

SERVE & RETURN

Notice what they notice and return their non-verbal initiatives. Be unambiguous with your own body language

Get in sync by matching the rhythm and intensity of their emotional expression

Acceptance & Empathy -
"You thought I had forgotten about you. That must have been so hard"

CONNECT & REMEMBER

Relationally mediated teaching using the child's personal interests and practical examples

Curiosity -
"I wonder if you're feeling worried about..."


Be explicit about keeping the child in mind and utilise transitional objects

REFLECT & RESPECT

Playful and humorous conversations to mitigate the impact of your authority

RELATIONAL ROUTES

Part 2 of
Dr Bruce Perry's 3 Rs

 "People not Programmes"

Be mindful of more personal questions from peers which cross the intimacy barrier and use character and metaphor to explore sensitive topics in the curriculum

Reduce dysregulating proximity and touch by slowing down, staying parallel and giving choice

Imitate their play and share their experience

Practise mirroring and taking turns with drawing, construction and action games

Arrange opportunities to guide and be guided in activities with older and younger peers

FOLLOW & LEAD

NURTURE & INTEGRATE

Assign a trusted adult for check-ins, reassuring commentaries and calm breaks

Maximise peer relationships through random acts of kindness, shared responsibilities and clubs/activities for less structured periods

Expand the therapeutic web through trauma-aware interactions with reception & canteen staff, caretakers and playground supervisors