Understanding and managing feelings

Developed by Dr Ian Corban, Educational Psychologist

6 weeks | 12 sessions | 3-4 pupils | 20 minutes per session

Years 1-4 - suggested starting phase; match to skills, not age alone.

The learning goal

Recognise possible feelings and early signs, choose an accessible support and communicate a need to a trusted adult.

Everything in one pack

A TA guide, six-week overview and evidence notes.

Twelve session plans, each with a pupil activity sheet.

Starting, midpoint and final checks with scoring keys.

Individual session records, progress chart and teacher/SENCo summary.

Reusable tools and a classroom-transfer observation form.

Before you begin

Agree the starting point, access arrangements and classroom link with the teacher. Print one pupil sheet and one individual record per pupil. Materials can be photocopied for a group of up to six; the recommended teaching group is shown above.

Evidence-informed original resources. This programme has not been independently evaluated. The schedule is a practical plan, not a validated dosage or guarantee of progress.

https://daybydaytools.co.uk/programmes/feelings-and-responses.html

Choose the right starting point

Entry skills and access

Can communicate a choice by speech, signing, pointing or AAC. Use fictional situations; participation and personal disclosure are optional.

Materials and preparation

Pencil, paper, pupil communication system; optional counters. Provide quiet space and a trusted adult route.

Teacher and TA agreement

Choose one classroom goal and a realistic time to observe it. Arrange two sessions a week, avoiding repeated loss of essential class teaching. Give the TA time to read the plan and rehearse the model. Check local SEND, safeguarding and curriculum arrangements.

A predictable session

Prepare and retrieve: 2 minutes. Adult model: 3 minutes. Guided and individual practice: the remaining time, reserving 2-3 minutes to record and review. Adjust for the session length on the cover; repeat a session if needed.

Keep every pupil involved

Give each pupil their own materials. Rotate the first responder. Allow processing time and a communication choice. Use paired practice only after modelling; a confident pupil should not answer for everyone. Offer individual delivery where group demands prevent access.

Access route

Adult may read directions. Accept speech, signing, pointing, AAC, drawing or exact adult scribing where appropriate to the skill.

Limits and safeguards

Educational skills practice, not therapy. Adult co-regulation and changes to stressful environments remain necessary. Never score a pupil for appearing calm or suppressing emotion.

Six-week teaching sequence

Starting check A: before any teaching. Midpoint check C: at the start of session 6. Final check B: at the start of session 12. Use the same access arrangements. Checks replace some practice time; do not rush them.

Week	First session	Second session
1	1. Feelings have names	2. Notice early signals
2	3. How strong is the feeling?	4. Pause and choose
3	5. Try a support menu	6. Check what helps
4	7. Ask for what you need	8. Thoughts are possibilities
5	9. Feelings and safe actions	10. Make a personal support card
6	11. Rehearse in a new situation	12. Review and share preferences

Pace follows learning

This is a six-week plan, not a deadline. Revisit an earlier step, reduce the number range or change the access route if necessary. Record any change; adapted checks are not directly comparable with the original version.

Keep a classroom connection

Each session names one transfer opportunity. Agree this with the teacher before expecting it to happen. Observe one relevant action in ordinary work; do not assume a good group score means the skill transfers.

Evidence behind the design

Developed by Dr Ian Corban, Educational Psychologist

Research into the approach

Sequences emotion vocabulary, noticing signs, practising coping choices and applying them to ordinary school situations.

What this means in the pack

A worked example makes the learning visible. Pupils practise with feedback, then try with less prompting. Checks inform what to teach next; classroom observations test whether support is useful beyond the group.

What is not established

The sources below support teaching principles, not the effectiveness of this particular pack. There is no independent trial, standardised score, norm group or proven six-week outcome for this programme. Do not apply average research effect sizes to its results.

EEF (2019). Improving Social and Emotional Learning in Primary Schools
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel

Sources checked: 24 October 2026. Original teaching activities and local checks; no endorsement by the cited organisations is implied.

Measure progress consistently

The target being measured

Five fictional situations: one point for each relevant identification or safe response meeting the key. Accept different plausible feelings. Knowledge scores do not establish everyday regulation.

Starting, midpoint and final checks

Use A before session 1, C at session 6 and B before session 12. Administer individually, away from peer answers. Present each item once; allow processing time. Record the first response before feedback. Then offer a prompt or model to identify support needs. Do not teach the check items in advance.

Record outcome and support separately

Code	Support needed
I	Correct on first attempt with agreed access aids; no item-specific adult cue.
P	Correct after a general cue, repeat or clarification.
M	Correct after demonstration or a specific answer cue.
N	Not correct after support, declined or not attempted; note which.

For each item, correct = 1 for I, P or M; otherwise 0. Independent correct = 1 only for I. Both totals are out of five. Usual AAC, glasses, agreed visual aids and exact scribing are access arrangements, not automatically prompts. Record them so conditions can be matched.

A declined/not-attempted item is not evidence of inability. Keep N in the record and describe the reason; do not interpret incomplete checks as a comparable ability score.

Interpreting change

Compare correct /5 and independent /5, inspect item-level responses, attendance and access conditions. A one-item change may reflect task difficulty or normal variation. These alternate tasks sample similar skills but are not standardised or proven equivalent. Do not report ages, percentiles or causal effects.

Assessment keys and decisions

One point for a response that meets the key; accept equivalent wording and valid alternatives. Do not require the exact printed phrase. Score the named construct only.

A - starting check

1. Plausible feeling.
2. Uses strong/big or scale.
3. Noise reduction/quieter place.
4. Stop and seek alternative/support.
5. Clear accessible support request.

C - midpoint check

1. Plausible feeling.
2. Strong/big or scale.
3. Clarification/demonstration.
4. Stop/review with adult.
5. Clear accessible request.

B - final check

1. Plausible feeling.
2. Strong/big or scale.
3. Space/alternative/adult support.
4. Review/alternative/adult support.
5. Clear accessible request.

Teaching decisions, not diagnostic cut-offs

A practical local rule: move on when the pupil completes most tasks independently on two occasions and shows the skill in class. Four of five independent responses can start that discussion; it is not a validated threshold. Otherwise revisit the specific barrier, model again or adapt support. Persistent difficulty or distress requires teacher/SENCo review, not repeated testing.

Check A - starting

Pupil code: _____ Date: _____ Adult: _____

Adult: Adult may read directions. Accept speech, signing, pointing, AAC, drawing or exact adult scribing where appropriate to the skill.

Access route / usual aids: _____

1. A character loses a drawing. Name a possible feeling.

Adult record: I / P / M / N First response / note: _____

2. A character says their worry is very strong. Show how to communicate that.

Adult record: I / P / M / N First response / note: _____

3. A room is too noisy. Choose a helpful change.

Adult record: I / P / M / N First response / note: _____

4. A strategy feels uncomfortable. What next?

Adult record: I / P / M / N First response / note: _____

5. Show a request to a trusted adult.

Adult record: I / P / M / N First response / note: _____

Correct: ____ /5 Independent correct: ____ /5 Completed: yes / no

Notes / declined items / changed conditions: _____

Check C - midpoint

Pupil code: _____ Date: _____ Adult: _____

Adult: Adult may read directions. Accept speech, signing, pointing, AAC, drawing or exact adult scribing where appropriate to the skill.

Access route / usual aids: _____

1. A character faces an unfamiliar activity. Name a possible feeling.

Adult record: I / P / M / N First response / note: _____

2. A character says a feeling is very intense. Show how to communicate that.

Adult record: I / P / M / N First response / note: _____

3. Instructions are confusing. Choose a helpful change.

Adult record: I / P / M / N First response / note: _____

4. A support makes things worse. What next?

Adult record: I / P / M / N First response / note: _____

5. Show a request for an explanation.

Adult record: I / P / M / N First response / note: _____

Correct: ____ /5 Independent correct: ____ /5 Completed: yes / no

Notes / declined items / changed conditions: _____

Check B - final

Pupil code: _____ Date: _____ Adult: _____

Adult: Adult may read directions. Accept speech, signing, pointing, AAC, drawing or exact adult scribing where appropriate to the skill.

Access route / usual aids: _____

1. A character is left out of a game. Name a possible feeling.

Adult record: I / P / M / N First response / note: _____

2. A character says their frustration feels huge. Show how to communicate that.

Adult record: I / P / M / N First response / note: _____

3. A queue is too crowded. Choose a helpful change.

Adult record: I / P / M / N First response / note: _____

4. A strategy does not help. What next?

Adult record: I / P / M / N First response / note: _____

5. Show a request for a pause.

Adult record: I / P / M / N First response / note: _____

Correct: ____ /5 Independent correct: ____ /5 Completed: yes / no

Notes / declined items / changed conditions: _____

01 Feelings have names

Aim

Recognise more than one plausible feeling.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

"A character waits for a new club. They might feel excited and worried. We cannot know without asking."

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Plausible feeling such as pleased or unsure.
2. Sad, frustrated, worried or plausible alternative.
3. Proud, relieved or plausible alternative.
4. Startled, worried or plausible alternative.
5. Ask or offer a communication choice.

If pupils struggle

Offer two emotion words with meanings; accept pointing.

Next challenge

Suggest two possible feelings in the same situation.

Classroom link

Teacher uses a neutral optional check-in with the same vocabulary.

01 Feelings have names

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. A child is invited to play. Name a possible feeling.

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2. A child loses a favourite pencil.

---

3. A child finishes a difficult model.

---

4. A loud bell surprises a child.

---

5. How could you check how the child feels?

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____

02 Notice early signals

Aim

Link a possible body signal to a support need without assuming.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

"Tight hands may be a signal to pause; body signs mean different things for different people."

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Pause and check/support.
2. Recognises possible worry/excitement and offers check-in.
3. Rest/check need or adult support.
4. Reduce sound or offer quieter place.
5. No; ask/check rather than assume.

If pupils struggle

Use an adult-drawn body outline and neutral choices.

Next challenge

Distinguish a possible emotional signal from illness needing adult attention.

Classroom link

Adults respond to stated needs rather than relying only on visible signs.

02 Notice early signals

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. A character notices tight hands. What could they do first?

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2. A character says their tummy feels fluttery before reading.

---

3. A character is tired and rubbing their eyes.

---

4. A character covers their ears in a noisy room.

---

5. Can you know a feeling just by looking?

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____

03 How strong is the feeling?

Aim

Describe intensity using words or a chosen scale.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

Use small/medium/big waves; explain the scale belongs to the pupil and is not a behaviour score.

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Small/mild or justified equivalent.
2. Big/strong.
3. Could grow; not inevitable.
4. The person experiencing it.
5. Point, draw, sign or AAC.

If pupils struggle

Use only small and big.

Next challenge

Explain why two people may rate the same event differently.

Classroom link

Offer the pupil-selected scale during an ordinary check-in.

03 How strong is the feeling?

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. A character is slightly annoyed. Choose an intensity word.

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2. A character says the worry feels huge.

---

3. What could a small worry become if help is delayed?

---

4. Who decides how strong their feeling feels?

---

5. Show a way to communicate intensity without speaking.

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____

04 Pause and choose

Aim

Practise a safe pause before selecting support.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

Model putting a task down, signalling a pause and choosing a quieter place with the agreed adult.

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Signal/step away with agreed support.
2. Pause task and seek/retry with support.
3. Stay supportive/reduce language or demand.
4. No.
5. Accessible request or agreed signal.

If pupils struggle

Practise the request during a calm, predictable activity.

Next challenge

Choose a pause that keeps the person safe in a different setting.

Classroom link

Teacher honours the agreed pause signal.

04 Pause and choose

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. A character feels overwhelmed by a noisy game. Choose a safe pause.

---

2. A character is cross about a mistake.

---

3. What can an adult do during a pause?

---

4. Does a pause mean the feeling is wrong?

---

5. Show a pause request.

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____

05 Try a support menu

Aim

Choose supports rather than prescribe one strategy.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

Offer water, movement, quieter space or adult help. "A strategy helps if it works for you; you can stop it."

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Reduce noise/quieter place/hearing support.
2. Clarification or visual steps.
3. Agreed movement break.
4. Stop and choose another safe support.
5. Trusted adult or chosen supportive person.

If pupils struggle

Offer two accessible choices and demonstrate each.

Next challenge

Explain how the support matches the barrier.

Classroom link

Agree which supports are actually available in class.

05 Try a support menu

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. Noise is the problem. Choose a support.

---

2. Instructions are confusing.

---

3. A character needs movement.

---

4. A breathing activity feels uncomfortable.

---

5. A character wants company.

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____

06 Check what helps

Aim

Review learning and complete midpoint check.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check. Use check C before teaching today; replace part of practice.

Model - make the thinking visible

"I tried the quiet space. Did it help, not help, or am I unsure?" All three answers are useful.

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Continue/adapt/check with adult.
2. Try another safe support or ask adult.
3. No.
4. Helped/not yet/unsure or specific observation.
5. Trusted adult.

If pupils struggle

Use three response cards: helped / not yet / unsure.

Next challenge

Compare two supports across two fictional contexts.

Classroom link

Teacher records access to support as well as pupil response.

06 Check what helps

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. A support helped a little. What next?

---

2. A support did not help.

---

3. Can everyone use the same strategy successfully?

---

4. What could you record after trying a support?

---

5. Who can help you review?

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____

07 Ask for what you need

Aim

Communicate a specific support request.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

Model "It is too noisy; can I work at the quiet table?" Accept a symbol or gesture conveying the same need.

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Specific noise/access request.
2. Asks for explanation or demonstration.
3. Agreed pause request.
4. Requests company/help.
5. Repeats/signals or approaches another safe adult.

If pupils struggle

Offer a reusable "I need..." choice card.

Next challenge

Practise with a different supportive adult.

Classroom link

Put the chosen request within reach in the classroom.

07 Ask for what you need

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. The room is too loud. Make a request.

---

2. The work is confusing.

---

3. You need a pause.

---

4. You want a trusted adult nearby.

---

5. Your first request was missed.

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____

08 Thoughts are possibilities

Aim

Distinguish an event from a possible interpretation.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

"They did not answer. Maybe they did not hear. I do not yet know." Do not challenge genuine safety concerns.

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Did not hear/busy or plausible alternative.
2. No; may need teaching/help.
3. Cannot conclude everyone; seek support.
4. Ask/check with safe adult.
5. Take seriously and tell trusted adult; not reinterpret away.

If pupils struggle

Use concrete event/possible explanation pairs.

Next challenge

Give two possibilities without deciding which is true.

Classroom link

Teacher models uncertainty without dismissing pupil experience.

08 Thoughts are possibilities

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. A friend does not answer. Give one possible explanation.

---

2. A task looks hard. Does that prove you cannot learn it?

---

3. A character says "Everyone dislikes me" after one disagreement.

---

4. How could the character find out more?

---

5. Someone reports being hurt. What should happen?

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____

09 Feelings and safe actions

Aim

Separate acceptance of feelings from safe choices.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

"It is okay to feel angry. We need a safe way to show it and help with what happened."

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Put down/step away/seek adult.
2. No.
3. Tell trusted adult and receive support.
4. Respect and agree safe support.
5. Adult helps find another accessible option.

If pupils struggle

Use two safe choices without acting out unsafe behaviour.

Next challenge

Explain what adults should change in the situation.

Classroom link

Share a safe response plan with adults, not just the pupil.

09 Feelings and safe actions

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. A character wants to throw a hard object. Suggest a safe next action.

---

2. A character feels sad. Must they smile?

---

3. A child needs help after someone hurts them.

---

4. A character wants quiet rather than talking.

---

5. A strategy is unavailable.

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____

10 Make a personal support card

Aim

Build a short pupil-chosen support plan.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

Model a fictional card: "When noise is too much: signal pause; quiet table; check with Ms Ali."

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Relevant signal.
2. Accessible, relevant support.
3. Specific known adult/role.
4. Usable signal or phrase.
5. Check safety, adjust environment and provide more help.

If pupils struggle

Adult scribes with pupil permission; no personal disclosure required.

Next challenge

Include a second option when the first is unavailable.

Classroom link

Teacher checks that the card can be used discreetly.

10 Make a personal support card

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. Choose a possible early signal for a fictional character.

---

2. Choose a matching support.

---

3. Name a trusted adult role.

---

4. Show a way to request help.

---

5. What should adults do if the support is not enough?

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____

11 Rehearse in a new situation

Aim

Apply the support plan to a different context.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

Use a fictional noisy lunch queue. Model asking for an agreed alternative before distress increases.

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Space/alternative route/adult support.
2. Explanation, pause or support choice.
3. Explain/show card or seek familiar adult.
4. Pause, clarify or get support.
5. Prepare/adapt environment or routine.

If pupils struggle

Rehearse one familiar situation at a time.

Next challenge

Pupil chooses which fictional situation to practise.

Classroom link

Observe one real opportunity only with pupil agreement.

11 Rehearse in a new situation

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. A queue feels too crowded. Suggest a support.

---

2. A game changes unexpectedly.

---

3. A new adult does not know the signal.

---

4. A task feels frustrating.

---

5. What could adults do before the next similar event?

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____

12 Review and share preferences

Aim

Complete final check and agree continuing adult support.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check. Use check B before teaching today; allow time for review.

Model - make the thinking visible

Model "The card helped at the quiet table; I still need adults to notice the noise."

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Relevant support.
2. Concrete supportive adjustment.
3. Clear accessible request.
4. Review with trusted adult.
5. Preference/need or choice not to disclose.

If pupils struggle

Offer visual choices and record the pupil voice verbatim.

Next challenge

Explain how to check whether support is still helpful.

Classroom link

Teacher agrees one environmental adjustment and a review point.

12 Review and share preferences

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. Name one useful support for a fictional character.

---

2. Describe one adult action that helps.

---

3. Show a help request.

---

4. If a plan stops working, what next?

---

5. Choose what you would want a teacher to know.

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____

Individual session record

Pupil code: _____ Teacher: _____ TA: _____

Classroom goal: _____

Agreed aids/access route: _____

I = independent correct; P = prompted correct; M = modelled correct; N = not correct/declined/not attempted. Explain N. Attendance: present / absent / partial.

Session / date	Attendance	Codes 1-5	Correct /5	Indep. /5
01 / _____	_____	_____	___	___
02 / _____	_____	_____	___	___
03 / _____	_____	_____	___	___
04 / _____	_____	_____	___	___
05 / _____	_____	_____	___	___
06 / _____	_____	_____	___	___
07 / _____	_____	_____	___	___
08 / _____	_____	_____	___	___
09 / _____	_____	_____	___	___
10 / _____	_____	_____	___	___
11 / _____	_____	_____	___	___
12 / _____	_____	_____	___	___

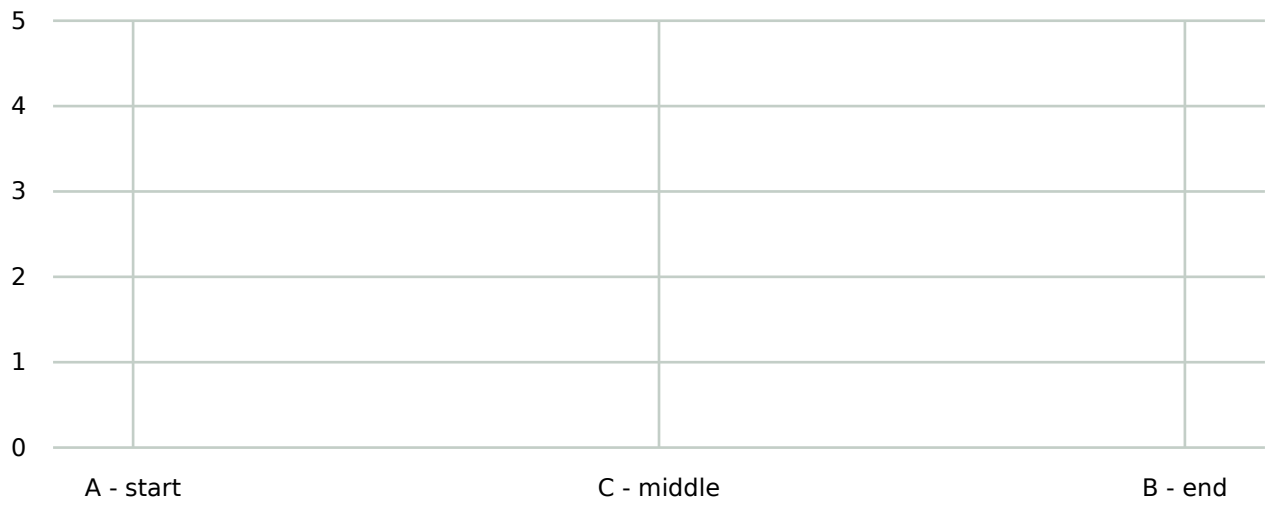
Attendance, changes, useful prompts and pupil preferences

Progress at a glance

Pupil code: _____ Group period: _____

Check / date	Correct /5	Independent /5	Access matched?
A / _____	___	___	Yes / no
C / _____	___	___	Yes / no
B / _____	___	___	Yes / no

Plot independent-correct totals. Checks use fresh items; session scores include supported practice. Do not combine these into one trend line.



What does the pattern suggest?

Skill learned / support reduced / uncertain or mixed evidence

Conditions or attendance that affect interpretation

Classroom-transfer observation

Pupil code: _____ Observer: _____

Observe during normal work; do not create an upsetting or inaccessible situation just to obtain a score.

Before the programme

Date, lesson and planned opportunity

What the pupil did; aids and adult prompts used

During the programme

Date, lesson and planned opportunity

What the pupil did; aids and adult prompts used

After the programme

Date, lesson and planned opportunity

What the pupil did; aids and adult prompts used

Record: demonstrated / not yet / no opportunity. No opportunity is not a failed skill. Report context-specific observations rather than assuming transfer to every lesson.

Teacher / SENCo feedback

Pupil code: _____ Class: _____ TA: _____

Dates: _____ Sessions attended: ____ /12 Partial: _____

Measure	Starting A	Midpoint C	Final B
Correct /5	____	____	____
Independent /5	____	____	____
Access matched?	Baseline	Yes / no	Yes / no

What the pupil can now do - include an example

Evidence in class, or no opportunity yet

Support still needed / access adjustments to continue

Pupil view or preference - include choice not to comment

Agreed next step, responsible adult and review date

Decision: continue / adapt / consolidate / move on / seek further advice. These local scores describe observed performance; they are not standardised or proof that the programme caused change.

Reusable tools

Optional support card - pupil chooses what to share

A possible early signal

My help request or signal

Support I can choose

Trusted adult / alternative adult

What adults should adjust

Use fictional examples if preferred. Keep completed cards private and accessible to the pupil; avoid public emotion rankings.

Keep this programme handy

Return to this programme

Scan the QR code or use the visible, clickable address below for the programme page, session sheets and records.

https://daybydaytools.co.uk/programmes/feelings-and-responses.html

More classroom resources

daybydaytools.co.uk
https://daybydaytools.co.uk/
Printable resources, small-group programmes and interactive classroom tools.

Practical guidance for schools

epforschools.co.uk
https://epforschools.co.uk/
Practical articles for teachers, teaching assistants and SENCos.

Advice and assessments

corbanpsychology.com
https://corbanpsychology.com/
Information about Dr Ian Corban, Educational Psychologist, and services for schools and parents.

Choose further support according to the pupil's needs and school arrangements. This pack supports teaching; its local checks are not diagnostic or standardised.