



See Saw of Regulation Framework

Background: Self-regulation is a critical skill for our students and relates to their ability to manage their emotions, control body functions and behaviours as well as maintain their focus and attention.

Why: The seesaw of regulation helps us understand and consider the different individual components that contribute to self-regulation, external factors (e.g. physical and social environment), and the impact co-regulators can have on a student's ability to regulate.

What: The seesaw of regulation is a framework to guide decision making and implementation of individualised regulation strategies for students at school. The 'blocks' of the seesaw represent different individual components of self-regulation. The amount with which these blocks impact on a particular student's regulation varies from student to student. By determining which blocks are impacting on our students the most, we can focus on teaching and providing strategies to develop the skills associated with regulation within that block.

Environment: Consider the physical and social supports currently in place to help student's function within the school setting (outlined and recommended in the ASD manual) and contemplate whether further supports may be required to support regulation (e.g. if a classroom suddenly becomes too noisy, can the student access headphones to remain regulated).

Sensory Processing: Consider the sensory systems of the student (hearing, touch, taste, visual, smell, body position, movement) and their preferences or sensitivities.

Shared Attention and engagement: Consider the student's ability or appropriateness to gain the attention of a communication partner (both verbally & non-verbally) and maintain reciprocal communication on a shared topic or object (e.g. game/book) for a period of time.

Communication: Consider the student's ability to effectively communicate including their understanding (receptive) and use (expressive) of words (vocabulary) and their levels of complexity (language).

Executive functioning: Consider the student's ability to plan, organize and complete tasks.

Self-awareness: Consider the student's ability to identify who they are and how their role may change between environments (e.g. student at school, daughter/son at home), their strengths and weaknesses, how they are feeling, what they like and dislike, what their triggers or antecedents might be in different situations.

Emotional Regulation and Self Control: Consider the student's ability to manage their reactions to situations and their ability to control their behaviour.

Health/Wellbeing: Consider overall internal body functioning including health and wellbeing, sleep, food intake, body temperature, puberty, medications and toilet use.