



The Same, but different!




Behaviour and Regulation

As a staffing team, we are continually focusing on appropriate learning behaviours in school and reinforcing these with the children. CONTINUITY is key with all things behaviour related.

Behaviour, meltdowns and tears are all things that I often have conversations with parents about regularly. These are all normal as it is the children's way of expressing a need! Some children may be able to regulate better than others, whereas others may not have the appropriate language, so we sometimes need to put strategies in place to support. I will cover more on this each month.

Routine

We all know that most children thrive on rules and routine. Sometimes, some children are more visual, and require an aid to support/ explain the expectations of them throughout the day. In class, we use visual timetables and Now and Next boards. These go hand in hand with supporting behaviour and avoiding meltdowns. As simple as they sound, when used consistently, they really can be a useful tool to use at home too. Think about the mornings requirements that turn into arguments - having to repeat yourself 50 times before your child completes the task. If you think this is sometimes how your morning turns out, give these a go. Expectations and then reward!

1	2	3
 Get dressed	 Clean teeth	 TV

Lockdown learning ideas

Use your Uno cards to make addition number sentences.

Get a pack of cards and put them in



Brain breaks

As adults, we are able to recognise when we need a break from a task and often go for a walk, make a cup to tea, to then re-engage in the task that needs completing. For children, this isn't a natural process, so we need to build these in for them. Again, all children are different, so some may need more frequent breaks than others.

Brain breaks are mental breaks designed to help children stay focussed and attend. They get children moving to carry blood and oxygen to the brain as well as reducing stress and frustration. Try walking around, do star jumps or shake your body.

<https://www.youtube.com/watch?v=gE7zCfxU7bE>

"If a child is feeling sad, our job is to witness, reflect and soothe—not to convince them they're wrong."

Sensory Circuits

Sensory circuits is a short, snappy sensory motor skills programme that sets children up for the day. It supports concentration and gets the fidgets out, improving their proprioception (their ability to understand where their body is in space).

For the circuit to be effective, all three steps must be completed, in the correct order.

Alerting: This provides vestibular (balance and motion) stimulation within a controlled setting, preparing the brain for focusing and for the demands of the environment. ...star jumps can be done at home.

Organising: This includes activities that require multi-sensory processing and balance. People need to organise their body, plan their approach and do more than one thing at a time in a particular order (sequence)...walking heel to toe can be done at home.

Calming: Calming activities that provide heavy muscle work and/or deep pressure (proprioception) ensure that children are calm and re-focused.

START the sensory circuit with ALERTING activities ...



Jumping on the bed or soft cushions placed on the floor.



Spinning around.



Bouncing on cushions.



Blowing and popping bubbles

THEN add ORGANISING activities ...



The Frog



The Crab



The Bear

Animal Walks



Wheelbarrow Walks



Bouncing & catching a ball – either standing still,



Drink cold drink through a straw

END with CALMING activities ...



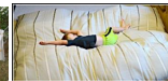
Wrap up in a blanket like a fajita & then wriggle free

Long, slow low level swinging with child lying or sitting in a sheet or blanket. After 3-5 swings (or end of a song verse), collapse the sheet into the 'crash mat'.

Long, slow squashing between two pillows as if you're adding favourite ingredients to a sandwich, one at a time. Ask the child to choose the ingredient that is added.



Tie a sheet to trees, bottom stair newel posts. Make sure its low lying.



Duvet on top of cushions & pillows



I hope that you find the information on here useful , and if there are any specific areas that you would like me to discuss next time, please let me know. If there are any resources that you would like in relation to the ideas given on here, or would like to discuss them further, please contact me via SENCO@sandwich-infant.kent.sch.uk

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