

Explaining Each Section

Goals:

Knowing the goals for the child can help us all when things don't go "as planned" and we have to improvise. Even if we need to change the plan in the moment, knowing the goals can help us stay true to the spirit of the plan.

Values:

Having information about what feels most important to the child can help steer us in developing a relationship with the child. Furthermore, the more we are able to link our expectations of a child, to values in his/her own life, the more likely the child will see the value in what we are asking.

Lagging Skills/Starting Points/Progress I'd like to see:

"Challenging behavior occurs when the demands of the environment exceed a kid's capacity to respond adaptively."

Looking at lagging skills from a body and brain perspective helps us choose specific strategies to support developing these skills. Starting points show us where we are. Progress I'd like to see show us where we are going, so we are looking for progress and won't miss it.

Skill Building/Preventative:

This helps give us each an overview of what's in place for the child and why. Are we trying to work on specific skill building for this child due to lagging skills? What preventative things help this child stay regulated throughout the day? Having this knowledge will help us better understand the child and how to best support in the moment.

Regulation Strategies:

What have we already figured out works to help this child regulate?

Level 1: Regulated

What behaviors tell us that this child is regulated and how do we support teaching regulation and interoception, proactively?

Level 2: Starting to Become Dys-regulated

What behaviors tell us that this child is starting to become dys-regulated and how do we support creating bottom-up co-regulatory experiences and increasing Windows of Tolerance?

Level 3: Highly Dys-regulated

What behaviors tell us that this child is highly dys-regulated and how do we become an external regulator?

Back to a Regulated State:

What behaviors tell us that this child is once again regulated and how do we support reflective awareness?

GOALS:

VALUES:

Lagging skills	Starting Points	Progress I'd like to see

Skill Building Preventative		
Regulation Strategies		
Arousal State Expectation & Role	Student Behavior	Adult Behavior
Regulated Thinking & Learning		
Beginning to Become Dys- Regulated Feeling & Promoting Connection - Being An Ally ○ <i>Creating bottom-up regulatory experiences</i> ○ <i>Balancing support & challenge</i>		
Highly Dys- Regulated Seeking Safety & Co- regulating - Being an External Regulator ○ <i>Showing a way through it.</i> ○ <i>Things we do with babies.</i> ○ <i>One foot in and out</i> ○ <i>Don't take is personally</i>		
Back to a regulated state		