

Social, Emotional and Mental Health Teaching Toolkit

Barnet Education and Learning Service

**This toolkit has been developed by members of the
Inclusion Advisory Team**

SEMH Teaching Toolkit



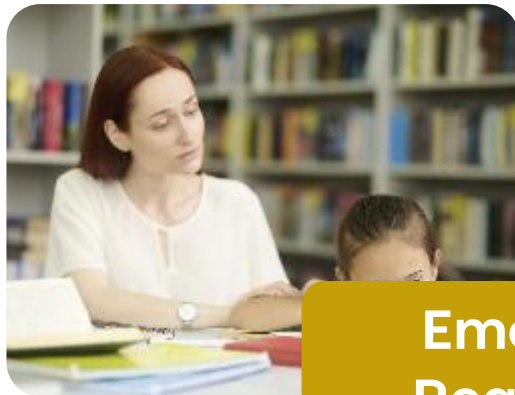
Relationships and connections



Sensory and the environment



Areas of Impact



Emotional Regulation

Language and communication



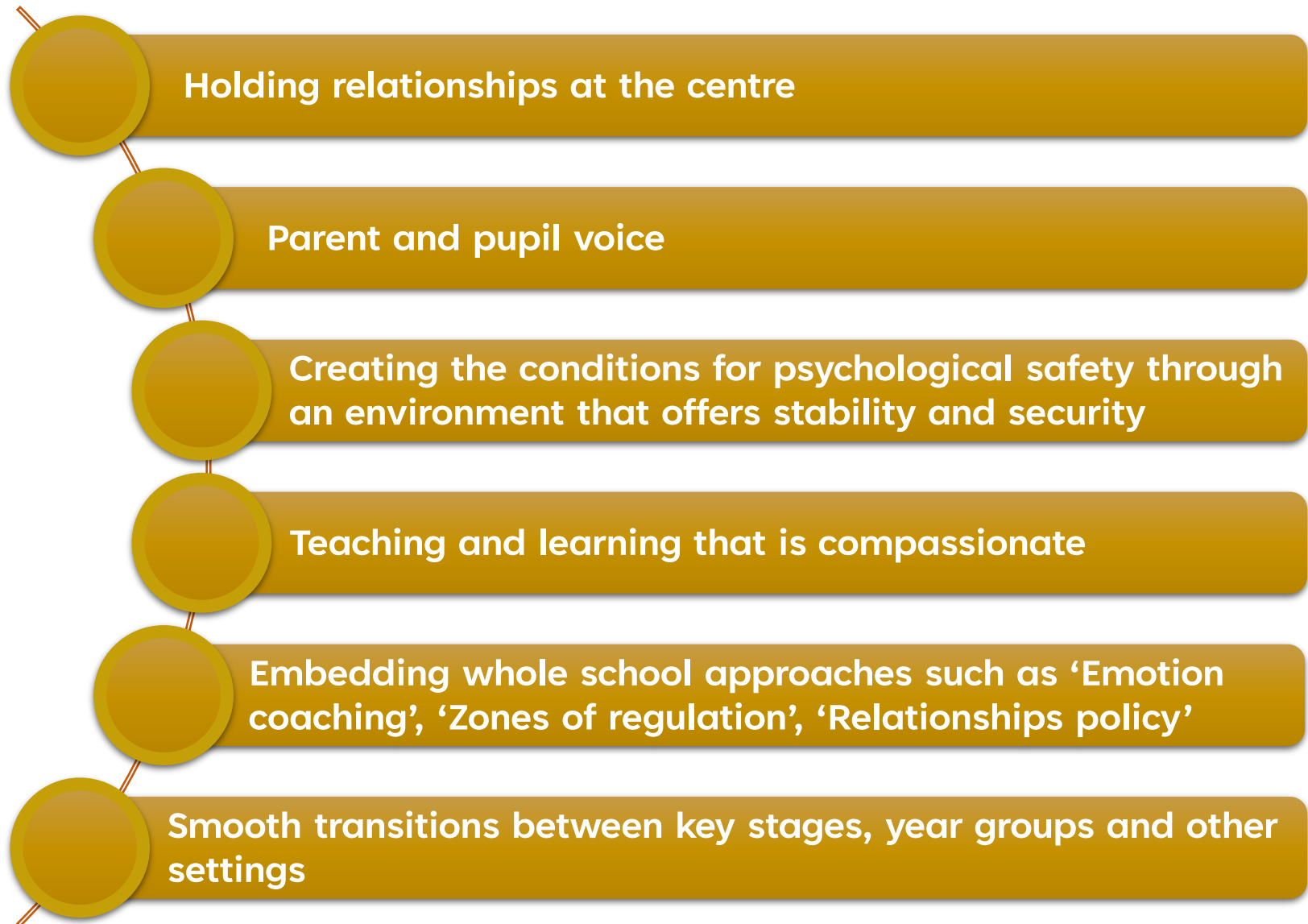
Behavioural regulation



Areas of Impact

SEMH Teaching Toolkit

Good whole school practice involves....



Range of **multisensory** approaches to engage their learning style e.g. objects, pictures, symbols.



Minimise **classroom and environment** noise.



Give **regular planned, legitimised learning breaks** e.g. message taking, fiddle toys



Have **calming activities** that follow their interests.



Sensory profile for the child and environment.



Think about **seating/organisation** – where is best for them?



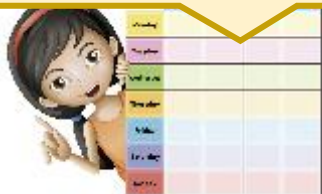
Activities broken down into **small manageable chunks**.



Calm and safe setting.



Use **visuals** prompts and visual timetables.



Sensory and Environmental Strategies

p4

Time for play and to practice skills.



Access to a quiet space that suits them when they need it.



Say the child's name first before an instruction.



Use literal language and be explicit.



Use specific praise.



Range of multisensory approaches to engage their learning style e.g. objects, pictures, symbols, role play



Keep questions/language to a minimum – concrete language.



Language and Communication

Keep language simple and **stay on topic**.



Reframe the instructions focussing on **do** rather than **don't**.



Instructions given in small chunks with **visual cues** in order



Wait time is provided for processing and response time



Use the language of choice.



Language & Communication Strategies

Brainstem calming activities.



Transition times are clearly taught, planned for and actively managed (visual timetables).



Visual approaches used to support keeping on-task and finishing tasks.



Use of scripts.



Behavioural regulation

Small specific challenges linked to a reward system.



Give ample choice, time and count down for positive change.



Do all adults know the strategies?



Behaviour Regulation Strategies

Consequences are **same day and kept in school**.
Natural consequences?



Rules of the classroom are **displayed, taught and modelled**.



Know the child – what are their **triggers**? What are **interests/motivators**?



Wait time is provided
for processing and
response time



Behavioural regulation

Adults supporting – **swap in and out** if necessary (One or two adults for the situation).



Reinforce boundaries and make and model clear, explicit expectations.



Behaviour is a **form of communication**.



Behaviour Regulation Strategies

Catch the pupil **being good** and emphasise **positives, celebrate strengths.**



Create an environment that **values each individual** and give opportunities for **pupils to compliment** each other.



Identify and build on the child or young person's **strengths and interests** so that they can have **enjoyment and experience success.**



Encourage the child to have **classroom/school wide responsibility.**



Remember that **each day is a new day.**



Self Esteem

Communicate the successes with the parents/carers.



Embrace a **growth mindset.**



Help pupils to develop **self-discipline and to take ownership** of the classroom rules, and consequences.



How does the child like to **receive praise?**



Developing Self Esteem Strategies

Listen and give pupils give **opportunities** to **explain** their **behaviours**.



Develop a **toolbox of strategies** (e.g. breathing techniques, audio books)



Use of **emotion coaching** to guide and teach more effective responses.



Zones of regulation - giving the children a **toolbox of strategies** for when then feel different emotions.



Providing **emotion scaling** to help understand and get control of feelings.



Emotional regulation

Using **mindfulness** to help children to focus, make good decisions and regulate their emotions.



Providing **relaxation techniques** – using a box of calming activities.

Using **comic strip conversations/ social stories** to support understanding of emotions and situations that have occurred.



Teaching children how to use **deep pressure** – hand massage, bear hugs.



Supporting children to **understand** and **label** the emotion/feeling.

Always work in **partnership** with families, share successes and ask questions



Get to know the **children** - know their triggers and know their motivators.



Non-verbal messages from adult to child are crucial – consider eye contact, space, posture.



Ensure a key adult is able to **spend some 1:1 time** with the child a daily basis.



Use of circle time to **build trust** and share information about each other and to discuss friendships.



Relationships and Connections

Consistency is key. Be **predictable** and provide a **routine**.



Use of a **buddy system** and well considered **learning partners**.



Teach **explicit friendship skills** – sharing, turn taking, talking.



Let the child know you are **holding them in mind**.



Assign **roles** during group work so **everyone has a job**.

The children need to know that **you care** and that **you are interested** in them.



Relationship and Connections Strategies