



Department
for Education



PROMOTING RESILIENCE AND WELL-BEING IN CHILDREN AND YOUNG PEOPLE WITH SENSORY IMPAIRMENT

DECEMBER 2012

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'Promoting Resilience and Well-being in Children and Young People with Sensory Impairment' has been developed through the National Sensory Impairment Partnership's Resilience and Well-being workstream. The document was prepared by a task group comprising:

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ABBREVIATIONS

The following abbreviations have been used within the document:

AAC	Augmentative and Alternative Communication	RCE	Regional Centre of Expertise
CSW	Communication Support Worker	RLSB	Royal London Society for Blind People
CYP	Children and Young People	RNIB	Royal National Institute of Blind People
DfE	Department for Education	SI	Sensory Impairment
HI	Hearing Impairment	SSW	Sign Support Worker
MSI	Multi-Sensory Impairment	TA	Teaching Assistant
NatSIP	National Sensory Impairment Partnership	VI	Vision Impairment

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INTRODUCTION

Purpose

The purpose of the National Sensory Impairment Partnership is to improve the outcomes for CYP with SI and, indeed, this forms the central theme of the 2011 – 2013 NatSIP Voluntary and Community Sector DfE grant funded project. The project comprises six workstreams:

- Outcomes Benchmarking
- Effective Practice (Quality Standards)
- Workforce Development (a. Training pathway for front line staff; b. Effective deployment of Teaching Assistants)
- Resilience and Well-being
- Equality Act, SI Support for Settings
- Futures Group and NatSIP Sustainability

In relation to the Resilience and Well-being workstream, the overall intended impact is that CYP with SI are supported in independence and in improving their personal and social well-being. The need to improve the emotional and mental well-being of children and young people is recognised in government policies such as the Positive for Youth Strategy¹ and Mental Health Strategy². The vital role played by schools in this process is also acknowledged³ and is reflected in the circulation to schools of the Children & Young People's Mental Health Coalition publication: Resilience and Results (2012)⁴.

¹ Department for Education (2011) Positive for Youth. London: Department for Education

² Department of Health (2011) No health without mental health: A cross-Government mental health outcomes strategy for people of all ages. London: Department of Health

³ Department for Education (2010) The importance of Teaching: The Schools White Paper. London: Department for Education

⁴ Children & Young People's Mental Health Coalition (2012) Resilience and Results – How to improve the emotional and mental wellbeing of children and young people in your school. (http://www.cypmhc.org.uk/resources/leading_children_and_young_peoples_charities_offer)

The particular need for resilience and well-being support for CYP with SI is highlighted by evidence that they are at greater risk in the development of their well-being than those without such impairments. For example, a key finding of research by Guide Dogs⁵ was that blind and partially sighted CYP typically did not perform as well as other young people in terms of confidence, independence, initiative, self-esteem, social skills, mobility and social networks. Similarly, a review by the Government Office for Science⁶ referred to the vulnerability in the well-being of CYP with hearing impairment, taking account of the implications of deafness for communication, education, employment and identity.

Given the critical influence of resilience and well-being in personal and social development, learning and employment, it will clearly be important to include a consideration of how resilience and well-being can be promoted and the outcomes of intervention demonstrated in any planning process for CYP with SI, including Education, Health and Care Plans.

To this end, *'Promoting Resilience and Well-being in Children and Young People with Sensory Impairment'* has been developed by a NatSIP working group of specialists in hearing, vision and multi-sensory impairment. It builds upon and complements an earlier NatSIP (2010) document entitled: *'Promoting Emotional Resilience'*⁷.

Defining terms

For the purposes of this document:

- Well-being, which incorporates resilience, is understood to be a multi-dimensional construct with psychological, physical and social components

⁵ Research into the Independence and Functionality of Blind and Partially Sighted Young People. Guide Dogs for the Blind Association April 2008

⁶ State-of-Science Review: SR-D5. Deafness and Hearing Impairment. Government Office for Science 2008

⁷ Promoting Emotional Resilience. NatSIP 2010 - www.natsip.org.uk (> Document Library > Emotional Resilience)

- A distinction can be made between objective and subjective well-being, the former relating to objective circumstances such as health, wealth and employment whilst the latter refers to the feelings of happiness or life satisfaction experienced by people (Nevill, C. 2009)⁸
- The prime focus is upon subjective well-being, including:
 - Resilience - the positive capacity to cope with stress and difficulties
 - Self-esteem - CYP's evaluation of their worth
 - Emotional well-being - the extent to which CYP experience depressive moods and emotions, as well as worries and other stressful feelings
 - Quality of relationships with peers
 - Quality of relationships with family
 - Satisfaction or enjoyment of education/training/employment

Framework

The document sets out a framework showing:

- factors known to impact upon the development of resilience and well-being (with further explanatory details in the Appendix)
- barriers that CYP with SI may experience in the development of resilience and well-being, particularly those in addition to the barriers that may be more generally experienced by CYP

⁸ Nevill, C. (2009). Feelings Count. New Philanthropy Capital - <http://www.thinkNPC.org> > Publications > Feelings Count

- strategies - examples of ways of promoting resilience and well-being in CYP with SI. (NB the strategies selected are intended to reflect key aspects of support rather than to provide an exhaustive list. Support may be offered from a range of sources i.e. parents, staff in education settings, local authority education and social care services, health, and voluntary and community sector organisations)
- effectiveness - how to demonstrate the outcomes of intervention strategies. (NB the focus is upon describing desirable outcomes. Specific methods of evaluation are not detailed but, as a general comment, approaches to demonstrate the effectiveness of intervention strategies might include the use of any or a combination of:
 - baseline and post-intervention measures
 - specified performance targets
 - criterion-referenced and developmental checklists, observation schedules
 - feedback from CYP, parents, staff in education settings, e.g. questionnaires, rating scales⁹
 - published tests e.g. Goodman's SDQ¹⁰, Leuven's Scales¹¹, Carpenter's Engagement Scale¹²)

The framework has been applied separately to hearing, vision and multi-sensory impairments although some consistencies do emerge across them.

⁹ A selection of questionnaires/rating scales for CYP can be found on the NatSIP website – www.natsip.org.uk (> Document Library > Emotional Resilience)

¹⁰ Goodman's Strengths and Difficulties Questionnaire (SDQ) – <http://www.sdqinfo.com>

¹¹ Leuven's Well-being and Involvement Scales- useful document at <http://www.plymouth.gov.uk/documents-ldtoolkit/leuven.pdf>

¹² Carpenter's Engagement Scale - <http://complexld.ssatruff.org.uk/project-resources/engagement-profile-scale.html>

CHILDREN AND YOUNG PEOPLE WITH HEARING IMPAIRMENT (HI)

Factors <i>known to impact upon the development of resilience and well-being</i>	Barriers <i>that CYP with HI may experience in the development of resilience and well-being</i>	Strategies ¹³ – <i>examples of ways of promoting resilience and well-being in CYP with HI</i>	Effectiveness – <i>how to demonstrate the outcomes of intervention strategies</i>
Emotional awareness and control	<ul style="list-style-type: none"> • Limited ability to recognise and identify own emotions • Limited receptive and expressive vocabulary of emotions • Not knowing it's OK to have emotions 	<ul style="list-style-type: none"> • Linking emotions to personal stories • Encouraging regular opportunities to talk about emotions • Direct teaching of emotional literacy • Explicit teaching of social skills • A trained TA/CSW identified as someone that CYP can talk to 	<ul style="list-style-type: none"> • CYP have improved knowledge of emotions; CYP can recognise their own emotions; CYP can describe/explain emotions • CYP are aware that hearing peers experience similar emotions • Successful peer relationships at an age-appropriate level • CYP know there are adults they can share feelings and information with; CYP can identify these people and make

¹³ Useful references:

Healthy Minds. National Deaf Children's Society June 2011

Think Right Feel Good: A short course for promoting well-being in deaf young people. Guide Dogs for the Blind Association 2012 (Can be downloaded from: www.natsip.org.uk > Document Library > Emotional Resilience)

Personal Understanding of Deafness (PUD) – www.earfoundation.org.uk >shop>downloadable resources

Social and Emotional Aspects of Learning (SEAL) Programmes. Department for Education website - www.education.gov.uk

Factors	Barriers	Strategies	Effectiveness
Emotional awareness and control (cont.)	<ul style="list-style-type: none"> • Professionals assuming the CYP are OK 	<ul style="list-style-type: none"> • Professional training/ support 	use of them when appropriate
Empathy	<ul style="list-style-type: none"> • Limited ability to recognise and understand emotions in others • Inflexible literal interpretation • Social and emotional isolation • Lack of understanding of impact on others in social situations 	<ul style="list-style-type: none"> • Sharing experiences and having discussions on how other people are feeling • Role play/drama to include questioning of CYP to check for understanding • Opportunities to facilitate contact with peers 	<ul style="list-style-type: none"> • CYP can recognise and respond appropriately to emotions in others • Friendship patterns/ development • More appropriate social behaviours
Communication	<ul style="list-style-type: none"> • Effectiveness of mode of communication with others. 	<ul style="list-style-type: none"> • Creating appropriate social communication opportunities across the environment • Family support with communication strategies 	<ul style="list-style-type: none"> • Measures of development in communication, speech and language

Factors	Barriers	Strategies	Effectiveness
Communication (cont.)	<ul style="list-style-type: none"> • CYP may display frustration and give up trying if communication is not understood 	<ul style="list-style-type: none"> • A friendship system which links and encourages communication between CYP using the same communication mode. This may include the use of modern technology 	<ul style="list-style-type: none"> • CYP have increased opportunities for socialisation and meaningful conversations with peer groups • Reduced incidents of frustration through misunderstood communication
Impulse control	<ul style="list-style-type: none"> • Lacking control through not having understood expectations. • CYP not understanding and taking responsibility for consequences of their actions • Lack of recognition of significant energy and effort CYP require to cope, let alone thrive 	<ul style="list-style-type: none"> • Setting clear expectations and reinforcing appropriate behaviours • Strategies to provide alternative responses such as modelling or role play • Identification of pressures and problem solving solutions; self organisation support • Offering opportunities for relaxation 	<ul style="list-style-type: none"> • CYP have strategies to allow them to regulate their behaviours • CYP able to socialise appropriately with peer group and in other social situations • Self-organisation and management improves

Factors	Barriers	Strategies	Effectiveness
Problem solving approach	<ul style="list-style-type: none"> • Adults stepping in because of time constraints or to avoid frustrations/difficulties for the CYP • Limited experience of having real problems to solve. Lack of flexibility in thinking/limited problem solving strategies 	<ul style="list-style-type: none"> • Offering opportunities to practise skills which can be transferred across different environments; ensuring opportunities with sufficient time to persevere • Showing different methods of problem solving; using mind mapping and role play • Working with families to enable them to support CYP in problem solving 	<ul style="list-style-type: none"> • CYP more able to respond to a challenge and less afraid of trying something for the first time
Realistic optimism	<ul style="list-style-type: none"> • CYP's expectations are limited • Parental expectations too high/too low 	<ul style="list-style-type: none"> • Providing opportunities to explore hopes and dreams and find realistic targets • Role models – discussion with CYP • Working with parents, individually or as a group • Careers Advice and Guidance for CYP and their families 	<ul style="list-style-type: none"> • CYP have realistic understanding of their potential, recognising own strengths, areas of need and progression • Parents reflecting more informed expectations

Factors	Barriers	Strategies	Effectiveness
Self-esteem	<ul style="list-style-type: none"> • Stigma of deafness – lack of understanding about the impact of the disability • Lacking self-confidence • Limited access to positive deaf role models or adults 	<ul style="list-style-type: none"> • Development of deaf awareness in peers • SEN/Inclusion policies and practice • Developing social networks and conversational skills • Identifying opportunities to look at strengths and to build on them • Recognition of effort/engagement in tasks and challenges • Allowing/providing responsibilities e.g. looking after/ownership of animals • Providing opportunities to identify deaf role models 	<ul style="list-style-type: none"> • Supportive and inclusive educational and social environment offered • CYP have a level of involvement in a range of activities • CYP have good self-awareness • Monitoring of developments in self-confidence, assertiveness, independence and social relationships • CYP are more aware of different life choices made by adult deaf people
Self-efficacy	<ul style="list-style-type: none"> • Limited opportunities to experience success 	<ul style="list-style-type: none"> • Celebrating achievement • Focusing on what the CYP can do with specific, qualified positives e.g. this is good because.... 	<ul style="list-style-type: none"> • CYP acknowledge strengths and accept praise/celebration of success

Factors	Barriers	Strategies	Effectiveness
Self-efficacy (cont.)	<ul style="list-style-type: none"> • Lack of opportunity to take risks 	<ul style="list-style-type: none"> • Offering opportunities to take controlled risks in a safe environment. Involving CYP in assessing where there might be risks in everyday life 	<ul style="list-style-type: none"> • CYP demonstrate managed risks and are less afraid of failure
Family support	<ul style="list-style-type: none"> • Importance of impact of deafness within the family underestimated • Not recognising the importance of the impact of effective communication within the family on social and emotional development • Lack of opportunity to use CYP's preferred mode of communication • Consistency of 24 hour environment for CYP 	<ul style="list-style-type: none"> • Support for family to assist understanding at an early stage • Having information available for family regarding the CYP's preferred communication methods • Building up relationships in external situations • Links with groups such as NDCS, parent groups, social media links/groups • Technology – support for parents/carers • Identifying shared strategies through liaison between home and the provision 	<ul style="list-style-type: none"> • Families have effective signposting for support • Family support group/network identified and engaged with • Families report that the strategies are working and they feel less isolated, with benefits for CYP

Factors	Barriers	Strategies	Effectiveness
Peer and adult relationships	<ul style="list-style-type: none"> • Lack of deaf awareness in others • Difficulty in engaging in activities and conversations and forming friendships • Adult dependency as CYP spend more time with adults and adults will usually put the effort into understanding and communicating • Lack of awareness of social boundaries 	<ul style="list-style-type: none"> • Deaf awareness sessions provided for peers and adults • Circle of friends/buddy system • Trained TA/CSW creating opportunities for social support and play • Encouraging CYP to understand/take ownership of their own position e.g. being able to explain about their deafness or relate their story to others • Building on self-confidence e.g. by starting with engagement in small group activities • Opportunities to meet other deaf peers and adults • Opportunities to look at inappropriate and appropriate behaviour in social settings, using role play, etc. 	<ul style="list-style-type: none"> • CYP show evidence of development of reciprocal and appropriate relationships with peers and adults • CYP depend less on adult support/intervention • CYP able to socialise appropriately with peers and adults

Factors	Barriers	Strategies	Effectiveness
Educational support	<ul style="list-style-type: none"> • Insufficient knowledge and understanding of the CYP's individual needs • Level of expertise and support within the provision does not allow the CYP to achieve their own potential. This can lead to frustration/lack of sense of well-being • Lack of appropriate technology and safe use to support access and participation 	<ul style="list-style-type: none"> • In depth knowledge of the individual pupil • Listening to the voice of the CYP with reference to communication systems and support • Needs audit of CYP's development/progress • Training for whole staff groups • Trained TAs/CSWs • Ensuring balance between intervention and independence is understood by all professionals • Sensitivity to use of technology • Training for parents/staff/children in terms of knowledge and safety in use of technology 	<ul style="list-style-type: none"> • CYP have successful access to the curriculum and environment • CYP make measurable progress and achievement with good outcomes in line with potential • CYP use technology effectively and comfortably with increasing independence

Factors	Barriers	Strategies	Effectiveness
Educational support (cont.)	<ul style="list-style-type: none"> • Vocabulary in terms of curriculum/emotional/social language • Lack of access to the curriculum through appropriate differentiation and learning aids • Lack of incidental learning opportunities 	<ul style="list-style-type: none"> • Recognition of language/ pre-teaching of vocabulary, key words and concepts • Specific resources such as NDCS 'Healthy Minds', The Ear Foundation – involving external specialists' services • Using PowerPoint and images/visual cues as much as possible • Deaf awareness training with an emphasis on social and emotional development 	

CHILDREN AND YOUNG PEOPLE WITH VISION IMPAIRMENT (VI)

Factors <i>known to impact upon the development of resilience and well-being</i>	Barriers <i>that CYP with VI may experience in the development of resilience and well-being</i>	Strategies ¹⁴ <i>– examples of ways of promoting resilience and well-being in CYP with VI</i>	Effectiveness <i>– how to demonstrate the outcomes of intervention strategies</i>
Emotional awareness and control	<ul style="list-style-type: none"> • Being unable to interpret 'body language' and facial expressions causes difficulty with identifying and describing own emotions • Decreased range of expressed emotions • Not knowing it's OK to have emotions 	<ul style="list-style-type: none"> • Explanations of what is happening including how people are feeling, why something may have caused them to feel like that and how that shows in their faces, voices, actions etc. • Encouraging regular opportunities to talk about emotions • Explicit teaching of emotional literacy and social skills 	<ul style="list-style-type: none"> • CYP have improved knowledge of emotions; CYP can recognise their own emotions; CYP can describe/explain emotions • CYP are aware that peers without VI experience similar emotions

¹⁴ Useful references:

Think Right Feel Good: A short course for promoting well-being in young people with vision impairment. Guide Dogs for the Blind Association 2011 (Can be downloaded from: www.natsip.org.uk > Document Library > Emotional Resilience)

Getting There With Confidence. South East Regional Partnership September 2009 (Can be downloaded from: www.natsip.org.uk)

Parents as Partners in Promoting Well-being: A short course for parents on supporting the well-being of children with vision impairment. Guide Dogs for the Blind Association September 2011 (Can be downloaded from: www.natsip.org.uk > Document Library > Emotional Resilience)

Social and Emotional Aspects of Learning (SEAL) Programmes. Department for Education website

Factors	Barriers	Strategies	Effectiveness
Emotional awareness and control (cont.)	<ul style="list-style-type: none"> • Professionals assuming CYP are OK 	<ul style="list-style-type: none"> • Identified appropriate professionals who are able to provide support/ counselling • Professional training/support 	<ul style="list-style-type: none"> • CYP know there are adults they can share feelings and information with; CYP can identify these people and make use of them when appropriate
Empathy	<ul style="list-style-type: none"> • Limited ability to recognise and understand emotions in others • Social and emotional isolation • Lack of awareness of others and often being in receipt of help and support leads to a self-centred approach in social settings 	<ul style="list-style-type: none"> • Sharing experiences and having discussions on how other people are feeling • Role play/drama to include questioning of CYP to check for understanding • Opportunities to facilitate contact with peers • Opportunities for CYP with VI to offer help and support e.g. to younger children; ownership of pets • Opportunities to take responsibility for helpful tasks in a range of settings 	<ul style="list-style-type: none"> • CYP can recognise and respond appropriately to emotions in others • Friendships and relationships are enhanced and more 'two-way' • CYP display more appropriate social behaviours • CYP show greater focus on others in a range of settings

Factors	Barriers	Strategies	Effectiveness
Communication	<ul style="list-style-type: none"> • CYP will typically spend a great deal of time in the company of adults resulting in very 'adult' vocabulary • Lack of awareness of the impact of CYP's communication or the fuller meaning of the communication (due to CYP not picking up 'body language' and facial expressions) 	<ul style="list-style-type: none"> • Learning appropriate language by spending time away from adults • Meeting other CYP with VI • Providing opportunities to link with other CYP with VI, regardless of distance, using appropriate technology 	<ul style="list-style-type: none"> • CYP able to socialise/have meaningful conversations with peer groups
Impulse control	<ul style="list-style-type: none"> • CYP not understanding and taking responsibility for consequences of their actions • Difficulty with 'reading' social situations may result in inappropriate behaviours 	<ul style="list-style-type: none"> • Setting clear expectations and reinforcing appropriate behaviours • Strategies to provide alternative responses such as modelling or role play 	<ul style="list-style-type: none"> • CYP have strategies to allow them to regulate their behaviours • Appropriate social interaction occurs

Factors	Barriers	Strategies	Effectiveness
Impulse control (cont.)	<ul style="list-style-type: none"> • Others' lack of recognition of the significant energy CYP exert in order to cope, let alone thrive 	<ul style="list-style-type: none"> • Identification of pressures and problem solving solutions; self- organisation support • Teaching of relaxation techniques 	<ul style="list-style-type: none"> • Self-organisation and management improves
Problem solving approach	<ul style="list-style-type: none"> • Adults stepping in, because of time constraints, which reduces expectations for independence • Limited experience of having real problems to solve. Lack of flexibility in thinking/limited problem solving strategies 	<ul style="list-style-type: none"> • Offering opportunities to practise skills which can be transferred across different environments; ensuring there is sufficient time to persevere • Showing different methods of problem solving; using mind mapping and role play 	<ul style="list-style-type: none"> • CYP more able to respond to a challenge and less afraid of trying something for the first time
Realistic optimism	<ul style="list-style-type: none"> • Over-protection and over-support may result in CYP focusing on problems that need to be overcome 	<ul style="list-style-type: none"> • Creating a 'can do' environment where CYP succeed and achieve 	

Factors	Barriers	Strategies	Effectiveness
Realistic optimism (cont.)	<ul style="list-style-type: none"> • CYP have limited expectations through limited experience of the wider world • Parental expectations too high/too low 	<ul style="list-style-type: none"> • Providing opportunities to explore hopes and dreams and find realistic targets • Role models – discussion with CYP • With CYP, breaking down tasks to identify achievable aspects of a desired ambition or alternatives to it • Working with parents individually or as a group 	<ul style="list-style-type: none"> • CYP have a realistic understanding of their potential, recognising own strengths, areas of need and progression. • Parents reflecting more informed expectations
Self-esteem	<ul style="list-style-type: none"> • CYP have accepted a 'deficit' view of themselves, based on their difficulties. This 'less than self' view results in them lacking confidence and assertiveness 	<ul style="list-style-type: none"> • Identifying opportunities to look at personal strengths and build on them • Development of vision impairment awareness in peers • Increasing opportunities to allow the CYP to engage in a variety of activities and challenges 	<ul style="list-style-type: none"> • CYP have good self-awareness and improved body image • CYP have a level of involvement in a range of activities • Monitoring of developments in self-confidence, assertiveness, independence and social relationships

Factors	Barriers	Strategies	Effectiveness
Self-esteem (cont.)	<ul style="list-style-type: none"> • Less opportunity for physical activity may impact negatively on body image and have a negative effect on overall health • Limited access to positive blind or partially sighted role models 	<ul style="list-style-type: none"> • Allowing/providing responsibilities e.g. having an identified role within the setting • Support with accessing sports/recreational activities • Support in taking pride in appearance – may require very specific ‘teaching’ • Providing opportunities to identify positive role models • Developing social networks and conversational skills 	<ul style="list-style-type: none"> • CYP are more aware of different life choices made by adult people with vision impairment
Self-efficacy	<ul style="list-style-type: none"> • Limited opportunities to experience success 	<ul style="list-style-type: none"> • Celebrating achievement • Focusing on what CYP can do with specific, qualified positives e.g. this is good because.... 	<ul style="list-style-type: none"> • CYP acknowledge strengths and accept praise/celebration of success

Factors	Barriers	Strategies	Effectiveness
Self-efficacy (cont.)	<ul style="list-style-type: none"> • Lack of opportunity to take risks 	<ul style="list-style-type: none"> • Offering opportunities to take controlled risks in a safe environment. • Involving CYP in assessing where they might face risk in everyday life 	<ul style="list-style-type: none"> • CYP demonstrate managed risks and are less afraid of failure
Family support	<ul style="list-style-type: none"> • Potential for well meant over-protection and indulgence to impact negatively on CYP • Over-reliance by parents on professionals • Families report feeling isolated and finding it difficult to be a part of groups with fully sighted CYP 	<ul style="list-style-type: none"> • Early Support Developmental Journal and other links to helpful organisations – RNIB, RLSB • Support/classes/courses for parents to understand their part in supporting the development of CYP • Identifying shared strategies through liaison between home and the provision 	<ul style="list-style-type: none"> • Families have effective signposting for support • Family support group/network identified and engaged with • Families report that the strategies are working and they feel less isolated, with benefits for CYP

Factors	Barriers	Strategies	Effectiveness
Peer and adult relationships	<ul style="list-style-type: none"> • Adult dependency as CYP spend more time with adults and adults will put the effort into understanding and communicating • Difficulty in engaging in activities and conversations and forming friendships • The low incidence of CYP with VI limits social opportunities with others who have VI 	<ul style="list-style-type: none"> • VI awareness sessions provided for peers and adults • Circle of friends/buddy system • Support with learning to play and share • Encouraging CYP to understand/take ownership of their own position e.g. being able to explain about their VI or relate their story to others • Opportunities to meet other CYP and adults with VI 	<ul style="list-style-type: none"> • CYP depend less on adult support/intervention • CYP show evidence of development of reciprocal and appropriate relationships with peers and adults • CYP able to socialise appropriately with peers and adults
Educational support	<ul style="list-style-type: none"> • Insufficient knowledge and understanding of the CYP's individual needs 	<ul style="list-style-type: none"> • In depth knowledge of the individual pupil • Listening to the voice of the CYP 	<ul style="list-style-type: none"> • CYP have successful access to the curriculum and environment

Factors	Barriers	Strategies	Effectiveness
Educational support (cont.)	<ul style="list-style-type: none"> • Language delay and difficulty with concept development, including difficulty with abstract language • Level of expertise and support (including over-support) within the provision does not allow the CYP to achieve their own potential. This can lead to frustration/lack of sense of well-being • Lack of appropriate technology and safe use to support access and participation • Lack of access to the full curriculum through appropriate differentiation and resourcing 	<ul style="list-style-type: none"> • Direct teaching support; pre-teaching of vocabulary and concepts • Training for whole staff groups • Trained TAs • Ensuring balance between intervention and independence is understood by all professionals • Sensitivity to use of technology • Training for parents/staff/children in terms of knowledge and safety in use of technology • Use of specific resources (e.g. Guide Dogs – Think Right, Feel Good) to promote well-being 	<ul style="list-style-type: none"> • CYP make measurable progress and achievement with good outcomes in line with potential • CYP use technology effectively and comfortably with increasing independence • CYP have access to the full curriculum

Factors	Barriers	Strategies	Effectiveness
Educational support (cont.)		<ul style="list-style-type: none"> • VI awareness training with an emphasis on social and emotional development • Training for staff on the inclusion of CYP in PE, sport and leisure 	

CHILDREN AND YOUNG PEOPLE WITH MULTI-SENSORY IMPAIRMENT (MSI)

Factors <i>known to impact upon the development of resilience and well-being</i>	Barriers <i>that CYP with MSI may experience in the development of resilience and well-being</i>	Strategies ¹⁵ <i>– examples of ways of promoting resilience and well-being in CYP with MSI</i>	Effectiveness <i>– how to demonstrate the effectiveness of intervention strategies</i>
Emotional awareness and control	<ul style="list-style-type: none"> • Limited experiential learning • Not seeing others' emotions • Lack of awareness of the range of emotions • Not knowing it's OK to have emotions 	<ul style="list-style-type: none"> • Ensuring the environment is correct • Direct teaching of emotional literacy; what emotions 'look like' across a range of people/occasions • Explaining why an incident has occurred (e.g. someone upset/told off) • Explicit teaching of social skills 	<ul style="list-style-type: none"> • Change of environment has allowed CYP to demonstrate engagement and awareness • CYP have improved knowledge of emotions; CYP can recognise their own emotions; CYP can describe/explain emotions • CYP are aware that peers without SI experience similar emotions • Successful peer relationships at an age appropriate level

¹⁵ Given the diversity and unique continuum of need within the MSI population, it is necessary for practitioners using this document to be flexible in the interpretation of the strategies to reflect the individual needs of each CYP.

Useful references – Please refer to the footnote references listed on page 8 for HI and on page 16 for VI.

Factors	Barriers	Strategies	Effectiveness
Emotional awareness and control (cont.)	<ul style="list-style-type: none"> • Limited access to people - are they aware of counsellors? etc. • Professionals assuming the CYP are OK 	<ul style="list-style-type: none"> • An Intervenor¹⁶ or adult identified as someone that the CYP can talk to • Professional training/support 	<ul style="list-style-type: none"> • CYP know there are adults they can share feelings and information with; CYP can identify these people and make use of them when appropriate
Empathy	<ul style="list-style-type: none"> • Extreme social, emotional and physical isolation • Limited incidental learning • Difficulty having concept of others, especially when lacking self – awareness • Lack of awareness of others emotions • Social skills may be delayed or impaired 	<ul style="list-style-type: none"> • Opportunities to facilitate contact with peers; both physical and emotional contact • Activities and experiences to encourage the CYP to gain body awareness and build sense of self • Sharing emotions with the CYP e.g. today I'm feeling angry because...and what is done to manage these emotions • Explicit teaching of social skills including role play, drama and discussions 	<ul style="list-style-type: none"> • CYP can recognise and respond appropriately to the emotions of others • CYP have shown an observable reaction to a range of emotions • CYP display more appropriate social behaviours

¹⁶ An Intervenor is trained to understand the needs of CYP with MSI and facilitate access to information usually gained through sight, hearing and other senses that are incomplete or missing.

Factors	Barriers	Strategies	Effectiveness
Communication	<ul style="list-style-type: none"> • CYP may need AAC/ Intervenor/SSW etc. • CYP can be idiosyncratic in communication modes and isolated if others do not share • CYP may display frustration and give up trying if communication is not understood 	<ul style="list-style-type: none"> • Communication can be high-tech e.g. BrailleNote, or 'low tech' such as on-body signing • Ensuring the CYP with MSI have information communicated to them (not just academic but the jokes/gossip etc.) • CYP provided with opportunities to link with other CYP with MSI, regardless of distance, using appropriate technology • Use of a communication passport to ensure a consistent response and understanding • Support from an Intervenor or appropriately trained CSW 	<ul style="list-style-type: none"> • CYP show an understanding that communication is a two way process • Evidence of increased communication • CYP initiate an interaction • Reduced incidents of frustration

Factors	Barriers	Strategies	Effectiveness
Impulse control	<ul style="list-style-type: none"> • Self-regulation issues can be part of the behaviours of some CYP with MSI e.g. CYP with CHARGE Syndrome • CYP display dependency /selfishness and feel their needs must be met. Not always accepting responsibility for their actions • CYP behaviours need to be addressed as being appropriate/inappropriate at the right developmental stage • Lack of awareness from others of the significant energy CYP exert in order just to cope 	<ul style="list-style-type: none"> • Providing clear expectations and boundaries • Highlighting consequences of actions repeatedly • Strategies to provide alternative responses such as modelling or role playing etc. • Working with CYP to identify pressures and problem solving to develop solutions • Use of concrete prompts such as a calendar or timetables to support self organisation 	<ul style="list-style-type: none"> • CYP have strategies to allow them to regulate their behaviours • Appropriate social interaction occurs • Self-organisation and management improves

Factors	Barriers	Strategies	Effectiveness
Problem solving approach	<ul style="list-style-type: none"> • Intervenors/professionals tend to intervene to avoid frustrations or difficulties so the CYP have not learnt/needed to use impulse control • Limited experience of having real problems to solve • Adults stepping in because of time constraints so the CYP are not able to develop approaches 	<ul style="list-style-type: none"> • Role play to allow CYP to experience a range of outcomes • Offering opportunities to practise skills which can be transferred across different environments and ensuring opportunities allow sufficient time to persevere • Using support techniques to experiment with autonomy and curiosity, e.g. a hand under hand technique, co-active exploration or sequencing 	<ul style="list-style-type: none"> • CYP will try without a guaranteed outcome • New experiences and challenges are tackled • CYP display curiosity to engage with their environment
Realistic optimism	<ul style="list-style-type: none"> • 'I haven't got time to be happy'. CYP too busy trying to get through the day, communicate, manage equipment and access the curriculum 	<ul style="list-style-type: none"> • Recognising the demands made on the CYP accessing their environment and learning and allowing appropriate opportunities to respect their need for regular breaks 	

Factors	Barriers	Strategies	Effectiveness
Realistic optimism (cont.)	<ul style="list-style-type: none"> • Unachievable or unrealistic ambitions 	<ul style="list-style-type: none"> • Working with CYP to develop strategies to manage the day • Providing opportunities to explore hopes and dreams and find realistic targets. With the CYP, breaking down the task to identify achievable aspects of a desired ambition or alternatives to it 	<ul style="list-style-type: none"> • CYP have a realistic understanding of their own potential and recognise their own strengths and areas of need • Parent and professional expectations are more informed
Self-esteem	<ul style="list-style-type: none"> • Reliance/compliance of CYP • Limited access to positive deafblind role models or adults • Lack of awareness of self 	<ul style="list-style-type: none"> • Increasing opportunities to allow the CYP to engage in a variety of activities and challenges • Allowing the CYP to hold responsibility generally e.g. being a playground buddy, having an identified role within the setting • Providing opportunities to identify positive role models • SEAL programme 	<ul style="list-style-type: none"> • Monitoring of developments in self-confidence, independence and social relationships • CYP are more aware of different life choices made by deafblind adults • CYP show developments in self-awareness

Factors	Barriers	Strategies	Effectiveness
Self-efficacy	<ul style="list-style-type: none"> • Limited opportunities to experience success • Lack of opportunity to take risks 	<ul style="list-style-type: none"> • Celebrating achievement • Focusing on what the CYP can do with specific, qualified positives e.g. this is good because.... • Offering opportunities for controlled risks 	<ul style="list-style-type: none"> • CYP acknowledge strengths and accept praise/celebration of success • CYP demonstrate acquired skills in managing risk and are less afraid of failure
Family support	<ul style="list-style-type: none"> • Complexity of need can be an isolating experience for the family • Support can be fragmented • Support may come from people who do not necessarily understand MSI • CYP receiving school transport, especially if travelling some distance, can isolate the family as there is no chance for 'school gate' support 	<ul style="list-style-type: none"> • Family support days • Because MSI is low incidence and geographically families can be spread out, there may be a need to provide opportunities/links. This can just be for two families or a larger group • Links with parent groups including social media groups • Family provided with support to co-ordinate visits and professional input: may be a keyworker and/or team around the child approach • Access to family counselling 	<ul style="list-style-type: none"> • Families have effective signposting • Family support group/network identified and engaged with • Families report they feel less isolated, the strategies are working and consequently the CYP benefit

Factors	Barriers	Strategies	Effectiveness
Peer and adult relationships	<ul style="list-style-type: none"> • Low incidence of CYP with MSI limits opportunities for social interaction with other CYP with MSI • Difficulty in engaging in activities and conversations and forming friendships • Adult dependency as CYP spends more time with adults and adults will put the effort into understanding and communicating 	<ul style="list-style-type: none"> • Opportunities to meet other CYP and adults with MSI • Awareness sessions for peers and adults provided • Circle of friends/buddy system • Intervenor providing social support/facilitating play opportunities • Encouraging the CYP to understand/take ownership of their own position e.g. being able to explain about their sensory impairments or relate their story to others • Building on self-confidence e.g. by starting with engagement in small group activities • Supportive environments 	<ul style="list-style-type: none"> • Successful peer relationships at an age appropriate level • Observable reduction in the CYP seeking adult interaction in the classroom or outside

Factors	Barriers	Strategies	Effectiveness
Educational support	<ul style="list-style-type: none"> • Insufficient knowledge and understanding of the needs of the CYP • Level of understanding of MSI in education settings does not allow CYP to achieve potential 	<ul style="list-style-type: none"> • In depth knowledge of the individual CYP • Listening to the voice of the CYP • Staff MSI awareness training (online or RCE or bespoke) • Trained Intervenor • Ensuring balance between intervention and independence is understood by all professionals 	<ul style="list-style-type: none"> • Successful access to the curriculum and environment • Measurable progress and achievement

APPENDIX: Factors – explanatory details

The following table offers brief details of a range of factors, often inter-related, that impact upon emotional resilience and well-being. The child and young person factors within the list encompass skills which are open to learning. The list is not intended to be exhaustive.

Factors	Explanatory details
Emotional awareness and control	Resilient individuals have a good understanding of their own emotions and they feel comfortable talking about what they are feeling with people they trust. They know how to control their emotions so that strong feelings do not prevent them from coping with difficult situations and moving forward.
Empathy	Recognising and understanding the emotions of others facilitate strong relationships, a key component of resilience.
Communication	Good communication skills are important for learning, personal and social development, all of which contribute to resilience.
Impulse control	Acting upon impulse may lead individuals to do and say things that are not in their best interests or are not helpful or kind to others. Resilient children and young people have internalised the 'stop and think' message so they do not act upon every impulse.
Problem solving approach	Resilient individuals are able to be flexible in their thinking and to view problems from different perspectives. This increases the likelihood of being able to find

Factors	Explanatory details
	solutions and different ways of handling situations.
Realistic optimism	Being as realistically optimistic as one can be is an important ingredient of resilience. Research has found that optimistic individuals are happier, healthier, more productive, have better relationships, succeed more, are better problem solvers and are less likely to become depressed.
Self-esteem	The sense of self-worth underpins confidence. Individuals who feel good about themselves often find it easier to deal with challenges and conflicts. Self-esteem is particularly important in identity formation.
Self-efficacy	Resilient individuals believe that they can be effective and can use their strengths to cope with challenges. They are typically characterised by their sense of agency and internal locus of control.
Family support	Secure early relationships and consistent, positive parenting are known to be important in promoting resilience.
Peer and adult relationships	Having a strong network of friends and adults who care about them offers a support system that children and young people can turn to when they need help.
Educational support	Schools can play a significant role in promoting resilience. Apart from the influence of individual teachers, of particular importance at the institutional level are high morale with positive policies for behaviour, attitudes and anti-bullying as well as strong academic and non-academic opportunities.