem solving by offering help and making suggestions. Support the child to make choices and a plan. Self-regulation scripts can be useful to make this a shared process.
Has positive relationship with at least one member of staff Has positive relationships with a number of staff	Identify a key adult who will get to know the child's strengths and needs and begin to develop a trusting relationship with them. Try to have some continuity wherever possible. Be seen to support the child when times are difficult. Be consistent in approaches between adults. Even when you're not engaging with the young person show you're still thinking about them through eye contact, smile, etc. Or provide a physical reminder e.g. a note on a post it that you will be back to see them, have remembered what they asked. Support the child to develop independence through dependency. The child be heavily reliant on an adult until they

Will approach at least one adult in school when needs support but is not dependent on adult(s) (interdependence)	develop the confidence and trust to attempt tasks on their own. Give small amounts of independent work then return, building this up over time.
Feels a sense of belonging in: School Classes	Explicitly communicate to the child that they are a valued member of the class/school and recognise their contribution. Create pride in the school through community activities, etc. Avoid excluding the child from the class/school (either deliberately or accidentally) as they may feel this as rejection. If exclusion has happened, reassure the child that they are wanted and the exclusion was a supportive strategy.

Friendships	Strategies and Resources
Knows what constitutes a friendship	Support child to identify good friendship qualities. Equally support them to understand negative or harmful behaviours in a friendship. Help them to reflect on friendships / peer relationships and on whether these are genuine.
Has people to spend time with: In class At breaks	Consider friendship groupings to ensure the pupil is sitting beside someone they know and feel comfortable with. Be mindful when changing seating plans that this can be unsettling for a pupil and consult in advance where possible. Use group time to discuss social supports and friendships. Develop peer and collaborative learning practices in classes

	Consider paired reading, paired maths or reciprocal teaching approaches.
Outside school	Ensure class set up allows opportunities for peer interaction.
	Recognise child's interests which may be shared with others.
	Develop or invite to clubs / activities based around the child's interests.
	Develop structured games at breaks / lunch club / activities.
	Encourage out of school social times / activities.
Peer acceptance: Has at least one good/identifiable friend	Consult with the pupil about opportunities for taking part in structured activities at break/lunch time. Is there a small group they could be included in (e.g. lunch club)?
Has a number of friendships	Consider a circle of friends approach in a small group of peers. Develop social skills such as turn taking, sharing, listening through structured activities or games.
	Consider a socio-metric questionnaire, talking mat, etc., to identify peers where friendships could be developed. Use social stories to target specific social skills.
Problem solving skills: Can sustain friendships	Discuss what it takes to sustain a friendship e.g., mutual kindness and regard, support of one other at times of difficulty.
Seeks adult support to resolve difficulties / conflicts Can resolve difficulties / conflicts with peers independently	Develop ability to express view in assertive but not aggressive manner. Use What's going on? resource Adults model effective solutions to resolve conflicts. Develop the child's understanding and use of restorative approaches using restorative scripts .. Use social stories / comic strip stories to support the child to understand others' perspectives Use of role play and video modelling to consider how to manage different situations. Self-regulation scripts (such as Big deal/Little deal) to support development of perspective on issues. Develop peer support / mediation / buddying across school and consider using pupil as supporter / mediator / buddy.

Education	Strategies and Resources
Literacy skills are developing appropriately in line with peers	Ensure there is a good assessment picture of strengths and areas for development, including specific literacy difficulties. Have close tracking of learning progress.
Reads for pleasure	

	Through discussion with pupil identify materials to encourage reading for pleasure – fiction, non-fiction, magazines, etc. Support parent to read with child at a level they are working within – parent reads, shared reader, child reads, etc.
Approach to tasks: Can concentrate on learning tasks	Well organised learning environment with clear routines, easy access to resources to organise self to begin tasks.
Listens to instructions	Use name to tune in, ask to repeat back instructions. Consider underlying anxiety levels. Give clear instructions about the task and break it down into small steps.
Follows instructions	Consider a target for following instructions (ensuring instructions are clear, visual and easy to understand). Consider seating position, possible work station, minimise distractions. Remember pupils will respond best to directions and outcomes, 'when you complete your work, you can take a break' **rather than** directions and punishments 'complete your work or you will have to miss your break time'.
Takes time to think about how to approach task	Plan the steps at beginning of each lesson through modelling. Use self-regulation approach and goal, plan, do, review learning tasks. Checklists that can be marked as pupil completes each stage. Simple numbered instructions. Ensure tasks and expectations are matched to the child's developmental level. This means thinking about their emotional development as well as their cognitive development. Actively find out and use what already interests the child to engage them in learning.
Settles to task	Avoid arguments over equipment – have spare sets to hand. Frequently model checking out equipment and arranging it on desk. Use a visual strip showing equipment if required. Plan the steps at beginning of each lesson through modelling Show the steps in a task visually e.g. on the Smart Board or personal prompt card. Consider a Goal, Plan, Do, Review format for learning tasks Consider adult support when teaching complete to encourage pupil to settle and begin independent task.
Can work independently	Ensure a calm, quiet learning environment. Break out spaces for tasks or work station as appropriate. Thinking time built into teaching and learning. Consider using the 'learning triangle' to build up independence in tasks. Start with one question / sum / chunk to do. independently then check back in with pupil. Consider "I'll do one, you do one" approach.
Can work in a group	

	Teach group skills. Provide with a specific role. Consider pair work to build skills initially. Use structured games to develop e.g. turn taking.
Attitude to tasks: Believes that can complete work tasks /has a 'can do' attitude	**Consider using Mistakes, Praise, Feedback pack** Staff model with pupils positive language and approach to tasks. Break down task and consider charting progress visually as steps are completed.
Sees self as being able to impact on performance in tasks (e.g. through hard work, practise)	Staff feedback to pupil is based on effort, determination and strategy used, rather than outcome.
Can identify when they need help	There are clear processes within the classes to encourage a staged approach to asking for help and this is made explicit and encouraged e.g. Brain (think), buddy (ask a peer), Boss (ask the teacher).
Will seek help from a peer when stuck	Consider 'checking chums' initiative. This may need to be scaffolded initially to enable the pupil to accurately self-assess and to feel safe in using this. Our least confident pupils need an adult to notice when they are stuck and give support frequently before they will engage with self-help strategies.
Will seek help from an adult when stuck	Support positive attitude/mindset in relation to it being acceptable to ask for help. Model this and praise when asks.
Willing to adapt approach to task as a result of feedback	Give feedback during a task, rather than when task is complete. Model at the beginning of a task different ways a task can be approached. Be specific about what the pupil has done well and why.
Response to challenge: Will participate in a challenging task	Preparation is in place to make sure the task is explained properly. Ensure a relaxed class environment. Consider making task into a game / fun activity. Include additional individual explanation or practise in advance of task being presented to whole class.
Will persist with a challenging task	Use of praise for persistence. Timed activities for periods of maximum effort. Break down into manageable chunks. Consider not marking or providing feedback on task content initially, just positive feedback for participation / persistence.
Looks for solutions / Keeps trying and works through any difficulties or problems in task	Consider using role models of famous people the young person can relate to who tried and failed many times before achieving success.
Following a challenging situation is able to:	Build in reflective discussion with peers.

reflect on what has happened think through what they might do differently next time
   a) with support
   b) independently
	Consider a planning format such as goal, plan, do, review – use with support, then independently.
	Praise for identifying areas for improvement.

Talents and Interests	Strategies and Resources
Shares strengths, skills and interests with staff and pupils in school	Create pupil profiles where strengths, skills and interests are collated and shared. Opportunities for sharing successes and achievements within school and those achieved outwith.
Has interests in school	Staff to facilitate opportunities to develop interests in school. Staff to build relationship with pupil which would be supportive in identifying possible strengths and to develop interests.
Has interests outwith school: Individual Sporting Group activities	Increase parent awareness of benefits of outwith school activities and interests. Provide information to parent about community activities / groups.

Activities with a social focus	Identify peers who go to activities where this may encourage pupil to attend.
Has a positive attitude to participating in hobbies and interests	Encouraged both in school and outwith to sustain interest in activities.
Sees self as being able to improve in hobbies and interests through hard work, determination and practice	Mindset work in relation to this (see Mistakes, Praise, Feedback pack)
Persists despite challenges in hobbies and interests	Parents/carers/school staff aware of the benefits of persisting with interests/hobbies. Support from parents/carers to continue with these.

Positive Values	Strategies and Resources
Believes that their actions produce the outcomes they desire i.e. approaches situations with a 'can do' mindset	Discuss a clear plan with the youngster checking out their approach with which areas they require support. If there are potential difficulties try naming the problem, identify the goal, make a plan, review the outcome. Support the young person to feel in control of their plan – check out what the plan is realistic and support them to think through any difficulties. Pupils may have difficulty asking for help due to previous experience. 'Name it' - let them know you are aware of this and understand it may be hard for them to ask for help. Work with the pupil to identify with whom, where and what circumstances they are happy to seek help. Provide opportunities for regular feedback to the pupil in relation to their progress.

Takes time to think through/ plan how to approach situations including any potential difficulty or conflict and engages with problem solving	**Maintain a daily routine** Sticking to a routine helps support the development of planning skills and reduces memory load for pupils. Routines and predictability can also be comforting as structure provides security. **Model how to plan and problem solve** Create opportunities for reflection regarding how to do things differently, see things from a different perspective. Raise awareness of potential difficulties through thinking aloud and plan to address these. Discuss, plan and review. Model how to do it by processing our thinking out loud, write notes, draw, break things down into simpler steps. **Take a break** While it is important to stick to routines, endlessly worrying can be counter-productive. Teach the child how to focus on something besides what's worrying them. Suggest trying to channel worries to set times during the day where pupils can discuss, off load and plan how to address difficulties. Raise awareness with pupils about the need for periods of relaxation and how this differs for each individual. Plan opportunities for pupils to unwind.
Has positive future aspirations and high expectations	Resilience is not simply an internal trait - it is linked to environmental factors such as someone significant thinking you are worthwhile, having a sense of belonging and high expectations. Support pupil to identify and reflect on their strengths and competencies. Relate these skills and competencies to future roles / jobs. Consider using a giftedness poster involving key strengths alongside key supports in the pupil's life. Consider mentoring by key staff to buddy pupil on their journey through secondary school. Provide pupil with experiences whereby they could see themselves achieving a positive future goal e.g. meeting a person who works in an area where the pupil has an interest, a visits to a work location, relevant work experience or opportunities to try some related tasks. Consider buddying or mentoring scheme other pupils depending on skills to be developed.
Takes age appropriate care of self (e.g. hygiene, presentation) Shows self-awareness	**Teach self-care** Teach pupils across the curriculum the importance of making time to eat properly, exercise and rest. Ensure an emphasis on time to enjoy themselves. Continue to support daily routines for washing, teeth brushing, personal care, etc.

Social Competence	Strategies and Resources
Communication skills: Good eye contact Will take part in reciprocal conversation Will ask questions Will respond to questions Will take turns Is easily understood	Develop awareness of positive social contact and encourage this. Develop good understanding of social relationships and provide tailored support if required. Develop understanding and awareness of safe use of social media. Support pupil if required with access to structured social opportunities through clubs around shared interests, etc. Seek out opportunities for pupils to be helpful to others and link responsibilities to pupil strengths. Consider paired learning; buddies; co-operative learning activities. Reinforce the messages by explicitly teaching routines of what interactions are appropriate.

	Scaffold, model and practise these skills in positive small group settings, if appropriate, explicitly naming and describing appropriate socially skilled behaviours in the everyday classroom. Use Personal and Social Education to develop pupil social skills within secondary or consider using programmes e.g. What's Going On?
Emotional intelligence: Can see things from another's point of view	<u>Transference</u> is where feelings and expectations from a previous experience are transferred to the current situation. This can lead to misinterpretation of social interactions. Provide support and direct feedback if required to encourage a range of alternative perspectives. Following a peer conflict, consider using Restorative discussions to develop understanding of others' viewpoints. Begin to explore how other people may feel and how they show their feelings through teaching opportunities
Is able to empathise with others Is able to show care towards others	Reinforce empathy and help the child keep perspective e.g. help him or her understand that other children may be feeling just as lonely and confused, and help her see beyond the current situation.
Emotional regulation: Can express emotions appropriately e.g. anger, sadness, excitement	Interpret their feelings for them – label emotions they are showing, give messages that feelings are okay to feel, show understanding of why they might be feeling that way *"You are refusing to complete your work today which shows me that you might be feeling anxious or scared about something."* Acknowledge the pupil's feelings and remain calm in simply asserting that you are there to help. *"You are upset at the moment. That's fine. I am here to help you. We can sort this out."*
Can manage emotions appropriately	Give strategies to deal with emotions and help the child move on from them *"When we feel angry we can…That helps us to feel calm again. Then we can re-join the group"* Verbalise your feelings. *"I'm feeling really happy that you managed to take part."* Give the message that all feelings are ok to feel. *"Everyone feels angry sometimes. Let's look at what you can do when you are angry."* Show understanding of why they may be feeling that way. *"You might be feeling worried about this because I haven't given you enough information about what's happening."*

	Help them begin to put words and labels to these feelings. You might have to start by focusing on the most easily recognisable emotions ie happy, sad, angry. Gradually introduce more complex and subtle emotions.
Is able to change their behaviour in response to different situations	*If the young person needs to support to develop strategies for self-comforting, agree an appropriate way to doing this within a secondary context i.e. going for a walk, time out, doodling,
Shows a sense of humour	Identify times when calming activities are needed e.g. in class, during unstructured times.
	Plan time for calming alongside calm spaces if they can be accessed. Repetitive activities can be helpful, i.e. doodling, colouring, etc.
	Think of any opportunities to displace a frequent inappropriate behaviour with a more appropriate behaviour using the same body part e.g. fidgety (use blutak, putty).
	*If anxiety shows via zoning out, get the child to physically move to arouse them.
Is observed to: Help others Enjoy self	**Help child/ren by having him or her help others** Children who may feel helpless can be empowered by helping others. Engage pupils in age-appropriate tasks where they can help others, work collaboratively. Reflect with pupil which circumstances they find enjoyment and ensure there is opportunity to pursue this.