

## Belonging

Personalised greetings can convey that the child is a valued member of the class.

Show trust in the child by providing jobs and responsibilities.

Display photographs on the wall or school website of the child being successful and having fun in the classroom.

## Predictability

Communicate daily activities using a visual timetable or individual visual schedule.

Use countdowns to help the child anticipate transitions. A First/Then approach can remind them that a favoured activity will follow a less preferred learning task.

Use song, rhythm and visual markers for tidying up, showing where to sit on the carpet and giving them a consistent place to stand when lining up.

Explain changes to routine with empathy and reassurance.

## Organisation

Consistent seating arrangements can allow for scanning of the room.

Ensure that classroom areas are clearly labelled for retrieval of belongings.

Use visual checklists for breaking tasks into small steps and providing reminders of how to manage equipment when preparing to start a task.



## Regulation

Talk about emotions out loud and be curious about how the child is feeling.

Consider stories, puppets and cartoons as safer methods for discussing emotions.

Facilitate a sensory diet - deep breathing routines, music, Lego, jigsaws and messy play.

Have a designated calm corner for recovering from emotional dysregulation.

## Differentiation

Reduce memory and processing demands through simplified instructions, repetition, reduction of visual information and extra time.

Provide structure for writing tasks through bullet points, key word lists and multiple choice.

Build trust by incorporating opportunities for choice and control.

## Relationship

Comfortable proximity - maintaining connection through transitional objects vs giving group-based feedback.

Model social skills and role-play how to resolve conflicts.

Promote the child's personal strengths and interests.