

Name: _____

Date: _____

Reviewed by: _____

My Emotional Regulation Plan

Behavior concerns: These are behaviors I sometimes show, especially when I am stressed

- | | | | |
|--|--|---|---|
| ☐ Losing my temper | ☐ Fighting/hurting people | ☐ Withdrawing | ☐ Using alcohol or drugs |
| ☐ Running away | ☐ Injuring myself | ☐ Feeling suicidal | ☐ Threatening others |
| ☐ Swearing | ☐ Damaging property | ☐ Throwing things | ☐ Attempting suicide |
| ☐ Leaving the classroom | | | |

Other: _____

Triggers: When these things happen, I am more likely to feel unsafe and upset

- | | | | |
|--|---|--|---|
| ☐ Not being listened to | ☐ Feeling pressured | ☐ Being touched | ☐ People yelling |
| ☐ Feeling lonely | ☐ Feeling left out | ☐ Being stared at | ☐ Teasing |
| ☐ Not having a say | ☐ Particular class/subject | ☐ Contact with: | ☐ Not understanding work |
| ☐ Arguments | ☐ Particular time of day | | |

Other: _____

Warning signs: These are things other people may notice me doing if I begin to lose control

- | | | | |
|--|--|--|--|
| ☐ Sweating | ☐ Red face | ☐ Acting hyper | ☐ Being rude |
| ☐ Singing/humming | ☐ Breathing heavy | ☐ Wringing hands | ☐ Swearing |
| ☐ Pacing | ☐ Becoming very quiet | ☐ Loud voice | ☐ Bouncing legs |
| ☐ Crying | ☐ Hygiene issues | ☐ Clenching teeth | ☐ Rocking |
| ☐ Squatting | ☐ Damaging things | ☐ Hurting myself | ☐ Isolating/avoiding others |

Other: _____

Possible ways to regulate my feelings: These are things that might help me calm down and keep myself safe when I'm feeling upset

✓ what works ☆ what to try

- | | | | |
|--|--|--|---|
| ☐ Time to myself | ☐ Listening to music | ☐ Singing softly | ☐ Sitting with staff |
| ☐ Pacing in private | ☐ Talking with a support person | ☐ Coloring, playing with clay | ☐ Reading a book |
| ☐ Run, fast walk, jumping jacks | ☐ A cold splash of water | ☐ Writing in a journal | ☐ Punching a pillow |
| ☐ Humor | ☐ Push-ups, sit-ups | ☐ Bouncing a ball | ☐ Drawing |
| ☐ Being around other people | ☐ Hugging a stuffed animal | ☐ Playing cards | ☐ Talking to staff: |
| ☐ Holding an ice cube | ☐ Deep breathing | ☐ Calling: | ☐ Using the sensory room |
| ☐ Speaking to my therapist | ☐ Lying down | ☐ Snapping a rubber band | ☐ Using the gym |
| ☐ Being in nature | ☐ My designated safe space: | ☐ Telling myself to relax | ☐ Hearing hopeful messages |
| ☐ Rocking or swinging | | | |

Other: _____

Things that make it worse for me: These are things that do NOT help me calm down or stay safe

- | | | | |
|---|--|---|--|
| ☐ Being alone | ☐ Being around people | ☐ Humor | ☐ Not being listened to |
| ☐ Peers teasing | ☐ Being disrespected | ☐ Loud tone of voice | ☐ Being ignored |
| ☐ Having staff support | ☐ Talking to an adult | ☐ Being touched | ☐ Being reminded of the rules |

Other: _____

Action Plan:

When I notice these warning signs and triggers: _____
_____, I will _____
_____ to prevent a crisis from developing.

When staff notices _____
_____, I would like them to help prevent a crisis by _____

_____.

When I follow this plan, I will reward myself by:

Other ideas about what to do if a crisis develops:

Collaboration with Caregivers:

Reach out to the parents/caregivers and invite them answer the following questions:

What do you see as your child's primary triggers and warning signs of distress?

What strategies can we use at home and school to increase your child's ability to feel safe and calm down?

How can we work together better when your child is experiencing distress at school?

People on my support team:

Include: school teaching/admin/counseling/coaching staff, case manager, therapist, psychiatrist, social worker, family and friends

[illegible]

Guidelines for using Emotional Regulation Action Plans

This plan can be used with any student showing frequent behavior issues, frequent office referrals, frequent contact with counselors, and re-entry from a community-based facility. As much as possible, we want the young person to have ownership of their own plan, rather than seeing it as some kind of routine paperwork they are required to do with the adults working with them. Give encouragement and validation if working through this plan together. Others may want to take the form and fill it out on their own and then consult with staff. A combination can work also.

Basic guidelines:

- This plan belongs to the young person and should be developed when the student is calm.
- It should be done between the young person and a person or people with whom there is a relationship or a sense of trust if at all possible.
- The entire "team" need not be assembled for this to happen.
- The support team is intended to encourage the student to identify those people that will be most helpful in highly stressful moments.
- Take time to record contact information, so that additional people can be included beyond emergency contacts identified at enrollment.
- Parents/caregivers are essential in co-planning to improve the effectiveness of this plan.
- All those identified as on the student's "team" should be notified as such and given a copy of the plan with 24 hours of creation.
- The plan should be reviewed monthly between the student and the adult guide.
- It should also be taken out when an adult notices the student is exhibiting warning signs and after any outburst, after the student has returned to baseline.
- As an ongoing well-being plan, things can be added that are identified as triggers or supports, and things can be removed if found to be not accurate or unsuccessful.
- The plan should grow with the student.
- Strategize on how this plan could be accessed easily by key support team members electronically.
- For a student who has an IEP, consider the need for re-convening the team and/or updating the Behavior Intervention Plan to include this new emotional regulation plan.