

YET

RATIONALE

Self-efficacy refers to a child's ability to over-come a problem, their ability to master things in the environment around them and achieve competency. It is an essential part of child development. It is an integral aspect of a young person's individuality including their ability to cope, adapt and respond to change and be resilient. A belief in one's self and ability to deal with change and adapt, developing a range of social problem solving approaches is at the core of resilience and recovery (DfE, 2016, *Mental Health and Behaviour in Schools: Departmental Advice for School Staff*).

TIPS

- The psychologist Bandura highlighted four sources of efficacy beliefs. They were, direct mastery of something, mastery through observation, persuasive influences from significant others in our lives and the impact of our emotional and physiological state on our sense of mastery. Bandura argued that self-efficacy is linked to an individual's motivations and actions, and therefore a predictor of behaviour (Bandura 1993). For many, some of these elements may be vulnerable due to the current pandemic. Furthermore, during the pandemic, children and young people may lack a sense of personal autonomy, as events and changes are out of their control, may then begin to doubt their own self-efficacy. Promoting and restoring a sense of self-efficacy can support their overall level of wellbeing and resilience. Some researchers argue that the higher the sense of self-efficacy a person has, the greater the effort, persistence and resilience they will demonstrate
- Undertake activities to support children's self efficacy including ways to explore their identities and future thinking
- Solution focused questioning and dialogue can help elicit a young person's strengths and/or coping skills at times of difficulty and change. Exploring questions together like: What are you good at? And what else? What else? Anything else? May help to extend this list further. Other questions such as, what have you been pleased to notice about yourself during this time? Or how have you coped during lockdown? May help to elicit other individual qualities, problem solving skills and strengths.
- The BiBorough Educational Psychology Consultation Service, *Transition, recovery and learning in the aftermath of a pandemic document*, highlights the value of continuing to be hopeful and optimistic. It is understandable that people may have a more pessimistic view of the world at times of uncertainty, fear and change, but reminding them of their strengths and skills can help to promote a greater sense of optimism and recovery
<https://czone.eastsussex.gov.uk/media/6238/2020-transition-recovery-and-learning-primary-30420.pdf>

FURTHER WORK

Monitor any young people who are raising the feeling of being unable to do things that they could previously or any sense of overwhelm. Any patterns of hopelessness should be monitored very carefully. Young people may report inability to undertake tasks that were previously well-within their capabilities



EMAIL ADDRESS



TWITTER HANDLE



TELEPHONE NO.



LINKEDIN URL