**Module Two | Worksheet 1**

**Sensory Systems Implications for Practice**

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| **How might this information influence and change how you understand what you're seeing?** |
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| **How might this information influence and change how you intervene and support a dysregulated child?** |
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**Module Two | Worksheet 2**

**Experiential Exercise**

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| **The Listener** | |
| **What did it feel like for you knowing you had to remember the details - what emotions did that give you?** |  |
| **What urges did you notice?** |  |
| **What was it like to come back to the here and now? What emotions came up when you were trying to answer the questions? What did you notice you did with the gaps in information?** |  |
| **The Talker** | |
| **What did it feel like for you knowing the listener wasn't giving you their full attention?** |  |
| **What urges did you notice?** |  |
| **What experience did you have and emotions did you notice when they couldn't fully answer your questions?**  **What urges did you notice?** |  |

**Module Two | Worksheet 3**

**Dissociation Implications for Practice**

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| **How does this knowledge of dissociation influence how you understand the problems you are seeing?** |
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| **How does this knowledge of dissociation influence how you support children who might be highly dissociative?** |
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**Module Two | Worksheet 4**

**Emotional & Behavioural regulation Implications for Practice**

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| **How might this information influence and change how you understand what you're seeing?** |
|  |
| **How might this information influence and change how you intervene and support a dysregulated child?** |
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