

## R3 Anchor Approach Glossary for Teachers Pack KS1 & KS2

Term	Description
<b>Adult Guide to help children understand 'Flipping our Lid'</b>	This sheet is downloadable from the SLT Pack (ask SENDCo/SLT if you need it). It can be helpful to some students to have an understanding of what is happening to them when they become overwhelmed and 'flip their lid'. This resource helps explain the 'Thinking Brain' and the 'Emotional Brain' in a child-friendly way. It's best shared with students at a time when they are feeling calm and regulated. It can be photocopied, laminated and given to teacher's either when the initial RIST strategies are given, or in later review meetings.
<b>Avoid Shaming</b>	If a strategy or response will damage your relationship, avoid doing it/find an alternative. Look out for a defence against shame, (see 'Defence against shame' below)
<b>Build self-efficacy</b>	Strengthen students' sense that they can cope with what life 'throws' at them. Support this by talking about times when they have coped with similar situations in the past.
<b>Cool Croc, Cranky Croc</b>	This resource is found in the SLT Pack (ask SENDCo/SLT if you need it). It can be used by teachers to support a student who is hyper-vigilant because they feel highly unsafe most of the time. It explains in a student-friendly way what happens in the brain when our brain is 'tricked' into thinking that we are in danger when we are not. It helps to 'normalise' challenges experienced around concentration, memory and maintaining friendships. This can reduce anxiety and create conditions that facilitates recovery, leading to improved concentration, learning and social skills. A teacher could also go through it with a parent to help them understand the behaviours that indicate when their child is feeling unsafe, with some strategies they could try to help create feelings of safety.
<b>Co-regulation Activities</b>	Co-regulation activities involve adults working with children to help them regulate their emotions and behaviour. Here are some examples of co-regulation activities: <ul style="list-style-type: none"> <li>• Board games that involve turn-taking, sharing and co-operation.</li> <li>• Skipping games</li> <li>• Rock, Paper, Scissors</li> <li>• Dancing together, noticing and responding to moves.</li> <li>• Rapping – take turns with lyrics, singing call &amp; response.</li> <li>• Rolling ball to each other – can set up pens or other object to avoid or knock down</li> </ul>
<b>Co-Regulation Sheet</b>	This sheet is found in the SLT Pack (ask SENDCo/SLT if you need it). There are some co-regulation activities included in the Teacher R2 Strategy Sheets. This document contains some background information to co-regulation and a few more strategies. It can be given to the teacher either with the initial RIST or later, during review meetings, particularly if belonging is identified as an area for development, or the student experiences difficulties with trust and relationships with adults and/or peers.
<b>Defence against Shame</b>	When a student's response is to deny, blame or minimise you will know that they have been triggered into a shame response. If you continue to challenge, they will rage, as the final defence against shame.

<b>Emotion Brain</b>	Refers to the Amygdala, which has the job of looking out for danger. The three things it can do is 'fight', 'flight', freeze', as soon as there is a sign of danger, or it thinks there is danger. Also known as 'downstairs brain'. The emotion brain works faster than the thinking brain and takes charge if it senses danger. We cannot think when emotional brain is in charge. The Anchor Approach doc 'Cool Croc – Cranky Croc' can help students understand this – see section above.
<b>Emotion Coaching</b>	Involves: <ol style="list-style-type: none"> <li>I. validating how students feel to help normalise their feelings (which reduces anxiety and feelings of judgement)</li> <li>II. empathising to help students feel understood and giving them the words to help them tell the story so that they can make sense of what happens to them.</li> <li>III. limit-setting (if required)</li> <li>IV. offering guidance.</li> </ol>
<b>Emotionally Friendly Communication</b>	Communicating in a way that helps to 'contain' emotions that might cause someone else to feel overwhelmed and become unregulated. It involves creating a safe and supportive environment that values and prioritises the emotional well-being of students.
<b>Emotionally Friendly Communication Booklet</b>	This booklet is found in the SLT Pack (ask SENDCo/SLT if you need it). This document provides scripts that can act as a reminder to staff on how to use emotionally friendly language in everyday situations. Many staff will have been given this as a handout during the Anchor Approach Core Training. It can be referenced and used as a strategy reminder and refresher for SLT/SENDCo, staff and in review meetings. It can also be a useful tool for some parents.
<b>Handy Guide to Resilient Thinking</b>	This sheet is found in the SLT Pack (ask SENDCo/SLT if you need it). This resource can be used to support students who may become overwhelmed, are anxious, or are struggling to feel positive about things. It can be printed as a poster and used as a whole-class resource and printed in a smaller format for individual student use.
<b>Helper not Fixer</b>	Helpers help students learn from their mistakes. A fixer might be tempted to dismiss what is being said, tell students what to do next; don't let students think for themselves
<b>Hold in Mind</b>	When an adult communicates to the student that they have thought about them when they are not with them. They remember to wish them well at the end of the day/lesson about something they are going to do next or after school (discussed earlier) and remember to ask how they got on the next time they see them. They may talk about something they saw that reminded them of that student.
<b>Hyper-vigilance</b>	When students are constantly looking out for danger because their emotion brain thinks it's in danger when it's not. These students notice everything that happens in class and struggle to concentrate.
<b>Quiet Box</b>	Kept in a designated area of the classroom where students can go to help them settle. It is typically filled with sensory items / stress relievers that help students regulate their emotions, reduce anxiety and improve focus and attention. Contents vary and should be agreed in partnership with the student. They may include items such as, fidget toys, stress balls, colouring books/pens, a favourite book, etc.

<p><b>Shame Response and Defence against shame</b></p>	<ul style="list-style-type: none"> <li>• Shame can be a helpful emotion which supports learning how to behave in a social setting and how to stay safe &amp; understand risk.</li> <li>• If, however, students have experienced excessive levels of negative feedback, a punitive environment or abuse, they can become very sensitive to judgement and be triggered into a shame response in situations that would not, in normal circumstances, induce shame</li> <li>• Adults can help students to recover from an excessive sensitivity to shame if they understand the causes and adopt healthy responses</li> </ul> <p><b>Defence against shame</b></p> <p>When a student's response is to deny, blame or minimise you will know that they have been triggered into a shame response. If you continue to challenge, they will rage, as the final defence against shame.</p>
<p><b>Thinking Brain</b></p>	<ul style="list-style-type: none"> <li>• Refers to the frontal cortex. This is sometimes referred to as 'upstairs brain'. Anchor Approach 'Cool Croc - Cranky Croc' document can help students understand what's happening in the brain when they are finding it difficult to concentrate (available in SENDCo/SLT Pack).</li> </ul>