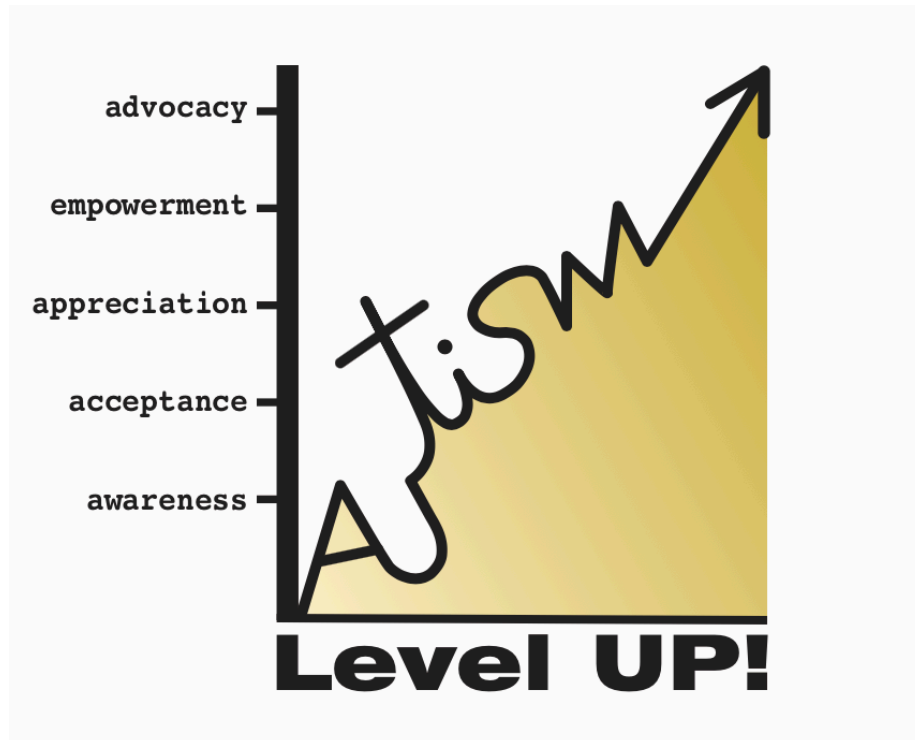


Autism Level UP!

Wherever you are, take
the next step!



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Energy Needed
(Match for the Activity)

My Energy
(Where I Am)

Maxed Out / Frenzied

Amped Up / Fidgety

Focused / Purposeful

Settled / Calm

Sleepy / Still

Asleep

Energy Needed
(Match for the Activity)

My Energy
(Where I Am)



Elekid -

stores electricity in its body. If it touches metal and accidentally discharges all its built-up electricity, Elekid begins swinging its arms in circles to recharge itself!



Pikachu -

whenever Pikachu comes across something new, it blasts it with a jolt of electricity!



Squirtle -

may be slow and steady; may swim fast for its target!



Diglet -

grounded, creates soil excellent for growth!



Abra -

senses even when it's sleeping!



Snorlax -

asleep...deep sleep!

Energy Needed (Match for the Activity)

My Energy (Where I Am)

Potassium (K, 19) -

reacts rapidly with atmospheric oxygen to make potassium peroxide in seconds; can easily create a positive ionic charge; needed in the human body to support many basic functions.

Samarium (Sm, 62) -

magnetic, rare earth semi-metal, fairly volatile; used as a catalyst in chemical reactions; used in x-ray lasers.

Iron (Fe, 26) -

needed in blood, earth's outer and inner core and crust. Reacts with water and oxygen. As the most abundant element by mass, it has many purposes.

Platinum (Pt, 78) -

highly unreactive but malleable, non-toxic, stable and resistant to corrosion.

Xenon (Xe, 54) -

noble gas; generally unreactive, but it can undergo a few chemical reactions.

Argon (Ar, 18) -

inert gas; name derived from the greek word for "inactive" (ἀργόν)

Energy Needed
(Match for the Activity)

My Energy
(Where I Am)

Hyper / Over-the-Top

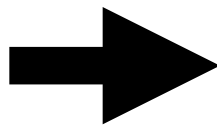
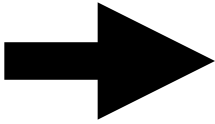
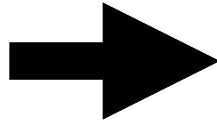
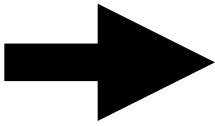
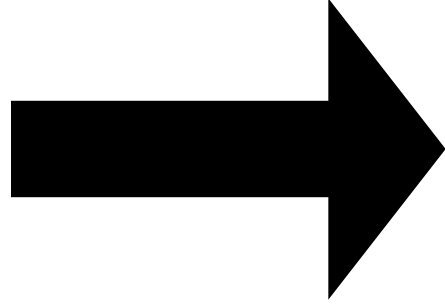
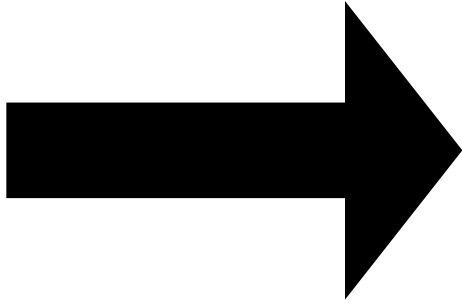
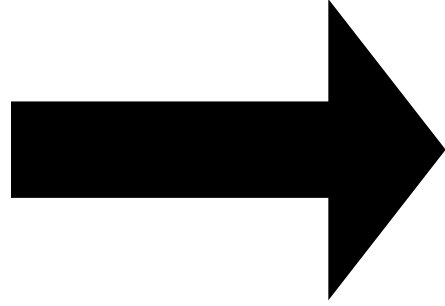
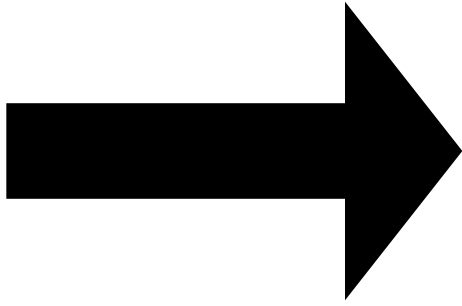
Energetic / Jumpy







Ready / Paying Attention







Chill / Calm




Tired / Sluggish



ZZZZZ



What others see, hear, observe	<h1 style="text-align: center;">My Energy</h1> <p style="text-align: center;">(Where I Am)</p>	What I feel or experience
	 <p>Maxed Out/ Frenzied Often seen as: <i>not available for learning and interaction</i></p> <p>Often feels like: <i>bursting energy or shut down</i></p> <p>Where it fits: <i>upsetting event, recess</i></p>	
	 <p>Amped Up / Fidgety Often seen as: <i>hyper</i></p> <p>Often feels like: <i>expanding energy</i></p> <p>Where it fits: <i>PE class, celebration</i></p>	
	 <p>Focused / Purposeful Often seen as: <i>activity oriented and engaged</i></p> <p>Often feels like: <i>directed flow of energy</i></p> <p>Where it fits: <i>hobby or preferred activity, class, sports practice</i></p>	
	 <p>Settled / Calm Often seen as: <i>relaxed</i></p> <p>Often feels like: <i>slow, steady, pulsing energy</i></p> <p>Where it fits: <i>reading, listening to music</i></p>	
	 <p>Sleepy / Still Often seen as: <i>sluggish</i></p> <p>Often feels like: <i>energy is drained</i></p> <p>Where it fits: <i>beginning or end of day, hungry, sick</i></p>	
	 <p>Asleep</p>	

What others see, hear, observe	My Energy (Where I Am)	What I feel or experience
<ul style="list-style-type: none"> • Intense movement • Loud vocalizations • Unable to speak • Extreme emotion • Tense body • Still • Disconnected 	 <p>Maxed Out/ Frenzied Often seen as: <i>not available for learning and interaction</i></p> <p>Often feels like: <i>bursting energy or shut down</i></p> <p>Where it fits: <i>upsetting event, recess</i></p>	<ul style="list-style-type: none"> • Explosive energy • Blank / hollow • World is a blur • Disconnected • Overwhelmed • Elation / Joy • Need to release
<ul style="list-style-type: none"> • Chatty • Constant movement • Fidgety • Squeaks, squeals, giggles • Flaps, jumps, runs 	 <p>Amped Up / Fidgety Often seen as: <i>hyper</i></p> <p>Often feels like: <i>expanding energy</i></p> <p>Where it fits: <i>PE class, celebration</i></p>	<ul style="list-style-type: none"> • Energy building • Hard to sit still • Harder to express myself and access language • Need to move • Need physical space
<ul style="list-style-type: none"> • Object / activity focused • Difficulty shifting attention from current focus • Conversation or communicative focus on activity 	 <p>Focused / Purposeful Often seen as: <i>activity oriented and engaged</i></p> <p>Often feels like: <i>directed flow of energy</i></p> <p>Where it fits: <i>hobby or preferred activity, class, sports practice</i></p>	<ul style="list-style-type: none"> • Flowing energy • Tunnel vision • Engaged and determined • Ready • Flow • Confident and capable
<ul style="list-style-type: none"> • Stillness • Slow rhythmic movements • Humming /echoing • May seem inwardly focused • Calm • Quiet 	 <p>Settled / Calm Often seen as: <i>relaxed</i></p> <p>Often feels like: <i>slow, steady, pulsing energy</i></p> <p>Where it fits: <i>reading, listening to music</i></p>	<ul style="list-style-type: none"> • Rhythmic energy • Neutral • Safe • Content • Repetitive speech (out-loud or in my head)
<ul style="list-style-type: none"> • Not engaged • Not excited by topics of interest • Low energy • Hyper-activity • Drained • More sensitive 	 <p>Sleepy / Still Often seen as: <i>sluggish</i></p> <p>Often feels like: <i>energy is drained</i></p> <p>Where it fits: <i>beginning or end of day, hungry, sick</i></p>	<ul style="list-style-type: none"> • Lack of energy • Increased sensory sensitivity • Hard to access language • Need personal space and quiet
<ul style="list-style-type: none"> • ZZZZZzzzzzz 	 <p>Asleep</p>	<ul style="list-style-type: none"> • ZZZZZzzzzzz

What others see, hear, observe	<h1 style="text-align: center;">My Energy</h1> <p style="text-align: center;">(Where I Am)</p>	What I feel or experience
	 <p>Maxed Out/ Frenzied Often seen as: <i>not available for learning and interaction</i></p> <p>Often feels like: <i>bursting energy or shut down</i></p> <p>Where it fits: <i>upsetting event, recess</i></p>	
	 <p>Amped Up / Fidgety Often seen as: <i>hyper</i></p> <p>Often feels like: <i>expanding energy</i></p> <p>Where it fits: <i>PE class, celebration</i></p>	
	 <p>Focused / Purposeful Often seen as: <i>activity oriented and engaged</i></p> <p>Often feels like: <i>directed flow of energy</i></p> <p>Where it fits: <i>hobby or preferred activity, class, sports practice</i></p>	








What others see, hear, observe	<h1 style="text-align: center;">My Energy</h1> <p style="text-align: center;">(Where I Am)</p>	What I feel or experience
	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p><u>Settled / Calm</u> Often seen as: <i>relaxed</i></p> <p>Often feels like: <i>slow, steady, pulsing energy</i></p> <p>Where it fits: <i>reading, listening to music</i></p> </div> </div>	
	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p><u>Sleepy / Still</u> Often seen as: <i>sluggish</i></p> <p>Often feels like: <i>energy is drained</i></p> <p>Where it fits: <i>beginning or end of day, hungry, sick</i></p> </div> </div>	
	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p><u>Asleep</u></p> </div> </div>	








Sensory System	Tools and Strategies	How it changes my energy...			How much I like it...		
		Soothing	Neutral	Alerting	Yuck	Okay	Awesome
Vestibular (movement/position in space)	<i>Jump up and down</i>						
	<i>Touch toes / stretch</i>						
	<i>Spin or dance</i>						
	<i>Sprint or run up stairs</i>						
	<i>Rock</i>						
	<i>Go for a walk</i>						
	<i>Flap hands</i>						
	<i>Swing</i>						
Proprioceptive (muscle and joint input; position/pressure... often considered the universal regulator - same input can increase or decrease arousal)	<i>Ask for tight hug from trusted person</i>						
	<i>Carry heavy items</i>						
	<i>Stomp feet</i>						
	<i>Use weighted blanket or hug vest</i>						
	<i>Play tug-of-war</i>						
	<i>Take deep breaths</i>						
	<i>Do chair push-ups</i>						
	<i>Squeeze putty, play doh, stress ball</i>						
	<i>Squeeze hands</i>						
	<i>Use a chewy</i>						
<i>Suck on a straw or water bottle</i>							
Tactile (touch)	<i>Ask for a massage from trusted person</i>						
	<i>Stroke preferred fabric/surface</i>						
	<i>Tap fingers on table/desk/leg</i>						
	<i>Use koosh ball or textured fidget</i>						
	<i>Use texture bins</i>						
	<i>Hold stuffed animals</i>						
	<i>Shuffle deck of cards</i>						
	<i>Clap hands / give high five</i>						
	<i>Finger paint, color, or draw</i>						
	<i>Rub worry stone or smooth object</i>						








Sensory System	Tools and Strategies	How it changes my energy...			How much I like it...		
		Soothing	Neutral	Alerting	Yuck	Okay	Awesome
Auditory (sound)	<i>Listen to music with steady beat</i>						
	<i>Listen to quick/improvised music</i>						
	<i>Sing favorite song</i>						
	<i>Listen to nature sounds (go outside)</i>						
	<i>Talk quietly to self</i>						
	<i>Play with whistles, kazoos or drums</i>						
	<i>Overear defenders / earplugs</i>						
	<i>Go to a quiet space</i>						
Visual (sight)	<i>Play with a kaleidoscope</i>						
	<i>Use fidget spinner</i>						
	<i>Watch bubbles, colors, lights</i>						
	<i>Use glitter calm-down jar</i>						
	<i>Look at clouds/stars/sky</i>						
	<i>Look away</i>						
	<i>Build with blocks/legos</i>						
	<i>Read book</i>						
Gustatory (taste)	<i>Eat a sweet food</i>						
	<i>Eat a salty food</i>						
	<i>Eat a sour food</i>						
	<i>Eat a spicy food</i>						
	<i>Chew gum</i>						
	<i>Drink preferred beverage</i>						
Olfactory (smell)	<i>Hide nose in shirt</i>						
	<i>Smell something citrus (lemon)</i>						
	<i>Smell grass or flowers</i>						
	<i>Smell minty scents</i>						
	<i>Smell preferred toys/objects/people</i>						

Sensory System	Tools and Strategies	How it changes my energy...			How much I like it...		
		Soothing	Neutral	Alerting	Yuck	Okay	Awesome
Vestibular (movement/position in space)	<i>Touch toes / stretch</i>						
	<i>Flap hands</i>						
	<i>Rock</i>						
Proprioceptive (muscle and joint input; position/pressure... often considered the universal regulator - same input can increase or decrease arousal)	<i>Ask for tight hug from trusted person</i>						
	<i>Stomp feet</i>						
	<i>Squeeze hands</i>						
	<i>Take deep breaths</i>						
Tactile (touch)	<i>Ask for a massage from trusted person</i>						
	<i>Clap hands / give high five</i>						


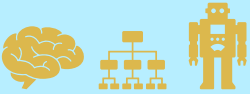

Sensory System	Tools and Strategies	How it changes my energy...			How much I like it...		
		Soothing	Neutral	Alerting	Yuck	Okay	Awesome
Auditory (sound)	<i>Take a break / go to quiet space</i>						
	<i>Sing favorite song</i>						
Visual (sight)	<i>Build with blocks/legos</i>						
	<i>Look away</i>						
Gustatory (taste)	<i>Eat food</i>						
	<i>Drink water</i>						
Olfactory (smell)	<i>Hide nose in shirt</i>						
	<i>Smell preferred toys/objects/people</i>						


	Factors to Consider	My Experience
Physiological 	<ul style="list-style-type: none"> • Sleep • Nourishment <ul style="list-style-type: none"> • Water, caloric intake • Quantity, quality • Health <ul style="list-style-type: none"> • Illness, allergy, injury 	
Interoception 	<ul style="list-style-type: none"> • Perception of Hunger • Perception of Pain • Perception of Arousal/Energy • Perception of Emotion • Perception of Needing to go to Bathroom 	
Sensory 	<ul style="list-style-type: none"> • Hypersensitivities / Hypo-sensitivities <ul style="list-style-type: none"> • Sound, smell, taste, touch, visual, spatial, vestibular, proprioceptive • Preference for Seeking or Avoiding Sensory Input <ul style="list-style-type: none"> • Frequency, intensity, time, type 	
Motor 	<ul style="list-style-type: none"> • Muscle Tone • Coordination/ Strength/ Endurance • Bodily / Spatial Awareness • Use of Mobility Support / Device • Preference for Movement 	
Cognitive 	<ul style="list-style-type: none"> • Executive Functioning Abilities <ul style="list-style-type: none"> • Decision-making • Processing and learning style • Prior Experience / Interests • Social Understanding • Reliance on Routine/ Predictability 	
Communication 	<ul style="list-style-type: none"> • Receptive Communication Abilities/Mean <ul style="list-style-type: none"> • Non-verbal, symbolic • Expressive Communication Abilities/Mean <ul style="list-style-type: none"> • Non-verbal, symbolic 	
Social 	<ul style="list-style-type: none"> • Social motivation • Preferred social partners (may be specific or general - e.g., sibling, older kids, younger kids, those with shared interests, etc.) 	

	Factors to Consider	Activity Characteristics
Physiological 	<div style="border: 1px solid black; padding: 5px;"> Overall Energy Level Associated with Successful Participation in the the Activity </div>	Physiological considerations for activity:
Interoception 		Are there interoceptive processes critical to the activity or that could influence engagement?
Sensory 	<ul style="list-style-type: none"> • Sensory Qualities of Activity • Characteristic Inputs: <ul style="list-style-type: none"> • Sound, smell, taste, touch, visual, spatial, vestibular, proprioceptive • Frequency, Intensity, & Duration of Inputs 	
Motor 	<ul style="list-style-type: none"> • Motor Demands of Activity • Strength/Endurance/Coordination • Fine Motor / Gross Motor 	
Cognitive 	<ul style="list-style-type: none"> • Executive Functioning Requirements of Activity • Familiarity / Predictability/ Prior Experience • Purpose of task/activity is explicit • Emotional Memory 	
Communication 	<ul style="list-style-type: none"> • Communicative Expectations of Activity • Expressive & Receptive Mode(s) of Communication Used by Partners • Access to Augmentative Communication Systems 	
Social 	<ul style="list-style-type: none"> • Social Expectations of Activity • Social Complexity • Clarity of Roles 	

	Factors to Consider	Environmental Characteristics
Physiological 	<div style="border: 1px solid black; padding: 5px;"> Overall Energy Level Associated Engaging in the Environment </div>	Physiological considerations for environment and natural supports:
Interoception 		Are there interoceptive processes critical to interacting within this environment and engaging?
Sensory 	<ul style="list-style-type: none"> • Sensory Qualities of Environment • Characteristic Inputs: <ul style="list-style-type: none"> • Sound, smell, taste, touch, visual, spatial, vestibular, proprioceptive • Frequency, Intensity, & Duration of Inputs 	
Motor 	<ul style="list-style-type: none"> • Physical Layout of Environment • Accessibility 	
Cognitive 	<ul style="list-style-type: none"> • Familiarity of Environment • Predictability of Environment • Emotional Memories Tied to Environment 	
Communication 	<ul style="list-style-type: none"> • Access to Augmentative Communication Systems • Interactive Demands (e.g., face to face, virtual, verbal, visually supported, etc) 	
Social 	<ul style="list-style-type: none"> • Social Expectations of Activity • Social Complexity • Clarity of Roles 	

	My Experience	Environmental Characteristics	Activity Characteristics	Matches and Mismatches
<p>Physiological</p> 		<p>Physiological considerations for environment and natural supports:</p> <p>-</p>	<p>Physiological considerations for activity:</p> <p>-</p>	
<p>Interoception</p> 	-	<p>Are there interoceptive processes critical to interacting within this environment and engaging?</p> <p>-</p>	<p>Are there interoceptive processes critical to the activity or that could influence engagement?</p> <p>-</p>	
<p>Sensory</p> 	-			

	My Experience	Environmental Characteristics	Activity Characteristics	Matches and Mismatches
Motor 				
Cognitive 				
Communication 				

	My Experience	Environmental Characteristics	Activity Characteristics	Matches and Mismatches
Social 				

Strategies for partners and accommodations needed for activity / environment:








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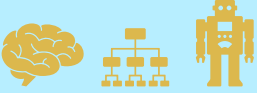


Tools and resources available / other important notes:








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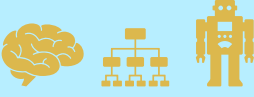

Strategies for the individual (see Regulatory 2.0):

-

		Make sure these factors are considered and, if possible, addressed before other Power Down strategies are implemented.		
Physiological 	Does the individual need to: - eat - go to bathroom - sleep Are there needs related to: - allergies / illness - medication - chronic pain	Every Day ROUTINE Strategies :		
Interoception 		Situation Specific Strategies:		
		1 Level Power DOWN	2 Level Power DOWN	3+ Level Power DOWN
Sensory 	Sensorimotor/ Behavioral	Fidget toy	Flap	Take a break
Motor 		Squeeze hands	Chewy or crunchy food	Dance
		Yoga / stretch / touch toes	Joint compressions	Jumping / flipping / running
		Rock	Go for a walk	Ask for space and time
		Ask for a tight hug	Chair push-ups	
			Ask for help	
Cognitive 	Reflective / Metacognitive ... Language / Information	Visual schedule	Social story	Access to multimodal communication
Communication 		Timer	Self talk to stay focused	Visual choices of intense sensorimotor activities
Social 		Access to multimodal communication	Access to multimodal communication	Give space and time for sensorimotor strategy use
		First/ then board	Ask for / give break	
	Ask for / give help	Use Energy Meter		
	Use Energy Meter	Use Regulator 2.0		
	Use Regulator 2.0			

		Make sure these factors are considered and, if possible, addressed before other Power Down strategies are implemented.		
Physiological 	Does _____ need to: - eat - go to bathroom - sleep Are there needs related to: - allergies / illness - medication - chronic pain	Every Day ROUTINE Strategies :		
Interoception 		Situation Specific Strategies:		
		1 Level Power DOWN	2 Level Power DOWN	3+ Level Power DOWN
Sensory 	Sensorimotor/ Behavioral			Take a break / ask for space
Motor 				
Cognitive 	Language / Information ... Reflective / Metacognitive	Ask for / give help Use Energy Meter Use Regulator 2.0	Ask for / give break Use Energy Meter Use Regulator 2.0	Access to multimodal communication Visual choices of intense sensorimotor activities Give space and time for sensorimotor strategy use
Communication 				
Social 				

		Make sure these factors are considered and, if possible, addressed before other Power UP strategies are implemented.		
Physiological 	Does the individual need to: - eat - go to bathroom - sleep Are there needs related to: - allergies / illness - medication - chronic pain	Every Day ROUTINE Strategies :		
Interoception 		Situation Specific Strategies:		
		1 Level Power UP	2 Level Power UP	3+ Level Power UP
Sensory 	Sensorimotor/ Behavioral	Fidget toy	Stand to work	Jumping jacks
Motor 		Squeeze hands	Chewy or crunchy food	Swinging
		Chair push up	Joint compressions / hug	Run
		Suck on straw or water bottle	Go for a walk	Spin / Dance
				Head inversion
Cognitive 	Reflective / Metacognitive ... Language / Information ...	Visual schedule	Social story	Access to multimodal communication
Communication 		Timer	Self talk to stay focused	Visual choices of intense sensorimotor activities
Social 		Access to multimodal communication	Access to multimodal communication	Give space and time for sensorimotor strategy use
		First/ then board	Ask for / give break	
	Ask for / give help	Use Energy Meter		
	Use Energy Meter	Use Regulator 2.0		
	Use Regulator 2.0			

<p>Make sure these factors are considered and, if possible, addressed before other Power UP strategies are implemented.</p>				
<p>Physiological</p> 	<p>Does _____ need to:</p> <ul style="list-style-type: none"> - eat - go to bathroom - sleep 	<p>Every Day ROUTINE Strategies :</p>		
<p>Interoception</p> 	<p>Are there needs related to:</p> <ul style="list-style-type: none"> - allergies / illness - medication - chronic pain 	<p>Situation Specific Strategies:</p>		
		<p>1 Level Power UP</p>	<p>2 Level Power UP</p>	<p>3+ Level Power UP</p>
<p>Sensory</p> 	<p>Sensorimotor/ Behavioral</p>			
<p>Motor</p> 				
<p>Cognitive</p> 	<p>Language / Information ... Reflective / Metacognitive</p>	<p>Ask for / give help</p>	<p>Ask for / give break</p>	<p>Access to multimodal communication</p>
<p>Communication</p> 		<p>Use Energy Meter</p>	<p>Use Energy Meter</p>	<p>Visual choices of intense sensorimotor activities</p>
		<p>Use Regulator 2.0</p>	<p>Use Regulator 2.0</p>	<p>Give space and time for sensorimotor strategy use</p>
<p>Social</p> 