

Stabilization Observation Coding Sheet

1. **Contact.** Obtained the distressed person’s attention.
	* Got at eye level and obtained eye contact
	* In a low tone, speaking calmly, quietly, and gently, identified self

1. **Hear.** Requested the student to listen.
	* Politely asked the person if he or she can listen to the intervener.

1. ****Orient.** Determined if the person was oriented to person, place, and setting
	* Asked: *What’s your name?*
	* Asked: *Do you know where we are right now?*

1. **Describe**. Asked the student to describe surroundings and identify where they are.
	* Asked: *Can you describe for me where we are right now?*

1. ****Touch.** With younger children, considered (**but didn’t force**) a reassuring or protective arm across the shoulders.
	* Determined the need for, and appropriateness of, physical contact.

1. **Distract.**  With younger children, tried to distract from stressful state.
	* Asked carefully chosen safe/neutral questions about the person’s interests.

1. **Provide Social Supports.** Identified (and mobilized) social support.
	* Parent (or primary caregiver) available and mobilized.
	* Teacher (or other familiar caregiver) available and mobilized.
	* Significant other (or friend) available and mobilized.

1. **Reassure.** Provided reassurance, including carefully selected crisis facts, and answered questions to reaffirm physical safety**.**
	* Validated emotional state, then reaffirmed health/welfare & perceptions of safety/security.
	* Gave facts in a developmental appropriate manner.
	* Did not force additional conversation.
	* Allowed the distressed person’s questions to guide what additional information is given and what additional conversation takes place.

1. **Ground.** As needed, provided a grounding activity.
	* Guided the person to take some deep breaths.
	* Determined the need for a grounding activity.
	* If needed, provided grounding activity.

*Note*: Brymer, Taylor et al. (2012).