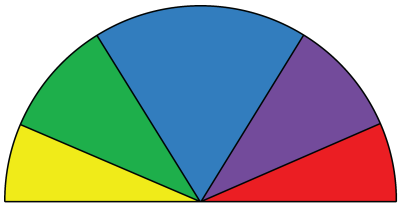
PENINSULA COLLEGE REGULATION PROGRAM

Information for Parents and Carers

At Peninsula College we have developed a framework of regulation that we can use across the whole school. Our goal is that by the end of their schooling, students are supported to be able to **communicate what they need, to reach the state they need to be in, for what they need to do.**

The framework was initially developed from the Alert Program, which is an evidence based program developed by Occupational Therapists (Williams and Shellenberger, 1990). As a school we have expanded and developed this further to suit the school cohort and incorporate additional elements as more knowledge and research is understood.



Speedometer (Junior School)



Speedo Strip (Senior School)

We focus on sensory regulation initially through recognising whether our bodies are moving too fast, too slow or 'just right' for the activity we need to be doing.

We use the **Speedometer** in the junior school and the **Speedo Strip** in the senior school to help discuss our alertness/energy/arousal levels or "engine speed" which changes throughout the day.

Students learn that the Cool Calm Blue/Blue State is the best speed for the classroom because they are able to focus, concentrate, feel calm and okay.

It is good to be Mellow Yellow/Yellow State when we want to go to sleep. This state is described as low arousal, slow and tired.

When we get Revved Up/Red State, we may be angry, stressed, heightened - operating from the emotional part of the brain so less rational (fight/flight response) and more likely to do something we may regret.

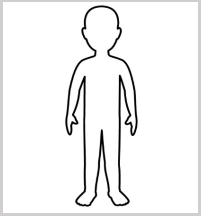
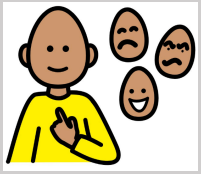
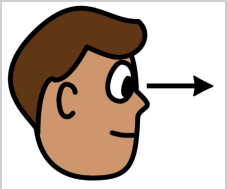
Students are then introduced to the Green State to warn them that their energy level is dipping too low and the Purple State to warn them that it is getting too high for the classroom and being 'ready to learn.'

The regulation program has a **non-judgemental approach -** students are encouraged/assisted to recognise when their engine speed is getting too high or too low for the classroom, however they are taught that no state is 'bad', and all states are required at different times and for different situations.

Indicators

Students learn to recognise their own indicators for each state, through body clues, emotions/feelings and actions.

It is important that students use their own language to describe any emotions they may feel but also that it is not assumed that any emotion 'belongs' in a particular state. For example, someone can be happy when in a low arousal state, or sad in multiple levels of alertness.

Example	Yellow	Green	Blue	Purple	Red
 **Body clues**	Eyes closed Heavy head Feeling empty	Yawning Heavy head Floppy muscles	Easy breathing Body feels relaxed Clear thoughts	Butterflies in tummy Fast breathing Clenched fists Heart beating fast Body moving fast	Tense Body overload Can't think
 **Emotions/Feelings**	Tired Meh Unwell	Tired Board Unwell	Calm Okay Fine	Excited Disappointed Worried Frustrated Grumpy	Angry Anxious Overwhelmed
 **What people see**	Head on desk Floppy body Sleeping	Day dreaming Hard to concentrate Hard to sit up	Body moving calmly Can listen Can focus	Changing between activities Voice getting louder Hard to speak Hard to wait Hard to focus	Shut down Screaming Hurting self or others

Toolbox Support

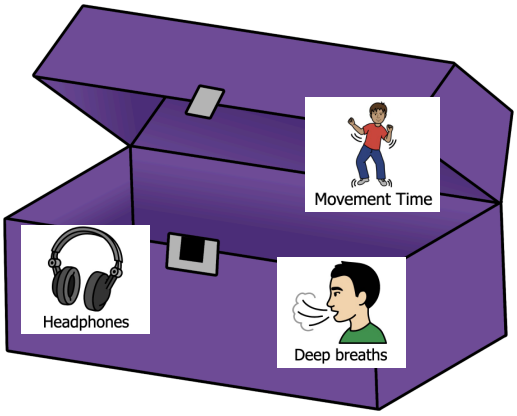
Strategies to help students either calm (when in purple) or alert/wake up themselves (when in green) are identified to assist them to get back into the Blue State, ready for learning.

Parents/carers can support by pointing out which state they think an individual is in and why. Then guide them to e.g., go to the tool box when they need to change their arousal level.

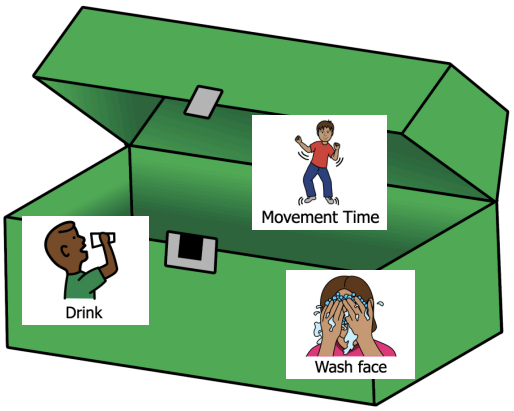
The general consensus is that an 8-9 year old with a typically developing brain can start undertaking some aspects of self regulation - this then stalls during puberty, so it is around 25 - 30 years old that a brain has full capacity for undertaking self regulation.

In the meantime, support through co-regulation is needed and the more that strategies are practiced, the stronger the links in the brain between the rational thinking (executive function) parts and those controlled more at a subcortical level by our emotions.

The visual of the toolbox can be used as a prompt. Example:



CALMING



ALERTING

As the students enter the senior school, we encourage the development of individualised visuals and language so that it makes sense to each student and their environment, wherever they go after school.

Cognitive Strategies

Students are taught to recognise the effect of thoughts on their Engine Speed.

Supa Thinking/Positive Thoughts are encouraged to replace **Stinking Thinking/Negative Thoughts**, which in-turn can help support a better regulated state.

Triggers

Triggers are identified so that strategies can be put in place to assist with managing these. This allows for a proactive approach. Timelines are encouraged to map out their day to identify potential pressure points or patterns of higher or lower arousal levels.

The impact of their response on others around them is also explored. This way students are better able to deal with real life situations such as in the workplace.

CoRegulation

Is “what happens when our caregivers step in and help us meet our body’s needs whether it's for regulation or for survival.” (Kelly Mahler (OT), 2022)

All staff at Peninsula College have skills in coregulation and all students have a “CoRegMe” sheet attached to their compass profile, that is regularly updated to provide all staff with the knowledge to best support an individual student when in a more or less heightened state.



Student:
Interests/motivators:

Date:

	YELLOW STATE (low arousal)	GREEN STATE (warning zone)	BLUE STATE (optimal functioning)	PURPLE STATE (warning zone)	RED STATE (high arousal)	RECOVERY (post red zone)
WHAT YOU SEE						
WHAT YOU DO						
TRIGGERS						

Self advocacy

As the students progress through the school, the focus is on helping them self-regulate and take responsibility for their own emotions. They are taught the role of the **protective/emotional** part of the brain and how the strategies they use ensure that the **thinking** part of the brain stays in charge.

The goal is for them to be able to identify and feel confident in asking for what they need in different settings.

Some students may already have been introduced to similar concepts but with different regulation representations. If this is the case, to avoid confusion for the student, or if you have any questions please don’t hesitate to contact us at the school on 5987 2649. Additionally if you would like some similar resources for use at home, to generalise the student’s skills, we are able to assist with that.

Rachel Schlipalius

Occupational Therapist (Mon, Wed, Fri)

Michaela Johnson

Occupational Therapist (Mon-Fri)

I’m in for regulation