Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Behavior**: These are behaviors I sometimes show, especially when I’m stressed

|  |  |  |  |
| --- | --- | --- | --- |
| * Yelling at others
* Running away
* Swearing
* Leaving the classroom
* Excessive talking

Notes: | * Fighting/ hurting people
* Injuring myself
* Damaging property
* Withdrawing
* Feeling worthless
 | * Throwing things
* Using alcohol or drugs
* Threatening others
* Disrespectful language
* Social media
 | * Calling names
* Refusal to work
* Arguing
* Feeling hopeless
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| * Not being listened to
* Feeling lonely
* Not having a say
* Arguments
* Feeling pressured
* Feeling left out
* Problems at home
* Being tired
* Feeling hungry
* Change in the routine

Notes: | * Particular class or subject
* Testing
* Getting a bad grade
* Not understanding the work
* Raised voices or loud noises
* Working in a group
* Being away from my phone
 | * Being called on in class
* Presentations in front of the class
* Meeting new people
* Large crowds
* Being alone
* Particular time of day
* Feeling things are unfair
* Things not going the way I planned
 | * Being bored
* Friends not texting back
* Being touched
* Being stared at
* Contact with \_\_\_\_\_\_\_\_\_\_\_
* Teasing/ rumors/gossip
* People in my personal space
* Thinking about the future
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |

**Signs:** Signs that I or other people many notice me doing if I start to become dysregulated

|  |  |  |  |
| --- | --- | --- | --- |
| * Loss of focus
* Clenched fists
* Headache/stomach ache/body pains
* Heart racing
* Tense/tight muscles
* Feeling warm/hot

Notes: | * Singing/ humming
* Crying
* Red face
* Breathing heavy
* Becoming very quiet
* Sleeping
* Damaging things
 | * Wringing hands
* Loud voice
* Clenching teeth
* Hurting myself
* Being rude
* Swearing
* Acting hyper or silly
 | * Hood up
* Head Down
* Sweating
* Bouncing legs
* Rocking
* Isolating/ avoiding others
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| * Time to myself
* Pacing in private
* Rocking or swinging
* Humor
* Being in nature
* Holding an ice cube?
* Using the gym
* Being in nature
* Snapping a rubber band

Notes: | * Being around other people
* Listening to music
* Talking with a counselor, support person or staff
* A splash of cold water
* Push-ups, sit-ups
* Playing cards
* Deep breathing
* Telling myself to relax
 | * Lying down
* My designated safe space
* Run, fast walk, jumping jacks
* Singing softly
* Coloring, playing with clay
* Writing in a journal
* Bouncing a ball
 | * Calling someone
* Sitting with staff
* Reading a book
* Punching a pillow
* Drawing
* Hugging a stuffed animal?
* Hearing hopeful messages, podcast, mindfulness app
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| * Being alone
* Peer teasing
* Having staff support

Notes: | * Talking to an adult
* Humor
* Loud tone of voice
 | * Being around people
* Being disrespected
* Being touched
 | * Not being listened to
* Being ignored
* Being reminded of rules
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |

**ACTION PLAN TO HELP ME STAY FOCUSED:**

|  |
| --- |
| Things I can do throughout the day that reduce stress for me:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| When I am upset I will try \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to calm down: * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| When adults see the following behaviors, that will tell them I am becoming dysregulated: * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| --- |
| When I am dysregulated an adult can help me by: * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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It does NOT help when adults: * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**Guidelines for using Emotional Regulation Action Plans**

This plan can be used with anyone 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 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 person and should be developed when they are calm.
* It should be done between at least two 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 person 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 person’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.
* 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 can grow and change!
* Strategize on how this plan could be accessed easily by key support team members electronically.
* In the situation of 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.