

August 2020

**Cambridgeshire SEND Service videos:**  
**Supporting parents and carers in the restoration and recovery phase of COVID-19**

These videos have been developed in partnership with Pinpoint (Cambridgeshire's local parent / carer forum for parents of children with special educational needs) to support parents and carers as we move into the summer holidays and a planned return to school of all children in September 2020. Each of the seven videos are 5 – 7 minutes long, and include a range of practical suggestions to try at home. The videos offer an accessible introduction to the latest research and guidance related to topics such as boosting resilience, developing emotional literacy and emotional regulation and managing anxiety. There are ideas for effecting change and managing transition at home, as well as guidance on the language that we can use to support children and young people in distress.

**Session 1**

[https://www.youtube.com/watch?v=9Clj-sH\\_ppw&feature=youtu.be](https://www.youtube.com/watch?v=9Clj-sH_ppw&feature=youtu.be)

In this session, we explore our understanding of the impact of COVID-19 on family life. Included are some thoughts on how we can apply systems theory to understanding the impact of COVID-19, and the risk factors that have made some children and young people particularly vulnerable.

Supporting links:

- <https://practicalpie.com/bronfenbrenner-ecological-theory/>
- <https://www.pinpoint-cambs.org.uk/>
- <https://www.familyvoice.org/>
- <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiaass>
- <https://emergingminds.org.uk/co-space-study-supporting-parents-adolescents-and-children-during-epidemics/>
- [https://www.nfer.ac.uk/media/4060/schools\\_responses\\_to\\_covid\\_19\\_early\\_report\\_final.pdf](https://www.nfer.ac.uk/media/4060/schools_responses_to_covid_19_early_report_final.pdf)
- <https://www.caringtogether.org/news/act-now-to-help-prevent-carers-facing-a-crisis-during-the-coronavirus-pandemic>

**Session 2**

<https://www.youtube.com/watch?v=i6Ojfo3cr7A&feature=youtu.be>

In this session, we explore how theories of resilience can help us plan for recovery from a pandemic. Included are some definitions of resilience, two models of resilience and some ideas for how resilience might be boosted at home.

Supporting links:

- [https://mindedforfamilies.org.uk/Content/building\\_confidence\\_and\\_resilience/course/assets/f427bed6c95434f24c9d096067564c0f012477bc.pdf](https://mindedforfamilies.org.uk/Content/building_confidence_and_resilience/course/assets/f427bed6c95434f24c9d096067564c0f012477bc.pdf)
- [https://youngminds.org.uk/media/1486/interactive\\_resilience\\_framework-002.pdf](https://youngminds.org.uk/media/1486/interactive_resilience_framework-002.pdf)
- [https://youngminds.org.uk/media/1463/the\\_resilient\\_classroom-2016.pdf](https://youngminds.org.uk/media/1463/the_resilient_classroom-2016.pdf)
- <https://bibalex.org/baifa/Attachment/Documents/115519.pdf>
- <https://www.mentallyhealthyschools.org.uk/resources/resilience-ladder/>
- <https://www.mentallyhealthyschools.org.uk/media/2042/resilience-game.pdf>

### Session 3

<https://www.youtube.com/watch?v=f5ASz562ybA&feature=youtu.be>

In this session, we explore how we can encourage children and young people to put emotions to words (to develop their emotional literacy). Included are some models of emotions, and some ideas for how the language of emotions can be incorporated into everyday life at home.

Supporting links:

- <https://www.zonesofregulation.com/index.html>
- <https://www.nhs.uk/conditions/stress-anxiety-depression/talking-to-children-about-feelings/>
- [https://mindedforfamilies.org.uk/Content/talking\\_to\\_my\\_child/#/id/59c0f796928ba1116a891716](https://mindedforfamilies.org.uk/Content/talking_to_my_child/#/id/59c0f796928ba1116a891716)
- <https://www.mentallyhealthyschools.org.uk/media/2003/emotional-check-in.pdf>
- <https://www.mentallyhealthyschools.org.uk/media/2001/emotion-wheel.pdf>
- [http://www.dannypetry.com/ebook\\_emotions.pdf](http://www.dannypetry.com/ebook_emotions.pdf)

### Session 4

<https://www.youtube.com/watch?v=w-jEC9PAVhw&feature=youtu.be>

In this session, we explore ways to encourage children and young people to stay calm when they're experiencing strong emotions (to develop their emotional regulation). Included is a model of emotional regulation, as well as some strategies and top tips for when life gets intense.

Supporting links:

- <https://youtu.be/gm9CIJ74Oxw>
- <https://portal.thriveapproach.com/approach/info/underlying-models/#:~:text=The%20emotional%20regulation%20system%20in,made%20up%20of%20three%20levels%3A&text=Physiological%20%2D%20being%20able%20to%20calm,2>
- [http://www.incredibleyears.com/download/resources-for-parents/turtle\\_puppet\\_handout.pdf](http://www.incredibleyears.com/download/resources-for-parents/turtle_puppet_handout.pdf)
- [https://0cb242fb-7e24-4208-86de-d7c876a2f1c2.filesusr.com/ugd/994674\\_ef840e8a09504d37a8004a9e7c0982c3.pdf](https://0cb242fb-7e24-4208-86de-d7c876a2f1c2.filesusr.com/ugd/994674_ef840e8a09504d37a8004a9e7c0982c3.pdf)
- <https://www.rulerapproach.org/about/what-is-ruler/>

### Session 5

<https://www.youtube.com/watch?v=MPSHa4T-1pg&feature=youtu.be>

In this session, we explore our understanding of anxiety, and particularly anxiety that relates to school attendance. Included is information about six areas that research suggests are important when supporting children and young people that are anxious.

Supporting links:

- [https://mindedforfamilies.org.uk/Content/refusal\\_to\\_go\\_to\\_school/#/id/59faef4f768f5e9649724d03](https://mindedforfamilies.org.uk/Content/refusal_to_go_to_school/#/id/59faef4f768f5e9649724d03)
- [https://portal.e-lfh.org.uk/Catalogue/Index?HierarchyId=0\\_39474\\_39501&programmId=39474](https://portal.e-lfh.org.uk/Catalogue/Index?HierarchyId=0_39474_39501&programmId=39474)
- <https://www.babcockldp.co.uk/inclusion-and-ehwb/anxiety-based-school-avoidance/support-for-parents>
- <https://www.annafreud.org/on-my-mind/self-care/>

## Session 6

<https://www.youtube.com/watch?v=W0htmF84lwE&feature=youtu.be>

In this session, we explore the basis for effecting change or managing transitions at home. Included are some ideas related to developing healthy routines as well as seven conditions to maximise the chances of making a change happen.

Supporting links:

- <https://www.mind.org.uk/information-support/types-of-mental-health-problems/sleep-problems/about-sleep-and-mental-health/>
- <https://www.mind.org.uk/information-support/tips-for-everyday-living/physical-activity-and-your-mental-health/about-physical-activity/>
- <https://www.rcpsych.ac.uk/mental-health/parents-and-young-people/young-people/exercise-and-mental-health-for-young-people>
- <https://www.mind.org.uk/information-support/tips-for-everyday-living/food-and-mood/about-food-and-mood/>
- <https://sleepcouncil.org.uk/advice-support/sleep-advice/sleep-hygiene/>
- <https://www.nhs.uk/change4life/activities>
- <https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>
- <https://www.penguin.co.uk/books/110/1108284/inside-the-nudge-unit/9780753556559.html>
- <https://jamesclear.com/temptation-bundling>

## Session 7

<https://www.youtube.com/watch?v=O3jLQzwQf2U&feature=youtu.be>

In this session, we bring together a number of themes to explore the language we use to boost resilience and coping in children and young people. Included are five ideas rooted in cognitive behaviour therapy that children and young people are likely to find supportive when they're experiencing strong emotions.

Supporting links:

- <https://www.youtube.com/watch?v=1Ewgu369Jw>

- <https://www.mind.org.uk/information-support/your-stories/dont-give-up-a-letter-to-myself/>
- <https://www.getselfhelp.co.uk/>