

SENSITIVITY – Helping the child to manage feelings and behaviour

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Section 4**ACCEPTANCE – Building the child's self esteem**

The following set of questions is about how (child's name) feels about him/herself and how they cope if things don't go well.

Part 1

Can you think of a particular time when (child) showed how that they felt good about him/herself? *(N.B. if there are no examples or these times are unusual, go to Part 2).*

What did (child) do when he/she had these feelings – just before, during and afterwards?

Why do you think he/she behaved in this particular way?

What do you think he/she was thinking and feeling?

What did you say and/or do at this time?

How did this work out?

Was this your usual approach when he/she shows good self esteem or have you found other ways of supporting this?

How did (the child's) behaviour at this time make *you* feel?

Part 2

Can you think of a particular time when (child) showed how that they did not feel good about him/herself? *(N.B. if there are no examples or very few examples leave this section out and go to Part 3).*

What did (child) do when he/she had these feelings – just before, during and afterwards?

Why do you think he/she behaved in this particular way?

What do you think he/she was thinking and feeling?

What did you say and/or do at this time?

How did this work out?

Was this your usual approach when he/she shows low self esteem or have you found other ways of helping?

How did (the child's) behaviour at this time make *you* feel?

Part 3

Can you think of a particular time when things did not go well for (child)? (for example, they lose a game, are not successful at something)

What did (child) do when he/she had these feelings – just before, during and afterwards?

Why do you think he/she behaved in this particular way?

What do you think he/she was thinking and feeling?

What did you say and/or do at this time?

How did this work out?

How did (the child's) behaviour at this time make *you* feel?

[illegible]

Section 5**CO-OPERATION – Helping the child to feel effective and be co-operative**

The following set of questions is about how effective and competent (child) feels. Examples of this are:

Able to complete a task, such as a jigsaw puzzle or laying the table.

Able to solve a problem, such as a shape sorter toy or how to draw something.

Able to make a choice, such as which cereal to have or what to wear.

Part 1

How does (child) usually manage when faced with a task, problem or choice?

Can you give a particular example?

Why do you think he/she behaved in this particular way?

What do you think he/she was thinking and feeling?

What did you say and/or do at this time?

How did this work out?

Was this your usual approach when you need (child) to work with you or have you found other ways of helping?

How did (the child's) behaviour at this time make *you* feel?

Part 2

The following set of questions is about how (child) manages to co-operate and work together with adults.

Can you think of a particular time when you asked (child) to co-operate, compromise/work together with you? (for example, to get ready to go out, to finish a game and put toys away etc)

What did (child) do when asked to do this – just before, during and afterwards?

Why do you think he/she behaved in this particular way?

What do you think he/she was thinking and feeling?

What did you say and/or do at this time?

How did this work out?

Was this your usual approach when you need (child) to work with you or have you found other ways of helping?

How did (the child's) behaviour at this time make *you* feel?

[illegible]

Section 6

FAMILY MEMBERSHIP/Helping the child to belong

The following questions are about how (child) feels about belonging to this family or group.

Can you think of a particular time when you have been aware of how (child) feels about being part of this family or group (for example, things that he or she has said or done which have shown they feel part of things or do not feel part of things).

What did (child) say and/or do?

Why do you think he/she spoke or behaved in this particular way?

What do you think he/she was thinking and feeling?

What did you say and/or do at this time?

How did this work out?

Was this your usual approach when this comes up you or have you found other ways of responding?

How did (the child's) behaviour/what the child said at this time make *you* feel?

For children who are members of more than one family, think of the main other (birth, adoptive, foster) family that they relate to:

Can you think of a particular time when you have been aware of how (child) feels about being part of this other family (for example, things that he or she has said or done which have shown they feel part of not part of the family).

What did (child) say and/or do?

Why do you think he/she spoke or behaved in this particular way?

What do you think he/she was thinking and feeling?

What did you say and/or do at this time?

How did this work out?

Was this your usual approach when this comes up you or have you found other ways of responding?

How did (the child's) behaviour /what the child said at this time make *you* feel?

[illegible]

Can you think of any particular help that you would like with any of the things that we have discussed?

[illegible]