

SAND Educator Regulation & Reflection Sheet

A reflective space for staff to pause, notice, and reset

Rather than offering prescriptive advice, this tool provides a reflective space for understanding your own needs. Teaching and supporting others is demanding work – emotionally, physically, and cognitively. This tool supports you to pause, check in with yourself, and reflect on what you need to keep doing this work well.

The most regulated-looking adult in the building may be the one carrying the heaviest load.

Name (optional):	Date:	Role:	Setting:

Section 1 – How Am I Right Now?

Before anything else – how are you feeling today?

Tired? Overwhelmed? Okay? Energised? Flat? Anxious? There's no wrong answer.

Where am I on the regulation scale? (circle or mark)

Overwhelmed	Stretched	Managing	Steady	Regulated
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Section 2 – What's Affecting Me?

What is taking up space for you right now – cognitively, emotionally, or physically?

This could be work-related, personal, or a mix of both. No detail needed – just name it.

Tick anything that feels relevant right now:

- | | |
|---|--|
| <input type="checkbox"/> Sensory overload (noise, lighting, pace) | <input type="checkbox"/> Sleep or energy difficulties |
| <input type="checkbox"/> Emotional fatigue | <input type="checkbox"/> Masking or performing at work |
| <input type="checkbox"/> Difficulty switching between demands | <input type="checkbox"/> Difficulty with unstructured time |
| <input type="checkbox"/> Feeling unsupported | <input type="checkbox"/> Conflict or tension with colleagues |
| <input type="checkbox"/> Workload pressure | <input type="checkbox"/> Something else |

Section 3 – What Helps Me Regulate?

What strategies, routines, or conditions help you feel more grounded?

Think about: movement, quiet time, routine, preparation, specific environments, sensory tools, talking to someone, being alone.

Section 4 – What Do I Need Right Now?

If you could change one thing about your working day to help you function better, what would it be?

Is there a reasonable adjustment, conversation, or support that would help?
This isn't about asking for too much – it's about recognising what you need to do your best work.

Section 5 – SAND Reflection

Reflect on what you need through the SAND lens.

<p>S What support do I need?</p> <hr/> <hr/> <hr/>	<p>A What practical help would make a difference?</p> <hr/> <hr/> <hr/>
<p>N What would help me feel less alone in this?</p> <hr/> <hr/> <hr/>	<p>D What skill or habit would help me move forward?</p> <hr/> <hr/> <hr/>

You can't pour from an empty cup. *Looking after yourself isn't separate from supporting others – it's part of it. In SAND, noticing yourself is not separate from supporting others – it is where it starts.*

Behaviour is communication. *When we look and listen, we begin to understand the voice behind it.*