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: _____

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 / _____	_____	_____	___	___

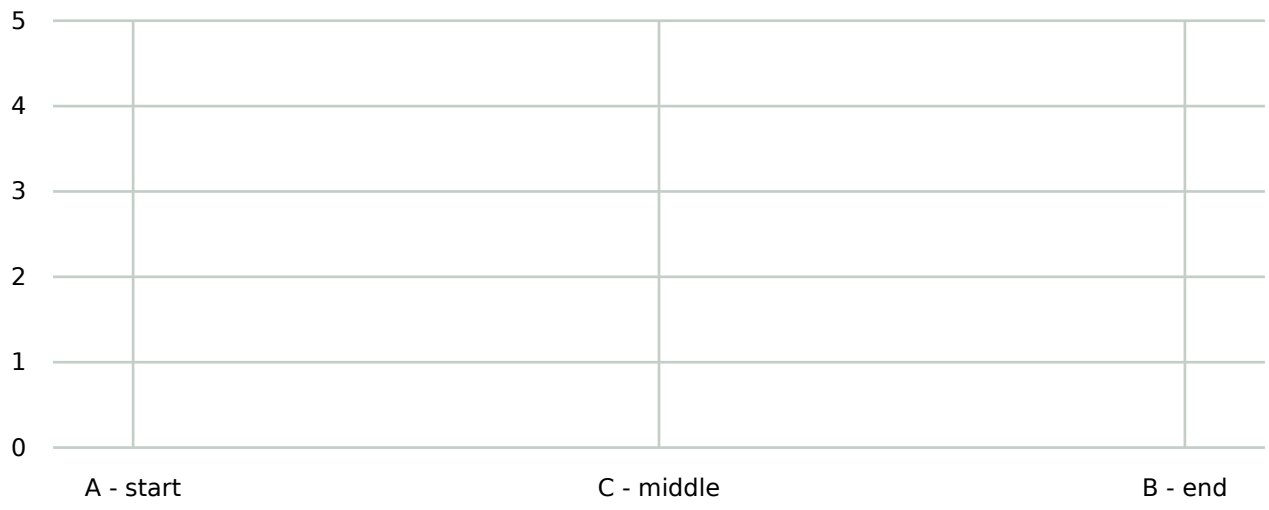
Attendance, changes, useful prompts and pupil preferences

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.