# SUCCESS @ SCHOOL PLAN

See over page for guide

REBOOT'S SUCCESS @ SCHOOL PLAN

1. What makes you feel a 4 or a 5 at school?

2. When do you feel like a 1 or a 2 at school? What are your triggers?

***Where***
- In what situations or places are you most likely to get upset?

***What***
- What activities, challenges or thoughts leave you feeling upset?

***When***
- When in the day, or after what events are you most likely to feel upset?

***Who***
- Who are you often triggered around? Why?

3. What are you likely to do when you are feeling at a 1 or a 2?

4. Your best cool down Strategies are: (insert photos of young person here)

5. When I am upset I want you to (best support):

_____

_____

_____

And not to (additional escalation):

_____

_____

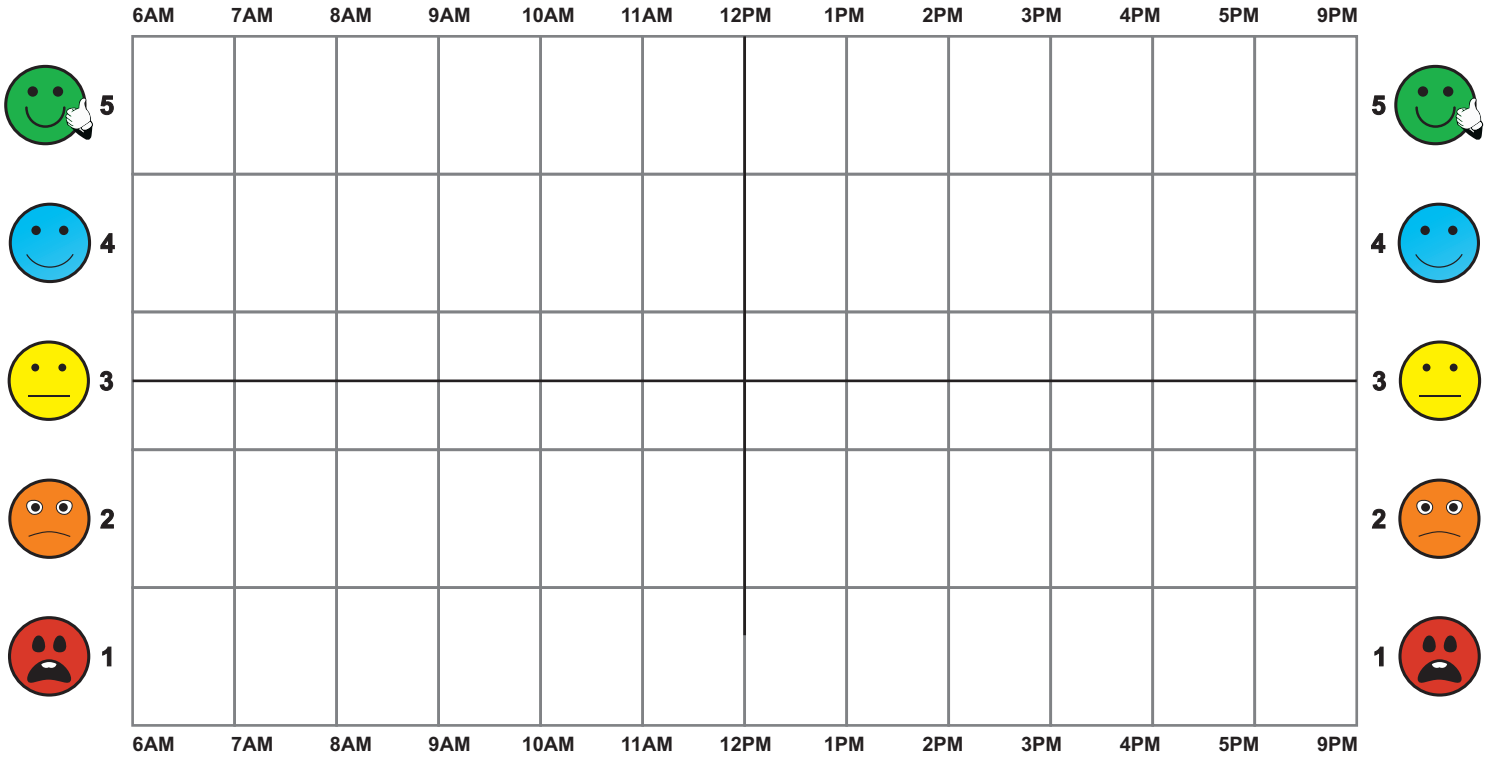
_____

6. After I am upset I want to talk about it (where, with who and how)?

## TALK THROUGH YOUR DAY

### Triggers

Triggers initiate a stress response leading to an escalation in behaviour. A trigger can be any change: drop in blood sugar, facial expression, transition to a new space, lack of control, feelings of confusion, uncertainty or inadequacy, tiredness, peer behaviours, colours, noise, accumulating stimulus etc. Individuals have varying sensitivity and ability to self-regulate and manage their triggers. Use the Feelings Tracker Map below to identify the inevitable ups and downs of the day and the possible triggers that exist before an escalated incident. Use the questions (Where, What, When & Who) to help describe them. Identifying triggers may require a week or more of mapping.




**ESCALATION BEHAVIOUR DESCRIPTION:** what does the behaviour look like?

| | | | | | |
|---|---|---|---|---|---|
| ***Hyper arousal symptoms*** | Feeling dumb or inadequate | Feeling panicked / overwhelmed | Hyperactivity - not able to calm | Trouble concentrating / focusing | Drug / food / gaming / alcohol abuse |
| | Feeling on-guard / escaping / hiding | Racing and too many thoughts | Talking over people | Messy / disorganised | Trouble falling asleep |
| | Anger / Fighting | Swearing | Reactivity | Being impulsive | Self-destructive |
| ***Hypo arousal symptoms*** | Depressed | Resistance | Feeling flat – no enthusiasm | Aggressive -verbal and physical | Feeling hopeless |
| | Feeling needy | Difficulty making decisions | Emptiness and numbness | Expresses little emotion | Sits with hunched shoulders |
| | Shallow breathing | Disconnected | Lack of care | Lethargy | Forgetful |

**STRATEGIES TO CALM:** what would best help you to stay calm or calm down when you are upset?

Identify a menu of de-escalation strategies with the young person to contain and manage big feelings and events. Practice these when calm. It can be helpful to take photos of the learner engaged in these activities and add these as a prompt. Also identify things that support an escalated learner and those that exacerbate the situation. Possible ideas below:

- Time out on your own or with an adult
- Reassurance /Support
- Talk about it
- Breathing
- Colouring in/tracing activity/ fidget toy etc
- Go for a walk or play sport
- Task to complete on your own
- Go home
- Food/drink/sleep
- Distraction
- Centring and grounding
- A task (organising, helping etc.)
- Problem-solving/mediation
- Music
- Write about it/draw
- Time in the chill out/Stop-REBOOT-Go zone
- A hug/safe touch
- See Reboot's self-regulation list

### Debrief and Repair

Key to breaking the cycle of reactivity is reflection and maintaining a positive and supportive relationship with the young person. Prior to any escalated event identify a trusted and effective person to debrief with following the incident using the Success @ School or reflection sheet. Discuss triggers (identified or not), the use and effectiveness of self-regulation Strategies, make necessary modifications. Remember is it completely NORMAL and expected that self-regulation takes time to develop and we can expect Speedbumps on the way.