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| Guide to supporting regulation through responsive co-regulation plans. | | |
| State of Regulation | Potential Displayed Behaviour | Agreed Response for Regulation |
| Calm  Safe/socially engaged | Steady heart/breathing rate.  Calm state of arousal.  Open to social engagement.  Expressive facial expression and voice prosody.  Able to listen, process language and engage in thinking to learn. | Maximise expressive social engagement.  Fully engage and connect using the face, voice, movement. Encourage listening and expressive responses.  Engage thinking skills to reflect and make connections.  Introduce gentle challenge through play/activity. |
| Mild Stress  Alert/Agitated/ Withdrawn | Slightly raised heart/breathing rate.  Signs of agitation, frustration, anxiety.  Raised hypervigilance.  Lack of focus, easily distracted.  Increased mobilisation.  Early signs of needing to take control or helplessness. | Connect through eye contact, movement and facial expression.  Express calmness through storytelling prosody and open facial expression.  Attune to mood, intensity and energy of the child. Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness.  Respond empathically and validate feelings.  Use calming, soothing and regulatory activities. |
| Dysregulated  Mobilised | High levels of arousal/distress.  Hyper vigilant.  Difficulty listening and focusing.  Mobilised – fidgeting, jumping, running, climbing etc.  Raised voice with lack of prosody.  Decreased expressivity.  Threatening behaviour.  Oppositional behaviour. | Reduce social demands whilst remaining present.  Provide individual attention.  Convey adult containment. Let them know you are able to ‘hold’ their dysregulation by remaining regulated.  Convey your calm and regulated state by being confident and contained.  Use quiet, calm sounds and tones which are expressive and confident.  Reduce language, give short clear directions. Avoid questions and choices.  Use predictable routine.  Reduce sensory input, lights, noise. Use sensory soothing. |
| Dysregulated  Immobilised | Lowered heart/breathing rate.  Reduced energy.  Shuts off from surroundings/dissociates.  Depressed state.  Immobile/frozen.  May feel faint. | Gentle, soft and delicate manner of coming close, making them aware of your presence and support.  Use comforting and predictable voice.  Use invited touch to soothe.  Singing, humming, music.  Use sensory soothing.  Calm and gentle reassurance. |
| Crisis | The child’s behaviour means that they or other people are not safe. | An individualised plan of action which outlines action to be taken in the event of unsafe behaviour.  This may include advice from outside agencies.  The plan should be shared with the child and include their views as to what helps and with all staff working with the child.  Roles and responsibilities should be clear.  If the plan includes physical intervention staff should have had the appropriate training. Herefordshire SEMH Inclusion Service provides Team Teach training.  Adults need to provide high levels of containment through their way of being – having a plan can help. |

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| Responsive Co-regulation Plan Template  Developed from Relational Practice published by Devon County Council | | |
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| Calm  Safe / Socially engaged |  |  |
| Mild stress  Alert / Aroused / Agitated |  |  |
| Dysregulated  Mobilised / Immobilised |  |  |
| Crisis  Unsafe |  |  |