



Self-Regulation Scripts

What are Self-Regulation Scripts?

- Well-selected classroom language, used numerous times throughout the day, across settings.
- Positive, conversational, and non-threatening
- Scripted language that guides kids to THINK.
- Initially adult guided statements, eventually adult facilitated questions!
- Proactive plan rather than reactive (reactive will happen!!)

Goal

- That scripts become internalized self-talk and internalized thought process. !

Self -Regulation Script General Format

1. Identify/label issue (This seems to be a problem...this is a big deal. I think this might be hard for you.)
2. State the reason (It's a problem because.... It's a big deal b/c..It's hard b/c.)
3. Generate Strategy (We can do.... offer support)
4. Offer General reassurance: (Great...there's always something that works.)

Ready/Not Ready Script

- Identify/label issue
 - ✓ "I'm not sure you're ready."
- State the reason
 - ✓ "You're not ready because you're pacing around the room."
- Generate Plan
 - ✓ "I'll know you're ready when_____
 - ✓ 3-5 Motor tasks....sitting quietly, hands on lap, quiet voice
- General Reassurance
 - ✓ "Nice job getting yourself ready...see you did it. There's always something that works.
 - ✓ "Now lets make a plan"create a gentle, supportive re-entry/get back on track plan....1.....2.....3.....

Hard to do/ Easy to do Script

- Identify/label issue
 - ✓ "This is kind a hard to do isn't it? "
 - ✓ "Hey this looks pretty easy to do isn't it?"
- State the Reason

- ✓ "It's hard to do because it's kind of noisy in here."
 - ✓ "It's easy to do because you really like math huh!"
- Generate Solution/Strategy
 - ✓ Hard= "Maybe we can...make a plan together..."
 - ✓ Easy= "You do it yourself and get it done."
- General Reassurance
 - ✓ "Awesome work.... it was kind of hard but you did it. We made a plan and it worked out."

Big Deal/Little Deal Script

- Identify/label issue
 - ✓ "This looks like a big deal huh?"
- State the Reason
 - ✓ "It's a big deal because you don't like sharing school supplies, or you don't like to be wrong.... I know."
- Generate Solution/Strategy
 - ✓ "Wondering if we could do something about this? Maybe we could..."
- General Reassurance
 - ✓ " I think this is a great plan. Not such a big deal huh. Always things we can do! "

Feeney, T., & Ylvisaker, M. (2007, in press). Context-sensitive behavioral supports for young children with TBI: A second replication study. *Journal of Positive Behavior Interventions*,

Links: http://www.projectlearnnet.org/tutorials/sr_ef_routines.htm

<u>SCRIPT</u>	<u>STUDENT</u>	<u>IMPLEMENTATION</u>
HARD/EASY	Can't Do Student... Unmotivated, fear of failure, perfectionist, stuck	Starting Assignments, Transitions, Problem Solving
READY/NOT READY	Impulsive, dis-regulated sensory system, Protesting, Refusing	Transitions, beginning of situations that provoke Emotional responses
BIG DEAL/LITTLE DEAL	Anxious, dramatic, power control, emotionally dis-regulated	New experience, transitions, Conflicts, problem solving