

Some Examples of 3Rs Planning

WHOLE SCHOOL | CLASS or GROUP | INDIVIDUAL

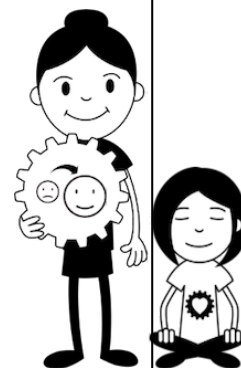


RECOVERY PROGRAMME - Our Action Points

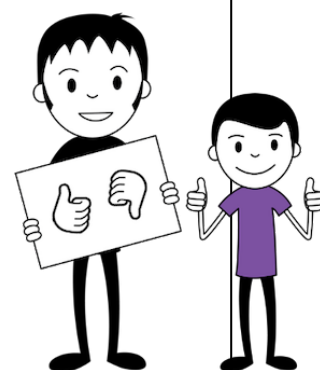
BUILDING POSITIVE ADULT-CHILD RELATIONSHIPS



KEEPING AROUSAL LEVELS REGULATED



MAKING LEARNING EXPERIENCES RELEVANT



3Rs plan for **WHOLE SCHOOL** | CLASS or GROUP | INDIVIDUAL

Primary School with 13 classes, 15 class teachers, 1 nurture teacher (lower stages morning group, upper stages afternoon group). 8 support staff, HT, DHT, PT

To what extent has your learner or group already been introduced to Emotion Works?

Each class teacher has been working through the website material and applying to their own class in their own way over the course of this session so far. Some classes have had more opportunities to use it than others, and the home learning period was very patchy.

We feel a revisit will be valuable so we're planning a whole school approach over the summer term. Between now and the Easter holidays we'll focus on the 3Rs and baselines.



Activities, routines or environment changes

RECOVERY PROGRAMME - Our Action Points

BUILDING POSITIVE ADULT-CHILD RELATIONSHIPS

Create a central display of staff photos with captions – what I liked about this lockdown, and what I didn't like. Discuss and plan at staff meeting to cover a variety of topics, emotions and types of triggers that would be of interest and meaningful to our pupils. Decide if the photos might include people, pets or props relating to one of the captions eg. with their dog 'I loved walking my dog on a sunny day', holding a cake 'I liked watching 'Bake-off' and baking my own cakes'. Next to an empty classroom wall 'I got bored looking at my classroom walls with no work on it'. Talk about whether to include sadness / loss. Build up over a series of days and weeks.

Also create a slideshow of photos and captions for class reference & discussion.



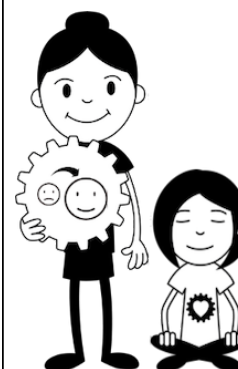
KEEPING AROUSAL LEVELS REGULATED

Whole school plan and agreement – bank of ideas shared for Brain Breaks / Calm time / Active time

Involve P7s in measuring out a mile route around the school for Wednesday Walks.

Observe pupils over the course of the settling in period and assess as follows

- Has adjusted & settled back to school & learning well
 - Is adjusting and settling back gradually
 - Is displaying some difficulties with settling back to school & learning
- (Consider nurture support / 3Rs planning for pupils in this group longer term)



MAKING LEARNING EXPERIENCES RELEVANT

Ask pupils for input for Brain Breaks / Calm Time / Active Time activities

Lockdown Memories booklets – link with central staff display.

Classes create something similar with pupils – each class decides if they want to do a display, class book, slideshow, video. Or work in groups within classes.

This work will feed in to the Cog teaching weeks over the summer term.

Also - explore interest in a Cogs and Gears / Emotion Works theme for learning next term.



3Rs plan for WHOLE SCHOOL | CLASS or GROUP | INDIVIDUAL

Briefly describe your learner or group

P4/5 class of 22 children. Mixed levels of contact over home learning period. 2 children have experienced loss of a grandparent.

To what extent has your learner or group already been introduced to Emotion Works?

We covered up to the 5 Cog Model using the Recovery Programme before Christmas



Activities, routines or environment changes

RECOVERY PROGRAMME - Our Action Points

BUILDING POSITIVE ADULT-CHILD RELATIONSHIPS

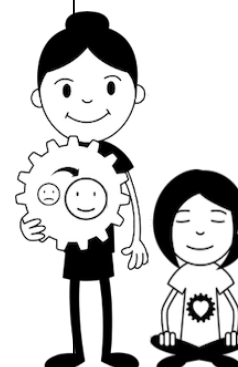
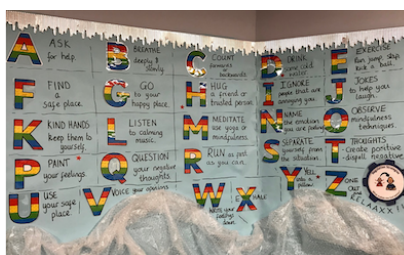
- Circle time activity on the first day back about something I missed about each of the children during lockdown. Encourage similar exchanges between pupils and accept any feedback about things pupils have missed about me with thanks.
- Repeat first day back after the Easter holidays
- Create a 'Cog Talk' station with the 5-cog model on display with prompts – eg. 'It's good to talk', 'everyday emotions', 'happy memories from lockdown', 'a sad thing that happened'.
- Offer times (incl. soft start) for pupils to have a 1:1 or class 'cog talk'
- Explore the 'Daily Dedication' Idea from Edutopia to run over next term – relating to important people to each pupil (also see below)



(note – you do not have to use Cog ideas for this planning)

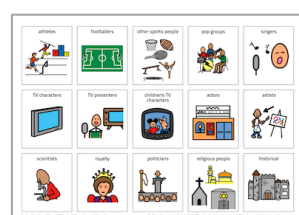
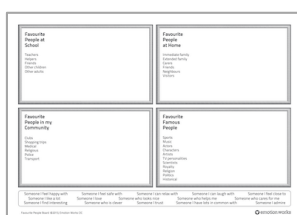
KEEPING AROUSAL LEVELS REGULATED

- 'Soft Start' mornings for the first week (maybe longer) – with stations of activities or equipment set out. Books, Comics. Lego/other construction. Small world. 'Cog Talk' station. Drawing or craft ideas. Include activity stations in courtyard.
- Revisit the Keep the Blues away Fischy Music song from home learning and use ideas to create an A-Z regulation reference wall. (From the Blue Cog teaching week slideshow of Regulation Ideas).
- Select 2 a day for 'brain break' times.

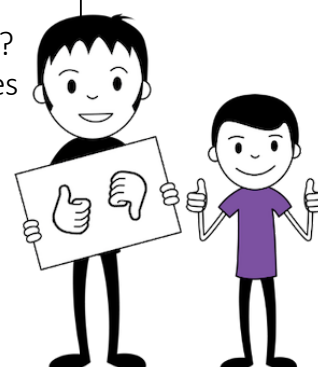


MAKING LEARNING EXPERIENCES RELEVANT

- Ask pupils for input for soft start station activities.
- Lockdown Memories booklets – revisit and compare their booklets from last time – what was different about last lockdown? Have their interests changed? Identify some common interests to build into discussions/early finish activities over the coming weeks.
- Plan mini-topic around the 'Daily Dedication' idea – identify people who are important and why.
- Tributes



Use resources from Getting to Know You Toolkit



3Rs plan for WHOLE SCHOOL | CLASS or GROUP | INDIVIDUAL

Briefly describe your learner or group

Pupil with Severe LD and Autism Upper Primary. Special school, class of 5. Limited language (single symbols & signs).

To what extent has your learner or group already been introduced to Emotion Works?

Staff follow very early EW approach - observe & respond to verbal and behavioural communication with commentary, symbol/sign labelling, choice boards when engaged, regulation activities.



Activities, routines or environment changes RECOVERY PROGRAMME - Our Action Points

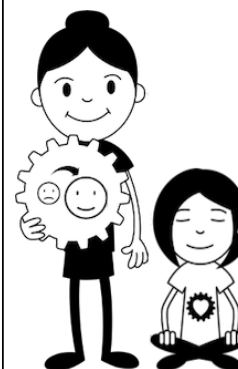
BUILDING POSITIVE ADULT-CHILD RELATIONSHIPS

- Team discussion about how we present individually to pupils: do we seem safe and engaging ... eg. our appearance/clothes, interactions, activities, spaces we occupy (eg. in beanbag area, holding hand massage cream or Toy Story book)
- Work with pupil to create photo board of people at home & pet dog, and people at school. Link names to the phrase 'at home' and 'at school'.
- Timetable Intensive Interaction sessions and compare notes re pupil's initiations and responses



KEEPING AROUSAL LEVELS REGULATED

- Check with Mum about possible transitional objects and agree on what would be most helpful for first days back. Begin routine of putting in tray for longer and longer parts of the day.
- Timetable playground time for first 15 minute after taxi drop off. Transition indoors with preferred activity object signifier. Eg Hand massage cream.
- Refamiliarise pupil with beanbag area, and 'calm' symbol / associated strategies.
- Update blue basket items and song suggestions



MAKING LEARNING EXPERIENCES RELEVANT

- Check with home about current likes and dislikes (send sheets from Getting to Know You toolkit).
- Timetable learning (and regulation) activities inspired by 'Likes' sheet

****Use dislikes sheet to help anticipate triggering activities.**

