

FRIENDS for Life

Learning Disabilities Development Project



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

1.0 Introduction

The aim of this guide¹ is to offer practical advice, based on our experience to date, of adapting the internationally recognised and World Health Organisation endorsed FRIENDS for Life programme to be appropriate and accessible for children and young people with learning disabilities.

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

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. The Foundation for People with Learning Disabilities worked with a team on a small development project to enable the FRIENDS for Life programme to be accessible for children and young people with learning disabilities. The adaptations were planned to consist of simplified materials with high visual and low verbal content to make the sessions more meaningful.

Students, staff and some parents at Hazel Court School, East Sussex and health colleagues in the Sussex Partnership NHS Foundation Trust worked with incredible energy, skill and good humour to collaborate in adapting and trying out the ideas for the adapted FRIENDS activities and we very gratefully acknowledge this.



This first guide summarises what we did and what we have learned so far from adapting FRIENDS for Life and Fun FRIENDS to be accessible for children and young people with learning disabilities. It is aimed at all professionals working with children and young people with learning disabilities in:

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

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

There are now a range of trainers in the UK offering this course. Interactive Connections Ltd is the UK and Ireland distributor for FRIENDS and Fun FRIENDS

¹ This guide is written by Jill Davies and Rowena Rossiter (Foundation for People with Learning Disabilities), Jane Woodrow (CAMHS-LD Family Intensive Support Service in Sussex Partnership Foundation Trust), Helen Mackay (Hazel Court School) and Katherine Lewis (Hazel Court School/Sussex Partnership NHS Foundation Trust). This development project was made possible by legacy funding from the estate of Patricia Collen who spent the majority of her life in Normansfield Hospital in the United Kingdom, and with additional funding from the BOND Consortium.

books, with Dr Caroline Smith providing and coordinating FRIENDS training courses. For more information please see www.interactive-connections.co.uk.

We are planning additional training to support professionals who want to participate in further feasibility/development work or wish to try the adapted FRIENDS programme.

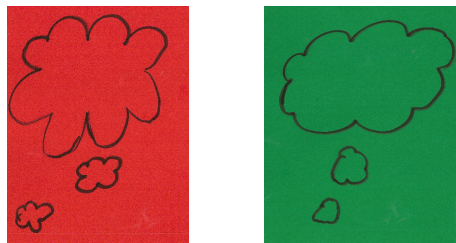
2.0 What we did

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

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

This guide is based on our experiences of trialling some adapted FRIENDS for Life activities with children and young people with severe learning disabilities (including some on the autistic spectrum and with attention deficit hyperactivity disorder). It was planned during the spring and delivered across the summer term of 2013.

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



Example of helpful and unhelpful thoughts cards

Many of the feelings, relaxation and “red and green thoughts” activities were appropriate when they were broken down into smaller components, with additional visual support and repetition.

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

- 2.1. Getting started**
- 2.2. Structure and content**
- 2.3 Activities**
- 2.4 Evaluation and reflection**
- 3.1 Example of Session: 1**
- 3.2 Example of Session: 7**
- 4.0 FRIENDS Programmes Comparison Summary Table**
- 5.0 Resources**

2.1 Getting started

| What we did | What we learned |
|---|--|
| <p>FRIENDS works best when it is implemented on a whole class basis within a school setting, as this provides a useful infrastructure and the children are in a familiar environment with staff who know them well. With this in mind, we worked with a combination of internal co-facilitators (e.g. teacher, speech and language therapy assistant) and external co-facilitators (e.g. local project clinical psychologists and Foundation for People with Learning Disabilities Research Development Manager).</p> | <p>The external facilitators needed to spend some time initially getting to know the students and staff in order to familiarise themselves with the communication strategies and systems used in the school. To do this we met with school staff, did some class observation and joined in with routine activities.</p> |
| <p>Meeting the pupils with learning disabilities beforehand helped the teams (both internal and external) to collaboratively think about what visual aids and equipment may be required to implement FRIENDS for Life in a meaningful way.</p> | <p>Before starting any FRIENDS for Life – Learning Disabilities programme, understanding individual pupil’s current knowledge of emotions (including vocabulary and signs/symbols they use and how skilled they are in recognising emotions in themselves and others) helps tailor the programme in more detail.</p> <p>For those who find it more difficult to recognise and respond to their emotions, it may be better to focus on recognising feelings in themselves and others, and finding relaxation techniques that work best for them (see section 2.3).</p> <p>Those with a more secure understanding of emotions (and/or more cognitive and communicative abilities) may be more likely to be able to engage with the cognitive-behavioural element of the programme, including activities around identifying and changing unhelpful thoughts and feelings into helpful ones (see Session 6 in FRIENDS for Life).</p> |

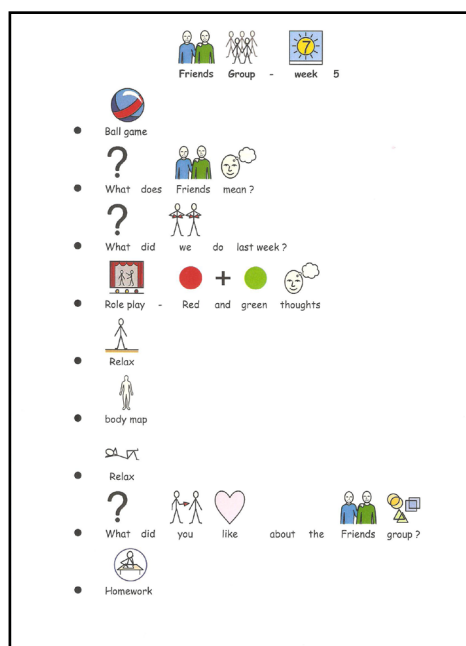
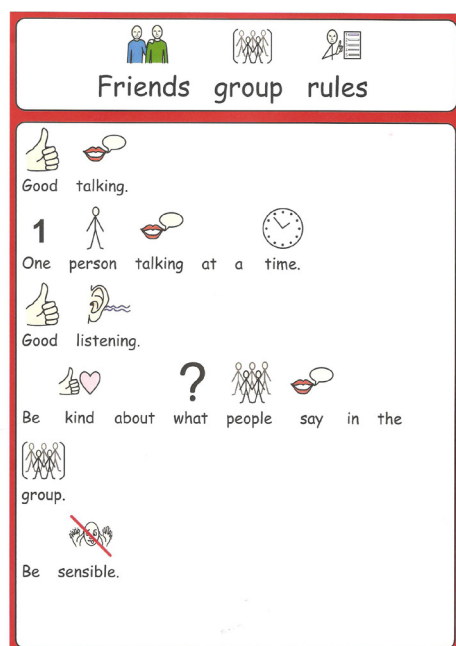


Feeling spinner²



Fly swat puppets

² Symbolated agendas shown in this document were produced using Widgeit Symbols (c) Widgeit Software 2002-2013 www.widgeit.com





Examples of a symbolated group rules and agenda

| What we did | What we learned |
|--|--|
| <p>We began to prepare resources tailored to the cognitive, communicative and motivational needs of the class, building on previous PHSE for some activities.</p> <p>We printed out large versions of a variety of images depicting emotions to support feelings identification, discussion and role play situations.</p> <p>We used images already familiar to the students and images from the DfE Social and Emotional Aspects of Learning (SEAL), as well as photo symbols (see Section 5 Resources).</p> <p>We used puppets made from existing images of FRIENDS characters Pepper, Ana and Tom (see photo above), having scanned them, increased the size, laminated and put them on fly-swats in order that we could act out social-emotional scenarios from the FRIENDS for Life workbook, for example, session 1, activity 5.</p> <p>The teacher and speech and language therapy assistant prepared symbolated resources, including the session agendas (see examples on page 10 and 11).</p> | <p>The use of concrete, visual props was crucial.</p> <p>Staff knowledge of appropriate Makaton signs to support the sessions was crucial. Our experience at the school was that Makaton signs (as well as symbols) support the pupils' understanding of different emotions, which for many can be extremely difficult to fully comprehend when presented only verbally.</p> |

2.2 Structure and content

| What we did | What we learned |
|--|---|
| <p><u>Length</u></p> <p>We held ten, one hour sessions over one term and two family sessions.</p> | <p>The sessions always went very fast, so there needs to be someone acting as timekeeper, ensuring that focus is kept and the agenda fully covered. Over time we improved at being realistic about timing when planning the sessions and at time keeping!</p> <p>Some flexibility, however, is useful. We sometimes adapted the planned content of the session on the spot e.g. doing a group version of body maps and labelling when we were short of time, or bringing forward a relaxation exercise if the group seemed to need it.</p> <p>It may be helpful to spread the adapted FRIENDS for Life over a longer time frame to cover all content and consolidate learning. We did not have time to cover all areas due to limits on available time and staff commitments.</p> <p>It may be beneficial to break the programme into modules across half terms.</p> |
| <p><u>Structure and content</u></p> <p>Each development project session included a recap from the previous week, an outline of the plan for the session using a symbolated timetable on the whiteboard, an ice-breaker based on their homework, relaxation, role-plays and activities, the setting of a homework task and an evaluation of the session and activities.</p> <p>We experimented with different kinds of props and activities e.g. large toy dog to represent Pepper character (see photos below), a robot and monkey for the relaxation activity, and red and green hats for the unhelpful/helpful thoughts activity.</p> <p>For examples of two session plans (1 and 7) please see Sections 3.1 and 3.2.</p> <p>For a summary table of key session by session activities of FRIENDS for Life, Fun FRIENDS and our adapted FRIENDS programme please see Section 4.</p> <div data-bbox="92 1787 304 2049">  </div> <div data-bbox="357 1787 715 2049">  </div> | <p>It was helpful to plan details of each session a week in advance, following the evaluation of that week's session. This meant activities which best suited the group could be selected from the FRIENDS for Life programme and adapted, or any additional resources could be made.</p> <p>The teacher and speech and language therapy assistant made a huge contribution to maximising engagement, and minimising behavioural challenges through their detailed understanding of students' strengths and weaknesses, like and dislikes, moods, attention span etc.</p> <p>We needed to adapt content and delivery to accommodate the needs of the group. For example, the facilitators performed role-plays of Tom and Pepper rather than read the story from the workbook. Other role plays involving familiar situations were role played by facilitators and young people. Additional feelings relevant to particular young people were included e.g. excitement and over-excitement (see section on feelings on page 8 for more information).</p> <p>Take care with how props are managed. They can become a distractor for some students!</p> |

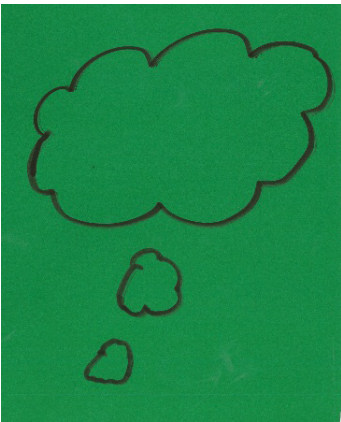
| What we did | What we learned |
|---|--|
| <p>Each week, a home task was set to reinforce or develop learning.</p> | <p>Home tasks needed to be very simple, and significantly adapted from those in the participant workbooks.</p> <p>Examples include asking the young people to think about something that made them feel angry, taking a small “body map” home and noting, with help from family, what their body felt like when they were happy.</p>  |
| <p><u>Family sessions</u></p> <p>We held two family sessions.</p> <ol style="list-style-type: none"> 1. After the third session, we introduced the FRIENDS for Life programme to the parents and showed them photos of the sessions run so far. They also had time to ask questions and discuss what additionally they can do to support their children. 2. At the end of the programme, we recapped the programme and updated the parents, showing them further photos of the resources used. We also told them about the pupils’ feedback and demonstrated the pizza massage. Additionally, we also asked whether they had noticed any changes in their child and collected their feedback.  | <p>Ideally, we would meet with parents ahead of the programme to describe the programme, give them the opportunity to ask questions, share ideas and plan how they can support their children with learning and home tasks. Meeting parents also helps to encourage attendance and planning other ways of linking the programme with their home life (e.g. a summary after each session).</p> |

2.3 Activities

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

| What we did | What we learned |
|--|--|
| <p><u>Relaxation activities</u></p> <p>We used a variety of relaxation activities from FRIENDS for Life, including:</p> <ul style="list-style-type: none"> Calming breaths, similar to “milkshake breathing”, as the group already had some familiarity with this through yoga (FUN Friends, Session 4, Activity 3; FRIENDS for Life, Session 3 Activity 3). Robot and jellyfish – tense and loose muscles (FUN Friends, Session 4, Activity 1; FRIENDS for Life, Session 3, Activity 4). As we used visual supports to help engagement, our adapted relaxation used a robot and a monkey as shown in the photos below (unfortunately we did not have a jellyfish available). We practised holding our bodies tense and stiff like a robot and being floppy and loose like a monkey puppet when relaxed. Pizza massage (FRIENDS for Life, Session 4, Activity 5). Relaxation activities that we did not have time to try out included visualisation and mindfulness. <div data-bbox="124 1104 339 1391">  </div> <div data-bbox="408 1104 662 1391">  </div> | <p>In our ten sessions, we stuck to two or three relaxation activities so that the group had time to practise and become familiar with them.</p> <p>Calming breaths were popular and were familiar through previously learned yoga breathing.</p> <p>Some relaxation activities; calming breathing, robots (we used Buzz Lightyear) and monkeys can be incorporated briefly at any stage of the session. This is very useful for learning to calm or “de-arouse” quickly and in situations for breaking up the session and changing the tempo/ group dynamics, especially when students were getting excited or loud.</p> <p>The “pizza” massage was generally very successful in our group and was used in a whole school assembly. It also encourages consideration and regard for others. The school continue to use this in class on a regular basis.</p> <p>There are individual likes/dislikes with relaxation- some students have sensory issues/trauma and may not cope well with the touch involved in “Pizza massage”. After trying out and practicing several relaxation methods, offering choice of relaxation activities was popular. Robot and monkey relaxation was good for those who preferred not to be touched.</p> <p>It was useful to practise ‘relaxation’ while standing up as the pupils tend to associate relaxing with relaxation and sensory sessions and there is a real need for the pupils to be able to relax and calm down in a range of situations.</p> |
| <p><u>Red and green thoughts activity</u></p> <p>These activities were designed to help students think about the link between our thoughts and our feelings. Thoughts were divided up into helpful and unhelpful thoughts, green representing helpful and red unhelpful thoughts.</p> <p>We used familiar SEAL photo-cards to explain and practise identifying thoughts, by asking students to hold up laminated red and green card “thought bubbles” to indicate whether a thought was helpful (green) or unhelpful (red).</p> <p>Scenarios were role played, paused and re-played with different thoughts, actions and outcomes.</p> <p>We also had red and green hats and glasses to use in a similar way.</p> | <p>Some participants understood this, others struggled. Splitting into smaller groups helped manage this.</p> <div data-bbox="791 1659 963 1870">  </div> <div data-bbox="1042 1659 1201 1870">  </div> |

2.4 Evaluation and follow-up



Example of helpful and unhelpful thoughts cards

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

3.1 Example Session: 1



Example of Pepper puppet fly swat

Introductions:

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

Activity 1:

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

Activity 2:

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

Activity 3:

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

Activity 4:

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

Evaluation:

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

Home task:

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

3.2 Example Session: 7



Example of a body map

Introductions:

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

Activity 1:

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

Activity 2:

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

Evaluation:

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

Home task:

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

4.0 FRIENDS Programmes Comparison Summary Table

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

Key

Activities in this font – completed in adaptation project

Activities in italics– not completed in adaptation project

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

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

| Sessions | Fun FRIENDS | FRIENDS for Life | FRIENDS for Life – Learning Disability |
|----------|---|--|--|
| 1 | <ul style="list-style-type: none"> Get to know each other Same and different Happy experiences <p>F</p> | <ul style="list-style-type: none"> Get to know each other Feeling confident/ brave Same and different Happy experiences <p>F</p> | <ul style="list-style-type: none"> Get to know each other Feeling confident/ brave Same and different Feelings (see 2.3) Relaxation and breathing (see 2.3) <p>FR</p> |
| 2 | <ul style="list-style-type: none"> Feelings in yourself and others Normalise feelings Make happy feelings grow <p>F</p> | <ul style="list-style-type: none"> Feelings in yourself and others Showing feelings is important and ok Powerful/ helpful thinking <p>F</p> | <ul style="list-style-type: none"> Feelings in yourself and others Normalise feelings (see 2.3) Relaxation and breathing <p>FR</p> |
| 3 | <ul style="list-style-type: none"> Pay attention to the feelings of others' Recognise the feelings of others Help others to feel better <p>F</p> | <ul style="list-style-type: none"> Feel confident/ brave Learn to feel good Learn to calm oneself and relax Listen to body clues <p>FR</p> | <ul style="list-style-type: none"> Feelings in yourself and others, e.g. Pepper (see 2.3) Physical signs of feelings Body maps in group – worry (see 2.3) Relaxation and breathing x 2 <p>FR</p> |

| Sessions | Fun FRIENDS | FRIENDS for Life | FRIENDS for Life – Learning Disability |
|----------|---|---|--|
| 4 | <ul style="list-style-type: none"> Pay attention to what your body tells you Breathing Relaxation games <p>R</p> | <ul style="list-style-type: none"> Pay attention to happy and positive things Train your attention – senses Understanding how thoughts (T) and feelings (F) affect behaviour (B) Understand self-talk Green thoughts – strong, brave, happy Red thoughts – miserable, worried, upset <p>I</p> | <ul style="list-style-type: none"> Feelings – worry – situations, signs and what you can do Relaxation, breathing exercises, robot/ jellyfish – we used monkey (see 2.3) Body maps in group – angry <p>FR</p> |
| 5 | <ul style="list-style-type: none"> Feelings (F) versus thoughts (T) Unhelpful red thoughts – stop Helpful green thoughts – go <p>I</p> | <ul style="list-style-type: none"> Thinking in helpful and positive ways Pay attention to green thoughts Challenge red thoughts and change red thoughts to green thoughts <p>I</p> | <ul style="list-style-type: none"> Feelings – angry – situations, signs and what you can do Role plays – identify feelings (F) and thoughts (T), (see 2.3) Body map – angry Relaxation <p>FRI</p> |
| 6 | <ul style="list-style-type: none"> Changing red thoughts to green thoughts Throw away red thoughts <p>I</p> | <ul style="list-style-type: none"> Explore ways to cope Coping step plans <p>E</p> | <ul style="list-style-type: none"> Feelings – what helps Thoughts and feelings (see 2.3) Red and green thoughts – role plays Relaxation - pizza massage <p>FRIE</p> |
| 7 | <ul style="list-style-type: none"> <i>Do things one step at a time</i> <i>Break things down into little steps</i> <i>Learn to be brave and try new things</i> <p>E</p> | <ul style="list-style-type: none"> <i>Role models (importance and identification)</i> <i>Support teams</i> <i>Who can I support</i> <i>Friendship skills</i> <p>E</p> | <ul style="list-style-type: none"> Thoughts (T) and feelings (F), (see 2.3) Anger, worry, jealousy (SEAL photos, role plays, own situations) Individual body maps Relaxation <p>FRIE</p> |
| 8 | <ul style="list-style-type: none"> Steps to being a good friend Friendship skills Be a good friend (smile, share, help, listen) <p>E</p> | <ul style="list-style-type: none"> <i>Problem solving step plans</i> <p>E</p> | <ul style="list-style-type: none"> Thoughts and feelings Self-talk Individual body maps Being positive about yourself and others Start bookmarks (see FRIENDS for Life Session 9, Activity 9B) <p>FRIEN</p> |

| Sessions | Fun FRIENDS | FRIENDS for Life | FRIENDS for Life – Learning Disability |
|----------|---|--|---|
| 9 | <ul style="list-style-type: none"> Give yourselves a pat on the back How to reward yourselves when you have tried your best Step planning (for party) E | <ul style="list-style-type: none"> <i>Reward yourselves for trying</i> <i>Think like a winner</i> <i>Use humour in difficulties</i> <i>Use all FRIENDS to help yourselves and others</i> | <ul style="list-style-type: none"> Self-talk, red and green thoughts Ok and not ok behaviour Changing thoughts, feelings and behaviour Coping (see 2.3) Relaxation and bookmarks FRIEN |
| 10 | <ul style="list-style-type: none"> <i>Family, schools, neighbours, friends – can help us</i> <i>Including becoming brave</i> <i>We can help them too</i> <i>Role models – influence</i> N | <ul style="list-style-type: none"> <i>Prepare for future challenge</i> Party to celebrate skills learnt D | <ul style="list-style-type: none"> Feelings Red and green thoughts Changing thoughts, feelings and behaviour Coping Evaluate Party FRIEND |
| 11 | <ul style="list-style-type: none"> <i>Circle of love and friends</i> <i>Support groups across settings</i> <i>We can help each other</i> D | <ul style="list-style-type: none"> <i>Booster Session 1</i> | <ul style="list-style-type: none"> <i>Booster Session 1 not delivered at time of writing</i> |
| 12 | <ul style="list-style-type: none"> <i>Dress up party celebration</i> <i>S = Stay happy</i> S | <ul style="list-style-type: none"> <i>Booster Session 2</i> | <ul style="list-style-type: none"> <i>Booster Session 2 not delivered at time of writing</i> |



Fly swat puppets

5.0 Resources

- DfE 2005 SEAL (Social and Emotional Aspects of Learning) photo-card
<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/SEAL%20Guidance%202005.pdf>
- Makaton signs from the Makaton PSHE resource book
<http://www.teaching-resources-uk.com/lessons/pshe/?gclid=CMrLjeXB-LoCFcjwgodqDQA0g%20or%20http://www.makaton.org/aboutMakaton/howMakatonWorks?gclid=CMi2ntXB-LoCFc7JtAodSFsA1g>
- Widget Communicate: In Print 2
http://www.widgit.com/products/inprint/colour_syms.htm
- Photosymbols
<http://www.photosymbols.co.uk>
- The FRIENDS Group Leaders and Participants materials can be accessed as part of a Training Event or separately when training is complete from Dr Caroline Smith at <http://www.interactive-connections.co.uk/>
- Barrett P. 2012 My Fun FRIENDS Book. 3rd Edition
- Barrett P. 2012 Fun FRIENDS: A facilitator's guide to building resilience in 4-7 year old children through play. 3rd Edition
- Barrett P. 2012 FRIENDS for Life: Activity Book for Children. 6th Edition
- Barrett P. 2012 FRIENDS for Life; Group Leaders Manual for Children. 6th Edition
- Barrett P. 2010 My FRIENDS Youth Resilience Program: Activity Book for Youth
- Barrett P. 2010 My FRIENDS Youth Resilience Program: Group Leaders Manual for Youth
- Barrett P. 2012 Strong Not Tough – Adult Program: Resilience Throughout Life. 2nd Edition
- Barrett P. 2012 Strong Not Tough – Adult Program: Resilience Throughout Life: Guidelines for Facilitators. 2nd Edition

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



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