

## Creating Calm



*Be calm yourself - emotions are contagious!*

- Practice self-care
- Know your push points
- Ask for (or give) help if adult dysregulating

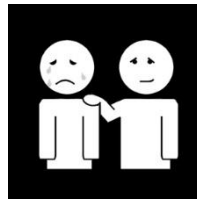
*Allow access to calming sensory activities - small regular 'doses'*

- Colouring/creativity
- Movement/exercise
- Calming visual input
- Connect with nature
- Drinks or snacks (sucking or blowing)
- Deep breathing

*Children regulate more quickly with a calm adult.*

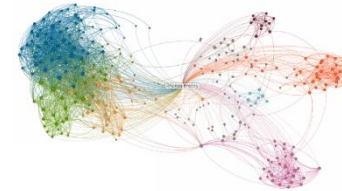
*"When little people are overwhelmed by big emotions, it is our job to share calm not join their chaos." L P Knost*

## Creating Comfort



- Provide familiar, predictable routines, environment and where possible, people
  - Use eye contact, words, facial expressions to give messages of comfort
  - Provide certainty where possible
  - Explain what will happen next
  - Encourage dialogue about feelings of stress/anxiety
  - Ensure children know how to ask for support
  - Teach students about emotions, the brain and ways to regulate
  - Remember behaviour is communication
- "We are only as needy as our unmet needs" John Bowlby*

## Creating Connection



- Develop culture that prioritises relationships and well-being
- Provide ample opportunities to share fun, laughter and playfulness
- Collaborate on joint activities
- Ensure all feel seen, heard and validated
- Be prepared to share about yourself - relationships are 2 way - remember what they tell you
- Remind children they are important to you, that you care about them.

*"The greatest healing therapy is friendship and love." Hubert H Humphrey*