

Gets easily frustrated if a task is too difficult

When children access continuous provision and engage in active learning, adults can observe their play and interests and allow them time to become more deeply involved in that play. Attuned adults support children's resilience by modelling getting things wrong and having another go – it's ok to fail.

By respecting children's efforts and ideas, they can feel safe to try new ideas, take risks and feel comfortable when the outcome is not what they intended.

Typical development

3 to 4 year olds will be learning to:

How can practitioners support children if they get frustrated when a task is too difficult?

- Are practitioners able to interact calmly and sensitively with children whose emotions are overwhelmed?
- Do all children have equal opportunity to be a part of their setting? Do they have a sense of belonging and a role to play as part of their community?
- Consider the resources you have available; can children play with what is there?
- Do adults model how to react when they make a mistake? Do adults model resilience and have another go? 'If at first you don't succeed, try again'.
- Consider how your environment impacts children's access to learning.
- Consider asking curious questions to parents to find out about how the child is at home and if there are any changes or challenges that may impact on the child.

Activity ideas/resources

- Adult to offer support when children are in new situation or frustrated during play.
- Adult to model asking for help rather than helping without asking the child.
- Adult deliberately making a mistake e.g. saying the wrong word/phrase in a familiar story or rhyme.
- Notice children's effort not just achievements, encouraging their inner motivation rather than working on your approval.
- Adult using open ended comments to provoke independent thinking.

Useful links

<https://www.annafreud.org/early-years/early-years-in-mind/common-difficulties/>

<https://www.ghll.org.uk/>