Cool-Down Process

Phase 1: De-escalation through Structured Cooling Off		Phase 2: Stabilization through Active Listening		Phase 3: Responsibility & Re-integration	
Purpose: Invite the student to deescalate by providing a structured, quiet, and safe environment.		Purpose: Provide an opportunity for the student to talk about their feelings/thoughts and <i>actively listen</i> to them.		Purpose: Support the student in taking responsibility for their choices and make a plan for returning to their homeroom.	
First ensure student safety by following Emergency Safety Intervention procedures 1. Student completes a chill (quiet body, quiet mouth) 2. Adult offers student cool-down options, such as: - coloring - Sand tray - Theraputty - calming Apps - Popping bubblewrap - drink of cold water - easy math/reading activities - aromatherapy - mazes, puzzles, word searches - calming music - hard candy or chewy candy/gum - weighted blanket/vest/lap blanket - guided stretching/yoga/exercise - fidget (magnets, Kinex, Rubix cube, etc.) - comfort items (blanket, stuffed animal)		Steps: 1. Engage the student in the reflection process by following the de-brief form. 2. Listen quietly and seek to understand the student's perspective. 3. Actively listen by: - paraphrasing what the student says - asking clarifying questions about how the student felt, what they thought, etc.		Steps: 1. Review the Responsibility Wheel with the student and help them choose which action(s) they will take. 2. Using the student's schedule, make a plan for returning to their class and taking responsibility. 3. Support the student in the transition.	
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