Refocus Room

Creating a safe environment for restoration and refocus
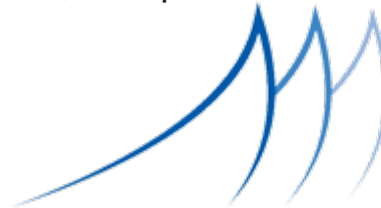
Central Middle School

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Mark Hanton, Behavior Intervention Coach

Brett Vandrew, Dean of Students

Catherine Wenzel, Paraprofessional

Port Huron Schools
Advocate Innovate Educate

Refocus Room

Creating a safe environment for restoration and refocus

This is what we expect...

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This is what we get...and how students feel

Refocus Room

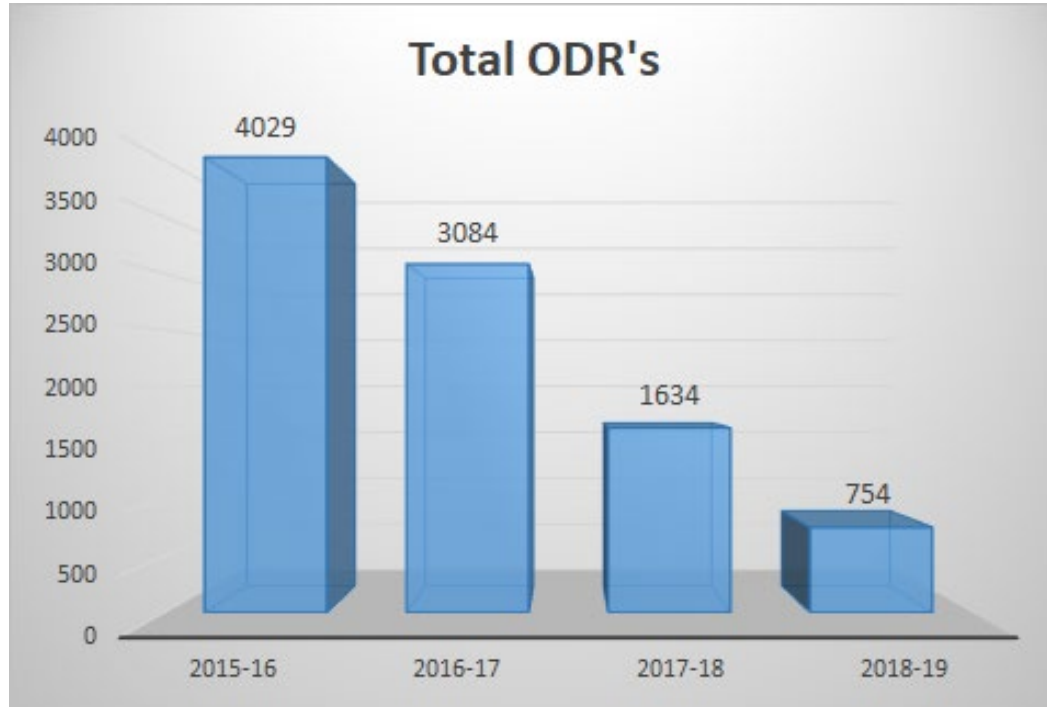## Creating a safe environment for restoration and refocus

"Some researchers argue that educators and administrators who create a safe, supportive, and nurturing school climate help promote the social-emotional growth and positive development of students" (Voight et al., 2013).

• Research strongly links suspension and other school discipline to failure to graduate (Losen, 2014). https://jprc.wested.org/wp-content/uploads/2019/03/RJ-Literature-Review-Update-2019.pdf
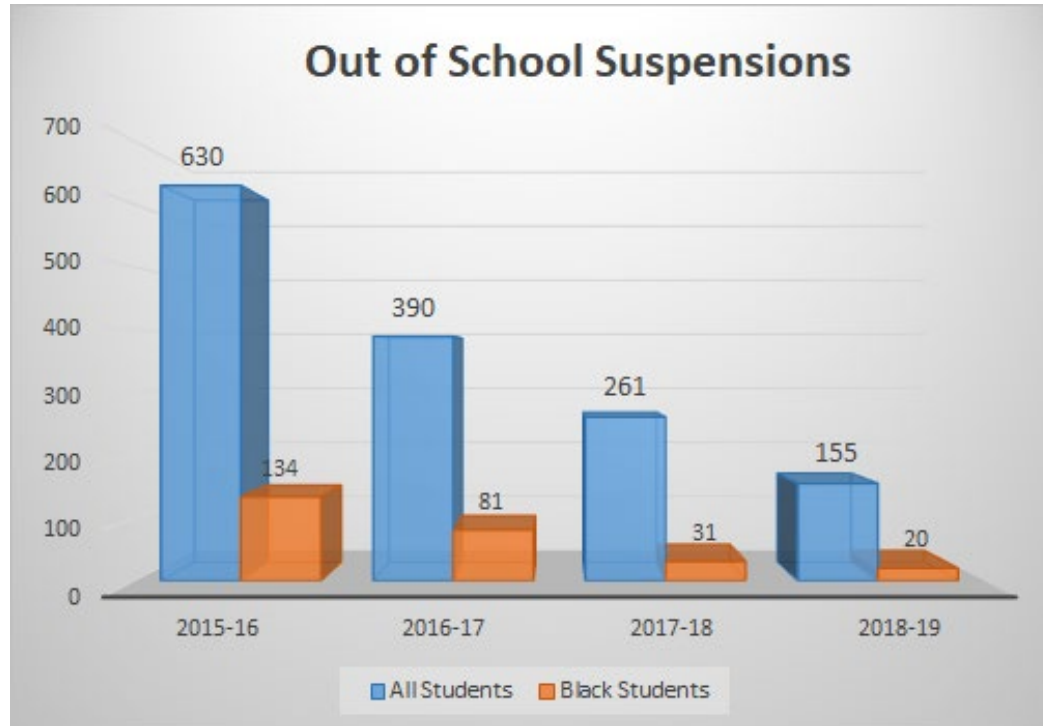
SHIFT Room (at feeder high school)

Refocus Room

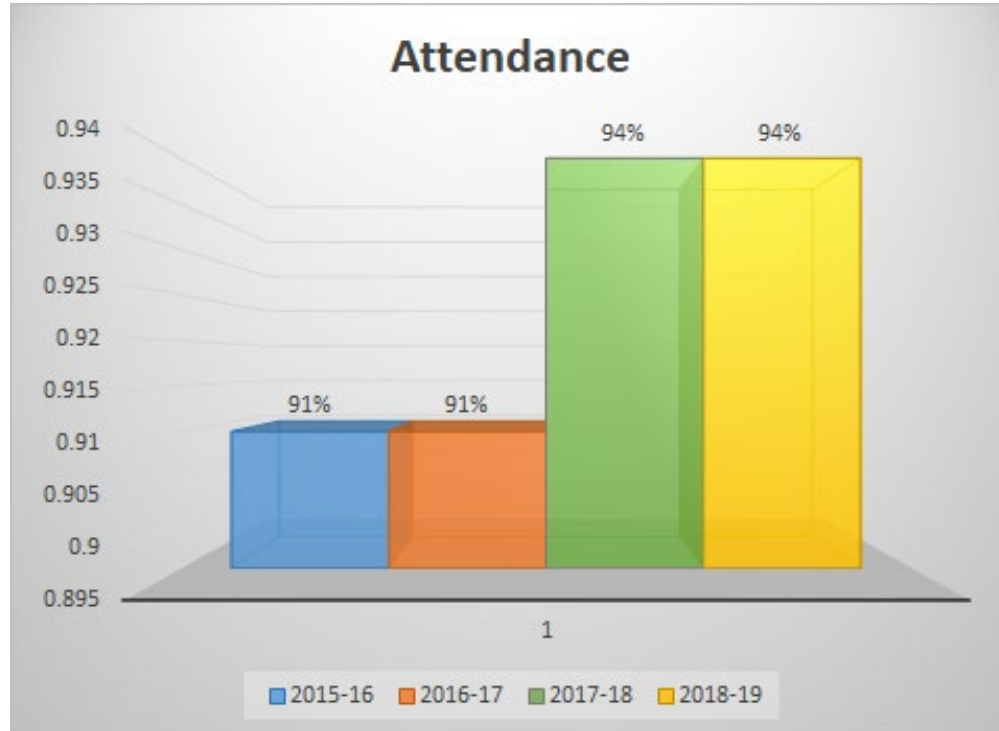**Creating a safe environment for restoration and refocus**

Refocus Room

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Why/Need for Refocus Room

- To keep kids in school
- Give students opportunity to be taught critical life skill of self - regulation
- For teachers to have a place to send dysregulated students when learning environment is disrupted
- To support teachers with a plan for those students who need extra support

Refocus Room

PBIS
Positive Behaviorial Interventions and Supports

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- Correct behavior calmly and in a manner that demonstrates that the student is safe and supported at school.
- View inappropriate behavior as an instructional opportunity; reteach expectations and allow the student to practice expected behavior.
- Use consequences that promote student self-reflection
- Communicate the importance of instructional time; correct student behavior and return them to the instructional setting as quickly as possible.

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Purpose of Refocus Room

- Provides a *restorative process* for students who violate school rules/policy
- Helps student recover and return to learning
- Provides structure and support by holding students accountable to their actions while given them space in a supportive way
- Gives students what they <u>need</u>

purpose

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Triage

The goal is for staff to take pulse of building in the 30 minutes to assess the mood of individual students - Students are brought down to the Refocus Room if/when they are seen to need intervention. This provides a private space for their needs to be met.

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How does a student get to Refocus Room:

- When a disruption to the learning environment occurs:

    - PBIS- Teachers use Tier 1 and 2 interventions prior to referral (seat changes, proximity, 3:1, refocus in buddy classroom)

    - If the teacher cannot successfully get the student back on track after implementing Tier 1 and 2 interventions, a referral to the Refocus Room is made

    - Online referral form-

    - Phone call to Refocus Room (if form cannot be filled out right away)

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Online Referral

http://tinyurl.com/yy6od8c9

Parent Letter

https://docs.google.com/document/d/1iG226MfEU7Jb_zquB8YwFXjguTRRVU8ffRRjIu66iRo/edit

Electronic Responses

https://docs.google.com/spreadsheets/d/1LwYqv-swqy0HK1zLDNRQUALp83rIePXILYXj615AhZ4/edit#gid=335702697

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The Refocus Room is NOT

- Used for minor/major office referrals
- A time out room
- A play room
- A place to escape from class without having to be held accountable
- A place to get treats and rewards

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What happens in the Refocus Room

- Students reflect on mistakes;

- With guidance, students find ways to improve
  Behavior;

- Interactions with caring and trusted adults

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Set up of room (dynamics of adults in Refocus Room Suite)

- Principles of mindfulness;
  - Non-judging
  - Beginner's Mind
  - Non-striving
  - Accepting
  - Patience
  - Trust
  - Letting go

- Furniture
- Music
- Soft lighting

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Process for Using the Refocus Room

- Greeting Students

- Assessing Needs

- Filling out form

- Behavior 360 (Web Program for Social and Emotional Learning, Character Development, and Intervention/Restorative Justice)

- Return to Class

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Greeting students

As students enter:
- some will receive a verbal greeting ;
- while others will require a thumbs up or other non-verbal greeting.

This will depend on the emotional state of the student. There are some students who come in a heightened state and verbal greetings elevate this.

It is up to the adult in the room to be able to determine the needs of each student as they arrive.

It is very important that every student be greeted upon arrival. We want them to feel welcomed and invited.

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Assessing the need

Once students are in the room:

- Fill out a reflection form with the goal of them returning to class within 5 minutes.
- Other students will need more time to process and reflect.

The adult in the room needs to look for things like:

- Body language,
- Breathing,
- Facial expressions,
- Tone of voice, etc.

There are couches in the room provided for students who need time to cool off and regroup before being expected to fill out the reflection form.

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Filling out form:

https://docs.google.com/document/d/1GiQqylk_p-AFYQPShk3bVGfF0K4W2887z3xwckvZyBvo/edit

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Behavior 360- District Pilot

Incorporating Behavior 360 into our practice is one way we are attempting to do this. We are turning discipline into learning by providing students with opportunities to grow from their infractions.

Sample topics: intolerance, bullying, truancy, aggression, disrespect, self-discipline, strong emotions, anger management, etc.

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Behavior 360

Entire page: http://tinyurl.com/y2z98ah9

Example Lessons: http://tinyurl.com/y2afmbkp

Sample video of disrespect lesson:

https://porthuron360.org/cms/view_activity/2405

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Return to class

- Length of stay data

https://docs.google.com/spreadsheets/d/1LwYqv_-swqy0HK1zLDNRQUALp83rlePXILYXj615AhZ4/edit#gid=335702697

- Goal of no more than 10 minutes for each visit

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ATOSS (Alternative to Out-of-School Suspension)

- Purpose
- Length
- Tasks
- Homework
- Behavior 360/Restorative Circle/Mediation

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Other uses for the room:

- Quiet Lunch
- Place to get work done for those who are distracted in classroom setting
- Structured/scheduled breaks as written in BSP (Behavior Support Plans) and 504 plans
- Space for teachers/students to mediate
- Foster Grandparent Program Partnership
- Cougar Closet

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Restorative Practice

- Repairing damaged relationship between students
- Repairing damaged relationships between teacher and student (from perspective of student)

"The researchers found that the more teachers immersed themselves in restorative practices, the better students rated their relationships with these teachers."

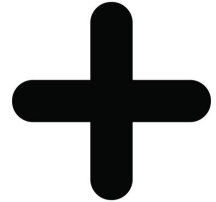https://hechingerreport.org/restorative_-justice-is-about-more-than-just-reducing-suspensions/

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What have we learned?

Positives

- Removing disruptions allows learning to continue
- Allowing students a safe place to express their thoughts and feelings
- Providing teachers with alternate location to send disruptive students

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What have we learned?

Barriers

- Many staff still feel it's a reward/escape

- Students who return to class and repeat behavior

- Overuse by staff- dependent on room as first means

- Maturity level of some students -not taking it seriously

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Where do we go from here?

- Developing a re-entry plan
- Strengthening the school/home communication

What's Next?

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Questions