

My Regulation & Recovery Plan

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Choose private communication, adult support and a gentle return-to-learning plan.

Overwhelm can make thinking and communication harder. Support is not something you must earn. Complete this with a trusted adult using a fictional example if you prefer; if distress is high, seek adult help now.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

Notice and communicate

Choose early signs or a request you want adults to recognize. Skip personal details you do not want to share.

A sign or signal I choose to share

What I want an adult to do

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Support during overwhelm

Choose options that feel safe. You do not need to explain or solve the lesson during acute distress.

Optional choices · choose any, none or your own _____

☐ Less noise ☐ Fewer words ☐ Trusted adult nearby ☐ Space if safe ☐ AAC or written message

Chosen safe place or support

Communication option or reduced demand

Optional deeper thinking · Grades 6–8

Explain how prevention, acute support and recovery have different goals and why reflection should wait until regulation returns.

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Return with choice

After recovery, choose a small way to reconnect when ready.

My return-to-learning option

What we can review later, with my agreement

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

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Accessibility & alternative responses

Offer nonspoken communication and private adult-supported planning. Do not require discussing a distressing event; a fictional example is enough.

Teacher facilitation

Treat meltdowns as possible overwhelm, distress or loss of regulation, not automatically defiance. Follow school safety procedures, reduce demands and offer trusted support. This is not a restraint, punishment or forced-compliance activity; urgent safety concerns require appropriate adult/professional response.

Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.