

## Figure 6.4: Classroom setup for emotional regulation and engagement observation list.

### Spaces

- Students have an area to go to reregulate (or a process for taking a moment outside of the classroom)
- Students have a variety of spaces to work and focus
- Emotional awareness is represented in the classroom space (on the walls, with student voice on bulletin boards, and so on)
- Students can advocate to change seats to support focus or regulation
- Students have access to a trusted support person when in crisis

### Notes:

### Tools

- The classroom has a process for expressing emotional or regulation needs that allows students to get what they need in the least disruptive way to instruction, such as the following:
  - Hand signals
  - Use of a pass
  - Hand raising
  - Accessing peer help
- Fidget toys or other sensory tools are available for students to use (examples include quiet objects of varying sensory feedback, Velcro strips on desks, glitter jars, and more)
- There are multiple ways to engage, including the following:
  - Verbal statements
  - Writing
  - Submitting digitally

### Notes:

**Student Awareness**

Students know how to do the following:

- Begin and end class
- Capture their to-do list items
- Process common activities
- Get help when needed
- Communicate with teachers
- Check their grades
- Work with their peers

**Notes:**