

WAVE School Incident Report

A Tool for Schools to Identify the Self-Reg Roots of a School Incident (Long Form)



Student:

Date of WAVE:

Grade:

Self-Reg WAVE Team:

The WAVE School Incident Report Tool can be used to take a snapshot of the stressors and the student's Self-Reg leading up to an incident by identifying:

- **W** - Warning Signs of Excessive Stress (their stressors across the 5 Domains today)
- **A** - Allostatic Stress (their stress responses)
- **V** - Values (their ability to work through the 5 steps of Shanker Self-Reg®)
- **E** - Energy Flow (their energy and tension levels)

W

Warning Signs of Excessive Stress Today

Keeping in mind the 5 Domains of Shanker Self-Reg®, use the boxes below to identify any signs of excessive stress in the student and what stressors you knew were influencing the student.

What signs of excessive stress did you notice in the student's behaviour, mood, etc.?

What were the known stressors for this student today?

Why now?

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A

Allostatic Stress

Thinking of the student 's typical day to day responses, put a tick in the box corresponding to the statement that suits the student best. Please provide evidence for your selections in the notes section below each statement.

Allostatic Overload	Not Evident	Occasionally	Often	Always
Stress response is easily triggered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence:			
Stress response is not equal with the stressor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence:			
Individual is volatile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence:			
Hard to calm down after "alarm" is triggered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence:			

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V

Values

Below are the 5 Steps of Shanker Self-Reg®, which are valued as the method to enhance well-being. Use this in combination with the Self-Reg Competencies Rubric tool to identify how well the student understands and applies each step.

5 Steps of Shanker Self-Reg®	Emerging	Developing	Applying	Extending
<p><i>Reframes Behaviour</i> Reads stress signs of stress behaviour</p>				
Evidence:				
<p><i>Recognizes Personal Stressors</i> Both obvious and hidden stressors</p>				
Evidence:				
<p><i>Reduces the Stress</i> Takes action to reduce the stressors</p>				
Evidence:				
<p><i>Reflects: Stress Awareness</i> Knows what calm feels like, knows when a stress response is coming</p>				
Evidence:				
<p><i>Responds: Resilience and Restoration</i> Uses personal strategies to cope and adapt to stressors and to restore energy</p>				
Evidence:				

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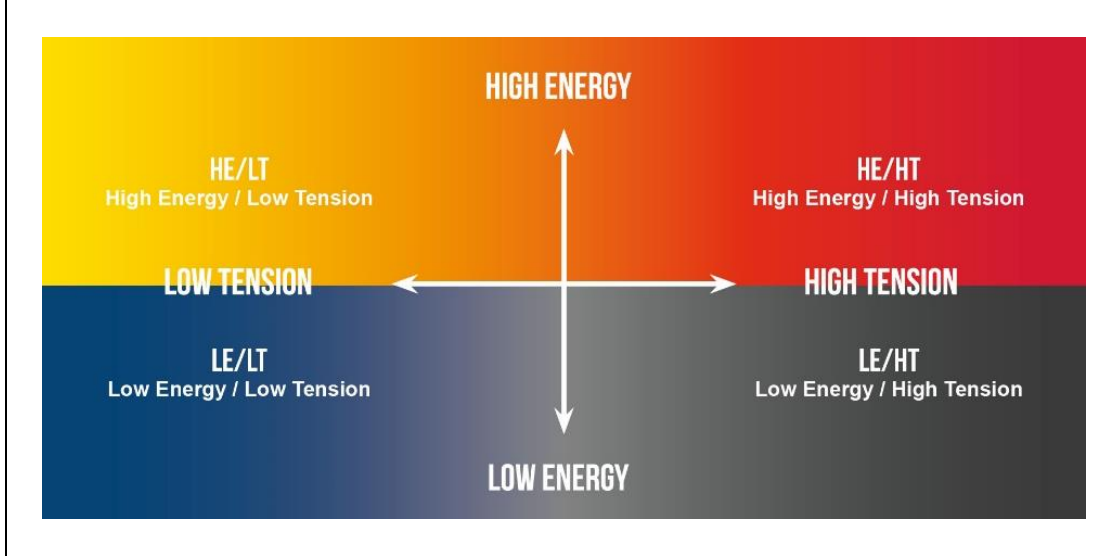
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E Energy Flow

Circle or highlight the appropriate box below that best describes the student's energy and tension state before, during and after the incident according to The Thayer Matrix.

Energy & Tension Matrix

Adapted by The MEHRIT Centre from Robert E. Thayer (1996). The Origin of Everyday Moods: Managing Energy, Tension, and Stress



Before the incident	HE/HT	LE/HT	HE/LT	LE/LT
During the incident	HE/HT	LE/HT	HE/LT	LE/LT
After the incident	HE/HT	LE/HT	HE/LT	LE/LT

Notes: