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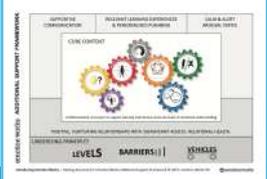
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This training document shows the Emotion Works **Additional Support Framework** with the **Component Model** at the centre.

The **Cog Model** is our core content – it’s a colourful visual curriculum representing the different aspects of emotional knowledge, understanding and skills that we want to support children to develop.

The **Wider Framework** around the model provides a set of underlying principles and background considerations for optimising learning and engagement.



*This document is provided in the Training Resources section below*



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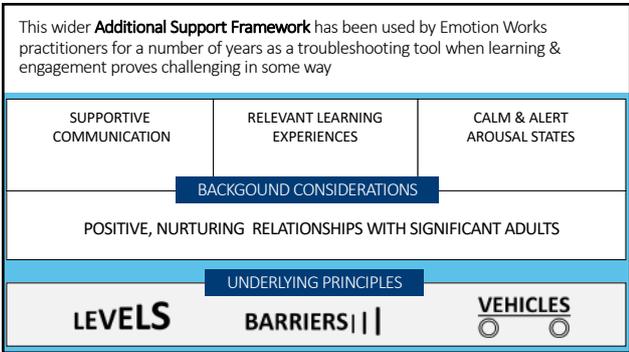
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You will see from this document that the Emotion Works Wider Framework is very much in line with the policies and educational agendas that schools in Scotland are already working with. There is a close synergy with our own goals for children and young people and the aspirations of our national guidance.

**ACTIVITY**

**ARE WE ALL ON THE SAME PAGE?**

Discuss with colleagues how the Emotion Works wider framework fits in with your existing school policies and any new guidance you are now working with due to COVID 19. You may find the articles in the Further Information section helpful.



This document is provided in the Training Resources section below



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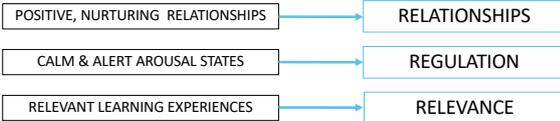
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In this training module we will focus on 3 aspects of the Emotion Works wider Framework to help you take a relational and trauma-informed approach to supporting your pupils back into school-based learning.

From the Emotion Works Additional Support Framework



**The 3 R's of the RECOVERY PROGRAMME**

For links to supporting articles and videos highlighting the importance of the 3 R's please see the Further Information section at the bottom of this training page



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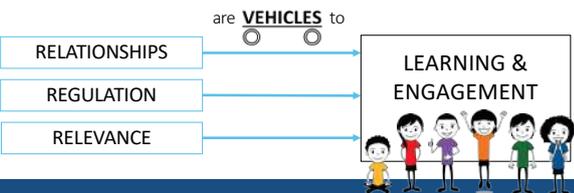
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**The 3 R's of the RECOVERY PROGRAMME**

To support a straightforward transition for the majority of pupils back to school we recommend a pro-active approach to incorporating these 3 R's into your planning



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**Thinking about ENGAGEMENT**

**ACTIVITY PART 1**

Identify a variety of factors that can impact on pupils engaging in learning. Consider things to do with...

- the child
- the teacher
- the task
- the learning environment
- lockdown/ Covid19

*Split into 2 groups to discuss & record ideas then compare, or consider each in turn*

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7

**Thinking about ENGAGEMENT**

**ACTIVITY PART 2** – Are you able to link up your engagement & disengagement factors with the 3 R's of the Recovery Programme? In what way?

*Keep your ENGAGEMENT & DISENGAGEMENT recording sheets for future reference*

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8

**OPTIMISING LEARNING & ENGAGEMENT**

<b>VEHICLES</b> 	<b>BARRIERS     </b>
positive and supportive <b>RELATIONSHIPS</b>	negative or not established <b>RELATIONSHIPS</b>
low stress, arousal is <b>well REGULATED</b>	high stress, arousal is <b>unREGULATED</b>
learning experiences have <b>high RELEVANCE</b>	learning experiences have <b>low RELEVANCE</b>

*Does this slide summarise your own conclusions on vehicles & barriers to engagement?*

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**The 3 R's of the RECOVERY PROGRAMME**

**1. RELATIONSHIPS**

Positive adult-child relationships are a **resilience factor** for children's wellbeing because the actions of a caring and nurturing adult can buffer the negative impact of traumatic life events and stresses on a child's development.

**Learning and engagement** is optimised when children have a sense of safety with and feel liked by their teachers and other adults in school.



**2. REGULATION**

Children engage in learning activities best when they are feeling **calm and alert** and their brains aren't pre-occupied with safety concerns or high emotion. A highly stressed brain is not a learning brain – (and it's not a teaching brain either).

**Keeping stress levels regulated** over the course of a school day is a key to learning success.



**3. RELEVANCE**

The brain engages with new concepts more readily when the incoming information is relevant and meaningful to the things it already knows. Relevance makes learning **more pleasurable and less stressful**, particularly at times of challenge and change.

Plan learning that will be **relevant and meaningful** to your pupils.



*Print off this slide to display in your staffroom & classrooms (see below)* emotion works

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10

**A closer look at POSITIVE RELATIONSHIPS**

**ACTIVITY PART 1**  
**POSITIVE RELATIONSHIP BRAINSTORM**

- What does a positive relationship between an adult and a child *look* like from the outside?
- What does it *feel* like for the adult?
- What does it *feel* like for the child?



*Take some time to discuss & record your thoughts* emotion works

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11

**A closer look at POSITIVE RELATIONSHIPS**

**ACTIVITY PART 2**  
**POSITIVE RELATIONSHIP GOALS**

- Agree on a mission statement or list of bullet points that summarises your commitment to relationship building with pupils during the transition back to school



A positive adult-child relationship

**LOOKS LIKE**

\_\_\_\_\_

**FEELS LIKE**

for the adult \_\_\_\_\_

child \_\_\_\_\_

**OUR RELATIONSHIP GOALS FOR THE CHILDREN WE WORK WITH**

*Display your summary in your staffroom or other central place* emotion works

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**Tools for developing POSITIVE RELATIONSHIPS**



The Connect resources shared as part of this training module were developed back in 2014 when the Emotion Works wider framework was first put together.

The 'Getting to Know You' profiling tool can be used to gather all the information gathered about a child in one place.

Personalised jotters or class scrapbooks & displays have also been used to involve pupils in recording & sharing their information.



*Find the Getting to Know You profile in the Training Document section below*



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The Connect resources focus on gathering and sharing information about two common 'Getting to Know You' topics



Likes & Dislikes



People & Relationships

**ACTIVITY**

**GROUP 1:** Think about a range of social situations where people meet other people for the first time – what kinds of conversations are typical?

**GROUP 2:** Think about any 'All about me' booklets or resources you've used before – what information do we seek from pupils to help get to know them well?

*Compare notes between your groups and identify any common themes*



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**Why do these topics help build POSITIVE RELATIONSHIPS?**




Talking about our likes & dislikes and the different people in our lives are conversation topics that are typically explored when we're getting to know another person.

The mutual sharing of this kind of information assists with the relationship building process because it helps us to identify things we have in common with another person, and it helps us to find out what our differences are.

It therefore means that we feel *familiarity* towards another person, and it makes their behaviour more *predictable*. Familiarity and predictability help us to feel more at ease and safe in another person's company, which increases the likelihood of bonding and establishing a positive relationship with them.

*Find 'Likes & Dislikes' and 'People & Relationship' tools in the Connect article below*



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**Mutual Information Sharing for POSITIVE RELATIONSHIPS**

When we think about the importance familiarity and predictability in helping to establish a sense of safety and trust towards another person, it's easy to appreciate why we encourage teachers and adults working with the Connect resources to create a profile or jotter of their own alongside their pupils, or to have their own page in a class book / space on a wall display to share information about themselves too.

Staff being open to sharing an amount of personal information with pupils on 'Getting to Know you' topics can make a big difference to enhancing relational health across your school.



*How do staff feel about sharing personal information? Discuss what you feel is ok.*

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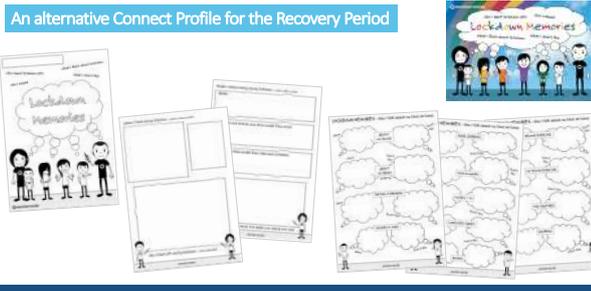
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**An alternative Connect Profile for the Recovery Period**



*Find the Lockdown Memories Booklet in the 'Settling In Period' resources section*

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**Thoughts on establishing POSITIVE RELATIONSHIPS during the recovery period**

Things we can do to promote RELATIONSHIP BUILDING across our school

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Ideas for more FOCUSED RELATIONSHIP BUILDING for some pupils

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*Think about all the pupils you work with – who might need more connecting?*

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**A closer look at REGULATION and managing stress**

Watch the following videos shared in the Further Information Section below

- **Learning Brain – v’s – Survival Brain**  
by Jacob Ham
- **State Dependent Functioning**  
(from the 7 Slide Series) by Dr Bruce Perry

Consider the statement  
**“A stressed brain is not a learning brain”**  
Do you agree or disagree?



*Take some time to discuss and reflect on the videos*

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**A closer look at REGULATION**

**ACTIVITY**  
Have a look over the Word Bank of Regulation Strategies.  
Identify a range of experiences & activities that help you regulate when you're in a highly stressed state.  
Which strategies might work for your pupils?  
How could you find out?




*This document is provided in the Training Resources section below*

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**Information gathering for REGULATION**

Using the Connect 'Getting to Know You' profiling tool or a similar method of gathering and recording information about what a child **likes** will provide you with helpful ideas about regulation strategies that might work if a pupil is feeling distressed in some way.

**Here's how it works –**  
If you know about the things that make a child feel happy, calm, relaxed or safe – you will have a good idea about the kinds of things that will help them to cheer up, calm down, feel more at ease or safe.



*Use this profile page to inform personalised regulation plans for pupils who would benefit*

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**Information gathering for REGULATION**

Knowing about the things that your pupils really don't like (because they make them feel sad, frightened/unsafe, angry or bored) will help you to be mindful and respectful to those **dislikes** in your activity planning.

It also makes 'trauma-sense' during the settling in period not to plan too many stretch activities that pupils are prone to reject or disengage from due to high stress or challenge.



*For more on managing transitions... Please see Dr Bruce Perry's COVID-19 video linked in the Further Information section below*

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**Pro-active REGULATION**

A completed profile of likes and dislikes can help you to plan ahead and support transitions and other stressful experiences for pupils by...

- Identifying what might be challenging or stressful triggers (**dislikes**)
- Identifying some regulatory activities (**likes**) before or during a stressful trigger to reduce arousal
- Plan a series of regulatory activities (**likes**) or 'brain breaks' throughout the day to keep stress levels low



*Finding common likes & stress reducing activities preferred by pupils allows for scheduling group or whole class regulation 'doses'*

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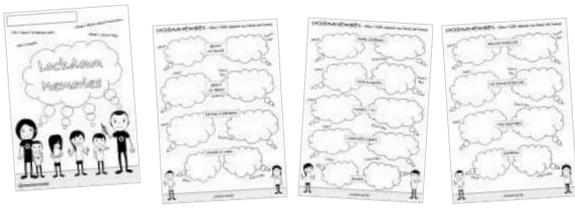
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**An alternative Connect Profile for the Recovery Period**



How can this information help with planning for Regulation for individuals and groups?

*Find the Lockdown Memories Booklet in the 'Settling in Period' resources section*

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**Thoughts on REGULATING STRESS LEVELS during the recovery period**

Things we can do to keep everyone calm, alert and REGULATED during the school day

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Ideas for more TARGETED REGULATION SUPPORT for some pupils

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*Think about all the pupils you work with – who might need more regulating?*

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**A closer look at RELEVANCE for increasing engagement**

Choose an article to read and discuss about incorporating RELEVANCE into teaching plans

- **How to make learning relevant for your class**  
TES Blog article (2 minute read)
- **How to make learning relevant (and why it's crucial to their success)**  
InformED Blog article (5 minute read)
- **The neuroscience of joyful education**  
by Judy Willis MD (10 minute read)



*Links to each article are provided in the Further Reading section below*

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**Information gathering for RELEVANCE**

Using the Connect 'Getting to Know You' profiling tool or a similar method of gathering and recording information will help you plan future learning that has RELEVANCE

**Here's how it works –**  
Finding out about likes and interests → will help identify topics, contexts and methods of teaching that have a positive emotional response

Knowing about the different people in a child's life and who they are inspired by → will help you link school learning to their social world and sources of interest in the wider world



*Read the 3 blog articles about making teaching relevant & joyful for more context*

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**An alternative Connect Profile for the Recovery Period**

How can this information help with planning for RELEVANCE for individuals and groups?

*Find the Lockdown Memories Booklet in the 'Settling in Period' resources section*

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**Thoughts on increasing RELEVANCE in our activity plans during the recovery period**

Things we can do to MAKE LEARNING RELEVANT for all of our learners

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Ideas for more targeted work on RELEVANCE for some pupils

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*Think about all the pupils you work with – who might need more personalisation?*

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**FINAL ACTIVITY:** Summarise your action points for establishing a relational and trauma-responsive approach to learning and teaching during the recovery period

*Print out the Action Points tool below to start planning for the 3R's in your school*

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