



CARE: Centering Space

Teacher Pre/Post Survey Reflection

Teachers or administrators can use this teacher reflection to measure the impact of your Centering Space test. Guiding components include: cozy seating, visual expectations, breathing strategies, tools to help students recognize feelings, calming activities, and tools to help students identify solutions. To read more about Centering space, visit the [Whole Child website](#).

Note: Your team should choose the questions based on what makes the most sense for your test. That may mean you use some questions in your first pilot and other questions in additional testing. Take a look at your *Planning for Testing* section in your testing guide to help you decide which questions to use.

Survey Questions

1. Feelings on Centering Space:
 - a. Pre: How confident are you that students know how to self-regulate themselves when they are having big feelings?
 - b. Post: Have you noticed a change in your students' ability to calm themselves after they've used the centering space?
2. Self-Driven
 - a. Pre: How frequently do students need your assistance to self-regulate during class?
 - b. Post: Have students become more independent in using the centering space after the space was introduced?
3. Cozy Seating
 - a. Pre: Do you believe that comfortable seating plays a role in helping students calm down? Why or not?
 - b. Post: Do you think the seating is effectively supporting students in self-regulating? How have students responded to it?
4. Visual Expectations
 - a. Pre: How often do you need to guide students through self-regulation when they are having big feelings?
 - b. Post: Do the visual expectations in the centering space reduce the need for teacher intervention during a student's emotional regulation process?
5. Breathing Strategies
 - a. Pre: Are breathing strategies something you currently teach? Do students use them on their own?
 - b. Post: Have you observed students independently using breathing strategies from the centering space? Which ones seem most effective?
6. Tools to Help Students Recognize Feelings
 - a. Pre: How easily do your students identify and articulate their emotions when they are overwhelmed?
 - b. Post: Have the tools in the centering space helped students name their feelings more consistently? What changes have you observed in their ability to recognize emotions?
7. Calming Activities
 - a. Pre: What activities or tools do you currently provide to help students calm down? Are they used effectively?
 - b. Post: Which calming activities or tools in the centering space have been the most popular or effective with your students?

CARE: Centering Space Student Interview Guide

8. Tools to Help Students Identify Solutions
 - a. Pre: How often do students need your help in identifying solutions after an emotional episode?
 - b. Post: Do students appear better able to identify and implement solutions on their own after using the centering space?
9. Overall Self-regulation
 - a. Pre: How would you describe your students' ability to self-regulate and return to tasks after becoming upset?
 - b. Post: Have you observed an improvement in students' ability to calm themselves and re-engage with classroom activities after the centering space was introduced?
10. Overall Problem-Solving Skills
 - a. Pre: How often do you feel the need to intervene when students are experiencing big feelings in the classroom?
 - b. Post: Have you noticed a reduction in the need for teacher intervention since the centering space was implemented?
11. Impact on Classroom Environment
 - a. Pre: How do you feel about the overall emotional climate of your classroom?
 - b. Post: Has the centering space positively influenced the emotional climate of the classroom? If so, how?
12. Impact on Classroom Disruptions
 - a. Pre: Do you believe a calming corner will reduce instructional time lost due to emotional disruptions? Why or why not?
 - b. Post: Have you observed a decrease in the amount of instructional time lost to student emotional outbursts or dysregulation?
13. Professional Reflection and Growth
 - a. Pre: What is your current comfort level with supporting students' emotional regulation needs?
 - b. Post: Has the use of centering space enhanced your ability to support students in developing self-regulation skills?