

Calming Corners In Preschool Setting: Educational Staff Perceptions of the Efficacy of Use

This project explored preschool teachers' understanding and use of calming areas in early childhood classrooms. Limited guidance exists on how calming areas support emotional regulation and challenging behavior

Key Findings

85%

Use a Social Emotional Framework N=198

Respondents identified two main challenges

Inadequate tools/resources
Limited training/PD

198
Survey
Respondants



Calming corners were perceived as an effective strategy for supporting emotional regulation and reducing outbursts.

70%

n=198

of calming spaces are Funded by Teachers

The survey identified a critical gap in teacher training and classroom practice

Most Common Items in Calming Spaces

- Seating 181 (24%)
- Fidgets 174 (23%)
- Weighted Lap Pads of Blankets 98 (13%)
- Noise Reduction Tools 61 (08%)
- Visual Aids 171 (22%)
- Music 20 (03%)
- Other 55 (07%)

Areas for Future Development



Provide targeted PD to support effective use of calming spaces.



Increase staff buy-in by involving teachers in planning and implementation.



Ensure consistency with clear expectations and accessible resources.