



Midlands Partnership

NHS Foundation Trust

A Keele University Teaching Trust



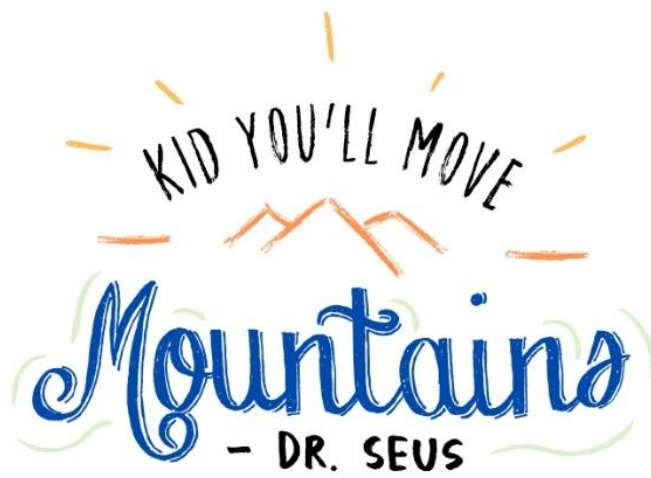
RESPONDING TO CHILDREN'S EMOTIONAL WELLBEING FOLLOWING LOCKDOWN:

A Guide and Resource for Primary Schools

Co-Produced by Practitioners
within Tamworth Child and Adolescent
Mental Health Services (CAMHS) with particular
thanks to Gemma Dineley



Contents



Context to the Document



Introduction

Recognising the Signs

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Thinking Time: A Guide for Teachers

What is thinking time?

Who should thinking time be offered to?

When should we run thinking time?

How often should we run this?

How do I introduce this to the children?

How do I run thinking time in the context of Social Distancing?

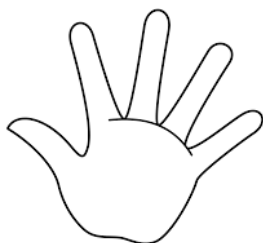


Thinking Time (Printable Worksheet)



Refocusing Activities (Printable Worksheet)

5 4 3 2 1



Colours



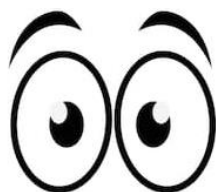
Tensing and Releasing your Body

Breathing



ABC

5 4 3 2 1 (Printable Worksheet)



ABC (Printable Worksheet)



Mindfulness: A Guide for Teachers

What is mindfulness?

Why is this beneficial?

How long should mindfulness last?

When should we run mindfulness?

How do I introduce this to the children?



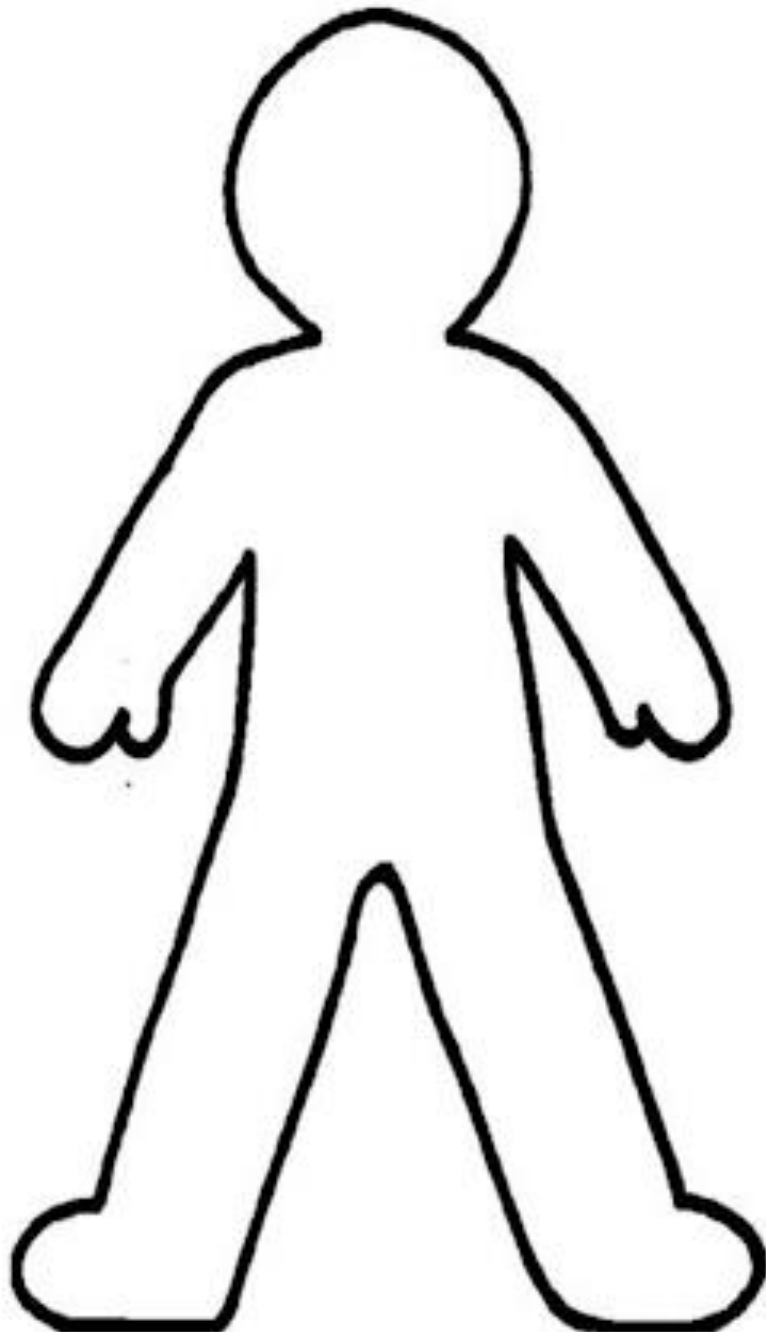
Body Awareness Activity: A Guide for Teachers

**"A person's a person,
no matter how
small."**

DR. SEUSS (HORTON HEARS A WHO)

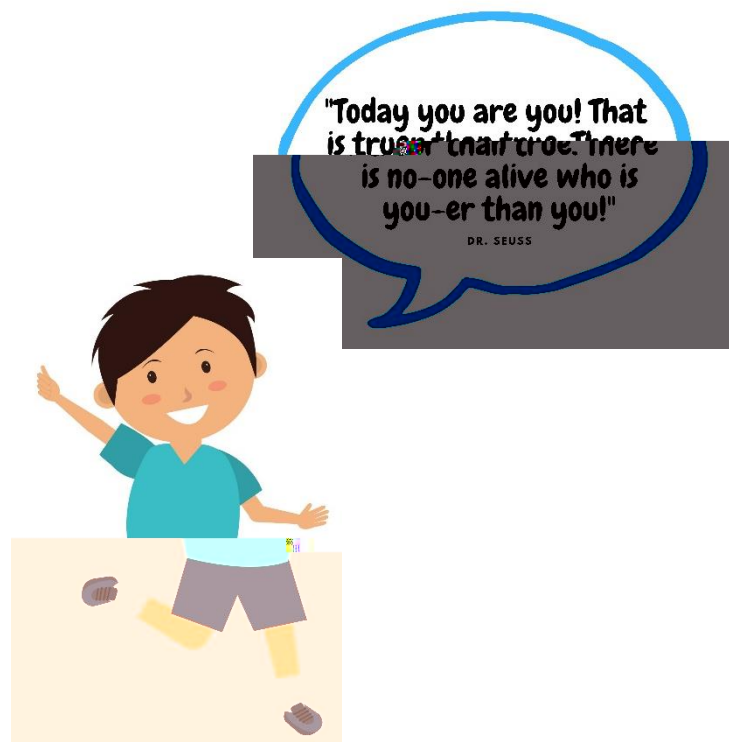


Body Awareness Activity (Printable Worksheet)



Mindfulness Activities

Take a Breath



Feeling Overwhelmed/Panicky Feelings: A Guide for Teachers



Panicky Feelings: Support Plan

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Emotional and Sensory Regulation: A Guide for Teachers

Emotional Regulation

Sensory Regulation



Emotions: Colour Zones



Actions to Take: Colour Zones



GO



Ready to learn!





REST
AREA



Quick
wiggle to
wake up



Ask to see
the school
nurse



Ask to walk
or run
around

What can I do?



QUIET
ZONE



SLOW



I need help



5 deep
breaths



Ask to walk
or run
around



STOP

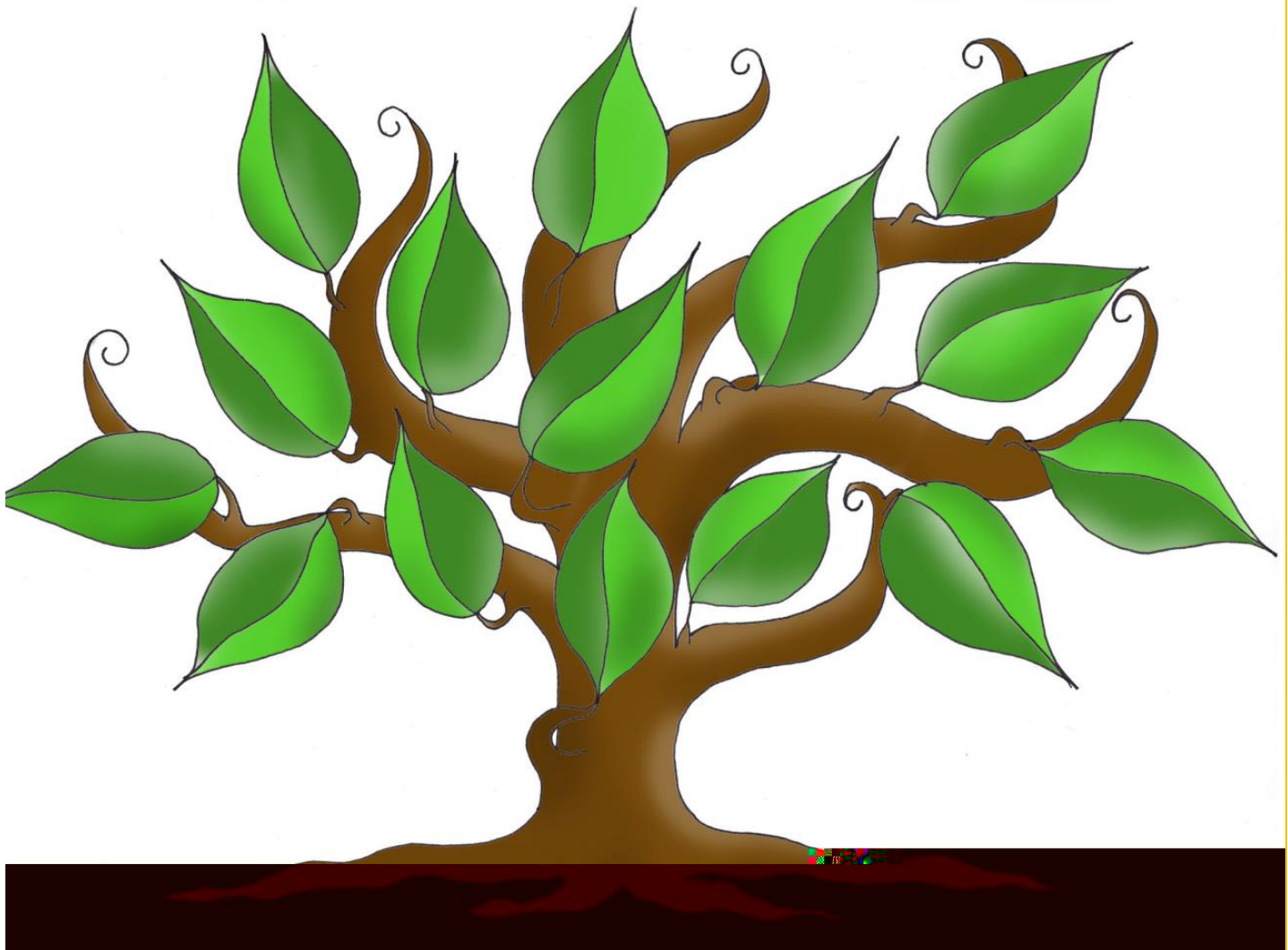


Drink some
water



Slowly count
to 10

The Wellbeing Tree





Next Steps

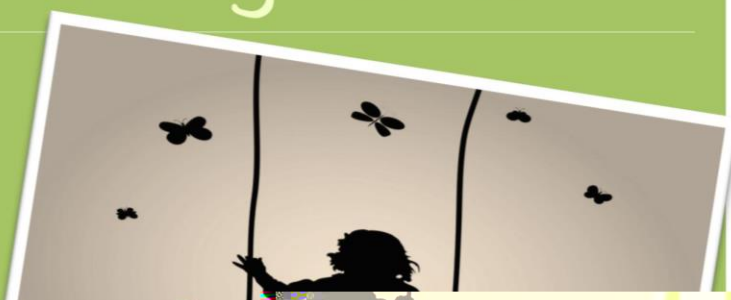
Action for Children

Locality CAMHS

Appendix 1. Sensory Calming Ideas

Sensory Calming Ideas

Deep pressure exercises, play and movement to calm and organise an overwhelmed body



Behaviours (when in excess) that you might see in your child that may respond to sensory input:

- Biting/chewing non-food items
- Banging head
- Jumping off furniture
- Fidgeting
- Distractibility
- Making noises
- Poor sleep
- Spinning
- Sensitivity to noise, touch, taste, smell, movement
- Pinching/hurting themselves
- Squeezing things/people/animals too tightly



Principles of deep pressure

Deep pressure is vital for EVERYONE to calm the body and mind. If it is your child who needs this input the impact is more effective if you do it with them - we call this CO-REGULATION. Dysregulation in a child may look like disorganised, fraught, upset, distressed, angry, shouty and fidgety behaviours. Deep pressure and movement is a helpful response to supporting children who have experienced some form of trauma and difficult experiences and children who have neurodevelopmental disorders... learning difficulties... anxiety.

The main two principles are deep pressure to the body (especially joint areas) and movement that is linear (up and down or back and forward NOT lots of spinning and upside down movements as this can have the opposite effect!!)

Play, play, play!!

Activity **MUST** be led by the child, meaningful to them and with their consent



Deep pressure exercises

You and your child can choose how many of these you do and how long for...the only rules are child-led and don't do anything that hurts! Do these exercises 5 minutes before a thinking task or something that might be challenging (before the dysregulation occurs)

Seated exercises

- Seated on a chair, place your hands under your sitting bones and push yourself up so you are slightly lifted for a count of 5, repeat
- Place your hands in prayer position and push wrists together for count of 5, repeat
- Cross your arms over your chest, hands on opposite shoulders and give yourself a BIG hug

Standing exercises

- 10 wall push ups (like a press up but against a wall, repeat)
- Create a bridge between your head and your child's hands – palms together – and gently push for 10 seconds, repeat
- Put your hands on top of your head and gently push down for 5-10 seconds and repeat

Floor exercises

- Wrap yourselves in a blanket each and roll or move like a caterpillar
- Lie over gym ball moving forward and back
- Army commando crawling across the floor (you could make it fun by racing each other)

Create your own sensory soothe box

Squishies

Stress balls

Play dough

Photo book

Colouring book

Scented handkerchief

Craft feathers

Chewy bar

Headphones and music



The great outdoors

Being outdoors and in nature uses all 7 of our senses. Children are naturally drawn to explore and play beyond four walls. Every element of nature has a different touch, smell, sound and appearance. It gives the opportunity to move their bodies and use their imagination in ways the indoors can't replicate



- Playing at the playground
- Make a rope or garden swing
- Climbing frames
- Skipping rope
- Bouncing on a space hopper
- Make a mud pie
- Jumping in puddles
- Wheelbarrow walking
- Blowing bubbles
- Create a garden obstacle course
- Bouncing up and down (not up and over) on trampoline or trampette
- Create a sand pit
- Create a den
- Make a bug hotel
- Draw on stones/pathways with chalks
- Paint the garden fence (with water!)
- Walk the dog (if you have one)
- Make a mini garden in a tray or pot
- Plant some seeds
- Dig for buried treasure



Get sporty!



Exercise and sporty activity is a great way to get loads of calming and regulating sensory input in a natural way for a child. Exercise releases endorphins and serotonin - our happy hormones - and makes good use of adrenalin released during the fight or flight stress response. Lots of sporty activities involve increasing that calming deep pressure input and regulating movement for the brain. You don't have to join a team if you don't want to - just head to the park or in the privacy of your own garden or home. Here are a few ideas....



Rugby



Martial Arts



Swimming



Bike riding



Kickboxing/boxing



Dancing



Gymnastics



Football



Yoga



Sensory food and drink

The best foods for sensory regulation are chewy, crunchy and sucky foods. Some children need lots of intense flavour too and others need less stimulation and therefore offer plainer options



Drinking through a straw or sports bottle gives lots of deep pressure input

Try:

- Chewy cereal bars
- Rice cakes
- Milkshakes and smoothies
- Make your own ice lollies
- Chewing gum (if old enough)
- Twiglets
- Toast fingers
- Bagels

Play (indoors)

- Make a hidey-hole or den using cushions/pop-up tent/large box
- Large pillows or bean bags for burrowing in
- Playing tug of war with pets
- Make tunnels out of boxes to crawl in and out of
- Lie over gym ball or cushions to play board games/computer games or watch TV
- Messy play with pasta, rice or cereal
- Fill a bowl of water and bubbles and put in pans and safe kitchen utensils, funnels, sponges
- Make your own play dough - add scented oil for extra sensory input
- Finger painting
- Sponge painting
- Potato printing
- Air drying clay or model magic
- Bake fairy cakes (stirring the mixture)
- Kneading bread dough



Household activities

Sometimes children really like to help with the grown up tasks – these will only be therapeutic calming activities if they want to do them and age appropriate



- Making the beds
- Sweeping the floor
- Vacuuming
- Mopping
- Digging the garden

Ideas for equipment

- | | | |
|---------------------|------------------------------|-------------------------|
| • Gym ball | • Cushions/pillows | • Art materials |
| • Blankets | • Stress balls and squishies | • Air drying clay |
| • Cuddle swing | • Bubbles | • Pop-up tent |
| • Play dough | • Baking ingredients | • Paper straws |
| • Aromatherapy oils | • Shoe box | • Play sand |
| • Bubbles | • Chewy bar | • Empty cardboard boxes |

Please look out for our other leaflets - advice and ideas for sleep, toileting, eating non-food items, create your own sensory ladder and advice for children with low registration of sensory input