

How to create a Cozy Corner or Calming Corner or Quiet Corner

Rule # 1: This is not a timeout space. Children cannot be forced to go to the cozy corner, they need to have the choice to visit, take a break and calm down.

But to be able to follow Rule # 1, you must teach the children about the cozy corner, the purpose, the process and the materials available.

Purpose:

- This is a place where a child can go to take a break to calm down or just get away from the activities of the classroom, to regroup by using some calming techniques and then join back with the class activities

How to set up the Cozy Area – has two parts actually creating your space and then teaching the children about the space (expectations on what to do, how to do it, when a child can go, how long they can stay, what needs to happen when they join back in with the classroom).

Space:

- Create a cozy comfortable space for a child.
- Make sure it is visible to you but gives a child some privacy.
- Provide materials to help the child calm down – some examples stress balls, pillows, drawing materials, Tucker Turtle Book, feeling face cards, music, sensory materials and/or timer

Expectations:

- Teach feeling/emotions especially mad, angry, sad, frustrated, calm and relaxed. Teach the Tucker Turtle Technique (remember this is not problem solving – this is calming down).
- Open cozy corner as a center for children to explore at first – so they can learn about what activities are available.
- Then teach children about the expectations, (as a teacher you will need to decide when it is ok for a child to go...ultimately in a social emotionally friendly classroom, a child could go whenever they felt they needed to calm down, take a break etc. Make sure to think about what you want to happen (calming technique, how long and what happens when child is done).

Rule #2 Check in with child after calm and praise for taking a break – and gain some understanding of the child's needs (ask questions – What happened? How did you calm down? Why did working with Tucker help? etc..)

Challenges:

1. **Children will want get out of an activity to go to the area.** At first the novelty of this will have children wanting to use it frequently. The use should decrease after a time if encouraged to be used for a calm down/break. If it continues, look at the activities that

the children are leaving, is it more exciting, engaging to be in the cozy area than in the actual activity?

2. **More than one child wants to go to the area.** It might be time to do a whole class calming/break activity. A timer can limit the time a child visits the center
3. **A child wants to go during every activity.** Think about why the child is escaping main activity. Create a process of what can happen when in the area, (4 steps for an example – 1. Go 2. Read/Look at Tucker 3. Do a calming activity 4. Come back to the group)