

Predictability and Safety Design Audit

For each item, mark:

-  Consistently in place
-  Inconsistently in place
-  Not yet in place

Then identify **one adjustment** to make this week.

1. Does the space reduce cognitive and sensory load?

Indicator				Adjustment
The teacher clearly posts the daily agenda and ensures it is readable from all areas of the room.				
The teacher prominently displays expectations and actively references them during instruction.				
The teacher clearly labels materials and organizes them so students can locate them independently.				
The teacher keeps pathways uncluttered and maintains predictable movement patterns throughout the room.				
The teacher proactively minimizes sensory triggers by monitoring noise levels, adjusting lighting, and reducing visual clutter where possible.				

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2. Are regulation skills explicitly connected to learning?

Indicator	✓	⚠	✗	Adjustment
The teacher normalizes emotional regulation language as part of daily instruction.				
The teacher embeds reflection routines consistently into learning experiences.				
The teacher provides structured opportunities for students to identify and practice strategies that support their regulation.				
The teacher reinforces recovery from mistakes and models how to repair and re-engage.				

3. Are regulation tools proactive and stigma-free?

Indicator	✓	⚠	✗	Adjustment
The teacher practices breathing and grounding strategies with students during calm moments.				
The teacher ensures reset options are accessible without drawing public attention.				
The teacher frames taking a pause as a proactive strategy, not a consequence.				
The teacher establishes and consistently uses a clear re-entry routine to support students returning to learning.				