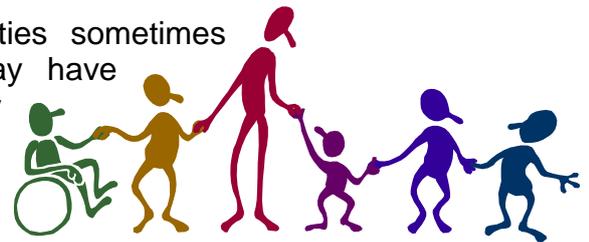


PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT AND WELLBEING

Personal, Social and Emotional Development promotes confidence and encourages children to make the most of their personal abilities. Successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of development. This area of learning is about emotional wellbeing, knowing who you are, where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive attitude to learning.

Children with physical disabilities or motor difficulties sometimes experience challenges with mobility. A child may have reduced auditory and visual memory and may experience difficulties with perceptual skills. Some children may have poor attention skills and find it difficult to concentrate and stay on task, which can affect upon their abilities.



SUPPORT FOR PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Achievements - display achievements in the learning journey, photos in the room.

Independence - and developing self-help skills, e.g. dressing should be supported.

Language - presented clearly may need to be accompanied with gestures.

Making choices - encourages children to develop personal autonomy, initially limit the selection to two items, later increase this to three or four items.

Resources - place toys, etc near the child within reaching distance.

Routines - involving the child will develop familiarity and consolidate skill, e.g. getting ready for lunch, toileting, washing hands.

Sensitively supporting - aspects of a child's physical and medical needs.

Workspaces - arrange furniture for easy access and to aid mobility. Be aware of toys, etc on the floor as these could cause a trip hazard.



TOP TIPS ACTIVITIES - PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

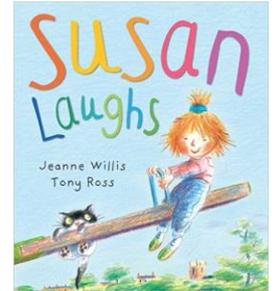
'Animals and Pets' - can be used as examples of the importance of caring for living things e.g. providing food and water; looking after pets e.g. cleaning out, feeding, grooming. Try dressing up role play.

'Board Games' - help develop social skills, e.g. turn taking and following the rules of the game. Children will learn about the way to behave through the boundaries set by others, i.e. the rules of the game. A small die or dice are easier to handle when placed inside a small lidded see-through container. Cards can be made larger by attaching them



(using an elastic band or glue) to a foam or wooden block, this is easier to grasp and release.

'Books' that show positive images of a child with a physical disability could be an asset in the book corner, e.g. Susan Laughs by Jeanne Willis.



'Circle Time' - group activities are best in a circle, where everyone can be seen, everyone has equal importance. If all the children sit on chairs, the wheelchair user will feel included. Children could talk about familiar things, e.g. family, hobbies, pets.

'Everyday Experiences' - can help support independence, e.g. collecting a toy, walking to the park and life skills, e.g. feeding, dressing, washing.

'Follow the Leader' - children in a circle seated at the same height as the child in a wheelchair. The adult makes an action, e.g. waves one hand; the other children join in, copying the action. The adult selects another child to show a new action, e.g. tapping the leg. Alternatively the child to the left of the adult is chosen as leader.



'Gardening' - offers opportunities to share tools, e.g. spade, fork and work in a team to plant and watch flowers or vegetables grow.

'Health Living' - provides opportunities to explore physical activity e.g. exercise, healthy eating e.g. a balanced diet; personal hygiene e.g. washing; personal safety e.g. crossing a road with an adult; relationships e.g. friends.

A **'Hello'** or **'Welcome'** song could be used at the start of the session.

'Introductions' - the children to sit in a circle. One child says or sings "My name is ... and I am sitting next to ..." The next child continues, eventually all the children will have a turn to introduce themselves and their neighbour.



'Ourselves', 'I'm Special' - can celebrate diversity: everyone is an individual, everyone is special. Comparing similarities and differences enables children to become aware of the rich and varied nature of each member of our society.

'Show and Tell' activities - can help develop a child's confidence to celebrate achievements, show toys that they are interested in and talk to their peers.

'Small World' - play could include differently abled toys, e.g. doll in a wheelchair or using crutches.



'Remote Control' - is a game that aids mobility. The adult holds the remote and tells the children how to move: play - move forward; fast forward - quick movements; rewind - move backwards; slow-motion - moving slowly; stop - ends the game. A child in a wheelchair will need space to turn, best to use a large play area.