

»»» CALMING AREAS «««

Calming Areas Are...

- A safe place in the classroom, not limited by physical space and can be digital.
- A great way to promote emotional regulation.
- A trauma-informed practice.

Calming Areas Are NOT...

- A behavior management tool used for punishment.
- Students escaping from undesired tasks.
- A place for students to hang out with friends and play.

Three Guiding Principles

Principle 1: Care for Yourself

Principle 2: Invest in Relationships

Principle 3: Teach the Skills

»»» CALMING AREA GUIDANCE

- Clear the space of everything that isn't a part of the calming area.
- Allow enough room for a student to sit comfortably.
- Away from high-traffic areas, but still visible to the teacher.
- Soft comfortable seating, laminated guides, fidget and sensory items.

»»» IMPLEMENTATION

- Step One: Check in with Yourself
 - Breathe - Self-Talk - Depersonalize
- Step Two: Check in with the student
- Step Three: Offer Calming Choices
- Step Four: Observe and Respond
- Step Five: Loop Back to Yourself

Check feelings (yours and theirs)

Offer choices

Observe the response

Loop back to yourself

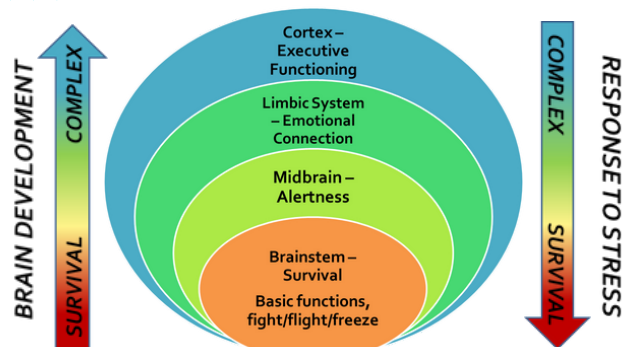
(Developed by Elizabeth H. Connors, February 2020)

»»» SELF - CARE

Supporting students escalating or in crisis is stressful and hard work.

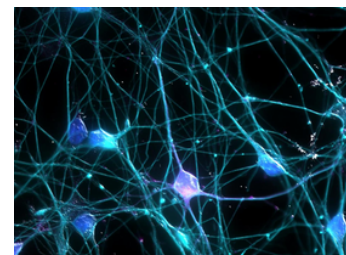
- Reflect on what worked well and what you would do differently next time.
- What do you need to recharge and reset for the next day?
 - Go for a walk
 - Exercise
 - Find some humor
 - Debrief with a friend
 - Get plenty of rest
 - Use your 5 senses to relax

»»» HIERARCHY OF BRAIN DEVELOPMENT



The 3R's

1. **REGULATE** - Calm the fight/flight/freeze center.
2. **RELATE** - Empathize with how they feel and their emotions.
3. **REASON** - Guide them through processing what happened and how they reacted.



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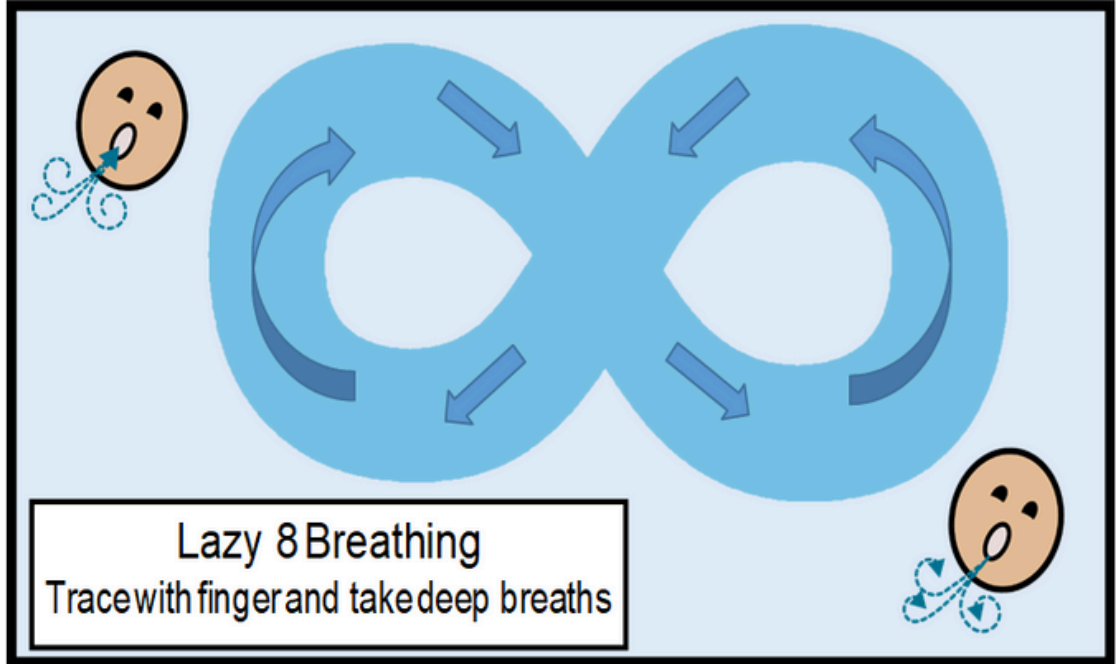
BASED ON THE MODEL FOR HIERARCHY OF BRAIN DEVELOPMENT BY DR. BRUCE PERRY, MD/PHD, CHILD TRAUMA ACADEMY, HOUSTON, TX

VISUAL TOOLS

I can ground myself

-  5 things I can see
-  4 things I can touch
-  3 things I can hear
-  2 things I can smell
-  1 thing I can do

SOURCE CHILL SKILLS KIT ETSY



Lazy 8 Breathing
Trace with finger and take deep breaths

SOURCE CHILL SKILLS KIT ETSY

SAMA De-Escalation Script

Prevention is Key! Used to prevent a behavior from turning into a crisis.

Use when you anticipate an escalation in behavior.

De-Escalation Don't

- Force a student to talk.
- De-Escalate in public.
- Place blame on the student
- Tell the student what to do.
- Get hung up on the script.
- Do or say anything that seems to escalate the situation.

De-Escalation Do

- Practice the verbal de-escalation script.
- Get to know your students & what might trigger them.
- Stay calm.
- A student may need some cool down or processing time - provide wait time and check back.

I see you are (describe behavior).	Identify the behavior that signals to you the student is emotionally escalated.
Are you feeling (emotion)?	Inquire if you interpret the observed behavior correctly.
I can see that you are (emotion).	Affirm what the student says.
What are you (emotion) about?	Inquire why the student is feeling that way.
So, you're (emotion) about _____. Is that right?	Restate what you heard to verify your understanding and demonstrate that you're listening.
What do you want?	Assist the student in identifying what options are reasonably available.
What have you tried? What did you do?	Guide the student through a process of self-reflection.
How well has that worked?	Help the student assess their progress in dealing with the situation.
What else are you willing to try? Would you like to hear my ideas? You could try _____ or _____.	Provide alternatives if the student is struggling with identifying other ways to deal—the student chooses the next step.
Will you let me know how it goes?	Follow up with the student within an appropriate amount of time, this will help build trust.

Source: <https://www.trepeducator.org/practice-briefs>

➤➤➤ FIVE STRATEGIES TO SUPPORT WITH CALMING AREAS

- Develop a list of calming choices for your classroom. Continually reassess and update calming choices.
- Develop a vocabulary for everyone in your classroom to talk about feelings, coping, and calming.
- Provide 5-7 visual aides of things students can do to calm.
- Allow student feedback.
- Practice, Practice, Practice!

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