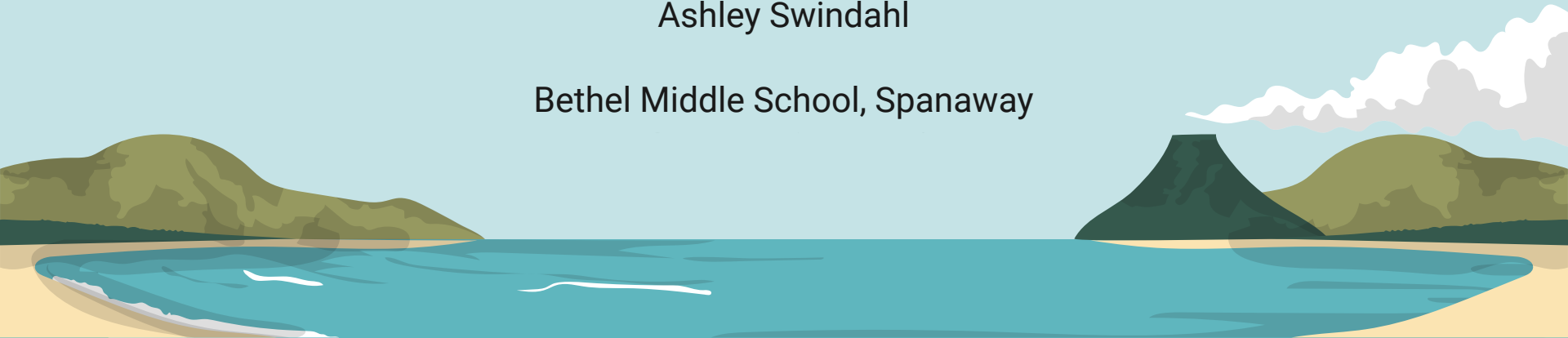




Everyone Needs A Little R&R

Julie Shultz-Bartlett, Julia Muneshige,
Ashley Swindahl

Bethel Middle School, Spanaway





Let's Set Some Goals



Scan this QR code or visit the website link below to give us your feedback about

1. Who is in the room
2. Why have you chosen this session
3. What is your current process to support students or staff who are dysregulated.

<https://forms.gle/QmKqsAcJc4UuGo7u5>



Real Time Data

Success Criteria



Participants will be successful if they...

- Develop a clear understanding of the why and how of Reflect and Restore
- Analyze their own needs and resources for SEL support of secondary students
- Gain at least one resource to use with staff or students





01

Take a break, man!

What we know about supporting teen SEL



 *Can you relate?*





What could help...



Talk to a partner

2:00





Keys to Social - Emotional Support

- creating a nurturing and inclusive environment
- promoting self-awareness and emotional regulation
- fostering positive relationships
- providing targeted interventions



Evaluate This...



The teacher begins teaching. Emma does not lift her head from the desk. The teacher walks over and privately asks what is wrong. Emma says she's mad about lunch.


She puts her head down again and refuses to engage.

The teacher walks away and says "If you need me I am here".

Emma does not work. The teacher assigns her lunch detention for the next day to make up the work she missed.



2:00



02

Stop Being Extra!

...why we needed to change our attitudes
about teen dysregulation





*We believe that all students have
the interest and ability to be
academically and socially
successful.*

Est. 2012

Where We Started

2012-2019

Common practices at Bethel Middle School when a student was dysregulated

- Use of a Buddy Room
- ISS
- Thinking Sheets
- Lunch Detentions
- Sitting/working in the hallway to calm down
- Going to the library for quiet time
- Chill Passes to the Counseling Office



Exclusion
Avoidance
Punishment

Getty Images

Frustration





Problem of Practice

If we teach students self-regulation skills and support them through caring conversations and right on time intervention, then we will decrease exclusion from the learning environment and increase adult and student support for emotional dysregulation.



Keys to Social - Emotional Support

- creating a nurturing and inclusive environment
- promoting self-awareness and emotional regulation
- fostering positive relationships
- providing targeted interventions.





Reflect and Restore





Reflect & Restore

- Allows students to keep learning and teachers to keep teaching in the classroom
- Holds the student responsible for actions, and allows for restorative re-entry into the classroom
- Aids behavioral support staff in being visible in the halls and classrooms
- Gets a direct classroom response



HELP, Me!!

When a teacher finds that their in-class interventions are not working...

When a student is emotionally distressed...

When an escort is needed...

Call the R & R line – a designated line that rings at multiple desks





During an R & R Conversation

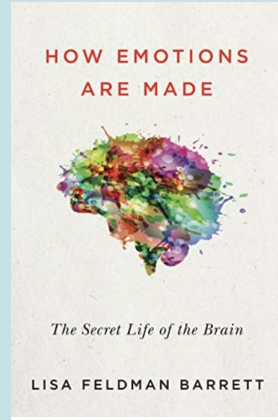
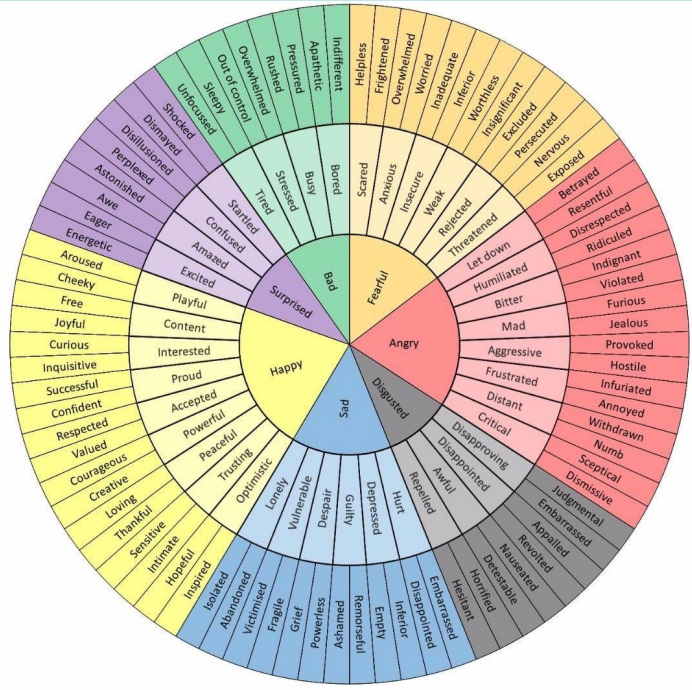
- The student stays in class until someone responds.
- The teacher can step out and the responder can cover or the responder can support the student and the teachers continues teaching
- The student completes an R & R form to guide them through the conversation
- The teacher and student restore before returning to the classroom.



Promoting Self-Awareness and Self-Regulation Emotions

Emotional granularity is the ability to discern and label varying levels of an emotion.

People with well developed emotional granularity are better able to self-regulate and navigate complex social situations.



Panorama Data

QUESTION




During the past 30 days...How clearly were you able to describe your feelings?

26 % 
responded
favorably

QUESTION



How often are you able to pull yourself out of a bad mood?

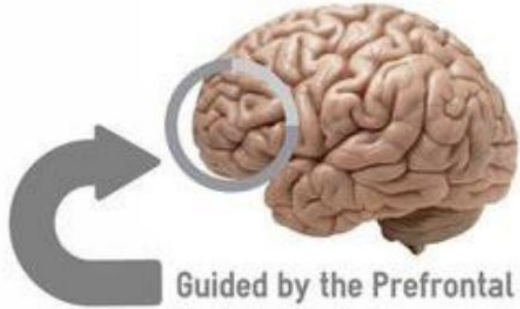
29 % 
responded
favorably

Adult vs Teen Brain



teens literally think differently than adults

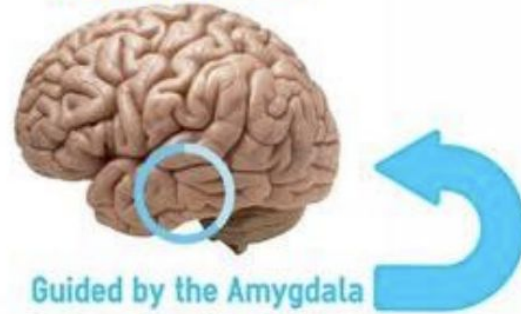
adult brain



Guided by the Prefrontal Cortex
Center of logical responses.
Regulates mood, attention
and impulsivity.

VS

teen brain



Guided by the Amygdala
Center of emotional responses.
Drives aggression, risk-seeking,
and instinctual reactions.





R & R is...

Brief (under 10 min)

Relationship Based

Time to think and process emotions

Responsive to students needs

Available to all students for all sorts of reasons

Supportive to teachers



R & R is not..

A step on a progressive discipline chart

Always reported to parents

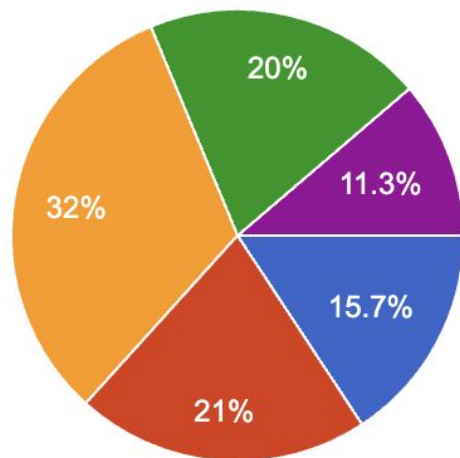
Always easy to navigate

Magic



R & R Data

2019-2020

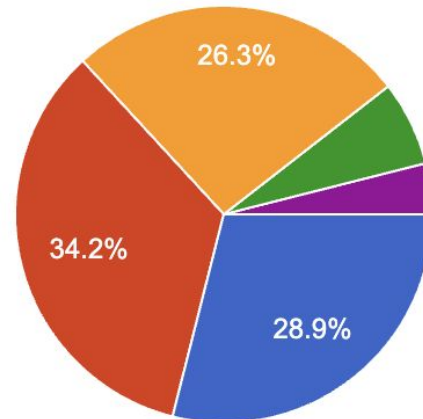


274 Calls by Mid
November/515 by March
(pandemic end)

- Able to return to class in under 3 min.
- Able to return to class within 5-7 min.
- Returns to class within 8-10 min.
- Was not able to return to class successfully- Needed Admin or Office support
- Was not able to return to class successfully- Needed counselor/social worker support

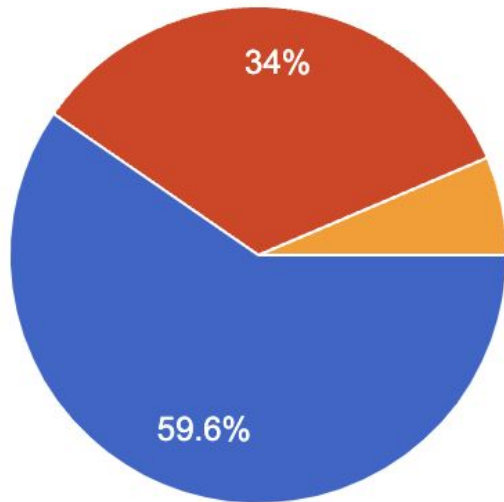
*Reflect and Restore –
Student Need*

2022-2023



101 Calls by Mid
November/258 by May

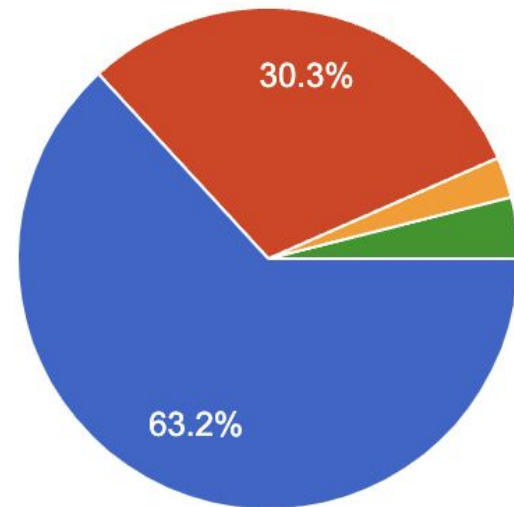
2019-2020



- 1 = composed, positive, genuinely welcomes the student back
- 2 = may be frustrated, but is using the process appropriately
- 3 = elevated and/or contributing to the escalation of the situation

*Reflect and
Restore –
Teacher Response*

2022-2023



What Teachers and Students Say



I find R&R's useful because it provides an opportunity for students to work through their emotions with the goal for them to be back in class and learning as quickly as possible. The best part for me is that both needs get filled. Students are able to work through their problems, and I am able to continue teaching the rest of the class. -Aimee (teacher)

Typically students are upset about something outside of the classroom and R&R's provide them a time to know that I care about how they are feeling but also need them to be focused and ready to learn upon their return. It tends to be a reset time for students to productively get back on track for the day.

- Jon (teacher)

It helps me cope with all my issues that I have. Most of the time when I need help I just need to talk to somebody and get things off my chest and then I can focus in class.

-Lizzie (7th grader)





03

How do you do that?

Changing Culture to Engage in R & R





Preparing Staff for R&R



Training

Restorative
Conversations and
Circles



Mindset

Students only
learn if they are
in class



Inclusion

All students
should be in
classes



Procedures

Ensure the system
can be followed in
multiple scenarios



Staffing

Assign
designated staff
to respond



Data

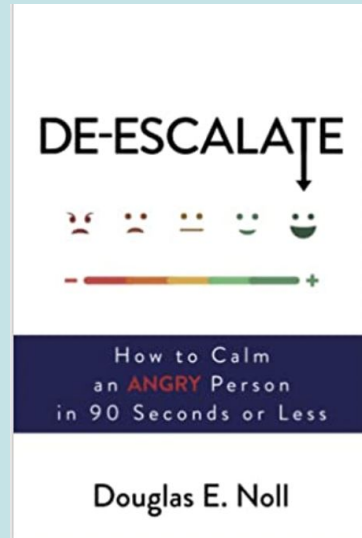
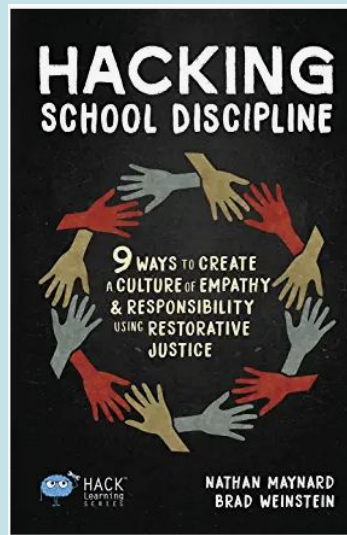
Determine how
you will gather
data





Restorative Practices Training

Restorative Practice Training and Community Circles helped to prime our staff for the goals of restorative



Behavior Leadership Team

Our Behavior Leadership Team participated in two book studies and used excerpts to train staff.





Implement R&R in Your Building

- ❑ Decide how people will reach out – radio, text, IM, phone line
- ❑ Assign who will respond – Social Workers, LAP, Counselor, Admin, Security
- ❑ Train responders in Restorative Conversations and Purpose
- ❑ Create your data gathering form
- ❑ Create your student thinking/processing form
- ❑ Train staff in purpose
- ❑ Assess staff on implementation
- ❑ Constantly re-train on what is an appropriate R&R.
- ❑ Help staff to learn their own strategies for de-escalating students
- ❑ Set goals and assess students regularly and share victories with staff





Lessons Learned

- ❑ Avoid R&R as part of Progressive Discipline
- ❑ Be selective about Parent Communication
- ❑ Take an emotions wheel with you
- ❑ Establish differentiation between SEL R&R and ADMIN Response or Escort
- ❑ Ensure accurate tracking and data collection
- ❑ Define and train on restorative re-entry to classroom
- ❑ Sharing tracking data with teachers has mixed results
- ❑ Counselors/MTSS team are crucial





Examples

Bethel Middle School
Reflect & Restore

Name: _____ Date: _____ Grade: _____

Teacher's Name: _____ Period: _____

1.) Describe the situation.

2.) In this situation, I was...

- ☐ taking time to think.
☐ trying not to react.

- ☐ reacting to a peer.
☐ reacting to a teacher.

- ☐ being impulsive.
☐ (other)

Was this helpful or hurtful for you?

3.) What were you feeling at the time?
(Choose all that apply and/or comment.)

- ☐ Joyful
☐ Powerful
☐ Scared
☐ Mad
☐ Peaceful
☐ Sad

- ☐ Excited
☐ Energetic
☐ Proud
☐ Anxious
☐ Intimidated
☐ Confused

- ☐ Hurt
☐ Sleepy
☐ Thoughtful
☐ Bored
☐ Depressed
☐ Ashamed

4.) What Core Qualities need to be addressed by you and/or others?

- ☐ Respect
☐ Responsibility

- ☐ Courage
☐ Hard Work

5.) Who has been affected by what took place?

☐ Self

☐ Students

☐ Staff

6.) In what ways has it affected them?

- ☐ Hurt
☐ Distracted
☐ Irritated
☐ Sad

- ☐ Physical discomfort
☐ Disturbed
☐ Frightened

- ☐ Confused
☐ Angry
☐ Frustrated





Personal Reflection

- Creating a Nurturing and Inclusive Environment
- Promoting Self-Awareness and Self-Regulation
- Fostering Positive Relationships
- Providing Targeted Interventions





04

Thank you!

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