

# **EMERGENCY REGULATION KIT**

## **PARENT USE GUIDE AND SYSTEM OVERVIEW**

### **CLINICAL CONTEXT**

This kit is designed for moments when behavior is driven by nervous system overload, not choice. During these moments, reasoning, teaching, and consequences are ineffective.

This system restores safety first.

Understanding comes later.

### **SYSTEM DEPLOYMENT INSTRUCTIONS**

#### **1. THIS IS A RESPONSE SYSTEM, NOT A CURRICULUM.**

Each component has a specific biological target.

#### **2. DO NOT USE ALL COMPONENTS AT ONCE.**

Select the tool matching the child's current physiological state.

### **COMPONENT OVERVIEW**

#### **1. RAPID RESPONSE PROTOCOL**

WHEN TO USE: During active dysregulation (meltdown).

YOUR ACTION: Read only the bolded lines. Follow the sequence.

PURPOSE: To stabilize the nervous system and prevent escalation.

STATUS: EMERGENCY REFERENCE

#### **2. CO-REGULATION SCRIPTING**

WHEN TO USE: When emotions are high and verbal processing is limited.

YOUR ACTION: Use short phrases. Leave long pauses. Expect no response.

PURPOSE: To signal safety through tone and predictability.

STATUS: ACUTE MANAGEMENT

#### **3. PHYSIOLOGICAL REGULATION EXERCISES**

WHEN TO USE: After the body begins to settle/release.

YOUR ACTION: Demonstrate first. Offer, do not force.

PURPOSE: To help the body complete the stress response cycle.

STATUS: RECOVERY SUPPORT

#### **4. REGULATION STRATEGY DECK**

WHEN TO USE: Only during calm moments.

YOUR ACTION: Practice one card at a time to build familiarity.

PURPOSE: To build long-term self-regulation capacity.

STATUS: SKILL BUILDING

#### **OPERATIONAL NOTES**

- **DYSREGULATION IS NOT DEFIANCE.** It is a loss of control.
- **SPEED MATTERS.** Early intervention prevents prolonged events.
- **PRESENCE IS PRIMARY.** Your stability is the most effective tool.
- **IF YOU FORGET THE STEPS:** Stop talking. Slow your breathing. Wait.

**This system works through repetition, not perfection.**

# **ACUTE DYSREGULATION: RAPID RESPONSE PROTOCOL**

**This state is temporary, physiological, and resolvable.**

## **THE THINKING BRAIN IS OFFLINE**

**Do not attempt logic, reasoning, or teaching.**

## **RESPONSE SEQUENCE**

### **1. SECURE PHYSICAL SAFETY**

Remove dangerous objects.

Relocate to a safer area if needed.

### **2. REDUCE SENSORY LOAD**

Stop talking.

Turn off screens.

Lower light and noise.

### **3. ESTABLISH NON-THREATENING PRESENCE**

Remain nearby and visible.

Position yourself at eye level or lower.

Do not crowd or block exits.

### **4. ALLOW PHYSIOLOGICAL RELEASE**

Do not engage until:

- breathing slows
- muscle tension decreases
- posture softens

Recovery precedes interaction.

## **CONTRAINdications**

- **DO NOT** ask questions or request explanations
- **DO NOT** negotiate, reason, or instruct
- **DO NOT** require eye contact or verbal response
- **DO NOT** reference consequences or future outcomes
- **DO NOT** restrain unless immediate physical danger is present

**A regulated adult provides the anchor required for nervous system recovery.**

## **CO-REGULATION SCRIPTING: ACUTE PHASE**

**PURPOSE:**

To establish safety through predictable, non-demanding vocalization.

The goal is signal transmission, not conversation.

### **INTERNAL ANCHORING (SILENT)**

**Repeat internally to regulate your own physiological state.**

- This is not an emergency.
- I am safe.
- I can handle this moment.
- My only job is presence.

### **EXTERNAL VOCALIZATION (SPOKEN)**

Speak slowly. Leave long pauses (10+ seconds) between phrases.

Do not expect or wait for a response.

- "I am right here."
- "You are safe."
- "I am staying close."
- "There is no rush."
- "I am steady."

- "We will get through this."
- "You are not in trouble."

## **DELIVERY PROTOCOL**

TONE:

Low, slow, and monotonic. Drop your pitch.

VOLUME:

Speak quietly, slightly below normal conversational volume.

POSTURE:

Still and grounded. Avoid sudden movements or gesturing.

**Do not deviate from short statements. More words increase processing load.**

# **PHYSIOLOGICAL REGULATION EXERCISES**

## **PROTOCOL:**

Select one exercise based on the child's current sensory needs.

Demonstrate the action first. Do not force participation.

## **1. THE WALL PRESS**

Mechanism: Uses isometric muscle resistance to organize the nervous system.

### Steps:

1. Stand facing a solid wall, feet shoulder-width apart.
2. Place palms flat against the wall at shoulder height.
3. Push firmly against the wall with maximum effort for 10 seconds.
4. Release tension. Repeat 3 times.

Target: Proprioceptive Regulation

## **2. THE 4-COUNT BREATH**

Mechanism: Slows heart rate through controlled rhythmic respiration.

### Steps:

1. Inhale slowly through the nose for 4 counts.
2. Hold the breath for 4 counts.
3. Exhale slowly through the mouth for 4 counts.
4. Pause for 4 counts before the next inhale.

Target: Respiratory Regulation

## **3. COLD CONTACT**

Mechanism: Activates the mammalian dive reflex to rapidly lower physiological arousal.

### Steps:

1. Obtain a cold pack, ice cube, or cold wet cloth.
2. Place the object on the back of the neck or across the forehead.
3. Hold in place for 30 seconds.
4. Focus attention on the temperature sensation.

Target: Sensory Reset

## **4. WEIGHTED COMPRESS**

Mechanism: Provides deep pressure input to calm the sensory system.

Steps:

1. Sit in a stable chair or on the floor.
2. Place a weighted lap pad, heavy blanket, or cushion on the lap.
3. Apply firm, steady downward pressure with hands on top of the weight.
4. Hold for 1–2 minutes.

Target: Deep Pressure Regulation

## **5. FLOOR ANCHOR**

Mechanism: Connects physical sensation to the immediate environment to reduce dissociation.

Steps:

1. Lie flat on the back on a firm floor surface.
2. Press heels, hips, shoulders, and head firmly into the ground.
3. Notice the solid support of the floor underneath the body.
4. Remain still for 60 seconds.

Target: Somatic Grounding

## **6. CROSS-BODY TAP**

Mechanism: Engages both brain hemispheres by crossing the body's midline.

Steps:

1. Stand or sit comfortably.
2. Lift the right knee and tap it with the left hand.
3. Lift the left knee and tap it with the right hand.
4. Repeat this alternating rhythm steadily for 1 minute.

Target: Neurological Integration

# REGULATION STRATEGY DECK

## INSTRUCTIONS FOR USE:

Print on heavy cardstock. Cut along lines.

USAGE: Select one card daily to practice during calm states. Do not introduce new cards during active dysregulation.

## CATEGORY: BREATH (Respiratory Regulation)

### CARD 01: BOX BREATHING

**WHEN:** You feel your heart racing or anxiety rising.

#### ACTION:

1. Inhale for 4 seconds.

2. Hold for 4 seconds.

3. Exhale for 4 seconds.

4. Pause for 4 seconds.

**MECHANISM:** Rhythmic patterns override the stress response to slow the heart rate.

**CARD 02: ELONGATED EXHALE**

**WHEN:** You feel tight, tense, or angry.

**ACTION:**

1. Take a deep breath in through the nose.
2. Exhale slowly through the mouth as if blowing through a thin straw.
3. Ensure the exhale is longer than the inhale.

**MECHANISM:** Long exhalations activate the vagus nerve to signal safety to the body.

**CARD 03: FINGER TRACING**

**WHEN:** You cannot focus or feel scattered.

**ACTION:**

1. Spread one hand wide.
2. Trace the outline of fingers with the other index finger.
3. Inhale deeply while tracing up; exhale slowly while tracing down.

**MECHANISM:** Combining touch with breath synchronizes the brain's hemispheres.

## CATEGORY: BODY (Proprioception & Movement)

### CARD 04: ISOMETRIC WALL PRESS

**WHEN:** You feel an urge to push, hit, or run.

**ACTION:**

1. Place palms flat against a wall.
2. Push as hard as possible for 10 seconds without moving feet.
3. Release and shake out arms.

**MECHANISM:** Heavy muscle work releases tension and organizes sensory input.

**CARD 05: MUSCLE COMPRESSION**

**WHEN:** You feel jittery or out of control.

**ACTION:**

1. Sit in a chair or on the floor.
  
2. Wrap arms tightly around knees.
  
3. Squeeze entire body into a tight ball for 5 seconds, then release.

**MECHANISM:** Deep pressure provides spatial awareness and calms the nervous system.

**CARD 06: CHAIR PULL-UP**

**WHEN:** You need to remain seated but feel restless.

**ACTION:**

1. Sit with hands gripping the side of the chair seat.
2. Pull up on the seat as if trying to lift yourself.
3. Hold the tension for 10 seconds, then release.

**MECHANISM:** Static resistance engages muscles without requiring movement.

## CATEGORY: SENSORY (Input Modulation)

### CARD 07: COLD RESET

**WHEN:** You feel hot, flushed, or panicked.

#### ACTION:

1. Run cold water over wrists or hold an ice pack to the neck.
2. Hold for 30 seconds.
3. Notice the temperature change.

**MECHANISM:** Cold exposure triggers the dive reflex to rapidly lower arousal levels.

**CARD 08: PALM RUB**

**WHEN:** You feel disconnected or numb.

**ACTION:**

1. Place palms together.
2. Rub hands together vigorously until heat is generated.
3. Place warm palms over closed eyes.

**MECHANISM:** Friction and heat create immediate focal points for sensory attention.

**CARD 09: AUDITORY REDUCTION**

**WHEN:** The environment feels too loud or chaotic.

**ACTION:**

1. Cover ears firmly with palms or use noise-canceling headphones.
2. Hum a low, steady tone for 30 seconds.

**MECHANISM:** Blocking external input reduces processing load on the brain.

## CATEGORY: GROUNDING (Cognitive Anchoring)

### CARD 10: 5-4-3-2-1 SCAN

**WHEN:** Thoughts are racing or looping.

**ACTION:** Identify aloud:

5 things you see.

4 things you can touch.

3 things you hear.

2 things you smell.

1 thing you taste.

**MECHANISM:** Directs the brain to process immediate data, interrupting emotional loops.

**CARD 11: COLOR SEARCH**

**WHEN:** You feel confused or overwhelmed.

**ACTION:**

1. Pick a specific color (e.g., blue).
  
2. Slowly scan the room.
  
3. Point to every object of that color.

**MECHANISM:** Visual scanning re-engages the prefrontal cortex (thinking brain).

**CARD 12: FLOOR ANCHOR**

**WHEN:** You feel lightheaded or floating.

**ACTION:**

1. Stomp feet on the floor three times.
  
2. Wiggle toes firmly inside shoes.
  
3. Press heels down as hard as possible.

**MECHANISM:** Focuses attention on physical stability and gravity.