

# Arousal Continuum

<i>Adaptive Response</i>	<b>REST</b>	<b>VIGILANCE</b>	<b>FREEZE</b>	<b>FLIGHT</b>	<b>FIGHT</b>
Predictable De-escalating Behaviors <i>(behaviors of the teacher or caregiver when a child is in various states of arousal)</i>	Presence Quiet Rocking	Quiet voice Eye contact Confidence Clear simple directives	Slow sure physical touch “Invited” touch Quiet melodic words Singing, humming music	Presence Quiet Confidence Disengage	Appropriate physical restraint Withdraw from class TIME!
Predictable Escalating Behaviors <i>(behaviors of the teacher or caregiver when a child is in various states of arousal)</i>	Talking Poking Noise Television	Frustration, anxiety Communicate from distance without eye contact Complex, compound directives Ultimatums	Raised voice Raised hand Shaking finger Tone of voice, yelling, threats Chaos in class	Increased or continued frustration More yelling Chaos Sense of fear	Inappropriate physical restraint Grabbing Shaking Screaming
<i>Regulating Brain Region</i>	<b>NEOCORTEX</b> Cortex	<b>CORTEX</b> Limbic	<b>LIMBIC</b> Midbrain	<b>MIDBRAIN</b> Brainstem	<b>BRAINSTEM</b> Autonomic
<i>Cognition</i>	<b>ABSTRACT</b>	<b>CONCRETE</b>	<b>EMOTIONAL</b>	<b>REACTIVE</b>	<b>REFLEXIVE</b>
<b>STATE</b>	<b>CALM</b>	<b>ALERT</b>	<b>ALARM</b>	<b>FEAR</b>	<b>TERROR</b>