



***SLT GUIDE TO SUPPORTING  
PARENTS/CARERS TO USE  
THE RIST PACK***

**Haringey**  
LONDON



# GUIDE TO SUPPORTING PARENTS/CARERS TO USE THE PARENT/CARER RIST PACK

The Parent/Carer Pack, found in Part C: THE RIST PACKS, contains the following (in a single PDF document):

- INSTRUCTIONS** (1 page)
- QUICK GUIDE FOR PARENTS/CARERS** (2 pages)
- R8: PARENT/CARER RESILIENCE INDICATOR FORM** (2 pages)
- R9: PARENT STRATEGY SHEET** (1 page)
- RIST LANGUAGE EXPLAINED** (1 page)

## WHEN TO USE THE PARENT/CARER PACK

If, after a period of implementing and reviewing the impact of strategies, it is decided that further intervention is required, then the Parent/Carer Pack may be used. This could be after a few weeks or after 2-3 terms.

Involving parents/carers throughout the process will be helpful and is likely to lead to better outcomes for the student.

## R8: PARENT / CARER RESILIENCE INDICATOR FORM

Pupil's name:		Class/Year:	Date completed:				
<b>THE ANCHOR APPROACH</b> <b>Parent/Carer Resilience Indicator Form (R8)</b>							
Please mark a tick in the table with 'Yes' and 'No' and describe in detail in a tick or cross your child's responses here to. Tick under the corresponding number. Please tick 'No' if you do not know or if you are unsure. Tick 'Yes' if you are sure.							
<b>SCALE</b> 4 = strength – my child/young person will continue 3 = positive strength – my child often displays a positive attitude 2 = moderate difficulty – my child has some difficulties in this area 1 = difficulty – my child has a lot of difficulty in this area							
Area of Resilience Indicator	Yes (tick in this area)	4	3	2	1	No (tick in this area)	
<b>Background</b> 1. How well do you know your child? 2. How well do you know your child's needs? 3. How well do you know your child's strengths? 4. How well do you know your child's difficulties? 5. How well do you know your child's interests?							
<b>Attending</b> 6. How well do you attend school? 7. How well do you attend lessons? 8. How well do you attend extra-curricular activities? 9. How well do you attend school events? 10. How well do you attend school assemblies?							

## **R8: PARENT / CARER RESILIENCE INDICATOR FORM**

The school's Special Educational Needs Coordinator (SENDCo) is likely to be involved in the decision to invite parent/carers to complete the R8 form.

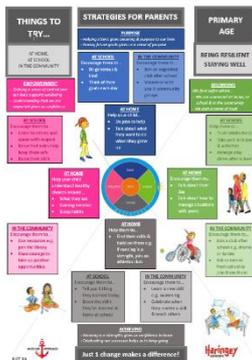
The parent/carer version of the **Resilience Indicator Form (R8)** supports parents /carers to contribute to the process of identification of need and enables them to support their child at home through the strategies suggested.

It provides a useful framework for examining behaviours through the Haringey Resilience Wheel. This helps us to view behaviours as 'adapted behaviours', as the child seeks ways to get their developmental needs met, rather than because of specific actions or responses of caregivers, thus avoiding blame.

1. Download the **PARENT/CARER RIST PACK**
2. SLT/SENDCo invites parent/carer to resilience meeting
3. Prior to meeting it is important to decide on the approach that will be taken with parents so that the meeting is focused and supportive for the parent. See more information on next page.  
**Approach 1:** (parent/carer chooses the area/s to focus on)  
**Approach 2:** (parent/carer responses on the R8 provide the basis of the discussion)  
**Approach 3:** (lead teacher prioritises focus of the discussion linked to student and teacher strategies that may have been set previously)
4. It is best that the person asking the parent/carer to complete the R8 form is familiar with the Anchor Approach, so they are able to help explain the Haringey Resilience Wheel diagram, if necessary
5. Give parent/carer the pack, explain there is a guide to the language used at the back
6. ALLOW PARENT/CARER TIME TO READ THE INSTRUCTIONS AND THE QUICK GUIDE AND ASK ANY QUESTIONS (see **key messages** below)
7. Parent to complete the Parent/Carer RIST R8. Give them time to read it first and ask any additional questions
8. Parent/carer then completes form, either independently or each statement can be read and explained if needed. It is completed in the same way as the R1 teacher's version, i.e., parent/carer reads through statements and places their child on the scale 1-4
9. It is important that the parent/carer sees the RIST intervention in a positive light. It can be helpful to explain that all of us benefit from building our resilience. As the parent/carer looks at the behaviours ensure that any discussion around the child's behaviour is positive and does not lead to the parent shaming or blaming either themselves or their child
10. Now move onto the strategies

## R9: PARENT STRATEGY SHEET

It is important, when working with parent/carer, to remember that relationships are built up over time. If the parent/carer is unfamiliar with school and/or yourself, then you may need to begin to build your relationship with them over several weeks before asking them to complete the RIST.



### R9: PARENT STRATEGY SHEET

Parent strategies come in two formats. There is the **Parent Strategy Sheet (R9)** (pictured above) found in the Parent/Carer Pack that can be given to all parents once they have completed the form. There is also the **'Building Resilience At Home' Parent/Carer Strategy Booklet** containing sheets on the areas of Belonging, Achieving, Empowerment, Purpose, Safety and Adventure that SENDCo's/ SLT can give to parents whom they think will benefit. These are downloadable from the SLT/SENDCo Pack.

**Choose an approach to support parent/carer's with choosing home strategies.**

**Approach 1:** (parent/carer chooses the area/s to focus on)

- Assist parent to identify areas where child is doing well
- Ask parent about sections from the R8 form that they would like to discuss and think about. Clarify statements or language as needed.
- Discuss the home support strategies and any strategies used by teacher, if relevant.
- Help parent/carer to choose ONE or TWO of the strategies that they would like to focus on and review at a later date. They may benefit from having some of the ideas explained in greater detail. There is information included in the parent pack that can help with this.

**Approach 2:** (parent/carer responses on the R8 provide the basis of the discussion)

- Assist parent to identify areas where child is doing well
- Work with parent to look at the key outcomes from the form. Is there one area of the resilience wheel that could be focused on, or a theme that has been identified.
- Discuss this with parent/carer and explore potential strategies and ideas that they could adopt to support child. If relevant share strategies that the teacher and student are focusing on. Clarify language and statements as needed using documents in pack.
- Help parent/carer to choose ONE or TWO strategies that they would like to focus on a review at a later date.

**Approach 3:** (lead teacher prioritises focus areas of the discussion based on teacher and student strategies)

- Using the form and information gathered from teacher and student, lead the conversation to discuss area(s) to focus on so that strategies used by the teacher, student and parent compliment and support each other.
- Help parent choose ONE or TWO strategies that **align with** those chosen by the class teacher and the student.

You may need to unpick and clarify any areas. There is a sheet in the parent pack 'RIST Language Explained' that explains some of the trickier concepts.

At this stage, the SENDCo/SLT may wish to use the **R10 record form** to record the meeting with parent and the strategies chosen.

NB: The RIST Tool also includes a Parent/Carer Strategy Booklet (downloadable from the SENCo/SLT Pack). These provide greater detail of each area of resilience and may be useful if more than one cycle of Assess, Plan, Do, Review is carried out. As well as strategies, it also suggests some of the reasons that impact on our ability to maintain our resilience. Use the 'Key Message' section below to ensure that any discussion is held sensitively.

### ***Key Messages to share with Parents/Carers***

*The following key messages are important:*

- *That all of us sometimes need a little help if we are finding something difficult and that, as teachers and parents we can use the Resilience Wheel to adjust our responses and the environment to help children feel happier at school.*
- *The school highly values any help the parent/carer can give to help support the chosen areas of resilience.*
- *When looking at the ideas suggested in the parent strategies, it is important to remember that these are just suggestions. Parent might be overwhelmed or feel under pressure. If you feel this is the case, then encourage the parent not to worry. If parent can identify ONE strategy to try at home that will be helpful. For some parents, building trust, confidence and capacity over time may be required. [Further strategies can be returned to as your relationship with the parent builds].*
- *When discussing strategies/ideas with parent/carer's use 'wondering aloud' statements, e.g. 'I wonder if it would help if...' and using 'we' rather than 'you'. This can help depersonalise and avoid shame.*
- *If you are reading out statements to parent/carer on the R8 form, help the parent not to feel judged by framing behaviours within the resilience wheel structure, rather than personal to their child.*
- *Sometimes, talking about areas of resilience can bring on uncomfortable feelings in adults about their own resilience. Be sensitive to this. Be ready to signpost parent to further support if they need this.*