

## 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.

### **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?

#### **GOALS:**

Increase times he's safe with words & body  
Increase advocating for what he needs,  
including leaving the classroom  
Increasing Engagement & decreasing distracting  
others

#### **VALUES:**

Video Games  
Pokemon  
Time with friends

Lagging skills	Starting Points	Progress I'd like to see
Difficulty expressing in words	Will stare into space and not answer	Use words or gestures to express himself
Difficulty managing emotional responses	Will scream, hit or run away	Take a deep breathe or other regulatory strategy
Anxiety, heightened frustration	Will ball up fists and slam them down or push	Shake out his hands or use hands in other regulatory way
Difficulty shifting from original idea	Will perseverate on something	Able to move onto to something else

<b>Skill Building Preventative</b>	<ul style="list-style-type: none"> <li>▪ In all interactions, adults engage in co-regulation (naming, breathing, etc).</li> <li>▪ Visual Schedule</li> <li>▪ Receives Scheduled breaks</li> <li>▪ Slow Start with skill building focus</li> <li>▪ Has own work-space area</li> </ul>	
<b>Regulation Strategies</b>	<ul style="list-style-type: none"> <li>❖ Naming &amp; Mirroring experience</li> <li>❖ Breathing</li> <li>❖ Movement – pushing on yoga balls, playing catch, trampoline</li> <li>❖ Coloring</li> <li>❖ Menu of Activities</li> </ul>	
<b>Arousal State Expectation &amp; Role</b>	<b>Student Behavior</b>	<b>Adult Behavior</b>
<b>Regulated Thinking &amp; Learning</b>	<ul style="list-style-type: none"> <li>○ Engaged in Learning</li> <li>○ Not distracting others</li> <li>○ Safe with body/words</li> </ul>	<ul style="list-style-type: none"> <li>● Authentic verbal praise</li> <li>● Transition capacity building strategies</li> <li>● Facilitate creating a coherent narrative</li> <li>● Teaching interoception at pre-beginner level. I label my own body experiences</li> </ul>
<b>Beginning to Become Dys-Regulated Feeling &amp; Promoting Connection - Being An Ally</b>  <ul style="list-style-type: none"> <li>○ <i>Creating bottom-up regulatory experiences</i></li> <li>○ <i>Balancing support &amp; challenge</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Saying “I can’t do it”</li> <li>○ Using inappropriate words</li> <li>○ Leaving classroom</li> <li>○ Getting in others’ space</li> <li>○ Perseverating</li> </ul>	<ul style="list-style-type: none"> <li>● Transition capacity building strategies using hands to model regulation</li> <li>● Modeling self-regulation through the strategies above including interoceptive awareness. “I need to push on something because my hands feel full of energy,” while doing it.</li> <li>● Be real about how you feel (ok to feel in the classroom)</li> <li>● Speak through a parts view (normalizing challenge &amp; confusion)</li> <li>● Offer alternate location or break</li> <li>● Setting boundaries</li> </ul>
<b>Highly Dys- Regulated Seeking Safety &amp; Co-regulating - Being an External Regulator</b>  <ul style="list-style-type: none"> <li>○ <i>Showing a way through it.</i></li> <li>○ <i>Things we do with babies.</i></li> <li>○ <i>One foot in and out</i></li> <li>○ <i>Don’t take is personally</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Crying</li> <li>○ Screaming</li> <li>○ Spitting</li> <li>○ Inappropriate words directed at people</li> <li>○ Throwing things</li> <li>○ Is physical</li> <li>○ Throat gets tense and hard to breath.</li> </ul>	<ul style="list-style-type: none"> <li>● Feel the set up and Regulate yourself – 1 foot in/out</li> <li>● Modeling bringing the intensity down</li> <li>● Setting boundaries</li> <li>● Stop talking &amp; adding sensory input</li> <li>● Give him space</li> <li>● Support him in connecting to his body Name/show tense throat &amp; note trouble breathing</li> <li>● Name/Show your experience</li> <li>● Use regulation strategies above</li> </ul>
<b>Back to a regulated state</b>	<ul style="list-style-type: none"> <li>○ Body is safe</li> <li>○ Able to take deep breathes</li> </ul>	<ul style="list-style-type: none"> <li>● Use check in sheet</li> <li>● Facilitate creating coherent narrative</li> <li>● Adult supports in re-engagement in classroom activities</li> </ul>