

'Supporting your Child at Home'

Miss Hughes and Mrs Robbins

Intro...



Miss Hughes
SENDCo



Mrs Robbins
Inclusion and Welfare

Purpose of the talk;

- Strategies in school that might be useful at home

Not able to discuss individuals

- Speak to class teachers

Disclaimer

If these tools and approaches help your young people at home, it does not mean they have a special educational need

The help and support that young people need is individual to each person – not all of these things will be beneficial to everyone

Using these tools take time to establish – they probably won't change things instantly

Feeling safe

Craving certainty

- What, when, why, how, who, how often...

Being unsure can lead to:



Change of
behaviour



Physical



Avoidance



'Meltdown'

Routines

Develops a sense of safety and security

Encourages giving a go, independence

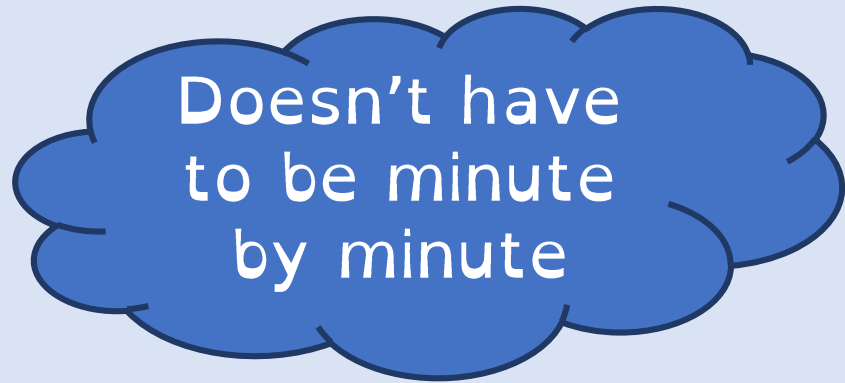
Helps develop social, emotional and academic growth



Consistent
and regular



Oops!



Doesn't have
to be minute
by minute

Visuals

The use of visuals...

Reduces cognitive load

Don't have to rely on
vocab or language

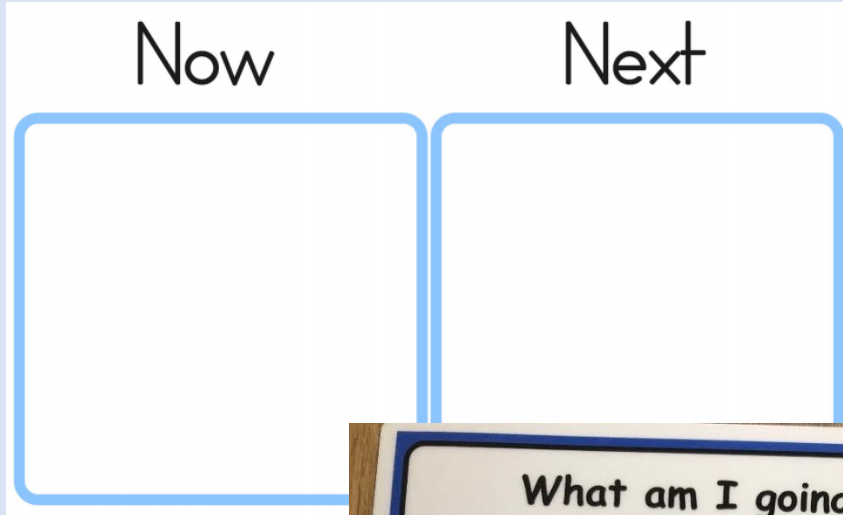
Don't have to rely on
memory

Consistent and reliable







Develops independence

Visuals
















Timetables



What am I going to do today?

 Now	 Next	 Then
 Breakfast	 Garden	 Art & Craft

-  assembly ✓
-  choosing
-  tidy up
-  phonics
-  prayer
-  wash hands
-  lunch

Monday	Tuesday	Wednesday	Thursday	Friday
				
				
				

Visuals

Reminders



Timers

Clear when time is up

Visual prompt for next step

Understanding of time





Develop turn taking



Zones of Regulation

Identify emotions, identify what's needed to regulate

- Visual; doesn't rely on using words
- Increases emotional literacy
- Tool to understand and choose what is needed

ZONES OF REGULATION!			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

Zones of Regulation

Identify emotions, identify what's needed to regulate

When I am feeling...			
Blue Zone	Green Zone	Yellow Zone	Red Zone
I can...			
Write my feelings Speak to an adult 10 minutes reading	Concentrate Learn Play	Squeeze putty Movement break 5 minute brain break	Lazy 8 breathing Deep pressure

Controlled Choices 'Two Good Choices'

Adult directed

- Presents the available options

Child 'in control'

- Chooses final outcome

More likely to engage

Increased motivation

More likely to complete task



"Would you like to read The Smeds and the Smoos or The Gruffalo tonight?"

Reward Time

Reward system so young person can feel when they've done well

- Achievable
- Manageable
- Regular

Songs/Rhymes

Repetition helps to remember

Use familiar tunes

- 'blazer, book bag, water bottle'

'Special Time'

Dedicated time with a chosen person, for example mum or dad, to do whatever they want to:

- Play a game together
- Talk about 'Minecraft'

No expectations or demands

Thank you!

If you have any questions, contact your child's class teacher through the office in the first instance.

If needed, my email is on the website.