

Developing an Emotional Regulation Plan

Settings and Triggers	Dysregulation
<p>What are the triggers that cause the child to dysregulate?</p> <p>What aspects of the environment does the child find difficult (places, people, sounds, sights, smells)?</p> <p>Are there particular times of the day when the child is more likely to dysregulate?</p>	<p>Describe the child's current responses using CLEAR language</p> <p>Agree the GOAL</p>
How to help me remain emotionally regulated	How to help me if I become dysregulated
<p>Changing the environment</p> <p>Avoiding the situation</p> <p>Offering choices</p> <p>Providing clear rules – and model</p> <p>Distracting</p> <p>Catching the “good” and rewarding it</p> <p>Teach new skills that will help the child work towards their goal</p>	<p>This is unique to each child and will depend on adult observations and knowledge of calming strategies for individual children when they find things difficult.</p> <p>This may include:</p> <ul style="list-style-type: none"> Calm voice and limited language Move to ‘quiet’ area Clear instructions e.g. ‘hands down’

Example Emotional Regulation Plan

Settings and Triggers	Current Emotional Response	Goal
<p>Being asked to share a toy or join in a sharing game at playgroup triggers dysregulation, particularly if it is a favourite</p>	<p>Bill screams repeatedly and holds onto toys when asked to share a toy or activity</p>	<p>Bill will share resources with another child at an activity, with adult support</p>
How to Help me Remain Regulated	How to Help me if I Dysregulate	
<ul style="list-style-type: none"> • At calm times, key adult models sharing activity with puppets or toys and rules on 'good sharing' are explained to Bill • Set up small group activity with carefully chosen children • Set up the activity to rely on cooperation by sharing out materials • Adult to sit next to Bill to model good sharing • Photographs of key materials given to Bill to enable him to ask for something • Give verbal praise: 'Bill, can you ask Jem for the scissors-good sharing Bill!' 'Jem, thank you for giving Bill the scissors, that was kind' • Reward Bill for good sharing by letting him choose a sticker after the sharing activity (his favourite thing). This can be reduced once sharing is established 	<ul style="list-style-type: none"> • Talk calmly • Explain clearly what you are going to do and do it • Move Bill away from situation • Sit with Bill in quiet area until calm • Limit interaction • Take toys back to area once Bill is calm • Record incidences of behaviour to see if they are reducing 	

Emotional Regulation Plan for

Settings and Triggers	Current Emotional Response	Goal
How to Help me Remain Regulated	How to Help me if I Dysregulate	

Date started:

Review Date: