



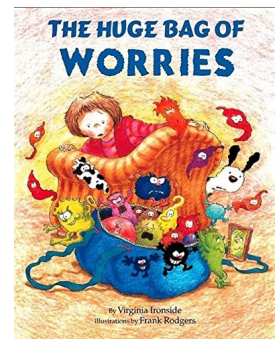
The Same, but different!

Anxiety and Worries

Anxiety is our bodies way of keeping us safe in dangerous situations, but the physiological response that can help us fight or flee feels quite scary. Talking to your child about what is happening in their amazing body removes some of the fear. Anxiety feels different for different people – help them find their own words to describe it.

Understanding triggers

- Encourage your child to 'name it to tame it' - if we can describe our worry we are half way to managing it.
- Encourage your child to share it—it doesn't make it go away but an adult can help.
- Some worries are just for adult to carry, not for children.
- Walk through your child's day—this can help identify tricky parts.
- Try not to judge or assume: it's about what the child feels, not how you think they should feel.



WHEN YOUR CHILD SAYS "I'M BAD AT THIS!"

INSTEAD OF:

TRY:

Don't say that!



Tell me what makes you feel that way.

I'm bad at this, too. It's just not our thing.



Just because it's hard doesn't mean you can't be good at it. Let's look at this together.

I don't want to ever hear this again.



Is that really what you're thinking or are you just tired right now?

Don't worry. You'll learn this in no time!



Sometimes we need to give our brains time to learn.

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Break the anxiety cycle

Our instinct is to avoid places and faces that trigger anxiety, but every time we don't do the thing that scares us the brain thinks it had a lucky escape. Instead, we need to support and scaffold neutral or positive exposure to triggers. We need to be careful not to reinforce the worry through negative exposures. Careful planning is needed and celebration of all successes, no matter how small.

What can you do to help your child?

if we can be calm, then a child will begin to calm too – this is called co-regulation. Sometimes we have to fake it 'til we make it... be the swan! Use Slow-Low-Low talking and broken record phrases to help you, but if in doubt, take a brief time out



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

Dyslexia

Dyslexia currently affects around 16% of the population, and we begin to see it more and more in the classroom. I recently read an article from Richard Branson, who has Dyslexia himself. He describes dyslexia as "a different way of seeing the world, a different way of processing information, and a different way of coming up with great ideas. Many of you will discover that it is actually a superpower that can take you to great heights".

Dyslexia is a neurological difference and can have a significant impact during education, in the workplace and in everyday life. As each person is unique, so is everyone's experience of dyslexia. It can range from mild to severe, and it can co-occur with other learning differences. It usually runs in families and is a life-long condition.

It is important to remember that there are positives to thinking differently. Many dyslexic people show strengths in areas such as reasoning and in visual and creative fields.

Signs of dyslexia

- Speed of processing: slow spoken and/or written language
- Poor concentration
- Difficulty following instructions
- Forgetting words
- Poor standard of written work compared with oral ability
- Produces messy work with many crossings out and words tried several times, e.g. wippe, wype, wiep, wipe
- Confused by letters which look similar, particularly b/d, p/g, p/q, n/u, m/w
- Poor handwriting with many 'reversals' and badly formed letters
- Spells a word several different ways in one piece of writing
- Makes anagrams of words, e.g. tired for tried, bread for beard
- Produces badly set-out written work, doesn't stay close to the margin
- Produces phonetic and bizarre spelling: not age/ability appropriate
- Uses unusual sequencing of letters or words

More can be found on the British Dyslexia Website at: <https://www.bdadyslexia.org.uk/advice/children/is-my-child-dyslexic/signs-of-dyslexia-primary-age>

What Your Child Is Trying to Tell You When They Get Angry

@THEMOMPSYCHOLOGIST

1. I'm overwhelmed.
2. I'm struggling with vulnerable feelings like sadness & powerlessness but I don't feel enough to share that with you yet.
3. I'm tired or hungry.
4. I'm overstimulated or bored.
5. I feel jealous and left out.
6. I want more connection/attention from you but don't know how to ask in a different way.
7. Do you still love me? Even when my feelings are messy?
8. I feel threatened and I'm trying to protect myself.

the mom psychologist



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

Miss Bennett

