

Return to school- SEMH Primary

'The anxious child is not a learning child'

CITY OF
WOLVERHAMPTON
COUNCIL

OUTREACH SERVICE
SUPPORTING SCHOOLS. ENABLING INCLUSION.



PRESENTED BY: MANDA TAYLOR AND ALISON EGERTON



Return to school....SEMH



Children with social, emotional and mental health (SEMH) generally have difficulties in managing their emotions and behaviour. The loss of routine and structure may have caused huge anxieties for some of our children.

Many will be reluctant to leave their homes regardless of their experiences and may find getting back to school an emotional trauma in itself.

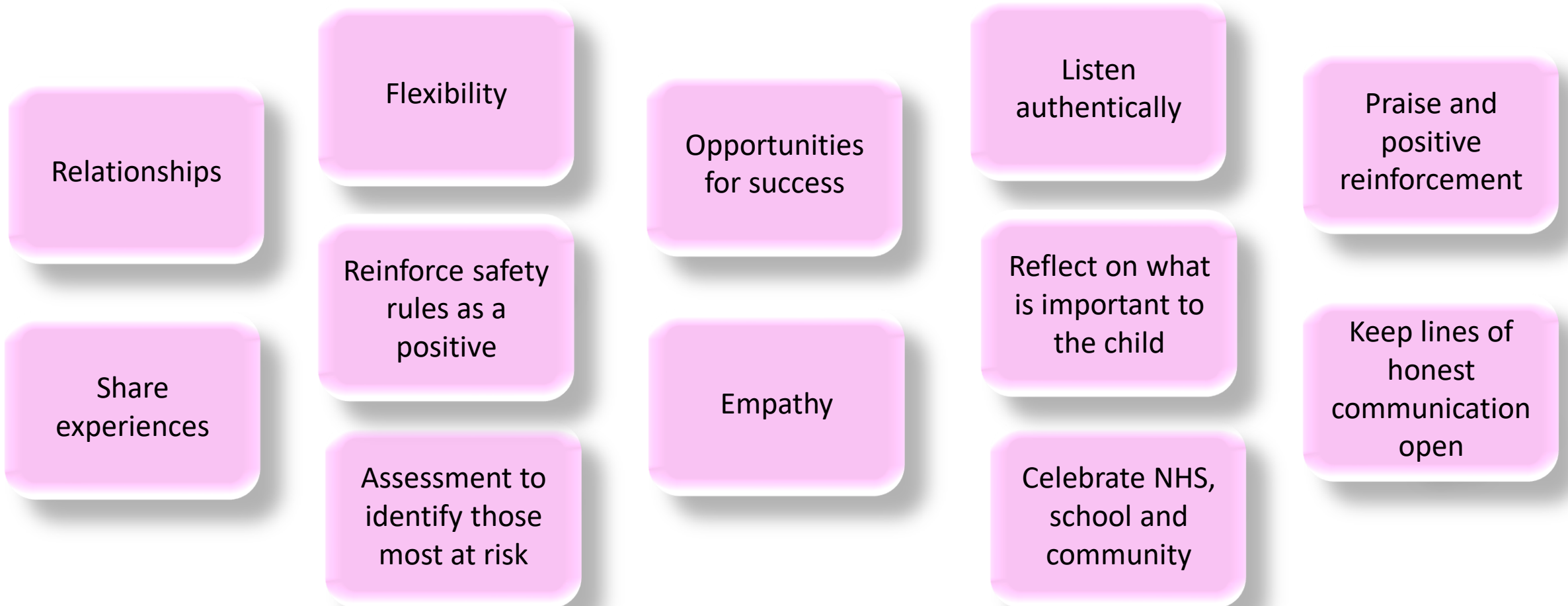
Given what we now know about the impact of trauma, it is clear that schools will need to incorporate therapeutic approaches.

Schools will need to provide a safe and nurturing environment ensuring those who are the most vulnerable have the wrap around care they need to build resilience - a complete recovery plan personalised to their needs.

We need to first look at re building relationships not only between staff and children but also peer relationships

Consider the following

Emotional support- Kindness will rule!



Feelings and emotions



EMOTIONS

ANXIOUS/WORRIED
FRIGHTENED
GRIEF
PANIC
ANGRY
INSECURE
GUILTY
ISOLATED
SADNESS

BEHAVIOURS

DISRUPTIVE
UNCOOPERATIVE
EMOTIONAL OUTBURST
MOOD CHANGES
WITHDRAWAL/SADNESS
HURTING OTHERS
SELF HARM

Practical approaches

Visual support-



Use of visuals at this time will very important to offer reassurance and reduce anxieties. They are a consistent reminder and let the child know exactly what they are doing, what will be happening next and where they need to be.

These can be used in the form of a class timetable to ensure the child knows what is happening throughout the school day

Some may need additional support in the form of a individualised now and next board so the child knows exactly what is happening now and what will be happening next

Labelling the classroom



Practical approaches

Structure – establish familiar routines



Unstructured times are enjoyable for most children. However due to lack of routine and unpredictability these can be challenging times for others

Why are unstructured times difficult?

USUALLY NO INSTRUCTIONS TO FOLLOW

OFTEN LESS SUPERVISION

UNSURE WHAT IS EXPECTED OF THEM

POSSIBLE SENSORY OVERLOAD

COMMUNICATION DIFFICULTIES

How can we help?

PLAN FOR MORE STRUCTURE

VISUAL SUPPORT

CHOICE BOARDS

ALTERNATIVE AREA

PLANNED ACTIVITIES FOR OUTDOOR PLAY

Practical approaches – *The importance of Play*



Play allows children to approach something that might be frightening in a way that makes it less frightening and more understandable.

Imaginative play can maintain a child's sense of safety and control

Create the conditions for imaginative exploration



Practical approaches

Sensory regulation-



It is important to remember there may be significant sensory changes for some children. Children's experiences will vary greatly. Some may have been in a quiet environment whilst others may have experienced sensory over load. The adjustment back into class may be an overwhelming experience.



PROVIDE A CALM ENVIRONMENT

CREATE A CHILL OUT / SAFE SPACE

SENSORY SNACKS / BREAKS

STRESS / FIDDLE TOYS

BRAIN BREAK – PHYSICAL ACTIVITY



Practical approaches

Positive approach to learning-



We need to build opportunities for success; building children's confidence to learn again-

PHRASE CORRECTIONS AS POSITIVE INSTRUCTIONS

PROVIDE OPPORTUNITIES FOR ERRORLESS LEARNING

PROVIDE OPPORTUNITIES FOR SELF CORRECTION

SEQUENCE OF STEPS DURING TASKS – TASK LISTS

BREAK DOWN TASKS INTO SMALLER MORE MANAGABLE CHUNKS

MULTI SENSORY APPROACH



Practical approaches

Emotional regulation - Label the emotion!



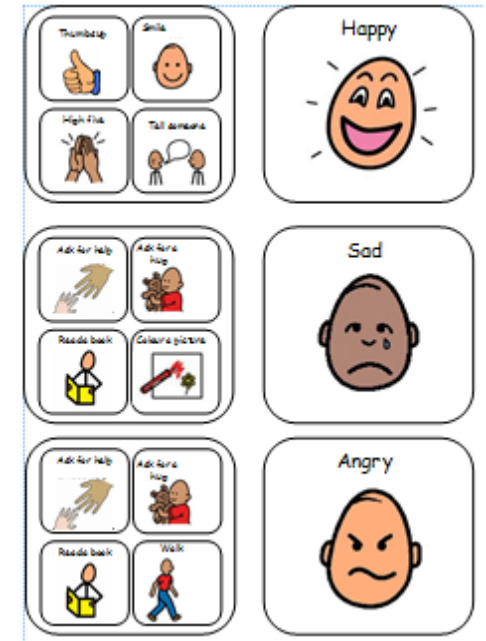
For young children knowing there is a name for their feelings is an early tool in learning to manage and regulate their emotions – feeling understood helps to develop neural pathways

Disapproving or minimising a child's feelings will not stop them from having those feelings. Instead this will force them to suppress their feelings. Supressed feelings will not go away and will look for a way out.

My feelings chart

I feel:

I choose:



Emotions keying

Practical approaches

Emotional regulation-

Plan activities to support Emotional Literacy in order to increase vocabulary of emotions; allowing young children to better understand and express their own emotions



EMOTIONS FISHING GAME

STORIES THAT DEPICT EMOTIONS

EMOTION BOARD GAME

CUT OUT AND SORT

FEELINGS BINGO

MATCHING EMOTIONS

CIRCLE OF FRIENDS

Emotion coaching

Key elements:



BECOMING AWARE OF YOUR OWN AND THE CHILD'S EMOTIONS

RECOGNISING THE EMOTION AS OPPORTUNITY FOR INTIMACY AND TEACHING

LISTENING EMPATHETICALLY, VALIDATING THE CHILD'S FEELINGS

HELPING THE CHILD FIND WORDS TO LABEL THE EMOTION

SETTING LIMITS AND EXPLORE STRATEGIES TO SOLVE THE PROBLEM AT HAND



Emotion coaching

Emotion management styles



'Toughen up'
'Stop crying'

'I understand you
let me help you'

'Cry it out'
'Let it go'

'You'll get
over it'

Return to school....SEMH

Steps to success



RECOGNISE AND LABEL – it is important for the child to have a word for how they are feeling

EMPATHISE AND UNDERSTAND – this needs to be genuine

VALIDATE THE FEELING – we validate by reminding the child that it is ok

SET LIMITS AND BOUNDARIES – for safety

PROBLEM SOLVE AND GENERATE IDEAS TOGETHER – to move forward

Return to school...SEMH

Understanding stress responses



Fight



Flight



Freeze

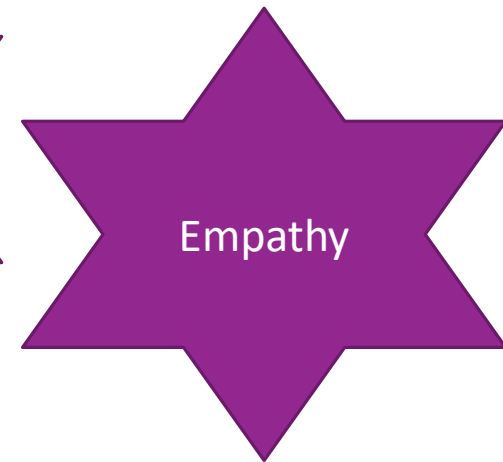
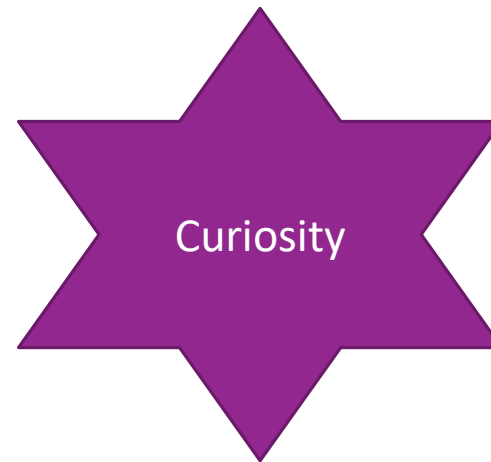


P.A.C.E

Playfulness, Acceptance, Curiosity and Empathy

With PACE, the troubled child can start to look at himself and let others start to see him, or get closer emotionally. He can start to trust.

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore



Thank you for your time

Please stay in touch:

agerton@broadmeadowspecialschool.co.uk

MTaylor@broadmeadowspecialschool.co.uk

Tel: 01902 556 756 / 01902 558330

www.wolverhampton.gov.uk/outreach