Hyfforddiant ADY
(2ail sesiwn)

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ALN Training
(2nd session)
Ellen Jones
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Iechyd a Diogelwch

Health and Safety

Agenda

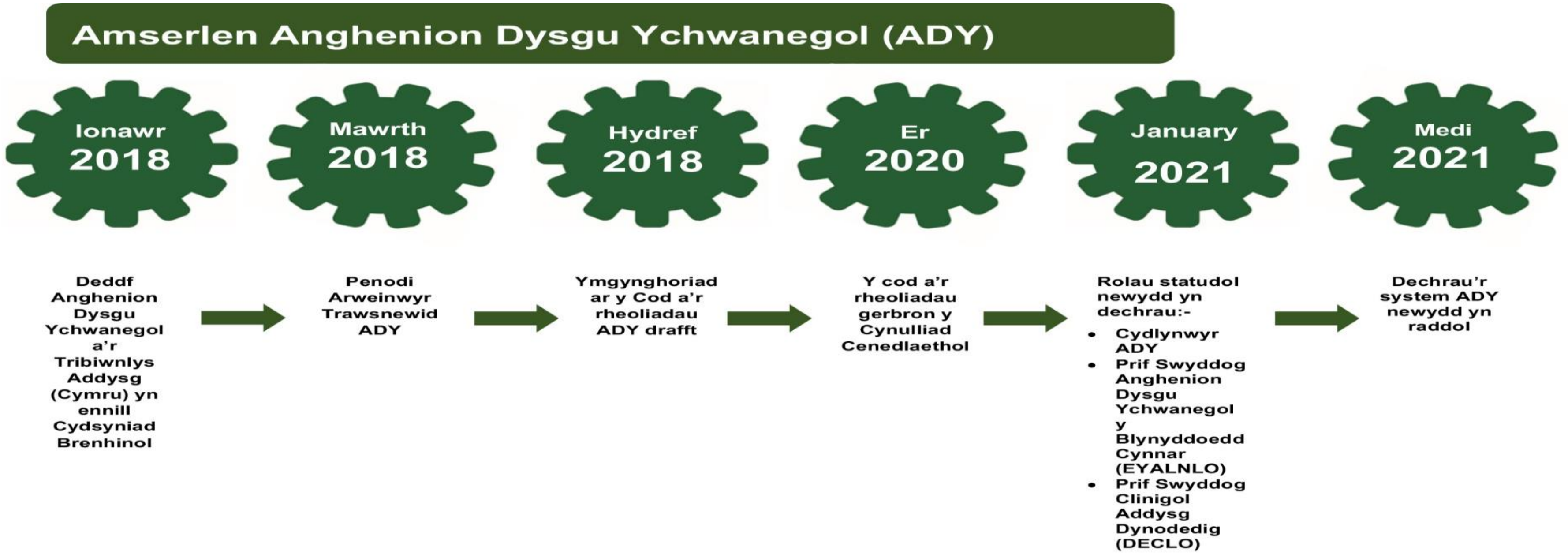
- **Cyflwyniadau**
- **Diweddariadau a chyflwyno'r wefan ADYaCh Gwynedd a Môn**
- **Map darpariaeth a Proffil Tracio ABC diwygiedig**
- **Gwasanaeth Blynyddoedd Cynnar**
- **Rhaglen 'Ga i ymuno gyda chdi?'**
- **Dulliau i gefnogi plant   hunan reoli emosiynau mawr**
- **Rhaglen 'Kids' Skills'**
- **Unrhyw fater arall / Adborth**

Agenda

- **Introductions**
- **Updates and presenting the Gwynedd and Anglesey ALN&I website**
- **Provision map and presenting the revised ABC Tracking Profile**
- **Early Years Service**
- **‘May I join you?' programme**
- **Methods of controlling big emotions**
- **Kids’Skills Programme**
- **Any other matter / Feedback**

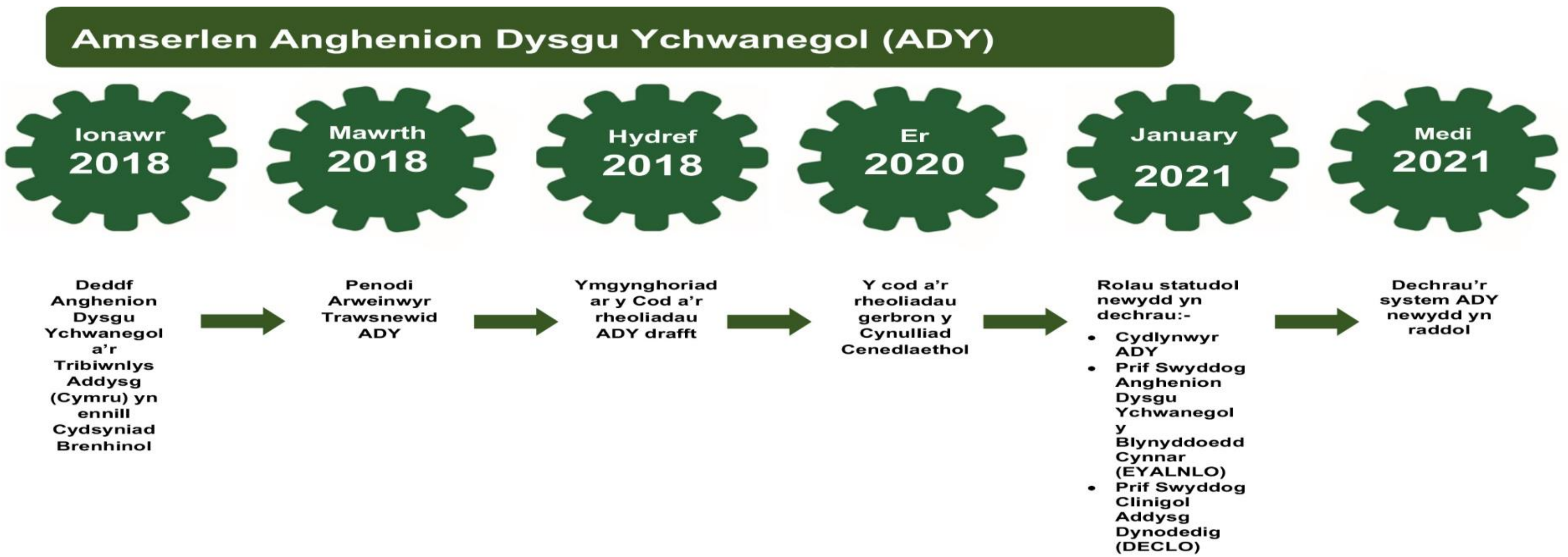
Updates

- 91 Early Years settings across the two Counties attended the first training session as part of the ALN transformation process
- The main messages from Draft Code 2018 were presented
- The timetable was presented

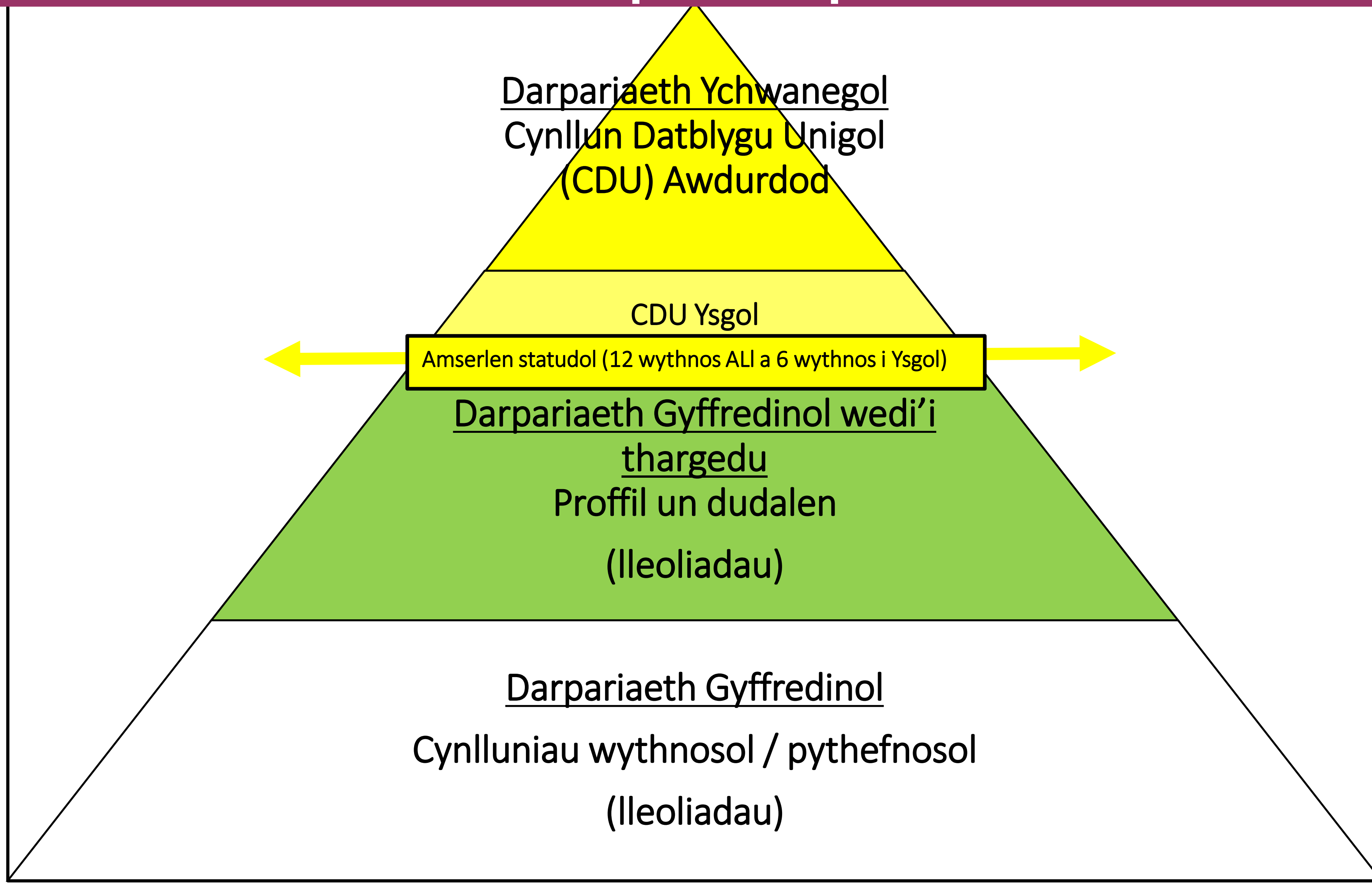


Diweddariadau

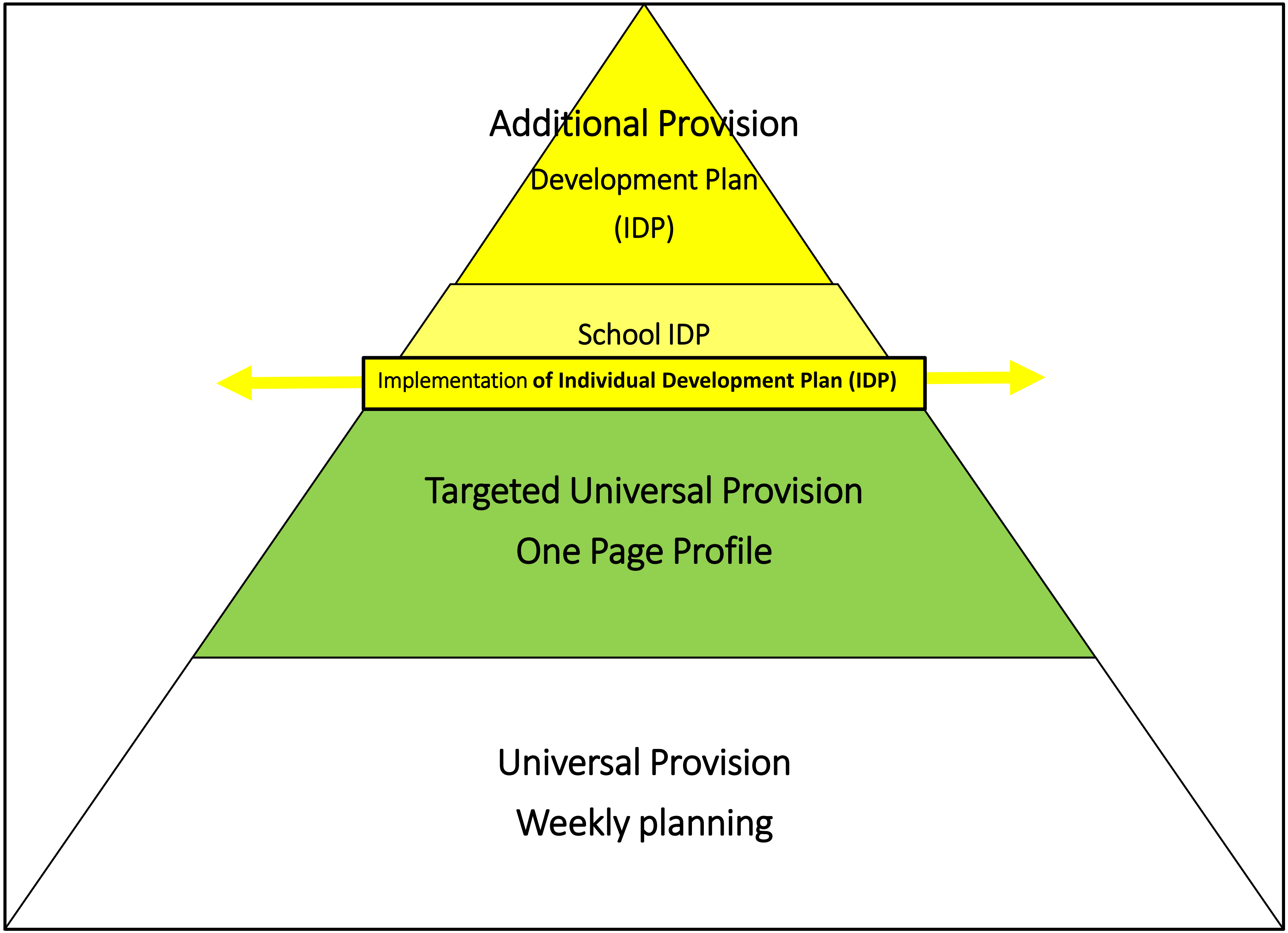
- 91 lleoliad Blynyddoedd Cynnar ar draws y ddwy sir wedi mynychu'r sesiwn hyfforddi cyntaf fel rhan o'r broses trawsnewid ADY
- Cyflwynwyd prif negeseuon o'r Cod Drafft 2018
- Cyflwynwyd yr amserlen diwygiedig



Model Map Darpariaeth



Provision Map



Proffil un dudalen

Beth sydd yn bwysig i Wil ?
What's important to Wil ?

Pethau sy'n rhoi pleser i'r unigolyn

Mae'r hyn sy'n bwysig i unigolyn yn cynnwys yr hyn y mae pobl yn ei "ddweud" yn unig:

- **gyda'u geiriau**
- **gyda'u hymddygiad**

Pa fo geiriau ac ymddygiad yn gwrth-ddweud ei gilydd, sylwch ar yr ymddygiad

Proffil Wil 's Profile

Hoffi ac edmygu am Wil
Like and appreciate about Wil

Beth sydd yn bwysig er mwyn cefnogi Wil ?
How best to support Wil ?

Y ffordd orau i gefnogi … bod yn iach a diogel

Yr hyn y mae angen i eraill ei wybod neu ei wneud …

One Page Profile

Proffil Wil 's Profile

Beth sydd yn bwysig i Wil ?

What's important to Wil ?

What gives the individual pleasure

What matters to an individual includes what people only "say":

- **in their words**
- **in the way they behave**

When words and behaviour contradict each other, take notice of the behaviour

Hoffi ac edmygu am Wil

Like and appreciate about Wil

Beth sydd yn bwysig er mwyn cefnogi Wil ?

How best to support Wil ?

The best way to support...

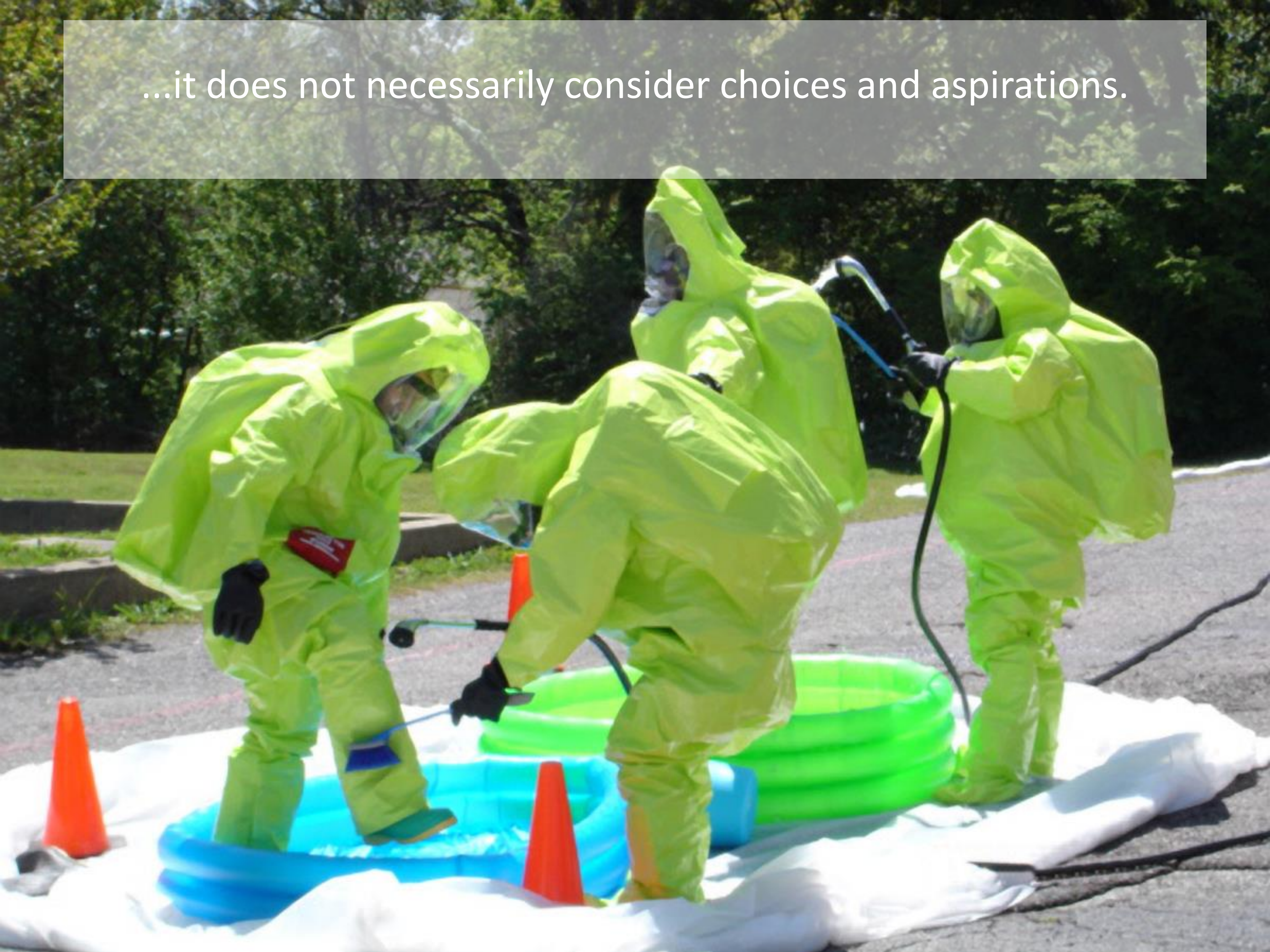
Being healthy and safe

What others need to know or do...

Dewis llawn: dim cyfrifoldeb

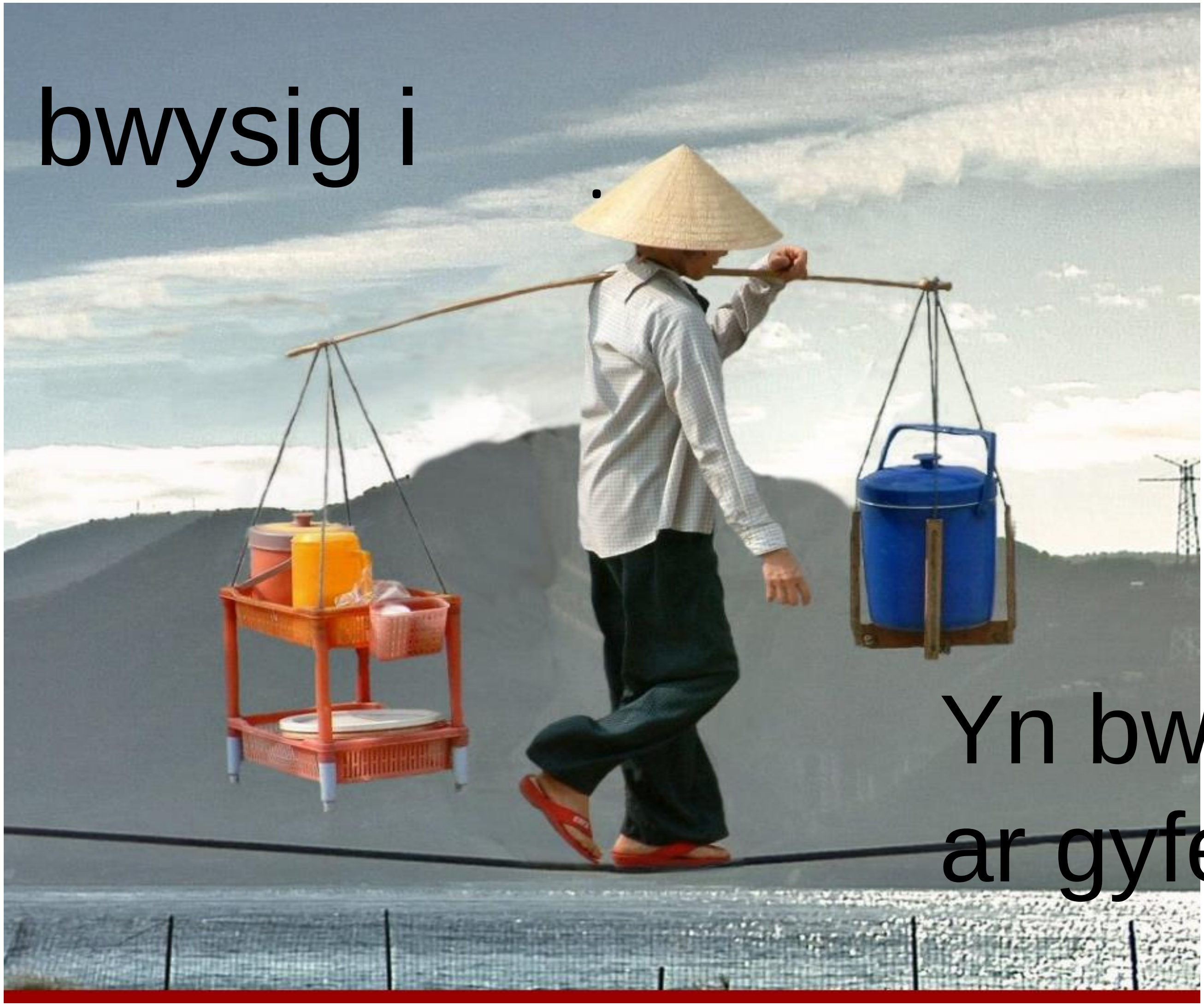
Full choice: no responsibility

…nid o reidrwydd yn ystyried dewisiadau a dyheadau.


...it does not necessarily consider choices and aspirations.

cydbwysedd

Yn bwysig i



Yn bwysig ar gyfer…

balance

Important to

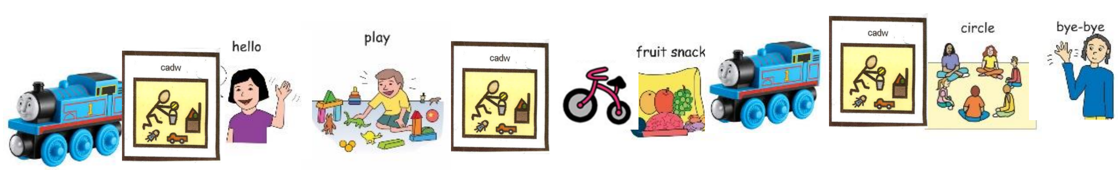
Important for...

Enghraifft

Yn bwysig i

Ar gyfer

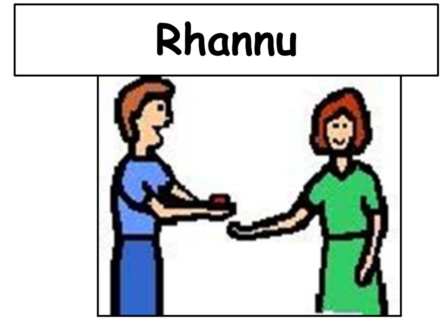
Amserlen weledol

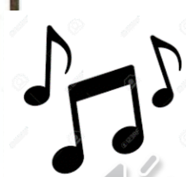


Enghraifft

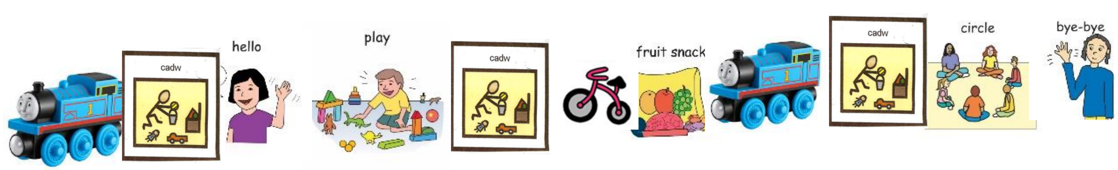
Yn bwysig i

Ar gyfer





Amserlen weledol



Pa mor effeithiol yw'r Proffil un dudalen?

Proffil un dudalen o ansawdd		
Wedi cynnwys 'Beth sy'n bwysig i ...'		
Wedi cynnwys ' Beth sy'n bwysig ar gyfer...' cyfarwyddiadol		
Cydbwysedd rhwng 'bwysig i' a 'bwysig ar gyfer'		
Datganiadau cadarnhaol		
Digon o fanylion fel y gall rhywun ddefnyddio'r wybodaeth yn syth		
Iaith bob dydd a dim jargon		
Gwybodaeth gywir, glir a hawdd ei darllen		

How effective is the one page profile?

Quality one page profile		
Have included 'What's important to ...'		
Have included 'What is important for ...' instruction		
Balance between 'important to' and 'important for'		
Positive statements		
Plenty of details so that anyone can use the information immediately		
Everyday language and no jargon		
Correct, clear and easy to read information		

Beth sydd wedi digwydd yn dilyn yr hyfforddiant?

- Adnabod y plant sydd yn derbyn dwylo ychwanegol boed drwy Gynllun Cyfeirio, Gwasanaeth Dechrau'n Deg neu drwy Gynnig Gofal Plant
- Yn y broses o lunio proffiliau ar eu cyfer
- Rhai wedi'u llunio ar y system Cynnal (achosion dwys a chymhleth a lleoliadau ym Mangor yn bennaf)
- Athrawon yn cefnogi'r lleoliadau i lunio'r proffiliau
- Enghreifftiau o ansawdd wedi'u creu (gweler gwefan ADYaCh Gwynedd a Môn)
- Yn y broses o ail edrych ar gynlluniau chwarae – eisiau sicrhau bod y targedau yn blentyn ganolog ac yn fesuradwy

What has happened following the training?

- Identify the children who receive helping hands whether through a Referral Scheme, Flying Start Service or Childcare Offer
- In the process of drawing up profiles for them
- Some were drawn up on the Cynnal system (profound and complex cases and settings in Bangor mainly)
- Teachers support the settings to draw up the profiles
- Quality examples created (see the Gwynedd and Anglesey ALN&I website)

Gwefan ADYaCh Gwynedd a Môn

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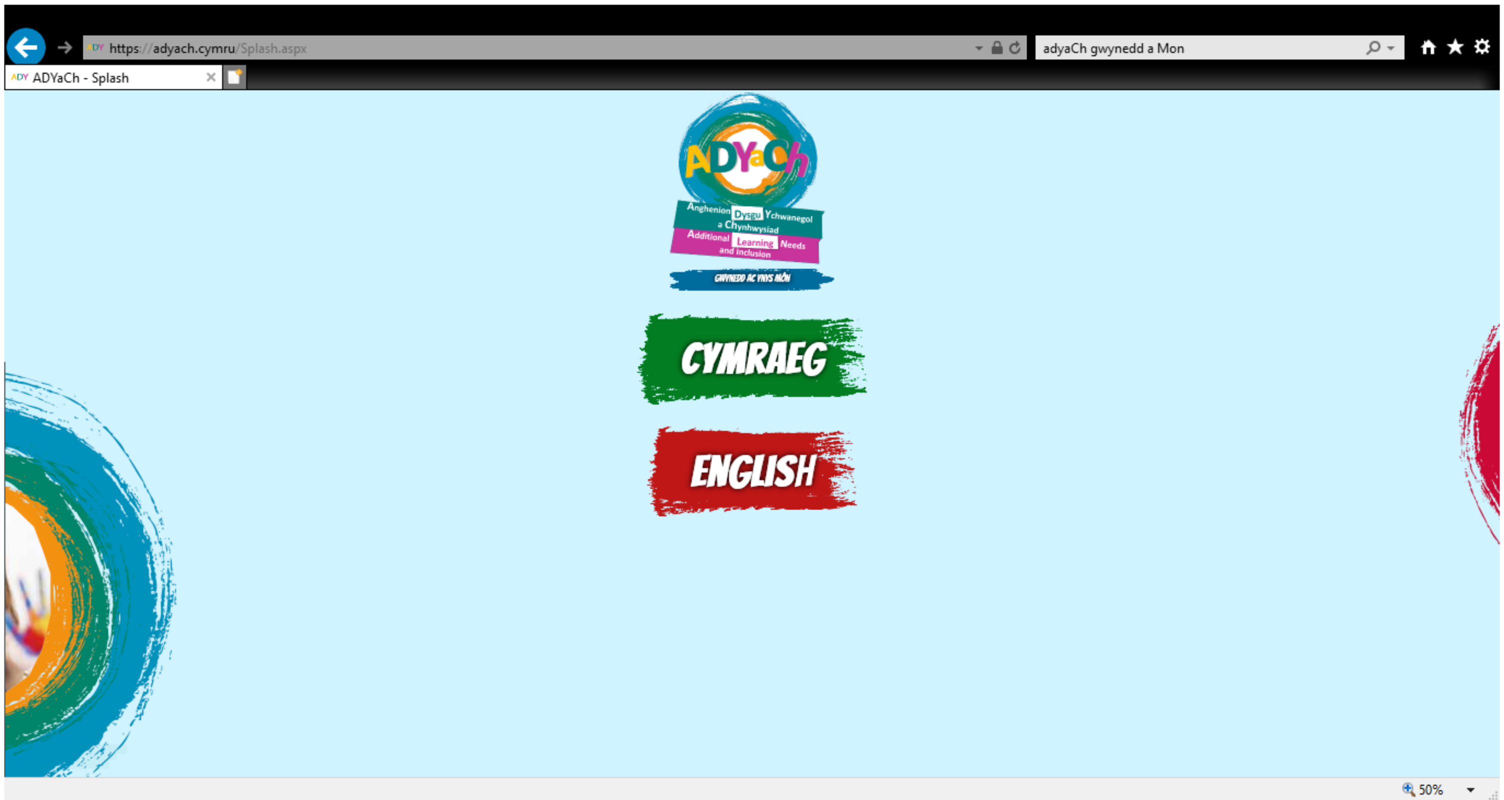

Gwynedd and Anglesey ALN&I website

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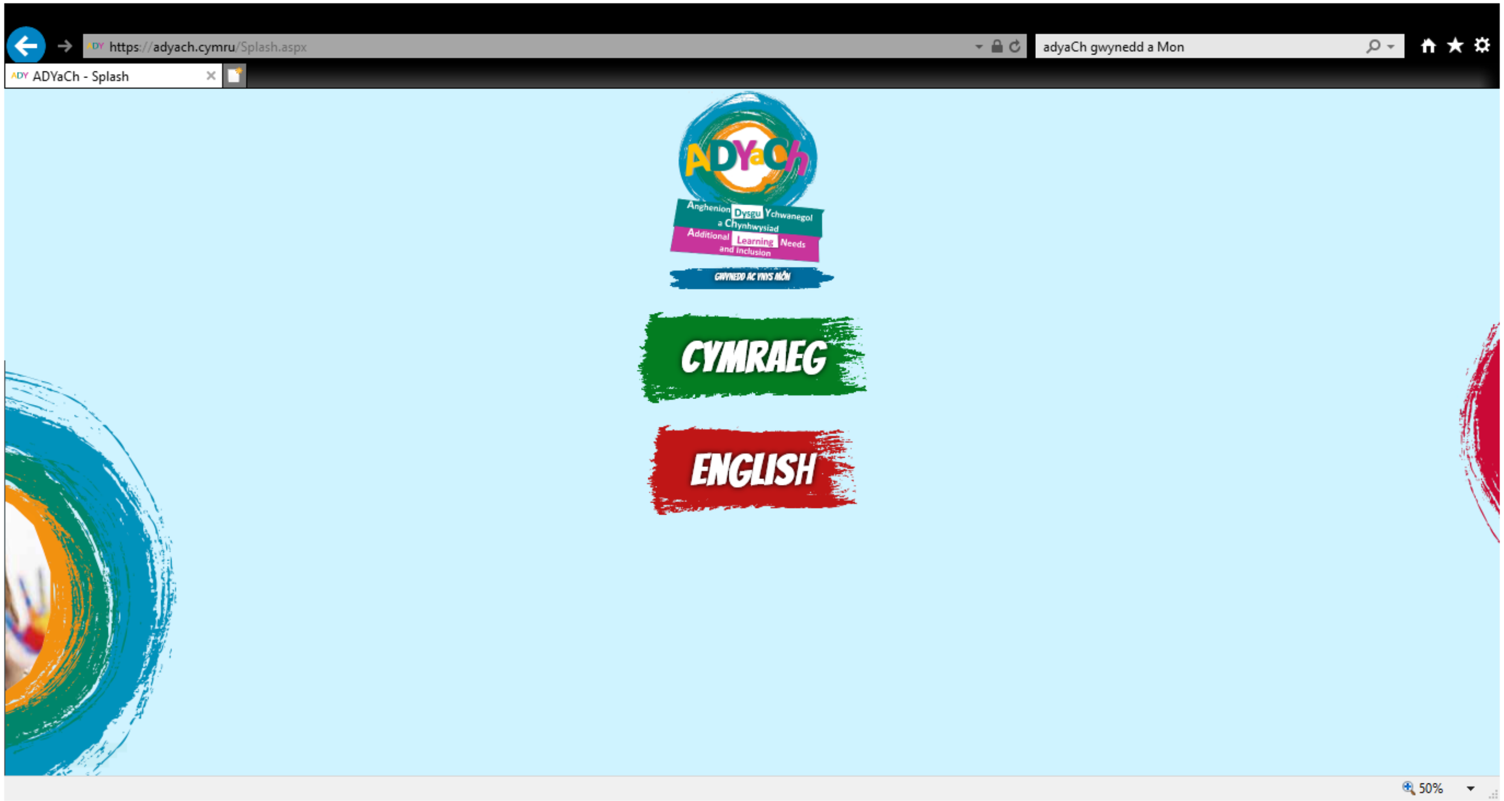

Gwefan ADYaCh Gwynedd a Môn

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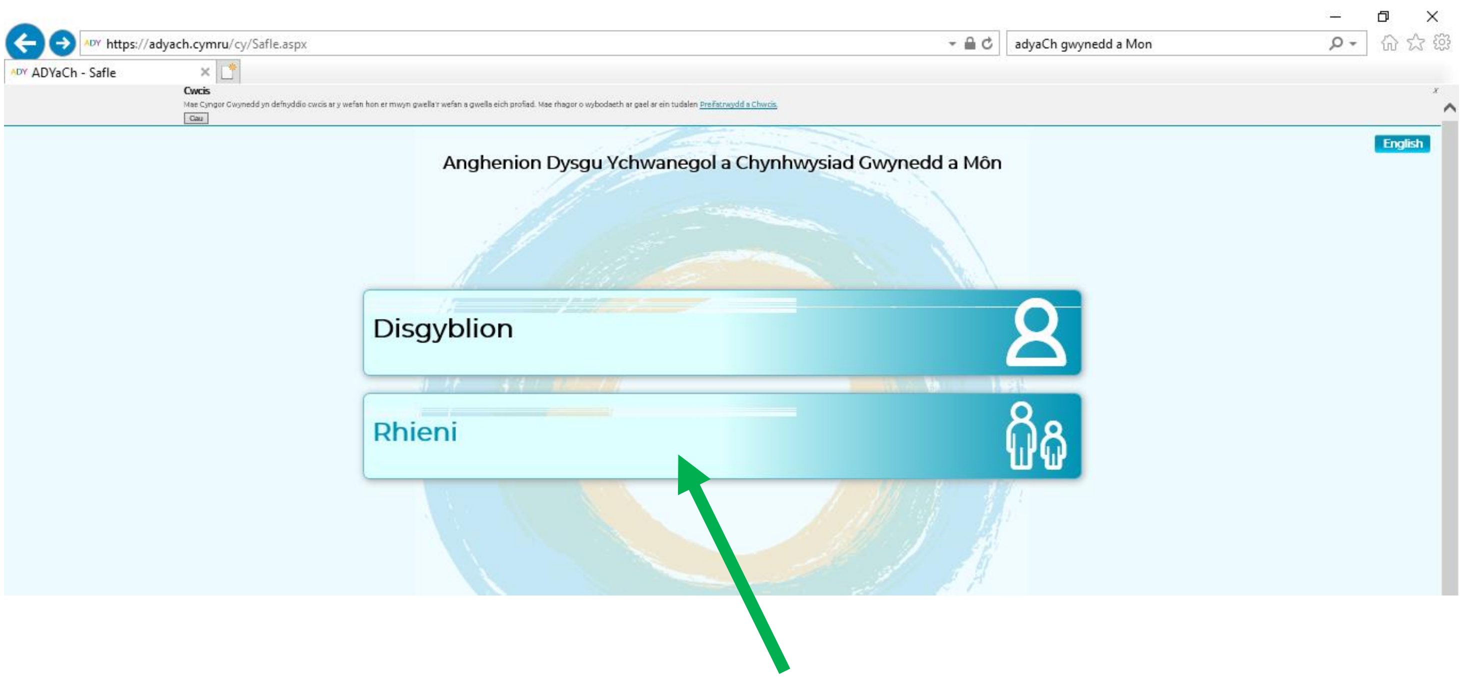

Cliciwch ar y deilsen 'Rhieni'

Gwynedd and Anglesey ALN&I website

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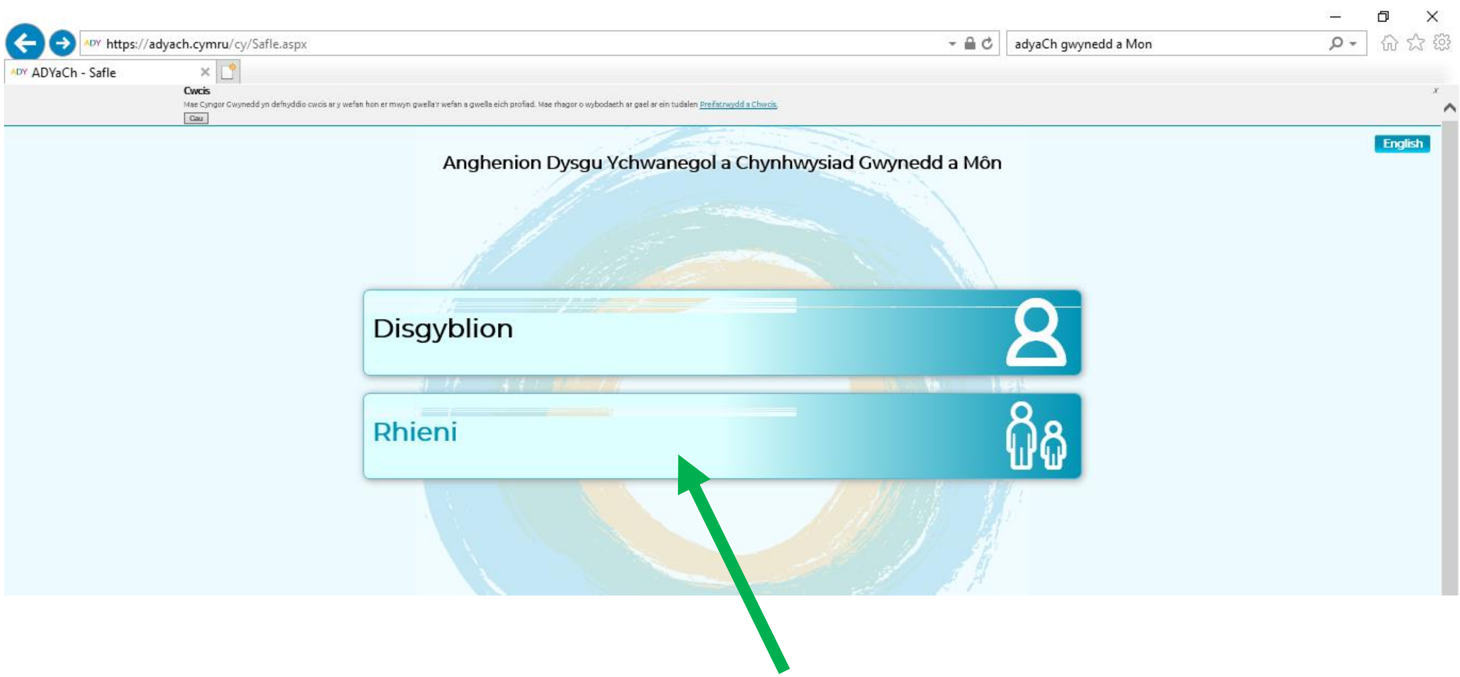
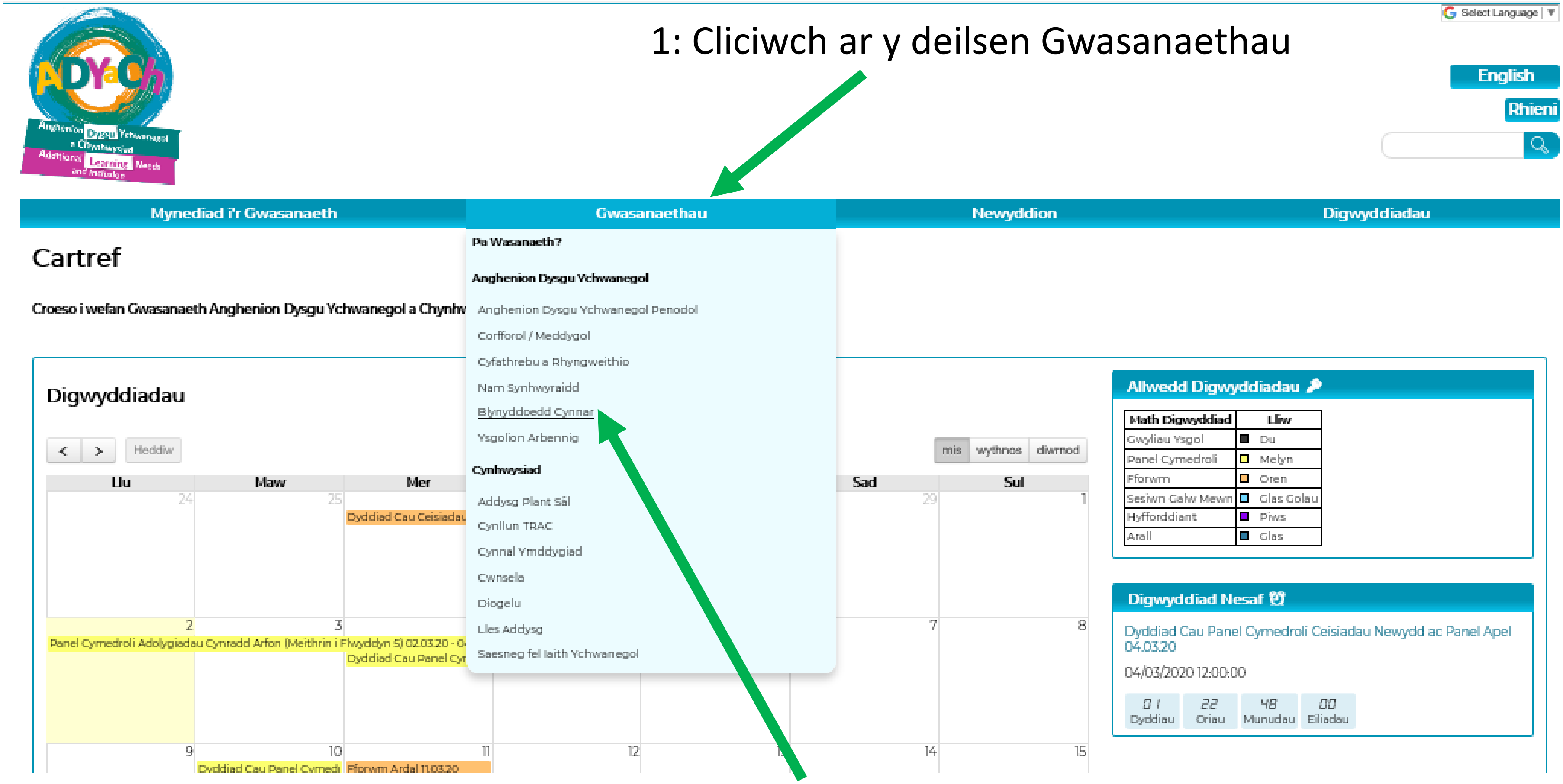


Click on the Parents tile

Gwefan ADYaCh Gwynedd a Môn

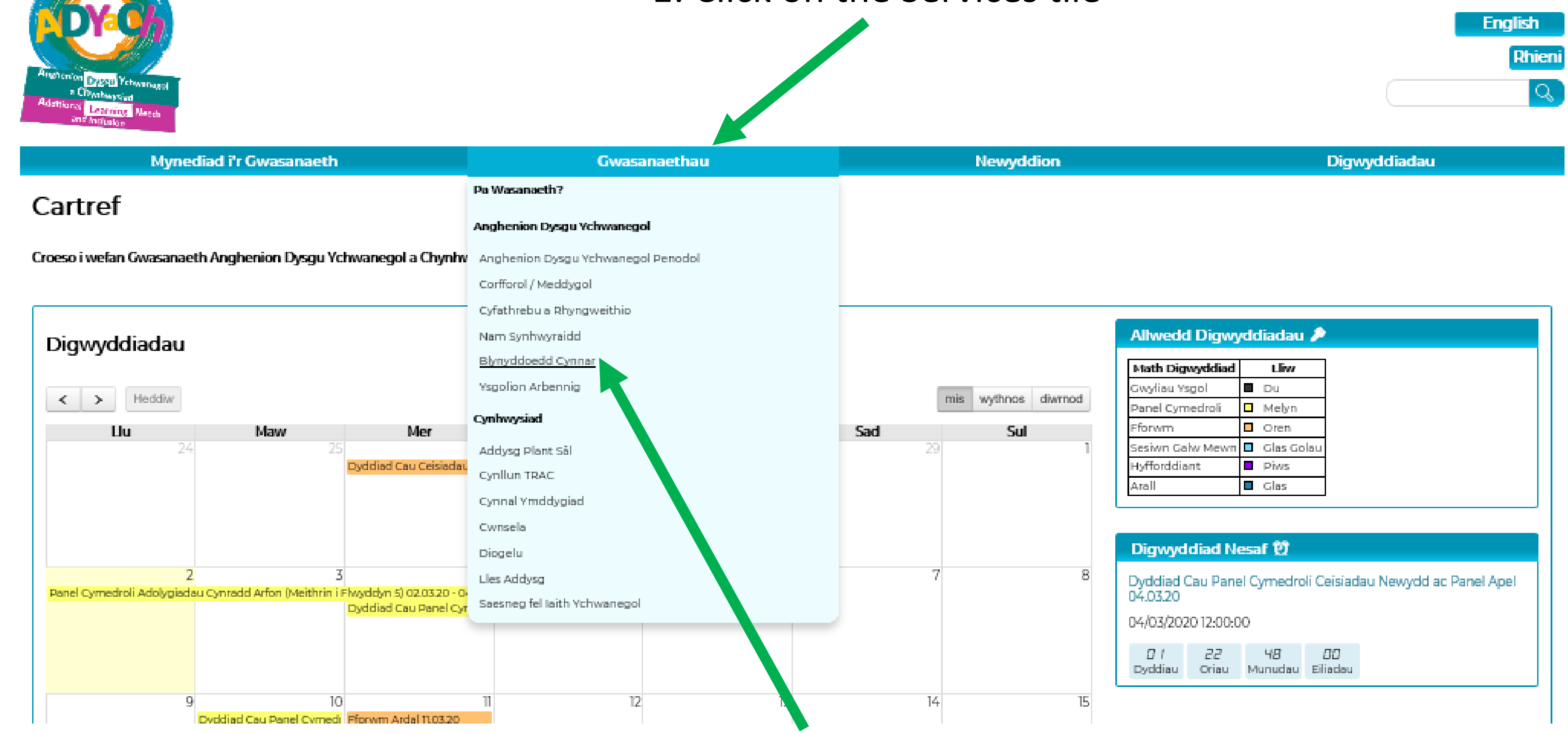
1: Cliciwch ar y deilsen Gwasanaethau



2: Cliciwch ar Blynyddoedd Cynnar

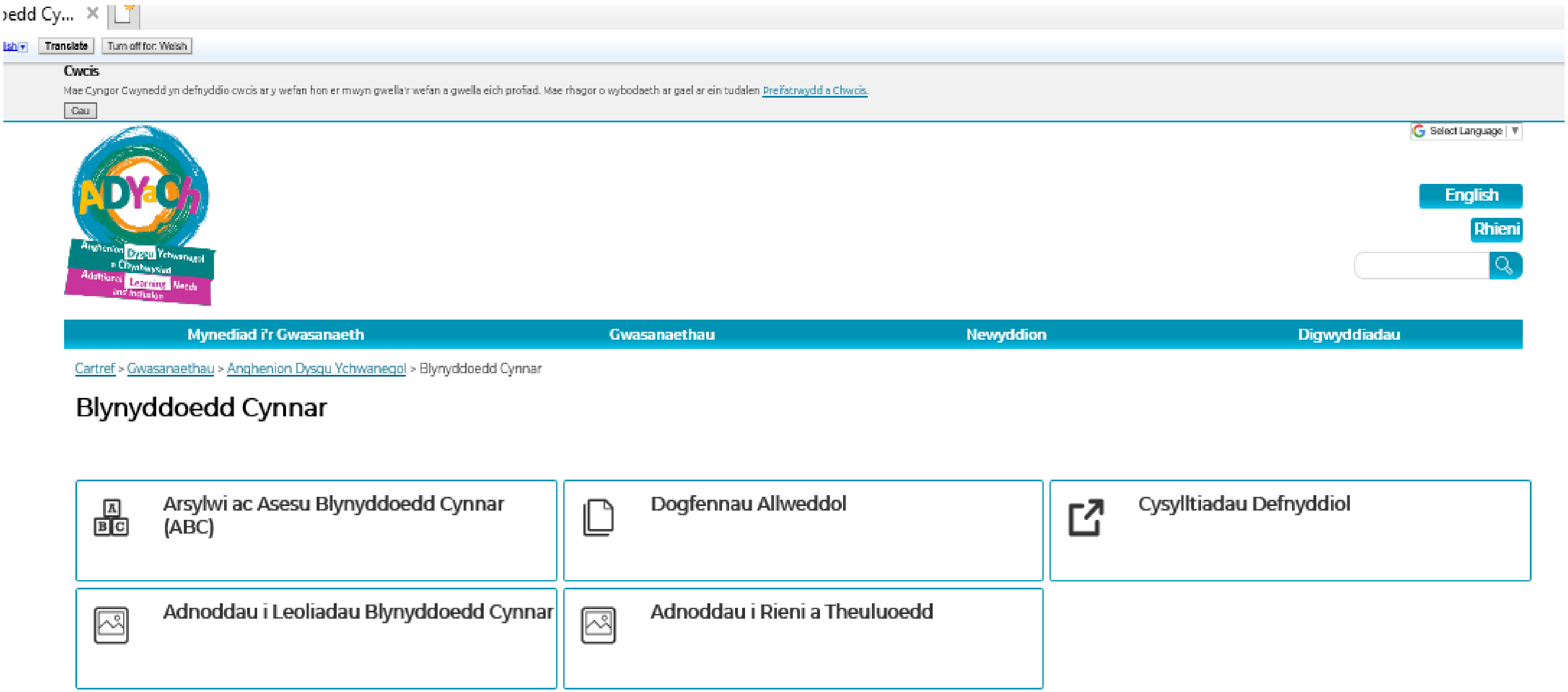
Gwynedd and Anglesey ALN&I website

1: Click on the Services tile

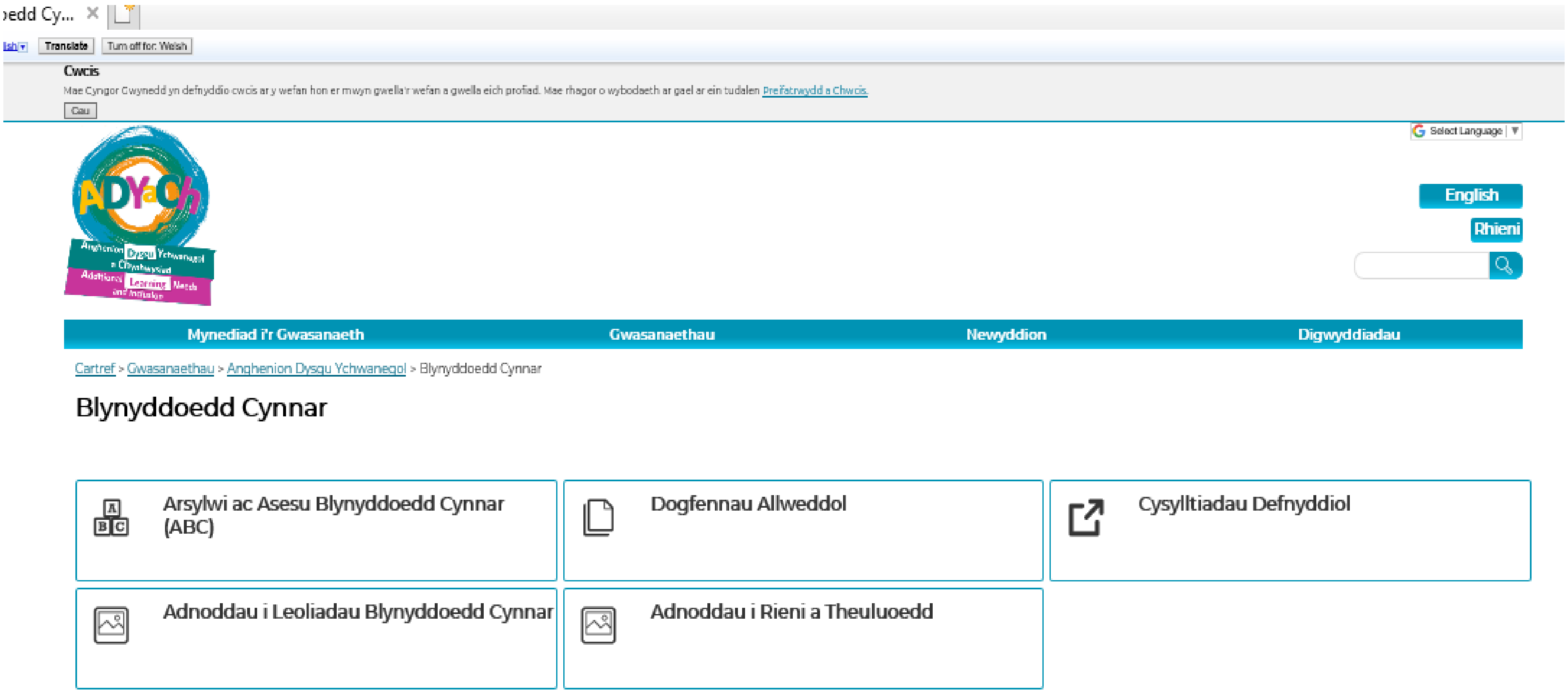


2: Click on Early Years

Gwefan ADYaCh Gwynedd a Môn



Gwynedd and Anglesey ALN&I website



Adnoddau / Dogfennau ar wefan ADYaCh Gwynedd a Môn

- Enghreifftiau o broffiliau un dudalen
- Y ddogfen ddrafft Map Darpariaeth
- Proffil Tracio ABC diwygiedig (Ionawr 2020)
- Adnoddau a chyflwyniadau'r sesiynau hyfforddi
- Dolenni cyswllt i wefannau defnyddiol yn ymwneud ag ADY

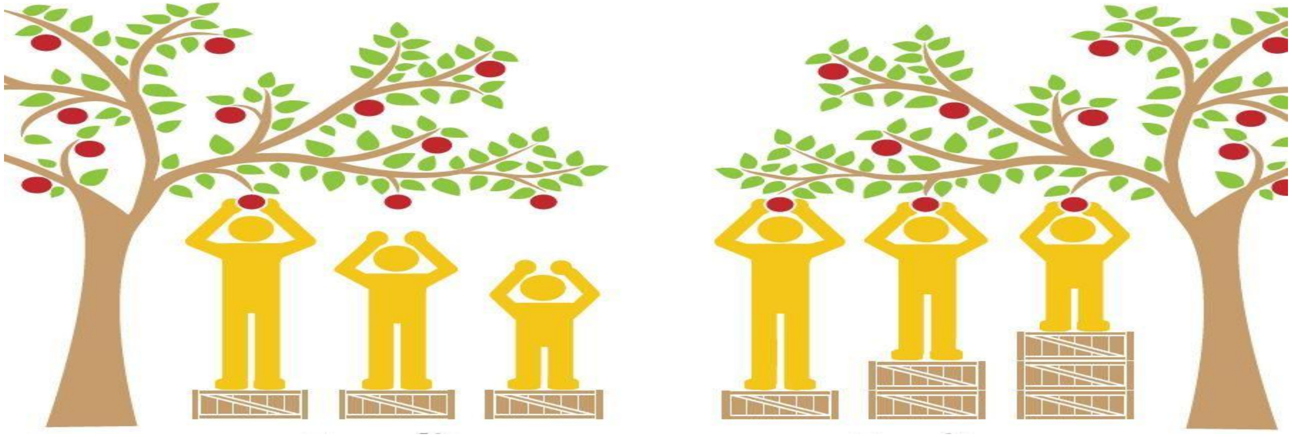
Resources / Documents on the Gwynedd and Anglesey ALN&I website

- Examples of one page profiles
- The Provision Map draft document
- Revised ABC Tracking Profile (January 2020)
- Training sessions resources and presentations
- Links to useful websites involving ALN

Map Darpariaeth

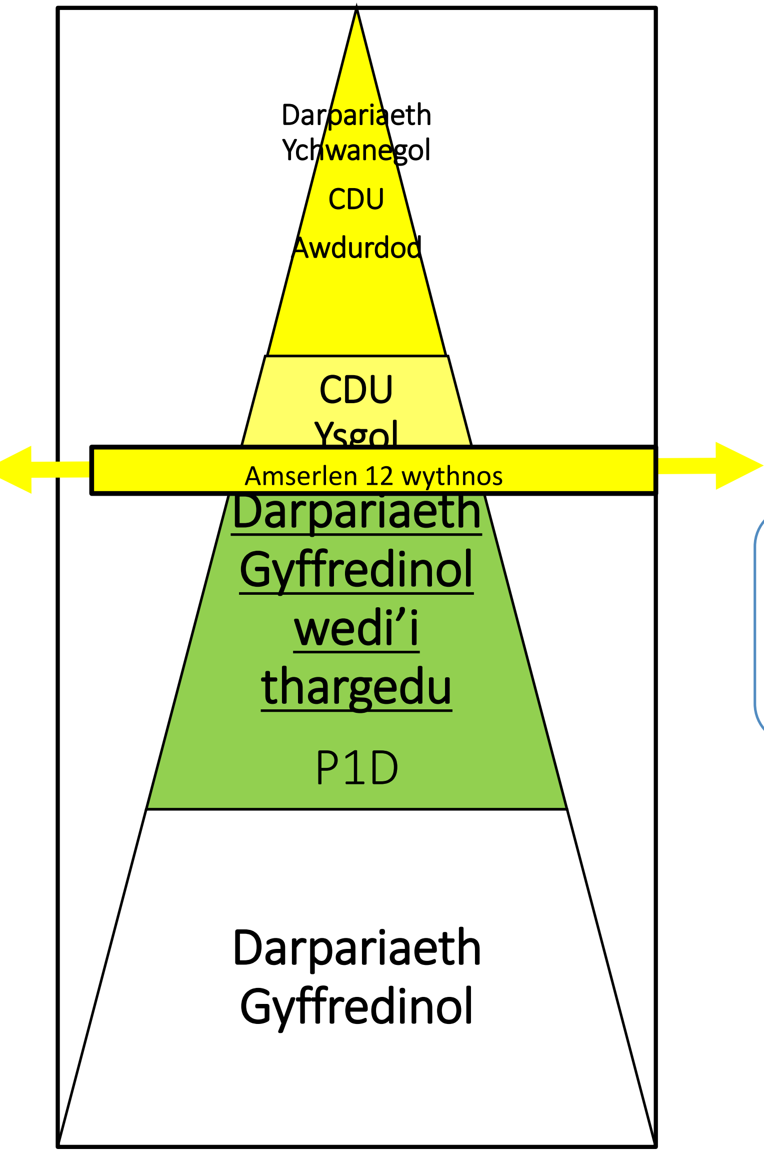
Un o egwyddorion y Cod ADY drafft yw addysg gynhwysol lle caiff plant eu cefnogi i fanteisio'n llawn ar addysg brif ffrwd, lle bynnag y bo'n ymarferol, a lle mae'r lleoliad cyfan yn ceisio diwallu anghenion plentyn ag ADY. Mae’r Cod ADY drafft yn darparu canllawiau ar y broses o asesu a phenderfynu a oes gan blentyn neu berson ifanc ADY.

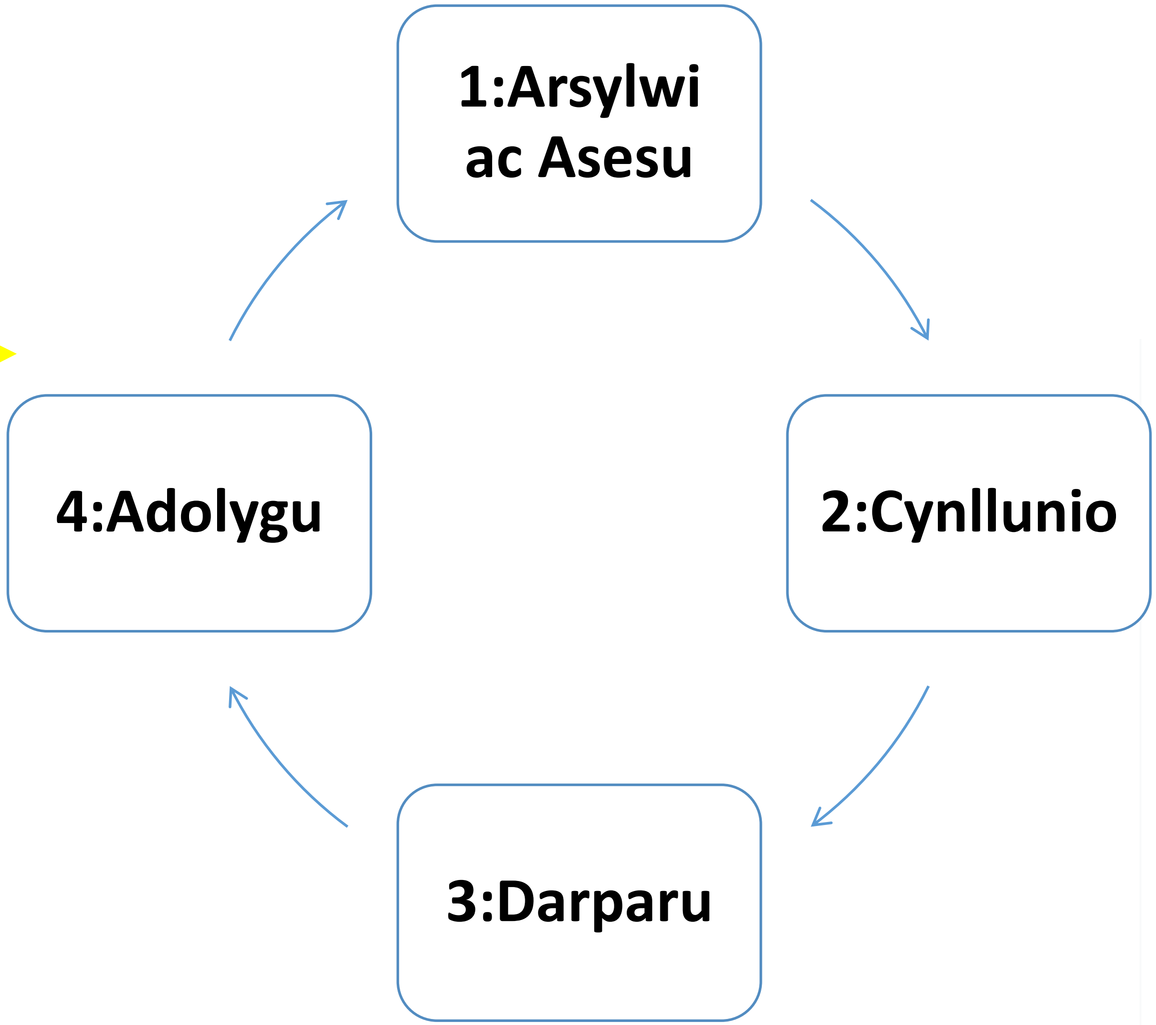
Provision Map



One of the principles of the draft ALN Code is inclusive education where children are supported to participate fully in mainstream education, wherever feasible, and a whole setting approach is taken to meet the needs of learners with ALN. The draft ALN Code provides guidance on the process for assessing and deciding whether a child or young person has ALN.

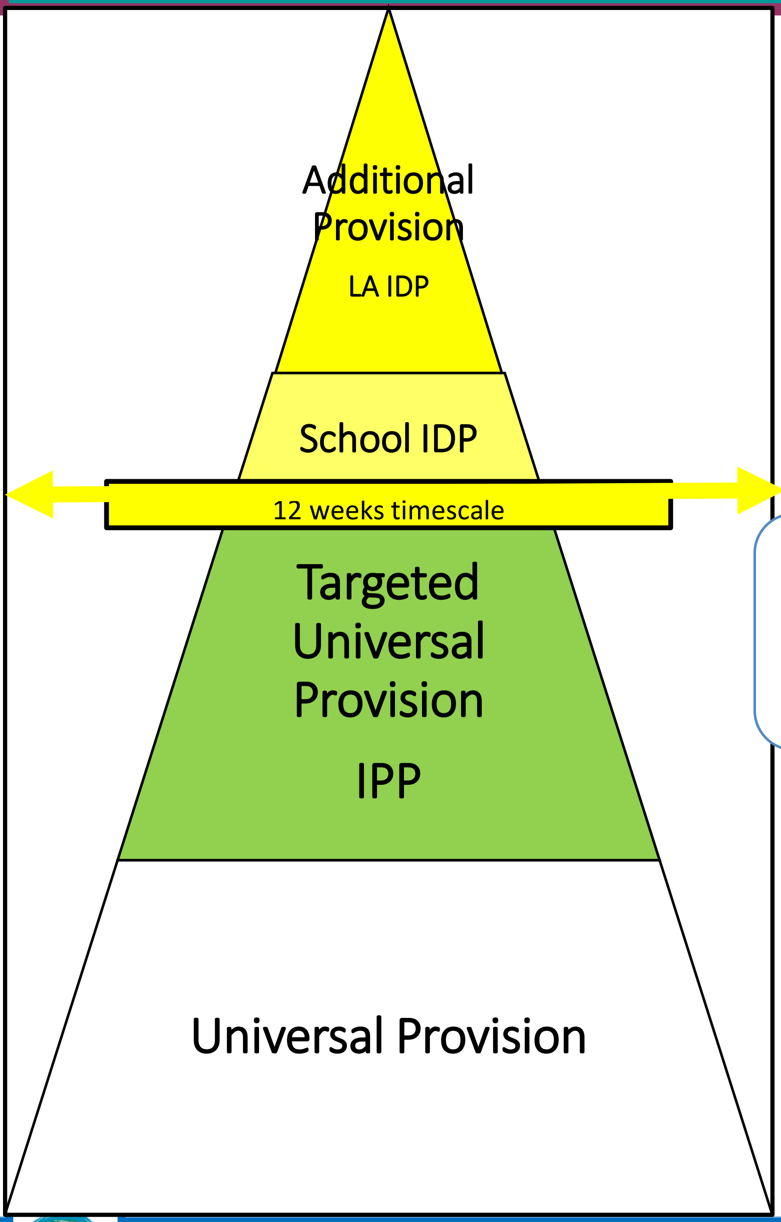
Camu drwy'r olwyn

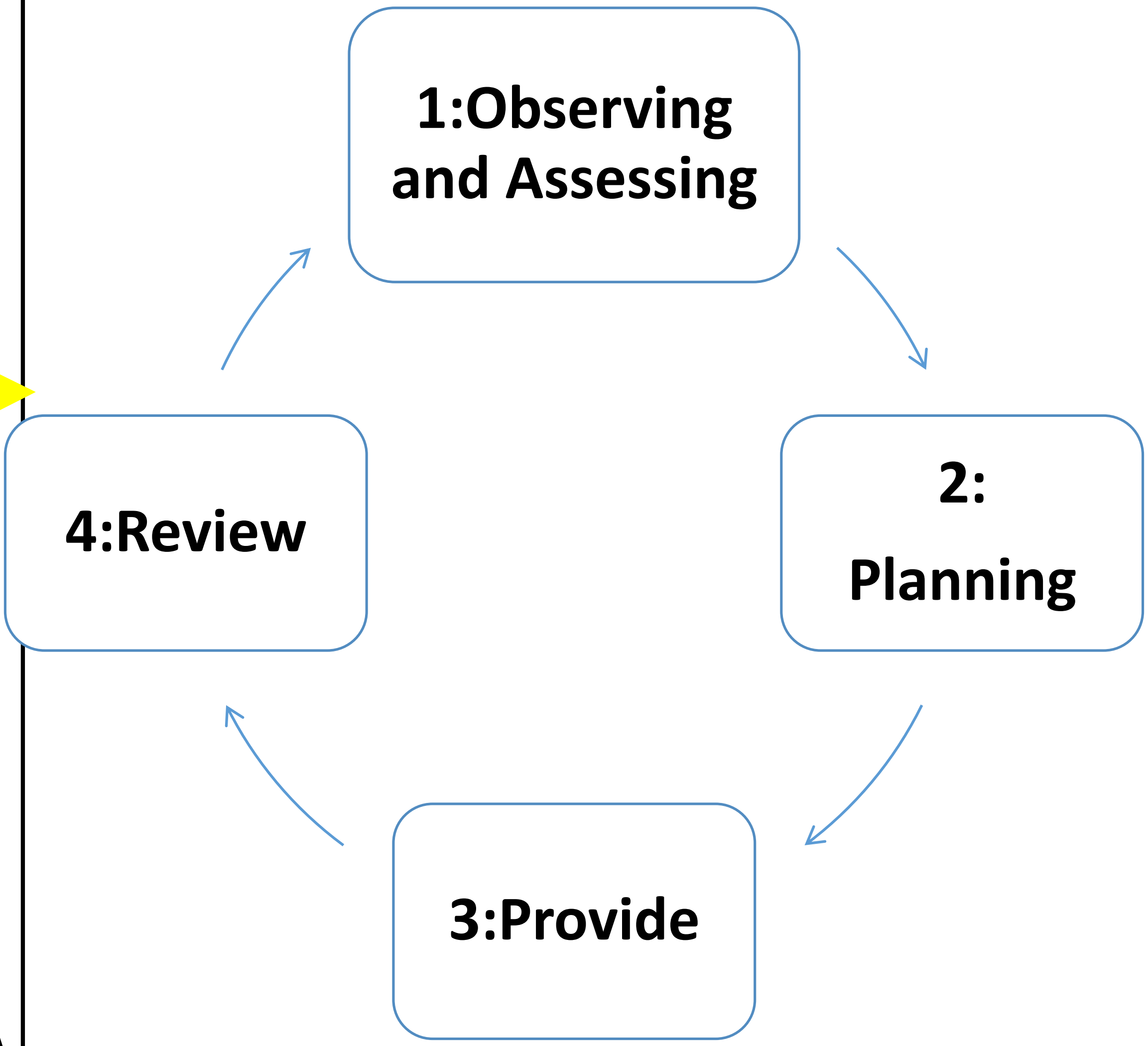




CDU: Cynllun Datblygu Unigol
P1D: Proffil un dudalen

Following the wheel





IDP: Individual Development Plan
IPP: One page profile

Olwyn Darpariaeth Gyffredinol

Yr olwyn Arsylwi ac Asesu, Cynllunio, Darparu ac Adolygu - Darpariaeth cyffredinol Olwyn 1

Adolygu:

6-8 wythnos

Arsylwi ac Asesu (man cychwyn)

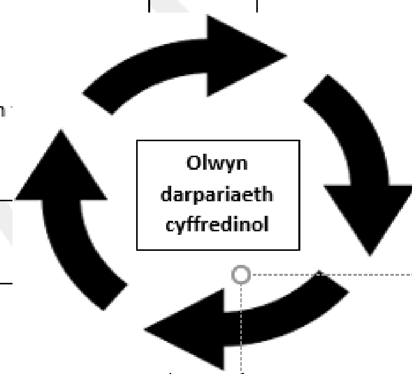
- Arsylwi ac asesu (lefel cyrhaeddiad, diddordebau, dulliau dysgu a chynnydd yn nysgu a datblygiad y plentyn)
- Adnabod os oes pryder am ddatblygiad neu cynnydd y plentyn
- Gweithio gyda'r rhieni / gwarchodwyr
- Gweithio gyda phobl sydd yn ymwneud a'r plentyn

Dulliau asesu ac arsylwi:

- Cofnodion arsylwadau
- Proffil cryno Cyfnod Sylfaen (3oed+)
- Dulliau tracio cyrhaeddiad / datblygiad a chynnydd plentyn y blynyddoedd Cynnar (0-3oed)
- Asesiad 27 mis gan YI

Lleoliad yn Cynllunio

- Ymateb i'r cofnodion arsylwi ac asesiadau
- Cynllunio Cwricwlwm eang a chytbwys sydd wedi'i wahaniaethu
- Dilyn llais y plentyn
- Cynllunio ar gyfer yr amgylchedd dan do ac awyr agored
- Cyd gynllunio gyda'r rhiant



Adolygu

- Adolygu effeithiolrwydd y ddarpariaeth
- Adolygu cynnydd y plentyn
- Gwneud penderfyniadau ynglŷn a'r cam nesaf

Cynnydd da	Parhau ar Olwyn 1
Cynnydd digonol	Parhau ar Olwyn 1
Diffyg cynnydd	Olwyn 2

Darparu

- Darpariaeth cyffredinol yn weithredol
- Darparu profiadau uniongyrchol i'r plant
- Rhieni yn cefnogi yn y cartref

Universal Provision Wheel

The Observation and Assessment, Planning, Providing and Reviewing wheel - Universal Provision Wheel

Review:

8-12 weeks

Observe and assess (starting point)

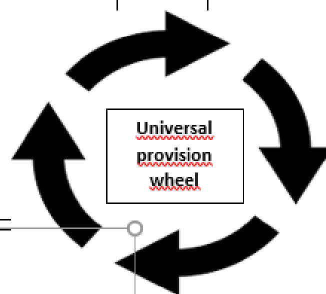
- Observe and assess (attainment level, interests, learning methods and progress in the child's learning and development)
- Identify whether there is concern about the child's development or progress
- Work with the parents / guardians
- Work with people who are involved with the child

Assessment and observation methods:

- Observation records
- A concise Profile - Foundation Phase (3 years +)
- Methods of tracking the attainment / development and progress of the child in the early years (0-3 years)
- 27 month assessment by YI
- Child development checklist

The Setting Plans

- Respond to observation and assessment records
- Plan an extensive and balanced curriculum that is differentiated
- Follow the voice of the child
- Plan for the indoor and outdoor environment
- Joint plan with the parent



Review

- Review the effectiveness of the provision
- Review the child's progress
- Make decisions about the next step

Good progress	Remain on Wheel 1
Adequate progress	Remain on Wheel 1
No / Lack of progress	Wheel 2

Providing

- Universal provision is implemented
- Provide the children with direct experiences
- Parents supporting at home

Olwyn Darpariaeth Gyffredinol wedi'i dargedu

Yr olwyn Arsylwi ac Asesu, Cynllunio, Darparu ac Adolygu - 2

Adolygu:

6-8 wythnos

Lleoliad yn Arsylwi ac Asesu (man cychwyn)

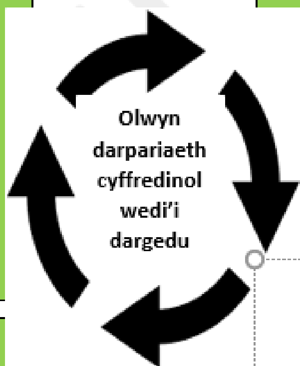
- Arsylwi ac asesu (lefel datblygiad / cyrhaeddiad, diddordebau, dulliau dysgu a chynnydd yn nysgu a datblygiad y plentyn)
- Adnabod os oes pryder am ddatblygiad neu cynnydd y plentyn
- Gweithio gyda'r rhieni / gwarchodwyr
- Gweithio gyda phobl sydd yn ymwneud a'r plentyn
- Adnabod gwasanaethau allanol all asesu a chefnogi (gweler tabl cyfeirio am fwy o wybodaeth a'r meini prawf)

<u>Dulliau asesu ac arsylwi penodol (gweler tabl am fwy o fanylion):</u>

- Proffil tracio ABC
- Rhestr wirio ICAN
- WellComm
- Rhestr wirio datblygiad plentyn(Mary Sheridan)
- Asesiad a/ neu ymgynghoriad gan Wasanaethau Iechyd
- SOGGS
- NatSIP (Athrawes nam synhwyraidd)

Lleoliad yn Cynllunio (Proffil un dudalen)

- Ymateb i'r cofnodion ac asesiadau
- Gwneud penderfyniadau ar sut i gefnogi'r plentyn
- Dilyn llais y plentyn
- Defnyddio offer meddwl i goladu gwybodaeth
- <u>Llunio proffil 1 dudalen gan gynnwys targedau CAMPUS</u>
- Cofnod o drafodaeth a chydweithio gyda'r rhiant/ gwarchodwr **(ffurflen 1)**
- Ystyried cyfeirio'r plentyn i (gweler meini prawf)
  - Gwasanaeth Therapydd Iaith a Lleferedd
  - Gwasanaeth Galwedigaethol
  - Ymwelydd Iechyd
  - Tîm dechrau'n Deg



Lleoliad yn Adolygu:

- Adolygu effeithiolrwydd ac effaith y gefnogaeth
- Adolygu cynnydd y plentyn yn erbyn yr hyn gytunwyd
- Gwneud penderfyniadau ynglŷn a'r cam nesaf
- Penderfynu ar y cam nesaf o'r Olwyn asesu, cynllunio, gwneud ac adolygu:

Cynnydd da	Olwyn 1
Cynnydd digonol	Parhau ar Olwyn 2
Diffyg cynnydd	Olwyn 3 (gweler tabl meini prawf)

Olwyn 3 – rhaid dilyn amserlen statudol (gweler atodiad)

Lleoliad yn Darparu

- Gweithiwr allweddol yn sicrhau bod y dulliau cefnogi (**<u>darpariaeth cyffredinol wedi'i dargedu)</u>** yn weithredol
- Cyd lynydd ADY i oruchwylio'r ddarpariaeth
- Addasu'r darpariaeth yn ôl yr angen
- Rhieni yn cefnogi yn y cartref
- Diweddaru'r rhieni / gwarchodwyr o ddatblygiad a chynnydd y plentyn

Targeted Universal Provision Wheel

Review:

8-12 weeks

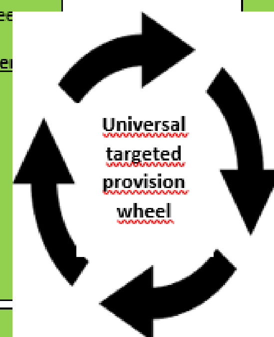
The Observation and Assessment, Planning, Providing and reviewing wheel - 2

The Setting Observes and Assesses (starting point)

- Observe and assess (development / attainment level, interests, learning methods and progress in the child's learning and development)
- Identify whether there is concern about the child's development or progress
- Work with the parents / guardians
- Work with people who are involved with the child
- Identify external services that could assess and support (see reference table for further information and the criteria)

<u>Specific assessment and observation methods (see table for further details):</u>

- ABC tracking profile
- ICAN Checklist
- WellComm
- Child development checklist (Mary Sheridan)
- Assessment and/or consultation by Health Services
- SOGGS



The Setting Plans (One page profile)

- A response to the records and assessments
- Make decisions on how to support the child
- Follow the voice of the child
- Use software to collate information
- <u>Create a one page profile, including SMART targets</u>
- Record of discussion and collaboration with the parent / guardian **(form 1)**
- Consider referring the child to (see criteria)
  - Speech and Language Therapist Service
  - Occupational Service
  - Health Visitor
  - Flying Start Team

The Setting Provides

- Key worker ensuring that the support methods (**Universal targeted provision**) are operational
- ALN coordinator to supervise the provision
- Adapt the provision as required
- Parents supporting at home
- Update the parents / guardians on the child's development and progress

The Setting Reviews:

- Review the effectiveness and impact of the support
- Review the child's progress against what was agreed
- Make decisions about the next step
- Decide on the next step from the assessment, planning, doing and reviewing wheel:

Good progress	Wheel 1
Adequate progress	Remain on Wheel 2
No / Lack of progress	Wheel 3 (see table of criteria)

Wheel 3 - a statutory timetable must be followed (see appendix)

Olwyn Darpariaeth Ychwanegol (Awdurdod)

Adolygu yn dymhorol ac yn flynyddol

Rhaid dilyn yr amserlen statudol wrth gychwyn y cam yma (anfon ffurflen 2 i sylw'r ALl)

Yr olwyn Arsylwi ac Asesu, Cynllunio, Darparu ac Adolygu- 3

ALl a'r lleoliad yn Arsylwi ac Asesu:

Adnabod bod plentyn angen cefnogaeth ychwanegol
Gweithiwr allweddol yn cyd weithio'n agos gyda'r cyd lynydd ADY a rhieni / gwarchodwyr i asesu ac adnabod anghenion y plentyn
Adolygu deilliannau o'r gefnogaeth blaenorol darparwyd a'r cynnydd.
Gwasanaethau allanol yn asesu a chefnogi anghenion y plentyn (gweler tabl cyfeirio)

<u>Dulliau asesu ac arsylwi penodol:</u>

- Proffil tracio ABC
- Rhestr wirio ICAN
- WellComm
- Rhestr wirio datblygiad plentyn
- SOGGS
- Ymgynghoriadau a/neu Asesiadau gan Seicolegydd Addysg neu clinigol
- Ymgynghoriadau a/neu Asesiadau gan Wasanaethau Iechyd

ALl (Cydlynydd ADY BC) a'r lleoliad yn Cynllunio Cynllun Datblygu Unigol – CDU

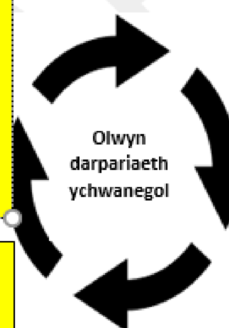
Cyfrifoldeb Awdurdod Gwynedd a Môn

Hysbysu'r rhiant yn ffurfiol bod darpariaeth ychwanegol yn cael ei ddarparu (arwyddo cytundeb CDU)
Cyfarfod cynllunio CDU gyda gweithiwr allweddol, rhiant, cyd lynydd ADY a gwasanaethau allanol i gytuno ar:

- **Beth sydd yn / ddim yn gweithio**
- **Ddeilliannau**
- **Dulliau cefnogi**
- **Dyddiad adolygu**

Llais y plentyn yn ganolog yn y cynllun
Dewis dulliau cefnogi ac ymyrraeth ychwanegol yn seiliedig ar dystiolaeth o lwyddiant
Adnabod yr angen i hyfforddi staff
Cefnogi rhieni i atgyfnerthu'r ymyraethau yn y cartref
<u>Cyflwyno'r CDU i sylw'r Panel cymedroli Blynyddoedd Cynnar er mwyn:</u>

- Gwirio a dilysu'r wybodaeth
- Penderfynu'r lefel angen ddarpariaeth ychwanegol gan yr ALl



ALl a'r lleoliad yn Adolygu

- Adolygu effeithiolrwydd ac effaith y gefnogaeth
- Adolygu cynnydd y plentyn yn erbyn yr hyn gytunwyd
- Gwneud penderfyniadau ynglŷn a'r cam nesaf

Cynnydd da	Olwyn 2
Cynnydd digonol	Parhau ar Olwyn 3 (meini prawf)
Diffyg cynnydd	

ALl a'r lleoliad yn Darparu

<u>Gweithiwr Allweddol</u> yn gweithio gyda'r plentyn yn ddyddiol gan ddefnyddio'r dulliau cefnogi a gweithredu'r ymyraethau cytunedig o fewn y CDU(darpariaeth ychwanegol)
<u>Cyd lynydd ADY a / neu Gwasanaethau arbenigol</u> yn cefnogi'r gweithiwr allweddol i:

- Asesu ymateb y plentyn i'r hyn sy'n cael ei ddarparu
- Fodelu dulliau cefnogi / ymyraethau
- Ddarparu cyngor

Additional Provision Wheel (Authority)

Review termly and annually

The statutory timetable must be adhered to when starting this step (send form 2 for the attention of the LA)

The Observation and Assessment, Planning, Providing and Reviewing wheel - 3

The LA and Setting Observe and Assess:

Identify that a child needs additional support
Key worker collaborates closely with the ALN coordinator and parents / guardians to assess and identify the needs of the child
Review outcomes from the previous support provided and the progress.
External services assess and support the needs of the child (see reference table)
Specific assessment and observation methods:

- ABC tracking profile
- ICAN Checklist
- WellComm
- Child development checklist
- SOGGS
- Consultations and/or Assessments by an Educational or Clinical Psychologist
- Consultations and/or Assessments by Health Services

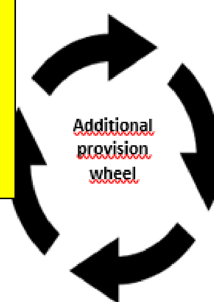
The LA (EY ALN Co-ordinator) and the Setting to Provide an Individual Development Plan - IDP

The Responsibility of the Gwynedd and Anglesey Authority

Formally inform the parent of the additional provision (sign an IDP agreement)
IDP planning meeting with a key worker, parent, ALN coordinator and external services to agree on:
- **What is / what isn't working**
- **Outcomes**
- **Support methods**
- **Review date**

The voice of the child is central to the plan
Select additional support and intervention methods based on evidence of success
Identify the need to train staff
Support parents to reinforce interventions at home
Introduce the IDP to the Early Years moderating panel in order to:

- Check and verify the information
- Determine the level of the additional provision needed from the LA



Review by the LA and setting

- Review the effectiveness and impact of the support
- Review the child's progress against what was agreed
- Make decisions about the next step

Good progress	Wheel 2
Adequate progress	Remain on Wheel 3 (criteria)
Lack of progress	

The LA and Setting Provides

Key Worker working daily with the child, using the support methods, and implementing the agreed interventions within the IDP (additional provision)
ALN coordinator and / or specialist services to support the key worker to:
- Assess the child's response to the provision
- Model support / intervention methods
- Provide advice

Siart llif mynediad i ddarpariaeth ychwanegol yn y BC

Wythnos 1-6

Cam 1:

Dwyn i sylw'r ALl y posibilrwydd bod gan blentyn ADY

Cam 2:

Casglu tystiolaeth

(ffurflen meini prawf ADY)

Cam 3a:

Panel cymedroli Bach i ddilysu'r penderfyniad (CADYD:8.9 – holi seicolegydd)

Dim ADY

Rhannu'r penderfyniad gyda'r rhiant a'r gwasanaethau ynghlwm â'r achos

ADY

Wythnos 7-12

Cam 3b

Penderfynu pa Wasanaeth sydd yn debygol o ddarparu cefnogaeth / darpariaeth ychwanegol

Cam 4:

Llunio CDUA

Cam 5:

Cyflwyno'r CDU i sylw Panel Cymedroli i ddilysu'r DDdY

Cam 6:

Cyflwyno'r CDU i'r rhiant / gwarchodwr a gwasanaethau ynghlwm â'r achos

Access to additional provision in the Early Years flow chart

Week 1-6

Step 1:

Draw the attention of the LA to the possibility that a child may have ALN

Step 2:

Gather evidence

(ALN criteria form)

Step 3a:

Small Moderation Panel to validate the decision (DALNC:8.9 - ask a psychologist)

No ALN → Share the decision with the parent and the services involved with the case

ALN ↓

Week 7-12

Step 3b

Decide which service is likely to provide additional support / provision

Step 4: Draw up an AIDP

Step 5: Present the IDP to the attention of the Moderation Panel to validate the ALP

Step 6: Present the IDP to the parent / guardian and the services involved with the case

Unrhyw gwestiynau

Questions

Emosiynau mawr

Dysgu plant i hunan reoli emosiynau

Catrin Williams

BIG EMOTIONS

Teach children to self regulate their emotions

Catrin Williams

NÔd y sesiwn

- **Cydnabod bod pob emosiwn yn bwysig ac yn naturiol**
- **Trafod pam bod y gallu i hunan reoli emosiynau yn bwysig**
- **Deall bod pob ymddygiad yn ffordd o gyfathrebu**
- **Cydnabod bod perthynas ymarferydd a'r plentyn yn allweddol ar gyfer cefnogi plant i hunan reoli emosiynau**
- **Darparu syniadau a strategaethau ymarferol ar gyfer cynllunio amgylchedd lle mae plant yn gallu cyfleu eu hemosiynau mewn awyrgylch saff a chefnogol.**

Aims

- **Recognise that all emotions are important and natural**
- **Discuss why the ability to self-manage emotions is important**
- **Understand that all behaviour is a means of communication**
- **Recognise that practitioner and child relationships are key to supporting children in self-management of emotions**

Hunan reoli emosiynau

Mae'n datblygu o oed cynnar trwy berthynas agos gyda gofalwr sy'n ymateb i'w anghenion

Self regulate emotions

It develops from an early age through a close relationship with a carer who responds to their needs

Emosiwn mawr……’sgwn i beth sy’n bod?

cydl ?

bwyd ?

newid clwt ?

cwsg ?

ditectifs

Big emotion……I wonder what's wrong?

cuddle ?

Change nappy ?

food?

sleep ?

ditective

Mae ymateb yn bositif i anghenion plentyn a pherthynas agos yn y blynyddoedd cyntaf yn sicrhau i blentyn........

....ddysgu i ymddiried mewn eraill

....ddysgu i rheoli emosiynau yn effeithiol

....ddysgu i deimlo'n saff

Responding positively to a child's needs and a close relationship in the first few years ensures a child.......

.... Learn to trust others

.... Learn to manage emotions effectively

.... Learn to feel safe

Pam bod hunan reoli emosiynau yn bwysig ar gyfer datblygiad plentyn?

[Fideo 'self regulation']

'Mae adnabod ein teimladau, siarad amdanyn nhw a gofyn am gymorth yn sgiliau bywyd sy'n ein helpu wrth ddod yn oedolion. Mae nhw'n sail i gynnal perthynas lwyddiannus, i'r awydd i ddysgu ac yn y pen draw mae nhw'n ein helpu i ddatblygu'n oedolion ffyniannus sy'n gallu wynebu'r byd yn llawn hyder a hunan-gred' Place2be

Why is the self-management of emotions important for a child's development?

[Video 'self regulation']

Knowing our feelings, talking about them and asking for help is life skills that help us as we become adults. They are the basis for maintaining a successful relationship, for the desire to learn and ultimately they help us to develop into prosperous adults who can face the world with confidence and self-belief ' Place2be

Place2Be

4 o'r emosiynau mwyaf sylfaenol yn ôl gwyddonwyr

Blin

Hapus

Ofn

Trist

Cofiwch, mae plant yn teimlo pethau i'r byw

4 of the most basic emotions by scientists

Angry

Happy

scared

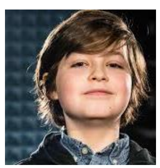
sad

Dangos a dweud sut ti'n teimlo

Darpariaeth gyffredinol

Wal deimladau

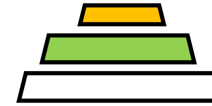
Hapus



Trist

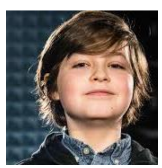
- Addasu faint o emosiynau yn dibynnu ar y grŵp
- Cofrestru eu teimladau yn y bore
- Cyfle i egluro pam
- Defnyddio'r wal yn ystod y sesiwn fel mae eu emosiynau yn newid

Show and say how you feel
Universal provision



feelings wall

Happy

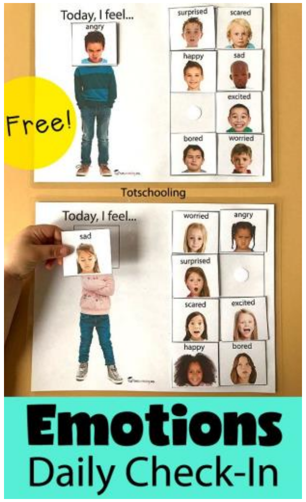


Sad

- Adjust the amount of emotions depending on the group
- Register their feelings in the morning
- An opportunity to explain why
- Use the wall during the session as their emotions change

Dangos a dweud sut ti'n teimlo
Darpariaeth wedi ei dargedu

Siart unigol

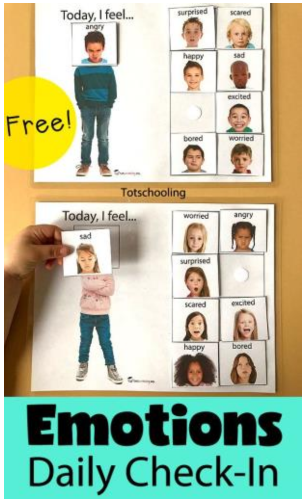


'keyring' teimladau

Clustog 'Henry'

'Worry monster'

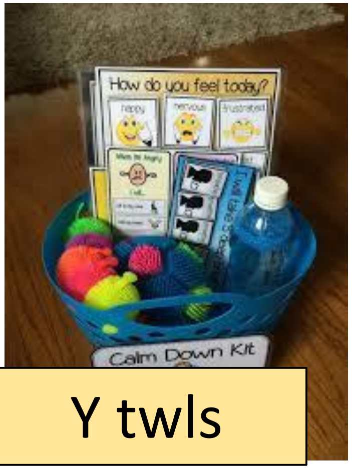
Show and say how I feel
Targeted universal provision

Personal chart	Feelings ‘keyring’	‘Henry’ cushion	‘Worry monster’
			

Ardal ymdawelu
Darpariaeth gyffredinol

Ymateb i'r emosiynau mawr

Lle saff



Y twls

Lle positif

Calming down area
Universal Provision

Respond to the big emotions

Safe area

Tools

Positive area

Ymdawelu
Chi ydy un o'r adnoddau allweddol ar gyfer helpu plentyn i ymdawelu

'Time in' yn hytrach na 'Time out'

Cooling down
You are one of the key tools for helping a child to calm down

‘Time in’ rather than ‘Time out’

Ymdawelu

Darpariaeth gyffredinol wedi ei dargedu

Trwy adnabyddiaeth dda o'r plentyn fe ddewch i wybod beth sy'n helpu unigolion ymdawelu

Trwy adnabyddiaeth dda o'r plentyn fe ddewch i wybod beth sy'n sbarduno emosiynau mawr

Mae'n bwysig bod yr uchod ym mhroffil un tudalen y plentyn

Cooling down
Targeted universal provision

Through a good knowledge of the child you will come to know what helps individuals calm down

Through a good knowledge of the child you will come to know what drives great emotions

It is important that the above is in the profile of the child's one page

Ymdawelu

Darpariaeth wedi ei dargedu

Mae rhai plant angen ymateb i emosiynau mewn ffyrdd corfforol

Pan fyddwch yn adnabod y plentyn yn dda yna gallwch ragdybio pan fydd angen mynd i ryddhau tensiwn cyn i bethau fynd yn ormod iddo.

Cooling down
Targeted Universal Provision

Some children need to respond to emotions in physical ways

When you know the child well, then you can presume when you need to go to release tension before things become too much for them.

Syniadau eraill ar gyfer creu awyrgylch lle mae plant yn dysgu i adnabod ac ymateb yn bositif i'w teimladau

- **Meddwlgarwch**
- **Amserlen weledol**
- **Wal codi calon**
- **Llyfrau perthnasol**
- **Gemau**
- **Caneuon**
- **Pypedau**
- **Tedis personol**

Other ideas for creating an atmosphere in which children learn to recognise and respond positively to their feelings

Mindfulness

Visual timetable

‘codi calon’ wall

Relevant books

Games

songs

Puppets

Personal teddy

Tips!

- Ceisiwch reoli eich emosiynau eich hunain yn enwedig mewn sefyllfaoedd heriol
- Byddwch yn dditectifs – meddyliwch beth sydd tu ôl i'r ymddygiad
- Sylwebwch ar emosiynau eich plant ee 'Ti wedi taflu y ddol fach. Sgwni os wyt ti'n teimlo'n flin'
- Byddwch yn rôl – fodel ee dywedwch sut rydych chi'n teimlo. Defnyddiwch y gornel ymdawelu!
- Sicrhewch adnabyddiaeth dda o'n plentyn
- Sicrhewch gysylltiad cryf gyda'r cartref
- Byddwch yn gyson fel staff yn eich i ymateb emosiynau unigolion

Tips!

- Try to control your own emotions especially in challenging situations
- Be a detective – think about what is behind the behaviour
- Commentaries on the emotions of your children eg ' you threw the little doll. I wonder if you feel angry '
- You will be a role model e.g. say how you feel. Use the calming-down corner!
- Ensure a good knowledge of our child
- Ensure a strong connection with the home
- You will be consistent as staff in your response to individual emotions

Cofiwch :

Mae adeiladu perthynas cryf gyda plentyn yn hanfodol ar gyfer dysgu plentyn i hunan reoli ei emosiynau

Remember:
Building a strong relationship with a child is essential for teaching a child to self-manage their emotions

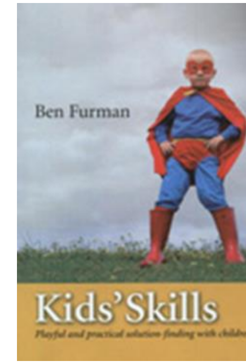
Ac yn olaf.....

Edrychwch ar ôl eich emosiynau eich hunain!

And finally.....

Look after your own emotions!

Kids'Skills



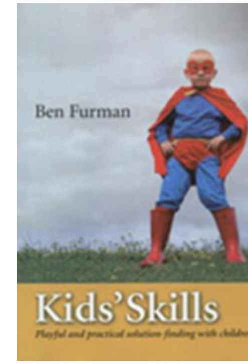
Mae Kids'Skills yn weithdrefn gam wrth gam i helpu plant i ddysgu sgiliau a goresgyn problemau emosiynol ac ymddygiadol gyda chymorth teulu, ffrindiau a phobl eraill sy'n agos at y plentyn.

Problemau

Sgiliau

Kids'Skills

Kids'Skills is a step by step process to help children learn skills and overcome emotional and behavioural problems with the help of family, friends and others who are close to the child.

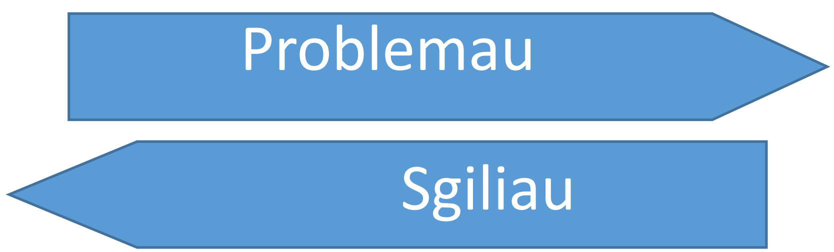


Problems

Skills

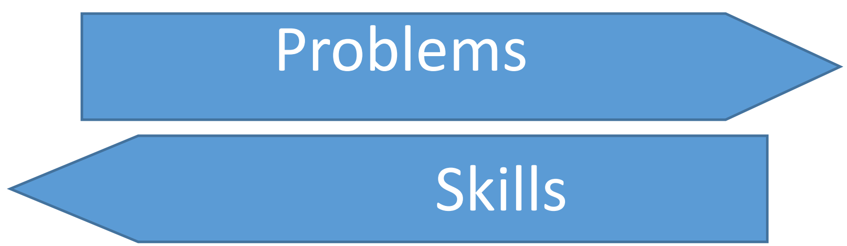
Cam 1: Troi problemau'n sgiliau

- Os oes gan blentyn broblemau, gellir eu troi nhw'n sgiliau y gall y plentyn eu dysgu.
- Pan mae plentyn yn wynebu problemau, yn aml mae'n cael trafferth meistroli sgìl arbennig.
- Pan mae plentyn yn meistroli'r sgìl, mae'r broblem yn mynd i ffwrdd.
- Mae'r newid o siarad am sgiliau yn hytrach na phroblemau yn ei gwneud yn llawer haws i drafod pethau'n adeiladol.



Step 1: Turn problems into skills

- If a child has problems, they can be turned into skills that the child can learn.
- When a child encounters problems, it is often because he or she has difficulty mastering a specific skill.
- When a child masters a skill the problem goes away.
- Changing to talking about skills rather than problems makes it much easier to discuss things constructively.



Cam 1: Enghreifftiau

<u>Canolbwyntio gwan</u>

Gellir torri hwn i lawr i gamau llai:

- I fedru eistedd am gyfnod penodedig
- I fedru aros tro
- I fedru codi llaw pan mae eisiau dweud rhywbeth

Step 1: Examples

Weak concentration

This can be broken down into smaller steps:

- To be able to sit for a specified period
- To be able wait their turn
- To be able to raise a hand when they want to say something

Cam 1: Enghreifftiau

<u>Plentyn yn gwyllltio neu'n cael 'tantrums'</u>

Mae angen dysgu'r **sgìl o reoli ei hunan**.

Mae'n ymddangos bod rhai plant yn medru gwneud hyn yn reddfol, tra mae eraill angen ei ymarfer er mwyn ei feistroli.

Step 1: Examples

A child losing his/her temper or having tantrums

There is a need to learn **the skill of self-control**.

It appears that some children are able to do this instinctively, while others need to practice it in order to master it.

Step 1: Turn problems into skills

- With a little imagination, almost any problem that a child has can be expressed in a way where we do not have to talk about problems and faults
- but instead about skills that the child needs to master.

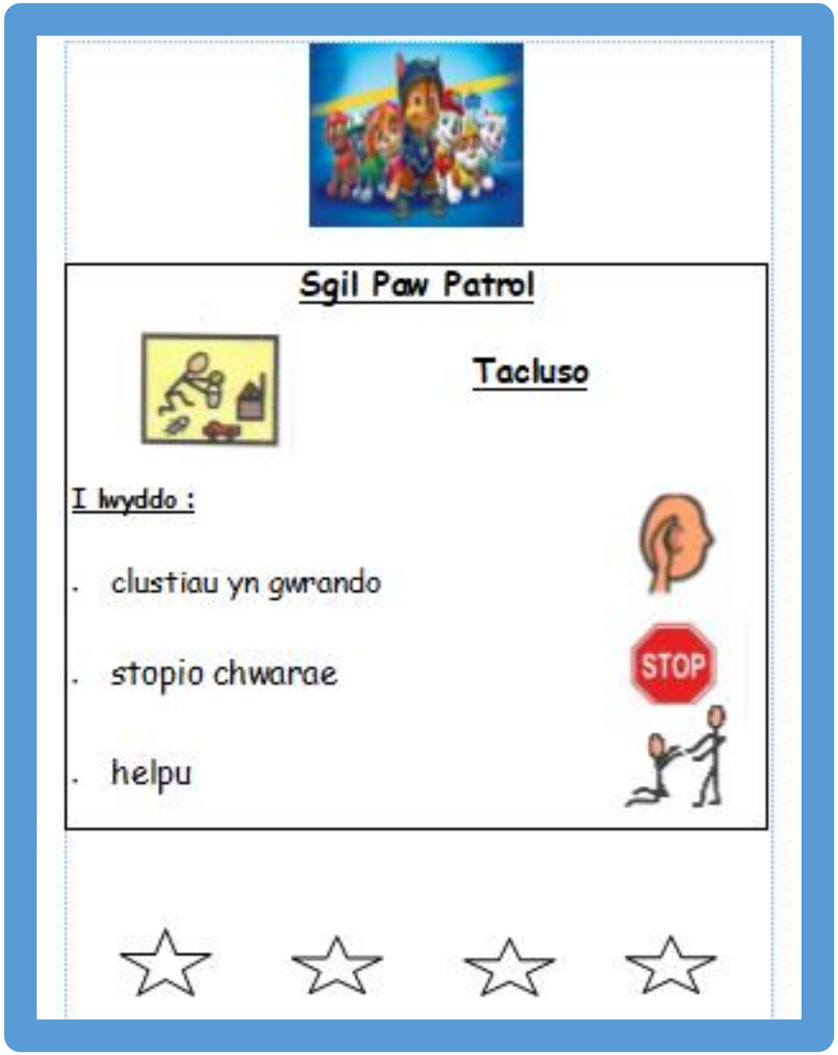
- **STOPPING doing something is never a skill.**
- **Rather, a skill is learning how to do something instead and in an acceptable way.**
- **Not: 'Stopping hitting other children', 'Stopping playing with his/her food' or 'Stopping shouting'**
- **Instead: 'Being able to control himself/herself', 'Being able to eat tidily' or 'Using a quiet voice'**

Cam 1: Troi problemau'n sgiliau

- Gydag ychydig o ddychymyg, gall bron unrhyw broblem sydd gan blentyn gael ei mynegi mewn ffordd lle nad oes raid i ni siarad am broblemau a beiau
- ond yn hytrach am sgiliau mae'r plentyn angen eu meistroli.

- **Nid yw STOPIO gwneud rhywbeth byth yn sgìl.**
- **Yn hytrach, sgìl yw dysgu sut i wneud rhywbeth yn ei le ac mewn ffordd dderbyniol.**
- **Dim: "Stopio taro plant eraill", "Peidio chwarae efo'i fwyd" neu "Stopio gweiddi"**
- **Yn hytrach: "Gallu rheoli ei hun", "Gallu bwyta'n daclus" neu "Defnyddio llais tawel"**

Cam 2: Enwi'r sgìl


Sgil Paw Patrol

Tacluso

I lwyddo :

- clustiau yn gwrando
- stopio chwarae
- helpu

- Gadewch i'r plentyn roi enw cŵl ar y sgìl.
- Er enghraifft, gofyn iddynt feddwl am arwr neu arwres fyddai'n medru gwneud y sgìl.

Step 2: Name the skill

- Allow the child to give the skill a cool name.
- For example, ask them to think of a hero or heroine who could do this skill.

Cam 2: Enwi’r sgìl

- Gall yr arwr helpu plant i fod yn hyderus wrth ddysgu sgìl newydd
- Gall roi cryfder i blant ymarfer eu sgìl
- Gall atgoffa plant i ymarfer
- Gall atgoffa’r plant o’r tro diwethaf iddynt fedru ymarfer y sgìl yn llwyddiannus
- Gallent drafod efo’r arwr sut maent yn dod yn eu blaenau

Step 2: Name the skill

- The hero can help children to be confident when learning a new skill
- He can give children strength to practice their skill
- He can remind children to practice
- He can remind children of the last time they were able to practice the skill successfully
- They can discuss with the hero how they are getting on

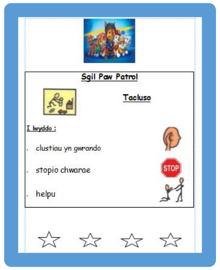
Cam 3: Trefnu'r dathliad

- Cyd-drafod gyda'r plentyn
- Gosod llun wrth ochr y sgìl i atgoffa'r plentyn
- Rhannu gyda'r rhiant

Step 3: Organise the celebration

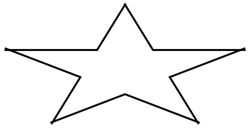
- Jointly discuss with the child
- Place a picture alongside the skill to remind the child
- Share with the parent

Cam 4: Ymarfer ac Atgoffa

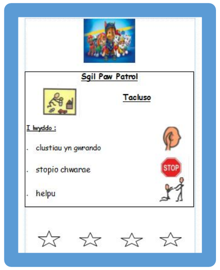


Er mwyn dysgu sgìl mae'n rhaid iddynt ymarfer.

- Dylai'r plant ymarfer eu sgìl yn rheolaidd
- Dylid sicrhau eich bod yn dewis yr amser gorau i ymarfer (ar ôl i'r plentyn setlo)
- Gellir ymarfer sgìl drwy chwarae rôl
- Gall plentyn arall neu oedolyn fodelu'r sgìl
- Gellir recordio'r plentyn neu eraill yn cyflawni'r sgìl a'i ddefnyddio i atgoffa'r plentyn
- Tynnu sylw'r plentyn sut mae cyflawni'r sgìl yn llwyddiannus gan ddefnyddio lluniau
- Gellir rhoi'r lluniau ar gylch allweddi i atgoffa'r plentyn

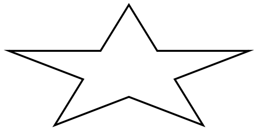


Step 4: Practice and Remind


Sgil Paw Patrol
Tacluso
I lwyddo :
clustiau yn gwrando
stopio chwarae
helpu

To learn a skill, they must practice.

- Children should practice their skill regularly
- It should be ensured that you choose the best time to practice (after the child has settled)
- A skill can be practiced through role-play
- Another child or adult could model the skill
- The child or others could be recorded accomplishing the skill and this used to remind the child
- Draw the child's attention to how to accomplish the skill successfully, using pictures
- The pictures could be inserted onto a keyring as a reminder for the child



Step 4: Practice and Remind

Sgil Paw Patrol

Tacluso

I lwyddo :

- clustiau yn gwrando
- stopio chwarae
- helpu

To learn a skill, they must practise.

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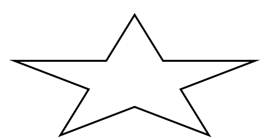
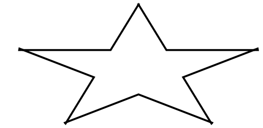
- The pictures could be inserted onto a keyring as a reminder for the child



Cam 5: Canmol, Gwobrwyo a Dathlu

Canmol a Gwobrwyo:

- Sylwebu cadarnhaol
- Gwobrwyo - rhoi tic ar y seren
- Ar ôl casglu 4 seren - gwobr fach

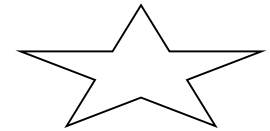


Dathlu:

- Pan mae'r plentyn yn teimlo ei fod wedi dysgu'r sgìl a phan mae eraill hefyd yn cytuno ar hyn
- Cyfle i gyhoeddi bod y plentyn wedi bod yn llwyddiannus
- Mae'n bwysig bod y plentyn yn diolch i eraill am ei helpu
- Cael mynd â'r siart sgìl adref

Step 5: Praise, Reward and Celebrate

Praise and Reward:



- Positive commentary
- Reward - place a tick on the star
- After collecting 4 stars - a small reward

Celebrate:

- When a child feels that he/she has learnt the skill and when others also agree with this
- An opportunity to announce that the child has been successful
- It's important that the child thanks others for helping him/her
- Be allowed to take the skill chart home

Enghreifftiau

Sgil Paw Patrol

Tacluso

I lwyddo :

- clustiau yn gwrando
- stopio chwarae
- helpu

☆ ☆ ☆ ☆

Sgil Tomos

Dewis da pan rwyf yn flin

I lwyddo :

- stop
- 5 gwynt mawr
- Drip drip

☆ ☆ ☆ ☆

Examples

Paw Patrol skill

Tidy up

To succeed :

- Ears listening
- Stop playing
- help

☆ ☆ ☆ ☆

Thomas Skill

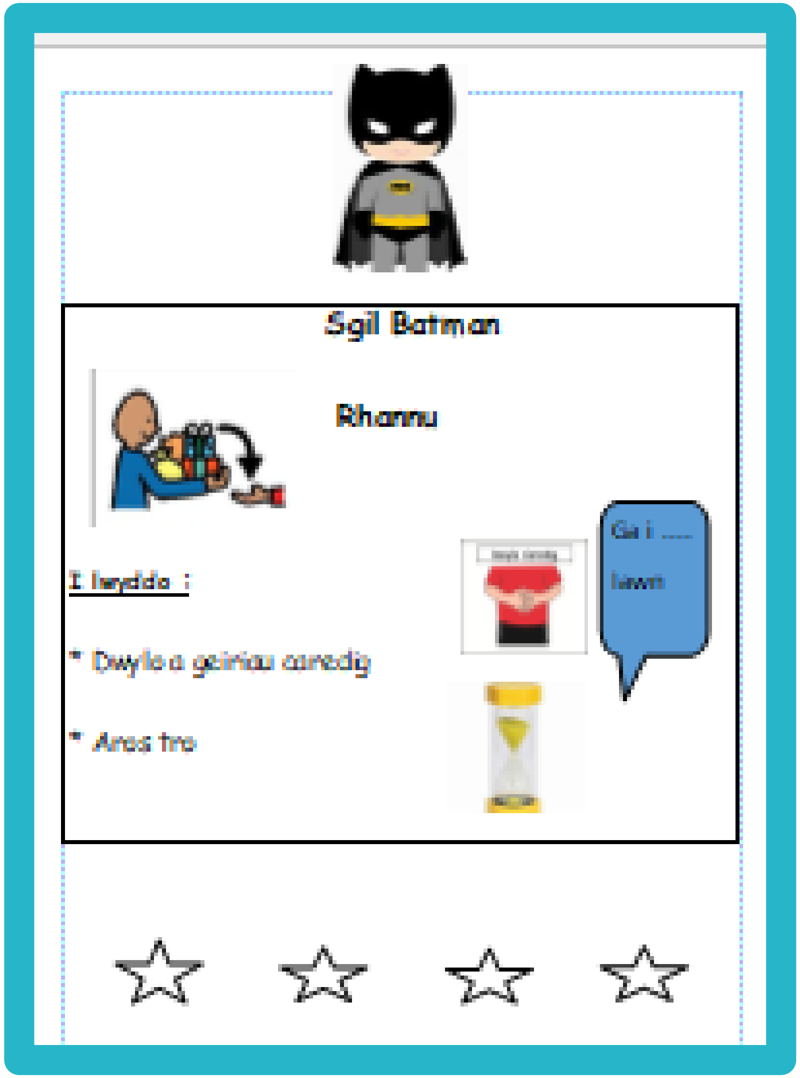
Make good choice when I'm angry

To succeed :

- stop
- 5 deep breath
- Drip drip

☆ ☆ ☆ ☆

Enghreifftiau



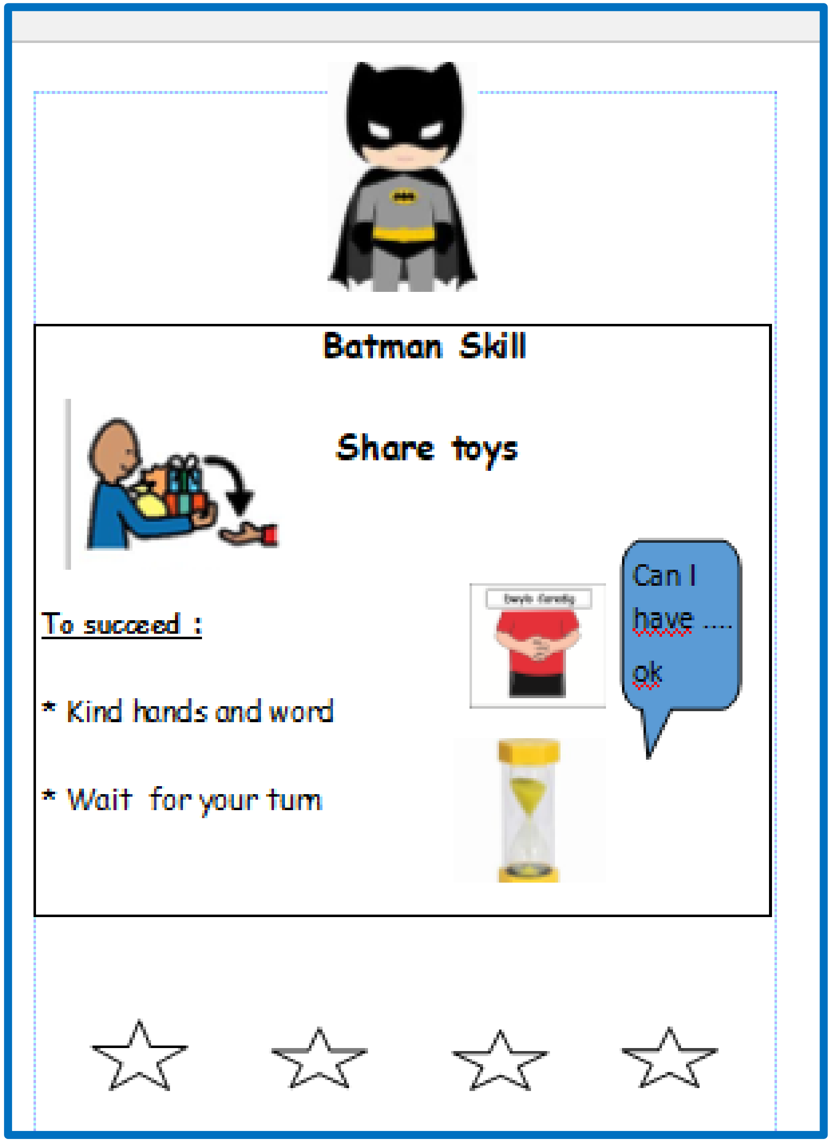
Examples

Blaze skill

Toilet

To succeed :

- Stop playing
- Point / ask



Batman Skill

Share toys

To succeed :

* Kind hands and word

* Wait for your turn

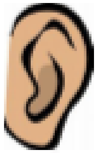
Enghreifftiau

Batman skill

Keep safe

To succeed :

Listen



Stop and wait

☆ ☆ ☆ ☆

Paw Patrol skill

Stay in an area

To succeed :

. stay

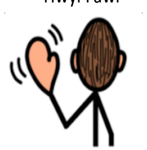
. follow

Rwan	Wedyn

☆ ☆ ☆ ☆

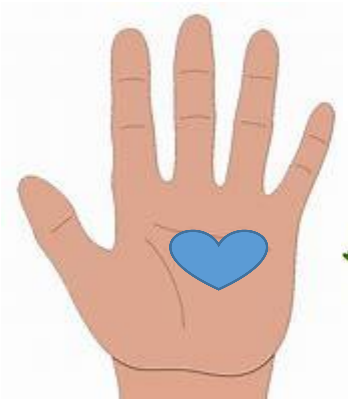
Enghreifftiau

Sgìl Peppa Pig

- 

Dweud 'Ta-ta' wrth Mam

I lwyddo :



Examples

Peppa Pig Skill

Say 'Bye-bye' to Mum

To succeed :

Unrhyw fater arall / Adborth

Diolch yn fawr

Any other matter / Feedback

Thank you