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: Elementary

This Happens *(check all that apply)*:

Trouble with peers	**Trouble with work**	**Trouble with my classroom**	**Trouble with my basic needs**
☐ Feeling left out ☐ Losing a game ☐ Arguing ☐ Unfair rules ☐ Change in friendship ☐ Something else:	☐ Work too hard/easy ☐ Bored ☐ Confusing direction ☐ It's a test ☐ Homework ☐ Something else:	☐ Distracted by others ☐ Lights bright/dim ☐ Too loud/quiet ☐ Smells funny ☐ I walked in late ☐ Something else:	☐ Hungry/Thirsty ☐ Sick ☐ Too hot/cold ☐ Clothes uncomfortable ☐ Something else:

That makes me feel:

Draw face

Feeling word

When I feel _____, I might:

Fight	**Flight**	**Freeze**	**Something Else**
☐ Hit someone ☐ Throw things ☐ Destroy property ☐ Swearing/Yelling ☐ Hurt myself ☐ Something else:	☐ Run away ☐ Hide ☐ Leave the classroom ☐ Leave school property ☐ Something else:	☐ Cry/withdrawal ☐ Stay still ☐ Can't answer questions/talk ☐ Stare ☐ Something else:	

My Emotional Regulation Plan

Name: Date Created/Reviewed:

ER Plan: Elementary

I can calm down by trying

- ☐ Taking a break
- ☐ Talking it out
- ☐ Draw/Color
- ☐ Sensory tools
- ☐ Reading
- ☐ Music
- ☐ Reading
- ☐ Deep breaths
- ☐ Positive self-talk
- ☐ Counting to 10
- ☐ Writing a letter
- ☐ Something else:

My teacher can help by

- ☐ Giving me space
- ☐ Repeating directions
- ☐ Setting a timer
- ☐ Giving me a hug
- ☐ Giving me a job
- ☐ Letting me walk
- ☐ Call someone from my support team

My Support Team:

Team Member Name	Role in My Life	Phone Number	Email Address

Home to School Connection:

Calming Strategies that Work at Home	Home to School Communication Plan

My Action Plan:

When _____ _____ happens, I feel _____ and that's ok!

I will use my strategies of _____

and adults will help by _____.