

RAMP – Reducing Anxiety Management Plan

WHAT DOES IT LOOK LIKE?	WHAT STRATEGIES CAN BE USED AT THIS TIME?
Calm state	
<p>Sitting quietly occupied in an activity. Will engage in / initiate conversation and answer questions. Loving –hugging and being kind and caring towards others. Passive. Listening. Volunteering to help/making suggestion.</p>	<p>Using Nurtured Heart approach noticing and commenting on what he is doing right, however small. (Acknowledging all the aspects of his greatness.) Explaining what is going to happen next using the Now and Next board. Giving a count down before next activity. Encouraging him to continue with the calm activity or calm time by giving lots of positive calm attention and praise. Making calm times fun, but not building excitement. Encouraging him to interact and introduce new learning. Suggesting rewards from Teacher or visit to Headteacher, if continues positive behaviour.</p>
Anxious State	
<p>Restless Becoming distant. Easily distracted from task. Not listening (although at this stage will sometimes answer if you repeat the question.) Zoned out. Having imaginary battles – either with the Lego or with imaginary people. Talking to commander 5 or explaining imaginary missions he needs to complete. Shouting out in class. Walking in out the classroom in a less controlled manner e.g. climbing /jumping over chairs or deliberately knocking them over.</p>	<p>Acknowledging he may be feeling anxious, but that you are there to help. Try “I Wonder... (if you are worried about...) Name the emotions. Continuing to comment on positive behaviours and fact he will get a choice if completes task/target set. Reassuring hand on back/rubbing back. Theraplay games. Adapting the work and making it more fun if possible. Change the environment, activity, context. Reminding him of rewards. Firm boundaries. Suggesting break on the beanbags.</p>
Agitated State	
<p>Pacing up and down Running off</p>	<p>Suggesting going to beanbags or a break.</p>

<p>Hiding Kicking/knocking things over Throwing things Ripping up work Shouting out or at others Refusal to do work “No”, “Never”, Talk to the hand. Totally zoned out.</p>	<p>Calmly saying “unacceptable “or “inappropriate behaviour “ and then trying to ignore behaviour. Immediately acknowledging any positive behaviour or even fact that behaviour has not got worse. Think toddler /understand the child (toxic stress, shame) to enable you to devise appropriate response.</p>
Aggressive State	
<p>Abusive language, “Stupid old Woman, “Shut up”, “Moron”, “Get lost” “I hate you”, “Your fat” etc. Hissing and/or roaring in your face</p>	<p>As above. May use Team Teach hold at this stage. Allow time to calm as toxic stress will take significant time to reduce.</p>
Attacking State	
<p>Abusive language Kicking Elbowing Punching Going to bite</p>	<p>As above Not talking or asking questions. Move on by recognising non-attacking and other positive behaviours. Recognise that time-out or quiet zone may be essential to give time to calm. Once calm apologise, hug and move on.</p>
Known Triggers	
<p>Being asked to do work –especially writing Transitions- going out to break, lunch, home time, before craft club Being interrupted An increase in noise in the classroom e.g. pair/ group work, handing out letters etc. Not getting attention or not being the centre of attention Being told he can’t have something Having to wait his turn and general waiting Lining up- lunchtime Assembly Visitors (sometimes) Excitement e.g. fun lessons/P.E Different teacher- French, Music, Supply Too much control e.g. being allowed to play for too long. Concerns about home Being tired /hungry</p>	<p>We have noticed that he often will not go through all the stages and at times will go straight to aggressive/attacking state</p>
Known Calmers	
<p>Holding</p>	

Stroking back

Food

Distractions

Toys to fiddle with

Quiet time – looking at a book,
watching a film.

Think Toddler and remember Child A's
brain is not wired to always recognise
consequences.

Rewards can work but if he is in toxic
stress they will not be sufficient to
govern his behaviour or responses.

Deal with situations quickly, there and
then, and move on (involving others
will increase the level of toxic shame,
damage trust and extend period of
anxiety /bad behaviour.)

Make praise specific and continuous.

Reducing opportunities for him to take
charge or make choices.