SHELTON DEVELOPMENTAL PATHWAYS

Teacher Emotional Reset Toolkit

Quick 5R Guide | All five teacher actions at every student support tier

RECOGNIZE - Observe

What do I actually see or hear? Separate observation, feeling, and interpretation. Do not assign motive.

REORIENT - Slow my response

Pause where safe. Breathe. Slow down while maintaining supervision. Is a response required now?

REGULATE - Return to duty

Protect dignity, safety, and learning. Consider required supports and the responsibility of my role.

REFRAME - Choose professional action

Use a calm voice, accessible words, safe positioning, and an appropriate next step or request for assistance.

REPEAT - Listen and adjust

Listen to the response. Repeat or revise the action as the facts require. Review later what repetition teaches.

Safety and access

Do not delay emergency action, required reporting, accommodations, or requests for help to complete this guide. Follow official procedures. Complete calm is not required.

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One Teacher Response Card

Student has not started the assigned task | Teacher-facing practice

RECOGNIZE

The student has not started. I do not yet know why. Notice my own activation without treating it as evidence of intent.

REORIENT

Pause. Slow my voice. Approach safely and privately where possible while supervising the class.

REGULATE

My task is to preserve dignity, protect learning, and provide required support.

REFRAME

Check understanding, task access, and the student's stated difficulty. Offer a manageable first step.

REPEAT

Ask: "How can I help you get started?" Listen. Clarify the first step and an appropriate check-back. Adjust for the actual support need.

Professional boundary

Do not require the student to read a card or disclose personal information before helping. Use required plans and school procedures. This example is not an emergency or discipline decision rule.

Reflection and Next Practice

Use a fictional case or a manageable event. Private disclosure is optional.

1. Observe

What happened? What did I actually see or hear?

2. Distinguish

What did I feel, interpret, expect, and remain uncertain about?

3. Locate responsibility

Which expectation, support, procedure, or right applied? What needs verification?

4. Review all five Rs

What did I actually say and do? Which Reset action helped, and what needs revision?

5. Choose the next practice

What words, action, assistance, and follow-through will I rehearse? What will I observe and when will I review?