

1



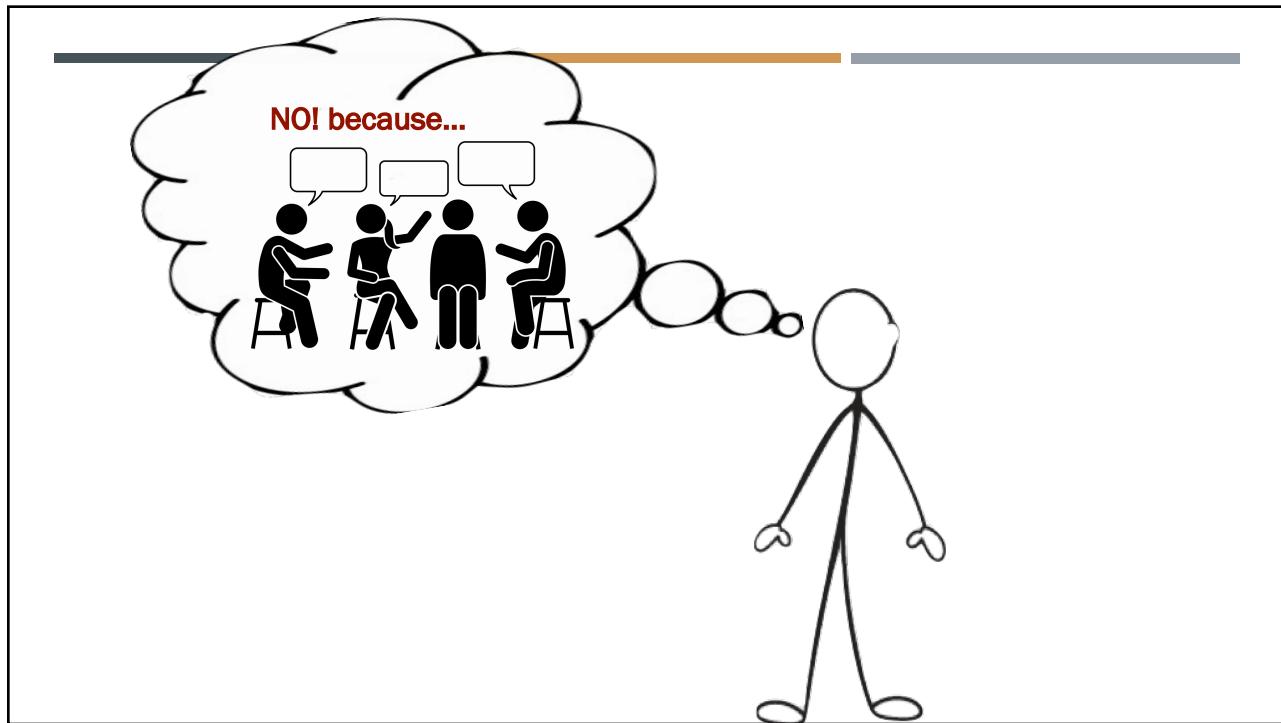
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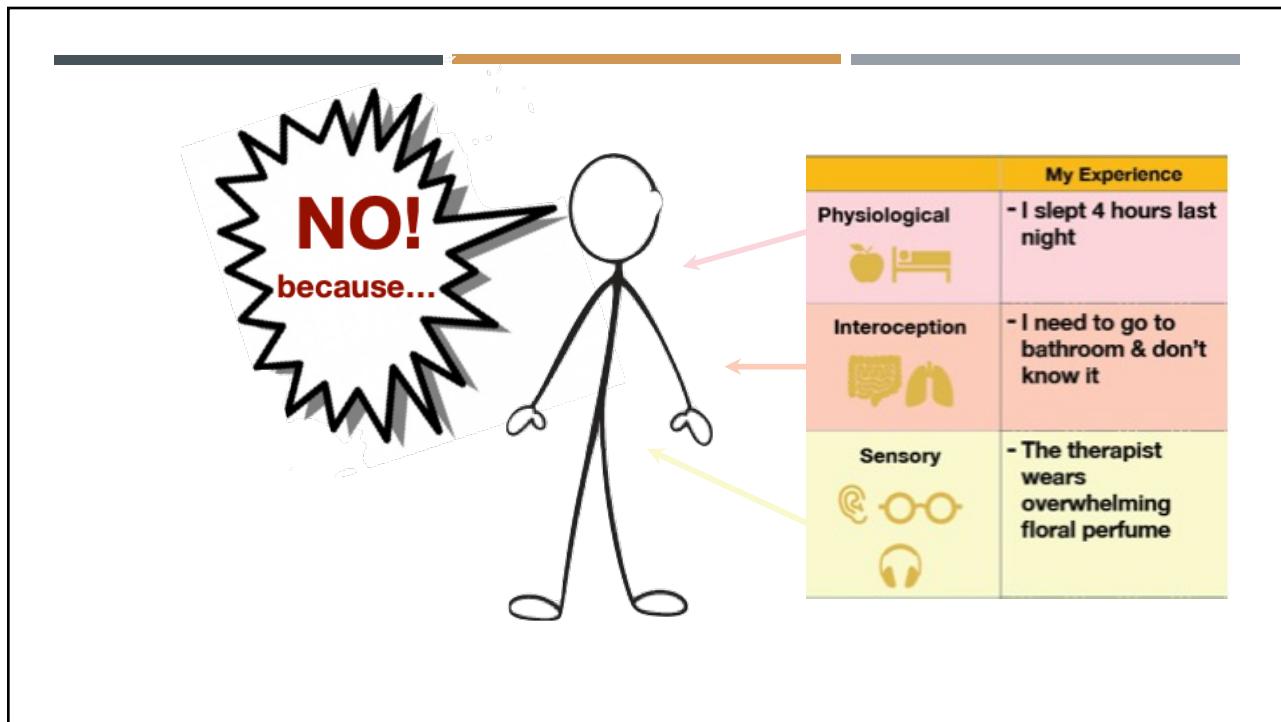
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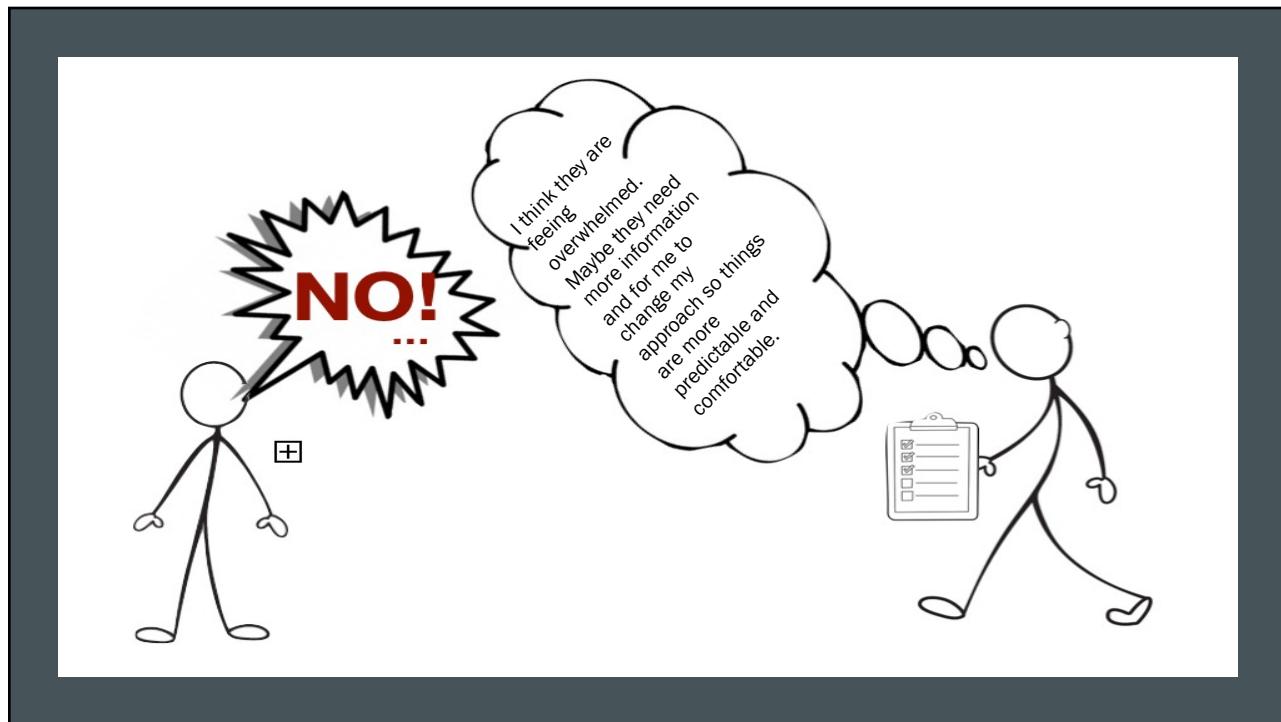
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What does active engagement entail?

A large, stylized question mark is drawn in white chalk or paint on a dark, textured background. To the right of the question mark is a white rectangular area containing the text "What does active engagement entail?" in a large, bold, sans-serif font.

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Person Profile		
Factors to Consider		My Experience
<b>Physiological</b>	<ul style="list-style-type: none"> <li>Sleep</li> <li>Water Intake</li> <li>Other: <input type="checkbox"/> Quantity, quality <input type="checkbox"/> Hunger, satiation, taste, health, visual, spatial, vestibular, auditory, olfactory, etc.</li></ul>	
<b>Interception</b>	<ul style="list-style-type: none"> <li>Perception of Hunger or Satiation</li> <li>Perception of Acoustic Energy</li> <li>Perception of Light Intensity</li> <li>Perception of Needing to go to the Restroom</li> </ul>	
<b>Sensory</b>	<ul style="list-style-type: none"> <li>Hypersensitivity / Hyper-sensitivity</li> <li>Visual, Auditory, Tactile, Health, Visual, Spatial, Vestibular, Auditory, Olfactory, etc.</li> <li>Preference for Seeking or Avoiding Sensations</li> <li>Frequency, Intensity, Time, Type</li> </ul>	
<b>Motor</b>	<ul style="list-style-type: none"> <li>Muscle Tone</li> <li>Coordination Strength / Coordination Weakness</li> <li>Body / Spatial Awareness</li> <li>Preferential Use of Left or Right Hand</li> <li>Preference for Movement</li> </ul>	
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>Executive Functioning Abilities</li> <li>Memory Strength / Memory Weakness</li> <li>Processing and Learning Style</li> <li>Language Strengths / Language Weakness</li> <li>Social Understanding</li> <li>Problem Solving Abilities</li> <li>Predictability</li> </ul>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>Expressive Communication Abilities / Means</li> <li>Receptive Communication Abilities / Means</li> <li>Expressive Communication Abilities / Means</li> <li>Receptive Communication Abilities / Means</li> <li>Non-verbal, symbolic communication</li> </ul>	
<b>Social</b>	<ul style="list-style-type: none"> <li>Social motivation</li> <li>Social interaction with partners may be specific or general - e.g., 2000s, 2010s, 2020s, etc.</li> <li>Shared interests, etc.</li> </ul>	

ACTIVITY		
Factors to Consider		Activity Characteristics
<b>Physiological</b>	<ul style="list-style-type: none"> <li>Overall Energy Level</li> <li>Associated with Success or Participation in the Activity</li> </ul>	Physiological considerations for activity
<b>Interception</b>		Are there Interceptive processes critical to the activity or that could influence engagement?
<b>Sensory</b>	<ul style="list-style-type: none"> <li>Sensory Qualities of Activity</li> <li>Characteristics</li> <li>Sound, smell, taste, touch, temperature, pressure, proprioceptive, Frequency, Intensity, &amp; Duration of Inputs</li> </ul>	
<b>Motor</b>		
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>Motor Demands of Activity</li> <li>Complexity of Activity</li> <li>Familiarity / Predictability</li> <li>Purpose of task/activity is</li> <li>Emotional Memory</li> </ul>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>Communicative Expectations of Activity</li> <li>Expressive &amp; Receptive Model(s) of Communication</li> <li>Supported by Partners</li> <li>Access to Augmentative Communication Systems</li> </ul>	
<b>Social</b>	<ul style="list-style-type: none"> <li>Social Expectations of Activity</li> <li>Desirability</li> <li>Quality of Roles</li> </ul>	

Environment		
Factors to Consider		Environmental Characteristics
<b>Physiological</b>		Physiological considerations for environment and natural supports:
<b>Interception</b>		Are there Interceptive processes critical to interacting within this environment and engaging?
<b>Sensory</b>	<ul style="list-style-type: none"> <li>Sensory Qualities of Environment</li> <li>Characteristic Inputs</li> <li>Sound, smell, taste, touch, visual, spatial, vestibular, auditory, olfactory, etc.</li> <li>Frequency, Intensity, &amp; Duration of Inputs</li> </ul>	
<b>Motor</b>	<ul style="list-style-type: none"> <li>Physical Layout of Environment</li> <li>Accessibility</li> </ul>	
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>Familiarity of Environment</li> <li>Predictability of Environment</li> <li>Emotional Memories Tied to Environment</li> </ul>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>Access to Augmentative Communication Systems</li> <li>Interactive Demands (e.g., face to face, eye contact, verbal, visually supported, etc.)</li> </ul>	
<b>Social</b>	<ul style="list-style-type: none"> <li>Social Expectations of Activity</li> <li>Social Complexity</li> <li>Clarity of Roles</li> </ul>	

**ACTIVE ENGAGEMENT**

OCCURS MOST NATURALLY WHEN THERE IS A GOODNESS OF FIT BETWEEN THE PERSON'S PROFILE  
THE ACTIVITY DEMANDS AND THE ENVIRONMENTAL CHARACTERISTICS

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To be truly, fully actively engaged one must be well regulated

**Well Regulated**

=

Your Energy MATCHES the Energy Needed to actively engage in an activity and environment

**Well Regulated**

≠

Calm

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## WELL REGULATED

The collage consists of six photographs arranged in two rows of three. The top row shows a man in a wheelchair listening to music, an athlete with a prosthetic leg on a track, and a woman playing guitar on stage. The bottom row shows a child sleeping in a hammock, a child splashing in water, and people laughing on a roller coaster.

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## WELL REGULATED

**Magical,** but not really MAGIC

Often involve just the right:  
Person,  
Activity,  
Environment,  
Energy Level.

The chart is a vertical list of energy levels. From top to bottom, the levels are: Maxed Out / Frenzied, Amped Up / Fidgety, Focused / Purposeful, Settled / Calm, Sleepy / Still, and Asleep. To the right of the chart is a graph with a yellow background and a green border. The graph has an upward-sloping curve labeled 'Level UP!'. The text 'wherever you are, take the next step.' is written along the curve. The graph is positioned next to the energy level chart.

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# MY ENERGY

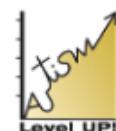


**WHAT YOU THINK OR  
EXPECT IT TO LOOK LIKE**

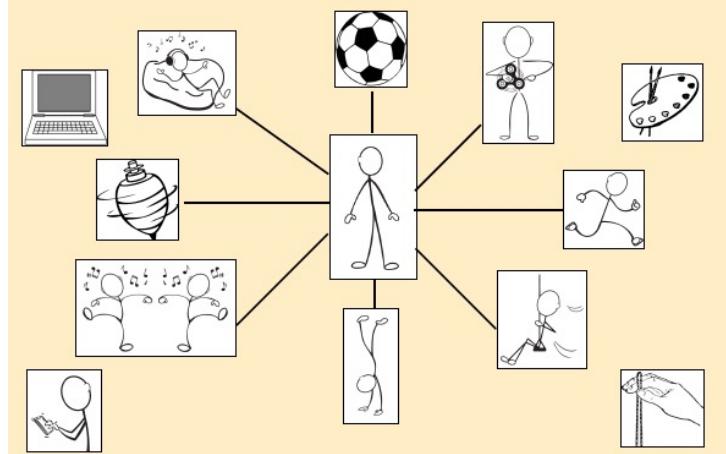
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**MY ENERGY  
AND  
EMOTIONAL  
EXPRESSION  
CAN LOOK  
DIFFERENT  
THAN  
EVERBODY  
ELSE'S**

What others see, hear, observe	My Energy (Where I Am)	What I feel or experience
	<b>Messed Up / Frazzled</b>  Often seen as: not ready for learning and interaction Often feels like: bursting energy or what down <small>Where it fits: upsetting event, recess</small>	
	<b>Amped Up / Fidgety</b>  Often seen as: hyper Often feels like: expanding energy <small>Where it fits: PE class, celebration</small>	
	<b>Focused / Purposeful</b>  Often seen as: activity-oriented and engaged Often feels like: directed flow of energy <small>Where it fits: hobby or preferred activity, class, sports practice</small>	
	<b>Settled / Calm</b>  Often seen as: relaxed Often feels like: slow, steady, peaceful <small>Where it fits: reading, listening to music</small>	
	<b>Sleepy / Still</b>  Often seen as: sluggish Often feels like: energy is drained <small>Where it fits: beginning or end of day, hungry, sick</small>	
	<b>Asleep</b> 	

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## Energy Regulation- How do We Shift Levels?

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# ENERGY REGULATION

## HOW DO WE SHIFT LEVELS?

### Mutual Regulation

Regulation during interactions with others.  
Your abilities to ask for and respond to regulation assistance given by others.



Photo courtesy of: www.phoenix.towerhamlets.sch.uk

### Self Regulation

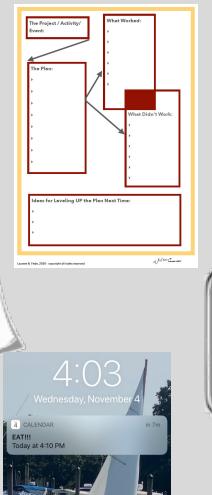
Your ability to shift and regulate your own energy level.



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<h2>ENERGY REGULATION</h2> <h3>HOW DO WE SHIFT LEVELS?</h3> <h4>INDIVIDUAL PROFILE</h4> 	<h3>Mutual Regulation</h3>	<h3>Self Regulation</h3>
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<h2>Sensory Movement</h2> 	<h2>Information/Routine</h2> <p><b>Energy Needed</b> (What the brain needs)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>My Energy</th> </tr> </thead> <tbody> <tr> <td>Elekid -</td> <td>shocks electricity in its body! If it touches metal objects, it gets shocked. Elekid loves being shocked by electricity. Elekid begins energizing its nerves in preparation for battle.</td> </tr> <tr> <td>Pikachu -</td> <td>whenever Pikachu comes across something nice, it boosts it with a jolt of electricity!</td> </tr> <tr> <td>Squirtle -</td> <td>may be slow and steady, may swim fast for its target.</td> </tr> <tr> <td>Diglet -</td> <td>grounded, creates soil excellent for growing.</td> </tr> <tr> <td>Abra -</td> <td>senses even when it's sleeping!</td> </tr> <tr> <td>Snorlax -</td> <td>asleep...deep sleep!</td> </tr> </tbody> </table> <p><b>Power Down! 1 Level</b></p> <p><b>I don't know. ?</b></p> <p><b>Take Break</b></p> <p><b>Shrek</b></p> <p><b>Samefood.</b></p>		My Energy	Elekid -	shocks electricity in its body! If it touches metal objects, it gets shocked. Elekid loves being shocked by electricity. Elekid begins energizing its nerves in preparation for battle.	Pikachu -	whenever Pikachu comes across something nice, it boosts it with a jolt of electricity!	Squirtle -	may be slow and steady, may swim fast for its target.	Diglet -	grounded, creates soil excellent for growing.	Abra -	senses even when it's sleeping!	Snorlax -	asleep...deep sleep!	<h2>Reflective and Forward Thinking</h2> <p><b>What Worked:</b></p> <p><b>The Plan:</b></p> <p><b>What Didn't Work:</b></p> <p><b>Areas for Leveling UP the Plan Next Time:</b></p> 
	My Energy															
Elekid -	shocks electricity in its body! If it touches metal objects, it gets shocked. Elekid loves being shocked by electricity. Elekid begins energizing its nerves in preparation for battle.															
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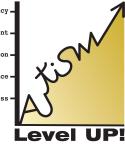
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## The Regulator 2.0 – A Tool to Help us Discover our Tools

Sensory System	Tools and Strategies	How it changes my energy...			How much I like it...		
		Soothing	Neutral	Alerting	Yuck	Okay	Awesome
Vestibular (movement/position in space)	Jump up and down						
	Touch knee / stretch						
	Spin or dance						
	Spin or run up stairs						
	Rock						
	Lie on a wall						
	Flap hands						
	Dangle						
	Ask for tight hug from trusted person						
	Carry heavy items						
Proprioceptive (muscle and joint position/pressure often referred to as the universal regulator because input can increase or decrease arousal)	Stand on one foot						
	Use weighted blanket or hug vest						
	Play tug-of-war						
	Take deep breaths						
	Do chair push-ups						
	Squeeze puzzle, play dock, stress ball						
	Squeeze hands						
	Use a chewy						
	Duck on a straw or water bottle						
	Ask for a massage from trusted person						
Tactile (touch)	Shake preferred fabric/surface						
	Tap fingers on table/desk						
	Use knock ball or weighted finger						
	Use texture balls						
	Hold cushioned animals						
	Shuffle deck of cards						
	Close hands (low High Five)						
	Finger paint, color, or draw						
	Rub wavy stone or smooth object						

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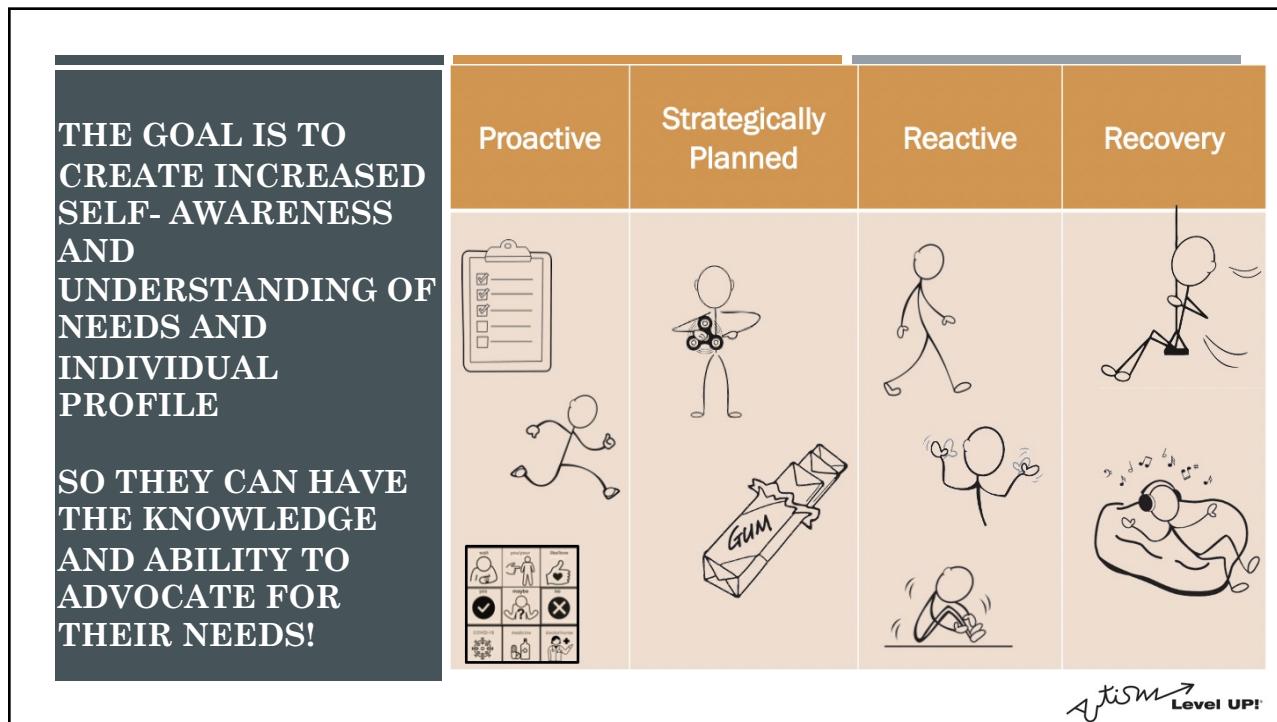


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**ENERGY  
REGULATION**  
**HOW DO WE SHIFT  
LEVELS?**  
**INDIVIDUAL PROFILE**

Sensory Motor	Information / Routine	Reflective or Forward Thinking

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THANK YOU!

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