

Strategies for Emotional Regulation

Encouraging movement:

- Pushing/pulling (gross motor activities)
- Shredding
- Delivering “letters” or books to classrooms
- Climbing – in an appropriate place
- Giving out/collecting resources
- Helping put equipment away eg PE, lunch tables
- Circuits of playground (with support)

Regulating breathing:

- Singing
- “Boom Chicken Boom” song. Adult says and pupil copies – Change words and tone of voice.
- Breathing – slow and steady breaths, not deep breaths; in through nose, out through mouth; short (counted) in breath, long outward (counted out breath)
- Blow bubbles – make the biggest bubble you can, can you make a bubble balance on your hand for 10 seconds etc, etc

Engaging left and right sides of brain together:

- Letters – Sorting – empty envelopes in “class number” order. With adult support deliver empty envelope to relevant classroom – movement break, distraction, engage opposite side of brain also, on EYFS baseline “Enjoys responsibility of carrying out small tasks”
- Numbers – Organising jumbled numbered pages into numerical order/sorting coloured counting dienes into coloured piles, stacks of 5/10/20 etc
- Coloured maths counters/sorting/organising
- Finger and thumb exercise – touching each finger in turn with your thumb – both hands
- Mind Gym Exercises (Brain Break) – see below
- Name 5 things
- Take 10 sips of water
- Colouring
- Follow my pencil line
- Jigsaw puzzles / cut up a picture and put it back together / take turns / missing piece
- Finger touches opposite ear in turn
- Jelly and Ice cream – adult says jelly and ice cream, child copies using same tone of voice. Adult varies tone of voice.

Engaging the senses:

Watch the sand timer / calm down jar

Weighted blanket/cushion

Listening to music (on headphones)

Crunchy foods

Smells such as lavender, camomile

For children who are hyper aroused (and need calming):

Chanting

Deep breathing

Pretzel – strong sitting

Spaghetti - <http://theplumtree.net/wp-content/uploads/2016/01/Spaghetti-Body.pdf>

Balloon Breathing

Stamping, bouncing, star jumps, running

Fiddle toys

Colouring

Play musical instrument

Sorting, matching

Comfort zone to go to

Calming smells eg camomile, lavender

If the child is Hypo sensitive (under responsive)

Stretches

Fresh Air

Strong smells eg. lemon

Sensory/Fiddle toys

Balloon breathing

Singing

Movement

Teach understanding of how the brain works – at an appropriate time.

Brain Break Activities

- 1. Practise yawning! Stretch your mouth as wide as you can. Stick your chin out and move it from side to side.**
- 2. Practise rolling your head in circles: slowly one way, then slowly the other.**
- 3. Practise rolling your eyes in circles: slowly one way then slowly the other.**
- 4. Close your eyelids and try it again.**
- 5. Hold your ears and slowly roll your earlobes between finger and thumb.**
- 6. Hold your ears with your opposite hand and slowly roll your earlobes between finger and thumb.**
- 7. Make a steeple with your fingers in front of your face, now lift each pair of fingers together starting with your index fingers. Keep your lips and teeth together.**
- 8. Make a steeple with your fingers in front of your face, now lift each pair of fingers together starting with your index fingers. Count quietly aloud as you do so.**
- 9. With your forefinger and thumb of each hand pinched together, extend your hands out in front of your face and trace large circles in the same direction. Keep your lips and teeth together.**
- 10. With your forefinger and thumb of each hand pinched together, extend your hands out in front of your face and trace large circles in the opposite direction. Keep your lips and teeth together.**
- 11. Stand with a partner shoulder to shoulder, now move apart so that you can touch the tips of your forefingers. Now trace a circle together.**
- 12. Stand with a partner shoulder to shoulder, now move apart so that you can touch the tips of your forefingers. Now trace different shapes together. Agree on what size and shape beforehand.**
- 13. Practise shrugging your shoulders slowly forwards, then slowly backwards.**
- 14. With your elbows at shoulder height, practise making big circles, then small circles, forwards and backwards.**
- 15. Practise good breathing – deep and slow. Count in and count out. Do not hold your breath, just breath deeply.**
- 16. Practise good breathing for ten breaths – deep and slow. Count in and count out. Do not hold your breath, just breath deeply.**
- 17. Practise placing your feet flat on the floor, now gently rock onto your heels, now back onto your toes.**
- 18. Sitting in your seat with your hands holding the seat, extend your feet forwards and rotate your feet together one way then the other way.**
- 19. Sitting in your seat with your hands holding the seat, extend your feet forwards and rotate your feet together in opposite directions.**
- 20. Stand up tall and in a space to yourself. Bend gently from the waist and stretch your fingers towards your toes.**

21. Stand up tall and in a space to yourself. Place one foot in front and flat on the floor, slide the other foot back with just your toes touching. Bend gently at the knee and stretch carefully.
22. Swap over and concentrate on stretching the other way.
23. Write the key words from your lesson in the air with one hand.
24. Write the key words from your lesson in the air with two hands together.
25. Trace circles in the air with two hands together. Follow your hand movements with your eyes only. Keep your head still and your lips and teeth together.
26. Trace the number 8 in the air with two hands held together. Follow your hand movements with your eyes only. Keep your head still and your lips and teeth together.
27. Trace the number 8 on its side in the air with two hands held together. Follow your hand movements with your eyes only. Keep your head still and your lips and teeth together.
28. Face a partner so you cannot touch each other and draw their outline in the air with two hands together. Follow your hand movements with your eyes only. Keep your head still and your lips and teeth together.
29. With a partner sit at either side of a desk. Your partner should place both hands flat on the desk. With your finger and thumb, draw around the shape of their hands. Do it three times forward the three times backwards.
30. With a partner sit at either side of a desk. Your partner should place both hands flat on the desk and so should you. Take turns to lift different fingers without taking any other fingers off the desk. The partner has 5 seconds to lift exactly the same finger from the same hand.
31. Do finger aerobics! With a partner sit alongside each other or either side of a desk. Both of you place your hands flat on the desk. Take turns to lift different fingers without taking any other fingers off the desk. Do it together and in sequence then do taps, bends and big stretches.
32. With your partner sit either side of a desk. Place your elbows on the desk against your partner's. Your partner places his hands on either side of yours with open palms. You have to push your hands out without moving your elbows.
33. Swap with your partner and try again.
34. With a partner sit on chairs facing each other with your knees and toes touching. Hold hands over the middle. Slowly try these actions: raising a flag, swatting a fly, serving at a tennis match, driving a bus with a large steering wheel, boxing, picking a delicate flower. Hold hands all the time and stay seated.
35. Place your right hand above your head, and then slowly take it down your back as far as it will comfortably go. Now with your left hand, hold your right elbow gently.
36. Swap hands and try again.
37. Try tickling yourself. Does it work? Try different places.

38. With your right thumb and forefinger, pinch your nose, and with your left thumb and forefinger hold your right ear. Now swap and swap again.
39. Touch your forefingers together out in front of your face. Touch the tips of the outstretched fingers together. Now rotate in a circle but in opposite directions.
40. Try the same thing with your arms! Rotate them at the same time in wide circles from the shoulder but in opposite directions.
41. Write the key words from your lesson with your nose.
42. Write the key words from your lesson with your right ear.
43. Write the key words from your lesson with your left ear.
44. Try all of the above with your eyes closed and saying the letters of the key words as you go.
45. Write the key words from your lesson on a partner's back and see if they can guess what you wrote.
46. Write out letters in the air and say their names and sounds.
47. Write the alphabet in the air as fast as you can, or do it altogether singing an alphabet song.
48. Stand on one leg while you write the alphabet in the air.
49. Stand opposite a partner and place your palms against your partner's palms and make big sweeping shapes in the air.
50. Stand opposite a partner and place your palms against your partner's palms, then make the letters of the alphabet in the air.
51. Stand opposite a partner and place your palms against your partner's palms, then make the numbers 1 -20 in the air.
52. Swap sides and do it again. What happens?
53. Write your name in the air – write it big, write it small, backwards, forwards, and with left hand then right hand then both together.
54. Take it in turns to come quickly to the board and write down 1 word each from the lesson, handing the chalk or pen to the next person before you sit down.
55. Conduct a timed piece of music in the style of a character from history.
56. Mime a conversation with a partner as if you were a character from history or a story.
57. Mime an activity a character from a story would do e.g. Cinderella scrubbing the floor.
58. Mime an everyday activity from around school or in the house. Only use the upper part of your body can move. Ask your partner to guess what the activity is.
59. Create a 60-second role-play to demonstrate a key part of a lesson.
60. With a partner, make numbers with your bodies. Work your way from one to ten.
61. Make 2D shapes with your body.

- 62. Make 3D shapes with a partner.**
- 63. Rotate your arms to represent angles – 90 degrees, 180 degrees and a full circle for 360 degrees.**
- 64. Rotate your arms to represent the time. Ask a partner to guess what the time is.**
- 65. Following your teacher's directions to jump back and forth to represent multiplication and division facts.**
- 66. Ask the teacher to practise "Teacher says" with you. The teacher makes a movement and you copy it. If the teacher says "do this" you do it. If the teacher says "do that" you don't do it so listen carefully.**
- 67. Do the game again but with different instruction words.**
- 68. Have a pencil in your mouth and write your name in the air in printing, joined writing, upper case and lower case.**
- 69. Put your hands together and clap. Now move your hands in a circle as you clap. You have just given yourself a round of applause.**
- 70. Put your hands on your back. Now give yourself a big pat and say "Well done."**

From "The ALPS approach"