



Draw or Color

Place my hands over my ears and breathe slowly and deeply, listening to the ocean wave sound that my breath makes.



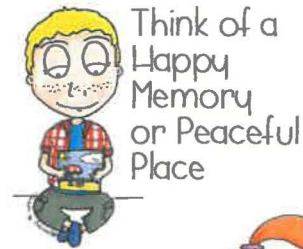
Try Wave Breathing



Use Positive Self-Talk



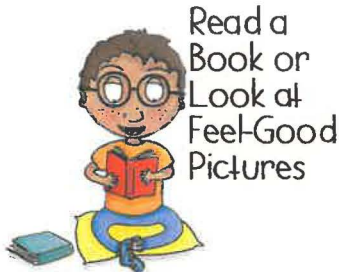
Use a Breathing Board



Think of a Happy Memory or Peaceful Place



List 3 (or more) Positive Things I Am Grateful For



Read a Book or Look at Feel-Good Pictures



Stretch or Do Yoga



Ask Permission to Quietly Exercise for a Minute or Two

# When I Feel Mad, Sad, Worried or Unfocused at School I Can...



Journal or Write a Letter



Ask a for Help



Build Something or Do a Puzzle



Give Myself or a Stuffed Animal a Hug



Help Someone or Ask to Do a Classroom Chore



Take Slow Breaths & Just Sit with My Feelings



Slowly trace my hand with my finger, breathing in, as I trace my fingers going up, breathing out, as I trace my fingers going down.



Try 5 Finger Breathing



Squeeze Then Relax My Muscles (Try "Rocks & Socks")



Use a Tool from the Calm Box



Push Against the Wall and Then Relax



Get a Drink of Water

# I feel...

unfocused excited distracted silly hyper antsy

sad tired disappointed hurt sick bored

angry out of control scared aggressive

worried confused embarrassed unsafe anxious stress

# To help me feel...

calm focused ready to learn safe better

## I will...



Draw or Color



Use a Breathing Board

Place my hands over my ears and breathe slowly and deeply. Listening to the ocean wave sound that my breath makes.



Try Wave Breathing



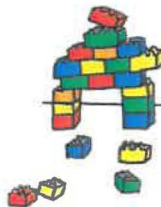
Read a Book or Look at Feel-Good Pictures



Take Slow Breaths & Just Sit with My Feelings



Ask Permission to Quietly Exercise for a Minute or Two



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Think of a Happy Memory or Peaceful Place



Give Myself or a Stuffed Animal a Big Hug



Ask for Help



Squeeze Then Relax My Muscles (Try "Rocks & Socks")

Zooming all my strength into making fists, it's like my hands transform into solid rocks. Then I release my fists, letting my hands and arms dangle like floppy socks.



List 3 Positive Things I Am Grateful For

I am awesome my bravery is stronger than my fear I can do hard things I am unique

Use Positive Self-Talk



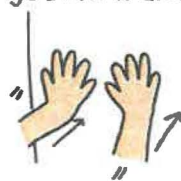
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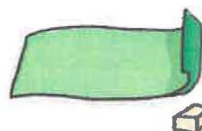
Use a Tool from the Calm Box



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Stretch or Do Yoga



Help Someone or Ask to Do a Classroom Chore



Try 5 Finger Breathing



### BREATHE.

As I zoom my attention to my breathing, I will take extra long out-breaths.

Squeeze a stress ball or use another teacher-approved fidget.



Imagine a peaceful and calming place.



Roll my neck and shoulders.

Think of at least 3 things I am grateful for.



Tell my teacher I would like to help or take on a classroom responsibility.



Ask to deliver books to the library or another class.



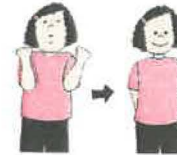
Imagine a peaceful and calming place.



Ask my teacher for help if I feel upset or overwhelmed.



Count to 10 and back in coordination with my breath.



Squeeze my fists together as hard as I can...hold...then relax my hands.

Invent a secret hand signal with my teacher that communicates I need help.



Push against the wall as hard as I can and then relax my body.



Doodle, draw, or color.



Ask to work with a buddy.

Use I-statements to express how I am feeling, what I need, or what I hope for.



Place my hands over my ears and breathe slowly & deeply, listening to the sound that my breath makes.



Move away from the distraction or person who is bothering me.



Write down my thoughts or questions if my teacher can't address them right away.



Volunteer to help clean or organize the classroom.



Drink water.

Ask permission to take a short walk down the hallway or up & down the stairs. And then return.



# When I feel upset, sad, or unfocused at school I can:

Stretch.



Devise a secret code word or signal with my teacher that means time to get back on track.



Tell my teacher I need help with the assignment or lesson.



Give myself an arm and hand massage.

Go outside during recess and notice the sky, trees & sounds from nature.



Rest my head on the desk for a moment or two.



Tell myself a positive affirmation or mantra.



Think of or write a list of 3 positive things in my life.



Talk with my school counselor.



Help a classmate or my teacher.

Listen to calming music with headphones.



Remind myself it's ok to make a mistake.



Visualize a person who supports me and cheers me on.



Zoom in on my senses: noticing 5 things I see, 4 things I feel, 3 things I hear, 2 things I smell & 1 thing I taste.



Ask permission to quietly jog in place for a minute or do 20 jumping jacks.



Cross my arms in front of me and do the arm pretzel.

Read in a quiet spot.



Take a 3-5 minute break in the designated classroom peace corner.



Slowly trace my hand with my finger, breathing in, as I trace my fingers going up...breathing out, as I trace my fingers going down.



Do an act of kindness.



Give myself or a stuffed animal a great big hug.



Journal or write a letter.



Eat a healthy snack or tell my teacher I am hungry.



Push my palms together.



Ask my teacher to break down the assignment into smaller chunks so it's not so overwhelming.



Use a 'break card' to let my teacher know I need a break and then use a timer to remind me when to return.



Rub or tap my temples.



Smile or laugh, even if I have to fake it.



# ADHD support cheat sheet

## 8 key facts for supporting children with ADHD

### 1 Use positive reinforcement.

Say what you want the child to do. Avoid negative instructions.

*Avoid: "Stop running in the corridor!"*

*Use: "Walk in the corridor."*

### 2 Use specific praise.

Help the child make links by making it clear which behaviour you are praising.

*Avoid: "Good boy."*

*Use: "Thanks for holding the door open."*

### 3 Is this behaviour down to ADHD?

Evaluate whether the behaviour is a choice or a symptom of ADHD.

*At times, all children make choices and test boundaries. Use the right response for the right situation.*

### 4 Avoid using 'no'.

'No' can increase resistance and make bad behaviour worse.

*Use 'when' and 'then' / 'if' and 'then' / directed choice / distraction instead.*

### 5 Be consistent.

ADHD can affect a student's ability to link cause and effect.

*Be consistent with how you issue rewards, praise and sanctions.*

### 6 Always de-escalate.

Stay calm - and fight fire with water.

*Many children with ADHD can have poor emotional regulation. If you escalate, so will they.*

### 7 Use rewards and sanctions that are based in the short term.

ADHD can affect a pupil's ability to plan ahead.

*Exploit short feedback loops - that means using rewards and sanctions that are issued as immediately as possible.*

### 8 Avoid asking the student if they have taken their medication.

This can escalate behaviour and create oppositional behaviour.

*If it's necessary to find out, make a discreet telephone call to their parents instead.*

# ASD support cheat sheet

## 8 key facts for supporting children with autism

### 1 Children with ASD are often highly anxious.

Behaviours that look like aggression might well be driven by stress or anxiety.

*Assess the classroom environment and your teaching approach for success.*

### 2 Mediate social situations.

Children with ASD often find social situations stressful and difficult to understand.

*Support them with visual and spoken reminders; rehearse social scripts.*

### 3 Plan ahead for change.

Students with ASD can find it difficult to manage transition - even between tasks.

*Support when a change is approaching; give timed reminders; use visual symbols.*

### 4 Give processing time.

ASD is a communication and language disorder.

*Give children with ASD longer to comprehend spoken instructions. Keep your instructions clear, short and specific.*

### 5 Avoid figurative language.

Many pupils with ASD will often take what you say literally.

*Don't say: "Wash your hands in the toilet."  
Do say: "Wash your hands in the sink."*

### 6 Check the environment.

Children with ASD will often have sensory sensitivities.

*Think about your seating plan; is your student exposed to (or shielded from) noise, movement, touch and light etc.*

### 7 Mediate games.

Children with ASD can be inflexible about how a game is played.

*Help them integrate with the other children by mediating group games, especially those that involve winning and losing.*

### 8 Be consistent.

ASD children work best with consistent rules, routines and structures.

*Being consistent helps students with ASD understand your expectations; have agreed plans for how all adults manage behaviour.*

# Attachment Disorder cheat sheet

## 8 key facts for supporting children with attachment disorder

### 1 It's all about control.

Subconsciously, AD students feel safe when they are in control.

*Avoid being drawn into power struggles; be aware the pupil may sabotage a relationship rather than feel controlled.*

### 2 Phrase directions calmly, as matter-of-face statements...

*...rather than using questions.*

*Say, "Jamie, put the work away, thank you" rather than, "Please put the work away, Jamie."*

### 3 Explicitly teach choices.

Explain that in every situation there is a good or bad choice, and bad choices lead to consequences.

*Teach them to avoid consequences by making good choices.*

### 4 Be wary of triangulation.

AD students will often try to play school and parents off against each other.

*This can involve telling untruths about their home life and interfering with home-school communications; always speak to parents directly.*

### 5 Don't believe what they say...

*..believe how they act (ie. observe their non-verbal behaviours).*

*Students with AD will often attempt to hide how they really feel by tricking the adult verbally.*

### 6 Stay calm during interventions.

Students with AD will deliberately attempt to manipulate your emotions.

*By purposefully angering or upsetting you, the pupil is attempting to control your response. Take a deep breath and stay calm. Remember - it isn't personal.*

### 7 Don't use predictable reward systems.

Students with AD will often sabotage reward systems to retain control over the outcome (or escape feeling controlled).

*Issue rewards at random times so they cannot predict or sabotage them in advance.*

### 8 Be aware the student may self-inflict or hide injuries.

Adults in the student's early life didn't teach them how to give and receive care.

*As a result, they may seek attention for imaginary illnesses, or hide real injuries or significant pain.*