

YTS Behavior Support Packet

Report Date: 7/9/2026

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

Support Strategy Report

Objective Interpretation:

A pattern of significant physiological dysregulation characterized by externalizing behaviors (aggression, bolting), challenges with impulse control (difficulty sharing), and decreased ability to process multi-step verbal information.

Emotional Regulation

The presence of meltdowns, bolting, and physical aggression indicates that the students are frequently in a state of autonomic nervous system arousal (fight or flight) and lack the tools to down-regulate independently.

- ☐ Create a dedicated 'Calm Down Space' equipped with soft seating, weighted lap pads, and sensory tools where students can go voluntarily to regulate.
- ☐ Practice daily whole-class co-regulation exercises, such as rhythmic breathing or slow stretching, during morning meetings and after high-energy transitions.
- ☐ Use a visual 'Check-In' board where students can identify their current energy level or feeling state using non-judgmental icons or colors.

Executive Function

Difficulties with following directions, sharing, and taking turns suggest that working memory, impulse control, and cognitive flexibility are being taxed beyond the students' current developmental capacity.

- ☐ Utilize a consistent visual schedule for the entire day and use a physical marker to show the class exactly where they are in the routine.
- ☐ Provide one-step directions paired with a visual icon or gesture, rather than giving a long string of verbal instructions at once.
- ☐ Implement visual timers (like sand timers or digital countdowns) for all group activities to provide a concrete representation of how much time is left before a transition.

Proprioceptive

Biting, hitting, and bolting often indicate a search for intense 'heavy work' input to ground the body or an attempt to discharge pent-up energy through high-impact movement.

- ☐ Integrate 'heavy work' tasks into the classroom routine, such as having students help push a heavy cart of books or carry a stack of chairs.
- ☐ Place resistance bands around the front legs of student chairs so they can push their shins against the band for calming sensory input while seated.
- ☐ Lead the class in 2-minute 'Body Breaks' featuring wall push-ups, chair push-ups, or bear crawls before tasks that require sitting and listening.

Vestibular

Bolting and constant movement suggest the students may be seeking vestibular input to find their center or may be feeling 'untethered' in their environment, impacting their ability to remain still.

- ☐ Provide flexible seating options like wobble stools, rocker chairs, or yoga balls for students who need movement to maintain attention.
- ☐ Incorporate slow, rhythmic movement during transitions, such as 'walking like a turtle' or swaying side-to-side to help organize the nervous system.
- ☐ Allow students who are prone to bolting to have a designated 'standing spot' at the back of the rug during group time so they can move their bodies without disruption.

Auditory

The 'inability to follow directions' in a busy K-2 environment is often caused by auditory overload, where students cannot filter out background noise to focus on the teacher's voice.

- ☐ Reduce ambient noise by using tennis balls on chair feet and providing noise-canceling headphones for use during independent work times.
- ☐ Use a consistent non-verbal signal (like a chime, a specific clap, or dimming the lights) to gather attention before giving any verbal directions.
- ☐ Minimize the use of background music during work periods, opting for silence or low-frequency white noise to decrease the auditory processing load.

Visual

High levels of classroom clutter or complex visual displays can lead to overstimulation, making it difficult for students to focus on instructions and contributing to overall dysregulation.

- ☐ Reduce visual clutter by covering open shelving with neutral-colored fabric and removing outdated posters or busy decorations from the walls.
- ☐ Highlight the most important information on worksheets or instructions using high-contrast colors or bold borders to help the brain prioritize visual input.
- ☐ Provide clear, physical boundaries for different classroom areas using colored tape on the floor or furniture arrangements to help students visually map the space.

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Staff Guidance & Co-Regulation

Co-Regulation Tips & Unified Verbal Prompts

Focus on co-regulation rather than control; when a student is in a 'meltdown' state, their logical brain is offline and they cannot process complex language or consequences. Maintain a calm, neutral tone and provide more space than you think they need to ensure safety.

UNIFIED VERBAL PROMPTS FOR THIS SITUATION

- ☐ Safe body.
- ☐ Checking our schedule.
- ☐ One step at a time.
- ☐ Feet on the floor.
- ☐ Take a breath.
- ☐ Stop and look.

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Data Tracking Log

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

Observed Behavior: The students are exhibiting physiological dysregulation and impaired impulse control during high-demand or high-stimulation periods.

Date/Time	Strategies Used	Student Outcome	Observations/Notes
		☐ De-escalated ☐ Stabilized ☐ Escalated	
		☐ De-escalated ☐ Stabilized ☐ Escalated	
		☐ De-escalated ☐ Stabilized ☐ Escalated	
		☐ De-escalated ☐ Stabilized ☐ Escalated	
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