

## **Learning Services**

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## **Optimal Regulation Checklist**

**Optimal regulation** comes from a <u>combination</u> 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:
	<b>Effective co-regulation</b> — adult's ability to use relationship to down-regulation (calm) and/or upregulate (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
	<b>Realistic expectations</b> - 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 know what I am doing. I've got this.") 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
	<b>Break day into 3 main chunks</b> – Provide a minimum of <b>ONE</b> large "sensory meal "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?

aware of? at school? Any relevant cultural norms to be How does family regulate child?

Does the child have safe connections Goal: Date: What is over-stimulating? What is calming? What do they avoid? What do they seek? What are their preferred activities? What senses are involved? Strengths: Student: Factors that influence Regulation CULTURAL SOCIAL/ **Emotional awareness?** Emotional responsiveness Trauma history? (PHYSICAL) **SENSORY** (FEELING) **EMOTION Alertness** Arousal/ COGNITION (THINKING, LANGUAGE SKILLS) **BIOLOGICAL** NEEDS How does the child comm Is there a clear daily schedule? What is their developmental ability Are they sick/about to get sick? Bladder/Bowel function? Have they eaten today? On any medication? Have they had any water today? Does the child sleep well?