



Difficulties regulating emotions



- Support with transitions – plan accordingly. (moving between lessons, after break time, after weekends)
- Warning of any changes (eg: change of staff, visitors, trips).
- Be aware that the child's ability to process language will be reduced when they are angry or upset.
- Visual timetables clearly visible – structure of the school day is clear and events are physically removed to show the passing of time. Individual timetables can be used.
- Use task planners that can be ticked off.
- Use of a sand timer or count down to know how long they have to finish a task.
- Allow time for the child's special interests as part of the daily or weekly structure.
- Use now and next board – adult led task followed by child's special interest activity to support regulation.
- Use of social stories.
- Timetables shared with parents so they can speak to the child about what is happening in the day.
- Consistent member of staff to meet and greet the child each morning and support them settling into class.
- Adults respond to signs of distress and allow child to have some control (eg: finish an activity).
- Offer sensory or learning breaks (eg: sensory circuit; ear defenders, sensory objects).
- Access to a calm, quiet, less stimulating area (eg: pop up tent; another room).
- Small group work to reduce sensory and emotional demands.
- Provide individual quiet work/project time – eg: colouring, lego – to allow time to regulate their emotions.
- Clear communication between staff about the child's needs and strategies to be implemented to enable consistency – one page profile.
- Adults are responsive to signs of emotional dysregulation and adjust tone of voice, body language and instructions accordingly.
- Interactive feelings display – zones of regulation – common language used to talk about feelings.
- Support at playtime – access to a quieter space with fewer peers – wide range of craft and play equipment.
- Capture and celebrate positive and calm moments.
- Adults model coping strategies – eg: breathing techniques, visualisation strategies.
- Validate all emotions, whether positive or negative.
- Identify triggers and specific responses. (ABC approach – antecedent, behaviour, consequence).
- Familiar adult available to support talking through of incidents/anxieties/behaviours.