

Suggested Scripts

It is important to encourage your child to begin to identify their own stress levels and what they need, and to teach them the skills to communicate this. Work on the Zones of Regulation that takes place in school helps with this.

- Keep calm!
When your child becomes anxious and controlling they need the adults around them to stay calm. We must regulate ourselves first, so that we can then help them to regulate.
- Use indirect language
Here are some handy sentence starters:
“I wonder if we can...”
“Let’s see if we can make something...”
“I can’t see how to make this work...”
“Shall we see if we can beat the clock...?”
“Maybe we could investigate...”
“Who do you want to help us today...”
- Try to avoid saying:
“It’s time for you to...”
“You’ve got to...”
“You need to...”
“You must...”
- Allow take up time
Plant the seed of what you would like to happen at the start of the session, but don’t expect it to happen straight away.
- Use your child’s interests.
Using characters and items of interest can help depersonalise demands, as you are not personally asking her to do something.
- Give your choices.
Giving simple choices could help the day run more smoothly. This gives children a sense of having some control, while ensuring that you keep the key requirement firm.
- Use humour
If you feel the tension rising, humour is a fantastic distraction. You could try making jokes, using physical humour (exaggerated facial expressions, or silly walks), being silly or feigning ignorance. Children often respond well to humour used carefully.
- Use distraction
Distraction can be a handy way to temporarily press ‘pause’ and ease a child’s anxiety.