

## **KEY CONTACTS**

Welfare Rights Middlesbrough 01642 729242 / 729985

Welfare Rights Redcar 01642 771166

Middlesbrough Food Bank 07954131337

Redcar Food Bank 01642484842 ext. 203

Barnadoes 01642 300774

Samaritans 0330 094 5717

Childline 0800 1111

Free School Meals 01642 771106

Social Fund 07973665516

NSPCC 0808 800 5000

CAMHS – South Tees (including Crisis line) 0300 013 2000

Middlesbrough CWD Team & short breaks 01642 579161

Redcar & Cleveland Council CWD Team 01642 304500

Middlesbrough SEN Team 01642 201828

Redcar & Cleveland SEN Team 01642 304511

SENDIASS Middlesbrough (MAIN) 01642 608012 or 07939152653

SENDIASS Redcar & Cleveland 01642 759073

South Tees MACH – Multi agency hub (all Tees areas) 01642 130700

Housing 0800 0461600

Middlesbrough Welfare Rights Service 01642 729242

Redcar & Cleveland Welfare Rights Service 01642 771166

DLA Helpline 0800 121 4600

**SEND: apps and games**  
(Apps must be downloaded onto a compatible device)

**HelpKidzLearn**

**Website:** <https://www.helpkidzlearn.com/>

**Description:** a collection of games and resources designed for a range of educational needs and stages. It includes provision for school closure.

**Anna Freud National Centre for Children and Families**

**Website:** <https://www.annafreud.org/media/11160/supporting-schools-and-colleges.pdf>

**Description:** a downloadable guide to supporting the mental health and wellbeing of pupils and students during periods of disruption. Designed for teachers, but suitable for parents too.

**Registration:** not required

**Inclusive Teach**

**Website:** <https://inclusiveteach.com/free-printable-sen-teaching-resources/>

**Description:** downloadable and printable accessible teaching resources for parents and teachers to support pupils with a range of SEND needs, including Autism.

**SEND Gateway**

**Website:** <https://www.sendgateway.org.uk/whole-school-send/find-wss-resources/nqt-videos.html>

**Description:** guidance videos created in collaboration with the Centre for Education and Youth (CfEY) to increase the knowledge and awareness of a range of SEND conditions. Aimed at newly qualified teachers but also provides helpful resources and tips that will be useful for parents.

**Registration:** not required

**SEN Teacher**

**Website:** <https://www.senteacher.org/>

**Description:** downloadable and printable resources that can be adapted to suit the needs of pupils. Resources are aimed at a range of abilities. Website has over 300,000 regular users and is suitable for both parents and teachers.

**Registration:** not required

**Speech and Language Kids**

**Website:** <https://www.speechandlanguagekids.com/free-speech-language-resources/>

**Description:** an extensive range of education and therapy resources for parents and teachers of children with speech and language problems. A podcast is also available on iTunes for verbal and non-verbal children.

**Registration:** not required

**Speech Link Multimedia Ltd**

**Website:** <https://speechandlanguage.info/parents>

**Description:** a parent portal with links to downloadable resources, activities and games developed by a team of speech and language therapists and software engineers who work with over 4,000 schools in the UK.

**Registration:** not required

**Teaching Students with Visual Impairments**

**Website:** <https://www.teachingvisuallyimpaired.com/>

**Description:** a range of downloadable resources and instructional strategies to support blind and visually impaired pupils. Suitable for parents and teachers.

**Registration:** is required

## **The Autism Page**

**Website:** <https://www.theautismpage.com/>

**Description:** online support and information aimed at supporting parents with young autistic children. Information and ideas to support the implementation of autism specific teaching methods.

**Registration:** not required

**Website:** <https://www.ucl.ac.uk/ioe/departments-and-centres/centres/centre-inclusive-education/homeschooling-children-send/managing-transition-home-schooling>

**Description:** a guide to help parents adjust to remote learning by providing advice and links to resources.

**Registration:** not required

<http://www.thesensoryprojects.co.uk/covid19-resources>

<https://www.techability.org.uk/resources/aiding-learning-from-home/>

## **What to do during a tantrum or a meltdown?**

Managing a tantrum<sup>1</sup> can be difficult. Here are some ways that might help:

### **Consequences**

Let your child know that acting inappropriately does not lead to getting what he or she wants.

### **No discussions, no bargains and no promises**

When your child starts to bargain for toys on the way home, remind him or her about the rules. For example, “Do you remember? We are going to take a bus now to go to the coffee-shop, buy dinner and go home.” Make the conversation as short and as firm as possible.

### **Explain the connection between behaviour and consequence**

For example, “No TV for the both of you for 10 minutes because you fought with each other”. In this case, the consequence for fighting between the siblings is to have their TV viewing time reduced by 10 minutes.

### **Making consequences immediate**

This is to ensure that the child learns that his/her behaviour (cause) will result in consequences (effect) . Avoid saying “You will not be able to go to the playground tomorrow,” as this would allow them to get away and not learn.

### **Ignore the negative behaviour, if it does not pose any safety risk.**

## **Ways to manage meltdowns**

### **Don't reason with your child.**

During a meltdown, a child's brain is temporarily shut down. He or she is unable to process what you are saying.

### **Ensure safety.**

If your child engages in self-injurious behaviour such as banging of the head or biting himself or herself, prevent further harm without touching them. Get a soft item such as a pillow or a cushion and place it between their head and the wall or whatever they are hitting themselves with. Stay out of their view and say nothing at this time.

### **Speak calmly.**

Use short assuring phrases such as “it is okay, Bob,” or “I am here, Bob.” Saying their name often helps to keep them in the present.

### **Check what calming strategies work best for them.**

Do they like taking deep breaths or do they find drawing or reading more calming? Practise the calming strategies with your child when he or she is calm so that he or she knows how to engage in them during a meltdown.

### **Teach skills to deal with triggers.**

Teach them to ask for help, watch out for others, negotiate how much to do, alter a challenging task and learn to accept no as an answer.

### **Physical movement**

such as tight squeezes, sitting and bouncing on an exercise ball, jumping up and down on a trampoline can help to regulate senses and calm a meltdown. Do consult your child's occupational therapist or paediatrician on which physical movement is suitable for your child.

## **Some preventive measures**

### **Familiarise your child with the new setting**

(e.g. dentist or doctor's clinic) in advance and in a gradual manner (e.g. show some pictures of the place first, and bring the child near to the place after). Avoid using tangible objects such as food to encourage positive behaviour as subtle changes in the taste between different brands of food could lead to a negative reaction from the child.

### **Create an atmosphere in which the child feels competent.**

Set up activities which can allow them to succeed and praise them to help build a sense of competence and trust in you (e.g. involve them in daily household chores such as setting the table, cleaning up and praising them for their effort after).

### **Choose your battles.**

Some children might not have the skills to cope with the tasks given to them. In those cases, we should teach the skills first before letting them attempt the tasks.

### **Maintain your cool.**

Flaring up will only make things worse. Instead of requesting or making pleas for the child to stop the behaviour, use a calm, firm and steady approach towards the situation.

### **Use visual supports (pictures/written words)**

to increase the understanding of instructions. These can include posters or cue cards.

### **Modify sensory stimulation to prevent sensory overload.**

If your child is triggered by loud noises, bright lights or strong smells, reducing their exposure to them can prevent a meltdown. Do consult the child's occupational therapist for more strategies.

### **Use distractions to avoid the escalation of angry, out-of-control emotions.**

For children aged four and below, distractions can include stuffed animals, books, favourite toys, looking out of the window and hugs. For older children, things like card games, word games, magazines, discussions about favourite activities/special interests can serve as distractions. Sensory objects which have a calming effect such as the child's favourite music, book or stuffed animal can be used. However, this can only be done when the child is not in the middle of a meltdown as he or she will not be able to process any information.