

Amy C. Laurent, PhD, OTR/L & Jacquelyn Fede, PhD

Title of Presentation: Leveling UP! Comprehensive support for emotional regulation

Autistic individuals often exhibit behaviors deemed to be problematic and challenging. This presentation will reframe our understanding of challenging behaviors by examining how emotional regulation ability influence an individual's capacity to navigate their day, particularly when difficulties are encountered. Factors influencing and means of supporting emotional regulation will be explored from both a first-person autistic perspective, as well as developmental perspective. We will also introduce a comprehensive suite of emotional regulation supports developed by Autism Level UP! Participants will have interactive opportunities use the tools/strategies presented while considering an autistic individual in their lives. Modifications for the supports will be discussed for individuals at a variety of developmental levels (e.g., students who are not yet communicating using words, those who are emerging language learners, and those who are conversational)

8:00 Registration

8:30 Overview of emotional regulation as a developmental construct; Individual characteristics and environmental factors influencing regulatory abilities

10:00 Break

10:15 Factors influencing regulation & first-person account of factors; Strategies for discovering and documenting risk/protective factors

12:00 Lunch

1:00 Strategies and tools to support emotional regulation & first-person account

2:15 Break

2:30 Emotional regulation strategies appropriate for differing developmental levels (e.g., presymbolic, emerging language, conversational); Tools to help discern developmentally appropriate and effective strategies for individuals

3:30 Wrap-up

Addressing Emotional/ Energy Regulation in Autism

PRESENTERS:
AMY LAURENT, PHD,
OTR/L
&
JACQUELYN FEDE, PHD




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JULY 10,
2017

First full-time job


- *Research Associate*
- *Tracking and Evaluation*



2

AUGUST, 2017

- No energy
- Hopeless
- No joy
- Confused
- Lost
- Withdrawn
- Depressed
- Anxious
- *Suicidal?*



Bedroom door

3

BACK IN THE DAY... A LITTLE BIT OF CONTEXT



4

PERSON IN CONTEXT: 0-9 YEARS OLD

Profile

- Social
 - Language vs. Expression of emotion
- Sensory
 - Need to Move!
 - Hyper- and Hypo-sensitivities
- RRB's
 - Routine
 - Predictability
 - In my own world

Context

- Social
 - Nana / Winnie the Pooh
 - Mama / write me a letter
- Sensory
 - Mama / physical activity / not corrected
 - Hyper/Hypo-sensitivities were my norm
- Predictability/Routine
 - Nana / routine
 - Highly predictable
 - No one ripped me out of that world!

5

PERSON IN CONTEXT: 10+ YEARS OLD

Profile

- Social
 - Language vs. Expression of emotion
- Sensory
 - Need to Move!
 - Hyper- and Hypo-sensitivities
- RRB's
 - Routine
 - Predictability
 - In my own world

Context


- School:
 - Never sat in the café (walked, wandered)
 - Sensory and social components
 - Never went to Study Hall (PE)
 - Uniform
- Changed assignments
- Did not do assignments if meaningless
- Soccer kept school relations surface-level

6

**JULY 10,
2017**

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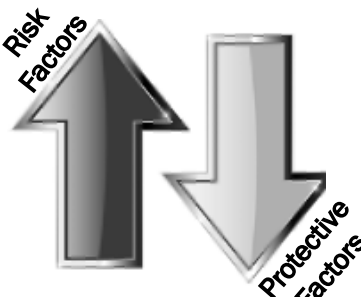
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**RECIPE
FOR
DISASTER**

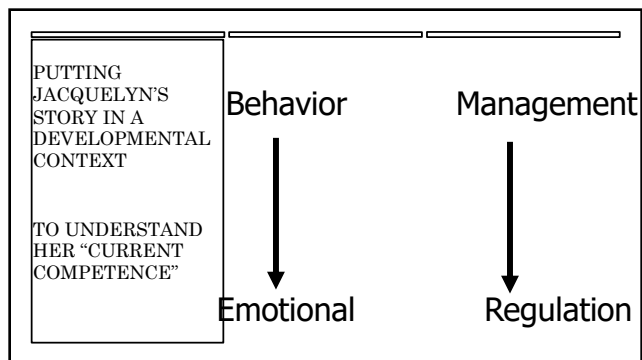
Before Full-Time Work:	Enter Full-Time Work:
Could navigate my structured social world	Unpredictable social and sensory environments
Highly predictable and scheduled routine	-New norms and expectations
Natural doses of sensory input throughout my day	-Immense amount of effort to navigate Sensory input WAY DOWN
Time and space to be away from others	Constantly surrounded by people, noise, light

8


**RECIPE
FOR
DISASTER**






9



10

<p>We're Listening!</p> <p>What comes to mind when you think about challenging and problematic behaviors?</p>	
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11

<p>What comes to mind when you think about challenging and problematic behaviors?</p>	  
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12

We're Listening!

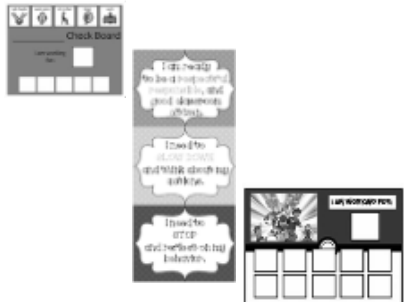
What comes to mind when you think about challenging and problematic behaviors?



13

Still Listening!

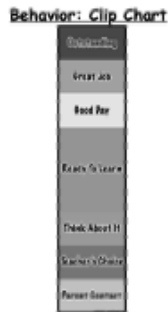
What are typical approaches you see to dealing with challenging and problematic behaviors?"



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Still Listening!

What are typical approaches you see to dealing with behavior so you don't single someone out?

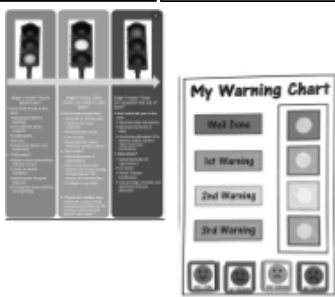


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Still Listening?

How effective are they?


How do you determine the effectiveness?



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Traditional Approach to Challenging Behaviors in Educational Settings


Often focus on Control and Compliance






17

Behavior Management Approaches :

And implicitly send the message that your behavior is ALWAYS a choice.



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When Is Behavior NOT a Choice?		
		

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When Is Behavior NOT a Choice?	<u>During:</u> <ul style="list-style-type: none"> ▪ Meltdown ▪ Shutdown ▪ Sensory overwhelm ▪ Social anxiety ▪ Excessive processing demands ▪ Fight and flight ▪ Post traumatic stress triggered flashbacks


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When Is Behavior NOT a Choice?	<ul style="list-style-type: none"> ▪ All of these are related to EXTREME DYSREGULATION of Energy/Arousal State

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LET'S FLIP THE SCRIPT FOR A MINUTE.

What comes to mind when you think about well regulated?




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LET'S FLIP THE SCRIPT FOR A MINUTE.

What comes to mind when you think about well regulated?

Well Regulated



Calm *

*Most of the Time

23

LET'S FLIP THE SCRIPT FOR A MINUTE.

What comes to mind when you think about well regulated?



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WELL REGULATED

Magical, but not really MAGIC

Often involve just the right:

Person,
Activity,
Environment,
Energy Level.

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How Do We Get Just the Right Energy?

Emotional Regulation


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**EMOTIONAL REGULATION;
CRITICAL CAPACITIES IN TYPICAL DEVELOPMENT**


A child is most "available" for learning when he/she is better able to:

- **attend to the most relevant information** in an activity or setting;
- **process verbal and nonverbal information;**
- **initiate interactions** using the most sophisticated language and communication strategies in one's repertoire;
- **actively participate** in everyday activities.

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<p>EMOTIONAL REGULATION:</p> <p>A DEVELOPMENTAL PROCESS</p> <p>(PRIZANT ET AL., 2006)</p>	<ul style="list-style-type: none"> ▪ Emotional Regulation is a developmental process. With an expanded repertoire of emotional regulation strategies, a child becomes more availability for learning and social engagement. 
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<p>EMOTION REGULATION IN RELATION TO SOCIAL FUNCTIONING</p>	<p>“Children who learn to regulate their emotional state are more able to relate to others, form peer relationships, and engage in positive social interactions” (NRC, 2000)</p> 
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<p>EMOTIONAL REGULATION : AS A TRANSACTIONAL PROCESS</p>	<ul style="list-style-type: none"> • is the foundation for active engagement • is critical for connection and relationship • involves individuals and their partners being aware of energy / emotion • and often a partner joining or supporting that energy
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EMOTIONAL REGULATION

All states / energy levels have their place




The diagram shows a vertical scale for energy regulation. At the top is 'Energy Needed' and at the bottom is 'My Energy'. The scale is divided into six horizontal bands: 'Mixed Out / Present', 'Anxious / Up / Fidgety', 'Focused / Purposeful', 'Settled / Calm', 'Sleepy / Bored', and 'Asleep'. To the right of the scale is a small graphic of a person's head and shoulders with a line graph showing energy levels fluctuating between 'Low' and 'High'.

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FACTORS INFLUENCING EMOTIONAL REGULATION

- **Physiological** – health status, sleep
- **Interception**– Perception of hunger, pain, emotion, needing to go to bathroom
- **Sensory**–Hyper and Hypo- sensitivities (BRAVIA)
- **Cognitive** – executive functioning, emotional memory, reliance on routine, interests
- **Communication** – Language – receptive and expressive abilities




A horizontal row of seven circles of varying shades of gray, representing a scale from dark to light.

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FACTORS INFLUENCING EMOTIONAL REGULATION


- **Social** – motivation, preferred partners
- **Motor** – muscle tone, coordination, strength endurance, preference
- **Developmental shifts & changes** – reorganization & asynchrony in development
- **Emotional regulatory strategies** – present in behavioral profile



A horizontal row of seven circles of varying shades of gray, representing a scale from dark to light.


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**ADDITIONAL
FACTORS
FACED BY
AUTISTIC
INDIVIDUALS
BASED ON
NEUROLOGICAL
DIFFERENCES**



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**UNIQUE
NEUROSCIENCE:
THE IMPACT ON
EMOTIONAL
REGULATION**



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**SOCIAL
EMOTIONAL
COMPETENCE**
(MARANS, RUBIN &
LAURENT, 2005)

"Social [emotional] competence...plays a major role in our success or inability to form those relationships that allow us to function happily and effectively in the communities within which we live."

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THE NEUROLOGY OF SOCIAL COMPETENCE

- Contemporary research in the neurodevelopment of social competence has fostered a greater understanding of those with and without vulnerabilities in these areas.
- In typical development
 - 2 months, 6 months, 10 months, 1 year

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Unique neurological differences in social competence

- Neuroscience highlights that children with autism have differences in the process of orienting toward social stimuli and, ultimately, understanding the "thoughts" of others.

LETTER

doi:10.1016/j.neuron.2019.07.015

Attention to eyes is present but in decline in 2–6-month-old infants later diagnosed with autism

Walter Isaacson^{1,2,3,4} and David H. Wolf^{1,2,3,4}

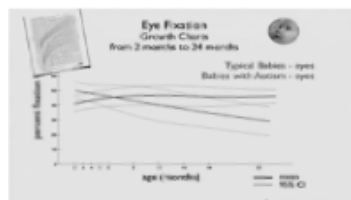
Autism is a complex brain disorder that is characterized by differences in social communication and restricted and repetitive behaviors. It is the most common neurodevelopmental disorder, affecting 1 in 54 children in the United States. The disorder is diagnosed based on behavioral criteria, but recent advances in neuroscience have begun to shed light on the underlying biology. In this review, we discuss the current state of knowledge about the neurobiology of autism, focusing on the role of the eye fixation system in social communication. We review evidence from animal models and human studies that suggest that the eye fixation system is involved in social communication and that it is affected in children with autism. We also discuss the implications of these findings for understanding the disorder and for developing interventions.

Neuroscience highlights that children with autism have differences in the process of orienting toward social stimuli and, ultimately, understanding the "thoughts" of others. This review discusses the current state of knowledge about the neurobiology of autism, focusing on the role of the eye fixation system in social communication. We review evidence from animal models and human studies that suggest that the eye fixation system is involved in social communication and that it is affected in children with autism. We also discuss the implications of these findings for understanding the disorder and for developing interventions.

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UNIQUE NEUROLOGICAL DIFFERENCES IN SOCIAL COMPETENCE

Jones & Klin, 2013



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UNIQUE
NEUROLOGICAL
DIFFERENCES
IN
SOCIAL
COMPETENCE

These findings suggest that :

- Autistic children experience a "less predictable" world
- Learning in the context social interactions requires more effort for autistic children

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UNIQUE
NEUROLOGICAL
DIFFERENCES -
IMPLICATIONS

For supporting Social
Communicative
Competence
Development and
Emotional Regulation
Capacity

Priority #1:
Addressing social
emotional
competencies is
critical for long-term
positive outcomes


Priority #2:
Creating productive
learning
environments with
an understanding of
the nature of social
emotional learning
differences

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THE PRIMARY
DOMAINS OF
SCERTS
ADDRESS
THESE
PRIORITIES

Barry Prizant, Ph.D.
Amy Wetherby, Ph.D.
Emily Rubin, MS, CCC-
SLP
Amy Laurent, Ph.D.,
OTR/L

Social
Communication
Emotional
Regulation
Transactional
Support



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	<p><i>"HAVE HIGH EXPECTATIONS FOR PEOPLE WITH ASD, BUT WITH APPROPRIATE, AND WHEN NECESSARY, HIGH LEVELS OF SUPPORT"</i></p> <p><i>ROS BLACKBURN</i></p>

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<p>THREE CRITICAL DEVELOPMENTAL STAGES WITHIN THE SCERTS® MODEL (PRIZANT ET AL., 2005)</p>	<ul style="list-style-type: none"> ▪ Social Partner Stage (i.e., children who are communicating through pre-symbolic nonverbal means) ▪ Language Partner Stage (i.e., children who are communicating through early symbolic means, as expressed through verbal language, signs, or pictures) ▪ Conversational Partner Stage (i.e., children who are communicating through sentence and conversational level discourse)
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<p>EMOTIONAL / ENERGY REGULATION</p> <p>All energy levels have their place</p>	
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EMOTIONAL STATE AND PHYSIOLOGICAL STATE



Emotions and bodily sensations are intricately intertwined.



Every change in the physiological state is accompanied by an appropriate change in the mental emotional state (and vice-versa).

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LET'S REVISIT
THIS KEY
POINT!

Well Regulated



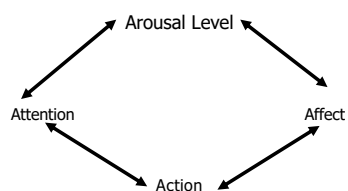
Calm *

*Most of the Time

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EMOTIONAL REGULATION; THE 4 A'S OF BEHAVIOR

(LESTER, FREIER &
LEGRASSE, 1995;
ANZALONE &
WILLIAMSON, 2000)



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**ROS
BLACKBURN
ON ASD**

“

“Mesibov's iceberg theory- if you attend to what is showing (a.k.a. the tip of the iceberg or the behavior) and ignore what is beneath the surface, you will end up like the titanic.”

“If behavior were the issue this would be no different than naughty child syndrome.”

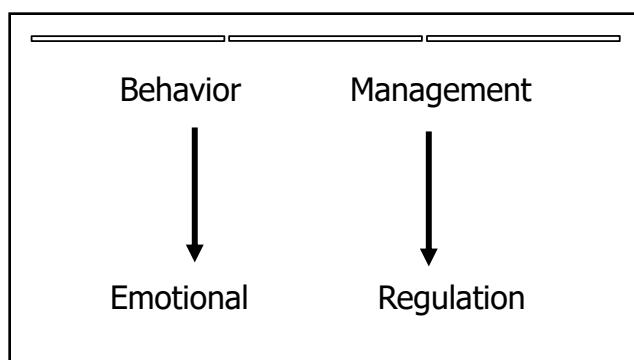
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**PHRASES
THAT AMP
US UP!**

amped-up/fidgety


- “That’s just a behavior”
- “He’s just stimming”
- “Non-compliant behavior”
- “It’s a control issue”
- “She’s being manipulative”
- “He understands everything – he’s just trying to get out of _____”.
- “She doesn’t need those supports”

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MY ENERGY AND EMOTIONAL EXPRESSION CAN LOOK DIFFERENT THAN EVERYBODY ELSE'S




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MY ENERGY CAN LOOK DIFFERENT THAN EVERYBODY ELSE'S

-JACQUELYN

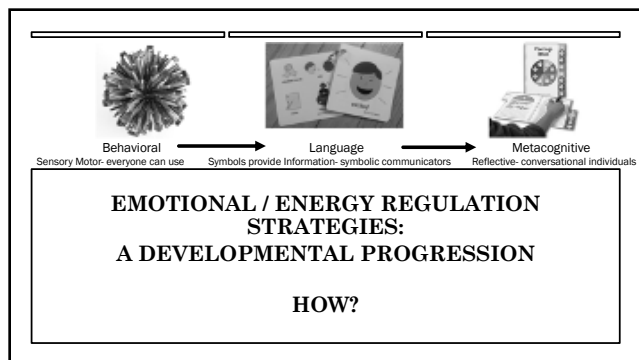
What others see, hear, observe	My Energy (Where I Am)	What I feel or experience
<ul style="list-style-type: none"> Smiling but with gritted teeth Conversations / not communicating even via text or writing Not present physically Unable to speak about what I am feeling 	 <p>Muzzled Owl / Translated Often seen as not available for learning and interaction Often feels like bursting energy or what else Where I feel: spinning wheel, muzzled</p>	<ul style="list-style-type: none"> Eruptive Unable to interact Sleep > 18 hours Vision is blurry Need to escape or release energy No thought processes at all
<ul style="list-style-type: none"> Smiling Bouncing / jumping Fingers move spontaneously May be unable to speak about what I am feeling Constant movement Pushing against walls / surfaces 	 <p>Amazed Owl / Fidgeter Often seen as hyper Often feels like expanding energy Where I feel: PE class, celebration</p>	<ul style="list-style-type: none"> Energy spreading rapidly Jumping / running Cannot sit - sitting angle up forward negative feels Joy, glee Vocalizations (screams) Need to move Need resistance

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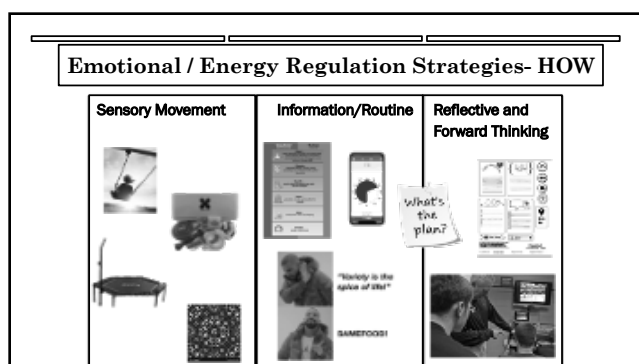


Emotional Regulation- Nuts & Bolts- Types of Strategies

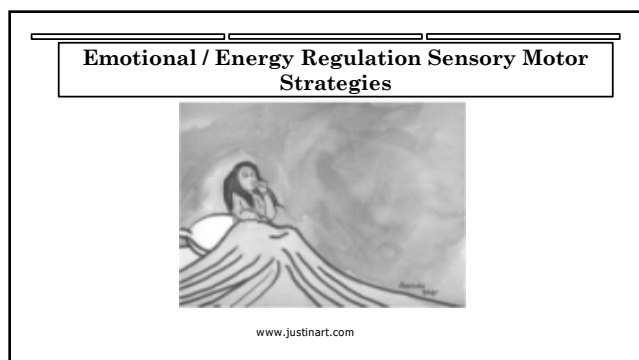
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Emotional / Energy Regulation Language -Based/
Informational Strategies

Schedule

When	What	Who	Where
9:00	ELA	Amy	Rm 25
10:00	Gym	Coach Tim	Gym
11:00	Vac	Matt	Office
12:00	Lunch	Bob	Cafe

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Emotional / Energy Regulation Language -Based/
Informational Strategies



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Emotional / Energy Regulation Planning and
Reflective Strategies



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Emotional / Energy Regulation Planning and Reflective Strategies

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YOUR TURN

How does the autistic individual in your life regulate?



Take a few minutes. What sensory motor, language-based, and metacognitive strategies do they use? Is there a balance or strategies or do they tend to use one type of strategy more frequently

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Emotional Regulation- Nuts & Bolts

Mutual Regulation and Self Regulation


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<p>EMOTIONAL / ENERGY REGULATION</p> <p>HOW DO WE SHIFT LEVELS?</p> <p>ANOTHER DIMENSION TO CONSIDER</p>	<p><u>Mutual Regulation</u></p> <p>Regulation during interactions with others.</p> <p>Your abilities to ask for and respond to regulation assistance given by others.</p> 	<p><u>Self Regulation</u></p> <p>Your ability to shift and regulate your own energy level.</p> 
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<p>IN AUTISM, THE ABILITY TO ACCEPT ASSISTANCE FROM OTHERS IS LIMITED DUE TO DIFFICULTY PREDICTING OTHER'S INTENT. (FRIZANT ET AL., 2006)</p>	
<p><u>Mutual Regulation</u></p> <ul style="list-style-type: none"> The ability to solicit others' assistance may also be misperceived as being off-putting or defiant and may be ignored. 	<p><u>Self Regulation</u></p> <ul style="list-style-type: none"> In ASD, self-soothing behaviors are often immature or idiosyncratic due to limited ability to learn from others

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<p>MUTUAL REGULATION GOALS</p>	 <ol style="list-style-type: none"> Expresses range of emotions Responds to assistance offered by others Responds to feedback and guidance regarding behavior Requests others' assistance to regulate emotional state Recovers from extreme dysregulation with support from partners
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SELF-REGULATION GOALS



1. Demonstrate availability for learning and interacting
2. Use strategies appropriate to developmental level to regulate level of arousal during familiar activities (behavioral, language and metacognitive)
3. Regulate emotion during new and changing situations
4. Recover from extreme dysregulation by self










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EMOTIONAL / ENERGY REGULATION

HOW DO WE SHIFT LEVELS?

ANOTHER DIMENSION TO CONSIDER

Mutual Regulation













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EMOTIONAL / ENERGY REGULATION

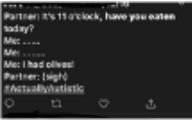

HOW DO WE SHIFT LEVELS?

ANOTHER DIMENSION TO CONSIDER


Self Regulation

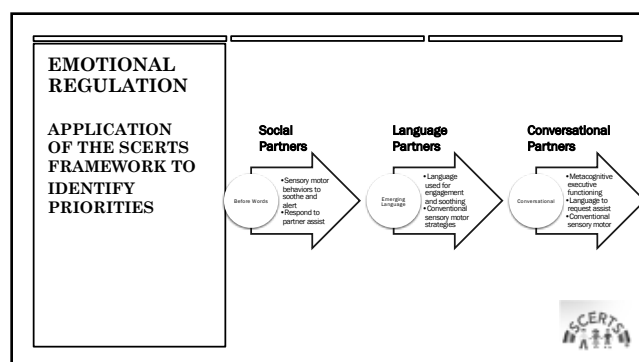
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<p>YOUR TURN</p> <p>What mutual regulation strategies does the autistic person in your life use?</p> <p>Take a few minutes. Are they more likely to ask for help or respond to it when it is offered?</p> <p>What self-regulatory strategies do they use?</p> <p>Do they have a balance of SR/MR?</p>	<p>Mutual Regulation</p> <p>Regulation during interactions with others.</p> <p>Your abilities to ask for and respond to regulation assistance given by others.</p> 	<p>Self Regulation</p> <p>Your ability to shift and regulate your own energy level.</p> 
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 <p>Emotional Regulation- Nuts & Bolts Scaffolding Development</p>


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THE SCERTS MODEL:

EMOTIONAL REGULATION CURRICULUM






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BEFORE WORDS

THE SOCIAL PARTNER STAGE



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SOCIAL PARTNER


SAMPLE SCERTS OBJECTIVES –

MUTUAL REGULATION


“How” a child is regulating with the assistance of others

Child will respond to and request partner assistance to regulate state:


- Soothes when comforted by partners
- Shares negative emotion to seek comfort
- Shares positive emotion to seek interaction
- Requests help when frustrated







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SOCIAL PARTNER SAMPLE SCERTS OBJECTIVES – SELF REGULATION	<p>"How" a child is regulating without assistance</p> <p>Child regulate arousal level during familiar activities and new and changing situations:</p> <ul style="list-style-type: none"> ■ Uses behavioral strategies to regulate arousal level in social interactions ■ Uses behavioral strategies modeled by partners to regulate arousal ■ Uses behavioral strategies to regulate arousal level during transitions 
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SOCIAL PARTNER STAGE CRITICAL PRIORITIES FOR TRANSACTIONAL SUPPORTS	<ul style="list-style-type: none"> ➢ Recognize signs of dysregulation and offer support. ➢ Model use of sensory motor strategies ➢ Provide transition objects related to upcoming activities 
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Sensory Motor Strategies - Transitions			
Change Diaper	Wash	Breakfast	Music
			


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<p>EMERGING LANGUAGE</p> <p>THE LANGUAGE PARTNER STAGE</p>	
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<p>LANGUAGE PARTNER</p> <p>SAMPLE SCERTS OBJECTIVES –</p> <p>MUTUAL REGULATION</p>	<p><i>"How" a child is regulating with the assistance of others</i></p> <p>Child will respond to and request partner assistance to regulate state:</p> <ul style="list-style-type: none"> ▪ Soothes when comforted by partners ▪ Changes regulatory strategies based on partner's feedback ▪ Uses language to request a break ▪ Uses language to request regulating activity 
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<p>LANGUAGE PARTNER</p> <p>SAMPLE SCERTS OBJECTIVES –</p> <p>SELF REGULATION</p>	<p><i>"How" a child is regulating without assistance</i></p> <p>Child regulate arousal level during familiar activities and new and changing situations:</p> <ul style="list-style-type: none"> ▪ Uses behavioral strategies to regulate arousal level in social interactions ▪ Uses words to express emotional state ▪ Uses language strategies modeled by partners to regulate arousal ▪ Uses language strategies such as schedules to regulate arousal level during transitions 
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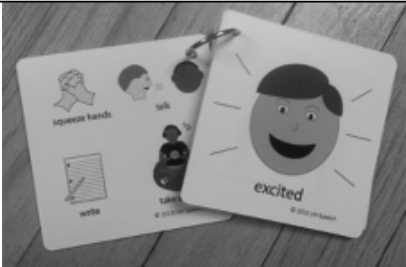
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<p>LANGUAGE PARTNER STAGE</p> <p><i>CRITICAL PRIORITIES FOR TRANSACTIONAL SUPPORTS</i></p>	<ul style="list-style-type: none"> ➤ Recognize signs of dysregulation and offer support. ➤ Model use of language based strategies to support regulation ➤ Provide visual supports related to upcoming activities
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<p>Language Strategies - Mutual Regulation</p>




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<p>Language Strategies -Transition</p>




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<p>ADVANCED LANGUAGE</p> <p>THE CONVERSATIONAL PARTNER STAGE</p>	
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<p>CONVERSATIONAL PARTNER</p> <p>SAMPLE SCERTS OBJECTIVES –</p> <p>MUTUAL REGULATION</p>	<p><i>“How” a child is regulating with the assistance of others</i></p> <p>Child will respond to and request partner assistance to regulate state:</p> <ul style="list-style-type: none"> ▪ Responds to feedback regarding appropriateness of emotional display ▪ Uses language to express emotions ▪ Changes regulatory strategies based on partner’s feedback ▪ Requests assistance to resolve conflict 
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<p>CONVERSATIONAL PARTNER</p> <p>SAMPLE SCERTS OBJECTIVES –</p> <p>SELF REGULATION</p>	<p><i>“How” a child is regulating without assistance</i></p> <p>Child regulate arousal level during familiar activities and new and changing situations:</p> <ul style="list-style-type: none"> ▪ Uses behavioral, language, and metacognitive strategies to regulate arousal level in social interactions ▪ Understands and uses graded emotions ▪ Uses internalized rules modeled by others to guide behavior ▪ Uses metacognitive/reflective strategies to plan and complete activities 
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CONVERSATIONAL PARTNER STAGE

CRITICAL PRIORITIES FOR TRANSACTIONAL SUPPORTS

- Recognize signs of dysregulation and offer support.
- Model use of behavioral, language-based, and meta-cognitive strategies to support regulation
- Provide visual supports related to upcoming activities



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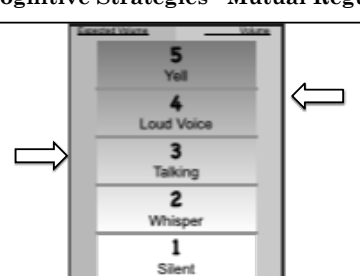
Metacognitive Strategies - Self Regulation



www.commxroads.com

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Metacognitive Strategies - Mutual Regulation



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Metacognitive Strategies -Transitions

What's the plan?
Know your tools!

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YOU Your Turn:

Is the autistic individual in your life a social partner, language partner, or conversational partner?

Take a few minutes- Identify their communication level and some appropriate strategies!

Behavioral
Sensory Motor- everyone can use

Language
Symbols provide information- symbolic communicators

Metacognitive
Reflective- conversational individuals

92

Emotional Regulation- Nuts & Bolts
Transactional Support beyond Supporting Individual Objectives


93

EMOTIONAL / ENERGY REGULATION


HOW DO WE LEARN TO BE RESPONSIVE PARTNERS AND HELP AUTISTIC INDIVIDUALS LEARN NEW SKILLS (OR REDISCOVER OLD ONES) TO SHIFT LEVELS?

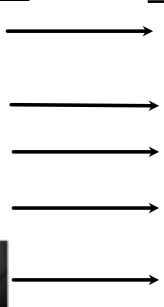
THE PIC

Mutual Regulation



Self Regulation



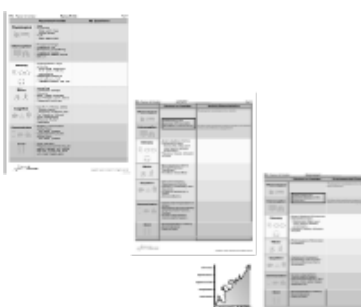


94

TRANSACTIONAL SUPPORT-

IT'S NOT JUST ABOUT SUPPORTING SKILL DEVELOPMENT IN THE INDIVIDUAL

Interpersonal Activity and Environmental Contexts considered and modified



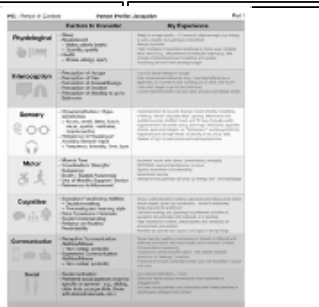
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FACTORS INFLUENCING EMOTIONAL/ ENERGY REGULATION

RISK AND PROTECTIVE FACTORS

-JACQUELYN

Page 15



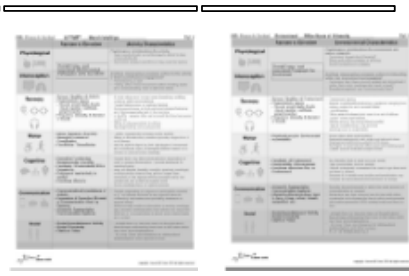
96

FACTORS INFLUENCING EMOTIONAL / ENERGY REGULATION

-JACQUELYN

It's not just about the person

Page 16 & 17



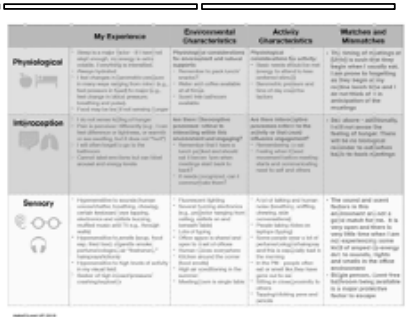
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FACTORS INFLUENCING EMOTIONAL REGULATION

-JACQUELYN

Pull it together to understand the interaction or person, environment, and activity

Page 18-20



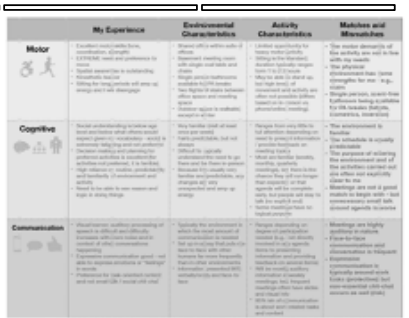
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FACTORS INFLUENCING EMOTIONAL REGULATION

-JACQUELYN

Pull it together to understand the interaction or person, environment, and activity

Page 18-20



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







100

101


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WHEN DO WE WANT TO OR NEED TO SHIFT LEVELS? 	Proactive	Strategically Planned	Reactive	Recovery


103

WHEN DO WE WANT TO OR NEED TO SHIFT LEVELS? 	Proactive	Strategically Planned	Reactive	Recovery
	 	 	 	 

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YOUR TURN CONSIDER THIS ASPECT FOR THE AUTISTIC INDIVIDUAL IN YOUR LIFE 	Proactive	Strategically Planned	Reactive	Recovery

105

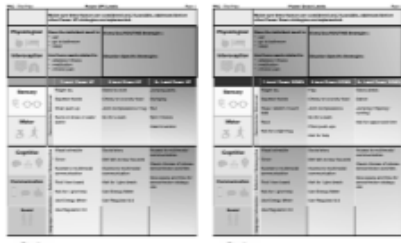


Emotional Regulation- Nuts & Bolts – Pulling the Plan Together

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THE POWER PLAN

Pull It All Together



107

THE VALUE OF AN ENERGY/ EMOTIONAL REGULATION APPROACH
(PRIZANT & LAURENT, 2012; LAURENT & FEDE, 2019)

- An ERA works towards building developmental capacities that are ultimately self-determined and self initiated rather than focusing on external management of behavior by others.

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ER PLANS ARE CREATED TO: <small>(PRIZANT & LAURENT, 2012; LAURENT & FEDE, 2020)</small>	<ul style="list-style-type: none"> ▪ Support an individual's regulation and active engagement throughout a child's entire day not just when problem behavior occurs (environment, activity, and individual) ▪ Focus on what child "can do"-not just what shouldn't be doing ▪ Develop new strategies- SR and MR ▪ Lessen intensity, duration and frequency of problem behaviors.
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6 STEPS TO CREATING AN ER PLAN <small>(PRIZANT AND LAURENT, 2012; LAURENT & FEDE, 2019)</small>	<ul style="list-style-type: none"> ▪ Identify and Implement Generic Prevention Strategies – even when no problem behavior is present (use the PIC / Regulator 2.0) ▪ Identify Challenging Behavior- consider if it is really challenging- Is it disruptive to environment/learning, destructive, harmful to self or others? Does it limit social or environmental access/participation?
---	--

110


6 STEPS TO CREATING AN ER PLAN <small>(PRIZANT & LAURENT, 2012; LAURENT & FEDE, 2019)</small>	<ul style="list-style-type: none"> ▪ Analysis of Problem Behavior- (Use the PIC to answer questions - when, what, where, with whom, risk factors, AND MY ENERGY to identify signs of dysregulation prior to escalation) ▪ Synthesize REGULATOR, MY ENERGY, and PIC Data and Create ER Plan- (e.g., generate individualized self and mutual regulation strategies to be included at each of 4 actions Power UP Plan and Power DOWN Plan)
---	--

111

6 STEPS TO CREATING AN ER PLAN
(PRIZANT & LAURENT, 2012; LAURENT & FEDE, 2019)

- Achieve Team Consensus and Implement the ER Plan- with respect to 4 levels of strategies for **Power UP Plan** and **Power DOWN Plan**, consistency amongst staff critical
- Use **Energy Meter (and Power Packs)** to help implement plan daily. Reflect on effectiveness of strategies and modify accordingly

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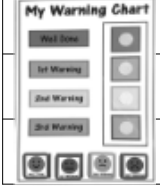



Emotional Regulation- Nuts & Bolts
Why We Put it Together the Way We Do

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MESSAGE CONVEYED TO INDIVIDUAL IS VERY DIFFERENT

About their "challenging behaviors"

Traditional Behavior Management Perspective	Emotional Regulation Perspective
	


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MY CURRENT ROUTINE AND SCHEDULE

- A typical Day for Me (fall/winter):
 - 4:00 am - 5:30 am: Heavy weights
 - 5:30 am - 9:00 am: Most important work tasks
 - 10:00 am - 1:00pm: Meetings/humans
 - Isometrics / Bursts of PA
 - Bathroom workouts/bodyweight
 - Walks
 - 1:30 pm - 3:00 pm: More PA / EATI
 - 3:00 pm - 4:30 pm: Lower attention / more interesting work
 - 5:00 pm - 6:00 pm: Walk through woods with dog/bodyweight
 - 6:00 pm - 8:00 pm: Relax, wind down
 - 8:00/8:30 pm: Bedtime

9:00 am -8:30 pm

CHEW GUM



115

CURRENT ROUTINE







"Variety is the spice of life!"



SAMEFOOD!

116

MESSAGE CONVEYED TO INDIVIDUAL IS VERY DIFFERENT

About their "challenging behaviors"

Traditional Behavior Management Perspective	Emotional Regulation Perspective
Your experience is not valid	We want to understand you
You / your behavior is bad	We want to support you
You need to be fixed	We can work together so that you have tools to navigate and we know how to change the environment and activity

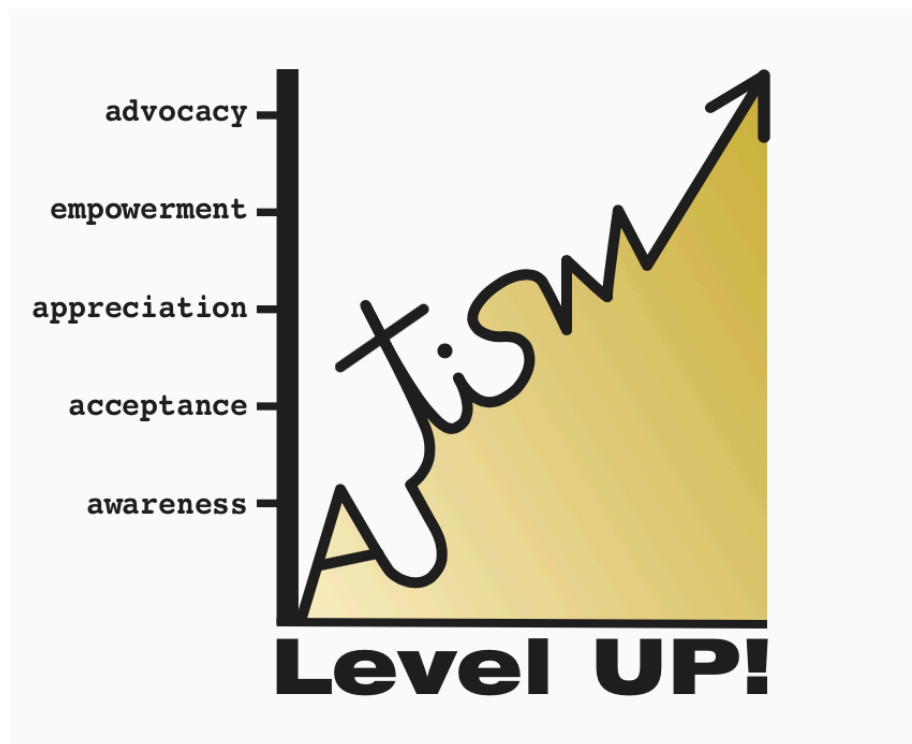
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- Contact Amy C. Laurent, PhD & Jacquelyn Fede, PhD
amy@autismlevelup.com
autismlevelup@gmail.com
- Downloadable resources mentioned in presentation can be found at:
www.amy-laurent.com
- Follow us on Facebook:
The SCERTS Model
Autism Level UP
- TedX:
www.ted.com/talks/amy_laurent_compliance_is_not_the_goal_letting_go_of_control_and_rethinking_support_for_autistic_individuals

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Autism Level UP!

Wherever you are, take
the next step!



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www.itcannotbecontained.com

Energy Needed
(Match for the Activity)

My Energy
(Where I Am)

Maxed Out / Frenzied

Amped Up / Fidgety

Focused / Purposeful

Settled / Calm

Sleepy / Still

Asleep

Energy Needed

(Match for the Activity)

My Energy

(Where I Am)



Elekid -

stores electricity in its body. If it touches metal and accidentally discharges all its built-up electricity, Elekid begins swinging its arms in circles to recharge itself!



Pikachu -

whenever Pikachu comes across something new, it blasts it with a jolt of electricity!



Squirtle -

may be slow and steady; may swim fast for its target!



Diglet -

grounded, creates soil excellent for growth!



Abra -

senses even when it's sleeping!



Snorlax -

asleep...deep sleep!

Energy Needed

(Match for the Activity)

My Energy

(Where I Am)

Potassium (K, 19) -

reacts rapidly with atmospheric oxygen to make potassium peroxide in seconds; can easily create a positive ionic charge; needed in the human body to support many basic functions.

Samarium (Sm, 62) -

magnetic, rare earth semi-metal, fairly volatile; used as a catalyst in chemical reactions; used in x-ray lasers.

Iron (Fe, 26) -

needed in blood, earth's outer and inner core and crust. Reacts with water and oxygen. As the most abundant element by mass, it has many purposes.

Platinum (Pt, 78) -

highly unreactive but malleable, non-toxic, stable and resistant to corrosion.

Xenon (Xe, 54) -

noble gas; generally unreactive, but it can undergo a few chemical reactions.

Argon (Ar, 18) -

inert gas; name derived from the greek word for "inactive" (ἀργόν)

Energy Needed
(Match for the Activity)

My Energy
(Where I Am)

Hyper / Over-the-Top

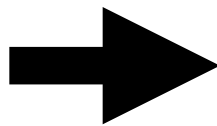
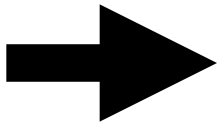
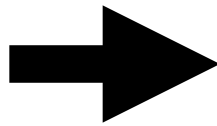
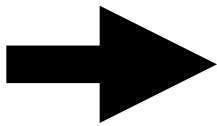
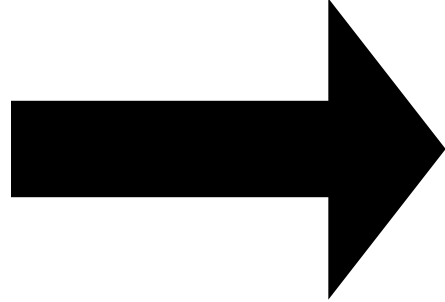
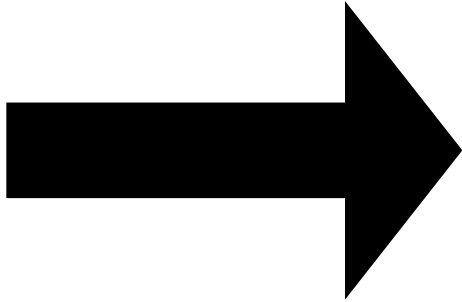
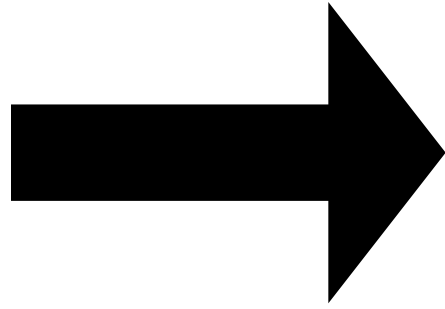
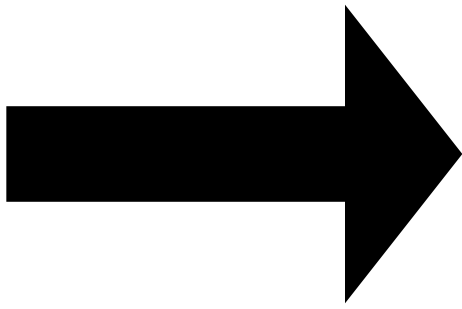
Energetic / Jumpy







Ready / Paying Attention







Chill / Calm




Tired / Sluggish




ZZZZZ



What others see, hear, observe	My Energy (Where I Am)	What I feel or experience
	 <p><u>Maxed Out/ Frenzied</u> Often seen as: <i>not available for learning and interaction</i></p> <p>Often feels like: <i>bursting energy or shut down</i></p> <p>Where it fits: <i>upsetting event, recess</i></p>	
	 <p><u>Amped Up / Fidgety</u> Often seen as: <i>hyper</i></p> <p>Often feels like: <i>expanding energy</i></p> <p>Where it fits: <i>PE class, celebration</i></p>	
	 <p><u>Focused / Purposeful</u> Often seen as: <i>activity oriented and engaged</i></p> <p>Often feels like: <i>directed flow of energy</i></p> <p>Where it fits: <i>hobby or preferred activity, class, sports practice</i></p>	
	 <p><u>Settled / Calm</u> Often seen as: <i>relaxed</i></p> <p>Often feels like: <i>slow, steady, pulsing energy</i></p> <p>Where it fits: <i>reading, listening to music</i></p>	
	 <p><u>Sleepy / Still</u> Often seen as: <i>sluggish</i></p> <p>Often feels like: <i>energy is drained</i></p> <p>Where it fits: <i>beginning or end of day, hungry, sick</i></p>	
	 <p><u>Asleep</u></p>	

What others see, hear, observe	My Energy (Where I Am)	What I feel or experience
<ul style="list-style-type: none"> • Intense movement • Loud vocalizations • Unable to speak • Extreme emotion • Tense body • Still • Disconnected 	 <p>Maxed Out/ Frenzied Often seen as: <i>not available for learning and interaction</i></p> <p>Often feels like: <i>bursting energy or shut down</i></p> <p>Where it fits: <i>upsetting event, recess</i></p>	<ul style="list-style-type: none"> • Explosive energy • Blank / hollow • World is a blur • Disconnected • Overwhelmed • Elation / Joy • Need to release
<ul style="list-style-type: none"> • Chatty • Constant movement • Fidgety • Squeaks, squeals, giggles • Flaps, jumps, runs 	 <p>Amped Up / Fidgety Often seen as: <i>hyper</i></p> <p>Often feels like: <i>expanding energy</i></p> <p>Where it fits: <i>PE class, celebration</i></p>	<ul style="list-style-type: none"> • Energy building • Hard to sit still • Harder to express myself and access language • Need to move • Need physical space
<ul style="list-style-type: none"> • Object / activity focused • Difficulty shifting attention from current focus • Conversation or communicative focus on activity 	 <p>Focused / Purposeful Often seen as: <i>activity oriented and engaged</i></p> <p>Often feels like: <i>directed flow of energy</i></p> <p>Where it fits: <i>hobby or preferred activity, class, sports practice</i></p>	<ul style="list-style-type: none"> • Flowing energy • Tunnel vision • Engaged and determined • Ready • Flow • Confident and capable
<ul style="list-style-type: none"> • Stillness • Slow rhythmic movements • Humming /echoing • May seem inwardly focused • Calm • Quiet 	 <p>Settled / Calm Often seen as: <i>relaxed</i></p> <p>Often feels like: <i>slow, steady, pulsing energy</i></p> <p>Where it fits: <i>reading, listening to music</i></p>	<ul style="list-style-type: none"> • Rhythmic energy • Neutral • Safe • Content • Repetitive speech (out-loud or in my head)
<ul style="list-style-type: none"> • Not engaged • Not excited by topics of interest • Low energy • Hyper-activity • Drained • More sensitive 	 <p>Sleepy / Still Often seen as: <i>sluggish</i></p> <p>Often feels like: <i>energy is drained</i></p> <p>Where it fits: <i>beginning or end of day, hungry, sick</i></p>	<ul style="list-style-type: none"> • Lack of energy • Increased sensory sensitivity • Hard to access language • Need personal space and quiet
<ul style="list-style-type: none"> • ZZZZZzzzzzz 	 <p>Asleep</p>	<ul style="list-style-type: none"> • ZZZZZzzzzzz

What others see, hear, observe	<h1 data-bbox="877 168 1241 240">My Energy</h1> <p data-bbox="961 245 1178 282">(Where I Am)</p>	What I feel or experience
	 <p data-bbox="961 386 1276 415">Maxed Out/ Frenzied</p> <p data-bbox="961 423 1350 483">Often seen as: <i>not available for learning and interaction</i></p> <p data-bbox="961 526 1392 586">Often feels like: <i>bursting energy or shut down</i></p> <p data-bbox="961 630 1413 659">Where it fits: <i>upsetting event, recess</i></p>	
	 <p data-bbox="961 768 1266 797">Amped Up / Fidgety</p> <p data-bbox="961 805 1224 834">Often seen as: <i>hyper</i></p> <p data-bbox="961 876 1388 906">Often feels like: <i>expanding energy</i></p> <p data-bbox="961 948 1398 977">Where it fits: <i>PE class, celebration</i></p>	
	 <p data-bbox="951 1120 1276 1149">Focused / Purposeful</p> <p data-bbox="951 1157 1392 1218">Often seen as: <i>activity oriented and engaged</i></p> <p data-bbox="951 1260 1350 1320">Often feels like: <i>directed flow of energy</i></p> <p data-bbox="951 1364 1350 1424">Where it fits: <i>hobby or preferred activity, class, sports practice</i></p>	





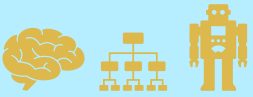


What others see, hear, observe	My Energy (Where I Am)	What I feel or experience
	 <p><u>Settled / Calm</u> Often seen as: <i>relaxed</i></p> <p>Often feels like: <i>slow, steady, pulsing energy</i></p> <p>Where it fits: <i>reading, listening to music</i></p>	
	 <p><u>Sleepy / Still</u> Often seen as: <i>sluggish</i></p> <p>Often feels like: <i>energy is drained</i></p> <p>Where it fits: <i>beginning or end of day, hungry, sick</i></p>	
	 <p><u>Asleep</u></p>	





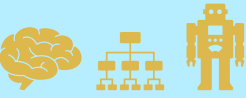


Sensory System	Tools and Strategies	How it changes my energy...			How much I like it...		
		Soothing	Neutral	Alerting	Yuck	Okay	Awesome
Vestibular (movement/position in space)	<i>Jump up and down</i>						
	<i>Touch toes / stretch</i>						
	<i>Spin or dance</i>						
	<i>Sprint or run up stairs</i>						
	<i>Rock</i>						
	<i>Go for a walk</i>						
	<i>Flap hands</i>						
	<i>Swing</i>						
Proprioceptive (muscle and joint input; position/pressure... often considered the universal regulator - same input can increase or decrease arousal)	<i>Ask for tight hug from trusted person</i>						
	<i>Carry heavy items</i>						
	<i>Stomp feet</i>						
	<i>Use weighted blanket or hug vest</i>						
	<i>Play tug-of-war</i>						
	<i>Take deep breaths</i>						
	<i>Do chair push-ups</i>						
	<i>Squeeze putty, play doh, stress ball</i>						
	<i>Squeeze hands</i>						
	<i>Use a chewy</i>						
	<i>Suck on a straw or water bottle</i>						
Tactile (touch)	<i>Ask for a massage from trusted person</i>						
	<i>Stroke preferred fabric/surface</i>						
	<i>Tap fingers on table/desk/leg</i>						
	<i>Use koosh ball or textured fidget</i>						
	<i>Use texture bins</i>						
	<i>Hold stuffed animals</i>						
	<i>Shuffle deck of cards</i>						
	<i>Clap hands / give high five</i>						
	<i>Finger paint, color, or draw</i>						
	<i>Rub worry stone or smooth object</i>						








Sensory System	Tools and Strategies	How it changes my energy...			How much I like it...		
		Soothing	Neutral	Alerting	Yuck	Okay	Awesome
Auditory (sound)	<i>Listen to music with steady beat</i>						
	<i>Listen to quick/improvised music</i>						
	<i>Sing favorite song</i>						
	<i>Listen to nature sounds (go outside)</i>						
	<i>Talk quietly to self</i>						
	<i>Play with whistles, kazoos or drums</i>						
	<i>Overear defenders / earplugs</i>						
	<i>Go to a quiet space</i>						
Visual (sight)	<i>Play with a kaleidoscope</i>						
	<i>Use fidget spinner</i>						
	<i>Watch bubbles, colors, lights</i>						
	<i>Use glitter calm-down jar</i>						
	<i>Look at clouds/stars/sky</i>						
	<i>Look away</i>						
	<i>Build with blocks/legos</i>						
	<i>Read book</i>						
Gustatory (taste)	<i>Eat a sweet food</i>						
	<i>Eat a salty food</i>						
	<i>Eat a sour food</i>						
	<i>Eat a spicy food</i>						
	<i>Chew gum</i>						
	<i>Drink preferred beverage</i>						
Olfactory (smell)	<i>Hide nose in shirt</i>						
	<i>Smell something citrus (lemon)</i>						
	<i>Smell grass or flowers</i>						
	<i>Smell minty scents</i>						
	<i>Smell preferred toys/objects/people</i>						

Sensory System	Tools and Strategies	How it changes my energy...			How much I like it...		
		Soothing	Neutral	Alerting	Yuck	Okay	Awesome
Vestibular (movement/position in space)	<i>Touch toes / stretch</i>						
	<i>Flap hands</i>						
	<i>Rock</i>						
Proprioceptive (muscle and joint input; position/pressure... often considered the universal regulator - same input can increase or decrease arousal)	<i>Ask for tight hug from trusted person</i>						
	<i>Stomp feet</i>						
	<i>Squeeze hands</i>						
	<i>Take deep breaths</i>						
Tactile (touch)	<i>Ask for a massage from trusted person</i>						
	<i>Clap hands / give high five</i>						




Sensory System	Tools and Strategies	How it changes my energy...			How much I like it...		
		Soothing	Neutral	Alerting	Yuck	Okay	Awesome
Auditory (sound)	<i>Take a break / go to quiet space</i>						
	<i>Sing favorite song</i>						
Visual (sight)	<i>Build with blocks/legos</i>						
	<i>Look away</i>						
Gustatory (taste)	<i>Eat food</i>						
	<i>Drink water</i>						
Olfactory (smell)	<i>Hide nose in shirt</i>						
	<i>Smell preferred toys/objects/people</i>						


	Factors to Consider	My Experience
Physiological 	<ul style="list-style-type: none"> • Sleep • Nourishment <ul style="list-style-type: none"> • Water, caloric intake • Quantity, quality • Health <ul style="list-style-type: none"> • Illness, allergy, injury 	
Interoception 	<ul style="list-style-type: none"> • Perception of Hunger • Perception of Pain • Perception of Arousal/Energy • Perception of Emotion • Perception of Needing to go to Bathroom 	
Sensory 	<ul style="list-style-type: none"> • Hypersensitivities / Hypo-sensitivities <ul style="list-style-type: none"> • Sound, smell, taste, touch, visual, spatial, vestibular, proprioceptive • Preference for Seeking or Avoiding Sensory Input <ul style="list-style-type: none"> • Frequency, intensity, time, type 	
Motor 	<ul style="list-style-type: none"> • Muscle Tone • Coordination/ Strength/ Endurance • Bodily / Spatial Awareness • Use of Mobility Support / Device • Preference for Movement 	
Cognitive 	<ul style="list-style-type: none"> • Executive Functioning Abilities <ul style="list-style-type: none"> • Decision-making • Processing and learning style • Prior Experience / Interests • Social Understanding • Reliance on Routine/ Predictability 	
Communication 	<ul style="list-style-type: none"> • Receptive Communication Abilities/Mean <ul style="list-style-type: none"> • Non-verbal, symbolic • Expressive Communication Abilities/Mean <ul style="list-style-type: none"> • Non-verbal, symbolic 	
Social 	<ul style="list-style-type: none"> • Social motivation • Preferred social partners (may be specific or general - e.g., sibling, older kids, younger kids, those with shared interests, etc.) 	

	Factors to Consider	Activity Characteristics
Physiological 	<div>Overall Energy Level Associated with Successful Participation in the the Activity</div>	Physiological considerations for activity:
Interoception 		Are there interoceptive processes critical to the activity or that could influence engagement?
Sensory 	<ul style="list-style-type: none"> • Sensory Qualities of Activity • Characteristic Inputs: <ul style="list-style-type: none"> • Sound, smell, taste, touch, visual, spatial, vestibular, proprioceptive • Frequency, Intensity, & Duration of Inputs 	
Motor 	<ul style="list-style-type: none"> • Motor Demands of Activity • Strength/Endurance/Coordination • Fine Motor / Gross Motor 	
Cognitive 	<ul style="list-style-type: none"> • Executive Functioning Requirements of Activity • Familiarity / Predictability/ Prior Experience • Purpose of task/activity is explicit • Emotional Memory 	
Communication 	<ul style="list-style-type: none"> • Communicative Expectations of Activity • Expressive & Receptive Mode(s) of Communication Used by Partners • Access to Augmentative Communication Systems 	
Social 	<ul style="list-style-type: none"> • Social Expectations of Activity • Social Complexity • Clarity of Roles 	

	Factors to Consider	Environmental Characteristics
Physiological 	<div>Overall Energy Level Associated Engaging in the Environment</div>	Physiological considerations for environment and natural supports:
Interoception 		Are there interoceptive processes critical to interacting within this environment and engaging?
Sensory 	<ul style="list-style-type: none"> • Sensory Qualities of Environment • Characteristic Inputs: <ul style="list-style-type: none"> • Sound, smell, taste, touch, visual, spatial, vestibular, proprioceptive • Frequency, Intensity, & Duration of Inputs 	
Motor 	<ul style="list-style-type: none"> • Physical Layout of Environment • Accessibility 	
Cognitive 	<ul style="list-style-type: none"> • Familiarity of Environment • Predictability of Environment • Emotional Memories Tied to Environment 	
Communication 	<ul style="list-style-type: none"> • Access to Augmentative Communication Systems • Interactive Demands (e.g., face to face, virtual, verbal, visually supported, etc) 	
Social 	<ul style="list-style-type: none"> • Social Expectations of Activity • Social Complexity • Clarity of Roles 	

	My Experience	Environmental Characteristics	Activity Characteristics	Matches and Mismatches
<div>Physiological</div> <div></div>		<div>Physiological considerations for environment and natural supports:</div> <div>-</div>	<div>Physiological considerations for activity:</div> <div>-</div>	
<div>Interoception</div> <div></div>	<div>-</div>	<div>Are there interoceptive processes critical to interacting within this environment and engaging?</div> <div>-</div>	<div>Are there interoceptive processes critical to the activity or that could influence engagement?</div> <div>-</div>	
<div>Sensory</div> <div></div>	<div>-</div>			

	My Experience	Environmental Characteristics	Activity Characteristics	Matches and Mismatches
Motor 	-			
Cognitive 	-			
Communication 				

	My Experience	Environmental Characteristics	Activity Characteristics	Matches and Mismatches
<div>Social</div> <div></div>	-			

Strategies for partners and accommodations needed for activity / environment:





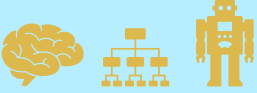


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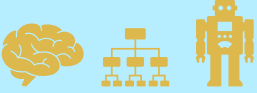


Tools and resources available / other important notes:





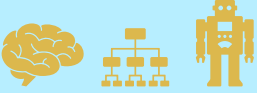


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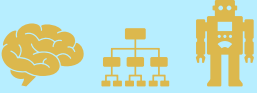

Strategies for the individual (see Regulatory 2.0):

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		Make sure these factors are considered and, if possible, addressed before other Power Down strategies are implemented.		
Physiological 	Does the individual need to: <ul style="list-style-type: none"> - eat - go to bathroom - sleep 	Every Day ROUTINE Strategies :		
Interoception 	Are there needs related to: <ul style="list-style-type: none"> - allergies / illness - medication - chronic pain 	Situation Specific Strategies:		
		1 Level Power DOWN	2 Level Power DOWN	3+ Level Power DOWN
Sensory 	Sensorimotor/ Behavioral	Fidget toy	Flap	Take a break
		Squeeze hands	Chewy or crunchy food	Dance
		Yoga / stretch / touch toes	Joint compressions	Jumping / flipping / running
Motor 		Rock	Go for a walk	Ask for space and time
		Ask for a tight hug	Chair push-ups	
			Ask for help	
Cognitive 	Language / Information ... Reflective / Metacognitive	Visual schedule	Social story	Access to multimodal communication
		Timer	Self talk to stay focused	Visual choices of intense sensorimotor activities
		Access to multimodal communication	Access to multimodal communication	Give space and time for sensorimotor strategy use
Communication 		First/ then board	Ask for / give break	
		Ask for / give help	Use Energy Meter	
		Use Energy Meter	Use Regulator 2.0	
Social 		Use Regulator 2.0		

		Make sure these factors are considered and, if possible, addressed before other Power Down strategies are implemented.		
Physiological 	Does _____ need to: <ul style="list-style-type: none"> - eat - go to bathroom - sleep 	Every Day ROUTINE Strategies :		
Interoception 	Are there needs related to: <ul style="list-style-type: none"> - allergies / illness - medication - chronic pain 	Situation Specific Strategies:		
		1 Level Power DOWN	2 Level Power DOWN	3+ Level Power DOWN
Sensory 	Sensorimotor/ Behavioral			Take a break / ask for space
Motor 				
Cognitive 	Language / Information ... Reflective / Metacognitive	Ask for / give help Use Energy Meter Use Regulator 2.0	Ask for / give break Use Energy Meter Use Regulator 2.0	Access to multimodal communication Visual choices of intense sensorimotor activities Give space and time for sensorimotor strategy use
Communication 				
Social 				

		Make sure these factors are considered and, if possible, addressed before other Power UP strategies are implemented.		
Physiological 	Does the individual need to: <ul style="list-style-type: none"> - eat - go to bathroom - sleep 	Every Day ROUTINE Strategies :		
Interoception 	Are there needs related to: <ul style="list-style-type: none"> - allergies / illness - medication - chronic pain 	Situation Specific Strategies:		
		1 Level Power UP	2 Level Power UP	3+ Level Power UP
Sensory 	Sensorimotor/ Behavioral	Fidget toy	Stand to work	Jumping jacks
		Squeeze hands	Chewy or crunchy food	Swinging
		Chair push up	Joint compressions / hug	Run
Motor 		Suck on straw or water bottle	Go for a walk	Spin / Dance
				Head inversion
Cognitive 	Reflective / Metacognitive Language / Information ...	Visual schedule	Social story	Access to multimodal communication
		Timer	Self talk to stay focused	Visual choices of intense sensorimotor activities
		Access to multimodal communication	Access to multimodal communication	Give space and time for sensorimotor strategy use
		First/ then board	Ask for / give break	
Communication 		Ask for / give help	Use Energy Meter	
		Use Energy Meter	Use Regulator 2.0	
Social 		Use Regulator 2.0		

		Make sure these factors are considered and, if possible, addressed before other Power UP strategies are implemented.		
Physiological 	Does _____ need to: <ul style="list-style-type: none"> - eat - go to bathroom - sleep 	Every Day ROUTINE Strategies :		
Interoception 	Are there needs related to: <ul style="list-style-type: none"> - allergies / illness - medication - chronic pain 	Situation Specific Strategies:		
		1 Level Power UP	2 Level Power UP	3+ Level Power UP
Sensory 	Sensorimotor/ Behavioral			
Motor 				
Cognitive 	Language / Information ... Reflective / Metacognitive	Ask for / give help	Ask for / give break	Access to multimodal communication
		Use Energy Meter	Use Energy Meter	Visual choices of intense sensorimotor activities
		Use Regulator 2.0	Use Regulator 2.0	Give space and time for sensorimotor strategy use
Communication 				
Social 