**Containing actions and ways of managing** **Box 3**

* Same room, same layout, same time
* Arranging thoughtful session times for particular children
* Arranging calm down time for particular children – use of Calm Box activities (p. 126 Box 7)
* Alerting school staff/parents to the likelihood of regression or acting out around breaks/endings
* Calendar stretching from before the holiday to after next holiday with times and holidays marked - to take home and keep a copy in school too. Child can also mark on birthdays and special days.
* Taking turns to write a line of a story or ‘conversation’
* Passing something – when it feels helpful to the relationship and the child
* Tidying up together
* Switching to a safe but similar activity when the child is becoming overwhelmed – eg. soft ball throw and catch
* Asking child whether it might be helpful to share a particular vulnerability with their parent or teacher

Concrete and symbolic containment is particularly important for children who can’t bear too much thinking and empathy.