

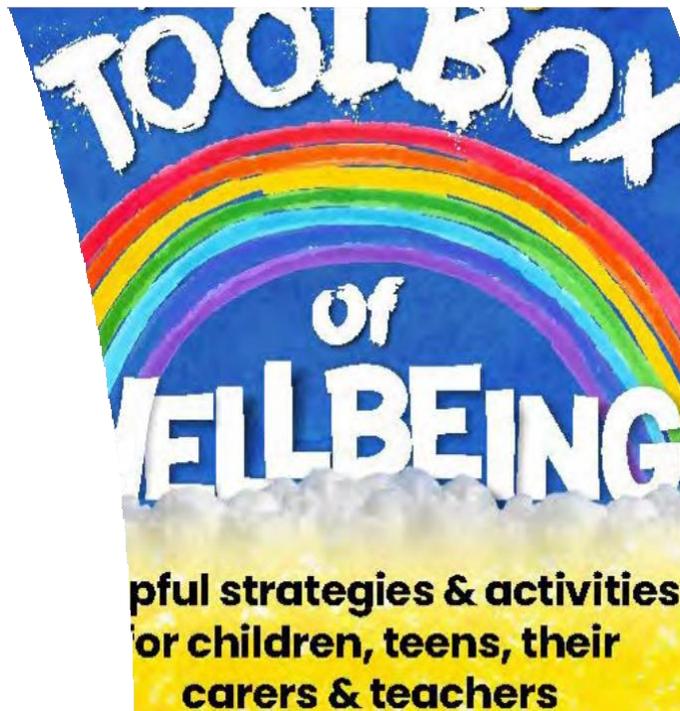
# A Toolkit of Well Being

**Joann Moore**

**Service Lead Inclusion Advisory Team**

**Dr Tina Rae**

**A Toolbox of Wellbeing**



Increased  
levels of  
stress and  
anxiety  
around  
transitions

## **Need to listen, empathise and ensure nurturing and well being is a context for all**

- Preparation and planning – do what you say, ask for help, communicate what you are feeling
- Don't put more anxiety onto the student – your anxieties may not be the students anxieties
- Listen and find out
- Allow “visit” to the school when students are there, if needed with the parent.



Creating a safe base – 6 keys points  
(thanks to Dr Chris Moore)

---

Belonging

---

Predictability

---

Organisation

---

Regulation

---

Differentiation

---

Relationship



# things to say to your anxious child

1. I'm here with you. You're safe.

2. Do you want to do some dancing or running to get rid of the worried energy?

3. Tell me about it.



4. What would you like to say to your worry? What might your worry say back? Then what?

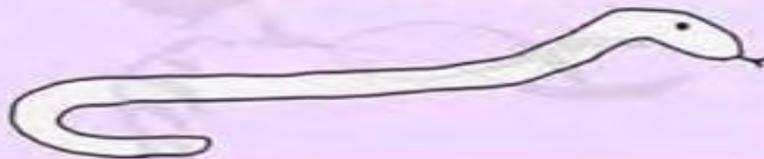
5. Let's draw it.

6. What does it feel like in your body? Where is the worry? How big is it?

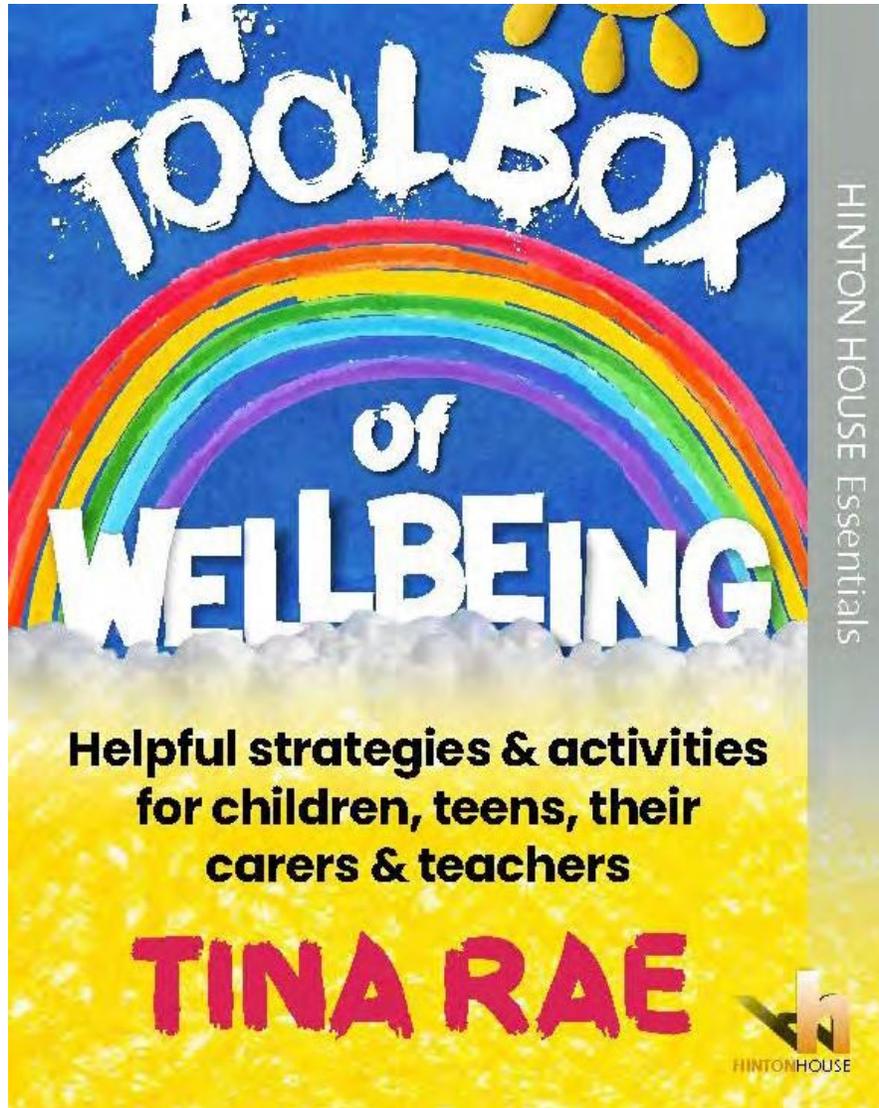


7. Match your breaths to mine.

8. Let's think up some endings for what could happen (anxious ones, goofy ones, AND realistic ones).



9. What's something we could do to help you feel better?



- The activities are divided into sections for **younger children, teenagers and whole groups or classes**, and are grouped under the three key trauma recovery approaches of 'Self-Regulate for Wellbeing', 'Get Moving Mentally & Physically for Wellbeing' and 'Connect for Wellbeing'.



## Part 1 Self-regulate for well being

- identify and modulate emotions
- control impulses
- delay gratification
- make thoughtful and conscious choices
- and set goals and achieve them.

# Are we modelling this?

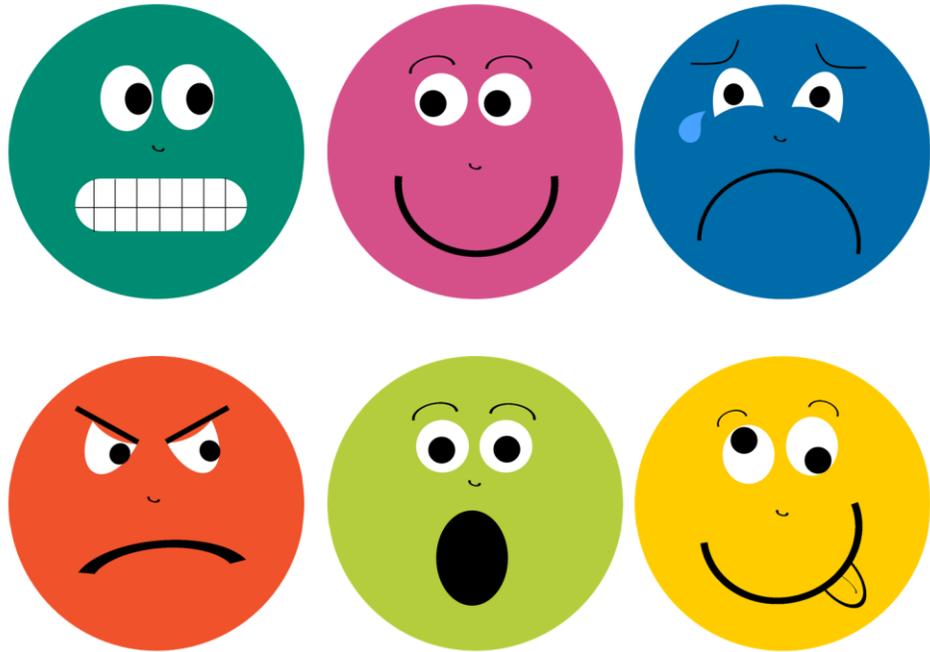
- *Emotional* self-control is based mainly on our ability to calm down in the face of anger and frustration.
- *Cognitive* self-regulation boils down to our problem-solving abilities.
- And then there is *social* self-control, meaning our capacity to refrain from just saying whatever pops into our mind, especially when those thoughts are unkind or negative.





# 5 ways for adults to self regulate

- **Breathe deeply.** When stressed, it is a natural human response to take short, shallow breaths. Stop for a moment and take three to ten slow, deep breaths.
- **Drink water.** Our nervous systems are far more sensitive when we are dehydrated. Stay hydrated to stay calm.
- **Pause.** Just take a moment to pause and centre yourself. Place your hand over your heart; practice this throughout the day.
- **Think.** Recall what you love about the child or young person or a successful experience you had with them. This releases positive neurotransmitters to balance out negative brain chemicals produced by frustration and stress. **It is a fact that we *can self-regulate our own nervous systems.***
- **Visualize.** See the positive outcome in your mind. Practice visualization: it is an immensely powerful and effective tool not to be underestimated.



- <https://www.partnershipforchildren.org.uk/what-we-do/resources-for-parents.html>

Feelings – see PDF

