



This briefing note contains a list of the resources mentioned during the NatSIP training event *Promoting independence - and how resources can help* held on 10 May 2023. We are grateful to colleagues from BATOD, RNIB and Seashell Trust for their contributions.

## VISION IMPAIRMENT

- Positive Looking - for vision skill development.
- Fantastic Fingers
- Gateshead iPad-Accessibility-Scheme-of-Work<sup>1</sup>
- Me, myself and eye - Wiltshire.
- Understanding my vision - Doncaster.
- *This is me* resilience resource – see below
- Easy, easier. Positive Eye.
- RSBC – Mental Health referrals.
- Moorfields 'For children' web pages<sup>2</sup>
- Blind In Business web pages<sup>3</sup>
- Hampshire 'Support from the Vision Impairment Team' web page and video<sup>4</sup>

## MULTI-SENSORY IMPAIRMENT

- Routes for Learning
- Communication matrix
- Development Matters.
- Developmental Journals
- Resonance boards

## DEAFNESS

- Small model of the ear for visits
- Button battery safety poster
- Clips from *Operation Ouch!* (CBBC) Including one about CI implantation<sup>5</sup>
- BATOD Audiology Refreshers resource due to go live 21 June 2023
- Bing search engine results for *'hearing aids for kids'*<sup>6</sup>
- Nemours Kids Health video *How the ears work* (YouTube)<sup>7</sup>
- Acting out the parts of the ear and the hearing pathway with whole classes/staff training
- BATOD list of books with deaf characters<sup>8</sup>
- BSL learning for non BSL users -signposting different sign languages
- List of local groups for that area or family groups run by that LA Sensory Impairment Service
- BSL signed stories video (YouTube)<sup>9</sup>

<sup>1</sup> See: <https://educationgateshead.org/wp-content/uploads/2021/03/iPad-Accessibility-Scheme-of-Work-for-VI-Version-1.pdf>

<sup>2</sup> See: <https://www.moorfields.nhs.uk/content/children>

<sup>3</sup> See: <https://blindinbusiness.org.uk/students/graduates-and-undergraduates>

<sup>4</sup> See: <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/specialistadvisory/vision-impairment/support>

<sup>5</sup> See: <https://www.bbc.co.uk/cbbc/shows/operation-ouch>

<sup>6</sup> See: <https://www.bing.com/videos/search?q=Hearing%20Aids%20for%20Kids&FORM=VDVXX>

<sup>7</sup> See: [https://www.youtube.com/watch?app=desktop&v=RiVx5Lih\\_44](https://www.youtube.com/watch?app=desktop&v=RiVx5Lih_44)

<sup>8</sup> See: <https://www.batod.org.uk/resource/books-with-deaf-characters/>

<sup>9</sup> See: <https://www.youtube.com/watch?v=W-ZI9hpAcJE>

- Development tracker for managing own equipment and independence
- CPY making a PowerPoint on transition to explain own support needs to new setting for receiving staff
- Discussing scenarios where the YP is having difficulties with a mainstream teacher – helping them plan/script a conversation and think of possible outcomes, then supporting by being with them for the conversations
- Child's voice questionnaire to be discussed at annual review
- Supporting YP to email specialist centre for CI independently re equipment
- Discussing the move to adult audiology service and how it is different
- How to access an interpreter if necessary
- Encouraging and enabling to manage their own equipment as much as they can as soon as they are able
- Encouraging support staff to make it routine practice to ask CYP what support they want within classroom not just doing it to them
- PUD curriculum
- NDCS mentoring project
- Programme called *I Am Hear* based on the Sam Gingell work with VI
- smiLE groups
- Self advocacy questionnaire which is then quality assured with a class observation
- Role play e.g. explaining to our friends what you can do to help me when we are talking
- Modelling those conversations
- LIFE questionnaire
- My Personal Support Plan - where the CYP is able to voice what they would like eg how can teachers help them, their environment, eg how they like someone to get their attention
- Access Plans which CYP increasingly have input into as they get older
- How to write a CV
- FM training tool to help express when radio aids are not working
- Easy easier resources for VI can be adapted. Lots of other resources across VI and HI can be interchangeable and used by both.
- Cambridgeshire's overview of SEMH programmes and resources<sup>10</sup>
- School Wellbeing Risk and Resilience Pack<sup>11</sup> - used for working with YP about their feeling
- Books: Chicken thief<sup>12</sup> and Rooster's Revenge<sup>13</sup> by Beatrice Rodriguez.
- Ice by Arthur Geisert - good for ToM
- Voices in the park by Antony Browne is excellent for theory of mind
- ToM – Helen Chilton's ToM in written language,. DCAL – Gary Morgan's research, Australia – Dr Kaye Scott
- Books without words are great for discussion as there are no right or wrong answers.
- Martina Curtin's research early parent interaction in deafness
- Interactive self advocacy – Twinkl resource
- Hearing Dogs for the Deaf
- Informed choices
- Success from the start – query about translation option
- Ling Ling bird
- Barbie dolls- The video of Rose explaining about the Barbie is also great too
- Toys like me company
- MED-EL's Mellie's corner

<sup>10</sup> See: <https://www.batod.org.uk/resource/cambridgeshire-county-council-overview-of-semh-programs-and-resources/>

<sup>11</sup> See: <https://www.schoolwellbeingcards.co.uk/>

<sup>12</sup> See: <https://www.amazon.co.uk/Chicken-Thief-B%C3%A9atrice-Rodriguez/dp/1877467316>

<sup>13</sup> See: <https://www.amazon.co.uk/Roosters-Revenge-Stories-Without->

[Words/dp/1592701124/ref=sr\\_1\\_1?crid=20D2MHBZFTMF1&keywords=Rooster%27s+revenge&qid=1684958602&s=books&sprefix=rooster%27s+revenge%2Cstripbooks%2C69&sr=1-1](https://www.amazon.co.uk/Roosters-Revenge-Stories-Without-Words/dp/1592701124/ref=sr_1_1?crid=20D2MHBZFTMF1&keywords=Rooster%27s+revenge&qid=1684958602&s=books&sprefix=rooster%27s+revenge%2Cstripbooks%2C69&sr=1-1)



# **This is me!**

Mental well-being and Resilience

## **This is me!**

### **What is resilience?**

This pack is split into 6 parts which should be delivered over a series of weeks (ideally between 4-6 weeks depending on the young person).

Each part has a specific focus and some suggested activities. We would recommend that you start each session by identifying the focus for that session and briefly reviewing any previous work.

Part 1 – Who I am? My journey so far

Part 2 – Who I want to be? Where my journey will take me?

Part 3 – Possible barriers you might encounter on your journey.

Part 4 – How to build resilience and bridges to overcome the barriers?

Part 5 – Focused work to identify a plan and build resilience

Part 6 – The world around me - putting the action plan in place

## Part 1 – Who I am? My journey so far

**Aim of this session: For the young person to think about where they are now and what has been significant in their life.**

### Possible activities

- Encourage the young person to describe the people and events that have shaped their life so far - upbringing, experience of school, special people and places, accomplishments, highlights, events, etc
- Ask the young person to draw an outline for an island. The young person can then draw or write things/people that they would take to their fantasy island.
- Draw a large silhouette of a person. Get the young person to write facts about themselves/draw images of things that are important to them. Prompt sentences could include: My favourite film, what worries me most? What I like to do at the weekend? My favourite subject, my ideal day, music I like etc. School – what does school mean to you? Write words, thoughts and feelings that you have about school.
- **Do strengths activity now instead of in Part 2. Use activities from Positive Psychology (see separate Word doc)**

*Sports achievements      family      music*  
*football      school council      friends*  
*reading      art      favourite food*

## Part 2 – Who I want to be? Where my journey will take me?

**Aim of this session: For the young person to think about their aspirations for the future**

### Possible Activities

- Get the young person to think about their dreams and hopes for the future in the next 5 to 10 years - where do you see yourself after high school, what would you like to do, what would you like to achieve in the next year? Record these either in pictures or words. **See worksheets in this order:**
  - **Start With A Dream**
  - **Aspirations**
  - **Goal survey**
  - **Rate Yourself**
  - **Actions for goals (goals to be based on the answers of what you want to achieve by the time you leave school)**
- Strengths –use the strength cards and identify which ones apply to you. Write them around a silhouette or record them on a separate piece of paper.

*college apprenticeship*

*Independent travel be more active*

*make a cake independently travel have a*

*wider circle of friends*

*embrace technology try audio books*

*creative helpful friendly positive*

## Part 3 – Possible barriers you might encounter on your journey

**Aim of this session: For the young person to recognise and identify any possible barriers that could prevent them from achieving their dreams and aspirations**

### Possible activities

- Think about any fears or concerns about your future, are there any barriers that you face in achieving your dreams, what may get in the way of you reaching your dreams, what are you afraid that might not happen? **Use What's Your Mindset or Overcoming Barriers worksheets**
- Do you find any situations difficult? What makes you feel anxious or worried? What do you do to manage these situations?
- **Can also do activity on pg 21 Going for Goals booklet – matching activity on famous people and what obstacles they overcame**
- **Think of an excuse activity of pg 17 Going for Goals – what excuses might she use for not following on her actions from the action plan and then counteracting these**
- **Rights and responsibilities activity – pg 9-10 of Me! Scheme Unit 4 (pg 202 of PDF doc) – link to being responsible for achieving own goals and not making excuses or relying on others**

Being visually impaired anxiety

lack of self confidence worrying

finding it hard to sleep

don't like speaking in front of people

not being confident with technology

## Part 4 – How to build resilience and bridges to overcome the barriers?

**Aim of this session: To identify what needs to be done help overcome the possible barriers and hurdles.**

### Key ideas

- What makes them happy? What makes them feel good about themselves?
- How would they spend their perfect day?
- How do they manage anxiety and worry?
- What skills would they like to learn?
- Who offers them support? Who could offer them support?

### Possible activities

- Use Resilience Toolkit – pg 22 problem solving scenarios – discuss each one and ask pupil to consider how the young person might be feeling, where they could get help or advice, and what they could do to make the situation better.
- Resilience Toolkit pg 24 – think of own example where a situation has been challenging – what coping strategies did they have? Who was there to support them?

baking    swimming    relaxing

singing and dancing    listening to music    reading

being with friends    family

throwing balls against a wall

football    being outside

## Part 5 – Focused work to identify a plan and build resilience

**Aim of this session:** To do focused work on emotional resilience and well being. This might include relaxation, worry, anxiety, building self esteem, developing self-advocacy skills or working on a specific skill.

This may be achieved in one session or over a series of sessions. Specific work may focus on:

- Exams
  - Managing time
  - Managing stress
  - Identifying skills that need practising- measuring angles, interpreting graphs,
- Friendships
  - Social media
  - Managing friendships
  - Helping friends understand about VI
- Managing worry and anxiety,
- Managing anger
- Understanding their visual impairment to empower them both in school and in the sighted world.
- Relaxation techniques

Complete “Recognising the Positives” questionnaire (pg 25 Resilience Toolkit) then use answers to see what population group the student belongs to. Use this to help pupil identify strengths that they have that can help them to achieve a particular goal (see sheet on pg 27 Resilience Toolkit).

## Part 6 – The world around me putting the action plan in place

**Aim of this session:** To work with the young person to identify how the work done in the last session can be used to build their resilience and well-being. To set agreed targets and when the follow up visit will take place.

What/who can help you achieve your dreams?

- Seek the views of others about the young persons strengths/skills, likes and dislikes, personal qualities, favourite activities, celebrated accomplishments.
- What helps to keep you happy? Who can you talk to and trust? What makes you happy? What are your strengths?
- What are your hobbies?
- Resilience – what does this mean and how to make yourself more resilient.
- Who are the key people who can make a difference? Who are they and what difference do they make?
- Identify 3 action points to be reviewed next time you meet the young person.

Examples include

- Go swimming at least 4 times
- Take the dog for a walk by myself
- Talk to my art teacher about when I need help
- Dance about my room at least once a day
- Listen to an audio book from beginning to end
- Get a bus pass
- Apply for PIP