

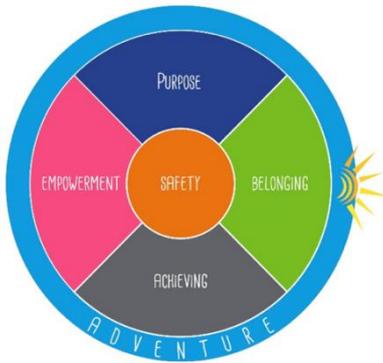
<b>Pupil:</b>	<b>Date:</b>	<b>Class/Year:</b>	<b>Staff completing form:</b>
---------------	--------------	--------------------	-------------------------------



## THE ANCHOR APPROACH

### Teacher's Resilience Indicator Form (RIF)

#### R1



First, choose a score, either 4, 3, 2, or 1 for each of the statements below.

**4 = Strength** – student consistently displays this positive behaviour

**3 = Relative Strength** – student displays some of this positive behaviour but not consistently

**2 = Relative Difficulty** – student rarely displays this positive behaviour

**1 = Difficulty** – student never displays this positive behaviour

Once you have scored the form look for areas that are lower scoring - mainly 1's or 2's. Choose one or two behaviours that are causing most concern. Then turn to the strategy sheets for ideas on how to support student in this area.

Area of Wheel		Area of Strength	4	3	2	1	Area for Development
<b>Belonging</b>	<b>1</b>	Likes school/lessons/teacher					Dislikes school/lesson/teacher
	<b>2</b>	Has at least one good friend					Has difficulty forming friendships/often alone
	<b>3</b>	Participates in wider school activities					Does not participate in wider school activities
	<b>4</b>	Is always in full school uniform /wears appropriate clothes to school					Takes liberties with school uniform/wears inappropriate items in school
	<b>5</b>	Can manage confrontation					Easily triggered into a shame response e.g., runs off, shouts/hits out, stops talking/hides
	<b>6</b>	Arrives on time to lesson/school					Arrives late or walks out of lesson
		<i>SLT Use only: Belonging Raw Score =</i>		<i>Resilience Quotient (RQ) =</i>			
<b>Achieving</b>	<b>7</b>	Likes most lessons - please specify in comments box					Dislikes many lessons - please specify in comments box
	<b>8</b>	Completes homework					Doesn't complete homework
	<b>9</b>	Engages in lessons					Avoids completing work in lessons
	<b>10</b>	Engages with talents/skills/hobbies - pls specify in comments box					Doesn't engage with any talents/skills/hobbies
	<b>11</b>	Perseveres through the lesson					Unable to take control of their learning e.g., walks around or leaves class without permission
	<b>12</b>	Follows class routines e.g., raises hand to ask or answer a question					Calls out in lessons, rocks in chair, fidgets, makes noises
		<i>SLT Use only: Achieving Raw Score =</i>		<i>Resilience Quotient (RQ) =</i>			

**THE ANCHOR APPROACH – Teacher’s Resilience Indicator Form – R1 continued**

Area of Wheel		Area of Strength	4	3	2	1	Area for Development
Empowerment	13	Follows school rules and routines					Refuses to follow school rules and routines
	14	Is a good timekeeper, doesn't like being late					Arrives late or makes excuses to leave lesson
	15	Listens to the teacher at all times					Calls out, interrupts, or ignores the teacher
	16	Able to start or complete a task despite finding it difficult					Slow to start a task or unable to persevere when it gets difficult, fear of failure
	17	Believes they can influence outcomes through independent choices					Unable to hold a point of view or decide for themselves, so follow others
	18	Recognises other people’s possessions and seeks permission					Takes possessions from others without permission
	19	Capable of working independently and knows their own strengths					Unable to work independently and consistently relies on support from others
	20	Knows it's okay to offer and accept help					Reacts negatively to offers of help and never offers help to others
		SLT Use only: Empowerment Raw Score =		Resilience Quotient (RQ) =			
Purpose	21	Actively helps and contributes to school life and community					Avoids contributing to school life and community
	22	Takes responsibility					Avoids responsibility
	23	Shows concern and curiosity					Says they don't care
	24	Grateful and optimistic					Pessimistic response to praise or success
	25	Shows generosity and kindness towards others					Takes more than their share e.g., someone's time or an object
	26	Notices and acknowledges kindness and positive events					Does not notice or acknowledge kindness or positive events
		SLT Use only: Purpose Raw Score =		Resilience Quotient (RQ) =			
Safety	27	Able to self-regulate					Lashes out verbally or physically at others
	28	Is confident and engaged					Is withdrawn and passive
	29	Is relaxed and goes with the flow					Needs to control environment to feel safe
		SLT Use only: Safety Raw Score =		Resilience Quotient (RQ) =			
Adventure	30	Takes age-appropriate risks					Demonstrates high risk behaviour or is risk adverse
	31	Ability to be creative and think freely					Unable to create or share ideas
	32	Accepts and is relaxed around unfamiliar people and/or change. Manages transitions					Unable to adjust to unfamiliar people and/or change. Finds transitions difficult
		SLT Use only: Adventure =		Resilience Quotient (RQ) =			
		For SLT use only: Total Raw Score =		Overall Resilience Quotient (RQ) =			

**ADDITIONAL COMMENTS: Please provide any detail not covered above regarding how the student presents/any patterns:**

This form helps to identify which areas of development to support the child with first. The SENCo/SLT can assist you with this

Please return a copy of the R1 to the SENCo/SLT: YES/NO Please return by: