NSW Department of Education

Designing Meaningful Regulation Spaces

A 7 step guide to developing and using regulation spaces for students within school settings.

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Acknowledgement of Country

We recognise the Ongoing Custodians of the lands and waterways where we work and live. We pay respect to Elders past and present as ongoing teachers of knowledge, songlines and stories.

We strive to ensure every Aboriginal and Torres Strait Islander learner in NSW achieves their potential through education.

Learning Intentions & Professional Standards

Learning Intentions

1. Understand the role of regulation spaces in schools

2. Identify the common challenges/current barriers to successful regulation spaces in schools

3. Actively engage in a process to create and/or enhance new and/or current regulation spaces
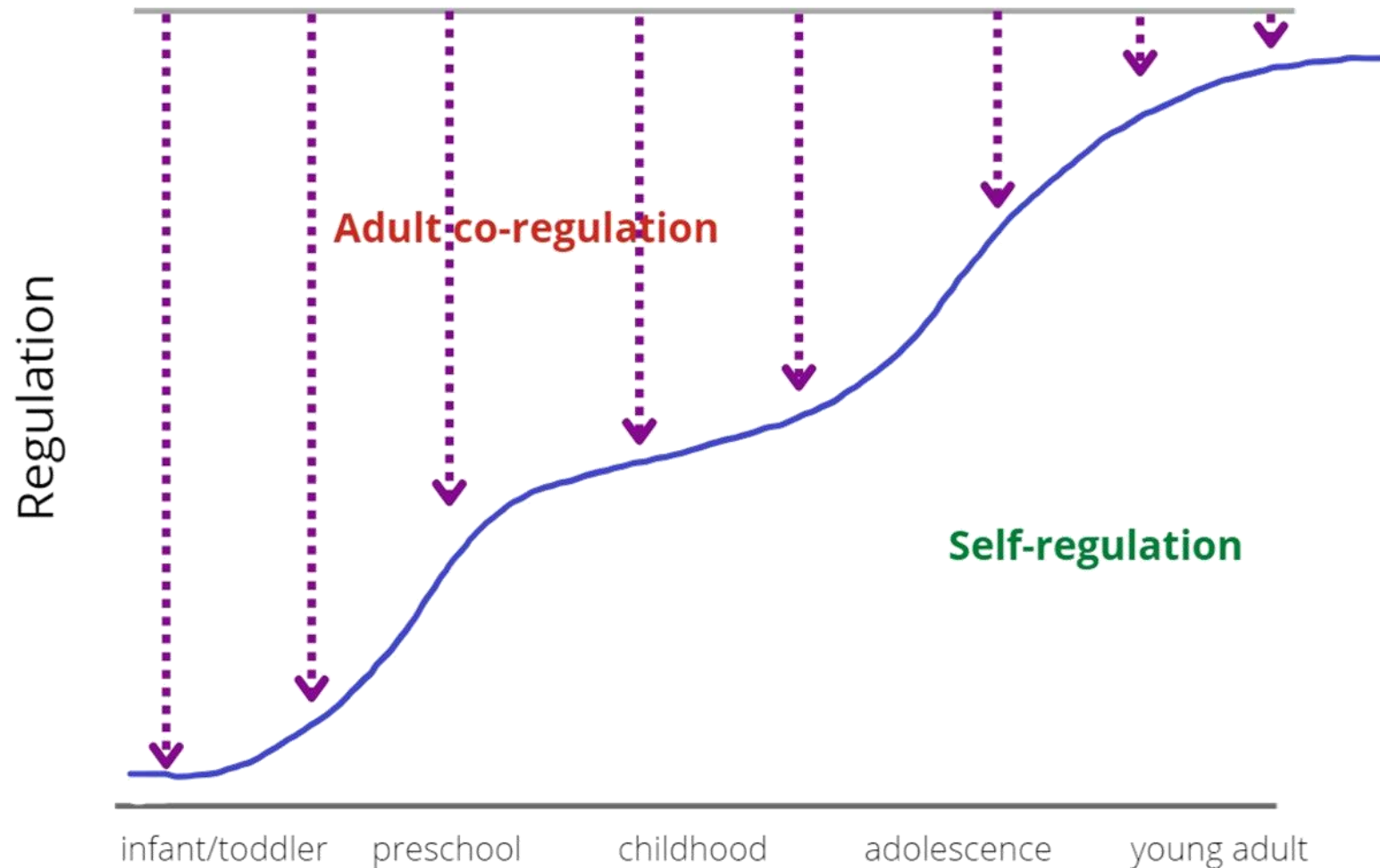
Professional Standards

1.1.4 Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.

4.1.4 Demonstrate and lead by example the development of productive and inclusive learning environments

4.3.4 Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.

What if a regulation space wasn't just a space, but a whole mindset?

1

The role of regulation spaces

Building the Foundation for Lifelong Learning

Regulation

Adult co-regulation

Self-regulation

infant/toddler   preschool   childhood   adolescence   young adult

What is a regulation space?

A well-used proactive regulation space is not a sign of a failing school - it is a sign of a responsive one

Purposefully designed, inclusive, and student-aligned regulation spaces consistently:

➤ Decrease behaviour escalations and reduce suspensions

➤ Enhance the development of self-regulation skills

➤ Increase focus and attention

➤ Improve engagement and learning outcomes

➤ Promote inclusion and build a sense of belonging at school

Grace (2020) and Bartlett & Ellis (2021)

However, regulation spaces can be ineffective or misused if:

➢ There is no clear structure or purpose

➢ Staff lack training in when and how to use the space

➢ Students are not supported to transition back to class

➢ Data is not collected on usage and outcomes

Grace (2020) and Bartlett & Ellis (2021)

2

Common challenges

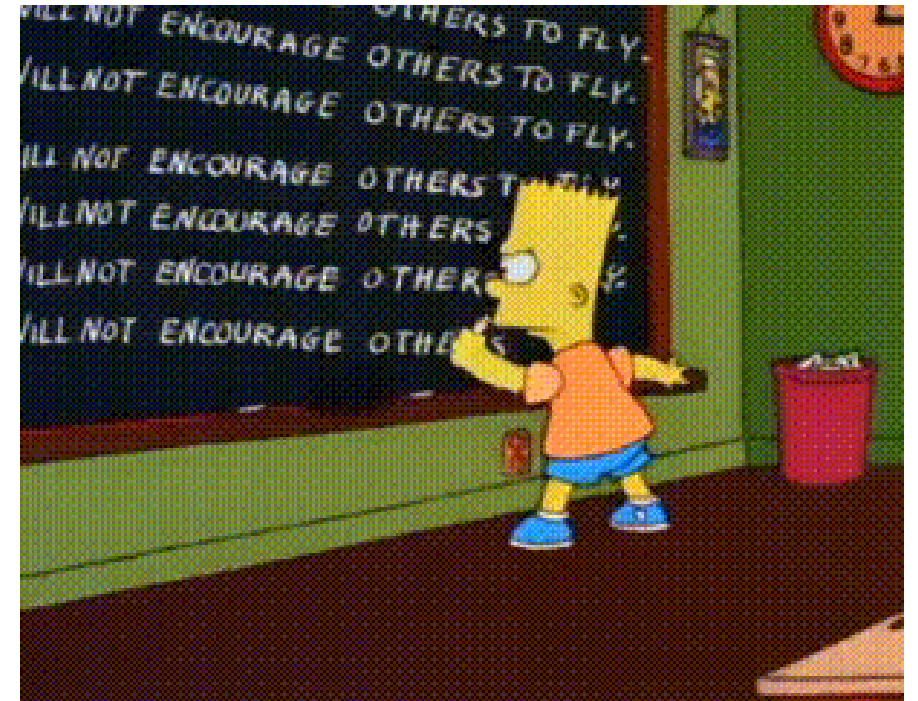Your dream was to create a regulation sanctuary...

BUT...

your reality was there was no budget.

You created a regulation space...

BUT...

somehow it turned into a consequence space.

You created sensory boxes to create calm...

BUT...

ended up dodging flying fidgets

It was supposed to support learning...

BUT...

it turned out it was more fun than being in the classroom.

PARTY ON!

You sent them to regulate...

BUT...

they came back more dysregulated.

No more caffeine for you.

You had everything physically prepared for the space...

BUT...

no-one knew how to use it.

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Thinking through the process

The Process

Step One:
Determine the Purpose

Step Two:
Identify the location for the space/s.

Step Three:
Identify a common language

Step Four:
Set up the space

Step Five:
Establish consistent procedures

Step Six:
Explicit Teaching

Step Seven:
Monitoring and Evaluation

Designing Regulation Spaces
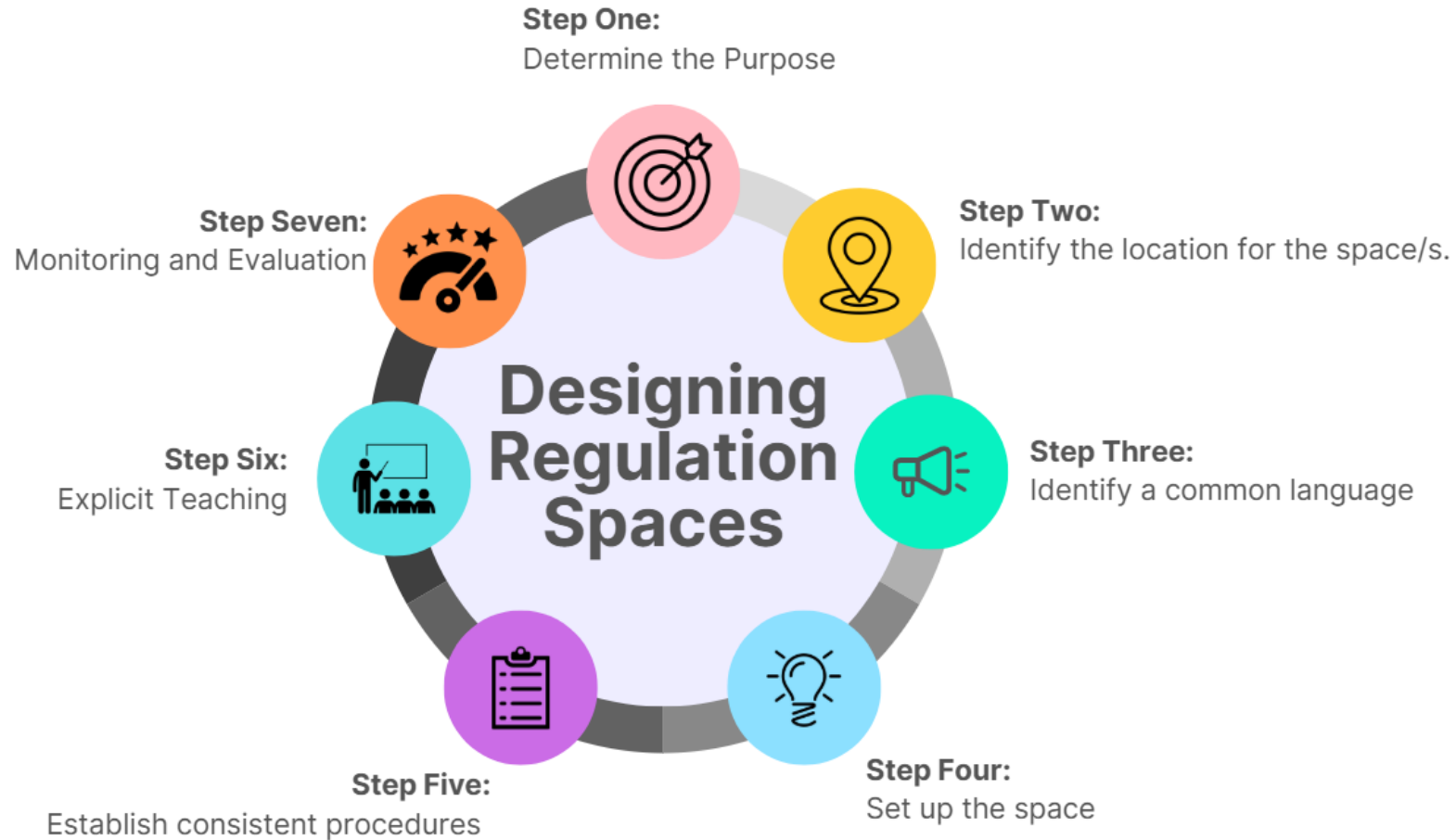
Student and Staff Voice

Staff voice

Student voice

Designing Regulation Spaces
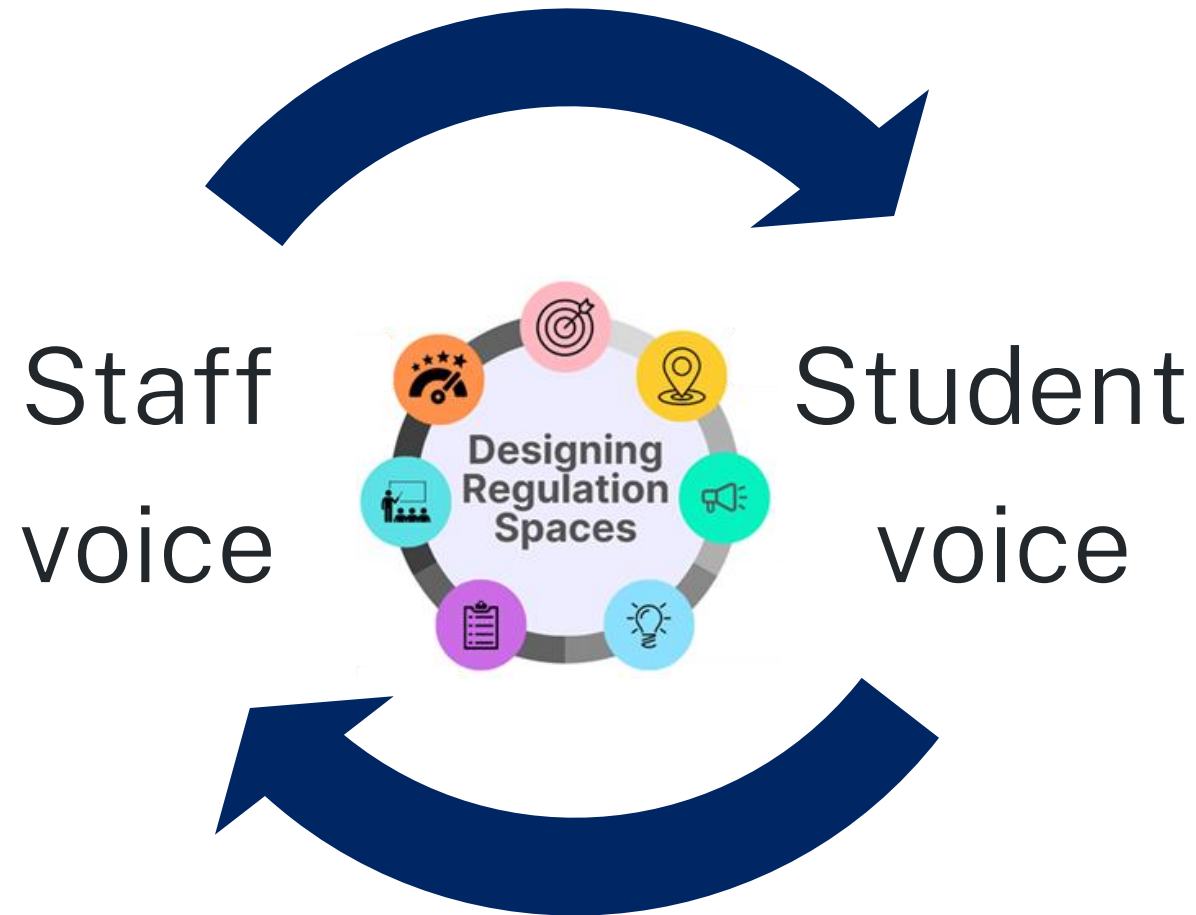
To provide students with an opportunity to up-regulate, maintain, or down-regulate.

To provide students with a quiet area to calm, regulate and reset.

To provide students with a space to release energy and have access to big body movements.
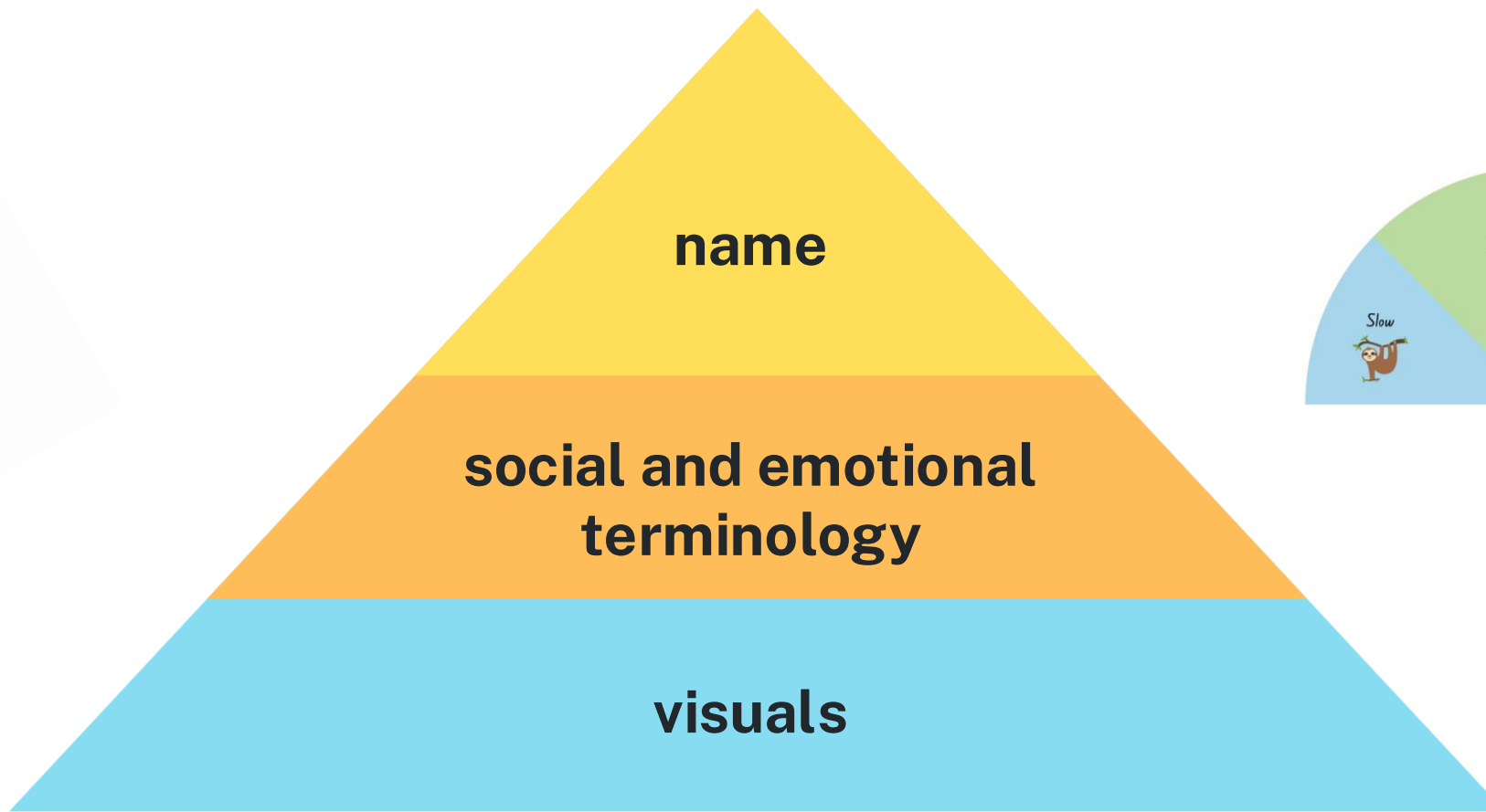
Step 3: Identify a common language

The value is in <u>how</u> students can engage with the space and resources.
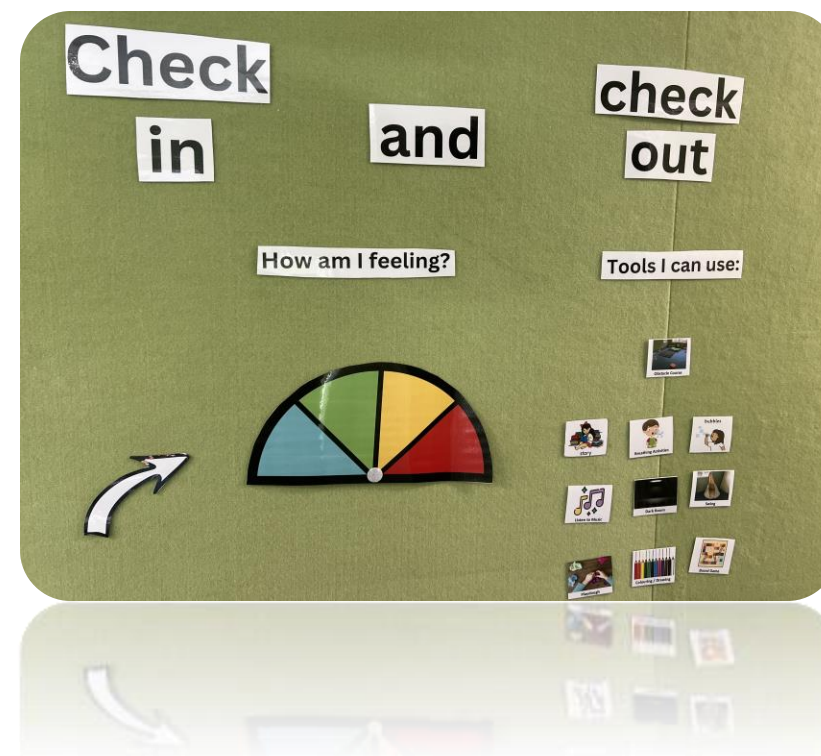
Requesting use of the space

Transition to the space

Check-in system

Selecting and using tools

Check-out system

Transitioning from the space

Step 6: Explicit teaching

Students

Staff

Parents and carers

Explicit teaching to consider modelled, guided and independent support.

Step 7: Monitoring and evaluation

Are regulation spaces meeting the intended purpose?

Do we need to make adaptions?

Have student needs changed?

What further support could students, staff and family/carers benefit from?

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Where to access the guide?