P E L I C A N Guidance

Promoting **E**motional **L**iteracy **i**n **C**hildren with **A**dditional **N**eeds

Hello! My name is Peli

PELICAN

📖 😊
Learning to feel good

From Peli can't … 👎

… to Peli can! 👍

Practical guidance on PELICAN, an accessible and appropriate framework, activities and resources to promote emotional literacy, build resilience and emotional well-being in children and young people with additional needs, particularly those with learning disabilities.

1st edition – March 2021

PELCIAN Guidance

Contents

This version of PELICAN is the first publicly available working draft version, though it is based on many years of development and practice. We would be grateful for any feedback regarding what is useful, any typos, any aspects that are not clear or any ideas for additional resources to signpost. Please contact us at info@fpld.org.uk.

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P E L I C A N Promoting Emotional Literacy in Children with Additional Needs

The PELICAN Framework is

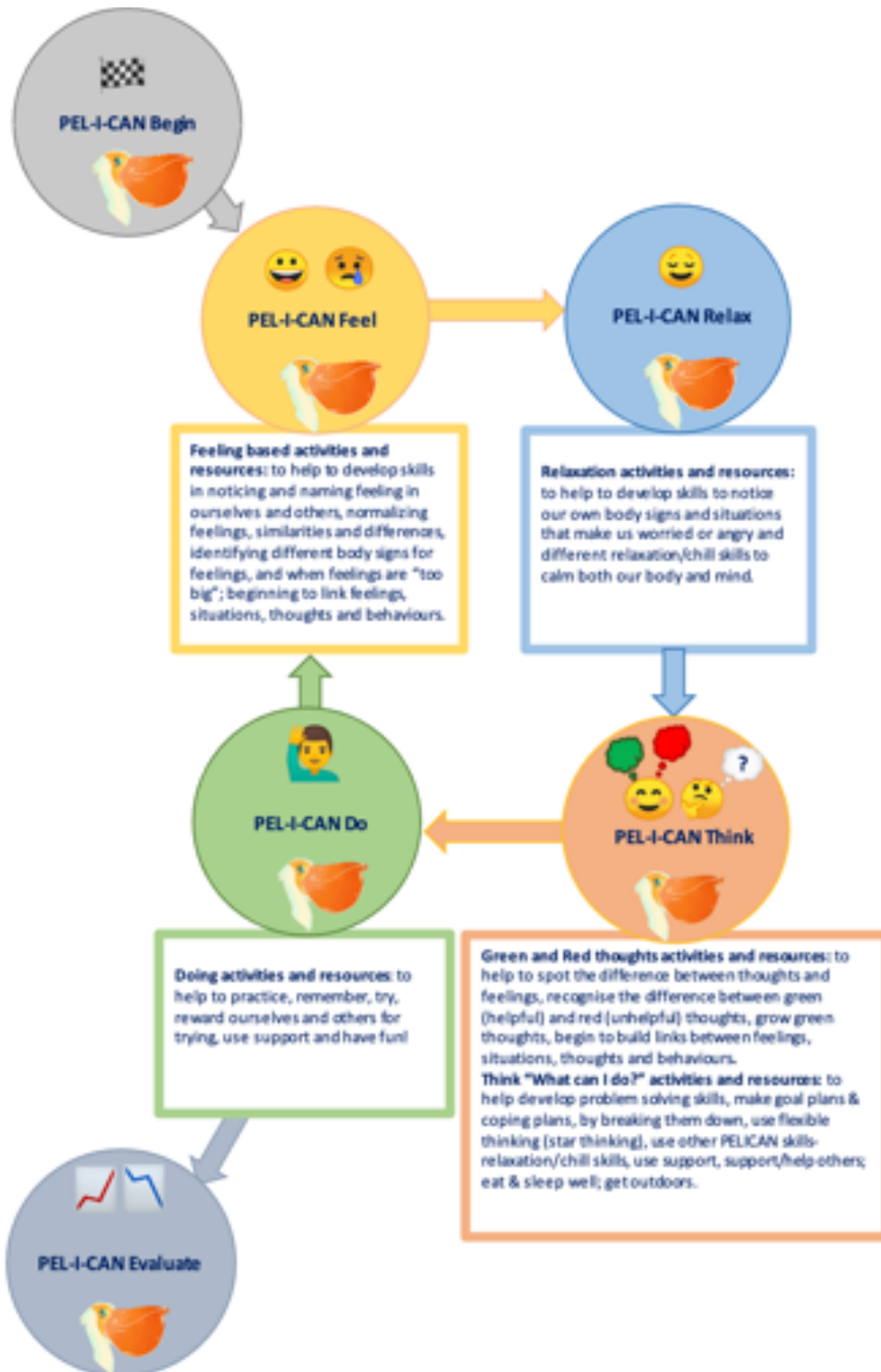| I CAN **Feel** | I CAN **Relax** | I CAN **Think** | I CAN **Do** |

PELICAN Story **+** PELICAN Guidance **+** PELICAN Resources

Built from:
- Practice-based evidence and evidence-based practice
- Collaboration & feedback
- Literature reviews/updates
- Networking
- Community of Practice

See background paper

SUMMARY OF THE ELEMENTS IN THE PELICAN FRAMEWORK

PEL-I-CAN Begin

PEL-I-CAN Feel

Feeling based activities and resources: to help to develop skills in noticing and naming feeling in ourselves and others, normalizing feelings, similarities and differences, identifying different body signs for feelings, and when feelings are "too big"; beginning to link feelings, situations, thoughts and behaviours.

PEL-I-CAN Relax

Relaxation activities and resources: to help to develop skills to notice our own body signs and situations that make us worried or angry and different relaxation/chill skills to calm both our body and mind.

PEL-I-CAN Do

Doing activities and resources: to help to practice, remember, try, reward ourselves and others for trying, use support and have fun!

PEL-I-CAN Think

Green and Red thoughts activities and resources: to help to spot the difference between thoughts and feelings, recognise the difference between green (helpful) and red (unhelpful) thoughts, grow green thoughts, begin to build links between feelings, situations, thoughts and behaviours.
Think "What can I do?" activities and resources: to help develop problem solving skills, make goal plans & coping plans, by breaking them down, use flexible thinking (star thinking), use other PELICAN skills- relaxation/chill skills, use support, support/help others; eat & sleep well; get outdoors.

PEL-I-CAN Evaluate

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## HOW TO USE THE PELICAN GUIDANCE

This guidance has been created to introduce the PELICAN framework, story and key learning and related PELICAN activities (with links to *resources*) for each of the four **'I CAN'** elements (I Can Feel, Relax, Think and Do).

- Throughout the guidance, Tou will provide tips in textboxes
- The names of *resources* will be shown in *italics.*

We want PELICAN to be as accessible and low cost as possible. You do not need special training to use the PELICAN framework however it is assumed those using this guidance are already working with, or have experience of supporting, children and young people with additional needs.

There are a number of *resources* which can be used with the PELICAN activities. Some *resources* can be used for a range of activities and learning and can be tailored for individual needs and abilities. Within the *resource* folders, those named "activities" are used for key PELICAN activities and "templates" that can be printed and used. We have also put "examples" of *resources* that can be easily made or adapted from existing resources you may have.
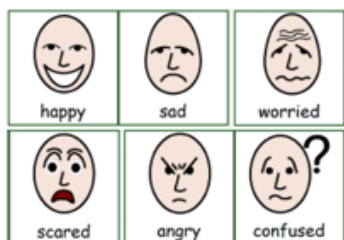
Activity Widgit dice   *Example body map*   *Template Star Thinking*

Key learning in the *PELICAN story* is "If Peli-can and Tou-can then you can!" The PELICAN framework and guidance are structured with the four main elements (feel, relax, think and do) named 'I CAN Feel', 'I CAN Relax', 'I CAN Think' and 'I CAN Do' to remind everyone that if Peli can and Tou can, then I CAN too!

> **Note:** This guidance was finished during the Covid-19 pandemic. Implementation of some PELICAN activities may need to be adapted in order to keep everyone safe and reduce the risk of the virus spreading.
>
> The Covid-19 pandemic has increased uncertainties, stress and loss for us all, especially children and young people with additional needs, their parents/carers and others who support them, particularly education staff.
>
> We have incorporated some Covid-19 specific resources and information about the Recovery Curriculum (see appendix)

PELCIAN Guidance

INTRODUCTION

The aim of the **PELICAN** (**P**romoting **E**motional **L**iteracy **i**n **C**hildren with **A**dditional **N**eeds) framework is to offer practical advice, activities and resources based on a journey of over 30 years of practice, adaptation and action research in supporting children/young people with learning disabilities, to learn to notice, identify and develop skills to cope with anxiety and other feelings which may be experienced as difficult.

Terminology – 'children with additional needs' - refers to children and young people who need additional support and adaptations for successful learning, particularly those with complex learning disabilities.

PELICAN promotes resilience, well-being and social and emotional skills by drawing on developmental, cognitive behavioural therapy (CBT) and narrative frameworks. The PELICAN development journey, framework and evidence base are described in the background paper (any references are found there).

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.

This guidance is aimed at all people supporting children/young people with learning disabilities:
- Education - teachers, learning support assistants, learning mentors, educational psychologists, speech and language therapists and assistants
- Health - school nurses, community nurses, clinical psychologists, speech and language therapists, communication assistants, mental health practitioners, occupational therapists, physiotherapists
- Parents, carers and representatives from parent groups; relatives; friends
- The voluntary and community sector

This guidance document provides:
- ideas for activities for all elements, and links to electronic *resources* in folders, for these activities
- materials and *resources* for evaluating progress

The guidance will not give a detailed session by session break down of a specific "programme" as each child and young person with learning disabilities or group is unique with very wide ranges of abilities (including learning, attention, communication, physical, sensory, sequencing, memory etc) as well as age range. There are sets of example session plans (see "I CAN Begin) from Years R/1-Years 10/11 to illustrate use of the guidance and resources.

You <u>do not need</u> specific training to use PELICAN, however it is assumed those using this guidance are already working with, or have experience of supporting, children and young people with additional needs.

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What is PELICAN?

The PELICAN story is a simple visual story about Peli the pelican, who is too scared to fly, and their friend Tou who helps Peli. The story is engaging and simple and shows the PELICAN framework with some examples of how Tou helps Peli (see *PELICAN story* in I CAN Begin).
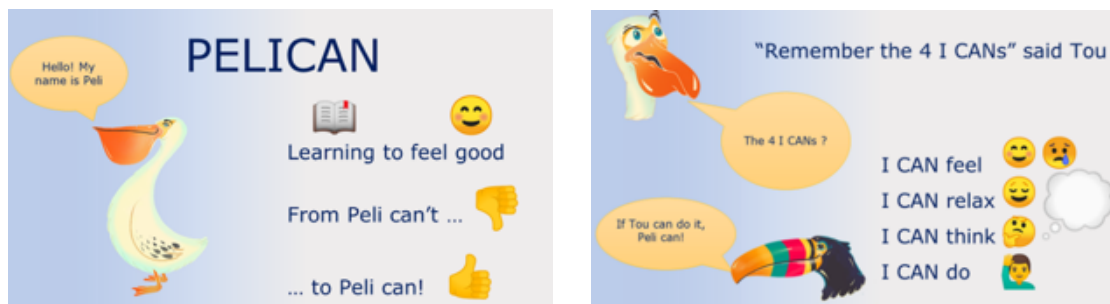
The "I CAN" framework has different elements that are important aspects of building emotional literacy, resilience and wellbeing. The evidence shows the framework should be delivered in this sequence. A PELICAN-Lite version, for use in the Covid-19 pandemic, focuses on I CAN Relax.

I CAN Feel

Activities and *resources* to help to develop skills in noticing and naming feeling in ourselves and others; normalizing feelings; similarities and differences; identifying different body signs for feelings, and when feelings are "too big"; beginning to link feelings, situations, thoughts and behaviours.

I Can Relax

Activities and *resources* to help to develop skills to notice our own body signs and situations that make us worried or angry and different relaxation ('chill skills') to calm both our body and mind.

I CAN Think

Activities and *resources* to help to spot the difference between thoughts and feelings, notice or catch thoughts, recognise the difference between green (helpful) and red (unhelpful) thoughts, grow green thoughts, begin to build links between feelings, situations, thoughts and behaviours. Next are activities and *resources* to help develop problem solving skills, make goal plans & coping plans, by breaking them down, use flexible thinking (star thinking), use other PELICAN skills- relaxation/chill skills, use support, support/help others; eat & sleep well; get outdoors.

I CAN Do

Activities and *resources*: to help to try, reward ourselves and others for trying practice, remember, use support, have fun!

What is Emotional Literacy?

'The ability to understand, handle and appropriately express feelings' which, according to Faupel & Sharp, 2003, 'involves having recognition of your own, and others, feelings, and knowing how to manage them'.

So, **Emotional Literacy** is a key element of mental health

We have some reservations about the term "emotional literacy" because it sounds a bit "educational" (i.e., only linked to schools) rather than "developmental" (i.e., everybody's involvement, and right from the start). However, "emotional literacy" is a well-established concept linked closely with the SEAL initiatives (Social and Emotional Aspects of Learning, DCSF, DfES 2005), and substantial practice development (Faupel & Sharp, 2003) and a network of trained and supervised Emotional Literacy Support Assistants (ELSA's, see https://www.elsanetwork.org).

The need to develop activities and *resources* for children and young people with additional learning needs, especially complex ones, is a rights and social and health (in)equalities issue.

What PELICAN is not…?

PELICAN is a framework for children and young people with additional needs, particularly learning disabilities, to develop emotional literacy, resilience and emotional well-being. PELICAN should not be used as a substitute for more specialised support for children and young people who have more complex and substantial social, emotional, and behavioural difficulties. Where children and young people are receiving specialist support, it is important to link with this to check how PELICAN can support.

In addition, some PELICAN concepts, activities and resources may be useful to those providing specialist support with its focus on complex and substantial learning needs and a wider ability range than many existing resources.

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Table 1 summarises what the evidence-base and practice tells us about how to adapt activities accessible and appropriate for children and young people with autism and/or additional complex learning needs**:**

…for children and young people with autism	… for children and young people with more complex needs, the same plus …………….
Predictable routines	
Visual supports	Even more visuals
Simplified language - key vocabulary	Even more simplified
Examples	
Reduction and repetition of conceptual information	Even more repetition
Role play, with or without puppets	Even more multi-sensory and active learning
Extended programme length	Even more sessions!
Increased time on chill skills/relaxation	
Regular parent involvement	Even more attention to practice, generalisation and maintenance – across settings/links with home

(Thompson & Lonsdale 2008; Slack 2013; Barrett, Smith & Slack 2015; Hronis, 2019)

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PELICAN: Equality, Diversity & Inclusion

The Equality Act 2010 provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. It enshrines in law "protected characteristics" which have rights for equality of treatment and for public services to make reasonable adjustments.

These "protected characteristics" include age; disability; gender, sex, sexual orientation, gender reassignment; race, religion or belief; marriage, civil partnership; pregnancy and maternity (including breastfeeding).

PELICAN seeks to encourage consideration of how these protected characteristics may intersect for children and young people and their families and carers. Consideration of the protected characteristics can help us remember aspects of difference in beliefs, power and lifestyle, visible and invisible, voiced and unvoiced, to which we might pay attention in learning and life.

PELICAN has been developed to include a range of ages and abilities, aiming to ensure children and young people with very complex needs are included.

Our responsibility as public servants and citizens delivering PELICAN is to strive for exploring difference with fairness and freedom, within our legislative, policy and practice frameworks.

The spirit of non-judgmental enquiry and curiosity can be an important aspect of feeling listened to, valued and being enabled to change and grow in confidence. PELICAN can ensure Equality, Diversity & Inclusion is woven into PELICAN planning and delivery.

Specific tools to support exploring and understanding issues around diversity, culture and beliefs and people with learning disabilities include:

- *Tools for Talking* (Rose et al., 2013) with videos and resources to help discussions around My Culture and what it means to me; Important People in my life and my relationships with them; Things I do now and things I would like to do. https://toolsfortalking.wordpress.com/

- ***Reaching Out to people with learning disabilities and their families from Black and Minority Ethnic communities: Guidance for Practitioners from Social Care and Health Services in Developing Culturally Competent Practice.*** (Foundation for Learning Disabilities) https://www.learningdisabilities.org.uk/learning-disabilities/publications/reaching-out-guidance-culturally-competent-practice

I CAN Begin

This section will outline how to get started with using the PELICAN framework. *[Resource names are in italics]*

Resources that are recommended for this section are:

- *Activity - favourite animal*
- *Activity getting to know you bingo*
- *Example group rules*
- *Example quick quiz*
- *Peli and Tou images to print off*
- *PELICAN story*
- *Session plans example targeted group 11-13 year*
- *Session plans Year R and 1 universal*
- *Template action Do outline*
- *Template blank Thought bubble*
- *Template Feeling Heart*

Some of these resources are mentioned below, each I CAN folder has more resources to make use of.

Choosing who does PELICAN and how to deliver?

Deciding what group of children and young people to deliver PELICAN with is the first step. Understanding individual children and young people's current understanding and knowledge of feelings (including feelings words/vocabulary and signs or symbols they use) and how skilled they are in recognising feelings in selves and others helps tailor PELICAN.

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What kinds of abilities is PELICAN for?

PELICAN recognises that children and young people with additional learning needs, especially those with complex needs and substantial learning disabilities are a very, very diverse group. The range of cognitive abilities and impairments in learning and information processing abilities is very wide.

Strengths and weaknesses in information processing and abilities link with a number of elements including:

- Verbal - comprehension and expression; use of alternative communication such as Makaton signs and symbols
- Non-verbal communication - listening, turn-taking, assertiveness, saying when you don't understand and/or need help
- Practical/visual skills
- Attention-control
- Memory for words, pictures and actions/behaviours/skills
- Sequencing
- Problem-solving
- Executive functioning -planning, changing behaviours, "stop-go" mechanisms
- Physical, social, emotional and self-regulation
- Sensory processing -visual, auditory, tactile, smell, taste, movement- both hyper and hypo sensitivities, sensory integration
- Co-existing conditions such as Autistic Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), trauma, anxiety, depression, OCD or other mental health conditions.
  - For ASC, Turk (2012) reported 70% of children with ASC have a non-verbal IQ below 70, 50% of children with ASC have a non-verbal IQ below 50 and up to 50% of individuals with "severe learning disabilities" have ASC.

Strengths and weaknesses in these aspects need consideration to tailor PELICAN activities, language, concepts and pace. Repetition is key! Additional supported learning can take place between sessions, and can involve others, including families/carers. It is important to follow the elements in sequence, but elements can be repeated if needed.

For those who find it more difficult to recognise and respond to their feelings, focus on noticing and recognising feelings, body signs and/or behavioural signs in themselves and others and finding relaxation techniques/chill skills that work best for them (**I CAN Feel,** and **I CAN Relax**). Those with better understanding of feelings and/or more ability to think and communicate, may be better able to understand the activities in the latter part of **I CAN Think** e.g., identifying and letting go of red (unhelpful) thoughts and growing green (helpful) ones.

I CAN Begin

Supporting a wide range of needs:

Decisions about the mix of abilities, levels of communication and attention, and whether to deliver PELICAN 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 (targeted) versus the possibility of inclusion/whole school (universal) focus on emotional wellbeing and resilience need to be considered.

In PELICAN, adaptions to activities and resources have been used in whole classes with a range of abilities across children and young people with more profound and multiple learning disabilities to talkative, lively pupils with autistic spectrum conditions and those with moderate to significant learning disabilities.

Ideas to support successful mixed ability groups include:

- Small group or paired activities – with matched abilities to extend learning, or mixed ability to enable those more able to support those less able
- Some individuals attending for small parts of session increasing the amount of time over the sessions
    - They can be doing some related, separate activities they bring to share with adult or peer support
- 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?"
- Sensory telling of existing stories e.g. "Owl Babies" (Waddell, 1994), the repeated line "I want my mummy" was recorded on a Big Mack communication aid to enable a child with very complex needs to participate more actively. These strategies can be used with a range of stories and other activities.

For those with the most complex needs (PMLD), approaches such as Intensive Interaction will support their emotional wellbeing. Adults and peers can learn how to interact in this way. The careful observation of, and response to, body and behavioural signs of communication can support inclusion. Photos, videos, participation and demonstration in assemblies further supports this- ensuring that the emotional lives of all are considered.

What Ages is PELICAN for?

I CAN Begin

PELICAN activities and resources have been developed and used with children and young people from 4 – 18 years. This supports early intervention/prevention, building skills for life and whole school approaches which maximises learning and effectiveness.

For younger children, 4- 7 years, the activities and resources may be more play based (see *session plans*). Fun is considered an important element of PELICAN at any age! Use of puppets and some of the Sesame Street videos seem popular across ages.

For older young people, putting them more in the position of "expert" or "critical reviewer" can help them to engage with activities and concepts that might on the surface seem "age inappropriate". These helps them to give views for themselves, compare the use of resources e.g., Sesame Street videos vs. more adult soaps, and be involved in deciding what works for them- this is empowering.

PELICAN Groups or Individually?

Generally, delivering the activities/learning in a group format works best for engagement and learning is enhanced by the group process and opportunities to learn from and support each other.

Group delivery can be:
- Universal group i.e., whole class. This provides a useful, familiar structure and environment for children and young people with learning disabilities, with staff who know them well and maximum opportunities for peer learning and practice.
- Targeted, i.e., for those with particular needs/challenges in a school, clinic or community setting

Some professionals and families have delivered PELICAN individually with some good effects. Also see 'Group Process' pages 20-21.

The supporting adults

Some settings and groups have found that a mixture of "internal" (in a school, e.g., teacher, speech and language therapy assistant) and "external" adults to support PELICAN, (e.g., local clinical psychologists, community nurses, voluntary and community sector and parents) works particularly effectively as this can offer additional energy and skill.

- Any "external" adults need to spend time getting to know the children and young people and familiarise themselves with the communication strategies and systems used, levels and types of learning support.

I CAN Begin

- Planning meetings, class observations and joining in with routine activities can all help. It's important to plan the type and level of visual supports, resources and activities for successful implementation using PELICAN resources from the folders.
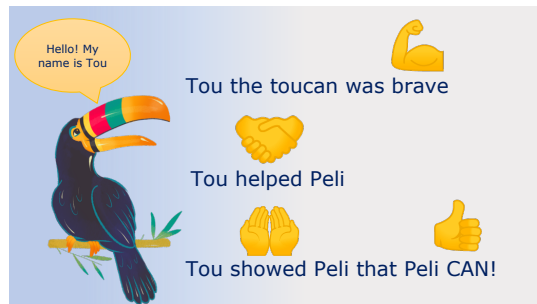
Support from others

Create a team around you, and work with others, who also feel passionate about building resilience in this group of children and young people. This provides support, encouragement and problem-solving ideas when you have a query/experience a challenge. Using a "multi-disciplinary" approach with a group can work well, e.g., bringing together the class teacher and support staff, clinical psychologist and speech and language, and occupational therapist and assistants.

I CAN Begin

Organising your resources

Planning what *resources* are required, and what will work can feel a challenge initially.

Schools are great places to find many *resources*, reducing the need to purchase more before you start. Within this guidance, there are *resources* which have proved useful (mostly named, and some shown, in the guidance and found in electronic I CAN folders). There is also a list of useful *resources* at the back.

What do I need?

The *PELICAN Story* and *Resources* are tailored to the cognitive, communicative and motivational needs of the children and young people in groups in schools and community settings. Some of them built on previous PHSE resources and activities.

> **Tou's tip:** Teachers, learning assistants, Speech and Language therapists and assistants often have or can quickly prepare visual and /or "symbolated" resources- i.e. those with symbols or pictures see *Example group rules.*

The *PELICAN Story* is available in the I CAN Begin folder which will be used throughout the programme. There are also *Images of Peli and Tou to print off* which can be used to make props or add to other resources.

Use the *PELICAN Story* to introduce the characters, the PELICAN elements and the focus of the sessions you are going to be having-there is more information on this and story-telling/role play in "**Getting going**" on page 18.

Using props

The use of concrete, visual props is essential. It's also important to experiment with different kinds e.g., large toy dog to represent a character, a robot and monkey for one of the relaxation activities, and green and red hats for the green (helpful)/red (unhelpful) thoughts activity.

> **Tou's tip:** Take care with how props are managed. They can become a distraction rather than a support for some children and young people!

I CAN Begin

Within the *resource* folders, the *"Activity…"* and *"Template…."* resources can be printed to use in the sessions:

- Large versions of a variety of images showing difference feelings, situations, and activities support discussion and role play are useful to print/create.
- Blank visuals for feel, think and do are in the I CAN Begin folder (*Template Feeling heart, Template blank Thought bubble, Template action Do outline*).
- Pre-printed cards with pictures and words of typical body signs e.g., *Activity body signs widgits* as well as blank cards provide a concrete visual support.
- Use images already familiar to the children and young people such as images from the DfE Social and Emotional Aspects of Learning (SEAL) as well as photo symbols.

Staff knowledge of appropriate Makaton signs (as well as symbols and Object of Reference) can really support engagement, understanding and learning of different feelings/emotions, which for many can be difficult to fully comprehend when presented only verbally.

Remember that repetition is key to learning and consolidation, so repeat, repeat and repeat activities!

> **Tou's tip:** Remember I CAN Play! Play and fun have key roles in development and learning by supporting engagement. Predictable and practical games and activities tailored to individual needs and likes will enhance learning and remembering.

Structure, timing and content of sessions

Early PELICAN-type groups ran for 10 x 1-hour sessions, over 1 term, with 2 family sessions. This is similar to evidence-based, manualised approaches developed for, and evaluated with typically developing children and young people e.g., Coping Cat, FRIENDS for Life. Evidence shows that children and young people with more substantial cognitive and communicative impairments benefit from more sessions e.g., 24 sessions over 2 terms or over a school year.

Schools have also begun to weave sessions throughout the various key stages so that learning can be consolidated, broadened and deepened as children and young people develop as a whole school approach.

There are examples of session plans for different ages and abilities that outline the overall structure and content of sessions to help you plan (See I CAN Begin folder).

It is helpful to:

I CAN Begin

- Review/reflect/evaluate each session to influence the plan of the next session. Do this as part of the PELICAN group process to get views of/empower participants. Those delivering PELICAN can use *template session review* in I CAN Begin or I CAN Evaluate. This means activities and resources which best suited the group can be selected/prepared/adapted.
- Have flexibility in sessions to adapt on the spot e.g., doing a group version of body maps and labelling when short of time, or bringing forward a relaxation exercise if the group seem to need it

> **Tou's Tip**: People delivering PELICAN find it gets easier as time goes on, and the structure, activities and resources become more familiar.

Detailed understanding of children and young people's strengths and weaknesses, like and dislikes, moods, attention span etc. enables activities to be planned to maximise engagement and learning and minimise behavioural challenges. Don't plan all your sessions at the start of your first ever programme – you may find they will need to be modified as you learn what works best/what doesn't work.

Each week, the PELICAN sessions should have a consistent structure of:
- Goals
- Agenda and Materials
- Warm Up Activity
- Recap – brief from last week and PELICAN practice
- Activities (1 or 2 activities)
- PELICAN practice (may include activities for/sharing learning with home)
- Wind down activity
- What did you like best/didn't like/could be improved?

(See *session plan examples*)

Getting going and 1ˢᵗ few sessions:

These will focus on:
- The PELICAN story and what PELICAN is about
- Getting to know me/you
- How will we make the group work well (rules/charter)

The PELICAN story and what PELICAN is about

Use the *PELICAN Story* to introduce the characters, the PELICAN elements and the focus of the sessions you are going to be having.

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Use of story-telling/role play

- Make it more fun by using puppets, getting people to act bits out

- 'Puppets' can be made with images of Peli and Tou, other characters or photos of the children and young people themselves, by scanning, increasing the size, laminating and putting on flyswats so social-emotional scenarios can be acted out, "freeze-framed" and discussed.

- Acting out or using puppets to tell the PELICAN (or other) stories can be more successful for learning.

- Use pages of the PELICAN story on the noticeboard, retell different parts of the story as the PELICAN sessions progress and different elements are covered

- Depending on the age and ability of the children and young people, you can position them as more "experts"/critical reviewers of the PELICAN story– asking them what they think of the characters or the visuals, how understandable it is, what kind of ages it might be suitable for or not.

- Think with them about other people they might know that may have been brave e.g., sports people, sports people with disabilities, people who have been ill, people who have done something difficult, cartoon characters and also themselves or adults they know or in stories. It may be useful to recognise that Covid-19, and the changes associated with it, may increase worry, sadness, anger for all of us, so PELICAN can be helpful with this.

In later PELICAN sessions, role plays of familiar or real-life situations will help build on this learning and can be built into stories. Stories and sensory stories can be really useful for learning e.g., *Sensory Stories Information and tips* in **I CAN Think** and other resources in appendix e.g., Reading Well and Taming Sneaky Fears.

Getting to know me/you

The "getting to know you" activities are really important for the beginning sessions – use *Activity getting to know you bingo* or *Activity-favourite animal).*

These prompt the beginnings of connecting with enjoyable, happy experiences or things. Key learning of PELICAN is how connecting with, remembering, thinking about and talking

I CAN Begin

about these things can bring energy and enjoyment. It connects with things that matter to people, or they value. These can be revisited to link with some of the later sessions, noticing body signs and sensory aspects of what people like. Through sharing, we learn about others likes and find similarities and differences- another key learning. These are important aspects of PELICAN and will be built on throughout. Often session "warm-ups" and PELICAN practice will be sharing enjoyable, proud, calm things and/or experiences.

Starting each session with an 'ice breaker' or 'warm up' as a fun and engaging activity helps to increase the groups energy levels, can connect with noticing, remembering and sharing fun, calm, happy, proud experience, similarities and differences, and links with the 'I can feel' focus.

General session 'ice breaker' or 'warm-ups' Starting each session with an 'ice breaker' or 'warm up' as a fun and engaging activity helps to increase the groups energy levels, can connect with noticing, remembering and sharing fun, calm, happy, proud experience, similarities and differences, and links with the 'I can feel' focus

Possible "warm-up" activities are:
- 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!)
- My Happy/Proud Thing of the Week
- Things to Feel Good About – Everyone shares something that makes them feel good.

How will we make the group work well (rules/charter)?

Working out with the children/young people what we all need to do so we all can take part, have fun and learn, helps them be involved, feel listened to and get a set of "rules". Usually there will be things like "good listening", "take it in turns", "have a go", "kind hands", "it's ok to watch and listen" and something about "what's said in the group, stays in the group" (confidentiality) and something about any limits to this- i.e., what the school or service usually says for safeguarding. Using the words that the children and young people use, drawing pictures, using symbols can all make the "PELICAN Rules" or "Charter" be theirs.

See the resource *Example group rules* as an example with widget symbols. The rules help set the expectations and can be checked back with to see if things happening in the group are in line with rules or not, is it a good/important rule? what can be done, etc. They can be added to, people can "sign up" to them with a photo, handprint etc.

Example group rules

Tou's Tip: The sessions often seem to go very fast, so it's helpful to have an allocated "timekeeper", to help keep focus and cover the session goals.

A PELICAN practice activity is usually set to reinforce or develop learning both at school and home.

These activities need to be very simple. Examples include:

- asking the children and young people to notice something that made them feel worried/happy/sad/angry
- taking a *template body map outline* home and noting, with help from family, what their body felt like when they were worried/happy/sad/angry over a number of weeks.
- Relaxation activities to try/practice/show or teach family

Family sessions:

Involving parents/carers helps to maximise PELICAN learning. It is helpful to share information about PELICAN and hear their ideas and questions before the start through a coffee morning or remote session. Collaborative sessions, PELICAN practice activities, pictures and videos of activities etc. sent home and/or on school web can also be helpful. It is important to remember the educational and language abilities of parents/carers, especially those who speak English as an additional language. It may take time, simplification of activities, and frequent checking of understanding about the elements and activities to meaningfully engage parents/carers.

Family sessions can be helpful in supporting practice and consolidation of learning across settings. Options which have proved useful include:

1. A session before the start to share information
2. A session after, say, the third session, photos of the sessions and activities run so far. Families can have time to ask questions and discuss what additionally they can do to support their children.
3. A session at the end, to recap the learning and update parents. Further photos of the resources and activities can be shared, feedback from the children and young people and demonstrations of relaxation and other skills.

I CAN Begin

Consent

PELICAN is a developmental framework in line with current policy and curriculum guidance so use in schools in the same way as any other curriculum would not usually require additional consent. Where external adults are coming into a school to run PELICAN groups, and/or where photos of the children and young people will be taken as part of personalising resources which might be more widely shared, consent from parents and carers, and children/young people should be sought in advance.

Group Process

Much of the learning in PELICAN comes from using the Group Process to model and support turn-taking, learning from and supporting each other, celebrating being brave and "having a go" and doing group problem solving for challenges.

PELICAN aims to support children and young people to notice and communicate about their feelings and learn to cope with them. This can feel scary for some, so it is important to make the group a safe and supportive place to be. It may take time for individuals to participate in the activities.

It is important to develop 'group rules' (see pages 20/21) and ensure turn-taking within the sessions. However, there should not be pressure to join in right away. It is important that children and young people can opt out and watch, rather than participate- learning that we are all are different, and offering choice are all important parts of the process. Adult modelling e.g., talking about/demonstrating feelings that they have had (without "over-disclosing"), what it looked like, what they did etc both demonstrates learning points and shows that we all have feelings, can learn to manage them well, sometimes make mistakes, can say sorry to others and ourselves and try another way.

The Group Process means we are thoughtful about how we support increasing engagement by all, manage those who want to talk/do too much, and those who are shyer and manage interpersonal conflicts.

I CAN Begin

The agreed Rules are an important part, as are having clear, structured and shared session aims. Other ways include thinking of seating plans of children/young people and adults (e.g., people who "wind each other up" being side to side with an adult between, not having direct eye-contact across the group), some joining for shorter amounts of time initially and building up- can be at beginning, middle or end) and also using individual, paired or smaller group activities within the group and then showing/feeding back. This can also help where there are different abilities in a group- sometimes having similar abilities split to do activities, sometimes having a more able group doing a supervised activity with those needing a little more support trying something new, showing them, helping them.

Children and young people show individual differences in their likes, dislikes and abilities – both physical and cognitive, e.g., becoming tired from standing for too long, or getting restless of sitting; sensory differences or trauma around touch.

The dynamic created in groups, changing roles and behaviours is greater than the sum of its parts and can enhance learning. A group can act as a vehicle to be listened to, share, be empowered, support and prompt others, be supported and prompted, practice, struggle, make mistakes and laugh! (Rossiter, 2012)

Key PELICAN learning to remember/reinforce throughout:

- There are similarities and differences in everyone - this is part of the process of learning about feelings, thoughts and behaviours
- The development of these skills with children and young people with complex needs will be slow – it takes time to build up
- There is no one way, and no right way
- Everyone can learn from each other during the process (children, young people and adults)

Tou's Tip: Remember I CAN Try! Developing skills around emotional wellbeing and resilience takes practice, as does learning anything! PELICAN supports the importance of trying for (all of us), learning to be brave enough to try, learning from trying, and rewarding ourselves and others for trying.

I CAN Begin

Ideas from PELICAN practitioners to support you getting started:

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 approach and didn't have to differentiate to a wide range of needs. Now I have run activities, I feel more confident to try I with those pupils with more significant needs.

Teacher

I'm going to start with a few targeted pupils to try the approach with first, whilst waiting for other colleagues to become trained

Family Support Worker

I consulted with our Speech and Language Therapy department to find out what resources they already had before purchasing or making items

Teacher

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

Psychologist co-facilitators

I Can Feel

This section outlines the **I CAN Feel** key learning, activities and the relevant *resources* found in the **I CAN Feel** resource folder *[resource names are in italics]*.

There are 21 *resources* included for **'I CAN Feel'**, to be used flexibly:
- The same resource can be used for multiple activities, in multiple sessions, to build on the learning.
- The repetition of activities will support the building of the skills. Some activities are used in an introductory way- finding out baseline skills/knowledge. Skills can be built up and extended over time, with repetition and support from adults. E.g., *Activity naming feelings 1* and *Activity naming feelings 2.*

This section may look big - but the skills built early will help later!

Resources that are recommended for this section are:
- *Activity 15 SEAL photos with widgits*
- *Activity 22 Feelings situations.*
- *Activity body signs widgits*
- *Activity feeling behaviour widgit.*
- *Activity feelings poster.*
- *Activity feelings role play widgit.*
- *Activity link feelings body behaviour*
- *Activity list for each feeling.*
- *Activity naming feelings 1*
- *Activity naming feelings 2.*
- *Activity widgit dice*
- *Example ANGRY trigger and reactions widgit.*
- *Example body maps*
- *Example body signs ANGRY.*
- *Example Feelings thermometers.*
- *Example normalise feelings*
- *Example photo with questions.*
- *Template behaviour widgits ANGRY.*
- *Template Body Map outline*
- *Template I am feeling...happy sad.*
- *Videos for I can Feel.*

I CAN Feel

Key learning for **I CAN Feel** are:

1. Notice and name feeling in others and ourselves
2. Normalize feelings; all feelings are OK; it is what we do with them that matters
3. Know some similarities and differences between us in feelings
4. Identify different body signs for feelings
5. Recognise when feelings are getting "too big"; begin to learn to relax/chill
6. Begin to link feelings, situations, thoughts and behaviours

Learning to notice and recognise ours and other people's feelings helps us learn to manage and cope with them (regulation), connect with, and consider others (relationships and empathy) including how we can help others feel better (support, which is an important part of wellbeing). This will require adult modelling, support and scaffolding.

Learning to identify body/sensory signs our body's experience which are linked with different core feelings e.g., happy, worried, sad, angry, and calm helps show the importance of these body clues. As well as similarities, there can be differences in the body clues between people.

Use of pictures, symbols or sensory representations for what happens to our bodies when we have different feelings e.g., butterflies in stomach, heart beating loud and fast or slow and steady, helps learning.

PELICAN puts more emphasis on learning to noticing body signs and less emphasis on building "naming feelings" vocabularies. This is because many of the children and young people this guidance is for have limited verbal skills. Experience has also shown that some children and young people, especially those on the autistic spectrum, can develop large feelings vocabularies with pictures whilst not connecting with their own body (physiological/sensory/behavioural) experiences.

Understanding the physical signs of feelings helps link situations and feelings and to learn how we individually experience different feelings (or our feelings "signatures"). These are important to identify and explore within groups and individuals.

> **Tou's tip:** Some **I CAN Relax** activities are introduced in early **I CAN Feel** sessions as it is important to bring relaxation/chill skills in from the start. This assists overlearning. Look in **I CAN Relax** sessions and choose a couple of try out from the start. A wider variety of relaxation activities will be introduced along with understanding more how relaxation helps.

I CAN Feel

Example **I CAN Feel** goals for sessions:

We are learning …

- How to notice our own feelings and the feelings of others better.

- To notice the feelings of others, we look at their faces and what they do with their bodies.

- To learn what happens to our bodies when we experience different feelings.

Noticing and naming feelings activities

The first thing to begin to develop within **I CAN Feel** is to notice and name some feelings. There are a range of activities and resources for adults to use to model and ask questions.

- Feelings names (e.g., *Activity 15 SEAL photos with widgits, Activity 22 feelings situations,* or Monkey cards http://www.thepsychologytree.com/feelingsmonkey)
- Feelings spinning game or feelings charades

These activities help check what feelings words children and young people may already use and can build a shared vocabulary of feelings words. Establishing the 4 core feelings of happy, sad, worried/anxious and angry is important. A wider range can be helpful for some later.

Questions:

- What is this person feeling? (check around with others for different words for similar feeling and/or different views as to what the person is feeling- a key learning is about there being no one right way/right answer)
- How can you tell? (from faces and body; from things you can see around- e.g., presents and cards)
- When might you feel like these different feelings? (linking feelings and situations, extending above)
- Notice similarities and differences within the group

Initially, the answers may be quite quick with not much exploring, to keep up energy and involve people. Keep a record e.g., whiteboard and photo or save so can revisit and extend.

Tou's Tip: It's important to take things slowly and repeat activities, either in exactly the same way or with slight variations. Repetition is very important for some but may be felt to be "overload" or boring for others!

The next page shows examples of activities and resources in use:

I CAN Feel

Resource: *Activity 15 SEAL photos with widgits–*	**Resource:** *Activity 22 Feelings situations–*
This selection from SEAL has 4 core feelings in widgit with photos selected across a range of ages, solo people/groups/families, some with and some without "situation" clues. These are often used to extend and revisit learning.	A range of situations to find out how they make people feel Watch for individual differences e.g. a peaceful lake in a park may be scary for someone who's dog or brother fell in.

Feelings spinning game

Participants spin a wheel to point to feelings cards e.g., using *Activity 15 SEAL photos with widgits* or similar and then name and act out the feeling represented in the picture that the wheel landed on. Ask other in group- do they think it's the same or something different? Also, how can they tell?

This can develop into more discussion and into role plays (involving children and young people and facilitators) of situations which would be linked with that feeling. Understanding similarities and differences is an important part of learning

The are several different resources that can be printed and used as extra activities to name and notice feelings in different situations – again, roleplay and discussion will support this learning.
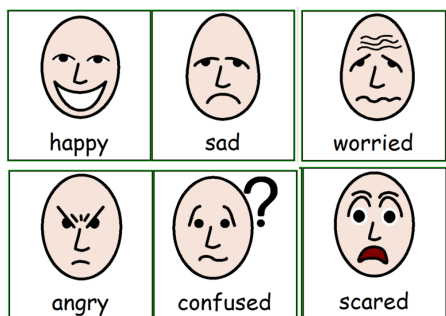
Activity widgit dice   *Activity feelings roleplay widgits*   *Example photos and questions*

Use dice to act out feeling that comes up when dice is thrown, match feeling to picture or word

I CAN Feel

Body Clues for feelings activities

There are a number of different activities to build up skills in noticing body cues for feelings. In addition to the previous activities of using pictures and the "how can you tell?" questions for working out what people are feeling, use film and video clips to find body clues (prompts to ask: what's happening on faces, with bodies e.g., posture, movements, behaviour, voice/sounds, what might be happening inside body e.g., tummy, heart).

- Use clips from YouTube e.g., Inside Out; Sesame Street etc. (see *Videos for I can feel*)

Body maps for feelings
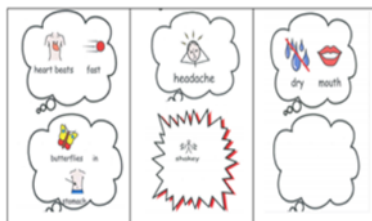
Activity body signs cards widgit

In small groups, draw around someone's body on large pieces of paper on the floor, then discuss, draw, write, stick on physical signs of different feelings on the paper.

- This may be more usefully done week by week.
- Look at the groups body maps to look at similarities and differences between the different groups.

Take photos so you can also look at similarities and differences across different feelings over time. Using the pre-printed cards (*Activity body signs widgit*) with pictures and words of typical body signs e.g. heart beating fast, red cheeks, shaking hands, a smile, has been really helpful for engagement and learning. There are some blank cards so different or tailored images of additional "individual" body signs can be drawn.

- The *template body map outline* can be used as PELICAN practice, or for those who are less physically able.

I CAN Feel

Body signs may change over time and may be very subtle e.g. slight reddening of cheeks, foot movements quickening under a table. Feeling 'angry', 'worried' or 'sad' can sometimes have similar body signs, so take care that words used for feelings match, rather than mask, people's individual experiences. There are also similar feelings for happy and calm.

> **Tou's tip:** We can learn to match body cues and feelings through visual and sensory interactive prompts. For example, using a drum can show our heartbeat – fast and loud, or slow, steady and quiet.

Linking feelings and body cues to what's happening/real situations

Making links between what causes a feeling, and how the child or young person behaves when they have that feeling, builds and links together all the skills from 'I can feel'. These activities will involve repetitions of the previous key learning, and then applying these to bigger ranges of situations. Role play, PELICAN practice and reflection (how did it go? What did we learn? What could be better?) will help learning.

There are a number of *resources* to support these activities:
- *Example angry trigger and reactions widgit*
- *Activity link feelings body behaviour*

You can also develop and use any *resources* you already have for feelings and situations.

Catching our Feelings Early to Manage Them

After building skills in noticing and naming feelings in ourselves and others, noticing how this feels in the body, it is important to learn how to manage these (emotional regulation). This can be seen as being 'the boss' of our feelings by catching them early when they are small (rather than them "bossing" or controlling us). This will develop better 'self-regulation' and de-escalation of feelings. Using Feelings Thermometers can be a useful way of rating the size/intensity of feelings see *Example feelings thermometers.* Using individuals' body signs and behaviours from previous sessions assists with deciding what the ratings and calibrations are.

> **Tou's tip**: We recommend making your own Feelings Thermometers which can be done as group activities with cardboard, A4 envelopes and coloured paper. The colour paper is moved to match the individuals rating of their feelings

I CAN Feel

Other concrete, visual or multisensory ways of showing big and small can include using arms out wide for big, or bringing hands together for small and photographing, using the Mr Angry pictures (or make your own) in different sizes; changing our body postures/size as Mr/Ms Angry or Calm etc and becoming smaller, on knees, or spreading body out bigger.

Catching feelings early to manage them also involves learning how to sooth. E.g., when feeling very angry, how can we make ourselves feel calm, in-control and more able to function. So trying out some relaxation activities from I CAN Relax right from the start of PELICAN really helps. Individuals will need support and prompting from adults and peers at the beginning, and some will need this longer term as small steps towards more independence are made.

Coping with difficult feelings

Often children and young people become overexcited and have difficulties calming themselves so activities recognising and modelling this is helpful. In the session, role play can be used to teach real life skills in recognising and managing over-excitement- discussing and practicing.

For example, this might be a story where a person and their friend are going to a football match and then a café. At the match, the person made lots of noise, shouting and waving arms. Was this ok? Yes, 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. Was this ok? No- could frighten or disturb others in café. Can work out what ok behaviour in a café might be, and what a person could do to calm down (links with I can Relax).

It can be helpful to work out how others can help, such as watching out for signs of others getting overexcited and telling an adult, peer to peer support and prompting. This activity is an example of learning all feelings are Ok, it's what we do with them that matters.

I CAN Relax

This section outlines the **'I CAN Relax'** key learning, activities and the relevant *resources* found in the **I CAN Relax** resource folder *[resource names are in italics]*

There are 16 *resources* in the **I CAN Relax** folder. Many of these are visual prompts of the relaxation exercises which can be used to support the sessions. Key learning 1 and 2 are extending 'I CAN Feel' activities. The activities and *resources* below link to the 'Key learning 3'. Resources that are recommended for this section are:

- *Activity 5 senses*
- *Activity body relax script*
- *Activity body relax widgits*
- *Activity bubble breathing script*
- *Activity calming breaths*
- *Activity Hand massage script + visual*
- *Activity mindful chocolate eating script*
- *Activity Mindful Jumping Script*
- *Activity relax and cope Attwood tools.*
- *Activity relax and cope widgits*
- *Activity visualisation pictures*
- *Example 5 senses*
- *Example chill plan keyring*
- *Relax toolbox ideas*
- *Template chill plan keyring*
- *Videos for I can Relax*

Key learning for **I CAN Relax** are:

1. Recognise different signs our bodies give when feeling nervous or worried or angry, and when feeling calm and happy

2. Begin to recognise situations that make us worried and angry and calm/happy.

3. Learn some relaxation techniques to help calm down.
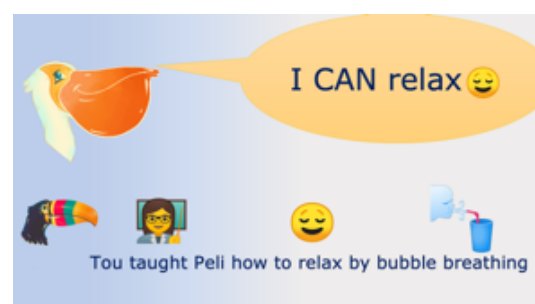
I CAN Relax

As noted in **I CAN Feel**, it is important to do **relax** activities from the start of PELICAN. Learning relaxation to settle body and mind (sometimes called physiological and psychological arousal) is really important.

Being able to relax (calm/de-arouse) helps us to:

- enjoy ourselves,

- do more things,

- learn about and manage feelings and

- to notice sensory experiences of our physical, social and personal worlds.

> **Tou's Tip:** Relaxation is sometimes called "chill skills" – as the words make more sense to the children and young people.

Practice and "overlearning" relaxation activities means we can more easily use them when we need to.

Some relaxation activities such as calming breathing, Robots and Monkeys can be incorporated briefly at any stage of a session (and also practiced throughout the week, and as PELICAN practice). These brief "mini" relaxations are really useful for learning to calm or "de-arouse" quickly, and to break up the session or activity and/or change the tempo/group dynamics, especially when children and young people may get too excited or loud.

Some tips for using relaxation/ "chill skills" are:

- Have a choice of activities to try out at first – to find the best ones
- Let people watch at first, then try out later – to give choice to the individual
- Showing or teaching others can help with learning e.g., in whole school assembly or with family/friends – gives the child/young person the chance to be the "expert"
- Practice whilst standing up (if ability allows) to help build up skills that can be used outside of the "relaxation sessions"

Some relaxation activities that can be learned and used by people on their own, they include a hand massage (*Activity Hand massage*) and the muscle workout (*Activity Body Relax widgit*).

Some children, young people (and adults!) will need scaffolding, prompts, support to learn, practice and use relaxation- sometimes for a long time. Everyone can learn to be less dependent on these and more independent with time through increasing practice and generalisation, fading prompts etc.

> **Tou's Tip**: there will be overlap of **I CAN Feel** activities and **I CAN Relax** activities, to develop the key learning.

I CAN Relax

The HospiChill App (http://hospichill.net/) is another great *resource* to build up breathing and relaxation skills, which can be used with families and carers outside of PELICAN sessions and practices.
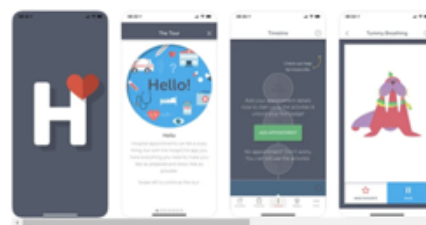
Breathing activities

There are a number of different ways to build up skills in "calming breaths". Sometimes people have experience of controlled breathing through yoga, swimming, singing, or musical instruments. Different and fun ways to learn this skill are:

- Calming breaths (*Activity calming breaths* or *HospiChill App*)

- Tummy breathing (see instructions from *Videos for I can relax* or *HospiChill app*).

- Bubble breathing (props: cup of water and a straw) –(it can be helpful to demonstrate first)

    o Sit at a table with the cup and straw

    o Put straw in the cup of water

    o Practice breathing in through nose for 3 seconds and blowing out through mouth (through straw) for 5 seconds – to see the bubbles.

    o Seeing the bubbles is a concrete and helpful way of building this skill

    o It can be fun to experiment and play e.g., hearing the bubble noises- louder when blow harder, spilling water if blow too hard etc

You can use visual prompts for relaxation activities such as - *Activity relax and cope widgits*

Body activities

Muscle relaxation skills can be developed through using scripts and props, e.g. robot and floppy monkey puppet or uncooked and cooked spaghetti, to show tense and relaxed muscles.
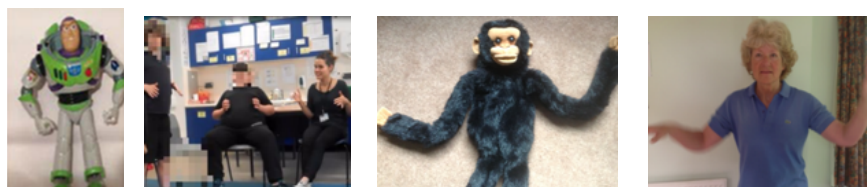
Activity – play musical statues holding bodies tense and stiff like a robot, and then being floppy and loose like the relaxed monkey puppet when the music is going.

Physical touch can be a good way to release some of the tension from muscles, such as pizza massage in pairs (see instructions from *videos for I can relax*) or hand massage (*Activity Hand massage script*). Other ways to build up relaxation skills is to do a "muscle workout" (*Activity- Body Relax widget* or *HospiChill app - Turtle fun or Tension blower*).

I CAN Relax

Hand Massage

Tou's tip: Some individuals may find touch difficult because of trauma or sensory processing difficulties. Individuals could watch at first, direct others, or do hand massage instead.

Using the 5 Senses

Relaxation using the 5 senses (see, hear, touch, taste, smell) has been part of evidence-based interventions from the early 90's e.g., as part of Linehan's (1993) Dialectical Behaviour Therapy up to some of the more recent visualisation and mindfulness activities. Movement is also important as it stimulates other sensory systems.

Children and young people can be supported to become more aware of their sensory preferences and systems by activities which ask them to identify things that they see, hear, touch, taste, smell or activities/movement that they like, make them feel happy or calm. Write, draw, or find computer images or more personal photos from in or out of school. There will be similarities and differences. You can experiment with simple activities in PELICAN sessions e.g., or noticing whilst doing other activities (mealtimes, messy play etc.)

The *template 5 senses* is for thinking about personal sensory preferences which may help calm or relax bodies and brains. The *example 5 senses* shows a personalised prompt sheet for an individual.

Template 5 senses

Example 5 senses

I CAN Relax

Mindful activities

Mindfulness is a translation of a word that simply means awareness. Mindful awareness is about learning to pay attention, in the present moment, and without judgement.

- Mindful eating- this can be done with a lot of different foods (See *Activity Mindful Chocolate script)*.

- Mindful jumping – this activity can be fun and show learning to pay attention, in the present moment, and without judgement. As well as body, sensory and thinking parts (*Activity mindful jumping script)*.

    o Get everyone standing up and jumping on the spot 5 times in time with the group.

    o Talk about "what did you notice?" - people may say things like "it was noisy", "I felt weird", thought "what am I doing this for", "I felt bits wobble". Draw attention to sometimes things being physical or sensory, and thinking things they notice.

    o Repeat the jumping 2 more times and each time people may notice more e.g., about breathing, parts of their body and sensations, parts of the jump and their thoughts.

    By the third time people may be more focused on the jumping and only noticing things about that and sometimes add something about their mood e.g., feeling calmer, feeling more energised.

> **Tou's tip:** Some children and young people have different physical abilities. Some may not be able to do parts of the exercise but that is ok!

Visualisation (thinking of) a peaceful place, can be an important relaxation skill (*Activity visualization pictures).* The images in the resource folder can be used, or individuals may want to use their own images.

- The HospiChill App builds visualisation skills into the breathing exercises

I CAN Relax

There are a number of resources to help build a '*Example relaxation menu'* or (add some examples) '*Activity relax and cope toolbox (Attwood).* This is a way of thinking about and trying relaxation and coping strategies.

Example relaxation menu
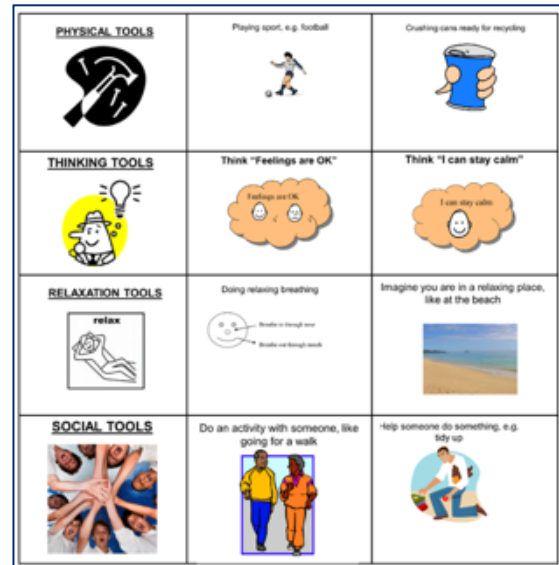
Some examples from *Toolbox Attwood*

Over time, there will be a number of different "chill skills" which each person likes, and you can build up a plan/toolbox of skills. The ability to use these skills independently will depend on ability, motivation and matching to individual preferences.

Personalised relaxation or "chill" plans

Time can now be spent making "chill" plans to use such as *Example chill plan key ring.* These can then be used to support relaxation/ 'chill skills' outside of PELICAN sessions – in other classes and at home.

Tou's tip: It is helpful to use relaxation activities in other PELICAN sessions and other lessons. It is good to stick to 2 or 3 relaxation activities per session

I CAN Think

This section outlines the **I CAN Think** key learning activities and the relevant *resources* found in the **I CAN Think** resource folder *[resource names are in italics]*

There are 25 *resources* in the **I CAN Think** folder to develop skills for both parts which build on and links the skills from **'I CAN Feel'** and **'I CAN Relax'**. Resources that are recommended for this section are:

- *Activity feelings solutions widgit*
- *Activity Green and Red thoughts sorting widgit*
- *Activity thoughts and feelings sorting widgits*
- *Activity worried or scared situation widgits*
- *Example red and green thought situations*
- *Example Sensory Story 1 Sad Accessible Version*
- *Example Sensory Story 1 Sad Script.*
- *Example Sensory Story 2 Worried Script*
- *Example Sensory Story 2 Feeling Worried Script*
- *Example Sensory Story 2 Worried Accessible Version*
- *Example Sensory Story 3 Angry Accessible Version*
- *Example Sensory Story 3 Angry Script*
- *Example worried or scared situation*
- *Explore Difficult times angry, frustrated, sad, upset activity sheets situation, body, what can help with widgit prompts*
- *Explore what can I do poem*
- *Green and red thoughts explanation.*
- *Green and red thoughts widget*
- *Sensory Stories Information and tips*
- *Template Green thoughts*
- *Template Red thoughts*
- *Template Star Thinking*
- *Template Step Goal Plan*
- *Template thoughts feelings behaviour chart*
- *Thoughts and Self talk explained with widgit*

PELICAN - Promoting **E**motional **L**iteracy **I**n **C**hildren with **A**dditional **N**eeds 38
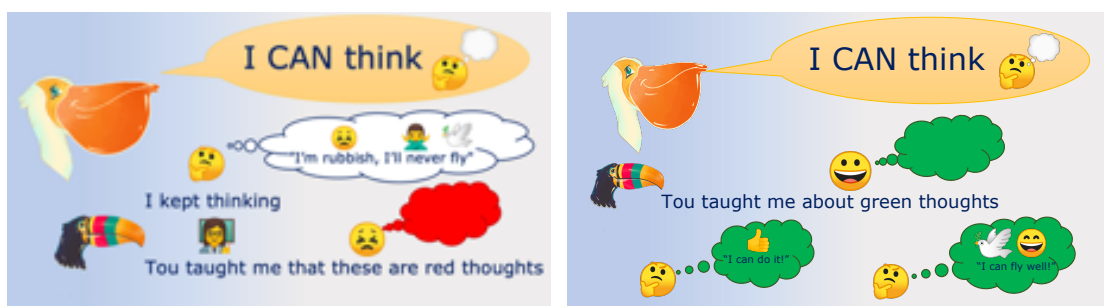
I CAN Think

Key learning for **I CAN** Think are:

1. Spot the difference between feelings and thoughts
2. Notice or catch own thoughts
3. Spot the difference between green (helpful) and red (unhelpful) thoughts.
4. Let go of red (unhelpful) thoughts and grow green (helpful) thoughts
5. Build on skills linking feelings, situations, thoughts and behaviours
6. Developing 'what can I do?' skills i.e. flexible thinking, having goals, breaking them down

I CAN Think- learning about thoughts and some of the **I CAN** Think activities can be hard for children and young people with complex needs. As noted on page 12, not all may be able to learn/use this **I CAN** part of PELICAN. We have found that it certainly is worth trying some of these activities with most as children and young people can surprise us! Some may get the general idea of how thoughts, feelings and behaviour link and/or green and red thoughts, which can be helpful, without details or specifics.

It is fine to differentiate activities so that some in a group may do more **I CAN** Think activities, whilst some consolidate and extend more **I CAN** Feel activities.

Example **I CAN** Think goals for sessions:

> **We are learning to…**
> - Spot the difference between feelings and thoughts
> - Spot the difference between feelings, thoughts and action words
> - Spot the difference between green (helpful) and red (unhelpful) thoughts

Spot the difference between feelings and thoughts

Activities for this, with examples and templates in the I-CAN Think *resource* folder, include:

- Using the *Activity feelings thoughts sorting widgits resource, c*hildren/young people choose a cut-up thought or feeling from a hat and read out (or adult reads out) and the group decide if it is a feeling or thought, then bluetack under the appropriate visual *Heart for Feeling, Thought Bubble for thought* already on a flip chart or whiteboard. Some are easier than others, some are harder eg

I don't like spiders.

He hit me.

She is pretty

and are sometimes judged as Feelings, when they are Thoughts – i.e. a judgement or a memory linked to something. When Thoughts link quickly (and unconsciously) with a feeling, they can be experienced as that Feeling – and this is part of the learning!

The link should also be made with the early activity (*Activity Getting to know you bingo*) of noticing and sharing things we like- films, animals, places, or *happy/brave/proud things* session warm-ups where thinking and talking about/sharing e.g., through pictures links to feeling happy, calm, excited, brave, proud.

When the Feelings and Thoughts have been sorted, look at them, and ask if anyone can see how can you tell if something is a Feeling or a Thought? - Usually a Feeling is one word, and a Thought is a number of words or a sentence. Look again and notice how a thought can trigger one of the feelings e.g., sad, angry, bored. The group can look at the Thoughts and Feelings on the board/flip chart, and match some thoughts and feelings and also think about the body sensations linked with that feeling

- Extending this can be done by playing a Thoughts/Feelings/Behaviour musical statues game – play the music and when music stops shout out a feeling, thought or behaviour and people put their hands on heart (feeling) or head (thought) or doing a running action to show behaviour. Last one to get it sits down. The musical game makes this more fun and engaging!

Spot the difference between green (helpful) and red (unhelpful) thoughts

Activities include:

Using the accessible explanation resource for green and red thoughts -*green and red thoughts explanation* and *green and red thoughts widgit.*
Looking together at the green and red thoughts example to prompt more using - *Example Red and Green thoughts situations.*

Look at the thoughts from the sorting thoughts and feelings above and sort into green and red hats

For younger children a traffic light game GO! – STOP (moving around the room or stopping for each thought depending if green or red); holding up a red or green circle (traffic light) as they go, having a red and green side of a rope or corner that they can move to. Older children/young people can also enjoy this more active way of learning!

Also use and *Activity green and red thoughts sorting widgits*

I CAN Think

Tou's tip: Remember I CAN Play! Play and fun have key roles in development and learning by supporting engagement. Predictable and practical games and activities tailored to individual needs and likes will enhance learning and remembering.

Notice or catch own thoughts, and recognise others', red and green thoughts

Activities include:

- Saying what characters may be thinking – use *thought bubble* prop - with cartoons, stories, film/soap clips, pictures from web e.g., of sports people scoring goals/missing goals, role-plays of familiar situations or replaying actual situations from school, home, community and "freeze" or pause- "What might x be thinking?" write words, pictures e.g., being sick if think of sprouts and don't like them!

Using 3rd person characters at first can be easier than thinking about self, as can getting some ideas from the group and more adult scaffolding and support. Thoughts, sometimes called self-talk can be explained using the resource *Thoughts and self-talk explained with Widgit*.

The context for, or individual's experiences will make a difference to the feeling that is linked with a thought, and whether it is experienced as a green or red thought for them.

I want to go to the party.

For example with the thought…. .. … a person might feel:

- excited and/or happy if they've been invited and like parties
- sad and/or angry if they know others have been invited and they haven't
- worried or scared if they don't like parties e.g., because of too much noise, too many people, don't like balloons.

The "What can I do?" thinking below, which the group can do together, can help find possible solutions.

As has been said before- there are similarities and differences between us, we want to notice and celebrate these, and there's no right way, or one way. For children and young people who cannot engage with "thinking about thoughts", it can be helpful for the group (children, young people and adults) to think about what Fred or Freda, who might not be able to speak for themselves, might be thinking and feeling- using thought bubbles and hearts and making suggestions based on things they've noticed. This helps generalise the learning for everyone and includes everyone in the group.

I CAN Think

It can also be helpful to think about what thoughts children/young people who behave in ways which are described as challenging, have difficulty engaging with activities may have. This can help put ourselves in their shoes and think about experiences (e.g., difficult sensory/body sensations) and/or memories (being confused, scared) etc that they may have.

Having learned to sort thoughts and feelings and identify thoughts, the group can begin to learn about whether thoughts are green or red- using the *template green thoughts* and *template red thoughts,* and how thoughts might make people feel (calmer, braver; more worried, sad, angry) and behave (try, give up, stomp off).

Let go of red (unhelpful) thoughts and grow green (helpful) thoughts

Reducing/getting rid of red thoughts can be done in different concrete and visual ways. The group can come up with some ideas, and added to as below. These can be tried out/role played, practiced as PELICAN practice, e.g.

- write them down, scrunch them up and throw them in the bin
- talk to someone about them.
- Imagine them floating up and away in a balloon or out to sea (The HospiChill app has an activity about 'letting thoughts go' down a stream life leaves).
- Use a metaphor like turning down the volume (like with music)

Learning that thoughts can be memories, "pictures" in your mind/head or sensations, and don't need to be words is very important.
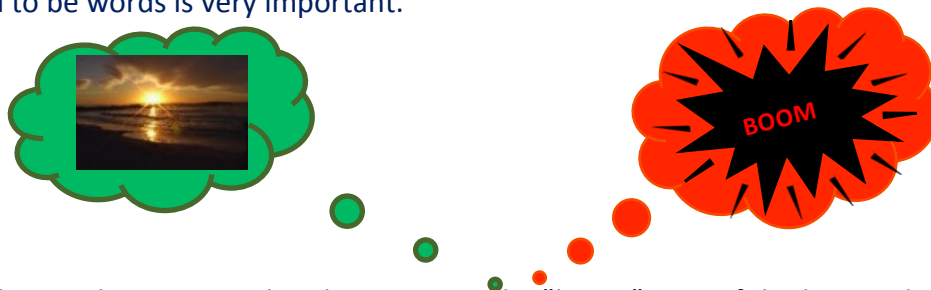
Some children and young people relate more to the "boom" type of thinking and analogy. This can be like when we say, "we see red" when we feel angry or frustrated - our bodies are aroused and we may not be able to see or think clearly.

Sometimes children, young people (and adults) may have had traumatic experiences and/or dramatic or prolonged challenges so their nervous system and bodies are "hyper-aroused" and sometimes they become avoidant. Hyper (too much) and hypo (too little) sensory sensitivity can be associated with some conditions like autism.

Growing green thoughts can help people feel calmer and more in control and be the first

I CAN Think

step in building skills in balanced 'flexible thinking'. The resource *Example Green and Red thought situations* can be used to show a number of red and green thoughts linked to familiar situations. This can then help find more green thoughts.

Green thoughts can be both thinking about situations in a green way, as well as a 'doing' thought such as "I can use my bubble breathing". Children and young people can learn to visualise themselves doing relaxation and/or being in a happy or safe place. This may need support and prompting from adults and other children and young people in the group to suggest possible green thoughts. These can include picture thought bubble prompts as above.

Think	Feel	Do	

Linking thoughts, feelings and doing (behaviour) can take time and links to earlier I CAN Feel and I CAN Relax activities, the "how can you tell?" how people/selves are feeling and noticing faces, body signs, posture, voice and what people are doing. Looking at pictures, stories with pictures, TV programmes/film/cartoon clips, photos from news and sports and acting out and freeze framing and using the resources of the *Template Feeling Heart* for feeling, *Template blank Thought bubble* for thinking and *Template Action Do outline* for doing/behaviour helps learning. The *Template thoughts feelings behaviour chart* resource is then a good way to build up this skill, use as PELICAN practice and keep a record of this (words or pictures).

B "What can I do?" skills

Before thinking "What can I do?" it can be helpful to think about what we already do when we feel or think a certain way, can use the activity above. Then thinking of, talk about and try out possible solutions, often initially as role play in the group. These might be things to do which have been learned in PELICAN e.g., relaxation skills, or learning new things using a goal or step plan (breaking things down to manageable steps) or thinking of possible ideas and choosing the best (flexible star thinking). *Resources, activities and learning* from **'I CAN Feel'** and **'I CAN Relax'** will have been building skills to help with 'What can I do?' such as *Activity feelings solutions widgit* or *Example child plan key ring*.

I CAN Think

It can seem like a big task to answer the question "What can I do?" to problem solve. Using the ideas from the group, previous learning and adult support will help.

Some ways to use 'What can I do?' to tackle a new goals or difficult challenges are to:

- Break down into small, manageable steps using *template step plans* or goal plans
  These may be personal goals like new skills or experiences or people or places, managing feelings, practicing relaxation. There are some examples in the Resource folder
- Use flexible Star Thinking - come up with a number of ideas to manage a situation and decide the best idea to try- can be done as a group

<u>Activity examples to learn Star Thinking include:</u>

<u>How to share an extra sweet</u>- divide the group into smaller groups, or do with the whole group. Hand out sweets for the number of people in the group, plus one. The task is to decide a fair way of deciding how to share, or deal, with the extra sweet. Examples can include- picking straws, playing "rock paper scissors", splitting the sweet, giving it away, letting the person who has the birthday closest to the day etc. The ideas can be written or drawn into the bubbles on the *Template Star Thinking* resource. Then the group decides which is the best.
<u>Thinking of as many uses of a paper plate as possible</u>- make masks, characters of Peli and Tou or others from stories, play Frisbee, make a mobile, put out sweets etc

<u>Using in "real life"/ making personal:</u>

- Using the resources *Activity difficult times situation widgets; Activity worried or scared situation widgets and Activity feelings solutions widget* where the activity has activity sheets with supporting visuals for questions 'I feel' …… When …. (situation), 'when I feel ……, my body'……… (body signs), ' a helpful thing to say to myself is' …… and finally 'I can help myself by' ……. gives the opportunities for the group to begin to link all the PELICAN learning together to real life situations. Role playing situations can help engagement and ideas. Prompts can be made to remind/support practice in school and as PELICAN practice at home.
- Use the relaxation and coping skills from 'I can relax' to calm and cope with a situation.

I CAN Think

Activity worried or scared situation widgits   and a completed example

- Think and talk about what will happen in the short term (soon) and long term (later).

- Learn from others (role models), use real life examples and build support teams.

- Create sensory stories with multi-sensory props e.g., sensory representations of body signs we looked at in learning about Feelings earlier in PELICAN such as:

    o an African drum to demonstrate a heart beating loud and fast, or slow, steady and quiet

    o pictures of butterflies in a transparent bowl shaken near the tummy to show 'butterflies in tummy'

    o kitchen scales and weights to show heavy feeling in body

    o pillow to show tired

    o elastic bands and uncooked/cooked spaghetti to show tense/floppy muscles

and use the *Example Sensory Stories* and *Sensory stories information and tips* in the resource folder. The first page of one is below

I CAN Think

The 3 example sensory stories (there's a script and an accessible version for each) were developed for a group and were a really effective learning tool and way of linking the different learning elements. Each story takes a familiar situation which had been talked about by someone and evoked the feelings Sad (moving house and school), Worried (first overnight school trip) and Angry (sibling steals pen and ruins a picture). In the story, children, young people and supporting adults work out/show how the skills we'd been learning could help eg, relax/chill skills, using helpful/green thoughts, 'What can I do?' problem solving, asking for help, etc.

These examples can be used to show the idea- then have fun making ones that suit the group and their situations.

I Can Do

This section outlines the '**I CAN Do**' key learning, activities and the relevant *resources* found in the **I CAN Do** resource folder *[resource names are in italics].*

There are 8 *resources* in the **I CAN Do** folder to support the learning for the **I CAN Do** element. This section is about using all the skills that have been learned through PELICAN together. Resources that are recommended for this section are:

- *Example Compliment Widgits*
- *Example visual report 1*
- *Example visual report 2*
- *Example written report 1*
- *Example written report 2*
- *Template Compliments Bookmark*
- *Template Goal plan*
- *Template Star Thinking*

Key learning for **I CAN Do** are:

1. Practice – do it everyday
2. Reward ourselves and others
3. Keep PELICAN skills going

Practice, do it everyday

…. practice is important, it builds confidence; over-learning is needed for generalisation and maintenance of learning.

Ways to help children and young people practice all the skills are:

- Additional structure – PELICAN practice schedule
- Repetition and reminders within and across sessions to practice
- Opportunities to plan times to practice and challenges that may arise
- Coaching Companions – someone who can support practice

I CAN Do

- PELICAN poster – in classroom or at home as a visual reminder

- Visual group or individualised record/report/prompts

- Sharing learning in assemblies, parents evening, school events

Reward ourselves and others

As PELICAN activities and skills have been tried and built learning to reward ourselves is important. There are different ways of rewarding ourselves and others. The rewarding is for trying and having a go. If things don't go as we hoped, we've learned something and can use our "What can I/we do?" thinking and try another way. Remember, there is no one way, or right way.

- Having a group activity to make compliments bookmarks for everyone is really popular, useful and a great thing to remember PELICAN skills as well as think about other's strengths and share them as compliments. The bookmark has some PELICAN visuals on one side, and then compliments words and visuals that match the letters in a person's name on the other which can be selected from an alphabet of compliment examples, or new ones generated. See example for Hannah above and use *Template Complement Bookmark* and *Example Compliments Widgits*.

- Keeping a 'good deeds' diary as helping others is important in helping us feel good. Using the group to decide on rewards e.g. using *Star Thinking* for something they may be working on/for.

- Examples of rewards – for individuals (high fives or sensory activities) and as a group (go outside). Discussion helps thinks about what can work, reminds us we have similarities and differences, and that what we like or want and don't like or don't want changes over time.

Keeping going can be done by:

- Personalised, visual record/report (*Template visual report 1*)

- Integrate into other lessons

- Keep visuals on noticeboards

- Share with others

  o In assembly

  o To parents

I CAN Do

- Participants mentoring/buddying with others and/or co-facilitating

- Weave through whole school

- Use PELICAN to plan, prepare and practice for transitions e.g., to new class, new school, new house/flat, work experience, etc

- Have some "booster" sessions to recap, celebrate progress and share problem solving ideas, practice for challenges
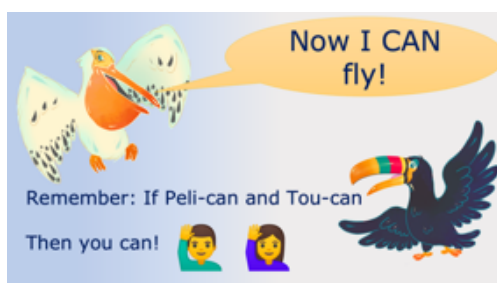
Tou's Tip: Remember I CAN Try! Developing skills around emotional wellbeing and resilience takes practice, as does learning anything! PELICAN supports the importance of trying for (all of us), learning to be brave enough to try, learning from trying, and rewarding ourselves and others for trying.

I CAN Evaluate

Evaluating PELICAN is important to evidence/show learning and allow for adaptations to be made. Different ways to do this include session reviews, personalised measures, measures already in use at school or other community settings, and published outcome measures.

There are 7 *resources* in the **I CAN** Evaluate folder to support the learning for the **I CAN** Evaluate element. Resources that are recommended for this section are:

- *Accessible Spence Child Anxiety Scale with Graphics v1*

- *Accessible Spence Child Anxiety Scale with Graphics v2*

- *Accessible Spence Child Anxiety Scale with Graphics v3*

- *Evaluating change and outcomes in anxious children – personalised approaches*

- *Glasgow Depression and Anxiety scales*

- *Rosenberg Self-Esteem Accessible Version*

- *Template session review*

Session reviews:

These enable feedback from participants, and reflections from session leaders to be recorded briefly using *template session review.* The most successful activities, resources and methods for engaging the group and individuals can be identified and planning/preparing/further adapting discussed. Other information from these session reviews such as attendance, concentration, comprehension and participation ratings (1-10) can contribute to evaluation. Practitioners find that delivery gets easier as time goes on, and the PELICAN structure, activities and resources become more familiar.

I CAN Evaluate

1. Personalised approaches:

- Personalised goals/behaviours (link with EHCP and what person wants to do (in and out of school- brings meaning, motivation, engagement) and what may need to do (foundation and/or key skills)

- Change in "feelings" words and personal "body signs" known and/or used

- Number of relaxation/chill skills used
- Number of coping skills/strategies known/demonstrated/used

- Engagement in activities; pro-social skills

- 5-point scale (Kari Dunn Buron)

- Behavioural incidents

- Baseline and review behavioural data on 'anxiety related behaviours'– see an interview/set of questions to identify these and 4 example personalised data collection approaches in *Evaluating change and outcomes in anxious children personalised approaches*

Schools or teams may have existing assessment, goal planning, intervention tools in use e.g., SCERTS, Autism Progress Profiling Tool; Progression Framework for Pupils on the Autistic Spectrum which PELICAN related goals can be linked/mapped to.

2. Published measures:

Some of these have been used in more formal evaluation/research. They can seem rather burdensome and, with the wide range of abilities, may not be appropriate for all. Some are free, some need to be purchased which may be a barrier. We have put * by those in the PEL-I-CAN Evaluate folder.

Parent Report Measures
- Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)
- Spence Child Anxiety Scale (Spence, 1999)
- SCARED

School Report Measures
- School Anxiety Scale-Teacher Form (Lyneham, 2008)
- SDQ

Accessible Rosenberg Self Esteem Scale
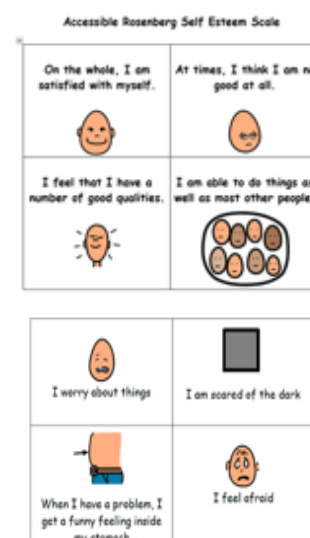
I CAN Evaluate

Child/young person Self Report Measures

- *Rosenberg Self Esteem Scale Accessible Version* * (10 items)
- *Glasgow Depression and Anxiety Scales* * - more adult focused but may be useful for adolescents.
- *Accessible Spence Child Anxiety Scale with Graphics** - 3 versions (SCAS, Spence, 1997)

…Version 1 - There is one image per page. Each image is numbered to match the items on the original SCAS.

… Version 2 - There is four items per page, which can be cut up to make small cards. Then the measure can be completed like a "card sort" game to help engagement

….*Version 3* - There are more Widgit symbols for all of the words in the item statements together with a visual scoring system on each item page. This may be more appropriate for children and young people who are more developmentally advanced. **Version 3** is reproduced with permission of Dr Gemma Slack who developed and used this accessible version in her doctoral research.

Scoring: Visual scoring options are provided with versions 1 and 2. Version 3 has its own integrated scoring system.

The original SCAS is at: http://www.scaswebsite.com/docs/scas.pdf with further information on development and scoring. SCAS has 44 items so can seem long. It does contain good coverage of things that may make a child or young person feel anxious.

- Paediatric Index of Emotional Distress (PI-ED, Connor, 2010). This has to be bought. Slack used an accessible version of this in their research. It is short, so is easier for children and young people to complete- with support if necessary. Contact r.rossiter@kent.ac.uk if you want to know more.
- Multi-Dimensional Anxiety Scale for Children (MASC; March, 1998)
- Screen for Child Anxiety Related Disorders (SCARED; Birmaher, 1999)
- Revised Children's Manifest Anxiety Scale (RCMAS; Reynolds et al, 2008)

From the initial training and PELICAN sessions that have been run, below is some feedback about the framework.

'Breathing to help when going for college interviews."

Young person

Tou and Peli are characters that the young people we work with will engage with.

Teacher

"This incredible training has enabled me to support my child with ASD in identifying the emotions and feelings associated with his anxiety"

Parent

PELICAN - Promoting **E**motional **L**iteracy **I**n **C**hildren with **A**dditional **N**eeds 52

APPENDIX

The Recovery Curriculum (Carpenter & Carpenter, 2020)

Recognises that the pandemic has created losses- of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement, and a learning community's well-being has a lot to do with the quality of relationships, cohesion, inter-dependence and belonging. See:

- A Recovery Curriculum – Evidence for Learning
- SEND success, Waltham Forest & Whitefield Academy Trust 2020 *The Recovery Curriculum: Supporting children and young peoples' re-engagement with face-to-face education*. At Recovery Curriculum Web Resource (sendsuccess.org.uk)

PELICAN can support the Recovery Curriculum across the **Five Levers of Recovery**

1. **Relationships:** "Our children won't all return joyfully. Relationships that were thriving are going to have to be nurtured and restored. We need to PLAN for this to happen. Reach out to students and greet them – cushion the discomfort of returning." This means explaining/showing that school is the safest it can be, routines, familiarity, trust redevelops
2. **Community**: "Curriculum will have to be based around community for a long time. We need to listen to what has happened and understand the needs of our community and engage them in the transitioning of learning back into school." All will have different experiences of lockdown, openness and honesty needed to reconnect and redevelop sense of school community
3. **Transparent Curriculum**: "Students will feel like they have lost time in learning and we must show them that we are addressing these gaps, consulting and co-constructing with our students to heal the sense of loss." Listening, having some familiar routines, creative ways to support.
4. **Metacognition:** "In different environments our children will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners".
5. **Space:** "To be, to rediscover self and to find their voice on learning. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations." Including planning, managing and explaining changes in physical and social space and routines.

Other useful Coronavirus resources:
NELFT video: Supporting Neurodiverse Children In Challenging Times Such As During Self-Isolation at https://www.youtube.com/watch?v=dXPtqmHKNoE
- Also, translated versions of the video at https://tinyurl.com/yb9vxyho
Challenging Behaviour Foundation: Coronavirus resources includes info, FAQ re law, templates, returning to school etc.- https://www.challengingbehaviour.org.uk/information/all-our-resources.html
Talking Mats: Easy read information on coronavirus with Talking Mat designed symbols - https://www.talkingmats.com/wp-content/uploads/2013/09/20200319-coronavirus-easy-read-pdf
Set to support Reflecting on Lockdown- https://www.talkingmats.com/wp-content/uploads/2020/07/Lockdown-Set
PAMIS -Promoting a more Inclusive Society, focus on PMLD: Virtual activity programme for COVID times http://pamis.org.uk/services/virtual-activity-programme/
Digital passport template - http://pamis.org.uk/news/news/passports-for-all-pamis-digital-passports-covid-19-offer/

HELPFUL RESOURCES AND SIGNPOSTING

Resources that have been mentioned in guidance, or used by our collaborators:

Feelings

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

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

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

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

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

Dunn Buron K and Curtis M. (2012) 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.

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

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

Hassiotis et al. (2014) Manual of Cognitive Behaviour therapy for People with Learning Disabilities. Free download cbt-id-manual (ucl.ac.uk)

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

Kelly, A. 2017. Talkabout for Children 1: Developing Self-Awareness and Self-Esteem
Kelly, A. 2017. Talkabout for Children 2: Developing Social Skills
Kelly, A. 2017. Talkabout for Children 3: Developing Friendship Skills

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

Psychology Publishing Monkey Cards https://www.feelingsdetectives.com/store/feelings-monkey-cards

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.

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.

Communication

Big Mack Communicator -
http://www.odelmobility.co.uk/shop/Assistive_Technology/Communication_Devices/Mack_Devices/2/23/92/

Challenging Behaviour Foundation (CBF) & Mencap. 2018. Valuing the views of children with a learning disability; engaging with children and young people with severe or profound and multiple learning disabilities. https://pavingtheway.works/whats-new/valuingtheviewsblog/

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.

Intensive Interaction Intensive Interaction helps people at early levels of development, with severe, profound or complex learning difficulties and/or autism, develop/enjoy fundamentals of communication. Information, training, videos on web
https://www.intensiveinteraction.org/

Kelly, A. 2016. Talkabout: a social communications skills package.
Kelly, A. & Sains, B. 2017. Talkabout for Teenagers: Developing Social and Emotional Communication

Makaton signs from the Makaton PSHE resource book
https://makaton.org/TMC/TMC/SHOP/Digital_resources.aspx?gclid=CjwKCAiAo5qABhBdEiwAOtGm
bkvZBjo5BHNtigSilYFuBom5u2_JodS6V4qNFHNfcNXLL-rdPUm-8BoCXf0QAvD_BwE

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

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

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

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

Photosymbols http://www.photosymbols.com

PMLD Link Raising Our Sights communication guide- communicating with people with PMLD http://www.pmldlink.org.uk/resources/#communication https://www.mencap.org.uk/advice-and-support/pmld/pmld-involve-me

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

Talking Mats: Framework, process, resources, research, training, videos to support communication/hearing the voice; example of using Talking Mats for goal setting and decision making, poster of using Talking Mats in self advocacy- setting goals and leisure access, training etc Talking Mats | Improving communication, improving lives

Widgit Communicate: In Print 3 https://www.widgit.com/products/inprint/index.htm

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Signposting other interventions (see- Appendix 1 in Background paper)

Fearless Me! (Hronis et al. 2019) **https://www.fearlessme.com.au/** - online anxiety treatment program designed specifically for children & adolescents with an intellectual disability, 8- 18 years with mild, moderate or borderline LD

Feelings Detectives (Psychology Publishing Ltd 2019) https://www.feelings detectives.com/ Manualised intervention for groups, classes or individuals which teaches coping skills to help manage anxiety using cognitive behavioural therapy (CBT) principles, for 7 - 13 years with social communication and interaction difficulties, including autism.

Taming Sneaky Fears (Benoit & Monga 2018) Story with 8 chapters & workbook with associated sessions for 4-7 years & their parents/carers to learn to recognize & label feelings, relaxation and cognitive strategies. Although not developed specifically for children with additional learning needs, it is accessible.

Reading Well (https://reading-well.org.uk/) - Reading Well for children provides quality-assured information, stories and advice to support children's mental health and wellbeing. Books have been chosen and recommended by leading health professionals and co-produced with children and families.

The booklist is targeted at children in Key Stage 2 (aged 7-11), but includes titles aimed at a wide range of reading levels to support less confident readers, and to encourage children to read together with their siblings and carers. Hence, some are appropriate for children and young people with additional learning needs and younger than the 7-11 years age band.

ACKNOWLEDGEMENTS

PELICAN Guidance

Note on sources

"Symbolated" resource examples shown in this guidance and resources were produced using Widgit Symbols (c) Widgit Software 2002-2013 www.widgit.com. Reproduced in compliance with Communicate in Print licence conditions.

We have kept references to a minimum in the PELICAN Guidance to help the flow. Any mentioned will be found in the Reference list at the end of the Background paper.

In developing PELICAN, we have tried to reference or credit sources as much as we can and to comply with copyrights. As the field and our practice has developed over many years, it can be difficult to recall the source of all ideas and materials. Please let us know if you spot something you think has not been properly credited/sourced. Email Info@fpld.org.uk – for the attention of R.Rossiter.

PELICAN

Promoting Emotional Literacy in Children with Additional Needs

Guidance on using the PELICAN story and framework, its resources and activities is at

www.learningdisabilities.org.uk