Proactive Strategies to be ready to learn and engage	**Reactive Strategies** To de-escalate and respond to triggers
Planned breaks	‘Cool-off’ walk
Making choices	Redirection
Social stories	Deep breathing / mindfulness

Comic strip conversations	Safe spaces
Zones of regulation	Sensory spaces
Visual schedules	Physical Restraint
Talking mats / PECS	‘Now and Next’ board

Match the definition	
Planning in time to self-regulate, e.g. with a walk, visit to a sensory room, or trampoline	Getting physically moving out and about
Giving a choice what's happening during the learning activity	Getting the learners attention either directly back onto task, or away from something which bothers them
Narratives which talk about something which will happen. They prepare the student for the situation and give them an option for how to respond.	Mindfulness activities which student may complete alone, or with someone else. May involve deep breathing, or physical movement.

Narratives with illustrations, usually depicting a social situation	A place to 'retreat' which is readily available, such as a break space within the room
A technique to categorise emotions, which can be used to help students identify and share how they feel	A dedicated space with a controlled sensory environment, which may include specific lights or sounds
A schedule with photographs or symbols. It may be longer-term (e.g. timetable) or shorter (e.g. "what we will do today")	A last resort to keep the student safe, when all other options have been exhausted. Should only be done by those with specific training.
Methods to communicate using photographs or symbols, by giving the pictures or placing them on a mat	A board which communicates what is happening now, and what will happen next. May include more (such as timings, or 'after')