



Ways to Support Children When Entering Reception

SEND Team

Mrs G Dunckley – SENDCo – Special Educational Needs and Disability Co-ordinator
Miss Edwards – Pastoral and SEN Support



As SENDCo, I oversee the provision for children who have a special educational or developmental need, liaising with parents, staff and outside agencies to ensure that each child is cared and provided for in the way that is right for them.

We believe it is vital that children get the right support at the right time. As a team, we support staff with advice, strategies and help monitor children's behaviours to see if any additional support is needed. This is always from a place of support.



Working Together



- We are all working to the same goal, to make sure that your child feels fully supported at Amblecote Primary.
- Therefore, any concerns will be shared with parents straight away. Staff will then explain how these concerns can be supported and what can be put in place.
- The SEND Team at Amblecote also offer behavioural and emotional support.
- Today, I'm going to offer some support and games to help improve your child's listening and ways to help co-regulate your child's emotions, looking at an approach we use in school, **Emotion Coaching**.

Supporting your child coming into reception



- Listening is one of the most important skills you can teach your child.
- Listening skills will affect your child's:
 - Ability to develop speech and language skills
 - Ability to read (hearing, distinguishing and blending sounds)
 - Ability to follow verbal instructions at home and within school
 - Ability to socialise and communicate effectively
 - Ability to cope in general at home and at school
- **Paying attention to this skill at home for just 5 – 10 minutes a day, can make a massive difference to your child's overall listening ability and help them cope better at school.**

Simple Listening Games

- These games will help to build vital listening and memory skills.
- Examples of games:
 - Broken Telephone – (Chinese whispers)
 - Musical Statues
 - I went to the zoo and I saw a...
 - Which is the odd one out?
 - What sound is that?
 - Go on a listening walk
 - Listening to stories
 - Give multiple instructions
 - Ask questions during story times
 - Draw a picture with instructions
 - Model good listening and praise good listening



Remember to ...

- Encourage your child to look at you when you are talking to them and praise them for doing this.

“I really liked it when you stopped and looked at me straight away when I called your name.”

- Use simple and specific language -
“Can you put away the blue box?”
- Use one-step instructions. Ask your child to repeat what you would like them to do.
- Use of praise/reward – share the good choices they have made



What is emotion coaching?

Emotion coaching enables children and young people to manage their own behaviour through helping them to understand the different emotions they experience, why they occur, and how to handle them



EMOTION COACHING

What is self-regulation?

Self-regulation is the ability to understand and manage your behaviour and your reactions to feelings and things happening around you.

It includes being able to:

- regulate reactions to strong emotions like frustration, excitement, anger and embarrassment
- calm down after something exciting or upsetting
 - focus on a task
 - refocus attention on a new task
 - control impulses
- behave in ways that help you get along with other people.



Produced by Dr Sarah Murray and Dr Kirsten Krawczyk Emotion Coaching
Practitioner Trainers and Educational Psychologists



www



STEP 1: EMPATHISE, VALIDATE AND LABEL

- Recognise all emotions as being natural and normal
- Recognise behaviour as communication
- Look for physical and verbal signs
- Take on the child's perspective
- Use words to reflect back child's emotion
- Affirm and empathise
- Provide a narrative/translation for the emotional experience



Emotion Coaching Scripts: Step 1



- *'I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that'*
- *'I can see you're frowning and you're kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something'*
- *'I noticed you looking around at the others who are working on their projects. I think you might be feeling nervous right now about whether your work will be ok. Have I got that right?'*

STEP 2: SETTING LIMITS (IF NEEDED)

- State the boundary limits of acceptable behaviour
- Make it clear certain behaviours cannot be accepted
- But retain the child's self-dignity (*crucial for responsive behaviour and well-being*)



Emotion Coaching Scripts: Step 2

- *'These are the rules that we have to follow. Doing that is not ok'*
- *'We can't behave like that even though you are feeling annoyed because it is not safe'*
- *'You didn't put the ball away as we agreed. You're probably angry that you can't play with Billy because you have to stop now'*

STEP 3: PROBLEM-SOLVING WITH THE CHILD

- When the child is **calm** and in a relaxed, rational state:
- **Explore** the feelings that give rise to the behavior/problem/incident
- **Scaffold** alternative ideas and actions that could lead to more appropriate and productive outcomes
- **Empower** the child to believe s/he can overcome difficulties and manage feelings/behaviour



Emotion Coaching Scripts: Step 3



- *'This is not a safe place to be angry. Let's go to a safe place and then we can talk'*
- *'Next time you're feeling like this, what could you do? How do you think you will react next time or if this happens again'*
- *'You need to sit either by Ruth or sit by your key adult in front of me – which do you want to do?'*



IN SUMMARY

STEP 1:

- Recognise, empathise, validate feelings and label them.
Connection before correction.

“ I can see that you are feeling angry/upset.”

STEP 2:

- Set limits and normalise difficult emotions. Rapport before reason.

“It is OK to be angry and upset; it is not OK to throw things.”

STEP 3:

- Problem solve with child when calm.

“If you are angry or upset with others what could we do instead? Let’s work that out together.”

Co-regulate child’s emotions with the child at times when he/she is unable to self-regulate.



EMOTION COACHING

scripts

helping children understand their feelings and manage their emotions by co-regulation

1



Recognise and Empathise

Emotional first aid is needed to create a safe haven, a place of trust and acceptance. Recognising that all emotions are natural and normal
Connect before Correct

This first step does not require physical action, but it's the process of 'tuning in' to the situation, looking for physical and verbal signs of the emotion being felt. Bear witness to what is happening, gather your evidence. What is the child feeling and why?

2



Validate and Label

Helping the child to label the emotion, encourages the regulatory process to engage and reconnect the thinking brain with the limbic system
Name it to Tame it!

You seem angry as you're clenching your fists and shouting

I can see that something's not quite right - can you tell me about it?

I'm sorry that happened to you, you must feel very

It's normal to feel angry about that, I would feel that way too

I can see that you get frustrated when that happens

I can see that you're frowning and you're kicking the wall and expressing a lot of energy. I would be feeling like that too if I didn't want to do something

3



Limit Setting

Setting the boundaries of acceptable behaviour ensures the safety of the child and those around them. It's important not to make the child feel shame. Be mindful of retaining the child's self-dignity
PIP and RIP

... it's not OK to behave like that

... the rules are that we do not...

... these are the rules that we all have to follow

We don't deal with our emotions by hurting others

We don't throw things, it's not safe

... it's OK to feel like that but it's not OK to behave like that

4



Problem solve

Helping the child to believe they can overcome difficulties and manage feelings and behaviour is empowering
Restore and repair

EXPLORING

How were you feeling when that happened?

What were you trying to achieve by ...

Have you felt that way before?

PROBLEMATISING

Let's think of what you could of done instead

Can you think of a different way to deal with your feelings?

I can help you think of a different way to cope

SOLUTIONS

Do you think that... would be more helpful?

Try and do this next time you feel like this

Let's decide what you will do next time you feel like this



EMOTION COACHING

Attend to the emotion
acknowledge somethings wrong

01

SAY

"Whoa! I can tell something's up right now"

Name the emotion
Put the emotion your child's experiencing into words

02

SAY

"You look really mad" or "you seem disappointed"

Validate the emotion

Remember – all emotions are valid, even if the behavior accompanying them is inappropriate.

03

SAY

"It makes sense that you feel [emotion] because [reason 1], and [reason 2], and [reason 3]"

Meet the Need of the Emotion
Help your child get through the emotion until it passes

04

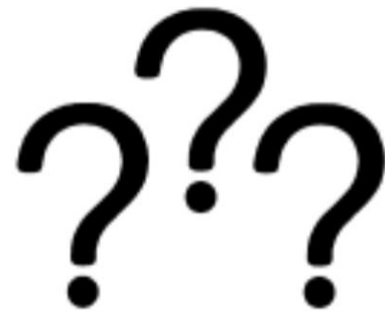
SADNESS needs comfort
FEAR need safety & security
ANGER needs patience & boundaries

emotion coaching helps children learn feelings are normal, and they need to be experienced, not suppressed or avoided.

Thank you for your time



thank you



any questions