



to Supporting Students in Distress

Preparing to Keep Them in the Room

Student: _____

Key skills:

- Solid foundational management skills (*skills on the Catalyst Whole Group certification form are a good baseline*)
- Self-regulation skills
- Classroom is organized, easy to navigate, and clutter free
- Ability and willingness to give the student time and space
- Classroom has a safe space where students can go when they are upset
- Willing to problem solve
- Avoids micromanagement
- Is brief and quiet or silent when the student is in distress

Willingness to Adapt:

- Would consider a wide range of changes in their own behavior
- Would consider changes in their environment
- Would consider changes in their interactions with the student
- Willing to receive feedback

Bonus traits:

- When speaking about the child in a crisis situation it is done privately
- Solid Routines
- Presents curriculum visually
- Has a positive relationship with the family
- Growth mindset
- Efficacy
- Ability to recover quickly when under stress
- When they publicly speak about the child they do so in a problem solving or positive manner
- Willing to explore details of the patterns in an attempt to interrupt the pattern and change the pathway

Ideas & Next Steps	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____