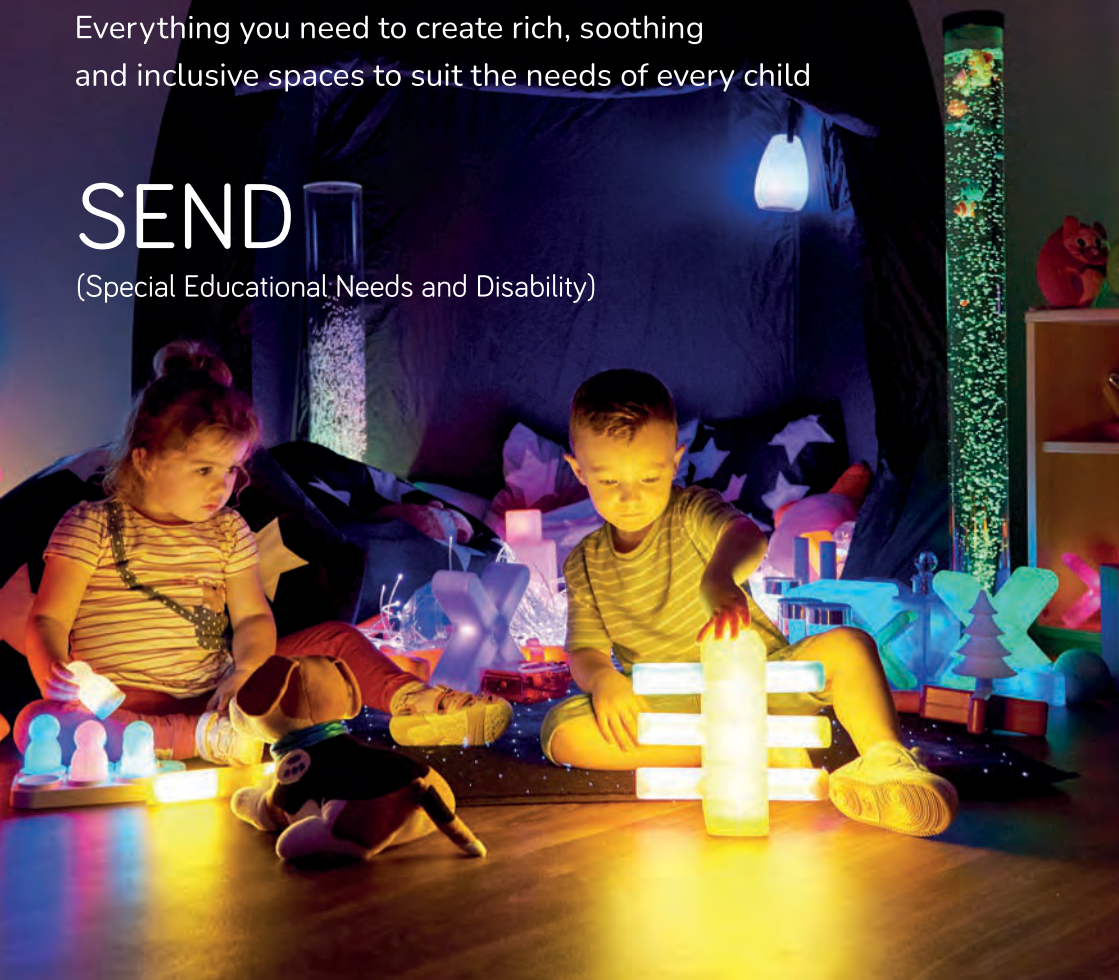


SUPPORTING INCLUSIVE PRACTICE

Everything you need to create rich, soothing
and inclusive spaces to suit the needs of every child

SEND

(Special Educational Needs and Disability)



Pfunzo Ye Sive TM



Suppliers Of Educational Kits

ABOUT US

PFUNZO YE SIVE is a supplier of educational products, established in 2006 and primarily focuses on a niche market by providing learning tools that adapt with time. Our CORE focus is on Early Childhood Development learning and teaching through play and Maths and Science products for Grade R to 12.

PFUNZO YE SIVE is a South African Black owned company with a BBBEE Level 1 rating and has various accreditation for both Quality Assurance and Environmental Safety Standards. We specialize exclusively in Education, with our own distribution network and offer clients best pricing due to our in house manufacturing warehouse and cutting-edge technology. All of our highly experienced sales and service specialists are experts in the products they promote.

Our methodology of teaching emphasizes on the importance of learning with understanding and moving away from the traditional notion of memorized learning. We pride ourselves in focusing on four 21st century skills, namely; critical thinking, creativity, collaboration and communication, which is in line with 21st century education systems all over the world that are constantly establishing new and

MISSION

PFUNZO YE SIVE is the very embodiment of the notion of African Renewal. As an organization our aim is to realize through meaningful, successful and sustainable educational products the dream of a prosperous tomorrow for our teachers and learners.

PFUNZO YE SIVE brings together creative energy and dynamic ideas. It aims to build sustainable projects that reflect its insatiable desire for excellence, prestige and perfection.

VISION

PFUNZO YE SIVE looks to reach its target of brand eminence by 2050 through the respective core educational products we offer and be recognized among the top 100 companies in South Africa. Further, the vision is to use the educational tools in empowering all teachers and learners in making sure that we can create a sustainable future for generations to come.

Pfunzo Ye Sive™



Suppliers Of Educational Kits

Welcome

At **Pfunzo Ye Sive**, we're committed to providing the very best industry-leading resources, expertly designed and selected to support every child, whatever their need. From our innovative **Pfunzo Ye Sive** Developed resources, to our range of essentials, you'll find everything you need to provide rich sensory spaces to create a love for learning and to support the well being of every child.



Pfunzo Ye Sive™

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nasen
Helping Everyone Achieve

Pfunzo Ye Sive work in collaboration with the National Association for Special Educational Needs (nasen), a charitable membership organisation that exist to support and champion those working with, and for, children and young people with SEND and learning difficulties, around the globe.

ACTIVE WORLD TRAY LIGHT PANEL

AV46657

Designed for the **Pfunzo Ye Sive** Active World tray, featuring a magnetic connect and antitrip charging lead.

This light panel enhances teaching opportunities within the classroom by fitting perfectly into the **Pfunzo Ye Sive** Active World tray. Ideal for fostering investigative play and scientific inquiry, its three-stage dimmable settings cater to different learning activities and needs.



NEW

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NEW

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GLOW PEBBLES 12PK EY11966

A set of 12 illuminated, rechargeable pebbles designed for sensory stacking and rolling play.



LIGHT UP TACTILE GLOW SPHERES 6PK EY10974

A set of six rechargeable spheres, ideal for sensory exploration and motor skills enhancement.

TTs ILLUMINATED GLOW ROLLER SHAKERS 6PK EY11967

Explore sensory play with six illuminated rollers that are designed to engage and educate.



SENSOR ACTIVATED GLOW ARCHES 3PK EL45133

Three giant glowing arches that illuminate when passed through, offering engaging exploration.

SEE IT IN
ACTION



MINI POP-UP SENSORY POD

A versatile and portable sensory tent, perfect for creating a calming environment.

SD10393 **BLACK**
SS47605 **WHITE**



FIBRE OPTIC TAILS

Combine sensory lighting fibre optic tails with a light source to enable a serene environment.

SD10640 **TAILS**
SD10639 **LIGHT SOURCE**



RECHARGEABLE SENSORY HURRICANE TUBE

SD10375

A waterless sensory hurricane tube that mimics the benefits of bubble tubes without the upkeep.



LIGHT UP INFINITY MIRROR

EY11032

Explore endless light reflections with our wall-mounted infinity mirror, a sensory journey.



LED LIGHT UP RECHARGEABLE LANTERNS

Our LED rechargeable lanterns enchant children's surroundings in sensory or play spaces.

SS46613 **SINGLE**
SS46614 **2PK**
SS46615 **4PK**



ANTIMICROBIAL VIBRATING CUSHIONS

Our vibrating cushions can be used for sensory and tactile input and are a comfortable and convenient way to provide soothing, regulating and calming effects.

SS46636 **SUPPORT CUSHION**
SS46635 **STAR**
SS46634 **HEART**
SD10634 **SQUARE**



NEW

Pfunzo Ye Sive™
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LIGHT UP GLOW CYLINDER CONNECTORS

Create glowing structures, caves and tunnels by using these connectors together with the Glow Cylinders. These simple pieces can further children's exploration and imagination as they expertly combine to create from their minds. Children can explore early mathematical elements as they work through trial and error to create. How many cylinders long does it need to be? They may want to look at simple sequencing to extend their knowledge, one yellow cylinder, two pink cylinders to create. Suitable for 3 years+.

EY11108

GLOW CYLINDERS 12PK

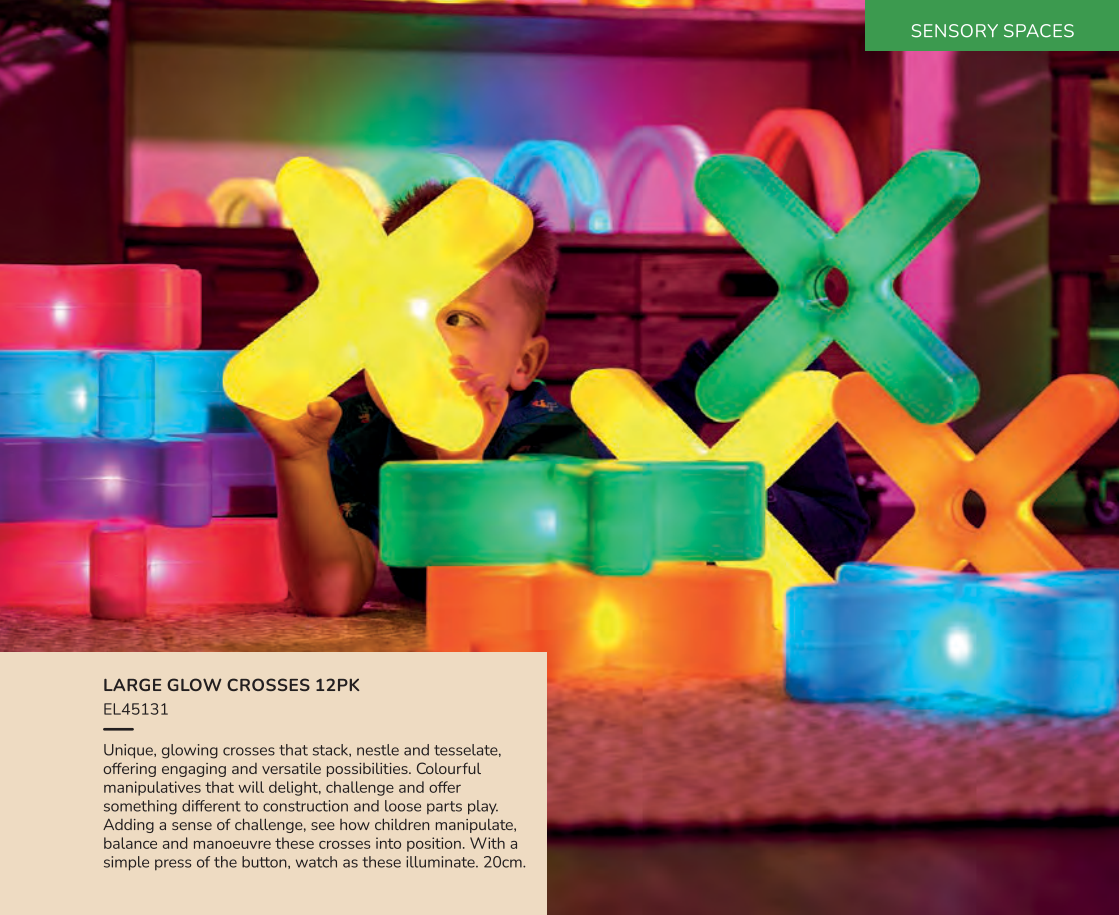
EL46672

CONNECTORS 18PK

SMALL GLOW CROSSES 12PK

EL45136

Children can explore and experiment mathematically with these shapes, working on sequencing, patterns, classifying, and sorting. Young children can enjoy discovering and manipulating the pieces to build and balance whilst engaging with the light stimulus and exploring cause and effect. 12.7cm.



LARGE GLOW CROSSES 12PK EL45131

Unique, glowing crosses that stack, nestle and tessellate, offering engaging and versatile possibilities. Colourful manipulatives that will delight, challenge and offer something different to construction and loose parts play. Adding a sense of challenge, see how children manipulate, balance and manoeuvre these crosses into position. With a simple press of the button, watch as these illuminate. 20cm.



RAINBOW GLOW ARCHES EL45134

A collection of unique, glowing arches that stack and tessellate together, offering versatile and engaging explorative possibilities. Babies and toddlers may simply just explore the shapes, beginning to manipulate the pieces as they learn to stack and create, whilst older children can tessellate these arches whilst combining them with additional loose part materials as they build and balance to create structures.





NEW

Pfunzo Ye Sive™
Suppliers Of Educational Kits

LIGHT UP RECORDABLE DOMES 4PK
EL11346

Children of all ages will delight clicking and pressing these jewel like transparent domes to light them. Sound recording feature with 30 seconds of recording time.



LIGHT UP COLLECTOR'S BUCKET
- SINGLE
EY11868

A versatile tool that enhances learning across maths, messy play, sand and water provision, STEAM and sensory activities.





NEW

Pfunzo Ye Sive™
Suppliers Of Educational Kits

GLOW HOUSES

EL11353

Educators will find these glowing homes a valuable addition to any small world environment, using light to enhance play. The charming homes feature bricks and foliage, with two levels for characters to explore, including windows and doors. Children can use these buildings as houses, apartments, shopping centres, or hospitals, boosting their imaginative play and understanding of the world.

GLOW TREES

EL46410

These trees are a perfect addition to any small world environment as they offer a variety of different purposes. From being a bright purple tree on an alien planet to an orange glowing autumnal scene. Trees can be used for many different traditional story tales for children to recreate, such as Goldilocks and Little Red Riding Hood. Suitable for 10 months +.



NEW

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Suppliers Of Educational Kits

EXPLORE OUR
FULL RANGE
OF GLOW AND
LIGHT-UP
RESOURCES.



GIANT LIGHT AND SOUND SPINNING TOP
EY11701

A modern classic, this rechargeable spinning top develops motor skills and enhances sensory play.



GLOW PEOPLE 6PK
EL46409

A vibrant collection of characters for imaginative exploration and introduction to early technology.



TTS MERMAID SEQUIN MOTOR SKILLS FRAMES 3PK
EY10451

Explore sensory and fine motor skills with wooden frames featuring enchanting sequin fabric.



METALLIC DISTORTING CUBES 12PK
EY11992

Explore sensory learning with Metallic Distorting Cubes, ideal for visual and tactile stimulation.



LIGHT UP CUSHIONS

Perfect for creating a calming, relaxing environment in sensory spaces with soothing light.

SD10088

SQUARE

SD10087

BOLSTER



SHADOW CUBE
EY11847

Combine these sturdy cylinders to create shapes for construction activities and shadow play.



RECORDABLE TALKING PANEL

EL00153

A multi-use auditory and visual aid, perfect for creating personalised timetables, menus, a favourites board and much more.



SAND AND WATER ECO KIT

EY11677

An innovative collection of messy play resources made from eco-friendly materials, perfect for encouraging hand-eye coordination, imaginative play and developing fine motor skills.



GLOW AND GO BOT

EY10564

A rechargeable, multi-sensory robot captivating young children with its illuminated journey.



GIANT POTION BOTTLES 3PK

EY07350

Make marvellous mixtures with these supersized ornate containers.



LIGHT UP COLLECTOR'S BUCKET - SINGLE

EY11868

Get ready to glow on the go with these engaging, rechargeable illuminated waterproof buckets.



MARK-MAKING SEQUIN MIRROR DAISIES

Explore sensory play with sequin and mirror daisy frames, enhancing discovery and motor skills.

EY11067

EY11068

EY11069

RED

YELLOW

BLUE



CONCENTRATION RESOURCES

Support children and enhance their concentration with this collection of innovative resources. Expertly designed to aid focus, soothe and create a supportive learning environment.



ILLUMINATED MARK MAKING BOARDS AND 6 PENS

EY07941

Engage children in creative mark making as the boards light up, bringing creations to life.



WEIGHTED NECK PAD

SD12635

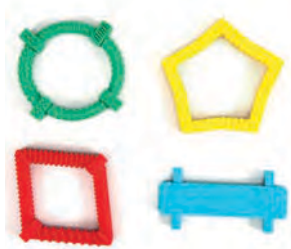
Reduce anxiety in children with deep pressure therapy for a sense of calm. Weight: 1.4kg.



CALMING WEIGHTED BLANKET

This weighted blanket helps children relax and reduce anxiety with deep pressure stimulation.

SD12229	1.4KG
SD12319	2.3KG
SD12320	3.6KG



CALMING FIDGET CHEWS 4PK

SD12067

Perfect for children with sensory needs, offering tactile stimulation for calmness.



EASI-TIMER V2

AV46682

Enhance focus with our easy-to-use rechargeable traffic light timer.



ECO MOTOR SKILLS UTENSILS KIT 21PK
EL10977

This collection of ergonomically designed tools helps to support children's exploration of fine motor movements.



LIGHT UP TWIST AND TURN COG BOARD
EY10971

A wooden board that lights up to enhance sensory experiences and develop fine motor skills.



WOODEN 3D THREADING AND LACING TREES 3PK
EY05292

Beautiful chunky trees for threading and lacing. Great for fine motor development.



MOTOR SKILLS TWIST AND TURN TALL TOWER
EY10995

Features six rotating wooden discs and a jumbo spiral tower, perfect for supporting various schemas.



GIANT LIGHT AND SOUND SPINNING TOP
EY11701

A modern classic, this rechargeable spinning top develops motor skills and enhances sensory play.



RECORDABLE TALKING PANEL

A multi-use auditory and visual aid, perfect for creating personalised timetables, menus, a favourites board and much more.

EL00153 **SINGLE**
SD10609 **3PK**



RECORDABLE TALKING PEGS ASSORTED COLOURS 6PK

EY03326

Durable, easy-grip pegs with a ten-second recording function for versatile classroom activities.



INTERACTIVE WALL 2

IT10003

A weather-proof talking wall chart that can be used indoors or out.



CREATIVE WRITING TUBS

LI01010

A unique kit with objects, artefacts, and characters to ignite fiction and non-fiction writing.



OUTDOOR BIG POINT RECORDABLE BUTTONS 6PK

EY04773

Recordable units, great for speaking and listening, suited for all weathers and ages.



KITT THE LEARNING COMPANION

IT10363

Kitt enables learners to work independently, engaging with the device to gather evidence of progress.



CHATTER BOARD PRO

An upgraded version of the popular Chatter Board, which includes a rechargeable battery and headphone socket.

AV46652

SINGLE

LT47709

6PK



RECHARGEABLE MINI MOBILE PHONES

EY11835

A set of four tactile, rechargeable mini mobile phones designed for interactive communication.



SOUND LIGHTS 6PK

LI10001

Illuminate learning with light-up recordable buttons designed to capture children's voices.



CLEVER TILES 10PK

LI10003

Record, sequence and playback sounds, words or sentences with ease.



TALKING-POINT PREMIUM

IT10232

A dual-function audio device with space for a 30 second recording. Ideal for varied classroom activities including MFL translations and phonics.



VIBRATING WEIGHTED LAP BUDDY - GUINEA PIG

SS45281

A calming weighted lap buddy that utilises gentle vibration for soothing, tactile sensory support.



CALMING CAT

A mental health-focused programme for children to discuss feelings and learn coping strategies.

SD10362

CALMING CAT

PS10105

CALMING CAT & COACHING CARDS



EMOTIONS WOODEN PEBBLE FAMILY 5PK

EY10608

A delightful set of wooden pebbles representing different emotions, ideal for early years learning.



TTS BREATHING & MINDFULNESS BOARDS 6PK

SS45027

Engraved wooden boards designed to help children practise breathing techniques through six designs.

NEW

Pfunzo Ye Sive
Suppliers Of Educational Kits

EASI-TIMER V2

AV46682

The perfect visual aid for individuals or whole classes, clearly displays a colourful countdown and offers an optional audio reminder.



FIDGETY FEET

Encourages children's correct sitting posture, reducing restlessness and promoting focus.

SD10004 SINGLE

SD10063 3PK



PORTABLE PRIVACY DESK BARRIER

Designed to reduce distractions and boost focus, making daily task management simpler for children.

SD12008 SINGLE

SD10608 3PK



CHEWABLE FIDGET BANGLES

A wearable, discreet, and fun solution for those who need to chew.

SD10100 SMOOTH

SD10138 TEXTURED



FIDGETY BIT

SD10313

A fashionable wrist band that offers discreet self-regulation for both fidgeting and chewing needs.



SENSORY SPACES AND CALMING AREAS

BY RACHEL GELDER AND PAMELA HANIGAN

CALMING CUBE

Our school, like many others, is seriously lacking in available spaces for children with sensory or behavioural needs to be able to 'escape' from the overload they can frequently feel within a busy, working classroom.

The 'Pop-Up Sensory Space' from **Pfunzo Ye Sive** – or the 'Calming Cube' as it has affectionately come to be known – known at Lytham CE Primary School – has provided a welcome and effective solution to this need.

The 'calming cube' should ideally be located in an area of school which is away from classrooms and, if possible, corridors. As this is a 'pop-up' solution, it can be easily moved to fit in with the changing needs of children within school. We opted for the white version of the cube as this blended far more easily within our school environment.

When placing the cube, consideration should be given to providing somewhere that affords the child using it some privacy and reduced stimulation, but also ensures that any disruption to other children is kept to a minimum. Our 'calming cube' is now an essential multi-use and valuable resource which supports, not only sensory needs, but also acts as a nurture area. This appealing and comfortable space also provides an area where additional learning can go on, such as small phonics groups.

Resources

We have also placed a selection of cushions of different textures within this. Emotions cushions could also be used as an alternative. Lighting has also been added, however is not used with all children as although it can be calming for some, it can act as a stimulant for others.

We have put together a number of resources to support children who use the calming cube. These are in the form of a series of boxes kept in a storage

unit nearby. They each have their own unique function and related resources. For us, these are: calming, emotional regulation and frustration/anger. Obviously, these can be adapted for the needs of your own setting and often resources are transferable.



CALM IN THE CLASSROOM

Due to the success of the calming cube in our school, we have developed 'calm areas' within each classroom. These are a 'potted' version of the calming cube and follow the same principles and use the same resources. Additionally, we have found that using a Sound Field System, which filters out background noise, has contributed to the calm 'feel' of the classroom.

Whilst the 'calming cube' has provided a space saving solution to our need as a school for a sensory space, the principles behind it have had a wider impact, helping us to create a 'calm school'.

CREATING A SENSORY SPACE: MORE THAN A BEANBAG AND A BUBBLE TUBE

BY BECCIE HAWES

A WELL DESIGNED AND USED SENSORY ROOM CAN OFFER MANY BENEFITS SUCH AS:

- Providing a calming, safe space for a pupil to self-regulate their sensory needs and emotions.
- Offering a fun space in which pupils can explore and learn through their senses.
- Creating an environment in which pupils can filter out and retreat from the many distractions and busyness of a school setting.
- Offering a range of sensory experiences to help a pupil who is feeling a bit flat to 'perk up'.

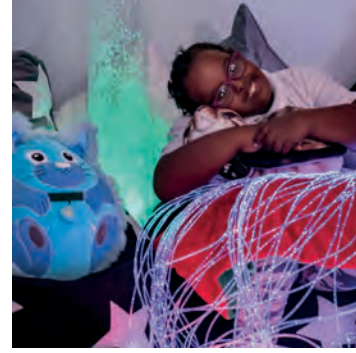
- Becoming a valuable, immersive teaching tool and stimulus for learning by providing different environments for a pupil to experience.

However, it could also be argued that a sensory room can have limitations and drawbacks linked to its set up or how it is viewed.

This could include:

- If the setup is 'fixed' meaning that you can't always create the environment that is required to exactly match a child's immediate needs.
- The room itself can be expensive – budget is a barrier.





- Availability and staffing sometimes means the room is not available when it is needed, or a member of staff may not be available to facilitate use.
- The room can be taken over to become an intervention space ... suddenly a phonics poster appears!
- Underuse - curriculum and teaching time demands can make it difficult for staff to allow children to withdraw to the sensory room.
- Staff confidence or knowledge about how to use the room can make it inaccessible.
- Misconceptions about how the sensory room is used may mean that it is deployed as somewhere to send the 'naughty' pupils or when children are angry and need to calm down. This does not fully utilise its potential.

Offering a discrete place with perhaps the obligatory beanbag and bubble tube is a positive start but does not always fulfil the needs of our pupils. Consequently, some sensory rooms can become a bit of a white elephant that gathers dust – a wasted opportunity.

Perhaps, when we think that we would like a sensory room, we should consider developing a flexible, moveable sensory space that offers a buffet of sensory experiences as opposed to a fixed sensory menu.

When we create a sensory room or space we should give careful consideration to the following:

- **Benefits and experience** – What experience do we want our pupils to have? What do we want our pupils to get out of using the space? Ultimately, how will it help them?
- **Flexibility** - How flexible, portable and easy to assemble/disassemble is the space?
- **Location** – Ensure the space is easy to access for the pupils and in terms of supervision, as appropriate.
- **How and when the space will be used** - Can pupils access it as and when required, or will they need permission or an agreed time?
- **Staff confidence and knowledge** - what do staff need to know and understand to ensure that the right pupils access the space at the right time, in the right way and with the right resources?
- **Teaching and learning opportunities** - Is the space purely to support sensory needs or to offer a different way of accessing the curriculum or is it even both?
- **The senses** - Are all of the senses catered for?
- **Choices and options** - Does the space offer choices so that pupils can explore to find out what best meets their needs?

Whatever you use and however you create your sensory space we should always remember that it is the pupil's needs and experience of the sensory space that counts.

SENSORY SPACES: DESIGN, PLAN AND CREATE

BY CATHERINE JEWKES



We all know the numerous benefits of a well-equipped sensory space, from helping children to calm and regulate to offering a space for important skill development. They are becoming increasingly popular, but it can sometimes be tricky to know where to start and what to include.

The important thing to remember is that there is no 'set' sensory room. It needs to be a space that works for you and is based on the needs of the children who will visit.

At TTS, we recently had the opportunity to collaborate with a school to design, plan and create their new sensory environment. This article explores the approach that we took which will hopefully help you if you are on a similar journey.

1. What is the purpose?

Just as we do with most things in school, we had to understand the 'why' (the intent) for the space before we moved on to 'how' we would do it. So, we needed to find out:

- Why does the school want a sensory space?
- What do they want children to gain or benefit from when using the space?

Staff were clear. They wanted an integrated space within their nurture provision for

children to calm, regulate and use their senses to explore and develop new skills such as communication and social skills.

2. Where will the sensory space be?

Next, we set off looking for the perfect location. It needed to be accessible, quiet, cosy, offer privacy but also offer enough space for multiple children to experience and learn together.

We decided on a corner within the nurture provision so that children could use the space both during and outside of their nurture sessions.

3. What furniture do we need?

After deciding purpose and location, we then moved onto decisions about furniture. To help us, we kept in mind how we wanted children to use the space. For example, did they need a table and chair to sit at? Did they need soft seating? And would we need a dark den?

We thought about:

- Tables and chairs
- Soft seating, such as beanbags or cushions
- Rugs and floor coverings
- A sensory den or pop up space
- Storage including baskets or bookcases for self selection

We started with a huge wish list and then put the resources in priority order. We all know things can be quite costly and creating a sensory space can often be a project over time.

4. What resources do we need?

This was definitely the most exciting part of the process. We wanted to create a space with resources that prompted interaction, exploration and offered lots of different sensory experiences.

So, we considered:

- Light and Colour – From low level lighting to bright lighting, we included lots of different visual and light experiences, such as a hurricane tube, fibre optics, a sparkle rug, light up cushions, glow resources, and illumi light up writing boards. By offering a range of both bright and neutral resources, staff and children could tailor the sensory experience based on individual needs and preferences.
- Sound and Texture – Different textures were added through soft furnishings, seating and tactile resources, such as fidgets, so that there was a choice for children. For some children sound can be a really important aspect of their sensory experience, so we considered resources that could be used to create different sounds, such as instruments, rainsticks, etc.
- Weight and Vibration – We know the benefit that weighted resources can bring and how calming they can be for some children, so we included weighted lap buddies and vibrating cushions to add more opportunities to explore.

As well as considering the sensory aspects above, we also ensured there were resources for collaboration, interaction and that would support communication and social skills.

5. Set it up, step back and see the impact

After setting up the space, the most rewarding part was definitely taking a step back and watching as staff and pupils came to visit for the first time. We saw the children smile, engage and become completely engrossed in the space and resources.

With one pupil, let's call him B, the moment was best summed up by his speech and language therapist:

"We often don't really know how B is feeling, but today we knew for certain that he felt safe, content and happy ... to see him slowly explore the environment and interact with his peers was incredibly moving."

The power of a sensory space is so hard to explain in words, but when you see how the children explore, grow in confidence and feel calm, that is the magical moment when you see the real potential.

Here are a few words from the school staff that hopefully express the impact that a space like this can have:

"Thank you so much for giving the children such a wonderful sensory experience."

"I absolutely can't wait to use the equipment. It will give us so many opportunities to communicate and learn."

"The resources will make such a difference to the lives of these children, to us as a staff and to their families. Thank you, seems such an insignificant word to use, but ... thank you so much."







SENSORY NEEDS - SELF-MONITORING AND REGULATION

BY BECCIE HAWES

ARE YOU ALRIGHT?

We often ask this simple question as part our greeting. We ask it to show interest and be polite. To point out the obvious, for the question recipient to successfully answer if they are alright or not, we are relying on them being able to know how they are feeling and have the vocabulary to express themselves. We are also placing upon them the responsibility of knowing how to manage that feeling independently perhaps by deploying some sort of self-management strategy. This is self-monitoring and regulation. Self-monitoring is checking in with yourself so that you can recognise how you are. Self-regulation involves acting upon your findings from self-monitoring and then responding in order to control your own feelings, emotions and behaviour. They require the ability to pay attention

to relevant stimuli and then respond accordingly.

Pupils who have developed the ability to self-monitor and regulate are often able to:

- Remain calm in their response to stimuli,
- Remain more focused,
- Manage their own behaviour,
- Demonstrate task organisation, maintenance and completion skills,
- Have sound self-knowledge,
- Have self-efficacy,
- Be more resilient,
- Delay gratification – show self-control,
- Be emotionally literate.



If we are unable to self-monitor and regulate effectively, we may perceive that something is threatening which can force us into survival mode. Our pupils might then show us this by entering into a state of:

- Fight – an angry, aggressive response to stimuli,
- Flight – running away and withdrawing from a situation,
- Flock – seeking like-minded others to form a tribe. There is safety in numbers,
- Freeze – not being able to do anything and disassociating from the situation. Staff confidence or knowledge about how to use the room can make it inaccessible.



When we put this into a sensory context, our pupils may find that they need to seek or avoid sensory experiences in order to feel 'right' or to filter their learning environment. This is about managing their arousal levels so that they can concentrate on learning. This can impact upon behaviour. We use our senses to survive. If we feel that our senses are out of balance, we enter survival mode and our behaviours can alter accordingly. So, to avoid this we need to think about how we can help our pupils to:

- Develop the ability to recognise where they are at in the moment.
- Recognise when their feelings, thoughts, behaviours and responses to stimuli are beginning to change by spotting early warning signs.
- Know their own triggers.
- Have a vocabulary to share how they are feeling.
- Have a range of well-rehearsed strategies that can be deployed independently.

To achieve this, we need to remember that everything that we explore around self-monitoring and regulation must be taught and regularly rehearsed when the pupil is having a good day, is calm, happy and ready. The analogy that it is too late to teach a drowning person to swim is helpful here!

This is where a very simple self-monitoring and regulation chart, developed in partnership with the pupil, can be really helpful. Depending on the pupil's sensory needs it might look something like this:

	How are my senses?	Looks like	Feels Like	I can
Not Okay	Mixed up – I have too much energy and I can't concentrate! I have stopped hearing what other people are saying to me.	I am out of my seat and I am touching everything whilst I move around the room. I am flapping my hands – lots!	I'm a police sniffer dog. I need to move and touch everything but fast. I feel like there is a washing machine in my tummy and my heart is beating super-fast.	Do ten big star jumps. Run on the spot for three minutes. Visit the sensory space.
Changing	I need to move more and it might get out of control.	My legs are jiggling and I am tapping my pencil on the table.	There are ants crawling on and in my body. I am accelerating like a sports car.	Use my weighted lap pad. Complete my special slow breathing activities.
Okay	They feel just right.	I am doing my work like the rest of the class.	Smile and enjoy it!	Keep checking in to spot if something is starting to change.

The most important part of this kind of chart is supporting the pupil to recognise that their response to a stimulus may be beginning to change: self-monitoring. This is so that they become proactive in independently deploying a strategy before the big responses kick in: self-regulating. Finally, it is good practice to:

- Personalise and develop strategies in partnership. Each column of this chart should be tailored to the pupil, their perception of their sensory response, how it makes them feel and strategies that work.
- We should use the vocabulary that the pupil prefers so that it is meaningful to them.
- Praise all attempts to try to spot when things are changing and to act accordingly.
- Share with the pupil's permission so that everyone can offer support.
- Be prepared to try a range of strategies to see what works best.
- Keep the chart as visual as possible with pictures and colour.
- Have the chart visible to the pupil at all times.
- Check in regularly





**BREATHING AND
MINDFULNESS BOARDS 6PK**
SS45027

Engraved wooden boards designed to help children practise breathing techniques through six designs.

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