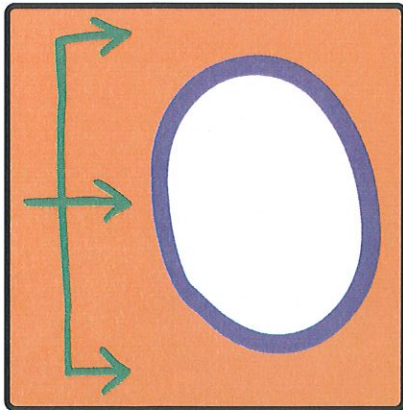


Use visual supports



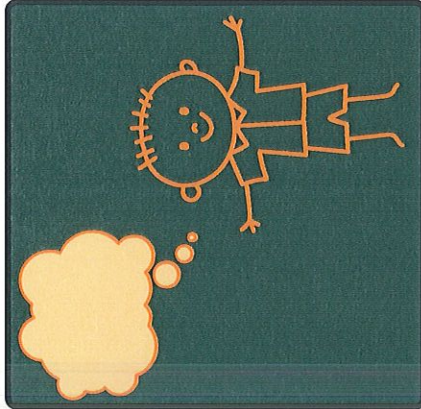
Words disappear. Use visual supports as much as possible so I can process what you have said at my own pace (e.g. pictures/symbols/written word/line drawings)

Use Social Stories



Provide a short description of a particular situation, event or activity. This should include specific information about what will happen and when

Use Comic Strip Conversations



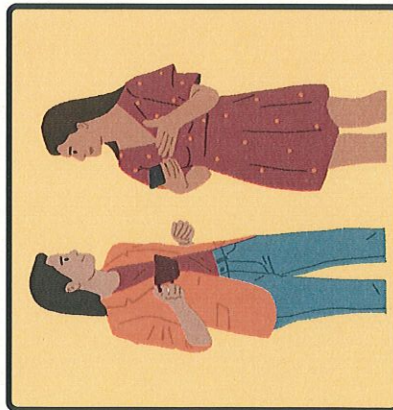
Use this to help me reflect on a social situation. Add speech bubbles to show what was said and thought bubbles to reflect what people were thinking at the time. Let me find other possible solutions

Help me to think about how others are feeling



After watching a video clip or listening to a story encourage me think about what the characters where thinking

Talk about emotions



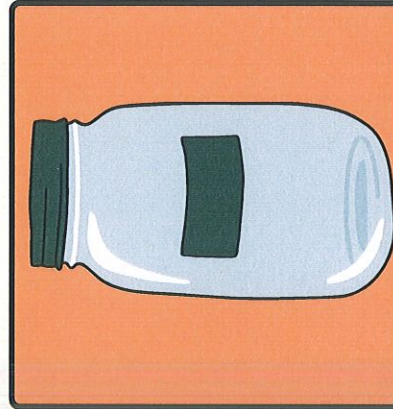
Talk about your feelings me. Support me to identify how my body feels when experiencing an emotion: e.g. 'how does your body feel when you are excited?'

Check-in time



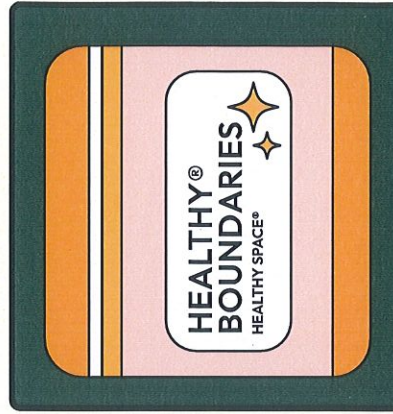
Provide me with a regular check-in time so that I can share any concerns. Help me evaluate the size of the problem and how I can manage it

Worry box/Jar



Help me to find a physical way of getting rid of my worries so they don't need to carry them around, and so I can learn to let them go

Set and agree boundaries



Provide clear reasons for specific boundaries and agree them together. These may include self-care and health and safety requirements

Planned movement breaks



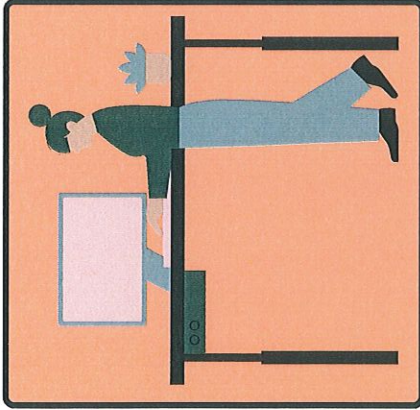
Allow me opportunities to move around the room, such as: choose me to write key words on the board, or hand out papers - this way it can help me release energy

Encourage regular movement



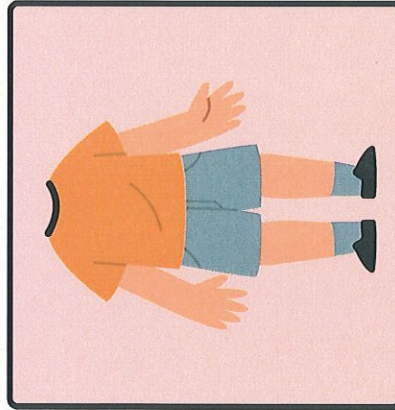
This can be calming, organising and provides feedback to my body. Help me incorporate this regularly throughout the day

Seating for learning tasks



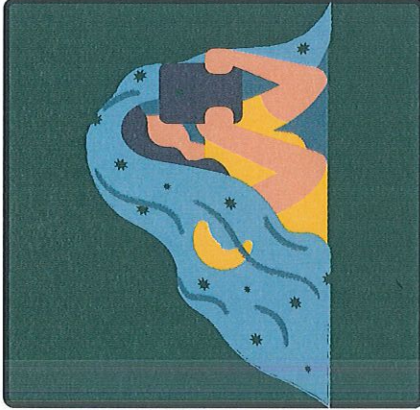
Be flexible with class-based seating positions. Allow me to stand up or kneel on my chair as it may help me to complete my work

Support me to be more aware of my body, feelings and sensations



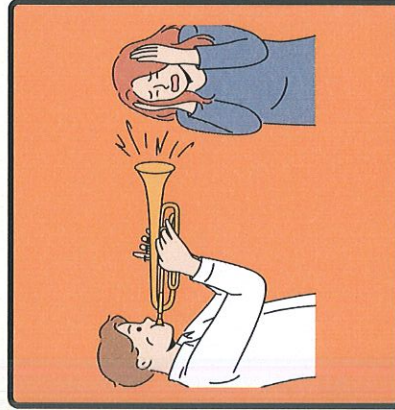
Encourage me to notice how various body parts feel during daily activities

Bedtime routines



Establish a consistent bedtime routine. Avoid screens an hour before bed, as the light disrupts the natural sleep-wake cycle, causing me to feel less sleepy than I should at bedtime

Prepare me for changes in noise levels



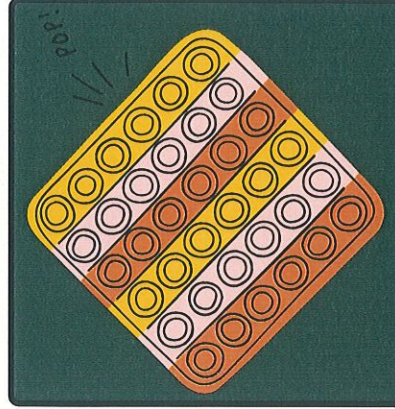
Where possible provide a verbal or visual warning before loud sounds occur. Let me wear ear defenders or noise cancelling headphones during times of increased noise levels

Structure the lesson for me



Support me to know what to expect for each lesson. Explain the structure and offer a reward/praise following my participation

Fidgets and sensory tools



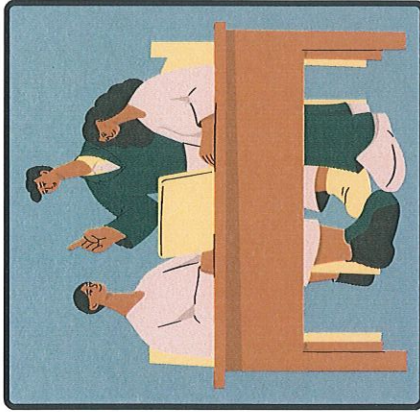
Fidget tools can help me pay attention and focus on learning. They can support me to learn to independently self-regulate

Calling me by my name



Before you start speaking to me to check that I am ready to listen, and so I don't miss the first part of the instruction

Keep instructions short and in an order



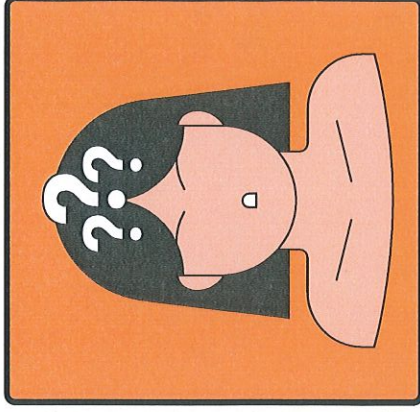
Allow at least 10 seconds to let me process before you repeat or rephrase an instruction

Allow me to take regular movement breaks



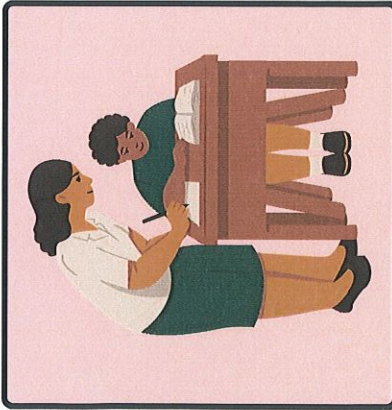
Try giving me an errand or a specific activity (e.g. 10 wall presses). Encourage me to request more movement breaks by putting my hand up or holding up this 'movement break' card

Identify things that are distracting me



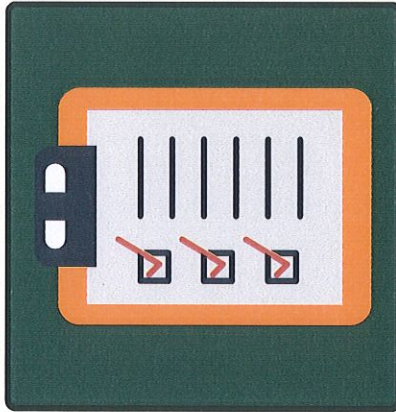
Distractions can make it difficult for me concentrate on a task. Talk to the me about what might be distracting me so I can get used to spotting things myself (is it something they can see or hear?)

Consider seating and positioning in the classroom



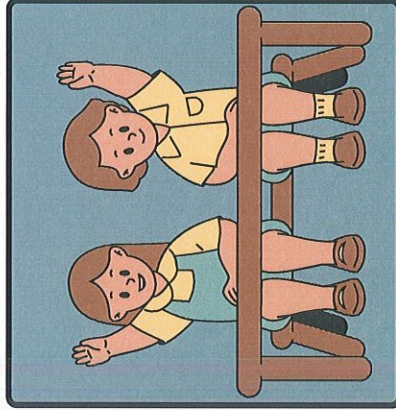
Discuss where is the best place for me to sit, where I can maintain my focus and attention. Sometimes the front of the classroom can make me feel uncomfortable, not being able to see what is going on behind me

Supporting memory



Break down instructions step by step for me. Allow me to complete the first step before giving me the next one

Talk about communication



Talk with me about my communication needs and help me get my needs met in the classroom (e.g. hands up, using picture prompt cards, using sticky notes)

Say what you mean



Keep language clear and direct. This will stop me from misunderstanding you

Allow reasonable adjustments



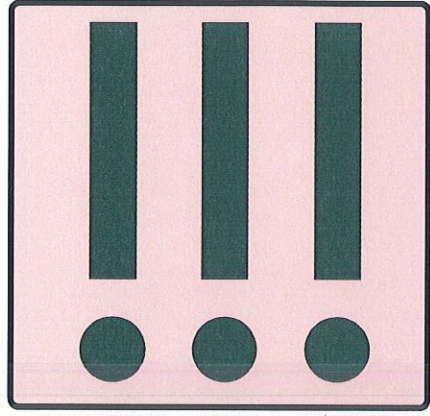
Take into account my sensory needs. I may need to take my blazer/jumper off in school if I feel too hot or I may need a flavoured drink instead of water

Be mindful of food textures



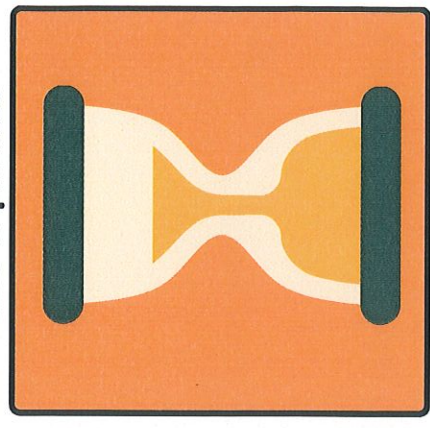
I may prefer certain food textures to others due to difference in temperature, texture and flavour. However, I need to try and eat a balanced diet where possible

Help me prioritise tasks



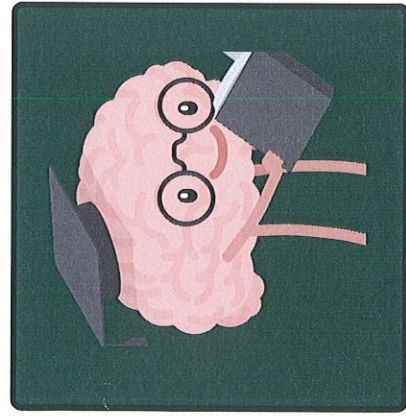
Support me to work out where to start with homework or self-care tasks when at home

Allow me time to process



Be aware I may take longer to respond. I might need more time to answer a question or complete my work. Print off slides to support my learning

Teach memory techniques

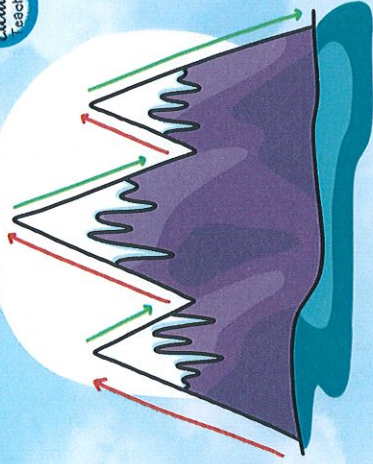


Creating a rhyme or a visual memory can help me to remember things easier



Rainbow Breathing

Put your finger at the bottom of the rainbow, trace your finger slowly whilst breathing in through your nose, when you reach the other side pause before tracing your finger back over the rainbow whilst breathing out slowly. Do this for each colour of the rainbow.



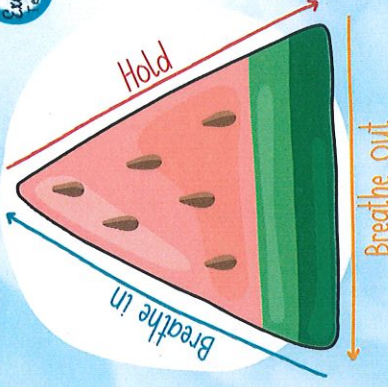
Mountain Breathing

Imagine that you are walking up a tall mountain. Breathe in slowly as you walk up, when you get the top pause and hold in that breath before walking back down and breathing out slowly. Repeat this until you feel calm and relaxed.



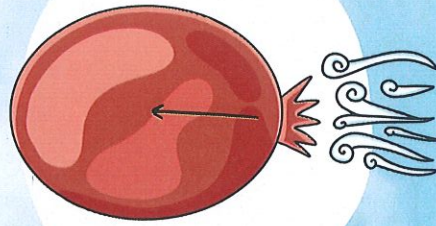
Superhero Breathing

Imagine you are a superhero. Reach down and touch your toes. Breathe in whilst bringing your arms up slowly to reach up tall. Feel your body fill with air. Pause to do your flying superhero pose. Before breathing out and letting your arms fall quickly.



Triangle Breathing

Think of a triangle. For one side breathe in slowly for 4, then for the second side hold your breath for 4 before breathing out for 4 for the final side. You could imagine this as a slice of watermelon, pizza or anything that is triangular.



Balloon Breathing

Imagine that you have a balloon in your tummy. Slowly breathe in counting to 3 in your head to inflate the balloon, hold for 3 and then breathe out for 3 deflating the balloon slowly before pausing for 3. Repeat this 5 times.



Finger Breathing

Hold up one hand, start with your thumb, breathe in slowly until you reach your nail, pause and breathe out slowly until you reach your palm and pause again. Do this for each finger.



Dragon Breathing

Stand up tall, breathe in for 4 through your nose letting your nostrils flare, hold this breath for 4 before arching your neck and breathing out from your throat for 4 forcing hot fiery air into the sky.



Infinity Breathing

Imagine an infinity symbol or a sideways 8. Start in the middle, breathe in slowly and you work your way around one half, pausing when you reach the middle again before breathing out slowly for the second half meeting back in the middle to pause. Keep going until you feel relaxed.