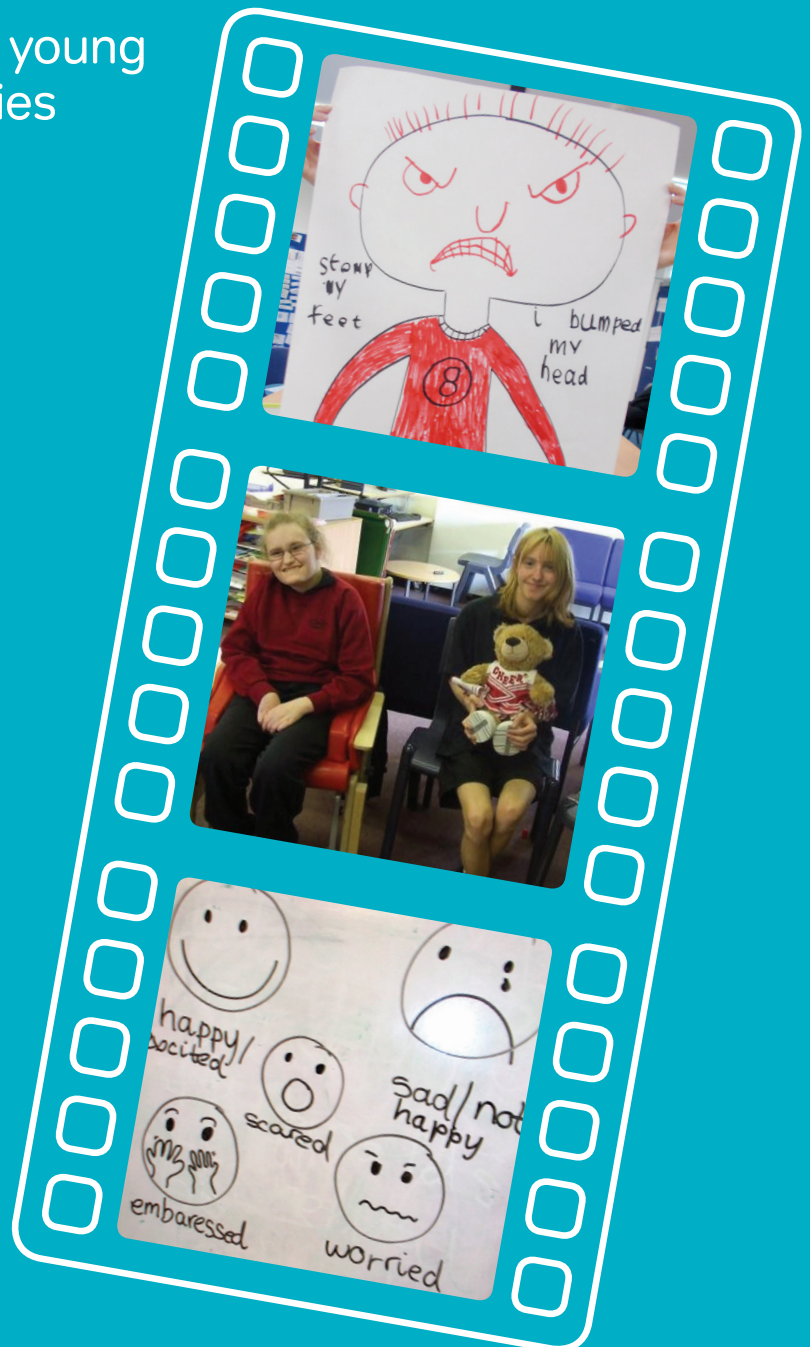


# FRIENDS for Life

**building resilience and emotional wellbeing**

Practical guidance on adapting  
FRIENDS for Life to increase  
participation for children and young  
people with learning disabilities

2nd edition – June 2016



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# 1.0 Introduction

The aim of this guide<sup>1</sup> is to offer practical advice, based on our experience to date, of adapting the internationally recognised and World Health Organisation endorsed FRIENDS for Life programme to be appropriate and accessible for children and young people with learning disabilities.

FRIENDS for Life teaches children and young people techniques to cope with anxiety. It promotes well-being and social and emotional skills by using a cognitive behavioural therapy framework, often in school-based groups. For more information about the existing mainstream FRIENDS for Life programmes and evidence, please see <http://pathwayshrc.com.au/international-partners/> and our background document on our website [www.fpld.org.uk/friends](http://www.fpld.org.uk/friends) [www.fpld.org.uk/friends](http://www.fpld.org.uk/friends).

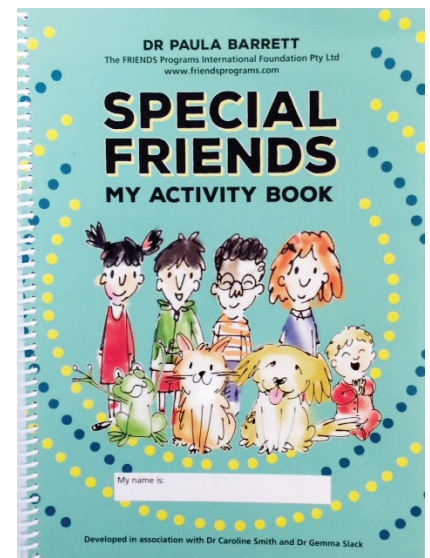
In 2015, Special FRIENDS, was published for children and young people with autistic spectrum disorders (ASD) and attendant learning difficulties (age 9-13 years). Written and developed by Dr Paula Barrett, Dr Caroline Smith and Dr Gemma Slack, it was based on Gemma's doctoral research, and other studies and practice-based evidence from Lincolnshire. The publication of Special FRIENDS is a really important and exciting addition to the FRIENDS suite of programmes. It increases FRIENDS for Life applicability and effectiveness across more neuro-diverse children and young people with a potential to impact on health and social inequalities.

## Special FRIENDS provides:

- additional resources, routine and structure to the sessions
- clear visual materials with age-appropriate illustrations
- an outline of the new vocabulary used in each session and reduced literacy demands
- activities focusing on teaching empathy, self-regulation, problem solving and thinking in positive ways, and flexible thinking.

Although children and young people with learning disabilities have higher rates of emotional and behavioural problems than their peers without learning disabilities, research shows they have less access to services and support. Whilst Special FRIENDS was in development in 2013, the Foundation for People with Learning Disabilities worked with a team on a small development project to enable the FRIENDS for Life programme to be accessible for children and young people with learning disabilities. The adaptations were planned to consist of simplified materials with high visual and low verbal content to make the sessions more meaningful. In 2016, the adapted FRIENDS-LD was delivered as a universal intervention with Class 6 (10-11 years, SLD and PMLD) at St Nicholas School, Canterbury.

We are grateful to children, staff and some parents at both Hazel Court School, East Sussex, and St Nicholas's, and health colleagues from Sussex Partnership NHS Foundation Trust for their incredible energy, skill and good humour to collaborate in adapting and trying out the ideas for the adapted FRIENDS activities.



<sup>1</sup> This second edition has been revised by Jill Davies and Ro Rossiter. The first edition was written by them in collaboration with Jane Woodrow (CAMHS-LD Family Intensive Support Service in Sussex Partnership Foundation Trust), Helen Mackay (Hazel Court School) and Katherine Lewis (Hazel Court School/Sussex Partnership NHS Foundation Trust). The initial development project was made possible by legacy funding from the estate of Patricia Collen who spent the majority of her life in Normansfield Hospital in the United Kingdom. This second edition revision was supported by an NHS England "Transforming Care for Children" grant, which also funded three Special FRIENDS and FRIENDS-LD training events and the start-up of a Community of Practice.

This second revised guide summarises what we have learned so far from adapting FRIENDS for Life, Fun FRIENDS and the new Special FRIENDS for children and young people with learning disabilities. It also includes the learning from practitioners who have attended training events for the Special FRIENDS/FRIENDS-LD run by the Foundation for People with Learning Disabilities. Three of the training sessions were funded by NHS England. This guide is aimed at all professionals working with children and young people with learning disabilities and parents in:

- Education (e.g. teachers, learning support assistants, learning mentors, educational psychologists, speech and language therapy assistants)
- Health (e.g. school nurses, community nurses, clinical psychologists, speech and language therapists, communication assistants, mental health practitioners)
- Parents, and representatives from parent groups
- The voluntary and community sector.

For those interested in running FRIENDS for Life, it is a prerequisite to have completed the one-day Special FRIENDS or FRIENDS for Life training courses facilitated by a licensed FRIENDS for Life trainer. These training courses introduce the background, framework, activities and resources you will be using and provides a trainer's manual and participants' workbooks.

There are a range of trainers in the UK offering the FRIENDS for Life and Special FRIENDS programmes, including The Psychology Tree ([www.thepsychologytree.com](http://www.thepsychologytree.com)). Some other FRIENDS trainers are listed in this link <http://pathwayshrc.com.au/international-partners>.

We are grateful to NHS England for funding this up-dated guide.





# 2.0 What we did

This guide will not give a detailed session by session break down of the programme as:

- Further development and feasibility are first needed so that the content, activities and resources meet the integrity of the FRIENDS for Life programme and are practical to apply
- Each group of children is unique, so planning for “what and how” may vary (e.g. some children may make use of the “feelings” activities, others may make use of more complex “cognitive” aspects).

This guide is based on our experiences of trialling some adapted FRIENDS for Life activities with children and young people with severe learning disabilities (including some on the autistic spectrum and with attention deficit hyperactivity disorder) and the new Special FRIENDS programme. We are grateful to those practitioners who attended our training sessions for their advice and comments on how to get started and what worked well when they implemented the programmes.

For our earlier development work, we focused on adapting activities in the children's FRIENDS for Life programme (for 8-10 year olds and now in its sixth edition). We also drew on the Fun FRIENDS programme (developmentally younger, therefore conceptually and practically simpler). However, both FRIENDS for Life and Fun FRIENDS, and their workbooks are “busy” with text and pictures, including language and concepts that are relatively advanced.



The guide is organised into sections on “What we did” and “What we learned”, covering the following stages:

- 2.1 Getting started**
- 2.2 Top tips on getting started**
- 2.3 Structure and content**
- 2.4 Activities**
- 2.5 Hints and tips on keeping very Special FRIENDS going**
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# 2.1 Getting started

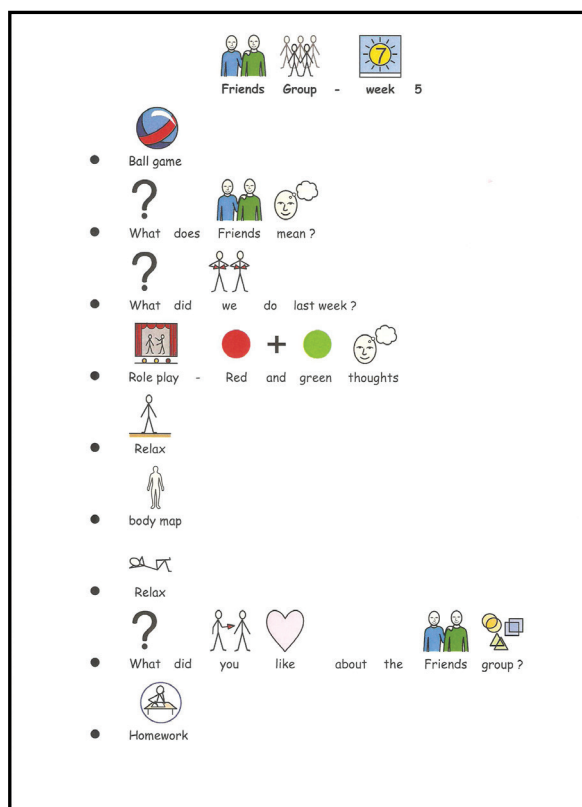
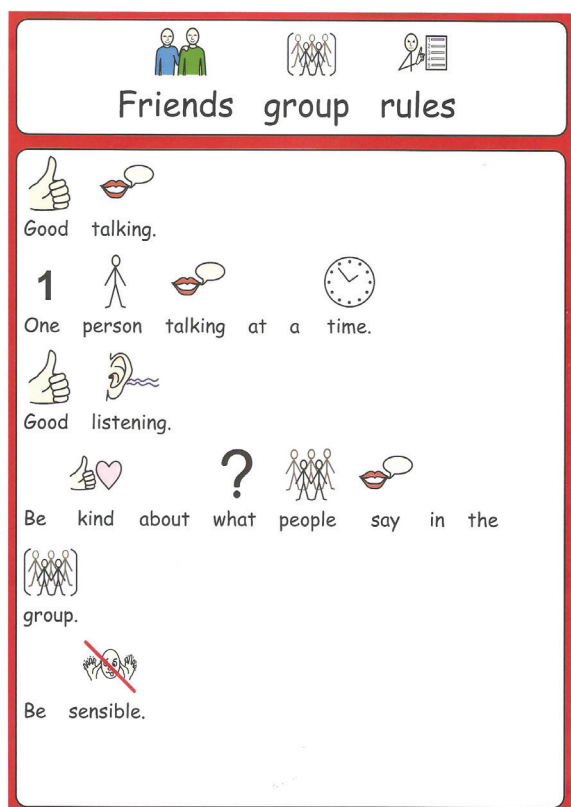
What we did	What we learned
We started from the premise that FRIENDS works best when it is implemented on a whole class basis within a school setting, as this provides a useful infrastructure and the children are in a familiar environment with staff who know them well. With this in mind, we worked with a combination of internal co-facilitators (e.g. teacher, speech and language therapy assistant) and external co-facilitators (e.g. local project clinical psychologists and Foundation for People with Learning Disabilities Research Development Manager).	The external facilitators needed to spend some time initially getting to know the students and staff in order to familiarise themselves with the communication strategies and systems used in the school. To do this we met with school staff, did some class observation and joined in with routine activities.
Meeting the pupils with learning disabilities beforehand helped the teams (both internal and external) to collaboratively think about what visual aids and equipment may be required to implement FRIENDS for Life in a meaningful way.	<p>Before starting any FRIENDS for Life – Learning Disabilities programme, understanding individual pupil’s current knowledge of emotions (including vocabulary and signs/symbols they use and how skilled they are in recognising emotions in themselves and others) helps tailor the programme in more detail.</p> <p>For those who find it more difficult to recognise and respond to their emotions, it may be better to focus on recognising feelings in themselves and others, and finding relaxation techniques that work best for them (see section 2.4).</p> <p>Those with a more secure understanding of emotions (and/or more cognitive and communicative abilities) may be more likely to be able to engage with the cognitive-behavioural element of the programme, including activities around identifying and changing unhelpful thoughts and feelings into helpful ones (see Session 6 in FRIENDS for Life).</p>



Feeling spinner



Fly swat puppets



Examples of a symbolated group rules and agenda <sup>2</sup>

What we did	What we learned
<p>We began to prepare resources tailored to the cognitive, communicative and motivational needs of the class, building on previous PHSE for some activities.</p> <p>We printed out large versions of a variety of images depicting emotions to support feelings identification, discussion and role play situations.</p> <p>We used images already familiar to the students and images from the DfE Social and Emotional Aspects of Learning (SEAL), as well as photo symbols (see Section 5 Useful resources).</p> <p>We used puppets made from existing images of FRIENDS characters Pepper, Ana and Tom (see photo above), having scanned them, increased the size, laminated and put them on fly-swats in order that we could act out social-emotional scenarios from the FRIENDS for Life workbook, for example, session 1, activity 5.</p> <p>The teacher and speech and language therapy assistant prepared symbolated resources, including the session agendas (see examples above).</p>	<p>The use of concrete, visual props was crucial.</p> <p>Staff knowledge of appropriate Makaton signs to support the sessions was essential. Our experience at the school was that Makaton signs (as well as symbols) support the pupils' understanding of different emotions, which for many can be extremely difficult to fully comprehend when presented only verbally.</p>

<sup>2</sup> Symbolated agendas shown in this document were produced using Widgit Symbols (c) Widgit Software 2002-2013 [www.widgit.com](http://www.widgit.com). Reproduced in compliance with Communicate in Print licence conditions.



## 2.2 Top tips on getting started



After completing the Special FRIENDS and very special FRIENDS/FRIENDS-LD training, there may be some still be some feelings of uncertainty regarding getting started. Some of the concerns voiced to us included: 'how will I get the time to plan each session?'; 'what resources can I use or make to suit the group?'; 'how can I get other staff on board to help me?'

Below is a list of ideas from the practitioners who attended the sessions, some of whom have started to run programmes themselves:

### Special FRIENDS participants

One of the key issues is deciding what group of children and young people to work with, e.g.:

**"I'm going to start with a few targeted pupils to try the programme out with first, whilst waiting for other colleagues to be trained."**

Little Heath School Family Support Worker

**"Start with a group of pupils who are more able and functioning on a similar level first as I was able to get comfortable with the programme and didn't have to differentiate the programme to a wide range of needs. Now I have run a whole course I feel more confident to try it with those pupils with more significant needs."**

Teacher, Milestone Academy, Kent

**"If you need different activities to suit a range of needs make sure there are at least two to three of you running the group in order to do this."**

Ro and Jill, very Special FRIENDS/FRIENDS-LD adaptations team

There are some additional tips for including children and young people with more complex needs in section 2.5. This is an area of practice we are particularly keen on growing.



## Organising your resources

Planning what resources are required, and what will work can feel a large challenge. Schools are always great places to find loads of resources, reducing the need to purchase more before you start. We have included in this updated guide a list of useful resources recommended by the licensed Special FRIENDS trainers, The Psychology Tree, along with suggestions from others who have used Special FRIENDS and other FRIENDS programmes.

**“Make and collect your resources and put into a box or series of packs exclusively for each session – then you have everything required in one place.”**

Gemma and Orlaith, The Psychology Tree

**“I consulted with our Speech and Language Therapy department to find out what resources they already had before purchasing items specifically for Special FRIENDS. Having a Speech and Language therapist as part of our team resulted in him preparing the agenda and other materials.”**

Teacher, Milestone Academy, Kent

## Structure of sessions

The session structures are well presented in the training manuals, however you may need to make some adaptations to activities depending on your group. All sessions need a clear introduction, series of activities and close – in a format understood by all attending.

Don't plan all your sessions at the start of your first ever programme – you may find they will need to be modified during the course of the ten-twelve weeks.

**“At first, we made the mistake of planning all sessions in great detail before we started – we had included too many activities and too complex concepts for the children we were working with.”**

Ro and Jill, very Special FRIENDS/FRIENDS-LD development team

**“It's really useful to have some prepared examples of when you felt happy, sad, angry or worried to use in the session rather than have to think of something suitable on the spot.”**

Ro and Jill, very Special FRIENDS/FRIENDS-LD adaptations team

Remember that repetition is key, so don't be afraid to repeat, and repeat previous activities!



## Support from others

Create a team around you who also feel passionate about building resilience in this group of children and young people. Then, when you have a query/ experience the odd challenge on your way, there are always others who can support you.

It works really well when a multi-disciplinary approach is utilised with a group. For example, some schools bring together the class teacher and support staff, clinical psychologist and speech and language, and occupational therapist and assistants.

Engaging with parents to maximise the learning from Special FRIENDS and FRIENDS-LD is important. Think about inviting them to a coffee morning to talk about it before the start, or a parent-teacher session to engage as many parents as possible.

## 2.3 Structure and content

What we did	What we learned
<p><b><u>Length</u></b></p> <p>Initially at Hazelcourt, we held ten, one hour sessions over one term and two family sessions. Subsequent FRIENDS for Life groups with children and young people with more substantial cognitive and communicative impairments have delivered at least 12 sessions. More may be required. This needs to be evaluated systematically.</p>	<p>The sessions always went very fast, so there needs to be someone acting as timekeeper, ensuring that focus is kept and the agenda fully covered. Over time we improved at being realistic about timing when planning the sessions and at time keeping!</p> <p>Some flexibility, however, is useful. We sometimes adapted the planned content of the session on the spot e.g. doing a group version of body maps and labelling when we were short of time, or bringing forward a relaxation exercise if the group seemed to need it.</p> <p>It may be helpful to spread the adapted FRIENDS for Life over a longer time frame to cover all content and consolidate learning. We did not have time to cover all areas due to limits on available time and staff commitments.</p> <p>It may be beneficial to break the programme into modules across half terms.</p>
<p><b><u>Structure and content</u></b></p> <p>Each development project session included a recap from the previous week, an outline of the plan for the session using a symbolated timetable on the whiteboard, an ice-breaker based on their homework, relaxation, role-plays and activities, the setting of a homework task and an evaluation of the session and activities.</p> <p>We experimented with different kinds of props and activities e.g. large toy dog to represent Pepper character (see photos below), a robot and monkey for the relaxation activity, and red and green hats for the unhelpful/helpful thoughts activity.</p> <p>For examples of two session plans (1 and 7) please see Sections 3.1 and 3.2.</p> <p>For a summary table of key session by session activities of FRIENDS for Life, Fun FRIENDS and our adapted FRIENDS programme please see Section 4.</p> <div data-bbox="84 1776 319 2067">  </div> <div data-bbox="378 1776 772 2067">  </div>	<p>It was helpful to plan details of each session a week in advance, following the evaluation of that week's session. This meant activities which best suited the group could be selected from the FRIENDS for Life programme and adapted, or any additional resources could be made.</p> <p>The teacher and speech and language therapy assistant made a huge contribution to maximising engagement, and minimising behavioural challenges through their detailed understanding of students' strengths and weaknesses, like and dislikes, moods, attention span etc.</p> <p>We needed to adapt content and delivery to accommodate the needs of the group. For example, the facilitators performed role-plays of Tom and Pepper rather than read the story from the workbook. Other role plays involving familiar situations were role played by facilitators and young people. Additional feelings relevant to particular young people were included e.g. excitement and over-excitement (see section on feelings on page 10 for more information).</p> <p>Take care with how props are managed. They can become a distractor for some students!</p>

## What we did

Each week, a home task was set to reinforce or develop learning.



## What we learned

Home tasks needed to be very simple, and significantly adapted from those in the FRIENDS participant workbooks available at the time of our initial development and adaptation project. Special FRIENDS (2015) has some simplified home tasks, but they may require further adaptation for children and young people with more substantial communication and learning needs.

Examples include asking the young people to think about something that made them feel angry, taking a small “body map” home and noting, with help from family, what their body felt like when they were angry.

## Family sessions

We held two family sessions.

1. After the third session, we introduced the FRIENDS for Life programme to the parents and showed them photos of the sessions run so far. They also had time to ask questions and discuss what additionally they can do to support their children.
2. At the end of the programme, we recapped the programme and updated the parents, showing them further photos of the resources used. We also told them about the pupils’ feedback and demonstrated the pizza massage. Additionally, we also asked whether they had noticed any changes in their child and collected their feedback.



Ideally, we would meet with parents ahead of the programme to describe the programme, give them the opportunity to ask questions, share ideas and plan how they can support their children with learning and home tasks. Meeting parents also helps to encourage attendance and planning other ways of linking the programme with their home life (e.g. a summary after each session).

One idea is to take a photograph of each child or young person taking part in the session and add one or two sentences about what they learned in that session.

This is a good way to inform parents about each of the sessions.



## 2.4 Activities

What we did	What we learned
<p><b><u>Feelings based activities</u></b></p> <p>We tried out a number of activities to develop skills in recognising and naming feelings in others and ourselves, normalising feelings, similarities and differences, identifying different body signs for feelings, and linking feelings and situations with thoughts.</p> <p>These included:</p> <ul style="list-style-type: none"> <li>• Ball rolling ice breaker – roll a ball to a person whose name you call and ask what food they like/ don't like (something that makes us laugh).</li> <li>• Feelings spinning wheel – students spun a wheel and then named and acted out the feeling represented in the picture that the wheel landed on. It developed into a discussion and into role plays (involving students and facilitators) of situations which would rouse in people the feeling discussed.</li> </ul>  <ul style="list-style-type: none"> <li>• Body maps – in small groups, we drew around participants' bodies on large pieces of paper on the floor, then discussed, drew and wrote about physical signs of different feelings on the paper. This was intended to be similar to Activity 2 in Session 3 of FRIENDS for Life.</li> <li>• Coping with difficult feelings – as a number of the young people become overexcited and have difficulties calming themselves, we tailored a session to deal with this topic one week. In the session we used a role play to teach real life skills in controlling overexcitement.</li> <li>• The story involved a person and their friend going to a football match and a café. At the match, one person made lots of noise, shouting and waving arms. This was ok, as the football crowd were doing this and cheering their team. After the match, they went to a café and the person continued to shout loudly, jump about and be over-excited. The students talked about whether this was ok in the café, what ok behaviour in a café might be, and what a person could do to calm down.</li> </ul>	<p>Students displayed a great deal of individual difference in their likes, dislikes and abilities – both physical and cognitive. For example, in the first session, one person became tired of standing for too long, another of sitting for too long. Over time we sought to accomodate these preferences and managed to balance the activities out so as to please a majority of students.</p> <p>Visual supports such as the laminated SEAL photocards and cards demonstrating feelings with photosymbols (see Section 5) were all useful as a means of supporting engagement throughout the feelings based activities.</p> <p>Identifying and linking feelings with situations and body signs can take time and can vary depending on mood and what has been happening in class and in people's lives. Feeling "angry", "worried" or "sad" can sometimes have similar body signs and we need to take care that words used for feelings match, rather than mask, people's experiences.</p> <p>We needed to take things slowly and repeat activities, either in exactly the same way or with slight variations.</p> <p>Repetition is very important for some but may be felt to be "overload" or boring for others.</p> <p>Variation on the "Body Maps" included using a template on A4 paper to save drawing time!</p>  <p>It was useful to have some pre-printed cards featuring pictures and words of typical body signs e.g. heart beating fast, red cheeks, shaking hands, a smile, as well as blank cards to which we could add different or tailored images.</p> <p>Using real life examples aids learning. The participation of facilitators themselves in discussions, role plays and feelings based activities helps normalise the feelings in question (i.e. whether they are regarded as "ok" or not).</p>

## What we did

### Relaxation activities

We used a variety of relaxation activities from FRIENDS for Life and Special FRIENDS, including:

- Calming breaths, similar to “milkshake breathing” (also called “bubble breathing”), as the group already had some familiarity with this through yoga (FUN Friends, Session 4, Activity 3; FRIENDS for Life, Session 3 Activity 3; Special FRIENDS p56).
- Robot and jellyfish – tense and loose muscles (FUN Friends, Session 4, Activity 1; FRIENDS for Life, Session 3, Activity 4). As we used visual supports to help engagement, our adapted relaxation used a robot and a monkey as shown in the photos below (unfortunately we did not have a jellyfish available). We practised holding our bodies tense and stiff like a robot and being floppy and loose like a monkey puppet when relaxed.
- Pizza massage (FRIENDS for Life, Session 4, Activity 5, Special FRIENDS, p 75).
- Relaxation activities that we did not have time to try out included visualisation (Special FRIENDS p64-65) and mindfulness.



### Red and green thoughts activity

These activities were designed to help students think about the link between our thoughts and our feelings. Thoughts were divided up into helpful and unhelpful thoughts, green representing helpful and red unhelpful thoughts.

We used familiar SEAL photo-cards to explain and practise identifying thoughts, by asking students to hold up laminated red and green card “thought bubbles” to indicate whether a thought was helpful (green) or unhelpful (red).

Scenarios were role played, paused and re-played with different thoughts, actions and outcomes.

We also had red and green hats and glasses to use in a similar way.

## What we learned

In our ten sessions, we stuck to two or three relaxation activities so that the group had time to practise and become familiar with them.

Calming breaths were popular and were familiar through previously learned yoga breathing.

Some relaxation activities; calming breathing, robots (we used Buzz Lightyear) and monkeys can be incorporated briefly at any stage of the session. This is very useful for learning to calm or “de-arouse” quickly and in situations for breaking up the session and changing the tempo/group dynamics, especially when students were getting excited or loud.

The “pizza” massage was generally very successful in our group and was used in a whole school assembly. It also encourages consideration and regard for others. The school continue to use this in class on a regular basis.

There are individual likes/dislikes with relaxation- some students have sensory issues/trauma and may not cope well with the touch involved in “Pizza massage”. After trying out and practicing several relaxation methods, offering choice of relaxation activities was popular. Robot and monkey relaxation was good for those who preferred not to be touched. In the Special FRIENDS manual there are some chill skills/relaxation exercises that can be learned and used by people on their own, they include a hand massage (page 73) and the muscle workout (page 64).

It was useful to practise ‘relaxation’ while standing up as the pupils tend to associate relaxing with relaxation and sensory sessions and there is a real need for the pupils to be able to relax and calm down in a range of situations.

Some participants understood this, others struggled. Splitting into smaller groups helped manage this.





## 2.5 Hints and tips on keeping very Special FRIENDS going



### Activities

Be prepared to keep repeating activities and concepts such as identifying feelings, relaxation/chill skills or red and green thoughts, it enhances learning. 10-12 weeks to run the programme may not be enough-some schools deliver across more terms, or across a whole academic year.

Don't worry if the group find it hard to grasp all the elements of the Special FRIENDS/very special FRIENDS. In our experience, for groups where participants have substantial learning/communication/concentration needs, some participants may not move beyond the identifying feelings, learning ways to relax/chill and identify how feelings felt in their bodies – something they hadn't been aware of beforehand.

As there may be a significant range of abilities in your group, splitting the group for some activities means some can move on to new concepts while others continued to practice relaxation and feelings exercises, or the more able can support the less able etc.

An important point to discuss with the group is that we can't be happy all the time because we can't stop things happen which can make us feel sad, worried or angry. What we can do is find ways to cope with those feelings and turn those red thoughts into green thoughts. It's always good to have a few well thought out examples to explore with the group to help them understand.

### Resources

As well as looking at the resources list for ideas, there are others to consider. Most children and young people respond well to video clips. Selecting some clips from popular television programmes or films (e.g. EastEnders, Disney films) are particularly useful for demonstrating a range of emotions and moving on to discussions around red and green thoughts and problem solving. The following link is an example of a small child demonstrating milkshake breathing:  
<https://www.youtube.com/watch?v=3lwQW4xFd4>.



The use of toys and objects of reference (see <http://talksense.weebly.com/oor.html>; <http://www.totalcommunication.org.uk/objects-of-reference.html>) may assist engagement and learning. The use of the monkey puppet and robot in chill skills/relaxation helped understanding and make the sessions' fun. One group used fly swat puppets to act out a story from the FRIENDS for Life manual rather than read out the story which would have been too abstract for the young people in the group.

For some participants with more complex needs, exploring feelings through the senses has been useful. A drum has been used to represent a heartbeat which can be slow (when chilled) or fast when anxious, placing lots of cut outs of butterflies in a glass bowl or sticking on a body map has helped explore feelings of being worried and scared, feeling/holding cooking weights to represent body feeling heavy when sad are all possibilities. Developing Sensory Stories has proven useful for some groups (see Sensory Story examples in section 3.3 for some ideas) whilst some services have used Tacpac (<http://www.tacpac.co.uk>) and/or Bag Books (<http://www.bagbooks.org/>).

## Catering for a wide range of needs

Decisions about the mix of abilities, levels of communication and attention, and whether to deliver Special FRIENDS and very Special FRIENDS to universal (whole class) or targeted groups need to be made locally, based on need, goals and other practicalities. Issues such as identifying a selected group of "high need" children versus the possibility of inclusion/whole school focus on emotional wellbeing and resilience will need to be considered. Recently, our adaptations of FRIENDS have been being used in a whole class with a range of abilities from pupils with more profound and multiple learning disabilities to talkative, lively pupils with autistic spectrum disorders and those with moderate to significant learning disabilities.



Possibilities for successful mixed ability groups include whole group activities at the start and finish, and some small group, paired, individual activities that get brought back and shared; some attending for small parts of session, and doing some related, separate activities they bring to share with adult or peer support (maybe increasing the amount of time over the sessions); managing the seating plan and adult support to maximise engagement and minimise challenging behaviours (e.g. seating those who "clash" where they can't make eye contact, planning paired activities to gradually develop interactions/coping), using group ideas and problem-solving to plan how to involve/include less able e.g. "how do we know when Fred/Freda is feeling x....?", what helps Fred/Freda when they are feeling Y?", how can we include Fred/Freda in this activity now/next week/tomorrow?"

## Parental involvement

Involving parents is important. One school we worked with took a photo during each session of a key activity with a sentence to explain the learning outcome and sent it home.

Homework tasks are a good opportunity to inform parents about the session. For example, one school focused on angry as the key feeling for the session. The team photocopied an A4 page of a body with angry as its title and the students were asked to get help from their family to point at the parts of the body that are affected when they feel angry. It reinforces learning and informs the parents at the same time.

# 2.5 Evaluation



Example of helpful and unhelpful thoughts cards

What we did	What we learned
<p>As evaluation was very important for maximising learning and the development project:</p> <ul style="list-style-type: none"><li>• We asked what the students liked, didn't like and what they felt they had learned from the activities in each session.</li><li>• Facilitators discussed this along with their own feedback at the post-session discussions.</li><li>• An overall evaluation was carried out in the final session by students.</li><li>• Facilitators' feedback, reflections and recommendations were collected and collated over the summer holiday and autumn terms.</li><li>• We collated feedback on materials, resources, structure of sessions, etc, which was used to produce this guide.</li></ul>	<p>Generally, relaxation activities were particularly popular.</p> <p>Individuals were able to say both what they liked and didn't like, and this was usually supported by observations of how they behaved in the specific group activities (keen, motivated and engaged, or losing attention, hesitant, quieter or noisier than usual).</p> <p>Feedback was really useful in helping us tailor the activities, and is a useful part of the engagement and empowerment aspects of group process.</p> <p>It should be noted that there was broad variation in the levels of communication, comprehension, attention, motivation, confidence and physical abilities of the students. We need to be mindful of how we are presenting things so that they continue to be engaging and interesting for everyone.</p> <p>As well as some overall positive comments e.g. "I would like to do it again", "No, I liked everything", "This FRIENDS group has been lovely and beautiful" (some of which may have been influenced by it being the last session and having a party!), feedback on the most popular and least popular activities mostly mirrored the sessional feedback and observations.</p> <p>There was considerable overlap between the students' and the facilitators' feedback regarding the activities that worked well and those that didn't.</p> <p>The preparation, delivery and review of the adaptation was much more time consuming than anticipated in this initial project. We did not get the chance to cover "coping step plans" – Session 6 onwards of FRIENDS for Life, due to the time constraints.</p> <p>We now have a much clearer plan of the adaptations that will enable FRIENDS for Life to be appropriate and accessible for children and young people with learning disabilities. We have a "shadow" set of sessions and materials to build on for formal feasibility, pilot and effectiveness trials (funding required).</p>

# 3.1 Example Session: 1

## Introductions:

Everyone introduces themselves and takes part in an ice-breaker activity. The ice-breaker involved sharing with the group laminated images of pop groups, food and famous people and facilitating discussions about them, especially about similarities and differences in likes/dislikes. (This could also be turned into a 'Yes, No, Maybe' game.)

## Activity 1:

Explain the aim of the FRIENDS programme and of this session, using a symbolated agenda of the session. Introduce the idea of the FRIENDS mnemonic using the symbolated mnemonic.

## Activity 2:

Group rules. Using a white board, discuss and list what will help the sessions work well when we are working together.

## Activity 3:

Pepper and Tom story. Use of the laminated puppet images of Pepper and Tom on fly swats, to role play a poem with students answering questions about the story (see FRIENDS for Life manual, Session 1, page 26).

## Activity 4:

Relaxation. The facilitator models calming breathing (like milkshake breathing in FRIENDS for Life, Session 1, page 27).

## Evaluation:

In small groups, students say and/or show what they liked best about the session, and what they didn't enjoy. These feelings are shared with the group.

## Home task:

Ask the students to write down or draw one thing that made them happy that week.



Example of Pepper puppet fly swat



## 3.2 Example Session: 7

### Introductions:

Facilitators recap on the home task from the previous week and show and describe to students a symbolated agenda of this week's session.

### Activity 1:

Use body maps to identify physical signs of feelings. In pairs and with the help of a facilitator, students are asked to draw around one of their body's to make a body map. They are then supported to draw or write on the body map how their body feels when they feel angry.

### Activity 2:

Use red and green thought cards to describe helpful and unhelpful thoughts. We used familiar SEAL photo-cards and role-played one of the scenarios (angry neighbours). The scenario involved someone's neighbour playing loud music, resulting in both neighbours becoming angry because it was dealt with badly. The scenario was then role played a second time with the person politely asking her neighbour to turn the music down. The students used the laminated red and green cards with thought bubbles to indicate helpful (green) and unhelpful (red) thoughts relating to the neighbour who had to put up with the noise.

### Evaluation:

In small groups, students say and/or show what they liked best about the session, and what they didn't enjoy. This is shared with the group.

### Home task:

The students take an A4 version of the body map home to write down how their body feels when they are angry (with help from their family), reinforcing at home the activity they did in the session.



Example of a body map

# 3.3 Examples of three sensory stories

Sensory Story: Script with props for acting. Example 1:

## Sarah Moves Away (Feeling Sad)

**Equipment:** plant spray and tissues  
kitchen weights  
pillow  
thought bubble on stick  
camera and photo album/frame  
ball

Dan is friends with Sarah. (2 facilitators to be Dan and Sarah)

Sarah is moving house and school.

Dan feels sad.

Dan cries (water spray and tissues), (to make tears and wipe them away, 1 or 2 students to have a go too).

Dan's body feels heavy (kitchen weights), (1 or 2 students to feel the weights).

Dan feels tired. (pillow)

Dan thinks 'I'll never have another friend like Sarah'. (thought bubble on stick)

Mr Smith, the teacher could see that Dan and Sarah were sad. He said to the class "Sarah is moving away next week. We all feel sad. What can we do to feel better?"

The class thought. (thought bubble on stick)

Sarah said "Let's take some photos of the things we like doing together. You can keep some and I can keep some" (camera and photo album frame) (show students and pretend to take photos).

Dan had an idea. He said "We can play Sarah's favourite ball game and remember her" (ball) (all to join in ball game).

Mr Smith had an idea. He said "Look out for how each other are feeling. If you see someone looking quiet or sad go and sit with them or talk with them.

The day before Sarah moved they had a party. They took photos and put them on the wall. They played Sarah's favourite game. They remembered Sarah and did not feel so sad.

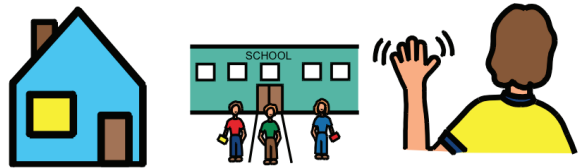
This sensory story was developed by Kirsten Andrews (now Slaney) & Ro Rossiter (see Rossiter, R.J., Andrews, K. and Tulloch, L. (2011) Emotion management for young people with severe learning disabilities. Learning Disability Practice, July, 14 (6) pp. 22-24). Reproduced with permission.

## Sarah Moves Away (Feeling Sad)

Dan is friends with Sarah.



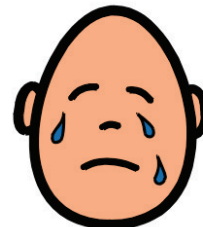
Sarah is moving house and school.



Dan feels sad.



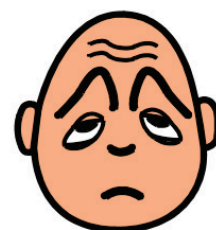
Dan cries.



Dan's body feels heavy.

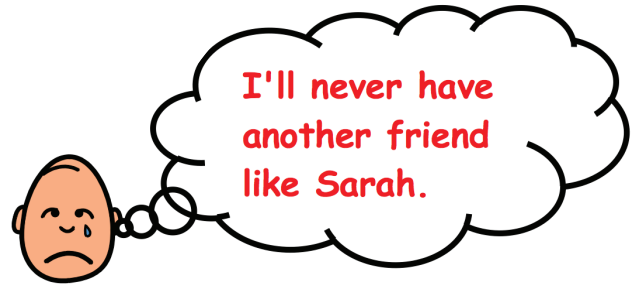


Dan feels tired.





Dan thinks...

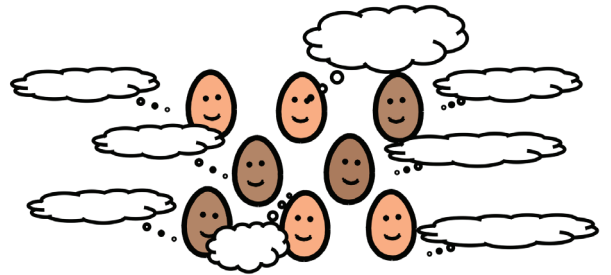


Mr Smith, the teacher, could see that Dan and Sarah were sad. He said to the class...



Sarah is moving away next week. We all feel sad. What can we do to feel better?

The class thought...



Sarah said...



Let's take some photos of the things we like doing together. You can keep some and I can keep some.



Dan had an idea. He said...



We can play Sarah's favourite ball game and remember her.



Mr Smith had an idea. He said...

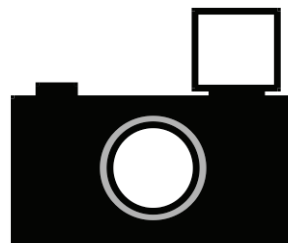


Look out for how each other are feeling. If you see someone looking quiet or sad go and sit with them or talk with them.

The day before Sarah moved they had a party.



They took photos and put them on the wall.



They played Sarah's favourite game.



They remembered Sarah and did not feel so sad.



## Going Away with School (Feeling Worried)

**Equipment:** rucksack  
sleeping bag  
thought bubbles  
heart picture and drum  
butterflies  
pillow  
ball  
bucket and spade  
rabbit and teddy  
music  
picture of beach

Charlie and his class are going away with the school. (rucksack)  
They will sleep there for 2 nights. (sleeping bag)  
Charlie has never slept away from home before.  
Charlie feels worried and scared.

Charlie thinks 'Oh no, I don't know what to do?' (thought bubble)  
Charlie's heart beats faster. (heart picture and drum for faster heart beats)  
Charlie feels butterflies in his tummy. (butterflies)  
Charlie couldn't sleep. (pillow, person playing Charlie to show he's awake)

Charlie tells his Mum and Dad that he is worried and scared.  
They say "Lots of people feel worried about things that are new, like sleeping away from home for the first time. Talking at school about what will happen might help you to feel better".

The next day Miss Jones and the class talk about the school trip.  
Miss Jones said "We will be doing fun things like playing games. (ball, all join in game) and going to the beach. (bucket and spade)

"Some people might feel worried about sleeping away from home. What things could help them feel better?"

The class thought. (thought bubble)

Karen had an idea "I'm going to take my toy rabbit. I always cuddle him at night. That makes me feel better". (toy rabbit)

Charlie said "That's a good idea, I'll take my teddy. Music makes me feel happy; we could listen to the radio or sing a song". (teddy and music and/or sing a song)

Philip said "We could do our bubble/milkshake/calming breaths and think about a calming place like the beach". (do bubble/milkshake/calming breathing and show picture)

"What a good idea", the class said.

Miss Jones had an idea. She said "Look out for how each other are feeling. If you see someone looking quiet or worried go and sit with them or talk with them."

The class went on their trip.

Charlie took his teddy, sang some songs, did some calming breathing if he felt worried and had a good time. His worries didn't bother him.

Charlie will not be worried about staying away from home next time.

This sensory story was developed by Kirsten Andrews (now Slaney) & Ro Rossiter (see Rossiter, R.J., Andrews, K. and Tulloch, L. (2011) Emotion management for young people with severe learning disabilities. Learning Disability Practice, July, 14 (6) pp. 22-24). Reproduced with permission.

## Going Away With School (Feeling Worried)

Charlie and his class are going away with the school.



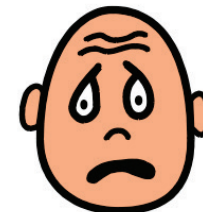
They will sleep there for two nights.



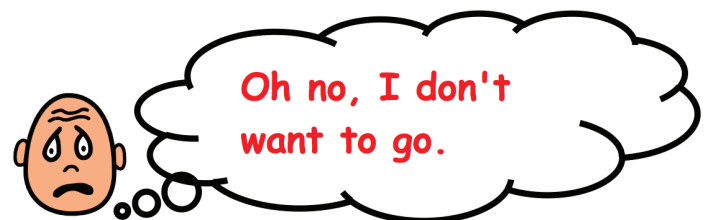
Charlie has never slept away from home before.



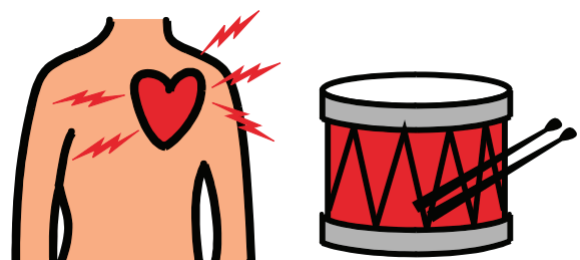
Charlie feels worried and scared.



Charlie thinks...

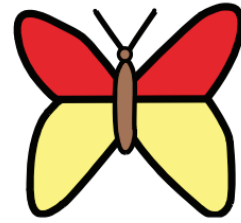


Charlie's heart beats faster.





Charlie feels butterflies in his tummy.



Charlie couldn't sleep.



Charlie tells his mum and dad that he is worried and scared.



They say...



Lots of people feel worried about things that are new, like sleeping away from home for the first time. Talking at school about what will happen might help you to feel better.

The next day Miss Jones and the class talk about the school trip.



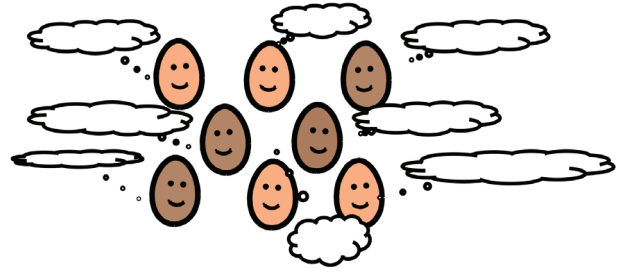
Miss Jones says...



We will be doing fun things like playing games and going to the beach. Some people might feel worried about sleeping away from home. What things could help them feel better?



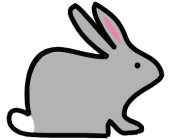
The class thought...



Karen had an idea. She said...



I'm going to take my toy rabbit.  
I always cuddle him at night.  
That makes me feel better.



That's a good idea. I'll take my teddy.  
Music makes me feel happy. We could  
listen to the radio or sing a song.

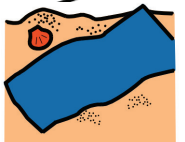
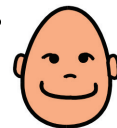


Charlie said...

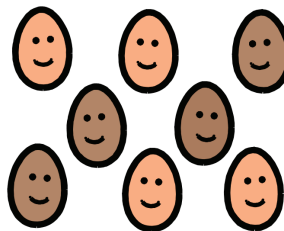
Phillip said...



We could do our bubble / milkshake /  
calming breaths and think about a  
calming place like the beach.



The class said...



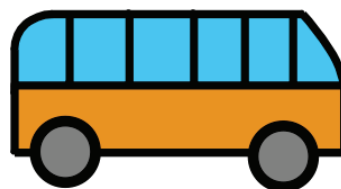
What a good idea.

Miss Jones had an idea. She said...

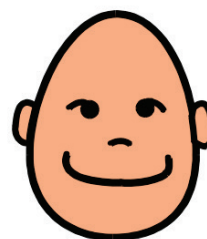


Look out for how each other  
are feeling. If you see someone  
looking quiet or worried go and  
sit with them or talk with them.

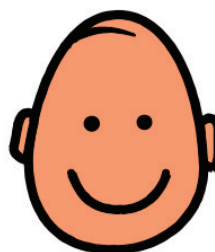
The class went on their trip.



Charlie took his teddy, sang some songs, did some calming breathing if he felt worried and had a good time. His worries didn't bother him.



Charlie will not be worried about staying away from home next time.





## Sensory Story: Script with props for acting. Example 3:

# Jackie's Pen (Feeling Angry)

**Equipment:** pens and colouring pictures  
heart and drum  
rubber bands  
shout picture  
thought bubble  
picture of beach (relaxing place)

Jackie likes colouring.

Jackie is colouring a picture at home. (pens and pictures)

Eddie, Jackie's little brother, takes Jackie's pen and runs away.

Jackie feels angry.

Jackie's heart beats faster. (heart picture and drum)

Jackie's muscles feel tight. (elastic band)

Jackie clenches her fist. (all group to clench fists)

Jackie grits her teeth. (all group to grit teeth)

Jackie shouts "I'm going to get you". (shout picture)

Jackie's Dad comes in. He says "What's happened?"

Jackie says "Eddie took my pen. I hate him. I'm going to get him".

Dad says "Stop. Let's do some bubble/milkshake breaths, then we can think."

Dad and Jackie do some bubble/milkshake/calming breaths. (all group to practice breathing)

Dad says "Let's think."

"What could we do?" (thought bubble)

Jackie says "I'd like to hit Eddie."

Dad says "Will that make things better?"

Jackie thinks. She says "No, it won't".

Dad says "I can see you're really angry. Remember to relax your muscles/do robot and monkey bodies, and think of your favourite place, the beach. Do some calming breaths". (Dad, Jackie and group to do breaths and muscle relaxing. Have beach picture)

Dad says "OK, now what do you think?"

Jackie says "I'll ask Eddie to bring the pen back. He can borrow another one and do a picture".

Dad says "Great thinking Jackie".

Jackie calls Eddie and asks for her pen back. She says "I've got one you could borrow. We can do a picture together".

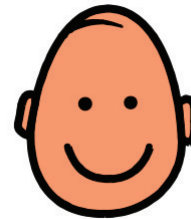
Eddie gives Jackie her pen back, says sorry and they do a picture. (pens and pictures)

Dad says "Well done Jackie. You were brilliant."

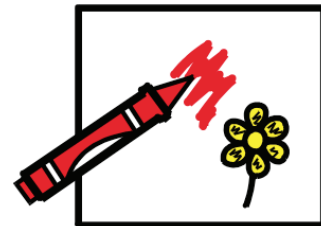
This sensory story was developed by Kirsten Andrews (now Slaney) & Ro Rossiter (see Rossiter, R.J., Andrews, K. and Tulloch, L. (2011) Emotion management for young people with severe learning disabilities. Learning Disability Practice, July, 14 (6) pp. 22-24). Reproduced with permission.

## Jackie's Pen (Feeling Angry)

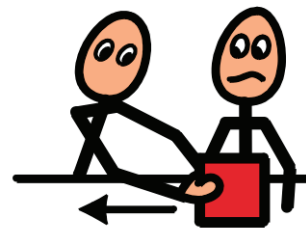
Jackie likes colouring.



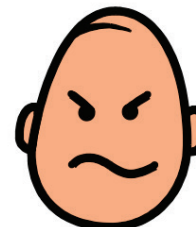
Jackie is colouring a picture at home.



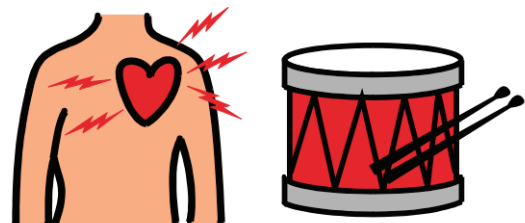
Eddie, Jackie's little brother, takes Jackie's pen and runs away.



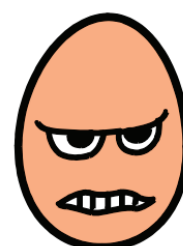
Jackie feels angry.



Jackie's heart beats faster.



Jackie's muscles feel tight.



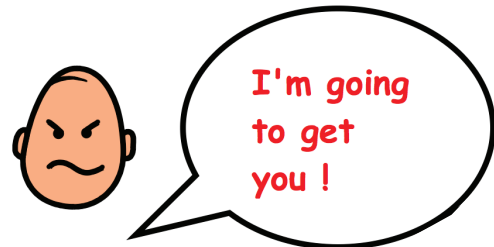
Jackie clenches her fist.



Jackie grits her teeth.



Jackie shouts...



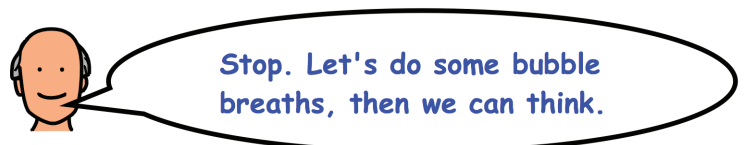
Jackie's dad comes in. He says...



Jackie says...



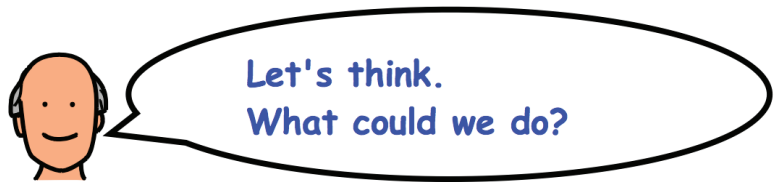
Dad says...





Dad and Jackie do some calming breaths.

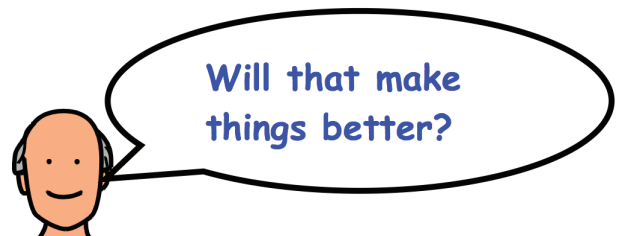
Dad says...



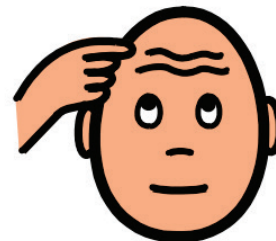
Jackie says...



Dad says...



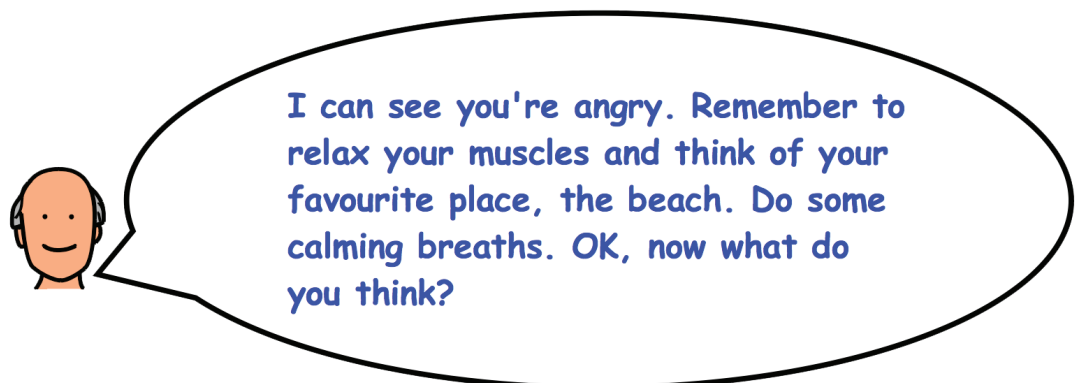
Jackie thinks...



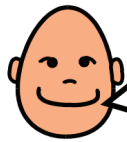
She says...



Dad says...



Jackie says...



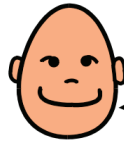
I'll ask Eddie to bring the pen back. He can borrow another one and do a picture.

Dad says...



Great thinking Jackie.

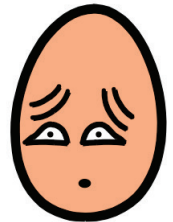
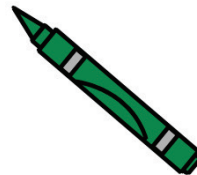
Jackie calls Eddie and asks for her pen back.



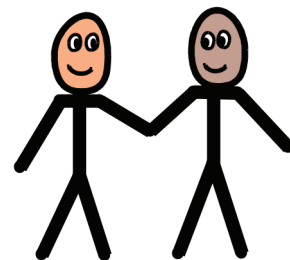
I've got one you could borrow. We can do a picture together.

She says...

Eddie gives Jackie her pen back, says sorry and they do a picture.



They are happy and calm.



# 4.0 FRIENDS Programmes

## Comparison Summary Table

The following table provides a summary of comparisons between Fun FRIENDS, FRIENDS for Life, Special FRIENDS and our adapted FRIENDS programme activities, along with the FRIENDS goals covered in each section.

### Key

Activities in this font – completed in adaptation project  
*Activities in italics– not completed in adaptation project*

The letters in the table represent which aspect of the FRIENDS programme is being explored.

<b>F</b>	Feelings
<b>R</b>	Remember to relax
<b>I</b>	I can do it, I can try
<b>E</b>	Explore solutions and coping step-plans
<b>N</b>	Now reward yourself, you've done your best
<b>D</b>	Do practice
<b>S</b>	Smile, stay calm, use your support networks

	Fun FRIENDS	FRIENDS for Life	Special FRIENDS	FRIENDS for Life – Learning Disability
<b>SESSION 1</b>	<ul style="list-style-type: none"> <li>Get to know each other</li> <li>Same and different</li> <li>Happy experiences</li> </ul> <b>F</b>	<ul style="list-style-type: none"> <li>Get to know each other</li> <li>Feeling confident/ brave</li> <li>Same and different</li> <li>Happy experiences</li> </ul> <b>F</b>	<ul style="list-style-type: none"> <li>Get to know each other</li> <li>Same and different</li> <li>Happy experiences</li> <li>Wind down- relax</li> </ul> <b>FR</b>	<ul style="list-style-type: none"> <li>Get to know each other</li> <li>Feeling confident/ brave</li> <li>Same and different</li> <li>Feelings (see 2.4)</li> <li>Relaxation and breathing (see 2.4)</li> </ul> <b>FR</b>
<b>SESSION 2</b>	<ul style="list-style-type: none"> <li>Feelings in yourself and others</li> <li>Normalise feelings</li> <li>Make happy feelings grow</li> </ul> <b>F</b>	<ul style="list-style-type: none"> <li>Feelings in yourself and others</li> <li>Showing feelings is important and ok</li> <li>Powerful/ helpful thinking</li> </ul> <b>F</b>	<ul style="list-style-type: none"> <li>Feelings in yourself and others</li> <li>Sign of feelings</li> <li>Controlling feelings</li> <li>Calming</li> </ul> <b>FR</b>	<ul style="list-style-type: none"> <li>Feelings in yourself and others</li> <li>Normalise feelings (see 2.4)</li> <li>Relaxation and breathing</li> </ul> <b>FR</b>
<b>SESSION 3</b>	<ul style="list-style-type: none"> <li>Pay attention to the feelings of others'</li> <li>Recognise the feelings of others</li> <li>Help others to feel better</li> </ul> <b>F</b>	<ul style="list-style-type: none"> <li>Feel confident/ brave</li> <li>Learn to feel good</li> <li>Learn to calm oneself and relax</li> <li>Listen to body clues</li> </ul> <b>FR</b>	<ul style="list-style-type: none"> <li>More body signs of feelings</li> <li>Growing happy feelings</li> <li>More ways to relax (relaxing activities; milkshake breathing)</li> </ul> <b>FR</b>	<ul style="list-style-type: none"> <li>Feelings in yourself and others, e.g. Pepper (see 2.4)</li> <li>Physical signs of feelings</li> <li>Body maps in group – worry (see 2.4)</li> <li>Relaxation and breathing x 2</li> </ul> <b>FR</b>

	Fun FRIENDS	FRIENDS for Life	Special FRIENDS	FRIENDS for Life – Learning Disability
SESSION 4	<ul style="list-style-type: none"> <li>Pay attention to what your body tells you</li> <li>Breathing</li> <li>Relaxation games</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to happy and positive things</li> <li>Train your attention – senses</li> <li>Understanding how thoughts (T) and feelings (F) affect behaviour (B)</li> <li>Understand self-talk</li> <li>Green thoughts – strong, brave, happy</li> <li>Red thoughts – miserable, worried, upset</li> </ul>	<ul style="list-style-type: none"> <li>Managing feelings</li> <li>More ways to relax (relaxation menu; muscle workout; peaceful picture-visualisation)</li> <li>Cool kids choose to relax</li> <li>Helping others</li> </ul>	<ul style="list-style-type: none"> <li>Feelings – worry – situations, signs and what you can do</li> <li>Relaxation, breathing exercises, robot/ jellyfish – we used monkey (see 2.4)</li> <li>Body maps in group – angry</li> </ul>
	R	I	FR	FR
SESSION 5	<ul style="list-style-type: none"> <li>Feelings (F) versus thoughts (T)</li> <li>Unhelpful red thoughts – stop</li> <li>Helpful green thoughts – go</li> </ul>	<ul style="list-style-type: none"> <li>Thinking in helpful and positive ways</li> <li>Pay attention to green thoughts</li> <li>Challenge red thoughts and change red thoughts to green thoughts</li> </ul>	<ul style="list-style-type: none"> <li>Growing strengths</li> <li>Ups and downs</li> <li>More ways to relax (hand massage; pizza massage)</li> <li>Feelings and thoughts</li> </ul>	<ul style="list-style-type: none"> <li>Feelings – angry – situations, signs and what you can do</li> <li>Role plays – identify feelings (F) and thoughts (T), (see 2.4)</li> <li>Body map – angry</li> <li>Relaxation</li> </ul>
	I	I	FRI	FRI
SESSION 6	<ul style="list-style-type: none"> <li>Changing red thoughts to green thoughts</li> <li>Throw away red thoughts</li> </ul>	<ul style="list-style-type: none"> <li>Explore ways to cope</li> <li>Coping step plans</li> </ul>	<ul style="list-style-type: none"> <li>Green and red thoughts</li> <li>I can try</li> <li>Paying positive attention</li> <li>Attention workout</li> <li>Self talk</li> </ul>	<ul style="list-style-type: none"> <li>Feelings – what helps</li> <li>Thoughts and feelings (see 2.4)</li> <li>Red and green thoughts – role plays</li> <li>Relaxation - pizza massage</li> </ul>
	I	E	FRI	FRIE
SESSION 7	<ul style="list-style-type: none"> <li><i>Do things one step at a time</i></li> <li><i>Break things down into little steps</i></li> <li><i>Learn to be brave and try new things</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Role models (importance and identification)</i></li> <li><i>Support teams</i></li> <li><i>Who can I support</i></li> <li><i>Friendship skills</i></li> </ul>	<ul style="list-style-type: none"> <li>Changing red thoughts to green thoughts</li> <li>Control centre</li> <li>Thought challengers</li> </ul>	<ul style="list-style-type: none"> <li>Thoughts (T) and feelings (F), (see 2.4)</li> <li>Anger, worry, jealousy (SEAL photos, role plays, own situations)</li> <li>Individual body maps</li> <li>Relaxation</li> </ul>
	E	E	FRI	FRIE
SESSION 8	<ul style="list-style-type: none"> <li>Steps to being a good friend</li> <li>Friendship skills</li> <li>Be a good friend (smile, share, help, listen)</li> </ul>	<ul style="list-style-type: none"> <li><i>Problem solving step plans</i></li> </ul>	<ul style="list-style-type: none"> <li>Green and red thoughts</li> <li>Power card</li> <li>Goals and step plans</li> </ul>	<ul style="list-style-type: none"> <li>Thoughts and feelings</li> <li>Self-talk</li> <li>Individual body maps</li> <li>Being positive about yourself and others</li> <li>Start bookmarks (see FRIENDS for Life Session 9, Activity 9B)</li> </ul>
	E	E	FRIE	FRIEN



	Fun FRIENDS	FRIENDS for Life	Special FRIENDS	FRIENDS for Life – Learning Disability
<b>SESSION 9</b>	<ul style="list-style-type: none"> <li>Give yourselves a pat on the back</li> <li>How to reward yourselves when you have tried your best</li> <li>Step planning (for party)</li> </ul> <b>E</b>	<ul style="list-style-type: none"> <li><i>Reward yourselves for trying</i></li> <li><i>Think like a winner</i></li> <li><i>Use humour in difficulties</i></li> <li><i>Use all FRIENDS to help yourselves and others</i></li> </ul>	<ul style="list-style-type: none"> <li>Group step plans</li> <li>My goals</li> <li>My Support Team</li> <li>Helping others</li> <li>Green thoughts</li> </ul> <b>FRIENDS</b>	<ul style="list-style-type: none"> <li>Self-talk, red and green thoughts</li> <li>Ok and not ok behaviour</li> <li>Changing thoughts, feelings and behaviour</li> <li>Coping (see 2.4)</li> <li>Relaxation and bookmarks</li> </ul> <b>FRIEN</b>
<b>SESSION 10</b>	<ul style="list-style-type: none"> <li><i>Family, schools, neighbours, friends – can help us</i></li> <li><i>Including becoming brave</i></li> <li><i>We can help them too</i></li> <li><i>Role models – influence</i></li> </ul> <b>N</b>	<ul style="list-style-type: none"> <li><i>Prepare for future challenge</i></li> <li>Party to celebrate skills learnt</li> </ul> <b>D</b>	<ul style="list-style-type: none"> <li>Goals and step plans</li> <li>Making friends</li> <li>A good friend</li> </ul> <b>FRIENDS</b>	<ul style="list-style-type: none"> <li>Feelings</li> <li>Red and green thoughts</li> <li>Changing thoughts, feelings and behaviour</li> <li>Coping</li> <li>Evaluate</li> <li>Party</li> </ul> <b>FRIEND</b>
<b>SESSION 11</b>	<ul style="list-style-type: none"> <li><i>Circle of love and friends</i></li> <li><i>Support groups across settings</i></li> <li><i>We can help each other</i></li> </ul> <b>D</b>	<ul style="list-style-type: none"> <li><i>Booster Session 1</i></li> </ul>	<ul style="list-style-type: none"> <li>STAR Problem solving</li> <li>Flexible thinking</li> <li>Reward yourself</li> <li>Do it everyday</li> </ul> <b>FRIENDS</b>	<ul style="list-style-type: none"> <li><i>Booster Session 1</i></li> </ul>
<b>SESSION 12</b>	<ul style="list-style-type: none"> <li><i>Dress up party celebration</i></li> <li><i>S = Stay happy</i></li> </ul> <b>S</b>	<ul style="list-style-type: none"> <li><i>Booster Session 2</i></li> </ul>	<ul style="list-style-type: none"> <li>How strengths and skills have grown</li> <li>Be ready for future challenges</li> <li>S: Smile, stay calm, ask for help</li> </ul> <b>FRIENDS</b>	<ul style="list-style-type: none"> <li><i>Booster Session 2</i></li> </ul>



Fly swat puppets

# 5.0 Useful resources



## Emotions

Attwood T. (2001) Exploring Feelings: Cognitive Behaviour Therapy to Manage Anxiety. Future Horizons, Arlington.

Bag books <http://www.bagbooks.org/>

Grace. J. (2014) Sensory Stories for Children and Teens with Special Educational Needs: A Practical Guide. Jessica Kingsley.

Bingham J. (2008) Everybody feels angry; sad; happy; scared.

Dunn Buron K and Curtis M. (2003) The Incredible 5-point Scale. APC: Kansas.

Dunn Buron K. (2006) When my worries get too big. APC: Kansas.

Dunn Buron K. (2006) When my autism gets too big. APC: Kansas.

Hassiotis et al. (2014) Manual of Cognitive Behaviour therapy for People with Learning Disabilities. Free download from <https://www.ucl.ac.uk/psychiatry/cbt/downloads/documents/cbt-id-manual>

LDA Photo Emotions Learning Development Aids <http://www.ldalearning.com/>

Ironside V. (2011). Huge Bag of Worries.

Veeken, John. (2012). Bear cards: Feelings.

Waddell, M. (1994). Owl Babies.

Whitehouse E. & Pudney W. (1996). A Volcano in my Tummy: Helping Children to Handle Anger. New Horizon Publishers.

Feelings in a jar (2008). Free Spirit Publishing.

Social and Emotional Aspects of Learning SEAL Photos Primary and secondary curriculum materials.

Deal, R. and Jones, M. Strength Cards for Kids (2009). St Luke's Innovative Resources ISBN: 978 1 920945 381.

Wilson, P. & Long, I. (2009) Big Book of Blob Feelings. Speechmark.

Wilson, P. & Long, I. (2009) Big Book of Blobs. Speechmark.

Wilson, P. & Long, I. (2012) Giant Blob Tree Poster: A No Word Tool to Aid Communication. Speechmark.

## Communication

DfE (2005) SEAL (Social and Emotional Aspects of Learning) photo-card  
[http://www.lancsngfl.ac.uk/curriculum/pshe/index.php?category\\_id=184](http://www.lancsngfl.ac.uk/curriculum/pshe/index.php?category_id=184)

Goldbart, J & Caton, S (2010). Communication and people with the most complex needs: What works and why this is essential. London: Mencap/Department of Health.  
(<http://www.mencap.org.uk/page.asp?id=1539>)

Gray C. (1994). Comic Strip Conversations – Illustrated Interactions that Teach Conversation Skills to Students with Autism & Related Disorders. Future Horizons Incorporated, Arlington.

Hewett, D and Nind, M eds. (1998). Interaction in Action. London: David Fulton.

Makaton signs from the Makaton PSHE resource book  
<http://www.teaching-resources-uk.com/lessons/pshe/?gclid=CMrLjeXB-LoCFcjwgodqDQA0g%20or%20http://www.makaton.org/aboutMakaton/howMakatonWorks?gclid=CMi2ntXB-LoCFc7JtAodSFsA1g>

Makaton/BSL video (5 minutes) showing 'How Are You?' Feeling Signs and Emotions at [https://www.youtube.com/watch?v=\\_r10kSwNI5U](https://www.youtube.com/watch?v=_r10kSwNI5U)

Nind, M. and Hewett, D. (2006). Access to Communication. London: David Fulton.

Nind, M. (2011) Intensive interaction, emotional development and emotional well-being. In, Intensive Interaction: Theoretical Perspectives. London, GB, Sage.

Objects of Reference see <http://talksense.weebly.com/or.html> or  
<http://www.totalcommunication.org.uk/objects-of-reference.html>

Tacpac- communication through touch and music <http://www.tacpac.co.uk/>

Widget Communicate: In Print 2  
[http://www.widgit.com/products/inprint/index.htm?\\_route\\_=inprint](http://www.widgit.com/products/inprint/index.htm?_route_=inprint)

Photosymbols <http://www.photosymbols.com>

## The FRIENDS for Life suite of programmes

The FRIENDS Group Leaders and Participants materials can be accessed as part of a Training Event or separately when training is complete from The Psychology Tree at [www.thepsychologytree.com](http://www.thepsychologytree.com)

Barrett P. (2012). My Fun FRIENDS Book. 3rd Edition.

Barrett P. (2012). Fun FRIENDS: A facilitator's guide to building resilience in 4-7 year old children through play. 3rd Edition.

Barrett P. (2012). FRIENDS for Life: Activity Book for Children. 6th Edition.

Barrett P. (2012). FRIENDS for Life; Group Leaders' Manual for Children. 6th Edition.

Barrett P. (2010). My FRIENDS Youth Resilience Program: Activity Book for Youth.

Barrett P. (2010). My FRIENDS Youth Resilience Program: Group Leaders Manual for Youth.

Barrett P. (2012). Strong Not Tough – Adult Program: Resilience Throughout Life. 2nd Edition.

Barrett P. (2012). Strong Not Tough – Adult Program: Resilience Throughout Life: Guidelines for Facilitators. 2nd Edition.

Barrett P. (developed in association with Smith C and slack G.) (2015) Special FRIENDS: Activity Book. 1st Edition.

Barrett P. (developed in association with Smith C and slack G.) (2015). Special FRIENDS: Group Leaders' Manual. 1st Edition.

**Note: Sometimes the “anglicised” FRIENDS materials for UK audiences may be one edition behind the current Australian editions. Generally changes are small, as editions evolve based on learning from both FRIENDS experience and wider evidence.**

## **Policy and research**

Please refer to our FRIENDS background paper at [www.learningdisabilities.org.uk/our-work/health-well-being/friends-for-life/](http://www.learningdisabilities.org.uk/our-work/health-well-being/friends-for-life/) for a list of academic and policy papers.

# 6.0 Practice references

Andrews, K., Rossiter, R.J., Daynes, S., Goodwill, A. & Preston, A. 2010 Emotion management and people with severe learning disabilities: the 'Team Mate' group. *Learning Disability Practice*, February, 13 (1) pp. 32-35.

Hassiotis, A., Serfaty, M., Azam, K., Strydom, A., Blizzard, R., Romeo, R., Martin, S. & King, M. (2013). Manualised Individual Cognitive Behavioural Therapy for mood disorders in people with mild to moderate intellectual disability: A feasibility randomised controlled trial. *Journal of Affective Disorders*, 151(1), 186–195.

Liddle I. (2009). Exploring the use of CBT approaches with very young children: An evaluation of the Fun FRIENDS programme in a nursery setting. Stirling Council. Available at: <http://www.friendsforlifescotland.org/site/Fun%20FRIENDS%20Action%20Research%202009.pdf>.

Liddle I. & Macmillan S. (2010). Evaluating the FRIENDS programme in a Scottish setting. *Educational Psychology in Practice: theory, research and practice in educational psychology*, 26, 1 53-67.

Nind, M. (1996). 'Efficacy of intensive interaction: developing sociability and communication in people with severe and complex learning difficulties using an approach based on care-giver infant interaction'. *European Journal of Special Needs Education*, 11(1) pp. 48-66.

Rossiter R.J., Andrews K., & Tulloch L. (2011). Emotion management for young people with severe learning disabilities. *Learning Disability Practice*, 14, 6, 21-24.

Thompson H. & Lonsdale J. (2008). Adapting the manual: Reflections on modifying standardised group materials. *Clinical Psychology Forum*, 188, August, 21 – 24.

Willner, P., Rose, J., Jahoda, A, Stenfort Kroese, B., Felce, D., Cohen, D., MacMahon, P., Stimpson, A., Rose, N., Gillespie, D., Shead, J., Lammie, C., Woodgate, C., Townson, J., Nuttall J., & Hood, K. 2013. Group-based cognitive-behavioural anger management for people with mild to moderate intellectual disabilities: cluster randomised controlled trial. *British Journal of Psychiatry*, doi: 10.1192/bjp.bp.112.124529.





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