

Supporting our students to self-regulate and de-escalate

Across BRSD, when staff are working with students on self-regulation and de-escalation, the goal is always to preserve student dignity, privacy and safety.

Schools use a variety of strategies to assist students with developing self-regulation skills. Classroom strategies may include:

- a choice of items from a sensory bin (fidgets, Thera-bands on chairs, pencil grippers, gum, etc.),
- alternative seating choices (standing desks, wiggle cushions, hokki stools, yoga ball, etc.),
- lighting adjustments,
- volume control, soft music,
- visual timers, visual supports and/or
- designated quiet spaces within the classroom.

When supporting students with self-regulation we want to ensure the least restrictive environment is used. If necessary, students may choose an area outside of the classroom to work, regulate or calm themselves. This includes hallways, study carrels, Learning Commons, office spaces, gym, or any other available space. Sometimes students are unable to regulate successfully using one of the above strategies and, if their dignity or safety is compromised, an adult may assist them to a safe space.

If a student requires more intensive support and the student's safety, or the safety of other students and/or staff is of concern, a comprehensive support plan is developed. This plan is developed in consultation with the school-based team and parents/guardians. In some circumstances this may include a designated calming space specifically designed to support the individual student's needs. This strategy is not intended to be used long term.

A very limited number of students require this level of support, resulting in few of these spaces being accessed in our schools.

The goal is always to help achieve the vision of *Every Student, Every Day, A Success*. If you'd like to know more, please don't hesitate to talk to your school Principal.

