

Biological domain (Brainstem, Cerebellum, Diencephalon)

Discuss and describe:

Is the student healthy and well rested?

Can the student regulate hunger and thirst?

Do they have enough energy to engage in and enjoy activities? Can they recover/recoup energy after difficult situations?

Can the child become calm and alert enough to engage in activities throughout the school day?

Are there difficulties with fine or gross motor skills?

Emotional Domain (Limbic System)

Discuss and describe:

Does the student demonstrate a range of emotions? Are they able to modulate strong emotions?

Do they respond to the feelings and intentions of others?

Do they demonstrate natural curiosity and creativity?

When calm, are they able to describe or reflect on their emotions?

Cognitive Domain (Cortex)

Discuss and describe:

Is the student able to pay attention to people and objects? Can they sustain attention to a task (consider developmental norms)?

Do they initiate ideas and activities?

Can they refocus after a distraction?

Do they understand cause and effect?

Are there difficulties with memory (short term, long term, processing, recall, sequence)?



Adapted from: Shanker, S. (2012). Calm, Alert and Learning, Pearson: Don Mills, ON

Social and Pro-Social Domains (Limbic and Cortex)

Discuss and describe:

Does the child initiate positive interactions and relationships with peers?

Are they able to initiate or accept relationship repair with peers and adults?

Do they show concern for the feelings of others, and are they sometimes able to put the needs of others before their own (consider developmental norms)?

"Each of these systems influences all of the others. That is, self-regulation should be viewed through the model of dynamic systems theory, according to which the effect of any level is dependent on the rest of the system, making all factors potentially interdependent and mutually constraining." (Shanker, 2012)

Sensory Profiling

5 x EXTERNAL SENSES: Sight, Sound, Taste, Touch, Smell 2 x INTERNAL SENSES: Proprioceptive, Vestibular

Observe and track the student's sensory preferences throughout the day -

1. What sensations do they seek during moments of agitation, moments of calm, or when dysregulated?
2. What sensory input seems to promote calm? What seems to trigger?
3. Has the provision of sensory input supported the student to remain or return to calm? What have they responded well to?

