

Abstract

Calming corners are separate spaces within a classroom where students have access to calming tools to aid in regulation (Izard, 2016, p. 15). Calming corners are commonly practiced among schools as a central location to practice mindfulness strategies (Skinner, 2020, p. 20). Mindfulness is a practice of grounding, which includes activities that focus on breathing, bringing awareness to body sensations and movements, as well as emotional awareness and positive affirmations (Skinner, 2020, p. 26). One could note that these mindfulness strategies would be easily accessible in any classroom location, such as a student's desk. Why then are educators finding these spaces helpful and continuing to implement them in their classrooms? The effectiveness of calming corners, more specifically the potential role of privacy in these spaces will be investigated in this study.

Keywords: calming corner, privacy, emotional regulation, theory of mind