

Teacher De-escalation Reflection

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

Reflection	Not yet	Sometimes	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