

Regulate, Relate, Reason Checklist: In-the-Moment Strategies

Reason	
	FIRST: Are we sufficiently regulated?
	SECOND: What is the state of our relationship? Is there need for further repair?
	Maintain a future focus – what will support growth?
	Consider length of time since incident
	Consider amount of time available to engage in dialogue
	Consider teacher goals – are they reasonable for the student? <ul style="list-style-type: none"> • Consequence VS punishment • What will help the student recognize impact of behavior • How will the student be supported in developing alternative strategies and skills
	Consider and address student goals
	Reframe negative behavior as a growth opportunity
	Encourage student to review strategies used and consider the need for new strategies
	Reinforce student's ability to succeed in making positive change
	Foster hope – help the student create a positive future picture
	Celebrate healthy insights and change
	Provide opportunities for positive community interactions and support
	Remember change is slow and incremental

Relate	
	FIRST: Are we sufficiently regulated?
	Communicate empathically and congruently
	Acknowledge and praise positive strategies used for regulation
	Consider tone of voice, volume
	Consider the student's relational needs.
	Consider the student's preferences for relating <ul style="list-style-type: none"> • Being with? • Doing with? • Talking with – about preferred topics or interests
	Consider body language to support a relationship with this student <ul style="list-style-type: none"> • Proximity • Openness • Eye Contact • Touch
	Listen without trying to solve. Avoid trying to make it better

Regulate	
	On a scale of 0-10, how well am I regulated?
	Have I used my own strategies for regulation?
	On a scale of 0-10, how well is the student regulated?
	What strategies have I explored/ practiced with this student that I can call upon?
	In this moment, what strategies can assist regulation? <ul style="list-style-type: none"> • Grounding – 3 Things • Exercise/Rhythmic, Repetitive, Movement • Calming scents • Breathing/Imagery • Heavy work activities

