

<b>Adaptive Response</b>	<b>REFLECT</b>	<b>FLOCK</b>	<b>FREEZE</b>	<b>FLIGHT</b>	<b>FIGHT</b>
Predictable <b><u>De-escalating</u></b> Behavior <i>(behaviors of the teacher when the child or classroom is in various states of arousal)</i>	<ul style="list-style-type: none"> <li>• Calm sounds</li> <li>• Personal space</li> <li>• Predictable touch</li> <li>• Predictable routine</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet voices</li> <li>• Eye contact</li> <li>• Confidence</li> <li>• Rhythmic movement</li> <li>• Clear directions</li> <li>• Somatosensory activities</li> </ul>	<ul style="list-style-type: none"> <li>• Comforting and predictable voice; invited therapeutic touch</li> <li>• Singing, humming, music</li> <li>• Reflective listening</li> <li>• Reassurance</li> </ul>	<ul style="list-style-type: none"> <li>• Calm, quiet, presence</li> <li>• Disengage</li> <li>• Turn off lights, white noise</li> <li>• Reduce sensory input</li> </ul>	<ul style="list-style-type: none"> <li>• Calm affect</li> <li>• Disengage but don't disappear</li> <li>• Adult support</li> <li>• Individual attention</li> </ul>
Predictable <b><u>Escalating</u></b> Behavior <i>(behaviors of the teacher when the child or classroom is in various states of arousal)</i>	<ul style="list-style-type: none"> <li>• Loud Noises</li> <li>• Close uninvited proximity</li> <li>• Unpredictable touch</li> <li>• Changes in daily routine or schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Frustration or anxiety</li> <li>• Communication from a distance (like yelling)</li> <li>• Complex directions</li> <li>• Ultimatums</li> </ul>	<ul style="list-style-type: none"> <li>• Raised voices</li> <li>• Raising hands/point finger, sudden movement</li> <li>• Threatening tone</li> <li>• Chaos in classroom, disorganization of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Frustration of teacher</li> <li>• Yelling, chaos</li> <li>• Collective dysregulation of peers</li> </ul>	<ul style="list-style-type: none"> <li>• Physical restraint, grabbing, shaking</li> <li>• Screaming</li> <li>• Intimidating stance</li> </ul>
<b>"Mediating" Brain Region</b>	NEOCORTEX Cortex	CORTEX Limbic	LIMBIC Midbrain	MIDBRAIN Brainstem	BRAINSTEM Autonomic
<b>Cognition</b>	ABSTRACT	CONCRETE	EMOTIONAL	REACTIVE	REFLEXIVE
<b>CLASSROOM "STATE"</b>	<b>CALM</b>	<b>ALERT</b>	<b>ALARM</b>	<b>FEAR</b>	<b>TERROR</b>
<b>CLASSROOM CHARACTERISTICS</b>	Reflection and consolidation of new information is actively taking place; or while testing, efficient retrieval of content is possible.	Active teaching can take place; students are internalizing new content and, 'mind wandering' to efficiently store new content.	Learning new content is difficult; students are either disengaging or acting out. Increases in individual self-regulatory behavior seen.	Learning is impossible. Engaging students difficult. Many demonstrate 'freeze' responses that appear oppositional/defiant. Increased acting out.	Aggression, reckless behavior, openly defying rules and authority. Full "fight/flight" or "shut down."