

Supporting your child's wellbeing:

A workshop for families at
Stewart Fleming Primary School



Paul Cabb

Social Eyes - A Vision for Inclusion

15.04.26

Welcome to our workshop



- **What do we mean by wellbeing?**
- **Developing boundaries and routines**
- **Life with less screens and more balance**
- **Reducing anxiety and building confidence**
- **Emotional awareness and wellbeing**

Children's wellbeing is a holistic state where they feel safe, loved, healthy, supported, and able to learn, participate, and develop a positive sense of identity and belonging.



What do we mean by wellbeing?

Introduction



“We help children accept that they can't always get what they want, but giving them what they need - connection, compassion, communication, empathy, boundaries and a healthy example. Having emotional needs met builds resilience and emotional intelligence.”

-Lelia Schott





**What do
you
remember
from your
own
childhood?**

**Friendships and
people?**

**Things your
parents said and
did with you...**

Holidays?

Birthday parties?



Presents?

**Hobbies and
interests?**

People at school?

First times?



WHAT YOU CHOOSE TO FOCUS ON...



...WILL GROW



Growth mindset needs watering to grow!!!



BE EMOTIONALLY AVAILABLE

Respond consistently to your child's emotional and physical needs.

PRACTICE ACTIVE LISTENING

Pay attention to your child's thoughts and feelings without judgment.



ENCOURAGE INDEPENDENCE

Provide a secure base while allowing your child to explore.

SPEND QUALITY TIME

Engage in one-on-one activities to strengthen your bond.



Parenting is not about raising children who never make mistakes. it's about being a safe place for them when they do.

Simply & purpose

What do we mean by 'Attached Parenting'?

**Does your
child
struggle
with
routines?**

- ❖ **Does your child struggle with morning/bedtimes routines?**
- ❖ **Do you have upset/confrontation from your child around transitions?**
- ❖ **Are you having to frequently negotiate what/when?**
- ❖ **Is it difficult to divide time between your children/needs?**
- ❖ **Does your child struggle with changes/special events?**
- ❖ **Does your child struggle with last minute changes/swapping over of activities?**
- ❖ **Would you like a way to prepare your child/children/plan the weekend/holiday days?**

YOU ARE SO CLEVER MONKEY!

Timetable

| | | |
|------|---------------|--------------|
| 8:50 | time to sit | listen |
| 9:00 | phonograms | book study |
| 9:50 | toilet | fruit |
| | morning talks | mental maths |
| | outdoor | |

Morning Routine

| | | |
|-----------------------------------|---|--------------------------|
| Walk calmly into the classroom. | | <input type="checkbox"/> |
| Hang up coat and backpack. | → | <input type="checkbox"/> |
| Put my folder in the basket. | → | <input type="checkbox"/> |
| Do my morning work quietly. | | <input type="checkbox"/> |
| Read a book from my desk quietly. | | <input type="checkbox"/> |

| | |
|-------|-------|
| | |
| Class | Rules |

| | |
|--------------|-----------|
| | |
| good looking | |
| | |
| good | listening |
| | |
| good | sitting |
| | |
| good | thinking |

In school we use visuals to support routines

At home
visuals
can help
in the
same
way...



VISUAL
SCHEDULE
free printable



Makes everyday
routines calmer
and happier.



Visual timetables are effective tools for helping children understand their daily routines, providing structure, and promoting independence

A visual timetable on your fridge...

My Choices

| | | | | |
|-------|-------|--------|-------|--------|
| juice | water | banana | apple | chips |
| TV | ipad | read | ball | snacks |
| jump | hug | color | walk | swim |

I want _____

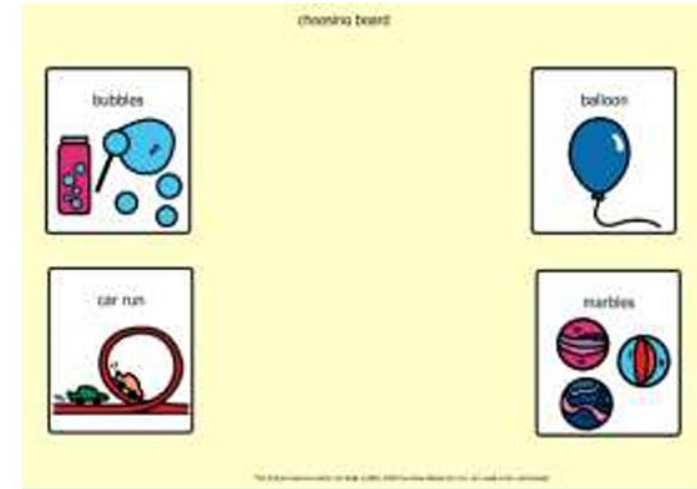
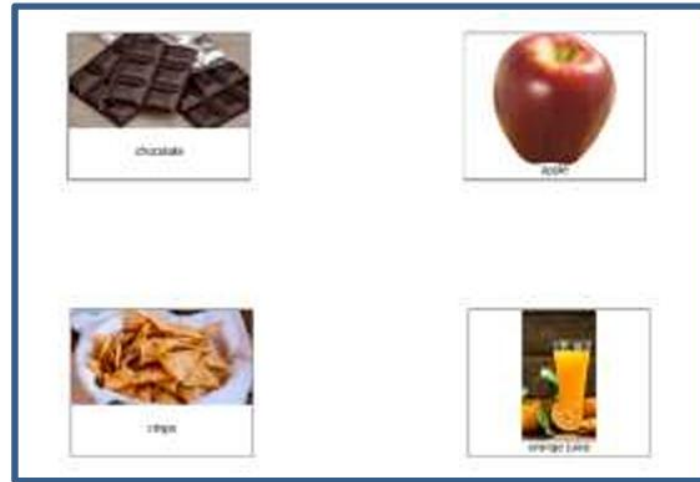
MORNING

| | | | | | | |
|------------|----------|-------------|------------------|-------------|-----------|---------|
| WAKE UP | wake bed | GET dressed | EAT breakfast | BRUSH TEETH | WASH FACE | DO HAIR |
| MAKE LUNCH | PACK BAG | FREE TIME | SHOES & SOCKS ON | TIME TO GO | | |

AFTERNOON

| | | | | | | |
|---------------|---------------|--------------|----------|----------|--------------|-------------|
| HELLO! | LUNCH BOX OUT | BAG AWAY | SNACK | HOMEWORK | PLAY clothes | FREE TIME |
| set the TABLE | DINNER | help SOMEONE | bathtime | PJS | tidy room | BRUSH TEETH |
| read | GOODNIGHT! | | | | | |

Examples of choosing boards



Choosing boards:

- help choice making
- make choices fair
- are fair to siblings - who/when/what...

How can I use this in real life?

Choosing boards can be used in a range of activities throughout the day at home, school or nursery. Think about all the opportunities across your day when you can offer your child choices and consider introducing a choosing board to support this. This can be in play or in simple everyday activities such as choosing:

- What activity they want to do
- What toy/object they want
- What clothes to wear
- Which story to read
- What to watch on TV
- What to eat at snack/dinner time
- What toy to take out with them
- Where they want to go (park, garden, Nana/Grandad's house)
- What song they want to sing
- Which musical instrument they want to play
- What colours to use in painting/drawing

Rainbow Visual Timer

ages **3+**
años
ans
jahre

grades PreK+

A time for
everything:
Transitioning
your child:

Pre-warning is:
- fair
- helps your child
to get ready
- helps your child
make the most
of time
- helps
transitioning
-sets consistent
boundaries

Keep track of time with all the colors of the rainbow!

- Help kids manage transitions, reset emotions, and develop social-emotional skills with this electronic visual timer!
- Night-light function counts down from 15 minutes to let kids know when it's time to sleep!

A colorful way to count for:

- Calming activities
- Transitions
- Sensory breaks
- Screen time
- ...and other time management tasks!



Track time in
1, 3, 5, 10, and
15 minute
increments!

2 Magnets
and keyholes
on the back
for hanging!



[Rainbow Visual Timer | Countdown Timer](#)

Consistency =
fairness=
Security

Perfect for Games, Study & Play



6 DIFFERENT COLOURED SAND TIMERS



[LIIORQUE Visual Timer for Kids, 60 Minute Visual Countdown Timer for Classroom Teaching Cooking, Kids Time Management Tools with Silent Operation & Rainbow Pattern Design : Amazon.co.uk: Home & Kitchen](https://www.amazon.co.uk/dp/B07K111111)

[Sand Timer Set of 6, Colorful Hourglass Sand Clocks \(30s/1/2/3/5/10 Min\), Visual Aid for Kids, Toothbrush Time Keeper, Classroom Essentials for Teachers : Amazon.co.uk: Home & Kitchen](https://www.amazon.co.uk/dp/B07K111111)

April 2026

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

By using visual reminders and timetables

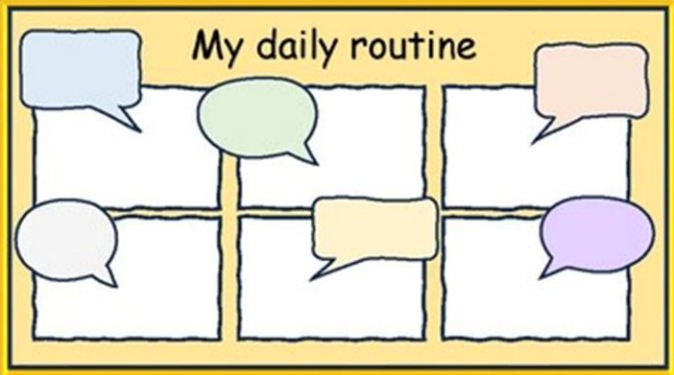
- Write down the change/what will happen
- Acknowledge how your child feels
- Involve your child with the change/plan together
- Explain what you can do to help
- Go through any 'What if's'



Preparing your child for change:

- what, when, why
- 'What if's'
- make a plan

Social Stories



13 PAGE

I Can Deal With Change

SOCIAL STORY

Change happens when something becomes different.

Change is a normal part of life...

...but some kinds of changes are harder to deal with than others.

How I can cope with change

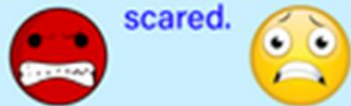
Most days are the same and I know what will happen



Some days there will be changes. But that is ok.



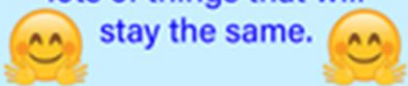
These change might make me feel mad, anxious or scared.



When I feel like this I can ask an adult for help.

Help please!

Even though some things are changing, there are lots of things that will stay the same.



I can remember this to help me feel calm.



Everything will soon be back to normal.



Staying Calm

angry



When you get angry there are things you can do to calm yourself



Taking time out in a quiet spot will help

1 2 3 4 5 6 7 8 9 10

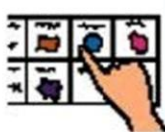


Counting slowly to 10 will too.

think



Think about something you like doing or places you like to go



Always use your words or symbols to say what's upset you.

No Hitting



If you get angry there are things to remember.



Never hit any of the teachers or any of your friends.

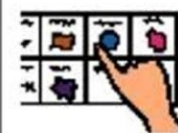


Hitting hurts! hitting is not the right thing to do.

1 2 3 4 5 6 7 8 9 10



Instead, move away, find a quiet spot and count to 10.



Always use your words or symbols to say what's upset you.

What do we mean by 'boundaries'?

A boundary is a limit you can set on what you will accept of your child's words and actions

Give your child boundaries and he will grow up within them



Presentation title

Why is it important to set boundaries with children?

- ❖ Research shows that children who experience a household of clear and appropriate boundaries, delivered with love and warmth, are much better equipped to meet the demands of reality over their lifespan

How can you avoid setting boundaries that your child will push against?

- ❖ When you consider your child's point of view/perspective, you'll find it easier to avoid setting boundaries that your child pushes against. Clear and consistent boundary lines make life, especially for children with ASC, more predictable, fair and build independence

What aspects of family life should you consider?

- ✓ **Be true to your word and keep your word** *"When you fail to back up your words with action your words will cease to mean anything."* - **be clear, fair, firm and consistent**
- ✓ **Limit the number of rules** - a few simple, easily understandable/achieved rules are better than many vague ones
- ✓ **The best rules are those made around consistent routines** and predictable wants eg/bedtime, screentime and snacks
- ✓ **Pick your 'battle lines'** - agree on negotiables and non-negotiables - choice in some things helps children to accept and recognise rules they don't have a choice about

What aspects of family life should you consider?

- ✓ **Display rules** - this de-personalizes and makes them about family agreement and harmony!! Draw up a contract
- ✓ **Involve your children** in making boundary rules which are fair and appropriate for all - this may differ for each of your children!!!
Ownership is most likely to see success!!
- ✓ **Recognise and catch positive behaviour** - avoid focusing on 'good' or 'bad'

Key tips to make boundaries work...

- ✓ **Build success into your expectations** - eg/set up a play area that helps your child to be/keep to the appropriate place
- ✓ **Model the behaviours that you want** - acknowledge that it won't always be easy - eg/ 'Tidying up your bedroom now will mean we can play a game after dinner'
- ✓ **Expect 'setbacks'** and show your children that rules and boundaries need time and practice to become natural

Finally, ask your children what they feel are fair and important rules for a happy family!!

Does life feel dominated by screens?



Do screens impact on how you and your child communicate?



18 MONTHS AND YOUNGER

Avoid use of screen media other than video-chatting.



18 - 24 MONTHS

Parents of children 18 to 24 months of age who want to introduce digital media should choose high-quality programming, and watch it with their children to help them understand what they're seeing.



2 - 5 YEARS

Limit screen use to 1 hour per day of high-quality programs. Parents should co-view media with children to help them understand what they are seeing and apply it to the world around them.



6 - 12 YEARS

Place consistent limits on the time spent using media, and the types of media, and make sure media does not take the place of adequate sleep, physical activity and other behaviors essential to health.



12 YEARS AND OLDER

Designate media-free times together, such as dinner or driving, as well as media-free locations at home, such as bedrooms.

Screen time linked to behavioural problems



Tamana SK, et al. PLOS ONE 2019 14(4).



5x

greater likelihood of clinically significant **behavioural** problems among children on screens for more than 2 hours per day



7x

greater likelihood of such children meeting the criteria for attention deficit hyperactivity disorder (**ADHD**)

Children exposed to more screen time, at either age 3 or 5 years, showed significantly greater behavioural and attention problems at age 5.

Physical activity, good quality sleep and participation in organized sports reduce children's risk of behavioural problems.

childcohort.ca | Key Discoveries





5 Tips to reduce screen time in kids

1. **Create a Positive Influence**
2. **Set Up Screen-Free Hours and Zones**
3. **Provide Alternate Activities**
4. **Use Screen Time Wisely**
5. **Set Your Kid's Screen Time Limits**

Healthy screentime in balance with wellbeing:

- Have a clear boundary of how long and when your children access screens - review as a family
- Enjoy learning and experiencing other non-device activities as a family at other times
- Share a proportion of this content time with them
- Your child could earn some additional time by doing less preferred but healthy activities
- Show some flexibility with more educationally valuable media
- View media like any other acquired skill and teach it
- Model balance yourself by also having non-digital time
- Ensure that the last hour before bedtime is screen free - devices go to bed as well - out of sight!!!
- Have device free places in your home - bathroom, toilet, dinner table and bedroom at bedtime



The Coke Bottle Effect!



On the normal route to school there is a road closure...we have to go another way!



Shake the bottle

There is a substitute teacher in class today and I didn't know!

My best friend is off sick today. Who do I play with in the playground? How do I start a conversation with someone new?



Shake the bottle

Lunch time is here! The canteen is so noisy, the lights are bright and there are lots of smells...



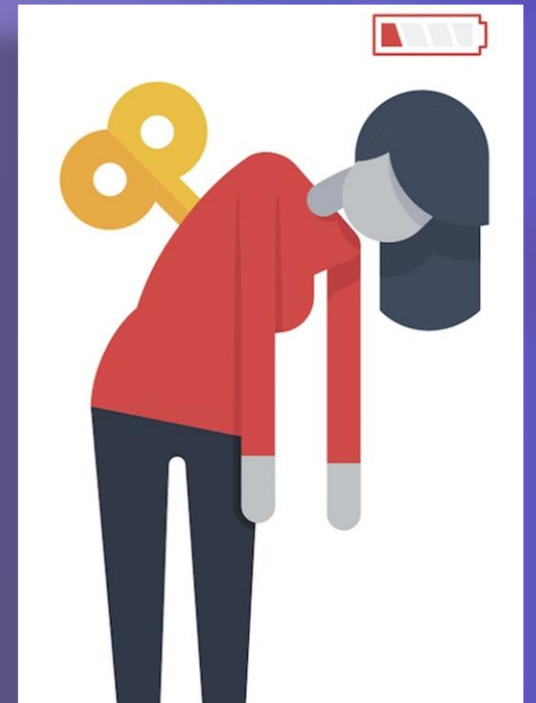
Shake the bottle



Shake the bottle



Do you get the 'Coke bottle effect' at home?



Your child's Stress Bucket:

How do you help your child to empty their 'Bucket' and stop it from overflowing during the day?



HELP YOUR CHILD UNDERSTAND WHAT THEY CAN AND CAN'T CONTROL

✓ Their attitude

✓ How they treat people

✓ The effort they put into things

✓ Their objectives

✓ Asking for help



✗ What has already happened

✗ Feeling sick

✗ What other people think or say

✗ How other people act

✗ Time or weather



Growing up is about knowing what you can and cannot change

Help your child to recognise what they can and can't change is a **key stress reducer** over time...



Sensory Alerting Activities

Sensory Processing Disorder Parent Support

- Jumping on a trampoline
- Skipping
- Dancing to music
- Spinning
- Obstacle course
- Exercise
- Bouncing on a bouncy ball
- Running
- Cold or crunchy snacks
- Swinging

Gym
trampolining/
gymnastics

running/jogging

Art/craft

gardening



'Kitchen disco'

Cooking

Sensory Sock

**Calm through sensory
experience**



How to Regulate *your* NERVOUS SYSTEM

@RecoveryTraumaLtd



Go outside

Sunshine and nature help you feel calm.



Quiet time

Turn off noise and screens when you can.



Hugs

Cuddles release happy, safe feelings.



Ground yourself

Walk barefoot or use a cozy blanket.



Take breaks

Do small things that make you feel good.



Move your body

Shake, dance, or stretch out tension.



Cold water

A cool shower or splash wakes you up.



Healthy foods

Good fats help



Good sleep

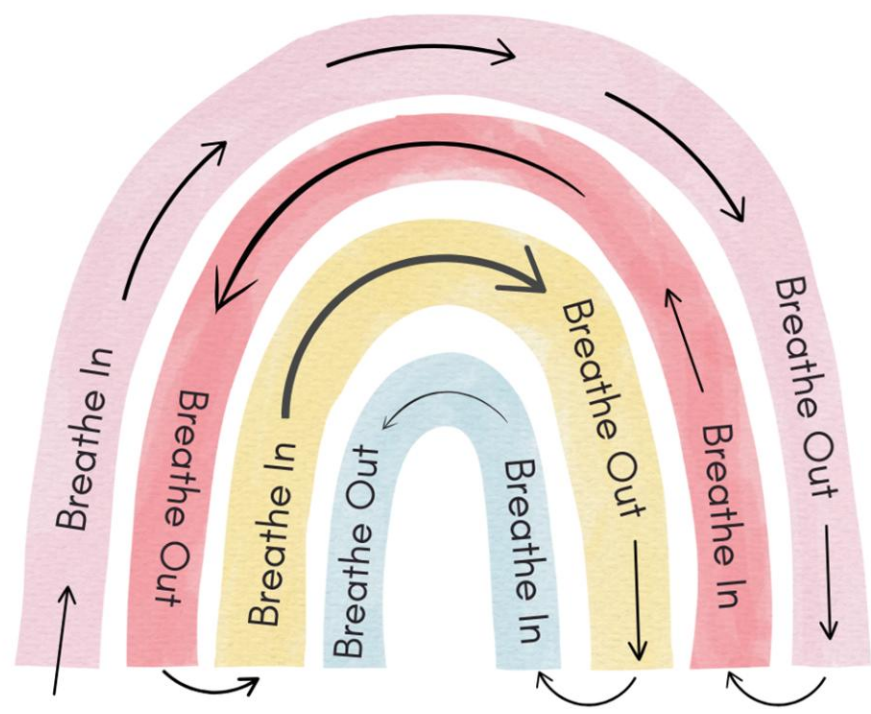
Aim for 8 hours

Developing natural sensory experience as often as possible supports emotional regulation/awareness and language

Supporting emotional awareness comes through regulating their nervous system

Mindful exercises:

Rainbow Breath



<https://youtu.be/llbBI-BT9c4>

<https://youtu.be/MEtwZxk3cqk>

The book cover features a green frog and a yellow dragon on a cloud. Text includes: '25+ FUN ACTIVITIES', 'FOCUS PEACE', 'YOGA MINDFULNESS', 'FOR KIDS AGES 2+', 'ENJOY', 'STAY CALM', 'APPROVED BY 10,000+ kids in schools, daycares, preschools, youth centers and summer camps.', 'TRAVEL WITH FROGYOGI BY ULIANA KIEPININA'. There are also two photos of a child and a woman in yoga poses.



We have to help children recognise that they will have different emotions at times and that life is about recognising them and learning what they mean



How about emotional awareness?



Disgust!!!

**One day your children
will be teenagers!!!!**

**The Three R's to
supporting emotional
regulation**

Step 1: Regulate

This means soothing the child to help them calm down. Remind them that they're OK and remember to name their feeling. "I can see that you're feeling **angry** that you can't find your toy".



Step 2: Relate

When the child is feeling a little calmer, show them that you love them even when they are angry or upset. Comfort them by offering a cuddle to show them that you are still there or that you will give them space to calm. “I can see you feel so angry that you couldn’t play with the toy. I’m here for you.” For older children have a signal/go to place to calm.



Step 3: Reason

When the child is calm, they will be ready to carry on/or do something different. “It’s OK to feel **angry** that you couldn’t play with the toy. Everyone feels angry sometimes. But it isn’t okay to push others.”



Sensory Meltdown

Overwhelmed

Not related to not getting their way

Sensory Trigger

Fight or flight reaction

May "shut down"

Not Intentional

VS.

Tantrum

Trying to get their way

Controlling

Manipulative

May look for reactions from others

Testing Limits

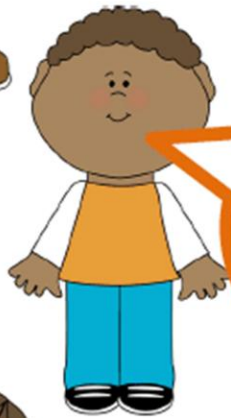
Stops when they "win"

'Name it to tame it'!!





1. What happened?

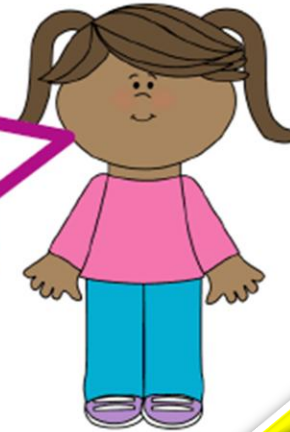


2. What were you thinking about at the time?



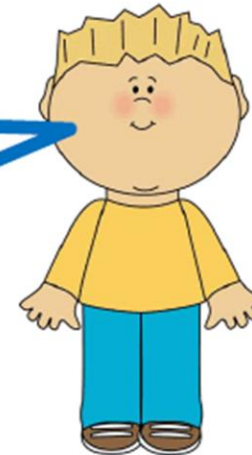
3. What have your thoughts been since the incident?

4. Who do you think has been affected by your actions? In what way were they affected?



Restorative Practice in school

5. What do you need to do now to make things right?



**But also,
at
home!!!!**

The Restorative approach is a consistent way of supporting reflection and making good/learning for next time whether at home or at school...

For older primary children

Familiar questions/thoughts for your family?

**Should I talk
or not to
talk/reason
during 'big'
emotional
times?**

**There doesn't
always seem
to be a
trigger?**

**Shouldn't
he/she have
grown out
of this by
now?**

**Why doesn't
he/she do
this in
school?**

**Siblings
think I'm
being unfair**

**I feel like a
'scratched
record' !!**

**I/we don't
have an
issue at
home, why
at school?**

Generally,
talk **fuels** the
fire!! Give
space to
calm/reflect
for both of
you

There may not
always be a
trigger it can
be mood led,
so focus on the
strategy

Stage not age!!!
INVOLVE your child
in giving the
situation a better
rule/outcome - help
them to recognise
what need is 'on
repeat'

Show siblings
that you
treat them
fairly not
equally: they
are each
individual

I feel like a
'scratched
record' - look
for patterns
ie/time of the
day/context

Attachments/environment
are different between
home/school - either
way!!!

Key general tips:

Up to age 5 focus on sensory experience, naming emotions and a place to calm

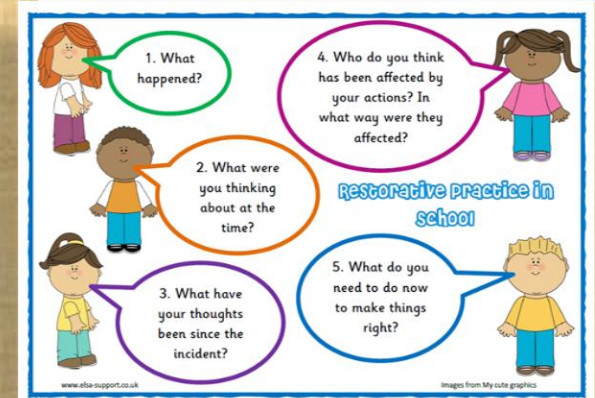
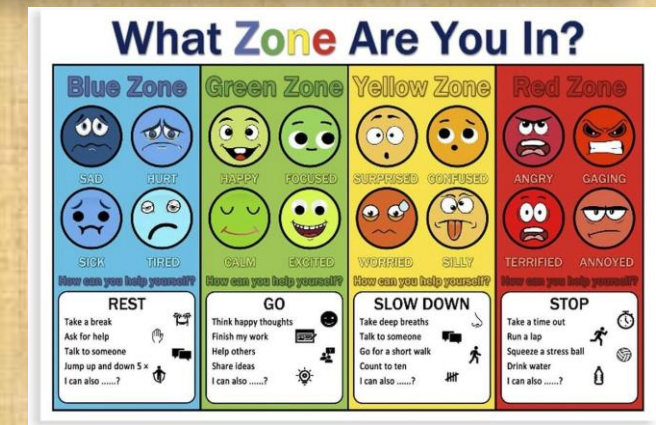
Age 5-7 reinforce social rules, co-regulate, develop calm sensory/mindful times and routines

Help them recognise emotions in others and model responses

Age 7-11 acknowledge how they feel, agree a signal to use a space to calm and develop the 'restorative approach' to reflect and learn for next time

Age 7 and beyond: Respect and provide space but also a time to talk, help them to come up with their own strategies to help them but that you are always there to share and support them...

- R**ecognizing emotions in self and others
- U**nderstanding the causes and consequences of emotions
- L**abeling emotions accurately
- E**xpressing emotions appropriately
- R**egulating emotions effectively

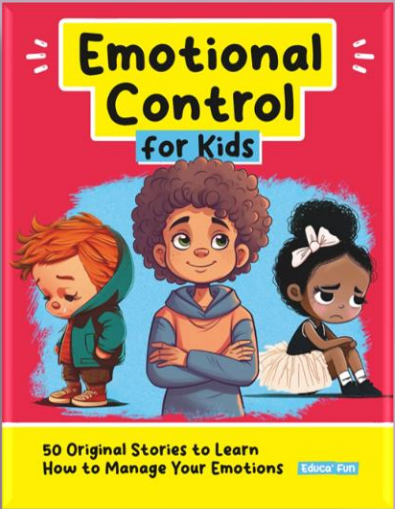
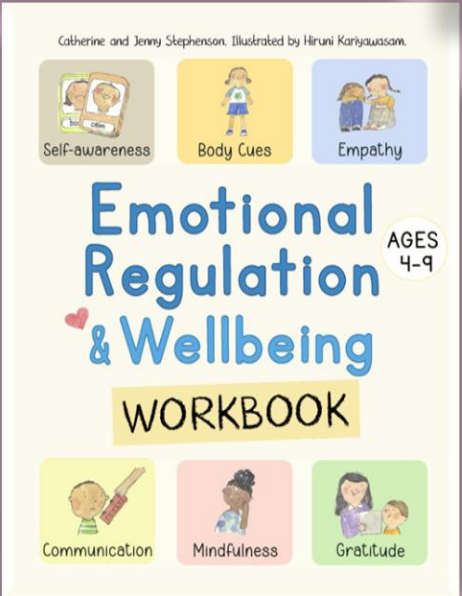
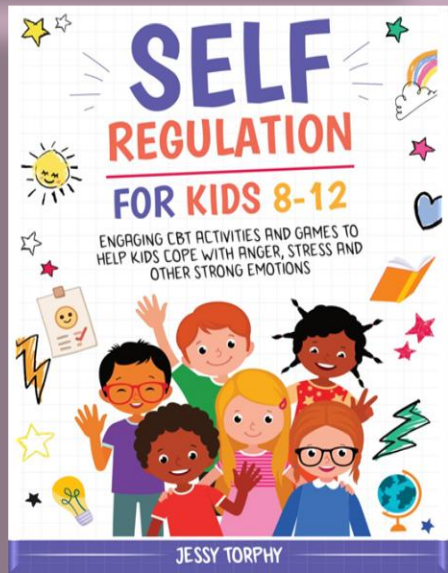
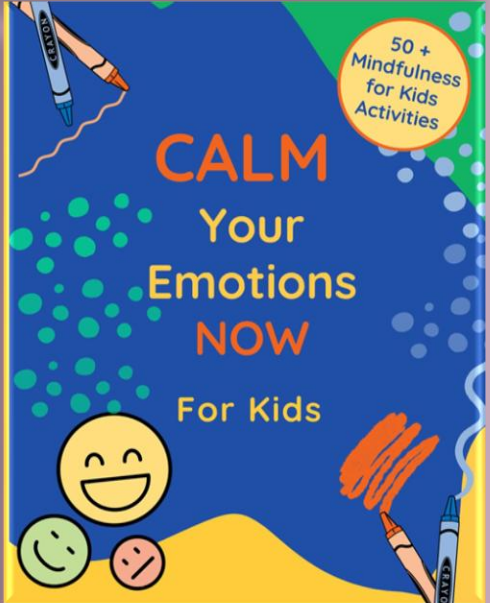
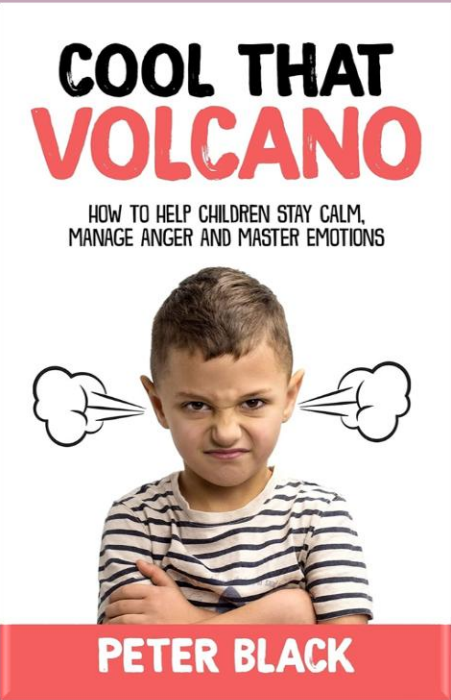
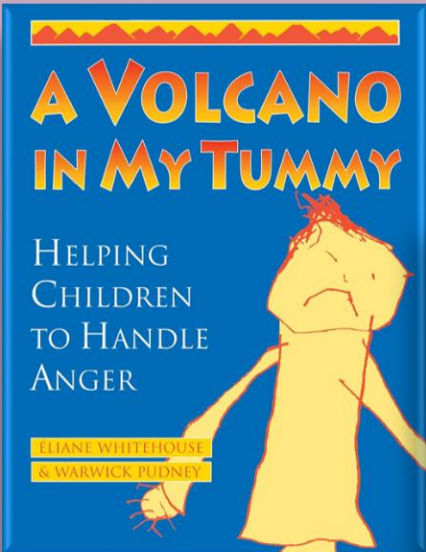
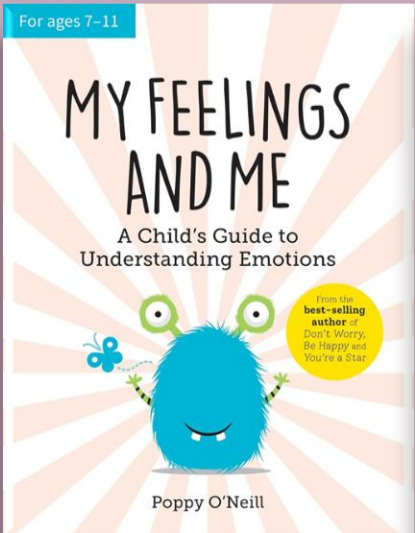
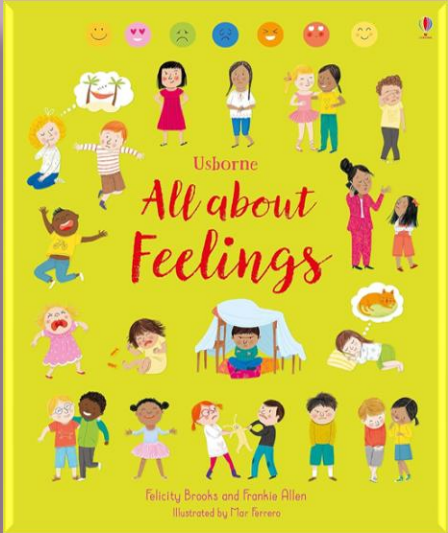
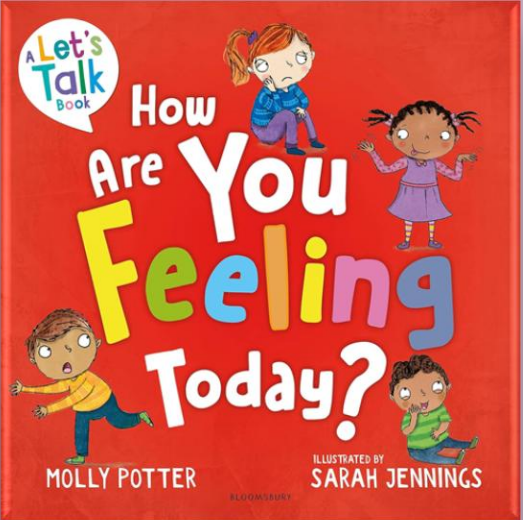


Advice for families: To develop over time...

- ❑ Know yourself and how you react in difficult situations before dealing with your child's behaviours
- ❑ Know your child's sensory threshold
- ❑ Know your child's triggers
- ❑ Be consistent in managing your child's behaviour and use the same language
- ❑ Empathise with your child and validate what they are feeling
- ❑ Have clear boundaries/routines and always follow through
- ❑ Do not deal with an angry, upset child when you are not yet calm yourself
- ❑ Discuss strategies for the next time when you are in a similar situation
- ❑ Remember to ask your child how their choices made you feel (empathy)
- ❑ Praise your child for using strategies
- ❑ Encourage your child to take a sensory break to help regulate their bodies
- ❑ Create a 'calm' box full of things which help to keep your child calm and alert



Book titles





Useful websites links for families:

<https://learning.nspcc.org.uk/research-resources/leaflets/positive-parenting>

www.exploringyourmind.com/how-to-set-boundaries-for-children

<https://www.verywellfamily.com>

<https://parents.actionforchildren.org.uk/parenting-relationships>

<https://families.barnardos.org.uk/pre-school/routines-boundaries>

<https://www.leaplambeth.org.uk/.../important-routines-in-early-childhood>



Presenter name:

Paul Cabb

**Social Eyes - A Vision for Inclusion
&**

Stewart Fleming Primary School



**Thank you for joining us today, we
hope you found the session helpful**

