

Section 4 Establishing Regulatory Approaches

Please turn in your assignment by uploading it to your goggle drive folder.

Layered Social-Emotional Behavior Plan Instructions

Below you will find the elements of the plan. You will see questions (italicized) in each section that might help you conceptualize what you already know about the student and what you might want to consider.

For this assignment, please complete the highlighted sections below, by filling them in on the blank behavior plan provided. You also have a completed plan that you can use as an example. Feel free to cut and paste any portions of the example that you feel are pertinent to your student.

Information below is divided into Page 1 and Page 2 of the plan. Page 2 is the most vital part of the plan. As you reflect upon what behaviors tell you the student's level of arousal, consider that you may need to be the one that supplies this information to others, who do not see behavior from this lens. On the left side is space for the student's behavior and on the right side you list the adult's behavior. This helps everyone understand that when at different levels of arousal students need different kinds of support. Think about the time line approach as you complete this portion.

Please do not do this as busy work, make it meaningful for you. If you are not doing this for credit, feel free to complete only page 2 and create it in such a way that you will actually be able to use it.

Page 1 of the plan:

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.

Can I state easily state what we are hoping to accomplish with our interventions?

Are these goals appropriate for where this student is developmentally? Do they include all or nothing language vs. increase and decrease?

Are these short or long-term goals? In other words, does this student first need to acquire certain skills to meet these goals?

Are these goals measurable?

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.

What are they showing me is important/valuable to them? What they keep close, talk about, wear, do?

Can I find ways to link these things to the goals we have for the student?

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.

Which lagging skills seem to be most impacting our current focus for interventions? If we look at these from a body and brain lens, which of the 4 underlying causes seem the most involved?

- *If it's brain states, are we preparing the student's brain to learn?*
- *If it's threats, how are we supporting safety and belonging?*

- *If it's values, how are we linking our expectations to the student's hierarchy of values?*
- *If it's dysregulation, how are we supporting developing self-regulation?*

What is the student's current behavior when asked to perform this skill?

How could these behaviors change to be more adaptive in their current environment?

Skill Building/Preventative: COMPLETING THIS SECTION IS OPTIONAL

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?

Page 2 of the plan:

Level 1: Regulated

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

Where are they in their development of interoceptive awareness, what kind of support do they need to strengthen this skill?

What proactive regulatory strategies are available to them throughout the day?

What top-down intentional teaching are they getting to support the development of self-regulation?

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?

How are we helping them answer the question, "what do I do with this energy/dysregulation?"

How are we helping them become aware of the energy in their bodies?

How are they getting the message that we are on their side?

How are we helping them stay at the edges of their windows of tolerance rather than becoming flooded?

Level 3: Highly Dys-regulated

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

How are we staying connected to ourselves during times of dysregulation?

How are we able to ask for support or tap out if needed?

Back to a Regulated State:

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

If there was significant dysregulation and the student had to leave the room, how are we sure the class and teacher are regulated enough for the student to re-enter?

Does there need to be a repair with the teacher or class in restorative ways?