

# ATTUNEMENT

Every day interactions make a huge difference

We all need to feel noticed, heard and understood

Acknowledge, acknowledge, acknowledge

Build relationships when not at crisis point

- Give a personal welcome
- Good eye contact
- Ask how they are today
- Gently comment on positives you notice
- Offer more rewards than sanctions

Support Peer relationships

Have fun!

Build in turn taking activities

Know your vulnerable students and their needs

When confused - stand back, observe, assess and be truly curious

Its OK to have ruptures in relationships. We're human and no matter how frustrating things might be its important to repair the relationship

Start each lesson afresh

# Emotional Regulation

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Be proactive - from the very start of the day notice who may need a listening ear or a sensory activity to help them to regulate

Think about your own emotional regulation needs

- Be calm to bring calm
- Notice the tone of your voice
- What are you communicating non verbally
- Think about what pushes your buttons and notice any patterns

Build in sensory breaks

Think about the hot spots across the school day

Build in appropriate physical contact

Know your pupils needs - complex children often have an uneven developmental profile

Work within the Zone of Proximal Development - their emotional age may differ from their chronological age

If someone has become dysregulated then make sure all are safe, acknowledge how you think they are feeling and signal you want to help them work it out

Think carefully about where a student feels safest in class

# Structure

Every day interactions make a huge difference

Be clear about your role and the boundaries of that role

Create an ethos of calm

Respond to the need rather than react to behaviour

Rewards impact more on behaviour change than sanctions

- Vulnerable pupils may struggle to hear / receive praise
- Recognise success in a way a pupil can accept - verbal, non verbal, private, public
- Make it clear you are talking to them
- Be specific about what it is you are praising

Choose carefully if and when to challenge

Use gesture or touch to avoid public shaming

Give space when needed

Know your pupils and their particular needs

Know who you can turn to for support and how you can access this

Start each lesson afresh

Remember its not personal!