

## Guidelines for Using the Emotional Regulation Action Plans

To successfully cope with stressful events, individuals need to learn the ability to inhibit some responses while employing other, more positive responses. Schools can be instrumental in helping students develop these skills and abilities in an effort to help them regulate their emotions and cope with events at school, home, and in the broader community.

We have created three developmentally appropriate plans for use at the Early Childhood through 2<sup>nd</sup> grade level, 3<sup>rd</sup> through 5<sup>th</sup> grade level, and middle and high school level. The plans are intended to be a collaborative document between school staff, parents, and the student and can be used with any student. They may prove particularly useful to students showing frequent behavior issues, office referrals and/or contact with student services staff. It can also be a useful re-entry step for students returning from a community-based facility.

Encouragement and validation throughout the process will be important as you move through this plan together. Finally, this is a fluid document that benefits from continuous monitoring and adjustments as a student grows in their skills and abilities.

### Implementation Guidelines and Tips

- Develop this plan in collaboration with the student and their caregivers when the student is in a ***calm and emotionally regulated*** state
- When possible, the person with the ***best relationship*** with the student should take the lead on creating the plan with the student
- Honor the student's perspective during development and implementation
- Encourage the student to identify helpful adults as part of their ***Support Team***
- ***Secure releases***, when appropriate, for identified support team members
- The entire support team need not be present during the development of the plan
- Ongoing communication between members of the support team, parents, and other school staff is important
- Review the plan monthly and when the student is experiencing an increase in emotional dysregulation
- Changes to the plan should be made as needed, as determined by the student and their support team
- *For students with an IEP or 504 Plan, consider the need to reconvene the team if changes to the Behavior Intervention Plan are necessary as a result of this document*



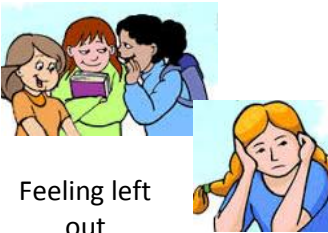



# My Emotional Regulation Plan

Name:

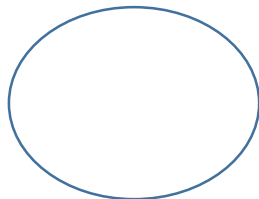
Date Created/Reviewed:

ER Plan: EC-2

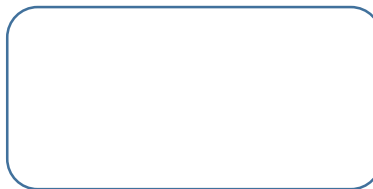
## This Happens:

 <p>Feeling left out</p>	 <p>No one is listening to me</p>	 <p>Work is too hard</p>	 <p>Yelling or hearing mean words</p>
 <p>Ok Not Ok</p> <p>People get too close or touch me</p>	 <p>Losing a game</p>	 <p>I am tired</p> <p>I am hungry</p>	<p>Something Else</p>

That makes me feel:



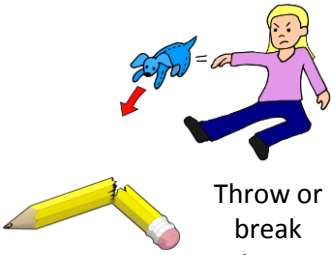


Draw face



Feeling word

When I feel \_\_\_\_\_, I might:







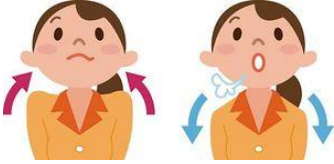

 <p>Yell or say mean words</p>	 <p>Fight or hurt others</p>	 <p>Run away</p>	 <p>Hide</p>
 <p>hurt myself</p>	 <p>Throw or break things</p>	 <p>Cry</p>	<p>Something Else</p>

Name:

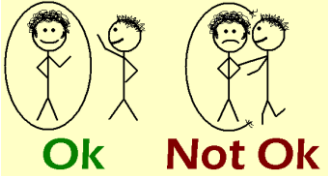

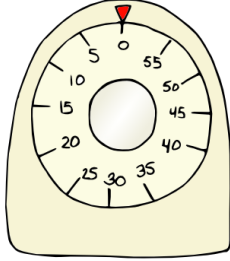





Date Created/Reviewed:

ER Plan: EC-2

I can help calm my body and my feelings by:

 <p>Talking with calm adult</p>	 <p>Taking a break</p>	 <p>Drawing or coloring</p>	 <p>Using sensory tools or fidgets</p>
 <p>Exercising</p>	 <p>Reading a book</p>	 <p>Slow Breathing</p>	 <p>Listening to music</p>

My teachers can help by:

 <p>Ok Not Ok</p> <p>Giving me space</p>	 <p>Repeating directions again</p>	 <p>Setting a timer</p>	 <p>Giving me a hug or rubbing my back</p>
 <p>Call another adult</p>	 <p>Listening to me</p>	 <p>Give me a walking break</p>	 <p>Giving me a job to do</p>

# My Emotional Regulation Plan

Name:

Date Created/Reviewed:

ER Plan: EC-2

## Helpful adults on my team:

Team Member Name	Role in My Life	Phone Number	Email Address

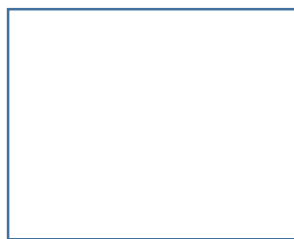
## My Parents think:

Calming Strategies that Work at Home	Home to School Communication Plan

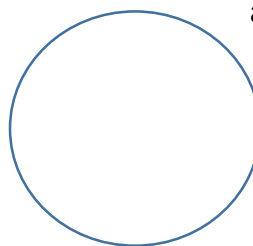
## My Plan

(copy or cut and paste pictures from worksheet)

When this happens:

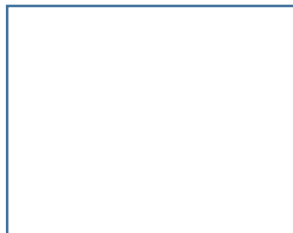


I feel,

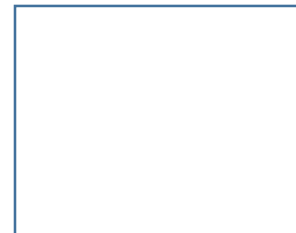


and that's ok!

I will try to remember to,



and adults will help by,



***This will help calm me down and keep everyone safe!***