

Solihull Early Years Team

Individual Co-Regulation Plan

Child's Name	Joe Bloggs
Date of Birth / Age	20/05/2023. 3 years, 1 month (37 months)
Key Person	Mary Muggeridge
Date Created	12/04/2026
Review Date	15/06/2026

How the child communicates

Eg; vocalisations, phrases, gestures, screams, hits, bites.	Can use language but prefers to point and gesture. Responds to praise.
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Strengths & interests

Eg favourite toys, key attachments etc	Loves water play, stacking magnablocks, holding foam football. Has a strong bond with adult A... and children B & C
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Known triggers

EG: Sensory processing, Transition times, Social/Emotional experiences	Loud noises, no access to chewy. Asking to sit at lunchtime Sharing favourite toys including the manga-blocks and foam football.
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The Regulation Continuum

Phase	Recognisable Signs & Behaviours	Staff Action & Co-Regulation Strategy
Green (Calm & Ready)	Smiling, engaged, following routines; Playing productively.	Praise positive choices; Offer descriptive feedback; Maintain predictable routines. Use visual cues
Amber (Rumblings / Early warning signs)	Growling, pacing; Avoiding eye contact, minor resistance.	Reduce verbal demands; Move child closer to key adult; Offer a simple choice of two calm tasks. Offer sensory toy. Attempt to redirect.
Red (Crisis / Dysregulated)	Crying, screaming, throwing items; Hiding, running away, lashing out.	Ensure physical safety first; Use a low, calm, slow voice; direct to cosy corner, away

		from other children. Use deep breathing – blowing bubbles, stamping.
Blue (Recovery / Post-Crisis/repair)	Sobbing quietly, clinging, lethargy; Looking tired or withdrawn.	Provide comfort without discussing incident; Re-engage in play slowly using Favourite resources, eg water play, cogs set.

Environmental Adjustments & Calming Tools

Eg: Physical Space, sensory tools, movement needs	A quiet calm down space away from other children. Chew toy Space to roll and kick safely. Regular breaks from noisy areas.
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Review

What is working?	Use of visual cues – objects of reference to support understanding of what is next. Redirecting to another toy. Offering choices. Regular access to a quiet space to help Joe regulate. Giving Joe time to self-regulate for a few minutes without an adult talking to him.
What is not working?	Offering Joe blowing bubbles activity to help regulate.
What has changed? Eg: Triggers/responses	Joe now shouts rather than kicking others on about 30% of occasions. Staff have identified asking Joe to wash his hands is a developing trigger.
What will we do next?	Write an updated regulation plan Continue to use effective strategies. Add new suggested strategies: Offer Joe choice of washing hands before other children or after, choice of sinks. Offer a wet wipe for 'minor' hand cleaning.