

YTS Action Toolkit

Annual License



Turn complex challenges into clear,
ready-to-use next steps.

YTS Behavior Support Packet

Report Date: 2/6/2026

CONFIDENTIAL PROFESSIONAL RESOURCE • NO STUDENT PII INCLUDED

General guidance only. Review and verify all content. Not legal, medical, or professional advice.

Support Strategy Report

Objective Interpretation:

The student demonstrates high-intensity physiological arousal and avoidance behaviors, characterized by vocal protests, physical resistance to instructions, and disruptions to the instructional environment.

Emotional Regulation

The student is likely experiencing a 'fight or flight' response where the amygdala overrides the prefrontal cortex, leading to meltdowns when they feel overwhelmed or unsafe.

- Provide a 'Calm Down Kit' with tactile items like stress balls or weighted plushies
- Model and practice 'Square Breathing' using a visual graphic during neutral times
- Designate a specific 'safe zone' in the classroom where the student can retreat without penalty

Executive Function

The student may struggle with shifting attention and cognitive flexibility, causing them to view transitions or unexpected changes as significant threats.

- Use a visual 'First/Then' board to clearly outline immediate expectations
- Provide a 2-minute and 1-minute visual warning using a sand timer before transitions
- Break complex classroom tasks into three single-step instructions provided sequentially

Proprioceptive System

The student may be seeking heavy work input to ground their body and regulate their nervous system, which can manifest as disruptive movement or physical refusal.

- Integrate 'heavy work' chores such as moving stacks of books or wiping desks
- Offer a weighted lap pad or compression vest during seated instructional time
- Incorporate wall pushes or chair push-ups into the classroom transition routine

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Staff Guidance & Co-Regulation

Co-Regulation Tips & Unified Verbal Prompts

- Maintain a low, neutral volume and a slow speaking rate.
- Provide at least 10 seconds of processing time after every prompt.
- Use visual supports to communicate rather than relying on verbal demands.
- Position your body at an angle and at eye level to appear less threatening.

UNIFIED VERBAL PROMPTS FOR THIS SITUATION

- Safe body.
- Deep breath.
- Check schedule.
- First work.
- Then break.

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Data Tracking Log

Track the effectiveness of the selected strategies. Note any changes in frequency or intensity.

Observed Behavior: Persistent emotional dysregulation and task avoidance.

Date/Time	Strategies Used	Student Outcome	Observations/Notes
		<input type="checkbox"/> De-escalated <input type="checkbox"/> Stabilized <input type="checkbox"/> Escalated	
		<input type="checkbox"/> De-escalated <input type="checkbox"/> Stabilized <input type="checkbox"/> Escalated	
		<input type="checkbox"/> De-escalated <input type="checkbox"/> Stabilized <input type="checkbox"/> Escalated	
		<input type="checkbox"/> De-escalated <input type="checkbox"/> Stabilized <input type="checkbox"/> Escalated	
		<input type="checkbox"/> De-escalated <input type="checkbox"/> Stabilized <input type="checkbox"/> Escalated	
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		<input type="checkbox"/> De-escalated <input type="checkbox"/> Stabilized <input type="checkbox"/> Escalated	

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Full MTSS Intervention Plan

Student Name: _____

Identified Micro-Skill: Task Persistence and Independent Work Completion

Tier 1: Universal Support

Goal: The student will complete independent assignments with no more than 2 verbal redirections during math and literacy blocks as measured by daily work completion logs.

Interventions:

- **Visual Support and Self-Monitoring**

Implement a classroom-wide visual timer and a 3-step 'Check-In' checklist posted on the student's desk to prompt self-monitoring during work sessions. [Daily throughout the school week]

- **Task Chunking and Movement Intervals**

Utilize 'chunking' for all students by breaking 20-minute tasks into four 5-minute segments with a 30-second movement break between each. [During all core independent work blocks]

Tier 2: Targeted Support

Goal: The student will remain engaged in work with 80% accuracy during 15-minute intervals during independent practice as measured by an interval-based observation tool.

Interventions:

- **Small Group Pre-Correction Station**

Provide a small group 'Guided Practice' station where the student receives pre-correction and setting of specific mini-goals before transitioning to independence. [3 days per week for 20 minutes]

- **Targeted Check-In/Check-Out**

Implement a 'Check-In/Check-Out' (CICO) system specifically focused on assignment initiation and completion with a designated mentor. [Twice daily (morning/afternoon)]

Tier 3: Intensive Support

Goal: The student will initiate and sustain work on a task for 10 consecutive minutes with zero adult prompting during independent work as measured by a frequency count over a 2-week period.

Interventions:

- **High-Frequency Reinforcement System**

Develop a highly individualized reinforcement schedule (e.g., token economy) where the student earns immediate preferred rewards for every 5 minutes of focused effort. [Hourly during independent work periods]

- **Intensive 1:1 Behavioral Support**

Conduct a Functional Behavior Assessment (FBA) to design a specific behavior intervention plan (BIP) focusing on the function of off-task behavior and providing 1:1 behavioral coaching. [Daily for 30 minutes of direct coaching]

MTSS Goal Monitoring: Tier 1: Universal

Student Name: _____

Level: Tier 1: Universal

STUDENT GOAL:

The student will complete independent assignments with no more than 2 verbal redirections during math and literacy blocks as measured by daily work completion logs.

Interventions: Visual Support and Self-Monitoring, Task Chunking and Movement Intervals

Scale: 2 = Goal Mastered | 1 = Progressing | 0 = No Change | -1 = Limited Progress | -2 = Regression

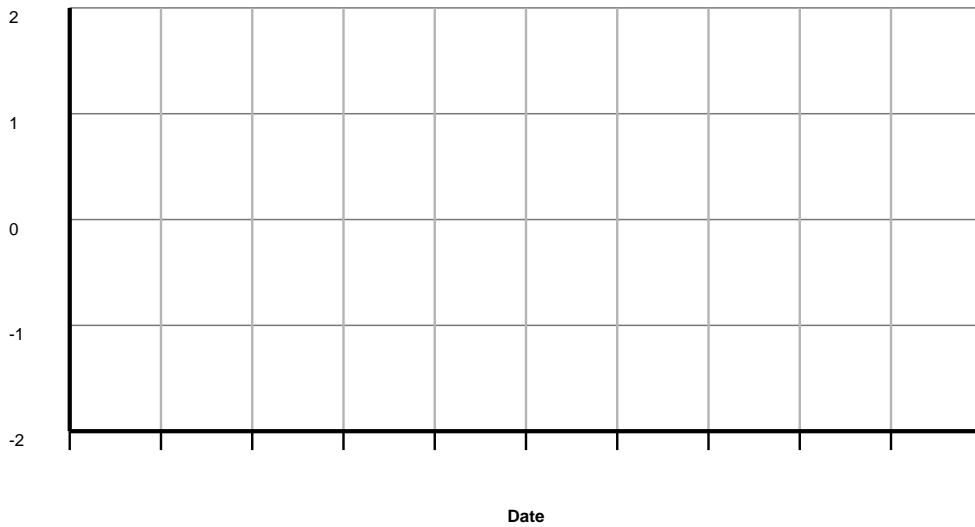
Date	Initial	Rating (-2 to 2)	Observation / Data

Tier 1: Universal Progress Graph

GOAL:

The student will complete independent assignments with no more than 2 verbal redirections during math and literacy blocks as measured by daily work completion logs.

Key: 2 = Goal Mastered | 1 = Progressing | 0 = No Change | -1 = Limited Progress | -2 = Regression

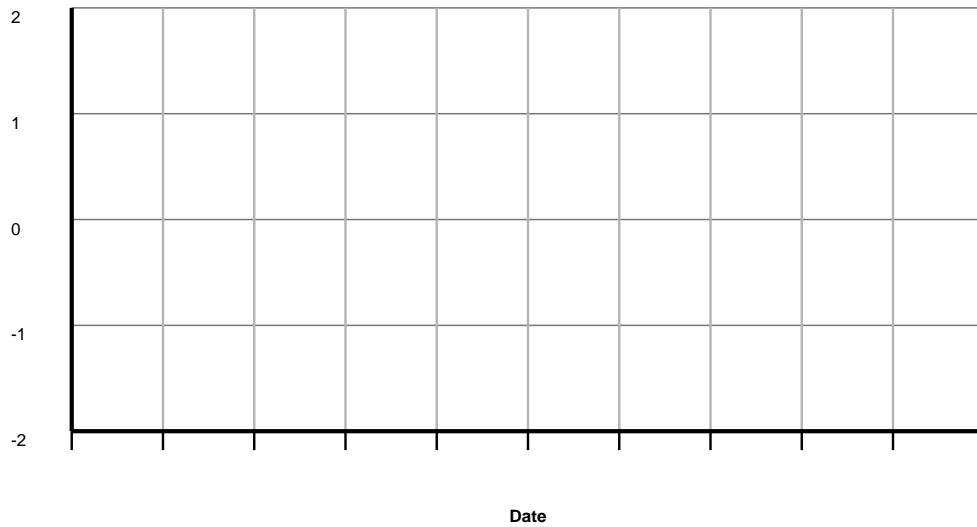


Tier 2: Targeted Progress Graph

GOAL:

The student will remain engaged in work with 80% accuracy during 15-minute intervals during independent practice as measured by an interval-based observation tool.

Key: 2 = Goal Mastered | 1 = Progressing | 0 = No Change | -1 = Limited Progress | -2 = Regression



MTSS Goal Monitoring: Tier 3: Intensive

Student Name: _____

Level: Tier 3: Intensive

STUDENT GOAL:

The student will initiate and sustain work on a task for 10 consecutive minutes with zero adult prompting during independent work as measured by a frequency count over a 2-week period.

Interventions: High-Frequency Reinforcement System, Intensive 1:1 Behavioral Support

Scale: 2 = Goal Mastered | 1 = Progressing | 0 = No Change | -1 = Limited Progress | -2 = Regression

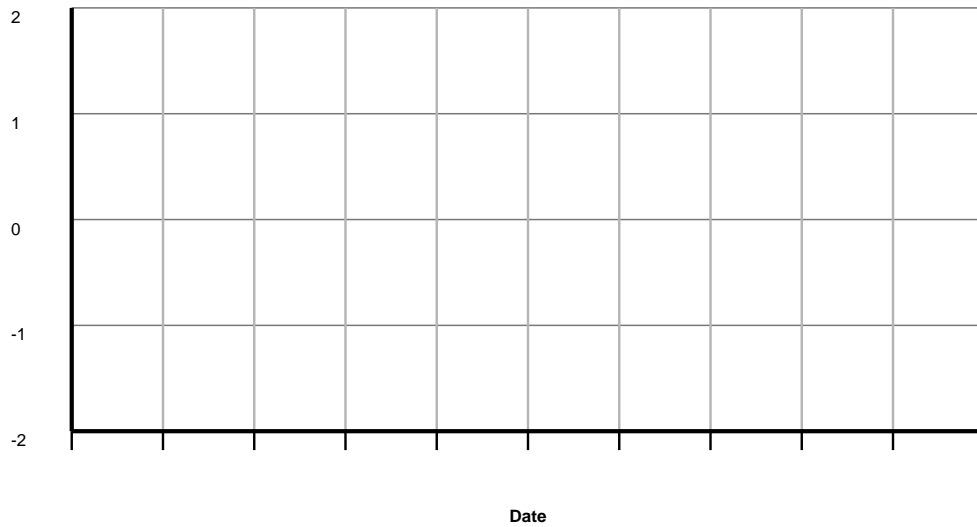
Date	Initial	Rating (-2 to 2)	Observation / Data

Tier 3: Intensive Progress Graph

GOAL:

The student will initiate and sustain work on a task for 10 consecutive minutes with zero adult prompting during independent work as measured by a frequency count over a 2-week period.

Key: 2 = Goal Mastered | 1 = Progressing | 0 = No Change | -1 = Limited Progress | -2 = Regression



IEP GOAL & SUPPORT PLAN

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DATE

2/6/2026

PROPOSED SMART GOAL

"By the annual review, when given a familiar topic and a writing prompt requiring a 4-sentence paragraph, the student will independently write 3 out of 4 complete and grammatically correct sentences in 4 out of 5 observed opportunities."

<p>S SPECIFIC The goal targets the specific skill of writing complete and grammatically correct sentences within a structured 4-sentence paragraph.</p>	<p>M MEASURABLE The goal is measurable by counting the number of complete and grammatically correct sentences (3 out of 4) and the consistency across opportunities (4 out of 5).</p>	<p>A ACHIEVABLE Building on the student's verbal comprehension, this goal provides a realistic target for improving written sentence construction from their baseline.</p>	<p>R RELEVANT This goal is relevant as it directly addresses the student's challenge with written output and supports their ability to complete classroom writing tasks.</p>	<p>T TIME-BOUND The goal is time-bound to be achieved by the student's next annual review.</p>
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PRESENT LEVEL (PLOP)

The student demonstrates strong verbal skills and actively participates in class discussions, indicating a solid understanding of academic content. However, they experience difficulty with written output, particularly when required to organize thoughts on paper. While the student often knows the answers, they consistently struggle to construct complete and grammatically correct sentences, impacting their ability to keep pace with classroom writing assignments. Currently, the student produces an average of 1-2 complete sentences when a 4-sentence paragraph is required.

DATA COLLECTION PLAN

Data will be collected weekly by the Special Education teacher or General Education teacher during relevant writing tasks. The number of complete and grammatically correct sentences within a 4-sentence paragraph will be recorded.

Primary Metric: Raw Score (x out of y)

STRATEGIES & SUPPORTS

- ✓ Provide visual sentence starters and sentence frames to support sentence construction.
- ✓ Utilize graphic organizers (e.g., web, outline) to help organize ideas before writing.
- ✓ Model the process of writing complete sentences and short paragraphs using think-alouds.
- ✓ Allow the student to verbally rehearse their ideas before committing them to paper.
- ✓ Provide a checklist for sentence completeness and grammar during writing tasks.
- ✓ Break down multi-sentence writing tasks into smaller, manageable chunks.

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IEP ACTION PLANNER

PROGRESS MONITORING

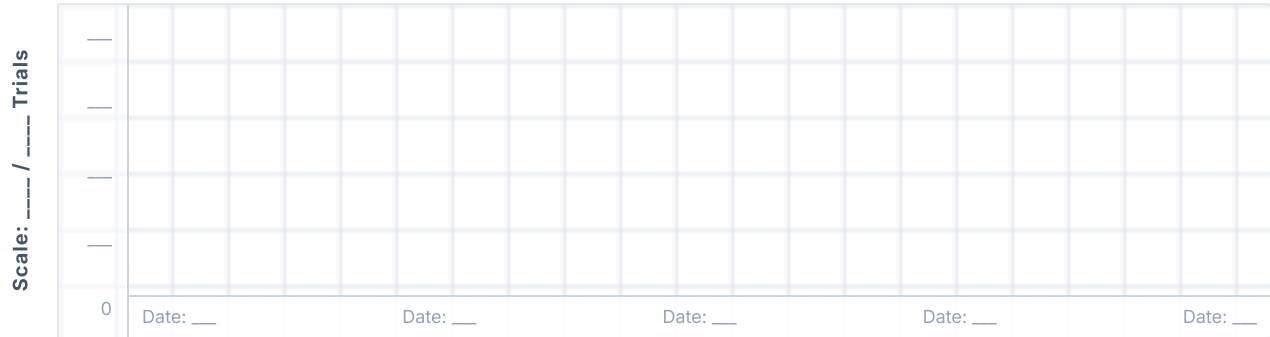
STUDENT _____

Generated via IEP Action Planner

TARGET GOAL

By the annual review, when given a familiar topic and a writing prompt requiring a 4-sentence paragraph, the student will independently write 3 out of 4 complete and grammatically correct sentences in 4 out of 5 observed opportunities.

VISUAL PROGRESS GRAPH



QUARTERLY PROGRESS SUMMARY

REPORT 1

Date: _____

- Goal Mastered
- Progressing Satisfactorily
- Progressing
- Limited Progress
- No Progress
- Not Introduced

REPORT 2

Date: _____

- Goal Mastered
- Progressing Satisfactorily
- Progressing
- Limited Progress
- No Progress
- Not Introduced

REPORT 3

Date: _____

- Goal Mastered
- Progressing Satisfactorily
- Progressing
- Limited Progress
- No Progress
- Not Introduced

REPORT 4

Date: _____

- Goal Mastered
- Progressing Satisfactorily
- Progressing
- Limited Progress
- No Progress
- Not Introduced

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IEP ACTION PLANNER

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INSTRUCTIONAL PLAN & ACTIVITIES

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TARGET GOAL

By the annual review, when given a familiar topic and a writing prompt requiring a 4-sentence paragraph, the student will independently write 3 out of 4 complete and grammatically correct sentences in 4 out of 5 observed opportunities.

 *"These are suggested instructional lessons and classroom activities to support skill acquisition."*

ACTIVITY SEQUENCE & TEACHING IDEAS

- 1 Explicitly teach the components of a complete sentence (subject, verb, complete thought).
- 2 Practice identifying and correcting incomplete or run-on sentences in mentor texts.
- 3 Use sentence combining exercises to build more complex and varied sentences.
- 4 Provide guided practice using sentence frames to construct sentences on various topics.
- 5 Teach and practice using a simple graphic organizer for planning a 4-sentence paragraph (e.g., topic sentence, 2 detail sentences, concluding sentence).
- 6 Engage in shared writing activities where the teacher models sentence formation and paragraph structure.
- 7 Implement a 'talk-then-write' strategy where students verbally articulate their sentences before writing them.
- 8 Provide specific feedback focused on sentence completeness and grammar during writing conferences.
- 9 Utilize short, targeted writing prompts based on high-interest topics to build fluency.
- 10 Integrate peer review activities focused on checking for complete sentences and basic grammar.

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IEP ACTION PLANNER

MAINTAINING PERSONAL SPACE



WHAT IS IT?

Personal space is the invisible boundary or bubble that people maintain around their bodies to feel comfortable and safe. It involves understanding how to adjust physical distance depending on the person you are with and the specific social situation.

WHY IT MATTERS

Learning to respect boundaries is essential for building positive social relationships and helping children feel secure in their environment. Proper spacing also helps prevent peer conflicts, reduces sensory overload, and improves a child's overall social awareness and safety.

SUPPORTING THE STUDENT

- 1 Use a hula hoop as a visual prop to help children see and feel their personal bubble while moving.
- 2 Place colored tape or carpet squares on the floor to provide clear physical boundaries for sitting and standing.
- 3 Teach the one arm's length rule by having children reach out to ensure they are at a respectful distance.
- 4 Utilize social stories or visual picture cards that model appropriate spacing in various daily routines.
- 5 Provide proprioceptive heavy work activities like wall push-ups to improve a child's awareness of their own body.
- 6 Model respectful boundaries by asking a child for permission before initiating physical contact like a hug or high-five.

Self-Regulation Support Plan

DATE

03/03/2026

NOTES & OBSERVATIONS

Reminder: Practice skills when the child is regulated.

PLAN ITEMS (10)

Deep-Pressure Activities Strategy

Try: Wall push-ups, weighted blankets, firm hugs, or pushing heavy objects.

Sensory

Sensory Breaks Throughout the Day Strategy

Try: A calm-down corner with soft textures, dim lighting, or noise-canceling headphones.

Sensory

Predictable Transitions Strategy

Try: Using visual schedules, countdowns, or transition songs.

Sensory

Name the Feeling Out Loud Strategy

Try: Using simple emotion words like 'You look frustrated' or 'That was surprising.'

Emotional

Practice Breathing Techniques Strategy

Try: 'Smell the flower, blow out the candle' or square breathing.

Emotional

Gentle Stretching and Yoga Strategy

Try: Slow stretches, Child's Pose, or gentle twists.

Calming

Big Emotions Overflow Script

Say (gentle): "I can see this is too much right now. I am right here with you. Your feelings are big, and you are n..."

When a child is melting down

Unexpected Changes Script

Say (gentle): "Our plan changed, and it is okay to feel upset. I am here. We will go slowly...."

Upset by sudden changes in plans

Sensory Overload in Public **Script**

Say (gentle): "This place is a lot for your body. We can take a quiet moment together...."

In a crowded or noisy environment

One Small Goal **Micro-Action**


Help the child set one tiny goal for the next hour. Write it down or say it aloud. Celebrate when it's done.

Executive

This tool is for educational purposes only and is not a substitute for professional therapeutic, legal, or medical guidance. For individualized support, consult a pediatric therapist, school psychologist, or healthcare provider. Always use your professional judgment and confirm the output before applying any strategies.

Executive Function Strategy Generator

Your Therapy Source

 **Important:** Not a substitute for professional guidance. Use your professional judgment and review suggestions before applying them.

Executive Function Strategy Generator

Your Therapy Source

Grade Band: K-2 EF Area: Emotional Regulation Situation: Independent work

Support Level: Individual

A. QUICK SUMMARY

This student may have difficulty identifying, expressing, or managing intense emotions in the classroom.

- Young children who get upset easily, have trouble calming down, or shut down when frustrated need co-regulation with a trusted adult as their primary support — not independent coping skills they are not yet developmentally ready for particularly during independent work.

B. WHY THIS MAY BE HAPPENING

- Emotional regulation develops gradually throughout childhood because it depends on a prefrontal cortex that does not fully mature until the mid-twenties.
- For young students, strong feelings can flood cognitive functioning entirely, blocking academic engagement for extended periods — not as a behavior choice but as a genuine neurological event.
- A student who has a large reaction to a small frustration, cannot separate from caregivers at school entry, or shuts down completely after a mistake is experiencing emotional flooding that requires co-regulation with a calm adult before learning can resume.

- External emotion identification tools, predictable calming routines, and warm teacher-student relationships are foundational interventions at this level.

📁 C. EF SKILL AREA

PRIMARY SKILL

Emotional Regulation

RELATED SKILL

Self-Regulation

💡 D. CLASSROOM STRATEGIES

1. One Embodied Regulation Strategy at a Time

What to do:

- Teach one simple, embodied regulation strategy at a time -- such as belly breathing or pushing palms together -- practiced daily during calm moments so it is genuinely available during difficult ones.

Why it helps:

- Young children cannot access regulation strategies in crisis that they have not practiced in calm.
- Repeated daily practice in low-stakes moments builds the procedural memory that makes a strategy available when arousal is high.

Time needed: 2-3 minutes per practice; daily

2. Visual Feelings Chart for Pointing

What to do:

- Use a visual feelings chart at the student's level where they can point to their current emotion without needing words, reducing the verbal demand during moments of dysregulation.

Why it helps:

- Verbal expression is typically the first capacity lost during dysregulation.
- A point-to chart removes the need for language and gives the student a way to communicate emotional state that remains accessible even when words are not.

Time needed: 30 seconds per check-in; ongoing

3. Personal Calm-Down Kit

What to do:

- Build a personal calm-down kit with the student -- a small bag or box containing two or three items they have identified as genuinely soothing -- and practice using it before it is needed in a crisis.

Why it helps:

- Student-identified items are more effective than assigned tools because they reflect what actually works for that specific nervous system.
- Practicing use during calm moments ensures the kit is familiar and available when needed most.

Time needed: 10-15 minutes to build; practice 2-3 times before crisis

4. Puppets and Books for Indirect Regulation Teaching

What to do:

- Use puppets, stuffed animals, or picture books to introduce regulation concepts indirectly, which is often more accessible for young children than direct instruction about their own behavior.

Why it helps:

- Young children are often more receptive to regulation concepts through narrative and play than through direct behavioral instruction.
- Indirect approaches reduce defensiveness and allow the student to explore regulation ideas at a comfortable distance.

Time needed: 10-15 minutes per story or puppet activity

5. Physical Stop Signal Gesture

What to do:

- Teach the student a simple stop signal -- a physical gesture like pressing their palms together or squeezing their hands -- to use as a self-interrupt before a reactive behavior occurs.

Why it helps:

- A pre-taught physical self-interrupt gives the student a concrete, accessible action they can take at the earliest moment of activation.
- The physical nature of the gesture makes it easier to execute when cognitive resources are limited by escalating emotion.

Time needed: 2-3 minutes to teach; practice daily

⚡ E. TRY THIS TOMORROW

1

Start the day with a feelings chart check-in — let each student point to their feeling and say its name before the day begins.

- 2 Introduce one breathing technique as a class and practice it together twice before a transition.
- 3 Put together a simple calm-down kit for the student's desk with two sensory tools you know they respond well to.

F. TEACHER SCRIPT

"I can see you're having a really big feeling right now. That's okay — big feelings happen. Let's take a slow breath together. In... and out. I'm right here with you."

G. PROGRESS MONITORING

WHAT TO TRACK

Duration and frequency of emotional outbursts; acceptance of co-regulation support

HOW OFTEN

Daily observation log

WHAT SUCCESS LOOKS LIKE

Duration of upset episodes decreases; student accepts adult co-regulation support and uses calm-down tools consistently

H. HOME / TEAM NOTE

Dear Family,

I am reaching out to share some information about your child's emotional regulation and to offer some ideas you might find helpful at home. Emotional regulation, which is the ability to manage and move through big feelings, is a skill that is still early in development for children this age, and they rely heavily on caring adults to help them through it.

When your child is upset, your calm presence is the most powerful tool available. Staying close, lowering your voice, and waiting until they are calm before adding more words or expectations is more effective than trying to reason in the moment.

Throughout the day, naming feelings you notice and reading books together with emotionally complex characters builds the emotional vocabulary your child needs. We practice simple calming strategies at school, and I would love to share the specific language we use so we can stay consistent. Please do not hesitate to reach out.

Warm regards, [Your Name and Title]

I. DISCLAIMER

This tool provides general educational support ideas only. It does not replace professional judgment or individualized planning.