

WAVE Self-Reg Mapping

A Tool for School Teams & Self-Reg Specialists (Long Form)



Student:

Date of WAVE:

Grade:

Self-Reg WAVE Team:

The WAVE Self-Reg Mapping Tool can be used to take a snapshot of an individual's current Self-Reg, by identifying:

- **W** – Warning Signs of Excessive Stress (their stressors across the 5 Domains)
- **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)

<div style="background-color: #2e7d32; color: white; padding: 10px;"> W Warning Signs of Excessive Stress Use the below boxes to fill in both indicators of excessive stress and possible stressors for the student in each domain. </div>		
Self-Reg Domains	Indicators of Excessive Stress	Student's Stressors in this Domain
Biological		
Emotion		
Cognitive		
Social		
Prosocial		
Why now?		

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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				
Evidence:				
Stress response is not equal with the stressor				
Evidence:				
Individual is volatile				
Evidence:				
Hard to calm down after "alarm" is triggered				
Evidence:				

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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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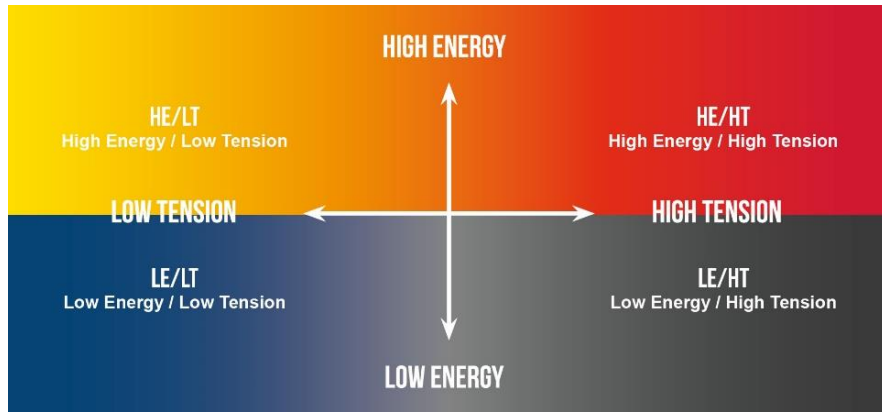
E

Energy Flow

Tick the appropriate box below and identify any patterns for where the student falls on the Thayer Matrix at different times throughout the school day.

Energy & Tension Matrix

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



	School Arrival	AM	Lunch/Breaks	PM
High Energy/ High Tension				
Low Energy/ High Tension				
High Energy/ Low Tension				
Low Energy/ Low Tension				

Any patterns in the timing or context of LE/HT?

Notes: