



to Supporting Students in Distress

SpACE Team and Plan: Adult Skills Checklist

These planning sheets are for the administration and staff who directly support students who are frequently in distress to use in self-reflection, problem-solving, goal setting and supporting adults who support specific students. These aren't shared with a full team.

Student: _____

Primary Teacher: _____ Role/Position: _____

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. _____



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Student: _____

Additional Adults _____ Role/Position: _____

Key skills:

- ☐ Solid foundational management skills (*skills on the Catalyst Whole Group certification or Para certification form are good baselines*)
- ☐ 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
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