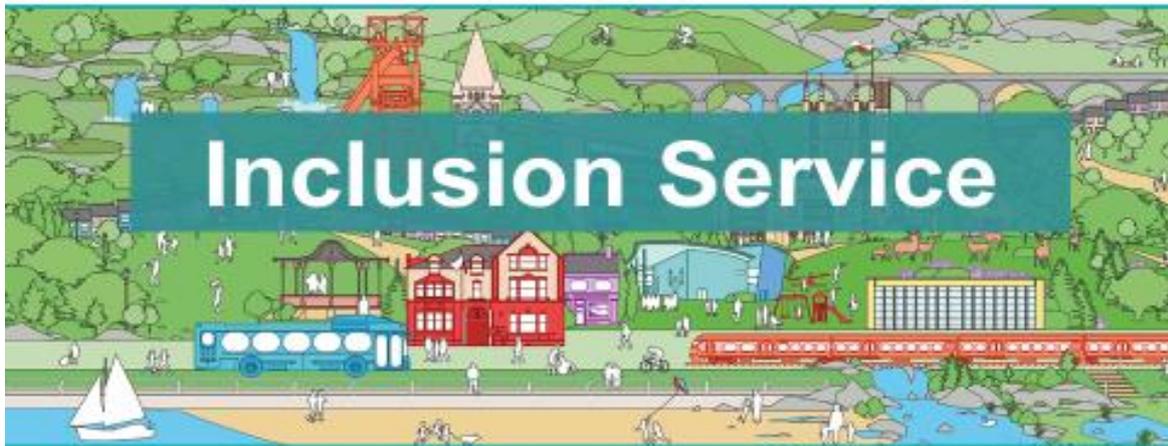




Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council



[www.npt.gov.uk](http://www.npt.gov.uk)

Learning and well-being resources to help support  
Vulnerable Learners who are being educated at home  
due to the COVID – 19 situation.

In light of the current Covid-19 situation, and the significant impact this is having upon the education of all children and young people, the NPT Inclusion Service has created a document which may help support you and your child at home.

The NPT Inclusion Service consists of a number of agencies who support the Local Authority in addressing the needs of vulnerable learners, including those with Additional Learning Needs and well-being and behaviour needs.

The teams are:

- [Support for Learning](#)
- [Additional Learning Needs Support Service](#)
- [Educational Psychology Service](#)
- [School Based Counselling Service](#)
- [Well-Being and Behaviour Team](#)
- [School and Family Support Team.](#)

**If you need further advice contact:**

Hayley Lervy, Coordinator for Inclusion, [h.lervy@npt.gov.uk](mailto:h.lervy@npt.gov.uk)

Zoe Ashton Thomas, PEP, [z.ashton@npt.gov.uk](mailto:z.ashton@npt.gov.uk)

Elizabeth Dennis, Manager of the Wellbeing and Behaviour Team  
[e.dennis2@npt.gov.uk](mailto:e.dennis2@npt.gov.uk)

Ceri Long, Manager of Support for Learning [c.long@npt.gov.uk](mailto:c.long@npt.gov.uk)

Sophie Griffiths, Manager of the 0-16 ALNSS, [s.davies3@npt.gov.uk](mailto:s.davies3@npt.gov.uk)

Rhian Miller, Senior School Based Counsellor [r.tyler@npt.gov.uk](mailto:r.tyler@npt.gov.uk)

John Burge, Manager School and Family Support Team

[j.burge@npt.gov.uk](mailto:j.burge@npt.gov.uk)

Jeff Thomas, Post 16 Manager, ALNSS, [j.thomas3@npt.gov.uk](mailto:j.thomas3@npt.gov.uk)

We have developed a **NPT Inclusion Service Facebook** page, which has some very useful suggestions for schools and families. Search *NPT Education Inclusion Service* and simply 'like' the page to start following.

There is also a **NPT Inclusion Service webpage**. Please go to [www.npt.gov.uk](http://www.npt.gov.uk) and navigate through *Schools and Learning* and *Pupil Inclusion*.

The Welsh Government Families First programme, offers a range of support services aimed at families, children and young people living in Neath Port Talbot. They can provide your family with help, advice and support to prevent any issues or problems you may have from getting worse.

Referrals for all services can be made through the Single Point of Contact (SPOC) 01639 686803 [spoc@npt.gov.uk](mailto:spoc@npt.gov.uk) and are available to families who do not need support from Social Services. All referrals are passed to a weekly referral panel which will help make sure that families get support from the service that best meets their needs. **Not all services are running at full capacity currently due to the Novel Coronavirus (Covid-19) but referrals can still be made and appropriate support will be given where possible.**

**Dewis Cymru** is an online directory of services in NPT to support Wellbeing and can be found on the NPT website <https://www.npt.gov.uk/1336>

## Contents Pages

- Page 6. [\*What is Covid -19\*](#)
- Page 9. [\*Feeling Anxious about Coronavirus\*](#) – a resource to help younger children.
- Page 10. [\*Managing Coronavirus Worries\*](#) – a resource to help young children.
- Page 11. [\*What is Social Contact\*](#) – ELSA resources to help young people understand social distancing.
- Page 13. [\*Our School is Closing for a While\*](#) – ELSA resources to help young people understand school closures.
- Page 17. [\*Home Learning\*](#) - Learning Hints & Tips for Parents/Carers of Primary Age Children.
- Page 20. [\*The Importance of Structure and Routine.\*](#)
- Page 22. [\*A Visual Timetable.\*](#)
- Page 25. [\*Useful Welsh Apps.\*](#)
- Page 26. [\*Websites and Apps to help with Phonics and Early Reading.\*](#)
- Page 27. [\*Websites and Apps to help with Mindfulness and Keeping Active.\*](#)
- Page 28. [\*Websites and Apps to help with Maths and Science.\*](#)
- Page 29. [\*Home Learning\*](#) - Learning Hints & Tips for Parents/Carers of Secondary Age Children.
- Page 32. [\*Supporting Children and Young People with Hearing Loss at home.\*](#)
- Page 39. [\*Useful Contacts for Parents of Pupils with a Vision Impairment.\*](#)
- Page 41. [\*Habilitation\*](#) - (Independent Living and Mobility) Activities to work on at home.

- Page 43. [\*South West Wales Multi-Sensory Impairment Service Links/Resources\*](#) - useful links for families supporting Children and Young People with Multi-Sensory Impairments.
- Page 46. [\*Useful websites for children with Learning Difficulties.\*](#)
- Page 47. [\*ASD friendly Resources.\*](#)
- Page 63. [\*Useful links for parents to support children and young people with Social Communication difficulties/ASD.\*](#)
- Page 67. [\*Useful websites to support children with speech and language difficulties.\*](#)
- Page 69. [\*Occupational Therapy Resources.\*](#)
- Page 70. [\*General Wellbeing\*](#) – managing anxiety & stress.
- Page 73. [\*Perma Model of Wellbeing.\*](#)
- Page 74. [\*PACE Model.\*](#)

## **What is COVID-19**

COVID-19 is a new illness that is caused by a virus called Coronavirus.

People who have this virus may:

- Have a continuous dry cough,
- Have a high temperature (above 37 degrees),
- Find it harder to breathe than usual.

Most people who get the virus will feel unwell but do not need to go to hospital.

People who have the virus tend to get better after 14 days, without medical assistance.

### ***What should you do if you suspect you have the virus?***

You will need to know if you have the virus:

**Do not go to your doctors** if you think you have the virus

**Do contact NHS 111 straight away via their online service** [visiting the NHS 111 online service](#) only call 111 if you cannot get help online.

They may tell you to stay at home for several days. This is called self-isolating.

### ***The government have taken further action to limit the spread of COVID-19***

Shops selling non-essential items such as clothes or electronics are to close, along with playgrounds, outdoor gyms, libraries and places of worship.

Weddings and baptisms will be stopped (funerals will be allowed).

Gatherings of more than two people, not from the same household, will be banned, this means that you cannot visit any family or friends who do not live in the same house as you.

Only one form of exercise a day on your own, or with a member of your household is allowed a day e.g. one run or one bike ride.

Other reasons you may leave the house are:

- To shop for basic necessities (bread, milk, medicines), although this should be done as little as possible and where you can it is better to get a delivery to the house
- Medical need or to provide care for a vulnerable person
- Travel to or from work but only if absolutely necessary.

Key workers can leave the house to take their children to school and children can move between the homes of separated parents.

***Ways we can social distance are to:***

- 1) Avoid contact with someone who is displaying symptoms of COVID-19 (high temperature and/or a new and continuous cough),
- 2) Avoid non-essential use of public transport (only use it if you need it to get to work or as a last case scenario to get your essential shopping items e.g. food or medicine),
- 3) Work from home, where possible,
- 4) Avoid small and large gatherings in public places,
- 5) Avoid gatherings with friends and family. Keep in touch over the phone, social media or internet,
- 6) Use telephone or online services to contact essential services such as your GP.

If you have to go outside, to buy food or to go to work, you must stay more than 2 metres apart (6.5ft) from others (roughly the size of a lion).

If you are poorly and you live alone:

- You need to stay at home for 7 days (the same as one week)

If you are poorly and you live with other people:

- You need to stay at home for 14 days (the same as two weeks)

**BUT it is really important that you stay at home!**

## **References**

BBC (2020). Coronavirus: What are social distancing and self-isolation?

Retrieved 25<sup>th</sup> March 2020: <https://www.bbc.co.uk/news/uk-51506729>

GOV (2020). Guidance on social distancing for everyone in the UK. Retrieved

25<sup>th</sup> March 2020: <https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people/guidance-on-social-distancing-for-everyone-in-the-uk-and-protecting-older-people-and-vulnerable-adults>

Mencap (2020). Information about coronavirus. Retrieved 25<sup>th</sup> March 2020:

<https://www.mencap.org.uk/advice-and-support/health/coronavirus>



# Feeling Anxious about Coronavirus?



In these uncertain times, we are all feeling a certain amount of anxiety and worry around the coronavirus. This is a totally normal reaction to a difficult situation however, this anxiety can become a problem when it's stopping you from doing and enjoying certain things. Here are some helpful things you can do to help reduce your anxiety.

## challenge unhelpful thoughts

Having lots of negative or unhelpful thoughts about the coronavirus can make us feel even more anxious, worried or distressed.

### Are you making predictions?



I'm making predictions about the future even though I have no way of knowing what will actually happen.

### Are you making judgements?



I'm making judgements about the coronavirus which aren't based on facts or evidence.

### Are you catastrophising?



I keep thinking about the worst possible outcomes.

If you notice these unhelpful thoughts, try to challenge them and change them to something more positive. Ask yourself, are my thoughts actually based on any real facts? If not, then your thoughts are probably untrue!

## do more to feel better

It might be difficult to do a lot of things that would usually help you feel happy and calm but there are still things you should try and do which can help you feel better. Don't just do nothing.

Go for a walk/jog.



Read a book.

Watch your favourite movie/TV show.



Do some yoga.

Draw or create something.



Make a healthy meal.

Play a game.



Listen to music.

Take a relaxing bath.



Video call friends /family.

Or create your own list...

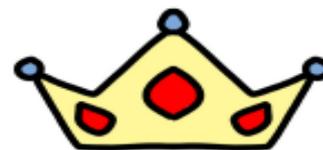
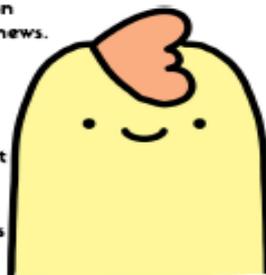
## reduce your anxiety

Reduce the time you spend on social media/listening to the news.

Talk about how you feel with friends/family.

Only listen to the facts - don't listen to those spreading fear.

Keep to a routine as much as possible.



## Keep Calm and Follow Official Advice



# Managing Coronavirus Worries



Young people can find it difficult to manage their worries and, during this uncertain time, they might be struggling with worries even more than usual. This guide can help young people to manage their worries in a structured way to help them to feel better.

There are two different types of worry and it's important to know the difference because we can deal with them in different ways. The first are **Hypothetical Worries** which are worries we don't currently have control over and can't do anything about. The second are **Practical Worries** which are worries we can do something about.



## Hypothetical Worries

- What if we all get ill?
- What if we never go back to school?
- What if my holiday is cancelled?
- What if I infect my family?

## Practical Worries

- I haven't seen my Gran in ages.
- I have nothing to do.
- I've been eating lots of junk food.
- I'm stuck on the work that school sent home.



As you notice worries during the day, write them down so that you can come back to them later at **Worry Time**. You could also **make a worry box** to put your worries in.

Once you've written the worry down, it's important to **refocus your attention**. Pay attention to whatever it is you're doing at that moment OR do something totally different. You can also refocus by noticing 5 things you see, 4 things you can hear, 3 things you can feel, 2 things you can smell and 1 thing you can taste (the 5,4,3,2,1 method).



Use **Worry Time** to go back and address all of the worries you have written down that day. Worry time should be at the same time everyday and should last for a maximum of 30 minutes. Make sure it's not too close to bed time and that you're not distracted when doing it.

For each worry, decide whether it is a **Practical Worry** or **Hypothetical Worry**.

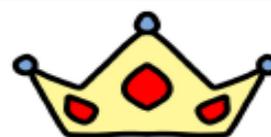
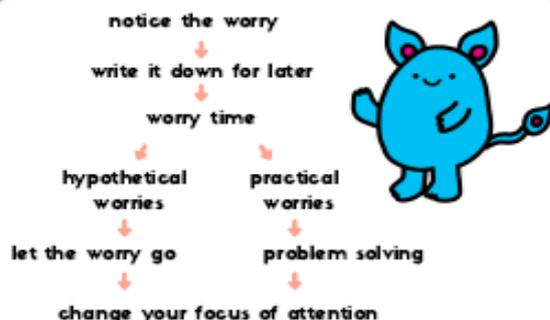
### for the hypothetical worries:

For hypothetical worries, **let the worries go**. You can do this by ripping up, scribbling out or scrumpling up and throwing away the worry. Once you've done this, use the 5,4,3,2,1 method to refocus your attention from the worries which you have let go.

### for the practical worries:

For practical worries, use **problem solving** to find a solution:

- 1) write the problem in 1 or 2 sentences.
- 2) think of all of the solutions you can.
- 3) for each idea you came up with, write down all the good things and bad things for each solution.
- 4) choose the solution that looks the most likely to help.
- 5) make a plan to put your solution in place and DO IT.
- 6) review how it went - did it solve the problem or do you need to change and/or try a different solution?



## Keep Calm and Follow Official Advice

# Social Contact

by

Elsa-Support

Schools are closed and we have been told to self isolate and avoid social contact. Social contact is when you get close to someone. The Coronavirus can spread from one person to another person if you get close to someone who has the virus.

It is important to avoid social contact with other people at the moment. We can still be with our families in our home and get close to them. It is best at the moment that we keep about 2 metres (3 big steps) away from someone to stop that virus!



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Kids are probably wondering if it is ok to go outside. You can't go and play in the street right now. You can't go to the park and mix with other kids right now but you CAN go outside for walks and into your garden or yard.

We need fresh air and we need exercise and MOST importantly we need Vitamin D.

Vitamin D is a special vitamin that our bodies need to stay healthy. It mainly comes from the sunshine. Having enough vitamin D in our bodies helps us fight viruses and helps to give us a strong immune system.



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Remember we are superheroes and we need to fight this virus. Going outside into the garden or yard and getting vitamin D from the sunshine is really important right now. Remember you catch Coronavirus from people not from gardens



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# Our School is closing for a while

by

Elsa-Support

Schools sometimes need to close for a little while. They close when it is the summer holidays. They close when it is the Easter holidays. They close when it is the Christmas holidays. Sometimes they close when it is a teacher training day or a bank holiday. Schools can close for lots of reasons.

Sometimes schools have to close for other reasons. The heating might not be working properly and it is too cold. We might have snow day because it is snowing so heavily that we can't even get to school.



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When schools close it can be good fun. We can do things that we don't normally do. Everything changes.

Instead of having to get up really early and get washed and dressed we might be able to stay in bed a bit longer.

We might be able to go to bed a bit later too.



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Our school is now having to close because of the Coronavirus. Our very important government and very clever scientists think this is the best way to keep everyone safe from the virus.

If most people are at home and not having social contact with other people that means that the virus can't spread.

Social contact means meeting up with people. When you are in school you are meeting up with lots of people all of the time. When we are at home we only have social contact with our families and not our friends.

It is important to fight this virus for us not to have too much social contact.

We will need to stay at home and someone will look after us. When we do this we will help to stop the virus spreading.



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We might feel a bit sad about not going to school for a while.

It is a big change and sometimes kids don't like things to change too much. Adults don't like things to change too much either.

We need to remember though that it is ok to feel a bit sad. Everyone is going to feel a bit sad as well. Our teachers are going to feel a bit sad too.

We need to remember why we are doing this though. We need to remember that we are in the Superhero team and we are fighting this virus.

We can always talk to an adult if we are feeling a bit sad. We can also try and do some activities that make us feel happy again.



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It is important to make a plan over what we should do when we are at home all day. We need to think about all the things we can do at home instead of at school. Our teachers will help us by giving us some activities to do at home. Our parents will also help to give us things to do at home.

Some of the things we could do are:

- Read a book
- Help with chores around the house
- Write a story
- Do some colouring
- Do some crafts
- Help in the garden
- Help look after the pets



There are lots and lots of things we can do in our homes that are good fun.



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School won't be closed forever but just for a while until this Coronavirus has stopped spreading. It will be exciting to go back and see all our friends again.

It is important to stop the spread of the virus to the older people in our country. Some people have health problems too and we need to keep them safe as well. If we get the virus we will be just fine because we are strong and healthy. We can fight it right off!

We will be happy to stay at home and help to stop the spread of the Coronavirus. We are in the Superhero team and can help to fight this virus!

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# HOME LEARNING

## Learning Hints & Tips for Parents/Carers of Primary Age Children

This advice is about turning time away from school into an opportunity for different types of learning. Please don't feel pressured into re-creating school at home! Having your own structure and routine for learning and play is a good idea but there's no need to follow a school timetable unless that suits you!

### Hints & Tips

- ✓ Routines are important – try to have a basic structure for each day even if this is just when you will wake, eat and rest / an idea of the activities your children will be doing that day.
- ✓ Establish guidelines for screen time (e.g., computers, consoles, tablets and TV).
- ✓ Follow your child's lead for things that they would like to learn about – if they are motivated then they will learn a lot more.
- ✓ Independence is important – children need to learn through experimentation and practice.
- ✓ Encourage your child to help with household chores – they are still learning life skills!
- ✓ Children can develop a range of skills through fun activities (e.g., card games, board games, cooking)
- ✓ Make time for literacy – try to read with your child every day. They could practice spelling and writing by completing meaningful tasks like writing to a neighbour who is self-isolating or writing the shopping list
- ✓ If you can, do things together and have fun – the ideas are endless (e.g., have a treasure hunt in the garden, spot things on your daily walk, build a den...)
- ✓ Go easy on yourself – these are difficult and uncertain times. Do what you can!



<https://now.tufts.edu/articles/home-learning-kids-and-parents-amid-covid-19>

## **Ideas & Resources**

Here are some ideas and links to resources for learning opportunities for your child. Some of these websites also have app versions.

Please also visit the 'NPT Education Inclusion Service' Facebook page for further ideas with websites, ideas and links being added regularly.



### **Foundation Phase (Various subjects)**

<https://www.bbc.co.uk/bitesize/levels/z3g4d2p>

<https://www.twinkl.co.uk/resources/home-early-years>

### **Key Stage 2 (Various subjects)**

<https://www.bbc.co.uk/bitesize/subjects/z826n39>

<https://www.twinkl.co.uk/resources/keystage2-ks2>

### **Virtual tours**

<https://www.mentalfloss.com/article/75809/12-world-class-museums-you-can-visit-online>

<https://virtualtourcompany.co.uk/vr-tours/dartmoor-zoo-virtual-tour/>

<https://www.folly-farm.co.uk/webcams/>

### **Literacy**

<https://www.teachyourmonstertoread.com/>

<https://www.creativereview.co.uk/authors-bedtime-stories-isolation/>

### **Numeracy**

<https://www.themathsfactor.com/>

<https://www.coolmathgames.com/>

## **Welsh Language Apps & Websites**

Tric a Chlic

Cyw a'r Wyddor

Cyfri gyda Cyw

Saba – Heliwr y Geiriau

S4C Clic

<https://www.meithrin.cymru/>

<https://www.learn-welsh.net/>

## **Creative & Play**

[https://www.playfulchildhoods.wales/ideas-for-play-things-to-do?gclid=EAlaIqobChMIguH\\_2-K16AIVRLTtCh3VnQI7EAAYASAAEgI19\\_D\\_BwE](https://www.playfulchildhoods.wales/ideas-for-play-things-to-do?gclid=EAlaIqobChMIguH_2-K16AIVRLTtCh3VnQI7EAAYASAAEgI19_D_BwE)

<https://www.learningandexploringthroughplay.com/>

<https://www.youtube.com/user/musicwithnancy>

## **Health & Wellbeing**

PE with Joe Wicks

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

<https://www.headspace.com/blog/2019/01/25/headspace-for-kids-meditations/>

<https://www.mindfulschools.org>

## **Speech & Language**

<https://speechandlanguage.info/download-free-games-resources>

## **Understanding coronavirus and keeping up with the news (child-friendly)**

<https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus>

<https://www.bbc.co.uk/newsround>

## THE IMPORTANCE OF STRUCTURE AND ROUTINE



The next few weeks (and possibly months) will be a particularly difficult time for children and families, whilst schools are closed and we are advised to self-isolate or socially distance ourselves from our friends and family. Our normal structure and routine will be out of the window.

During a time of crisis when so many things are unknown, creating a routine helps children in several ways. Creating a routine for kids during COVID-19 can provide structure and predictability during times of uncertainty. Structure also promotes reassurance and a sense of safety. Routines can also promote positive physical and mental health.

Children turn to structure and routine for reassurance during times of uncertainty. Structure and routine help to maintain balance and normality. The more a child can anticipate what's ahead of them, the better they are prepared to face daily challenges and expectations.

Here are some suggestions in establishing a routine for children during COVID-19:

- Don't over-commit to an extensive timetable. Start small and slowly build into it as you see it working for your child.
- Set aside some time to share the timetable with your child. To help them understand what is expected of them as well as when they can have free or play time. You could create the timetable together...
- For younger children, consider using a visual schedule. This could be in the form of a chart or a clock with activities placed on it
- Start with a good wake up and bedtime routine. The goal is to stay as close to their daily school schedule as possible to allow for a smooth transition. This allows their physiological system to maintain a healthy balance between activity and rest periods.
- Encourage your child to change out of pyjamas and participate in regular grooming and hygiene activities such as brushing their teeth, washing their face, taking showers, etc.
- Schedule time for meals and snacks, the way they would normally have them during a typical school day.



- Set aside a quiet workspace for your child to complete schoolwork. Schedule harder tasks, such as classwork, to be completed earlier in the day when your child is more refreshed and rested. Save easier tasks for later in the day.
- Allow for natural breaks throughout the day. This time can be spent relaxing, listening to music, reading for fun, engaging in a hobby or exercising.
- Allow opportunities for your child to help around the house. This can be as simple as setting the table, folding laundry, or walking the family dog. This can help build up their sense of empowerment.
- Encourage hobbies and other creative outlets. Your once busy child now has the gift of time to engage in creative outlets such as drawing, painting, cooking, designing, writing a short story or building a fort. Hobbies are a great way to foster creativity and imagination all while giving a child something to do to break up their day.
- Set aside time for outdoor activities, following social distancing guidelines. This is a great opportunity to go for a short family hike, bike ride or walk around the neighborhood. The goal is to remain active and physical while upholding good social distancing practices.
- Engage in mindfulness and stress-relieving activities. Many meditation and mindfulness apps are offering free downloads for effective mediation, guided imagery, and stress reduction exercises or activities your child can do. Some mindfulness apps can be found here:



<https://www.psychologytoday.com/us/blog/creative-development/201802/5-mindfulness-apps-children>

- Allow screen time as needed. Your child will want to connect with friends online or spend some time in front of a screen. Screen time is a way to reward your child for completing their tasks such as chores and schoolwork. As always, monitor and ensure safety measures are in place to allow for safe screen time.



- Schedule time to connect with friends via technology.

This can include video conferencing, text or social media. Social connections are important for children to continue to achieve their developmental goals. You can use video chats, for example, to have a virtual play date while children do the same activity such as creating the same craft together.



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## A VISUAL TIMETABLE

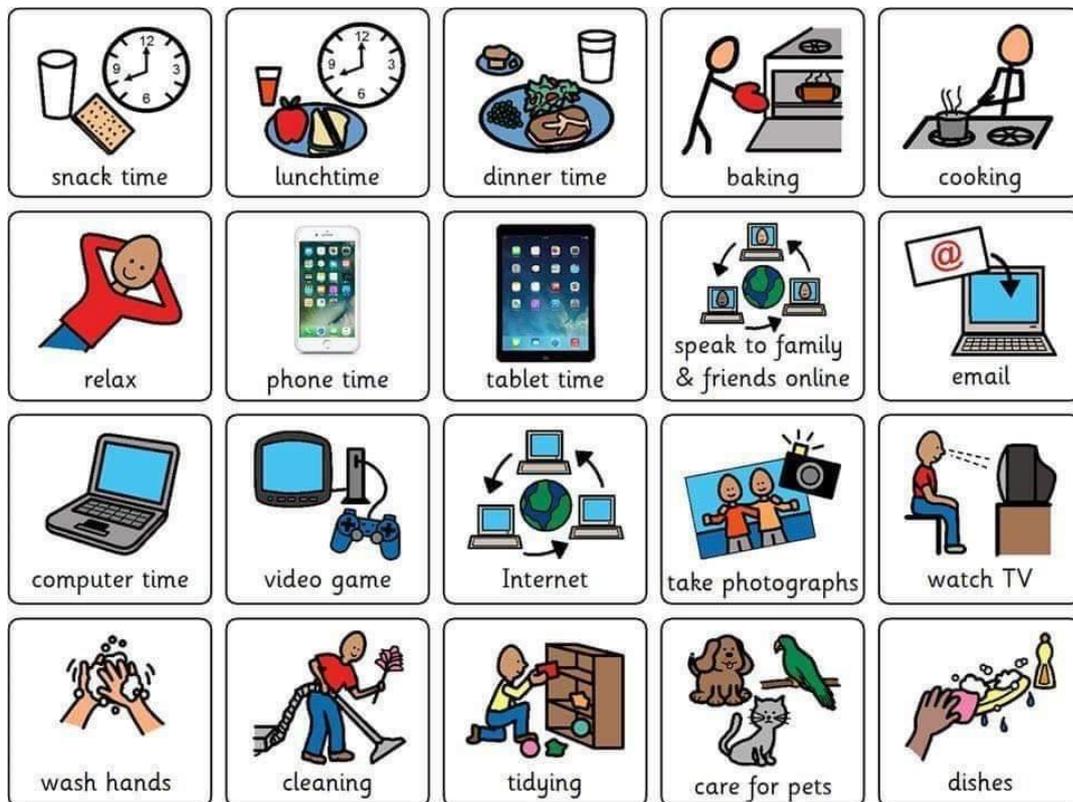
We all tend to thrive on routines and children respond positively to having structure. Structure enables them to be able to organise and predict events that will be occurring throughout the day/week. This can help to reduce anxiety levels at these uncertain times. A visual schedule or timetable uses pictures and symbols to demonstrate what activities will occur and in what order.

There are lots of free resources to help you develop your visual timetable on: <https://www.twinkl.co.uk/>

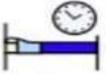
Here is an information sheet from ASDinfoWales regarding picture planners for children with ASD: <https://www.asdinfoales.co.uk/resource/Advice-sheet--using-picture-planners.pdf>

There is a free 21day trial available with lots of resources on: <https://widgionline.com/>

There are a selection of picture cards that can be downloaded for free from: <https://www.asdinfoales.co.uk/picture-cards>



Here is an example of a daily visual timetable/schedule that you could make together with your child:

| <h1>Home Learning Schedule</h1>   |   |   |  |
|---|---|---|--|
| <br>8:00   | <br>breakfast        | <br>2:00   | <br>learning time   |
| <br>9:00   | <br>exercise         | <br>3:00   | <br>life skills     |
| <br>10:00  | <br>shower / hygiene | <br>4:00   | <br>tech time       |
| <br>11:00  | <br>learning time    | <br>5:00   | <br>dinner          |
| <br>12:00 | <br>lunch           | <br>6:00  | <br>quiet activity |
| <br>1:00 | <br>free time      | <br>7:00 | <br>bedtime       |

Breezy Special Ed

Remember it's really important to enjoy your time together with your child. You don't have to try to recreate the school day at home.



# COVID-19 DAILY SCHEDULE

|               |                     |  |
|---------------|---------------------|--|
| Before 9:00am | Wake up             | Eat breakfast, make your bed, get dressed, put PJ's in laundry   |
| 9:00-10:00    | Morning walk        | Family walk with the dog<br>Yoga if it's raining   |
| 10:00-11:00   | Academic time       | NO ELECTRONICS<br>Sudoku books, flash cards, study guide, Journal  |
| 11:00-12:00   | Creative time       | Legos, magnatiles, drawing, crafting, play music, cook or bake, etc  |
| 12:00         | Lunch               |  |
| 12:30PM       | Chore time          | A - wipe all kitchen table and chairs.<br>B - wipe all door handles, light switches, and desk tops.<br>C - Wipe both bathrooms - sinks and toilets |
| 1:00-2:30     | Quiet time          | Reading, puzzles, nap  |
| 2:30-4:00     | Academic time       | ELECTRONICS OK<br>Ipad games, Prodigy, Educational show  |
| 4:00-5:00     | Afternoon fresh air | Bikes, Walk the dog, play outside  |
| 5:00-6:00     | Dinner              |  |
| 6:00-8:00     | Free TV time        | Kid showers x3   |
| 8:00          | Bedtime             | All kids   |
| 9:00PM        | Bedtime             | All kids who follow the daily schedule & don't fight   |

## APIAU CYMRAEG DEFNYDDIOL USEFUL WELSH APPS

|  |   |   |  |
|--|---|---|--|
|  <p>Llyfrau Bach<br/>Magi Ann</p> |  <p>Cyfri gyda Cyw</p>                   |  <p>Duolingo</p>         |  <p>Cyw Tiwb</p>                          |
|  <p>Tric a Chlic</p>              |  <p>Sillafu Iaith<br/>Gyntaf</p>         |  <p>Canu Selog 2</p>     |  <p>Byd Cyw</p>                           |
|  <p>Ar y Fferm</p>              |  <p>Betsan a Roco<br/>yn y Pentref</p> |  <p>Bys a Bawd</p>     |  <p>Campau Cosmig</p>                   |
|  <p>Dewin a Doti</p>            |  <p>Aur am Air</p>                     |  <p>Cyw a'r Wyddor</p> |  <p>Llyfrau Hwyl<br/>Magi Ann set 2</p> |



Gwrandewch ar  
ganeuon ar  
wefan Cyw.

Gwrandewch ar  
storiau ar  
wefan  
BookTrust  
Cymru.



Free Websites and Apps to support with...

# Phonics and Early Reading



**Phonics Play**

[www.phonicsplay.co.uk/freeIndex.htm](http://www.phonicsplay.co.uk/freeIndex.htm)



**Phonics Bloom**

[www.phonicsbloom.com/](http://www.phonicsbloom.com/)



**Letters and Sounds**

[www.letters-and-sounds.com/](http://www.letters-and-sounds.com/)



**Cheebies—Alphablocks**

[www.bbc.co.uk/cheebies/shows/alphablocks](http://www.bbc.co.uk/cheebies/shows/alphablocks)

Highly recommended!



**Teach Your Monster to Read (Website is free. Paid App)**

[www.teachyoumonstertoread.com/](http://www.teachyoumonstertoread.com/)



**Oxford Owl**

[www.oxfordowl.co.uk/](http://www.oxfordowl.co.uk/)



**Teach Handwriting—Cursive Practise**

[www.teachhandwriting.co.uk/index.html](http://www.teachhandwriting.co.uk/index.html)



**Vooks—Storybooks Brought to Life**

[www.vooks.com/](http://www.vooks.com/)



**Scholastic—Classroom Magazines**

[www.classroommagazines.scholastic.com/support/learnathome.html](http://www.classroommagazines.scholastic.com/support/learnathome.html)



**Spelling Shed (Paid App or Free with School Subscription)**

[www.spellingshed.com/en-gb](http://www.spellingshed.com/en-gb)

## Free Websites and Apps to support with...

# Mindfulness and Keeping Active



### Smiling Mind

Short audio sessions to help with mindfulness.

<https://app.smilingmind.com.au/>



### Cosmic Yoga - YouTube

Yoga videos designed for kids aged 3+

[www.youtube.com/user/CosmicKidsYoga](http://www.youtube.com/user/CosmicKidsYoga)



### BBC Supermovers

Interactive videos to support with KS1 and KS1 Maths, Literacy and PSHE and PE learning. Great for times tables—as well as videos that are 'just for fun'.

[www.bbc.co.uk/teach/supermovers](http://www.bbc.co.uk/teach/supermovers)



### Go Noodle—YouTube (More videos on their own website)

Hundreds of 'brainercise', dancing, strength and mindfulness videos—as well as videos that are 'just for fun'.

[www.youtube.com/user/GoNoodleGames/featured](http://www.youtube.com/user/GoNoodleGames/featured)



### Premier League Stars

Videos and activities to support with Maths, Literacy, PSHE and PE.

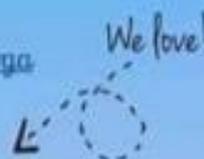
[www.plprimarystars.com](http://www.plprimarystars.com)



### Newsround

Keeping children up to date with the world around them—creating opportunities to talk about the news with children.

[www.bbc.co.uk/newsround](http://www.bbc.co.uk/newsround)



Free Websites and Apps to support with...

# Maths and Science



**TopMarks**

[www.topmarks.co.uk/](http://www.topmarks.co.uk/)

← A great bank of interactive games!



**Dragon Box (Paid App)**

[www.dragonbox.com](http://www.dragonbox.com)



**Bee Bot App for Computing (Free App)**

<https://apps.apple.com/gb/app/bee-bot/id500131639>



**Times Table Rockstars (Paid App or Free with School Subscription)**

<https://ttrackstars.com/>



**Cheebies - Numberblocks**

[www.bbc.co.uk/cheebies/shows/numberblocks](http://www.bbc.co.uk/cheebies/shows/numberblocks)



**Explorify for Science**

[www.explorify.wellcome.ac.uk/](http://www.explorify.wellcome.ac.uk/)



**ICT Games—For Literacy and Maths**

[www.ictgames.co.uk/](http://www.ictgames.co.uk/)



**Prodigy Maths (Free App)**

[www.prodigygame.com/](http://www.prodigygame.com/)

## Learning Hints & Tips for Parents/Carers of Secondary Age Children

This resources is aimed at supporting parents and carers to consider the home learning opportunities while their children and young people are at home during the COVID 19 crisis. Structure and routine will likely work well for your young people but this will look different for all young people and their families.



### Hints and Tips

- ✓ Maintain structure: get up and ready by an agreed time and follow a routine
- ✓ Include young people in the daily routine and structure. This will give young people a sense of ownership, responsibility and control over their day
- ✓ Maintain contact, have 'break times' and lunch together
- ✓ End the school day, like you would any other day and ensure there's plenty of 'down – time' for relaxation, virtual socialising and other things that are important to your young person
- ✓ Provide nurturing, loving relationships
- ✓ Allow for adaptations and change
- ✓ Provide opportunities to make choices



### Ideas and Resources

Here are some ideas for finding resources for different Key Stage 3 and 4 subjects. In addition some information and ideas for young people's wellbeing and socialising during this crisis.

Please also visit the 'NPT Education Inclusion Service' Facebook page for further ideas with websites, ideas and links being added regularly.



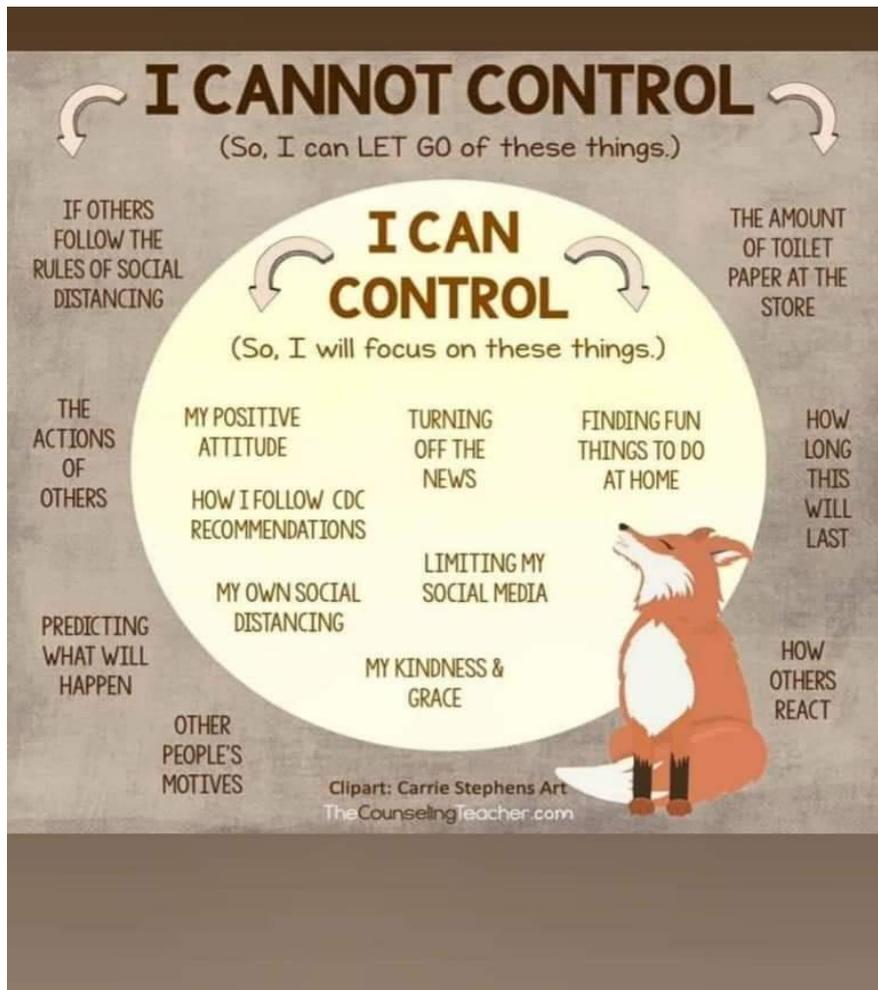
### Learning Resources

<https://www.twinkl.co.uk/resources/keystage3-ks3>

<https://www.tes.com/teaching-resources/hub/secondary>

### Wellbeing

- Advice for young people <https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus/>
- The Anna Freud Centre for Children & Families <https://www.annafreud.org/>





# COPING CALENDAR: KEEP CALM. STAY WISE. BE KIND



30 actions to look after ourselves and each other as we face this global crisis together. Please use & share 🙌

**1** Make a plan to help you keep calm and stay in contact

**2** Enjoy washing your hands. Remember all they do for you!

**3** Write down ten things you feel grateful for in life and why

**4** Stay hydrated, eat healthy food and boost your immune system

**5** Get active. Even if you're stuck indoors, move & stretch

**6** Contact a neighbour or friend and offer to help them

**7** Share what you are feeling and be willing to ask for help

**8** Take five minutes to sit still and breathe. Repeat regularly

**9** Call a loved one to catch up and really listen to them

**10** Get good sleep. No screens before bed or when waking up

**11** Notice five things that are beautiful in the world around you

**12** Immerse yourself in a new book, TV show or podcast

**13** Respond positively to everyone you interact with

**14** Play a game that you enjoyed when you were younger

**15** Make some progress on a project that matters to you

**16** Rediscover your favourite music that really lifts your spirits

**17** Learn something new or do something creative

**18** Find a fun way to do an extra 15 minutes of physical activity

**19** Do three acts of kindness to help others, however small

**20** Make time for self-care. Do something kind for yourself

**21** Send a letter or message to someone you can't be with

**22** Find positive stories in the news and share these with others

**23** Have a tech-free day. Stop scrolling and turn off the news

**24** Put your worries into perspective and try to let them go

**25** Look for the good in others and notice their strengths

**26** Take a small step towards an important goal

**27** Thank three people you're grateful to and tell them why

**28** Make a plan to meet up with others again later in the year

**29** Connect with nature. Breathe and notice life continuing

**30** Remember that all feelings and situations pass in time



“Everything can be taken from us but one thing: the freedom to choose our attitude in any given set of circumstances” ~ Viktor Frankl



ACTION FOR HAPPINESS



www.actionforhappiness.org

Find out more about the Ten Keys to Happier Living, including books, guides, posters and more here: [www.actionforhappiness.org/10-keys](http://www.actionforhappiness.org/10-keys)

## Coping with Social Distancing

This may be particularly difficult for some secondary aged pupils who want to spend time with friends/family. Encourage the safe use of social media for young people to stay in touch with others during this time (don't forget that this can be a great source of support for parents too).

<https://www.bps.org.uk/news-and-policy/bps-cyberpsychologists-say-being-active-social-media-will-help-you-cope-isolation>

<https://www.phoenixgroupq.com/covid-19>

## Coping with Isolation

Ensure young people get the opportunity to exercise. The government has advised that it is possible to leave the house for one form of exercise per day.

Talk to your young people about corona virus:

<https://youngminds.org.uk/blog/talking-to-your-child-about-coronavirus/>

<https://bps.org.uk/news-and-policy/bps-highlights-impotence-talking-children-about-coronavirus>

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Coronavirus%20and%20UK%20schools%20cl%20support%20and%20advice.pdf>

**We have put some useful links together for families in relation to supporting Children and Young People with Hearing Loss at home.**

| Website   | Additional info   |
|---|---|
| <a href="http://www.signbsl.com">www.signbsl.com</a>  | British Sign Language dictionary online   |
| <a href="http://www.signedstories.com">www.signedstories.com</a>  | App also available. 1 free download, additional stories at a cost; starting from 99p                      |
| <a href="http://www.ssc.education.ed.ac.uk/bsl/">http://www.ssc.education.ed.ac.uk/bsl/</a>                           | App also available. Subject specific vocabulary   |
| <a href="http://www.signstation.org/">http://www.signstation.org/</a>   | A free website devoted to those people who want to learn more about British Sign language and Deaf people |
| <a href="http://www.deafbooks.co.uk/Free-Downloads_B5-5.aspx">http://www.deafbooks.co.uk/Free-Downloads_B5-5.aspx</a> | Online resources  |
| <a href="https://www.bbc.co.uk/cbeebies/shows/magic-hands">https://www.bbc.co.uk/cbeebies/shows/magic-hands</a>       | Children’s programme  |

**Microsoft Teams/Google Handouts** – both have speech recognition software which can provide live subtitles. As you can guess, the quality of these subtitles is likely to vary depending on the quality of sound and accents

**Zoom** – a remote STTR or BSL interpreter or CSW can join the call alongside the teacher. Zoom provides some flexibility, I think, on what you see – i.e. you can choose to have a full screen view of just one person, or you can have a ‘gallery’ view of everyone on the call. The STTR text can also appear on screen. The main issue here is around who will pay for any communication support beyond that normally provided.

**Frank Barnes School** is providing BSL stories via Vimeo. Here is an example:

### **BSL Story – Dear Zoo**

**CALL SCOTLAND** has written a really useful blog with links to lots of symbolised resources and activities relating to the Coronavirus:

<https://www.callscotland.org.uk/blog/symbol-resources-for-covid19/>

### **RAD**

The Royal Association for Deaf people has produced a weekly timetable for the period of activities for the duration of the ‘lockdown’.

You can access it here via twitter:

<https://twitter.com/royaldeaf/status/1242123444222918656>

<https://www.bbc.co.uk/teach>

The videos are subtitled.

<https://www.elmfield.bristol.sch.uk/Bug-Club/>

**Elmfield School for Deaf Children** has created some QR codes for their parents to access stories in BSL.

A ToD at the school thought it would be good to share them with you all too.

You can find them on the website: <https://www.elmfield.bristol.sch.uk/Bug-Club/>



### **The National Deaf Children's Society (NDCS)**

The NDCS are the leading charity for deaf children. They support every deaf child who needs them – no matter what their level or type of deafness or how they communicate.

Available at: <https://www.ndcs.org.uk/>

<https://www.ndcs.org.uk/covid-19-coronavirus-support-for-deaf-children/>

## Help and advice in BSL

If you need help and advice from NHS and you are a British Sign Language (BSL) user, then you can use the new [InterpreterNow service](#). The service is available 24/7 and has many options of how to access it. Their website provides information on how to do this in written English and BSL videos.

[SignHealth are producing videos](#) explaining the latest information and health advice on coronavirus in British Sign Language (BSL). New videos are being uploaded as information becomes available.

## **Information for parents, carers and families**

The outbreak is affecting everyone, but for families of deaf children, there are some additional things to think about. You can get information from our [guidance for families blog post](#), including information on audiology appointments, surgeries and school closures. This pages will be updated in line with government advice, so please check back regularly.



## **Signalong - The Communication Charity**

Signalong, The Communication Charity provide resources, training and free advice. They work with others in the field to promote communication skills for children and adults with speech, language and communication needs and English as an additional language. Resources published by the charity cater for a range of ages and ability from pre-school and pre-language up to preparation for employment.

Available at: <http://www.signalong.org.uk/>



**Twinkl**

Twinkl support and work with educators across the world, including primary and secondary teachers, childminders, nursery workers, home educators and parents. All Twinkl resources are teacher-made and can be used by anyone, anywhere - making learning accessible to all. **Twinkl have currently made their ultimate pack free of charge using the code CVDTWINKLHELPS**

Available at: <https://www.twinkl.co.uk/>



The Ear Foundation

**The Ear Foundation**

The Ear Foundation are an independent charity supporting people of all ages to live well with hearing loss using the latest technologies.

Available at: <https://www.earfoundation.org.uk/>

## Ling-6 Sounds Flash Cards

The Ling-6 Sounds represent various different speech sounds from low to high pitch (frequency). They help to test your child's hearing and check they have access to the full range of speech sounds necessary for learning language. Audiologists also use these cards to make adjustments to your child's listening program if necessary. The cards inside this pack showing the illustrated drawings are the Ling-6 Sounds Flash Cards.

They're easy to use – simply say the sound and observe if your child hears it. Very young children might look up when they hear the sound, while slightly older children can be taught to hold an object to their ear and put the object down when they hear the sound. Eventually your child can learn to imitate you. Just remember not to let them see you say the sounds – this way you can be sure they are actually hearing you, not lip reading. You might want to sit next to or directly behind your child during this activity.

You can start doing these activities straight away. In addition, try testing the sounds with your child from a series of different distances (1/2 metre, 1 metre, 2 metres and 3 metres).

Talk to your audiologist if:

- Your child is no longer able to detect a sound which they could previously detect.
- Your child starts to say the sounds differently when they typically say them correctly.
- Your child's ability to detect the sounds at varying distances worsens.

Keep encouraging your child to imitate the sounds – it does take time and practice.

**Ask your audiologist or speech therapist to show you how to use these Cochlear™ Listening, Speech and Language Cards. Further instructions and extension activities can be found on [www.cochlear.com](http://www.cochlear.com)**



Hear now. And always

Cochlear™

## Speech and Listening Activity Cards

On the reverse side of the Ling-6 Sounds Flash Cards are six photographs of people in everyday situations. These photographs make up the Speech and Listening Activity Cards and can be used to extend your child's listening, speech and language.

There are three activities:

### Activity one: Early vowels & phrases

Lay the six cards on a table. Pointing to one card at a time, ask your child to repeat the relevant phrase below. You may want to add some excitement to the activity by blowing real bubbles or playing with a toy car.

|                                     |                                |
|-------------------------------------|--------------------------------|
| Blow the bubbles – <b>blow</b>      | (teaches the vowel sound 'oh') |
| Sit on the swing – <b>wee</b>       | (teaches the vowel sound 'ee') |
| Wash your hands – <b>wash, wash</b> | (teaches the vowel sound 'o')  |
| Sit down – <b>down</b>              | (teaches the vowel sound 'ow') |
| Ride the horse – <b>neigh</b>       | (teaches the vowel sound 'ey') |
| Push the car – <b>push</b>          | (teaches the vowel sound 'u')  |

### Activity two: Early listening

Lay two cards on the table and, describing the action on one of the cards, ask your child to point to the correct card.

For example:

Lay down the 'blow the bubbles' and 'sit down' cards. Then say to your child "show me blow the bubbles – **blow**".

Increase the choice by adding one card at a time until your child can correctly select each of the six activity cards.

### Activity three: Matching picture to object

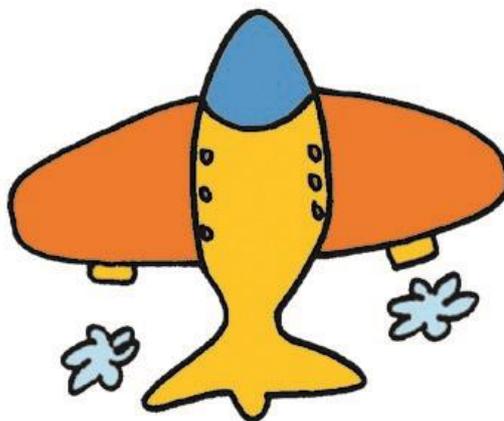
Incorporate the Speech and Listening Activity Cards into playtime activities.

For example:

Play with a toy car and ask your child to find the picture of the car. Blow bubbles and ask your child to find the picture of the bubbles.

N33963F ISS1 AUG09

ah



Ling sound 'ah'



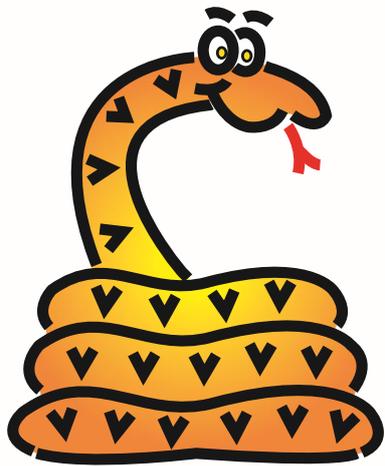
eeee



Ling soun j'eeee



SSSSSS



Ling soun 1 'sssss

Sit down – down



sh



Ling soun 1 'sh

## **Useful Contacts for Parents of Pupils with a Vision Impairment**

### **Accessible home learning with RNIB Bookshare**

[RNIB Bookshare \(www.rnibbookshare.org\)](http://www.rnibbookshare.org). If you have a child who has a print disability that affects their reading RNIB Bookshare can help with access to nearly half a million curriculum and leisure titles in accessible formats at all educational levels. If your child does not already have access to this service through their school, we don't want any child to miss out on the books and resources they need whilst they are having to learn at home. Please email us proof of their disability along with your name and your contact details and we will make sure they get access to the services for titles they need. Contact us at [Bookshare@rnib.org.uk](mailto:Bookshare@rnib.org.uk) or tel. 0300 3038313.'

### **Humanware**

Parents whose children use Humanware products such as the Prodigy Video Magnifier, may find the following useful:

Humanware website: [www.humanware.com](http://www.humanware.com)

Humanware have just launched The Buddy App which is an easy way to learn how to use their products. You can find out more by clicking on the link [HW Buddy App](#).

### **Screen Magnifiers and Speech**

If your child usually uses a screen magnifier like Supernova in school but doesn't have access to this at home you can:

Contact Dolphin [www.yourdolphin.co](http://www.yourdolphin.co) to download a free 30 day trial.

OR

Use Windows Magnifier – simply hold down the Windows Key and press the + button to magnify the screen. To turn off hold down the Windows key and press the – button.

A list of resources for homeworking from VIEW

<https://t.co/Q40RBcW6tw?amp=1>

[https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.p  
athstoliteracy.org%2Fblog%2Fstay-home-activities-children-visual-  
impairments&data=02%7C01%7CBlackmoreJ10%40hwbmail.net%7Cae4d  
1dbdf73d4ab3aa6708d7d1687d11%7C4f3f0e52b734416494091b601d147993  
%7C0%7C0%7C637208119013260860&data=VeuKgm6e%2BfEhEh6Qfy1  
ghGdjkR2W5AvpEXS3q5Alu9A%3D&reserved=0](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.p<br/>athstoliteracy.org%2Fblog%2Fstay-home-activities-children-visual-<br/>impairments&data=02%7C01%7CBlackmoreJ10%40hwbmail.net%7Cae4d<br/>1dbdf73d4ab3aa6708d7d1687d11%7C4f3f0e52b734416494091b601d147993<br/>%7C0%7C0%7C637208119013260860&data=VeuKgm6e%2BfEhEh6Qfy1<br/>ghGdjkR2W5AvpEXS3q5Alu9A%3D&reserved=0)

## **Braille**

If your child is learning braille and you want to brush up on your own braille skills (or teach other people in your household) visit [www.braillebug.org](http://www.braillebug.org). You can do fun quizzes and activities in braille. There is a checklist of braille signs so you can check your child has brailled their work correctly.

## **Habilitation (Independent Living and Mobility) Activities to work on at home**

- Involve your child in simple household tasks to improve independence and if only for a reason to move and explore. Encourage them to get things or take things back to where they belong.
- Practice tying shoe laces – this takes time to master, but as we have plenty of time at home at the moment it may be something to work on, ready for when we return to school! You can look up techniques on the internet - there are different methods to try out so you can see what works for your child.
- Dressing and undressing – again as we have time it may be worth working on dressing skills. Break it down as much as possible and just work on one skill now and again such as buttoning up, using zips etc.
- Work on PE skills – it's really worth going over some basic skills – throwing and catching a ball, running, creating an obstacle course in the garden etc.
- If your child wants to bake and cook during their time at home – practice skills such as pouring and get them familiar with where things are kept in the kitchen – safety is obviously paramount!! Working on a large tray is really useful and by doing this you can keep the mess in one place!
- Encourage your child to help you with household chores e.g. get them to help you with loading the washing machine, emptying the dishwasher and to make their bed!!
- Practice opening and closing jars, food packets, yogurt pots etc.
- If your child is transitioning to high school, it may be worth practicing packing and unpacking a rucksack as they will only have a short time to do this in class before having to move on to their next lesson.
- Work on identifying money – coins and notes – by playing shop, giving them pocket money etc.

- Safe mobility – getting your child to stop moving. Are you 100% sure that your child will listen when you ask them to STOP! You can play a game - 'Go' or 'green light' to start moving and work on getting them to 'STOP' instantly.

## South West Wales Multi-Sensory Impairment Service Links/Resources

**We have put some useful links together for families in relation to supporting Children and Young People with Multi-Sensory Impairments.**

- Auditory Processing Disorder - <https://www.ndcs.org.uk/information-and-support/childhood-deafness/causes-of-deafness/auditory-processing-disorder-apd/>
- Frank Barnes School is providing BSL stories via Vimeo. Here is an example: [BSL Story – Dear Zoo](#)
- Sense – Deafblind Alphabet: <https://www.sense.org.uk/get-support/information-and-advice/communication/tactile-alphabet/>
- Widgit Online Free Access – [www.widgitonline.com/offer](http://www.widgitonline.com/offer). To make sure symbol users have access to the systems and resources they need, Widgit software are offering free and unrestricted access to Widgit Online and its ready-made materials for 30 days. Use code WIDGIT30. If you have any questions, please email [info@widgit.com](mailto:info@widgit.com).
- The Sensory Projects - [www.thesensoryprojects.co.uk](http://www.thesensoryprojects.co.uk) – Educational resources, Inclusive resources, Mainstream and mixed resources.
- List of Companies offering free subscriptions due to school closures - [www.kidsactivitiesblog.com/135609/list-of-education-companies-offering-free-subscriptions/](http://www.kidsactivitiesblog.com/135609/list-of-education-companies-offering-free-subscriptions/)

- The Story Massage Programme - <https://www.storymassage.co.uk/> - The Story Massage Programme, an interactive and fun way of combining the creativity of story with the benefits of positive touch.



- The National Deaf Children's Society (NDCS). The NDCS are the leading charity for deaf children. They support every deaf child who needs them – no matter what their level or type of deafness or how they communicate. Available at: <https://www.ndcs.org.uk/> <https://www.ndcs.org.uk/covid-19-coronavirus-support-for-deaf-children/>



- Twinkl support and work with educators across the world, including primary and secondary teachers, childminders, nursery workers, home educators and parents. All Twinkl resources are teacher-made and can be used by anyone, anywhere - making learning accessible to all. Available at: <https://www.twinkl.co.uk/>
- Pinterest has some very exciting and interesting ideas and activities that could be done at home – <https://www.pinterest.co.uk/> . See below for various links to some ideas:-

#### 1. Multi-Sensory Activities

[https://www.pinterest.co.uk/search/pins/?rs=ac&len=2&q=multi%20sensory%20activities&eq=Multi%20Sensory&etslf=6191&term\\_meta\[\]=multi%7Cautocomplete%7C1&term\\_meta\[\]=sensory%7Cautocomplete%7C1&term\\_meta\[\]=activities%7Cautocomplete%7C1](https://www.pinterest.co.uk/search/pins/?rs=ac&len=2&q=multi%20sensory%20activities&eq=Multi%20Sensory&etslf=6191&term_meta[]=multi%7Cautocomplete%7C1&term_meta[]=sensory%7Cautocomplete%7C1&term_meta[]=activities%7Cautocomplete%7C1)

## 2. Auditory Processing Activities

[https://www.pinterest.co.uk/search/pins/?rs=ac&len=2&q=auditory%20processing%20activities&eq=auditory%20processing&etslf=9966&term\\_meta\[\]=auditory%7Cautocomplete%7C1&term\\_meta\[\]=processing%7Cautocomplete%7C1&term\\_meta\[\]=activities%7Cautocomplete%7C1](https://www.pinterest.co.uk/search/pins/?rs=ac&len=2&q=auditory%20processing%20activities&eq=auditory%20processing&etslf=9966&term_meta[]=auditory%7Cautocomplete%7C1&term_meta[]=processing%7Cautocomplete%7C1&term_meta[]=activities%7Cautocomplete%7C1)

## 3. Fine Motor Skills Activities

[https://www.pinterest.co.uk/search/pins/?rs=ac&len=2&q=fine%20motor%20skills%20activities&eq=fine%20motor%20skills&etslf=6859&term\\_meta\[\]=fine%7Cautocomplete%7C0&term\\_meta\[\]=motor%7Cautocomplete%7C0&term\\_meta\[\]=skills%7Cautocomplete%7C0&term\\_meta\[\]=activities%7Cautocomplete%7C0](https://www.pinterest.co.uk/search/pins/?rs=ac&len=2&q=fine%20motor%20skills%20activities&eq=fine%20motor%20skills&etslf=6859&term_meta[]=fine%7Cautocomplete%7C0&term_meta[]=motor%7Cautocomplete%7C0&term_meta[]=skills%7Cautocomplete%7C0&term_meta[]=activities%7Cautocomplete%7C0)

## Useful websites for children with Learning Difficulties

### Maths sites

- ❖ [www.mathsticks.com](http://www.mathsticks.com)
- ❖ [www.nrich.maths.org](http://www.nrich.maths.org)
- ❖ [www.coolmath4kids.com](http://www.coolmath4kids.com)
- ❖ [www.mathszone.co.uk](http://www.mathszone.co.uk)
- ❖ [www.primarygames.co.uk](http://www.primarygames.co.uk)
- ❖ [www.mathsisfun.com](http://www.mathsisfun.com)
- ❖ [www.mathematicshed.com](http://www.mathematicshed.com)

### Literacy sites

- ❖ <http://www.galacticphonics.com/>
- ❖ <https://new.phonicsplay.co.uk/resources>
- ❖ [www.communication4all.co.uk](http://www.communication4all.co.uk)<http://resources.wjec.co.uk>  
<https://home.oxfordowl.co.uk/>  
<https://www.creativeeducation.co.uk/blog/18-great-ipad-apps-for-teachers-for-primary-literacy/>  
<https://www.teachthought.com/literacy/50-popular-ipad-apps-for-struggling-readers-writers/>

### Auditory memory games

- ❖ <https://speechbloguk.com/games-to-improve-auditory-memory/>

### Revision

- ❖ <https://www.youtube.com/watch?v=oY4sUQzXJ1g> (mindmaps)
- ❖ [https://quizlet.com/en-gb?utm\\_source=Google&utm\\_medium=cpc&utm\\_campaign=7430865328&utm\\_content=76110268770&utm\\_term=revise%20app&matctype=e&gclid=EAlaIQobChMIhO2m4ra16AIViZntCh1vww-pEAAYASAAEgIcrfD BwE](https://quizlet.com/en-gb?utm_source=Google&utm_medium=cpc&utm_campaign=7430865328&utm_content=76110268770&utm_term=revise%20app&matctype=e&gclid=EAlaIQobChMIhO2m4ra16AIViZntCh1vww-pEAAYASAAEgIcrfD BwE)
- ❖ <https://www.teachertoolkit.co.uk/2017/05/19/revisionapps/>

### Handwriting

- ❖ <https://www.jellyandbean.co.uk/free-resources/>
- ❖ <https://debbiehepplewhitehandwriting.com/free-resources/>

## ASD friendly resources

Supporting your child through times of uncertainty can be difficult. Often children with social communication needs rely on routines to manage uncertainty and the complexity. Whilst we are not able to provide the routines that were once in place we can help them to understand what we currently know about coronavirus and school closures. We can also provide simple and engaging learning opportunities for them, including those which are play based.

### Social Stories

One way to reduce uncertainty for your child is to share a social story with them. Writing a social story is fairly easy to do with the right information. Here are hints and tips for you to get started.

- Social stories are a way to develop your child's understanding of situations that they find difficult (by helping to explain what happens and to help them to understand things from other peoples' point of view).
- A way of communicating to your child what the expectations are (i.e. how to behave in social situations); not designed to change your child's behaviour but to increase their understanding in the hope of encouraging appropriate responses to their environment (The Gray Center, 2011).
- An effective way of preparing your child for change, i.e. transition back into school.
- Helpful if your child finds change unsettling.

Often include pictures or photos to enhance their understanding.

### Tips for making up Social Stories

- A social story describes very specifically **what** happens and **why**, and usually tells your child the desirable way to behave.
- It is written in consultation with your child and others who support her/him and after careful observation of the target situation, e.g. sharing toys with a sibling. Vocabulary (words used) and presentation of the story should be appropriate to your child's age and ability.

- Usually written in the first person (i.e. name, me, I, my) and present tense.
- Can be personalised to include your child's interests - should be attractive and interesting (i.e. include pictures of things that your child is interested in).
- Not a simple list of what to do - include sentences describing **where** a situation occurs, **who** is involved, **what** they are doing and **why**.
- Describes and explains the reactions and feelings of others.

Basic social stories use three types of sentence (according to Gray, 1994):

- **Descriptive** - what happens, where the situation occurs, who is involved, what they are doing and why
- **Perspective** - describing the reactions and responses of others in the target situation, sometimes the reasons for their responses, and may describe the feelings of others
- **Directive** - describe desired responses to social situations. They tell your child in positive terms what he or she should try to do or say in the target situation

Ratio – there should be 3-5 descriptive and/or perspective sentences to every directive sentence.

Words such as '**usually**', '**sometimes**' and '**probably**' are often used to help your child avoid over-literal interpretation and cope with changes - as children with social communication difficulties often interpret language literally, it is important to avoid statements that are inflexible. Preferable to use terms such as "I will try to..." rather than "I can..." or "I will..", both of which require absolute compliance.

Stories are only as long as they need to be (keep to the point) - better to write separate stories for different issues than try to put too much into one. Generally end with a positive affirmation - (e.g. I am a hard worker, I am a helpful person, I try my best); helps the child feel good about themselves while learning new behaviours.

Your child reads the story (or listens on audiotape) before the target situation arises, e.g. daily before/during breakfast, when they are relaxed and ready to receive the message.

Daily access to the story should continue as long as your child wants or needs - Use the story as often as necessary until the new behaviour becomes part of your child's repertoire.....and hang on to it in case they need a future reminder.

### Useful Social Story Links and Resources

If writing a social story fills you with dread, here are some useful links and resources to use.

| Source  | Story/Link  |
|---|---|
| <b>Social Stories and other Coronavirus resources</b>                         |   |
| The Autism Educator<br>- The Corona Virus<br>Free Printable<br>Updated        | <a href="https://littlepuddins.ie/coronavirus-social-story/">https://littlepuddins.ie/coronavirus-social-story/</a>   |
| KeshetChicago – A<br>coronavirus social<br>story                              | <a href="https://www.flipsnack.com/KeshetChicago/coronavirus-social-story/full-view.html">https://www.flipsnack.com/KeshetChicago/coronavirus-social-story/full-view.html</a>   |
| Wicklow Triple A<br>Alliance – A<br>coronavirus social<br>story: staying safe | <p><b>Coronavirus - Staying Safe</b></p> <p>People are talking about Coronavirus because it is a new type of flu</p> <p>Just like with all other colds or flu it is important to be healthy</p> <p>Children and adults are very good at fighting the flu</p> <p>Just like all colds or flus it can be harder for older people to stay healthy from flu</p> <p>I can stay healthy by</p> <p>When preparing food</p> <p><b>FREQUENTLY WASH HANDS WITH SOAP</b></p> <p>After sneezing or blowing my nose</p> <p>Before eating</p> <p>After using the bathroom</p> <p>If they are dirty</p> |

**I can stay healthy by**

- Not touching my face, or biting my nails
- Trying not to touch outside doors, handles, railings

**I can help keep others healthy by**

- Coughing & sneezing into my elbow
- Putting used tissue in the bin
- Staying at home if I feel sick

**Just like any other cold or flu, Coronavirus will go away in a couple of months**

**I do not need to worry about it but if I am unsure I can talk to my caregivers**

Triple A Wicklow  
 CHY 18175  
 Fb/TripleAWicklow  
 tripleawicklow@gmail.com

Pandemics and Coronavirus social story by Carol Gray

**Social Story**

Coronavirus Covid19

- I can keep safe from Coronavirus by washing my hands with soap and water.
- I will wash my hands before I eat my food.
- I will wash my hands after I sneeze, blow my nose or touch my mouth.
- I will wash my hands after I go to the toilet.
- I will be safe with my lovely clean hands.

Unhealthy choices: touching face, coughing/sneezing into hands, hugging/bumping.

Healthy choices: hand hygiene, covering mouth, staying home.

- My school might need to close for a while- everyone will stay at home instead.
- It will be closed to let everyone get better.
- A grown-up will let me know when I can go back to school.

Just like other types of flu, coronavirus will go away soon.

- I don't need to feel worried, but if I do I can talk to an adult.
- I will keep safe! Hurray!

Pandemics and Coronavirus social story by Carol Gray

<https://carolgraysocialstories.com/2020/03/13/social-story-by-carol-gray-pandemics-and-the-coronavirus/pandemics-and-the-coronavirus-2/>

BrainPop Coronavirus Video

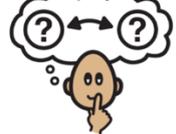
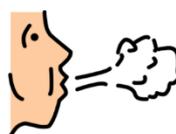
<https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/?fbclid=IwAR2aOUzrk4lq7cLR-14-WxJAEJg4aqXBKyH4jdzF6QTLTVmCKyx7FzxyKQ>

|   |   |
|---|---|
|   |   |
| BrainPop Coronavirus Materials  | <a href="https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/">https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/</a>   |
| Illinois Autism Partnership Coronavirus Social Story  | <a href="https://l.ead.me/bbPKG6">https://l.ead.me/bbPKG6</a>   |
| STAR Autism Support Handwashing Resources   | <a href="https://starautismsupport.com/washing-hands-supports">https://starautismsupport.com/washing-hands-supports</a>   |
| Generic social stories  |   |
| Successful Social Stories™ for Young Children with Autism: Growing Up with Social Stories™                  | <a href="https://www.amazon.co.uk/d/Books/Successful-Stories-Children-Growing-StoriesTM/1785921126/ref=sr_1_3?ie=UTF8&amp;qid=1499855658&amp;sr=8-3&amp;keywords=social+stories+books">https://www.amazon.co.uk/d/Books/Successful-Stories-Children-Growing-StoriesTM/1785921126/ref=sr_1_3?ie=UTF8&amp;qid=1499855658&amp;sr=8-3&amp;keywords=social+stories+books</a>   |
| The Red Beast: Controlling Anger in Children with Asperger's Syndrome                                       | <a href="https://www.amazon.co.uk/d/Books/Red-Beast-Controlling-Aspergers-childrens/1843109433/ref=sr_1_6?ie=UTF8&amp;qid=1499855658&amp;sr=8-6&amp;keywords=social+stories+books">https://www.amazon.co.uk/d/Books/Red-Beast-Controlling-Aspergers-childrens/1843109433/ref=sr_1_6?ie=UTF8&amp;qid=1499855658&amp;sr=8-6&amp;keywords=social+stories+books</a>   |
| The Panicosaurus: Managing Anxiety in Children Including Those with Asperger Syndrome                       | <a href="https://www.amazon.co.uk/d/Books/Panicosaurus-Managing-Children-Including-Asperger-Syndrome-childrens/1849053561/ref=sr_1_7?ie=UTF8&amp;qid=1499855658&amp;sr=8-7&amp;keywords=social+stories+books">https://www.amazon.co.uk/d/Books/Panicosaurus-Managing-Children-Including-Asperger-Syndrome-childrens/1849053561/ref=sr_1_7?ie=UTF8&amp;qid=1499855658&amp;sr=8-7&amp;keywords=social+stories+books</a> |
| Social Stories series by Charlotte Olson covering topics such as going to school, the dentist, doctor, etc. | <a href="http://www.suziebooks.co.uk/">http://www.suziebooks.co.uk/</a>   |

I Have a Question about Death: A Book for Children with Autism Spectrum Disorder or Other Special Needs

[www.amazon.co.uk](http://www.amazon.co.uk)

Coping with angry feelings

|   |   |   |   |
|---|---|---|---|
|    |    |     |    |
| What to do when I'm angry   | Sometimes I get angry   | It's hard but I have to make a choice   | Bad choices get me in trouble   |
|    |    |     |    |
| Good choices help me calm down  | Getting too close: BAD choice!  | Hitting others: BAD choice!   | Throwing stuff: BAD choice!   |
|  |  |   |  |
| What can I do to calm down?   | I can use my words GOOD choice!   | I can take a break GOOD choice!   | I can blow out 3 times GOOD choice!   |
|  |  |  |  |
| I can hug a pillow GOOD choice!   | I can walk outside GOOD choice!   | I can get a drink GOOD choice!  | I can ask for help GOOD choice!   |
|  |  |  |   |
| It is ALWAYS okay to say I need help  | I just do my best!  | soon I will be happy again  |   |

## Play

At this time, we must not forget the importance of play. Play is important for your child's sense of security. Play is also important in developing language, both expressing and understanding the content of speech; developing shared interactions and experiences; and developing imagination skills required for flexible thinking.

When we think of play we tend to imagine the use of toys. This can be misleading – the key to play is interaction and offering the child an irresistible invitation to learn.

Steps to success for developing **early stages of play**:

- Sharing space – when your joint attention is fixed on the same thing at the same time.
- The drive to avoid – your child may initially avoid initial interactions. Providing interactions which motivate your child, whilst sharing in the enjoyment, can teach your child that communication is a good thing.
- Communication – observe when your child is most accessible and jot down when these times are. It may be:
  - When s/he's being tickled
  - When you sing to her/him
  - When you play rough and tumble
  - When s/he's eating something s/he really likes
  - When s/he's jumping on the trampoline
  - When s/he's splashing in water in the back garden
  - When s/he's having a bath
  - When s/he's relaxed and in bed
- When you are engaging in a game s/he enjoys, such as tickling, stop to take a long pause (often longer than you might feel comfortable with), and wait for your child to make a gesture to indicate s/he wants the game to continue; this may be by making eye contact or pulling hands back to her/him. In response, look back at your child, and say 'You want more? – Yes?' and carry on the game.

Here are some useful play activities which are engaging and will support your child's development:

- 'Peek-a-boo' games, pulling silly faces, dancing, blowing bubbles, using motorised toys, balloons, feathers, copy your child's noises, Jack-in-the-box type toys, attention grabber box (e.g. spinning top, glove puppet, musical toy, yoyo, etc).

Steps for success for children with **further developed play skills**:

- Remember to make use of activities which motivate your child
- Support your child's sensory needs
- DO NOT put too much pressure on yourself to engage your child in focused activities, just being together offers so many opportunities for learning

Here are some suggestions for indoor and outdoor activities to meet your child's needs. HOWEVER PLEASE ADHERE TO GOVERNEMENT ADVICE AT THIS TIME WHEN GOING OUTDOORS:

### **Occupational Therapy: Regulating Sensory Activities – indoor and outdoor activities**

#### 1. [Walking](#)

This is a very regulating activity as it provides rhythmical and predictable sensory inputs. Try to walk at the same pace and aim to walk for over 30 minutes. Walking up hills and/or wearing a back pack with bottles of water in will increase the resistance which will provide stronger regulating proprioceptive inputs.

#### 2. [Trampoline](#)

These provide strong vestibular input which can cause rapid overstimulation. You can increase the regulating proprioceptive inputs by standing /sitting on the edge of the trampoline as will increase the amount of effort your child

uses to bounce. This should reduce the stimulating effects of the vestibular inputs.

You could also reduce the possibility of overstimulation by controlling the amount of bouncing by counting the number of bounces to 20 then say stop. Ask your child to stand still like a soldier and look at you while you count to 10 and repeat.

#### 4. Den building

Use blankets, throws, tarps etc to build as these create a regulating environment and reduce the amount of sensory input your child has to process. You could have a picnic in the den with crunchy and crisp foods which are regulating. Or play regulating games like colouring or connect 4.

#### 5. Obstacle Courses

These provide great regulating sensory experiences. Encourage your child to carry/punch objects to make the obstacle course. Try to include things that will allow your child to crawl and have different body positions.

#### 7. Cosmic Kids Yoga

There are lots of fun and child friendly You Tube clips that include simple yoga poses which are regulating and you and your child could do them together. To slow YouTube clips down:

1. Open the video in You Tube.
2. Click the three dots in right hand corner or settings icon on the bottom right.
3. Select 'playback speed' to 0.5x or less.

#### 8. Heavy Work Activities

Any activities that involves pulling, pushing, carry heavy objects provide regulating proprioceptive inputs. Some ideas include: gardening activities –

digging and pushing a wheelbarrow, tug of war, cycling, helping with house work, row row your boat song, door pull up bars, wall press offs#

### **Ideas for Indoor Activities**

Many of the following ideas are around sensory play. Sensory play is aimed to include activities that stimulate your child's senses by engaging one or more of the senses: touch, smell, taste, sight and hearing.

**Cloud Dough:** Pour 4 cups flour into the centre of a large tub. Create a crater in the middle of the flour and pour the ½ cup oil into the crater and mix it all together. You can add glitter or food colouring or essential oils.

**Gloop:** Mix the 2 cups of cornflour with 1 cup of water. Add food colouring if you like. You can also make the gloop dance by placing a bass speaker next to it and playing something really 'bassy'.

**Sensory bins/bags:** This simply involves filling various containers with dried beans, lentils or rice and allowing your child to scoop, stir and transfer them between pots etc. You could try making a beach or Treasure Island out of rice. The same concept can be used using zip-lock freezer bags. For example you could try filling them with shaving foam, or jelly etc.

**Fizzing fun:** By adding vinegar to bicarbonate of soda it makes the powder fizz and bubble. You can play with this idea by either filling mugs/pots with bicarbonate of soda and adding vinegar and food colouring to them to create a 'fizzing tea party' or by filling a tray with bicarbonate of soda and putting the vinegar into a water pistol which your child can then squirt into the tray and watch the powder bubble up when the vinegar hits it.

**Marbled painting:** Squirt a layer of shaving cream onto a tray and let your child spread it about with their hands. Dribble some of the paint (watered down enough to pour) onto the shaving cream. Allow your child to swirl the paint around either using the back of a paintbrush or their fingers to make a marbled effect (make sure to stop before the colours mix together too much). You can print the marbled effect onto paper by placing a sheet of paper/card onto the foam. Gently lift the paper off the shaving foam and set aside. Then use a credit card or a cardboard square to scrape the shaving foam off the paper. The swirled/marbled pattern should remain on the paper. Set aside to dry.

**3D Paint:** Mix roughly equal amounts of PVA glue and white shaving cream together. Add little bits of food colouring or paint and stir into the mix. Your 3D paint is then ready to use. It works best to dab the paint onto the paper or card rather than smear, as you want it to be quite thick. Try finger painting with the paint. The paint will have a puffy, 3D texture when dry and will feel squishy like foam to the touch.

**Play Spaghetti:** Cook as much spaghetti as you wish to use then divide it up into separate containers – one container for each colour that you are making. Add a few drops of food colouring to each container and mix. Add a little cooking oil to the coloured spaghetti to stop it from becoming too sticky. Your coloured spaghetti is now ready. Allow your child to play with it!

**Raised salt painting:** Place a piece of paper onto a tray (e.g. a baking tray) and pour PVA glue onto the page. You can use the glue to draw a picture or create patterns. Then pour table salt onto the page, ensuring it covers all areas of glue. Once all the glue is covered in salt shake off the excess. Using a paintbrush drip watercolour paint onto the patches of salt. The colour will spread out and run along the lines of salt. Try and engage your child in watching the process of the paint spreading along the salt.

**Water-play:** Water is familiar to children and can provide an easy, safe and free form of sensory play. Fill a large container with water and provide your child with some simple toys such as funnels, various sized pots or containers, marbles, cloths or sponges, bubbles or foam etc and simply allow your child to experiment and play. A tray/container of water can be used for play both indoors and outdoors.

**Coloured rice:** By simply mixing dried rice with food colouring you can create brightly coloured rice grains that your child can use for sensory play. Simple mix approximately a cup of dried rice with a teaspoon of food colouring by placing both in a screw-top container and shaking until the rice is adequately covered and then setting aside to dry on paper towels. Once the rice is dried your child engage with it by passing it between containers or playing with it with their hands.

**Sand foam:** By simply mixing clean sand with shaving foam in a large tray/container it will create a fluffy, textured mixture that provides a material kids can use for sensory play. Engage your child in mixing the two materials together. Once the sand and foam are mixed you can hide objects such as

shells or plastic toys in the sand-foam for your child to find. You can also draw and write in the sand foam using your fingers.

**Bottle-tops and bubbles:** Simply fill a large tub/container with water and washing up liquid to create a container of bubbles. You can then hide bottle-tops and ask your child to find them. See if they can do it by colour, (i.e. pick out all the red bottle tops). Your child could also try using different utensils to make more bubbles such as a whisk.

**Jelly play:** When making up the jelly try hiding objects that are similar in colour to the jelly you are hiding them in. This will help disguise them better. Allow the jelly to set in various containers/pots/jugs. Your child can try building things with the jelly, making pictures or words out of it. Again this is a great activity to do with your child if they have a tendency to put toys/materials in their mouths.

**Rock Monsters:** For this you will need googly eyes, paint, and glue. Make a bunch of rock characters, give them names, you could even give them personality!

### **Looking After Yourself in Times of Uncertainty**

#### **YOU CAN'T POUR FROM AN EMPTY CUP**

#### **HOW WE REACT TO STRESS**

When we are faced with a threat we become stressed and our body experiences a surge of adrenaline! Which is great as it gives us the much needed energy to react to increase our chances of survival. Our responses can usually be categorised into the following:

(Examples of how we may react are given if we use the example of a hungry tiger stood in front of us)

**FIGHT-** punch the tiger, or use a weapon to keep the tiger away

**FLIGHT-** run, very fast away from the tiger!

**FREEZE-** stand still or hide and hope the tiger cannot see you

These reactions require our brains to focus on sending important messages to our heart and muscles, and will place extra effort on alerting our emotion centre (called the amygdala) of our brain to continuously inform us that there is a danger. This means that our ability to do things like use our memory, think logically, think rationally, plan ahead, consider how other people may be feeling or what they are thinking are all compromised! You probably notice that when you are stressed you don't act in ways you normally do!

Therefore if you are stressed it can make it really difficult to care for someone who is also stressed. In such cases it would be useful to try and calm yourself or try to remove your perception of a threat so you can calm others; i.e. Look after yourself first, and then you have the resources to support others better!

It can be really difficult to calm yourself when you are unsure about whether something is a threat or not, or when the threat can't be removed or we have no control over it! During these times of uncertainty our perception of a potential threat can be heightened, and can be unhelpful when trying to manage our usual lives and others. So what can we do so calm our brains down a bit?!

### **PREPARE TO SELF-CARE!**

Self-care is key to calming ourselves so we have the resources (brain power!) to care and support others. We would recommend trying to implement structure, routine, and consistency to your life as well as those you care for! For self-care to be effective it needs to be sustainable and practical for your lifestyle!

### **Suggestions to self-care:**

#### **MINDFULNESS**

The three main principles of mindfulness are:

- Being in the present moment i.e. focus on the right here, right now and not the future or past!
- Noticing and increasing our awareness of what is going on

- Placing no judgment on our experience, i.e. no labelling of things we notice as good nor bad, right or wrong, they just are!

There are lots of Mindfulness apps that you can access; we have enclosed a leaflet. Mindfulness practice does not have to take long, you can do it anywhere at any time for however long (even 30 seconds!)

### **BREATHE**

We hear it all the time! But it's true, slowing down your breathing can really help ground you and slow things down. Try imagining blowing up a balloon in your stomach and slowly releasing it.

### **BE YOUR OWN BEST FRIEND**

If your best friend came to you upset and struggling what would you say to them? Write this down... pin it in a place you regularly look. This is how you will speak to yourself when you are struggling. Give yourself a break, be kind, you're doing your best in a difficult time. Go you!

### **DOING SOMETHING MEANINGFUL TO YOU!**

Think of an activity you enjoy. It can be ANYTHING! What is it about the activity that you value? For example, if you enjoy going out for a coffee with your friends, you may value connection with others. Although you may not be able to go for a coffee with a friend could you be creative about how you could still live your life by this value in a different way. For example, Skype your friend and sit and drink coffee together in a designated area of the house.

Try to identify what you value about the activities you enjoy doing in your life and think about how you can still live your life by these!

## Coping with stress during the 2019-nCov outbreak



It is normal to feel sad, stressed, confused, scared or angry during a crisis.

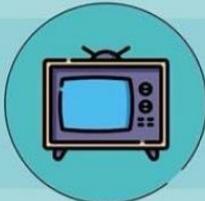
Talking to people you trust can help. Contact your friends and family.

If you must stay at home, maintain a healthy lifestyle - including proper diet, sleep, exercise and social contacts with loved ones at home and by email and phone with other family and friends.



Don't use smoking, alcohol or other drugs to deal with your emotions. If you feel overwhelmed, talk to a health worker or counsellor. Have a plan, where to go to and how to seek help for physical and mental health needs if required.

Get the facts. Gather information that will help you accurately determine your risk so that you can take reasonable precautions. Find a credible source you can trust such as WHO website or, a local or state public health agency.



Limit worry and agitation by lessening the time you and your family spend watching or listening to media coverage that you perceive as upsetting.

Draw on skills you have used in the past that have helped you to manage previous life's adversities and use those skills to help you manage your emotions during the challenging time of this outbreak.



### Other Useful Websites and Sources of Information

MENCAP have developed some useful information about Coronavirus including easy read guidance

<https://www.mencap.org.uk/>

The National Autistic Society have opened up their helpline to support families with issues surrounding autism and coronavirus

<https://www.autism.org.uk/services/helplines/coronavirus.aspx>

ASD Info Wales offer great support and advice for Autistic individuals, as well as parents and carers

<https://www.asdinfowales.co.uk/home/>

Relax Kids have released a free CALM pack to help your child learn to regulate and calm any anxiety which they might be feeling

<https://www.relaxkids.com/calm-pack>

## **Useful links for parents to support children and young people with Social Communication difficulties/ASD**

NPT Education ASD Service Facebook page has now changed to NPT Education Inclusion Service. We will continue to share useful advice and resources for ASD. Other teams within the Inclusion Service such as School Based Counselling, Educational Psychology Service, Additional Learning Needs Support Service and Well-being Team will also now share relevant resources and links.



@NPT Education Inclusion Service

### **General advice from ASD websites:**

NAS

<https://www.autism.org.uk/>

<https://www.autism.org.uk/services/helplines/coronavirus.aspx>

ASD info Wales for access to support and resources

<https://www.asdinfowales.co.uk/>

ASD info wales are signposting to for anxiety support

<https://twitter.com/AnxietyUK>

## Information on Covid-19 from ASDInfoWales

| Date       | Document  | Description  |
|------------|---|--|
| 11/03/2020 | <a href="https://www.bbc.co.uk/newsround/51698180">https://www.bbc.co.uk/newsround/51698180</a>   | <b>BBC News</b><br>Good, accessible resources  |
| 12/03/2020 | <a href="https://www.bbc.co.uk/news/health-51048366">https://www.bbc.co.uk/news/health-51048366</a>   | <b>BBC News</b><br>Coronavirus symptoms: What are they and how do I protect myself?  |
| 12/03/2020 | <a href="https://www.bbc.co.uk/news/health-51711227">https://www.bbc.co.uk/news/health-51711227</a>   | <b>BBC News</b><br>Easy Steps: How to Stay Safe  |
| 12/03/2020 | <a href="https://www.bbc.co.uk/news/explainers-51632801">https://www.bbc.co.uk/news/explainers-51632801</a>   | <b>BBC News</b><br>Coronavirus: How is the UK planning for an outbreak?  |
| 12/03/2020 | <a href="https://www.bbc.co.uk/news/business-51615412">https://www.bbc.co.uk/news/business-51615412</a>   | <b>BBC News</b><br>Coronavirus: What are your travel rights?   |
| 13/03/2020 | <br>1. Coronavirus-Poster-Photosymbols (1).pdf<br><br>2. Coronavirus-Poster-2-Photosymbols.pdf<br><br>3. Coronavirus-Poster-3-Photosymbols.pdf | <b>Photosymbols</b> posters on the following topic areas: <ol style="list-style-type: none"> <li>1. Coronavirus: how to stay safe</li> <li>2. Coronavirus and Health Issues</li> <li>3. Coronavirus: what if you get ill?</li> </ol> |
| 13/03/2020 | <a href="https://www.bbc.co.uk/news/uk-51506729">https://www.bbc.co.uk/news/uk-51506729</a>   | <b>BBC News</b><br>Coronavirus: Should I self-isolate and how do I do it?  |
| 13/03/2020 | <a href="https://www.bbc.co.uk/news/world-51735367">https://www.bbc.co.uk/news/world-51735367</a>   | <b>BBC News</b><br>Coronavirus: The fake health advice you should ignore   |

|            |   |  |
|------------|---|--|
| 13/03/2020 | <a href="https://www.bbc.co.uk/news/av/health-51637561/coronavirus-watch-how-germs-spread">https://www.bbc.co.uk/news/av/health-51637561/coronavirus-watch-how-germs-spread</a>   | <b>BBC News</b><br>Guide to Washing Hands Accurately   |
| 16/03/2020 | <br>Information about Coronavirus ER UPDA  | <b>Photosymbols</b><br>Information about Coronavirus   |
| 16/03/2020 | <a href="https://www.bbc.co.uk/news/health-51873799">https://www.bbc.co.uk/news/health-51873799</a>   | <b>BBC News</b><br>Coronavirus: How to protect your mental health  |
| 17/03/2020 |  COVID-19 Easy Read V4.pdf  COVID-19 Easy Read V3 Welsh.pdf | <b>Public Health Wales</b><br>Easy Read Information on COVID-19  |
| 18/03/2020 | <br>COVID-19 Psychological Resource  | <b>Cardiff &amp; Vale Child Health Psychology</b><br>Psychological Support for Children Coping with COVID-19                     |
| 18/03/2020 | <br>FACE COVID - How to respond effectively  | <b>'FACE COVID'</b><br>How to respond effectively to the Corona crisis<br><i>by Dr Russ Harris, author of The Happiness Trap</i> |
| 19/03/2020 | <br>CoronaVirus Slide for kids (1).pdf   | <b>Corona Virus slide for Kids</b>   |
| 19/03/2020 | <br>The-Corona-Virus-Free-Printable-Updated  | <b>The Autism Educator</b><br>The Corona Virus Free Printable Updated  |
| 19/03/2020 | <br>mental-health-considerations (5).pdf   | <b>WHO</b><br>Mental Health Considerations during COVID-19 Outbreak  |

## **Websites with Social Stories**

<https://usevisualstrategies.com/autism-coronavirus-helping-students-understand/>

<https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf>

School Closure – Social Story See Appendix 7

Corona Virus Illustrated Social Story \_ PDF document by MindHeart.co

<https://www.mindheart.co/descargables>

*Please note we do not own the copyright to this document and we are not affiliated. We are sharing this document due to our professional opinion that it is helpful. Any comments or recommendation of amendments to the document should be directed to the author.*

## **Supporting children with Learning Difficulties and ASD**

[www.sunshine-support.org-19-downloads](http://www.sunshine-support.org-19-downloads)

**Cardiff and Vale University Health Board have created some great visuals and support ideas for our youngsters with ASD**

[www.cardiffandvaleuhb.wales.nhs.uk](http://www.cardiffandvaleuhb.wales.nhs.uk)

**For those who struggle with OCD** [www.ocduk.org/ocd-and-coronavirus-top-tips](http://www.ocduk.org/ocd-and-coronavirus-top-tips)

## Useful websites to support children with speech and language

<https://speechandlanguage.info/parents>

[https://speechandlanguage.info/parents?fbclid=IwAR3d51ZEBXn8Y7-wlVXXrh\\_XH1DefWBJZSJus4ETOCcnRoNmnlz41x0xV-4](https://speechandlanguage.info/parents?fbclid=IwAR3d51ZEBXn8Y7-wlVXXrh_XH1DefWBJZSJus4ETOCcnRoNmnlz41x0xV-4)

<https://www.facebook.com/speechandlanguageacademy/posts>

<https://www.communicationtrust.org.uk>

<https://www.ican.org.uk>

The best site for parents of Secondary age children is [www.ican.org.uk/i-cans-talking-point](http://www.ican.org.uk/i-cans-talking-point) . Resources can be found in the parents section by clicking on strategies.

Speech Link have launched a parent portal with excellent resources for parents of children up to the age of 11, however many of these activities can be used for our vulnerable learners. [www.speechandlanguage.info/parents](http://www.speechandlanguage.info/parents)

[www.blacksheepress.co.uk](http://www.blacksheepress.co.uk) have ipad apps which parents can buy to support secondary age

### **The Communication Trust- Resources for parents**

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/>

### **Afasic – Resources**

<https://www.afasic.org.uk/resources/>

### **My Health Apps – Apps to support Speech and Language**

<http://myhealthapps.net/category/show/151/speechlanguage-problems>

### **Twinkl – Speech and Language Resources**

<https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-communication-and-interaction/specialeducationalneeds-sen-speech-language-therapy>

### **Speech and Language Link – Resources for Parents**

<https://speechandlanguage.info/parents>

### **Social Story Explaining the Coronavirus**

<https://www.makaton.org/shop/shopping/freeDownloadDetails/Coronavirus-social-story>

### **Occupational Therapy Resources**

Check out Therapy Street for Kids . . a short cut to finding therapeutic activities to enhance your child's school occupational therapy program

<http://therapiststreetforkids.com/index.html>

## **General Wellbeing – managing anxiety & stress**

### **Useful information from Trauma Informed Schools .....**

Anxiety & stress can lead to unbearable energy within the body at a time when there is limited opportunity to discharge.

Great ideas here for ways to use sensory stimulation/regulation and activate the PLAY system to regulate this <http://ow.ly/WArY50yTCNa>

**ELSA - free resources on the website...**<https://www.elsa-support.co.uk/category/free-resources/>

**Thanks to Childmind.org for these articles on coping with the Coronavirus Crisis**

<https://childmind.org/>

**Supporting Kids Through the COVID-19 Crisis** - Tips for nurturing and protecting children at home.

<https://childmind.org/article/supporting-kids-during-the-covid-19-crisis/>

**Supporting Teenagers and Young Adults During the Coronavirus Crisis**

Tips for parents with older children at home.

<https://childmind.org/article/supporting-teenagers-and-young-adults-during-the-coronavirus-crisis/>

**Self-Care in the Time of Coronavirus**

For parents, prioritizing your own well-being benefits your whole family.

<https://childmind.org/article/self-care-in-the-time-of-coronavirus/>

**How Mindfulness Can Help During COVID-19**

Tips for calming anxiety during a difficult time.

<https://childmind.org/article/how-mindfulness-can-help-during-covid-19/>

### **Talking to Kids About the Coronavirus**

Kids worry more when they're kept in the dark. Here's what to say.

<https://childmind.org/article/talking-to-kids-about-the-coronavirus/>

### **Managing Anxiety**

#### **Anxious Stomach Aches and Headaches**

Anxiety in children sometimes manifest physically. Here's what to watch for.

<https://childmind.org/article/anxious-stomach-aches-and-headaches/>

#### **How to Help Children Manage Fears**

Tips for teaching children how to build resilience and learn to calm themselves down, even when things feel scary.

<https://childmind.org/article/help-children-manage-fears/>

#### **Tips for Calming Anxious Kids**

Go-to techniques for coaxing anxiety-prone children out of their fears from a Mum who's been there.

<https://childmind.org/article/tips-calming-anxious-kids/>

#### **How to Avoid Passing Anxiety on to Your Kids**

Help yourself, and them, by learning techniques to manage stress in a healthy way.

<https://childmind.org/article/how-to-avoid-passing-anxiety-on-to-your-kids/>

#### **How Anxiety Leads to Disruptive Behaviour**

Kids who are acting out, melting down, or being defiant may actually be seriously anxious.

<https://childmind.org/article/how-anxiety-leads-to-disruptive-behavior/>

#### **What to Do (and Not Do) When Children Are Anxious**

How to respect their feelings without empowering their fears.

<https://childmind.org/article/what-to-do-and-not-do-when-children-are-anxious/>

## **Panic Attacks and How to Treat Them**

Knowing what to look for and how to help children calm down is key.

<https://childmind.org/article/panic-attacks-best-treatments/>

## **The Power of Mindfulness**

How a meditation practice can help kids (and parents) feel less anxious and more relaxed.

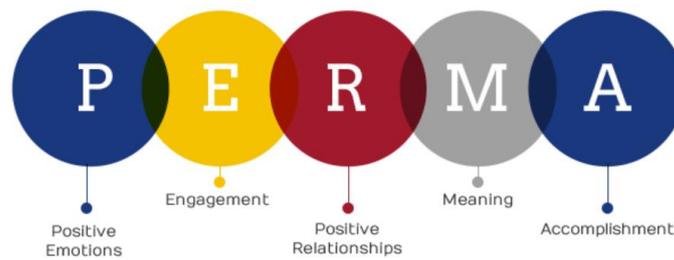
<https://childmind.org/article/the-power-of-mindfulness/>

Another freebie for mindfulness....



<https://www.mindfulschools.org/free-online-mindfulness-class-for-kids/?fbclid=IwAR1LFMqAinF94VVJaNRYw-O8AZ2EKViLzLqqUbCsbKDzbhYk2Bf2ezoV0B0>

## PERMA Model of Wellbeing



This brief guide to the **PERMA** model of wellbeing aims to support people during periods of social distancing, self-isolation or 'lock down'.

PERMA is informed by an area of psychology known as *positive psychology*.

Positive psychology is focussed on:

- Optimal wellbeing
- Increasing life satisfaction
- Strengths
- Hope
- Resilience.

According to the PERMA model, our wellbeing is influenced by positive actions in five areas:

|                          | What?   | How?  |
|--------------------------|---|---|
| <b>P</b> ositive emotion | <ul style="list-style-type: none"> <li>• Spending time on positive experiences</li> <li>• Being optimistic about the past, present and future.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Making time for our hobbies at home</li> <li>➤ Taking time to relax</li> <li>➤ Exercising</li> <li>➤ Reading more positive news articles about covid19</li> </ul>      |
| <b>E</b> ngagement       | <ul style="list-style-type: none"> <li>• Getting involved in worthwhile activities/causes and applying our personal strengths in these.</li> </ul>        | <ul style="list-style-type: none"> <li>➤ Volunteering in your community</li> <li>➤ Ringing up a neighbour who is self-isolating</li> </ul>  |
| <b>R</b> elationships    | <ul style="list-style-type: none"> <li>• Connecting positively with others</li> <li>• Acting with purpose</li> </ul>                                      | <ul style="list-style-type: none"> <li>➤ Spending time with loved ones in our household</li> <li>➤ Video calling friends and family</li> <li>➤ Making time to connect with someone who may be lonely</li> </ul> |
| <b>M</b> eaning          | <ul style="list-style-type: none"> <li>• A sense that our actions are making a positive difference</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Be kind to yourself; you're doing what you can under the circumstances</li> </ul>  |
| <b>A</b> ccomplishment   | <ul style="list-style-type: none"> <li>• Achieving goals and managing set-backs</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Set realistic goals under the circumstances. These are unprecedented times. If your plan goes wrong, draw a line and start again tomorrow.</li> </ul>                  |

Adapted from: Maintaining Wellbeing During Coronavirus by Mark Adams  
[http://d6vsczyu1rky0.cloudfront.net/45837\\_b/wp-content/uploads/2020/03/maintaining\\_wellbeing\\_during\\_coronavirus.pdf](http://d6vsczyu1rky0.cloudfront.net/45837_b/wp-content/uploads/2020/03/maintaining_wellbeing_during_coronavirus.pdf)

**PACE** (Playfulness, Acceptance, Curiosity, Empathy), by Dr Dan Hughes, is an approach to parenting that aims to make a child feel safe.

### Playfulness

Playfulness means showing your child that you enjoy his/her company. It conveys a sense of lightness and hope - we will get through this together. It isn't about being funny all the time or making jokes when a child is sad or anxious. It's about helping children be more open to and experience what is positive in their life. A playful stance adds elements of fun and enjoyment in everyday life and can diffuse difficult or tense situations. When children laugh, they become less defensive or withdrawn and more reflective.

### Acceptance

Acceptance means that you accept your child for himself/herself, unconditionally, even though you might not be happy with his/her behaviour. It's about communicating to your child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. But this does not mean that you accept behaviour that is hurtful or harmful to another person or to self. You may be firm in limiting negative behaviour, while at the same time acknowledging and accepting the motives for the behaviour. This helps the child learn that while behaviour may be criticized and limited, this is not the same as criticizing the child's *self*. In this way, the child becomes more confident that conflict and discipline involve *behaviour*, not self-worth or the relationship with parents. Unconditional acceptance is at the core of a child's sense of safety.

### Curiosity

Curiosity, without judgment, is how we can help children become aware of their inner life, reflect upon the reasons for their behaviour, and then communicate it to their parents. Children often know that their behaviour isn't appropriate but they don't know why they did it or are reluctant to tell adults why.

Curiosity means trying to understand the meaning behind the behaviour for the child, not to lecture or convey that the child's inner life is *wrong* in some way, and lets the child know that the adult understands. For example, curiosity is not, "You did that because you are being selfish!" or "Why did you do that?" Here the parent assumes knowledge of the child's inner life and judges it negatively. Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child: "What do you think was going on? What do you think that was about?" or "I wonder what...?" This is said without expecting an answer from the child.

Curiosity must be communicated without annoyance about the behaviour. A light curious tone and stance can get through to a child in a way that anger can't. Children can then start to reflect upon their own inner life with their parent and start to understand themselves. The child can discover that his/her behaviour does not reflect something *bad* inside him/her, but rather a thought, feeling or perception that was stressful, frightening or confusing and could only be expressed through the behaviour. As the child communicates this to the adult, the need for the behaviour may reduce, and with that the behaviour itself.

## Empathy

Empathy means being in tune with your child's emotional state and letting him/her feel your compassion. Through empathy, you are demonstrating that you understand how difficult an experience is for your child and you are conveying to the child that he/she won't have to deal with the distress alone. Without empathy, giving advice and problem-solving is likely to create a defensive state in your child. Aim to communicate love, commitment and confidence that sharing the child's distress will not be too much. 'Together we will get through it.'

