

Optimal Regulation Checklist

Optimal regulation comes from a **combination** of bottom up (sensory) tools layered with developmentally appropriate top-down (thinking/cognitive) strategies such as predictable schedule, consistent routines, use of visuals, timers, FIRST/THEN, and developmentally appropriate activities.

Step 1: Check off those already in place.

Step 2: Explore resources

Step 3: Figure out how to implement

Y/N	Optimal Regulation Requirements	If not, access these resources:
	Effective co-regulation – adult’s ability to use relationship to down-regulation (calm) and/or up-regulate (engage/stimulate) child. Message sent: <i>“I’ve got you. You are safe.”</i>	Links to co-regulation resources: What is Co-Regulation? Inclusion Outreach – Module 5 Effective Co-Regulation Package Your Therapy Source (YTS) SD42 EAP – Homewood Pathfinder
	Realistic expectations - Always meet the child where they are developmentally and gradually increase expectations. Make success easily achievable (short & sweet) with LOTS of repetition.	Links to developmental supports: Hawaii Early Learning Profile (HELP) – contact your HT for this resource Developmental Milestones
	Clear schedule - so adult remains regulated (<i>“I know what I am doing. I’ve got this.”</i>) AND child is exposed to consistent, predictable routines. Repetition helps everyone learn what is expected (when, where, for how long) and reduces stress for all involved.	Links to scheduling resources: Daily Schedule - Blank Template Sample Daily Schedule Sample Weekly Schedule
	Break day into 3 main chunks – Provide a minimum of ONE large <i>“sensory meal”</i> into each chunk of the day. This is the start of building a sensory diet.	Refer to: How to Create a Sensory Diet Sensory Diet Planning Sheet
	Alternate and/or pair appropriate sensory/regulation strategies with developmentally appropriate programming (First/Then, consider seating, location of task etc.)	

Who is involved already? Family, SLP, HT, IEDHT, IEDSW, OT, School Counselor, home based teams/supports

Who is missing?

Student:
Date:
Strengths:
Goal:

Factors that influence Regulation

What are their preferred activities? What senses are involved?
What do they seek?
What do they avoid?
What is calming?
What is over-stimulating?

