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 2nd grade level, 3rd through 5th 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*

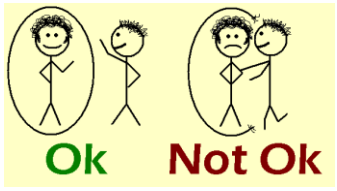
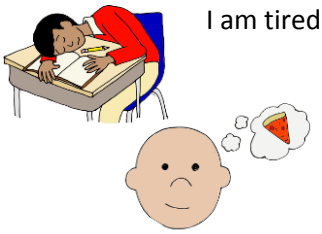
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

My Emotional Regulation Plan

Name: Date Created/Reviewed:

ER Plan: EC-2

This Happens:

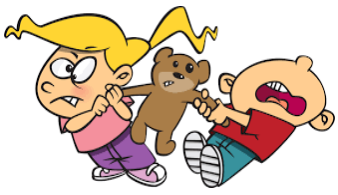
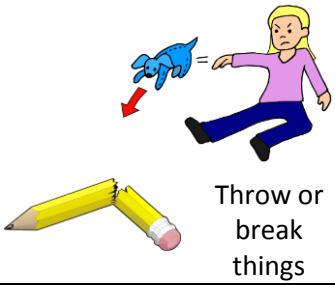
Feeling left out	No one is listening to me	Work is too hard	Yelling or hearing mean words
 People get too close or touch me	Losing a game	 I am hungry	Something Else

That makes me feel:

Draw face

Feeling word

When I feel _____, I might:

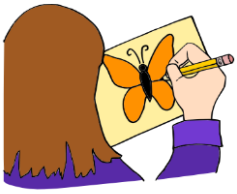
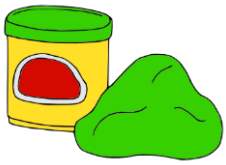
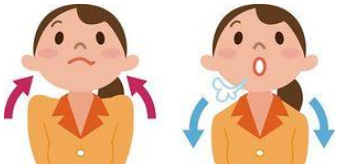
Yell or say mean words	 Fight or hurt others	Run away	Hide
hurt myself	 Throw or break things	Cry	Something Else

My Emotional Regulation Plan

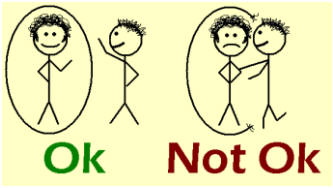
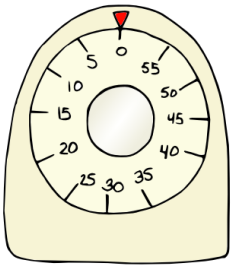
Name: Date Created/Reviewed:

ER Plan: EC-2

I can help calm my body and my feelings by:

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

My teachers can help by:

 Giving me space	Repeating directions again	 Setting a timer	Giving me a hug or rubbing my back
Call another adult	Listening to me	Give me a walking break	Giving me a job to do

My Emotional Regulation Plan

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Helpful adults on my team:

Team Member Name	Role in My Life	Phone Number	Email Address

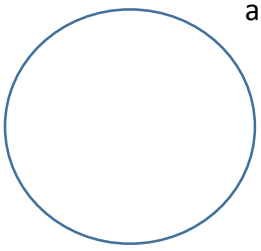
My Parents think:

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!