



## Tip Sheet: Early Years Resilience

### What the Evidence says.....

- Adult/child interactions showing warm relationships and ‘sustained shared thinking’
- Encourage children to do things for themselves –supporting them to find their own solutions to conflicts, involve them in decision-making
- Imaginative play with an adult, or other children helps, language development and agency
- Practice self-regulation (stronger predictor of academic success than early reading)
- Ensuring children do not feel ignored or socially excluded – exclusion feels like physical pain
- Listening to parents and involving them not just information sharing
- Noticing and communicating small achievements of children, acknowledging and addressing anxieties of parents
- (DFE, 2017; BERA-TACTYC, 2017; TES, 2018; Smith, 2001; Whitebread, 2019 )

Working with Parents/carers is crucial to ensure they can support their children’s resilience. Tell them about the [Framework](#) and send [home tasks](#) and [resources](#) which promote family resilience building.

Can you help parents/carers with **Basics**? Or their sense of **Belonging** to the school, ways for them to **Learn** through school, a range of **Coping** mechanisms and a strong sense hope, of who they are (**Core Self**) and how valuable they are to the school

Understanding- have ‘Dr Brain’ teach them about the link between emotion and behaviours. (Then they will understand those who have difficulty regulating) Explain it is normal to feel sad sometimes.

Worries - untangling worries from a ball of long and short string and seeing how big the worry is. Create a worry tree to hand worries onto.

Vocabulary – teach children a range of different words and symbols to express themselves

Help children to learn to problem solve solutions. Act it out to show there are choices and consequences

Rose tinted glasses – children make positivity glasses which they can put on to look at a situation differently

Belonging –celebrate different identities/families, find out where children feel they belong.

Taking responsibility– collect parts of a picture every time a task is achieved until the picture is complete

Relationship – explore positive relationship traits through drama, stories or dance

Conflict – social stories to learn how to deal with conflict or flow charts

Opportunities to help each other – eg mental first aid monitors with a box at break time

Feeling Safe- collect pictures of places or things where children feel safe. Map out where children feel comfortable in the school, transitional objects.

Exercise – daily mile, out of class disco, wake and shake

Healthy food – talk about it as

**Learning** –Highlighting a range of achievements that children value. Create bunting to show class talents. Teach each other a new skill.

**How does it feel?** Children act out the physical sensations when work is challenging and act out overcoming the feelings

**Instilling a sense of hope** – Use hopeful language with parents and children, emphasise resources they have to cope in the future when they experience adversity. Be aware they may be picking up negative adult talk about the news.

**Gratitude** – provide opportunities to show gratitude

**Values** – provide opportunities to share their/their families positive values and validate them