### Teacher De-escalation Reflection

Self-assessment to determine areas of growth and strength for your classroom.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Reflection | Not yet | Some-times | Mostly | All the time |
| Your class has a daily, regular and consistent routine that students know and which is infrequently altered. |  |  |  |  |
| Unexpected routine changes are well communicated to all students. |  |  |  |  |
| The furnishings, lighting, spatial layout of the classroom support a low-stress approach. |  |  |  |  |
| Staff and students feel comfortable to use available supports when stressed. |  |  |  |  |
| Students and staff have a regular check-in procedure before school, and throughout the day for escalated students. |  |  |  |  |
| Students understand when they are stressed and have a class-based approach to calm down. |  |  |  |  |
| There is an effective, standardised system of self-regulation used in your classroom. |  |  |  |  |
| Students and staff presenting in escalated states are quickly identified and appropriately supported. |  |  |  |  |
| De-escalation tools specific to individual students have been identified and are used. |  |  |  |  |
| Other students and staff are protected from escalating incidents where possible. |  |  |  |  |
| Students generally feel safe and trusting in the classroom. |  |  |  |  |
| There are appropriate de-briefing, and/or grief and loss supports, for staff and students following an escalated incident. |  |  |  |  |
| There are quiet soothing spaces in each classroom and they are available to students during breaks. |  |  |  |  |
| Relaxation methods, and social and emotional learning, are delivered in the class. |  |  |  |  |
| Staff take care of their own stress levels. |  |  |  |  |

Adapted from Berry Street Education Model