

	<p><b>8. Deciding on the space and setting up agreements. The next day, as a class:</b></p> <ul style="list-style-type: none"> <li>• Pick ideas from the list that are doable and practical for making a time out area.</li> <li>• Establish a plan for how it will be created.</li> <li>• Vote on or choose a name for the area.</li> <li>• Decide if any guidelines are needed about using this calming down place. If the students suggest guidelines, have them select 3 or 4 from the list that can be made into a poster as a reminder.</li> </ul>
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### Tips

- It can be helpful to post a list of things that are useful when you or someone else has a “flipped lid.” When I have a “flipped lid” I could: Take 3 slow deep breaths, go to our cool-down zone, put my head down for 30 seconds, etc. When a friend has a flipped lid, I could: Not take it personally, invite them to breathe deeply, give them space, etc.
- Some teachers are worried students will go to the cool-down spot just to play or to avoid doing their work. If this is one of your concerns bring it up as students are setting the guidelines. It is better to *ask* instead of *tell*. For example, “Do you think that this will be a space to use to play?” “What would happen if you use the space during work time? When would you get your work done?” When a problem develops, it is a great opportunity to review guidelines and focus on solutions. Let the class share how they feel about the space being used this way, as well as their ideas for correcting the problem. When only one student is consistently misusing the space, consider individual problem solving.
- A frequent question from teachers is, “What happens when the student won’t go to the cool down spot?” One reason students refuse to go is that they associate going to “time out” with being bad, or being punished. Another reason is that when someone has “flipped” they are not totally in their thinking brain. Some strategies that have worked for others are:
  - Offer a choice. “\_\_\_\_, you seem upset. Do you think you can cool down at your desk, or would it be helpful to go to the cool-down spot?”
  - Offer an ear. “\_\_\_\_, I can tell you are upset. I’d be glad to listen to what is going on for you after I \_\_\_\_\_. Do you want to wait at your desk or would it be more helpful to go to the cool down spot?”
- Some teams of teachers invite students to use the calming down space in the other classroom, so that they are not as near the incident or people that were the trigger. It is best to do this only in extreme situations. When students are able to stay in the same room they:
  - Miss less class
  - Do not risk being embarrassed by having to leave class or show up in another class
  - Students see how peers can transition from feeling upset to becoming self-regulated.

\*“The Brain in the Palm of the Hand” is the work of Daniel J. Siegel, M.D., first published in his book, *Parenting from the Inside Out* (2003) and more recently published in *The Whole-Brain Child* (2011). Dr. Siegel is not associated and/or affiliated with, and does not endorse and/or sponsor the Positive Discipline Association and/or its activities.