



TEACHING & LEARNING

POST-GRANT REPORT 2020-2021

OSDEF Grant #: 047_MHI (Restorative Room)		
Grant completion date: June 22, 2021		
School or District Department: LP Brown Elementary		
Applicant Name(s)	Position	Email
Taryn Tessneer	Social Services Coordinator	ttessneer@osd.wednet.edu
Jessica Wyman	Behavior Tech	jwyman@osd.wednet.edu

The OSDEF uses the information provided in this Post-Grant Report in several ways: to assure fiscal responsibility in carrying out the OSDEF’s mission; to inform future grant making; to learn of the results of your grant; and to improve our process.

- Please read Grant Guidelines for post-grant information.

1. Did you spend the entire grant amount? Yes x No
2. How did you spend the funds? Please include description and attach receipts.
All funds went to purchasing sensory/regulation tools. The invoice is attached. Supplies noted in the application were purchased with a few minor substitutions where items were unavailable.
3. What other funding sources supported this program?
Counselor’s budget and staffing from district.
4. How have you assessed program success?
This year we have focused on setting up the space and the expectations. We have created a check-in process for students to learn and share about their feelings and choose a regulation tool that will assist them in “getting back to green” – calm/focused/ready to learn (see photo).

The room is currently being used for students who have planned breaks in their day (either scheduled or at their request). Examples of its benefit will be shared in the anecdotes in question 7.

Now that the space and process has been established, we are ready to expand access for next year— including teachers in making a referral, identifying more students who could benefit and training those students on the use of the space to facilitate building their self-awareness and regulation skills. We will track progress with a check-in at the beginning and end of the “power up” time- noting feelings and intensity before and after using regulation tools. In addition, we will track student data through

the use of the Panorama school climate survey for 3rd to 5th graders and their perspective on their regulation skills over the course of the year.

5. What was the number of students impacted?

In the first month, 25 students have used the space. Eight to ten used the space daily, sometimes multiple times a day.

6. What were your successes and challenges?

One success is that the students who used the space took advantage of the multiple options available to them. In the past there has been only a swing, which many students gravitate towards; however, the goal of the space is not only to help students “get their wiggles out” but also to become more aware of their bodies, sensations, and feelings and what they can do to manage them. We have found that using the check-in process, even at the same time that the student is using the regulation tools, assists them in that reflective process to develop self-awareness.

A challenge has been helping students and staff shift their mindsets from thinking of the use of this space as a “break” from the classroom to thinking of it as a time to recharge. In that way, it is not the absence of something that helps, but the presence of regulation assistance that makes the students more successful when they return. It is not a break from learning; indeed, critical learning happens in that space that helps students develop into self-managers.

7. Please share a story about how the grant money helped a group or individual learn or grow. Anecdotal quotes? **Please include at least one district-approved photo** and ensure details of this story can be shared on OSDEF and/or OSD social media, websites and other materials.

Here is what students are saying about how the restorative space has helped them:

“Sometimes I’m stressed, and I go in there and it helps me calm down.” - 4th Grade Student

“I have fun, and then when I get back to class I am ready to read.”- 1st Grade Student

A fourth grade student was referred by her teacher to start her day in the restorative room in order to facilitate a better transition into the classroom. Our Behavior Tech noticed a positive change in her morning interactions after the first few days.

One first grade student in particular has made progress on identifying his feelings while in the restorative room. The signs have helped him to learn about the zones of regulation and to identify what he is feeling in his body. Having the space and the tools for regulation have helped him to talk to staff about his feelings and to think about his interactions throughout the day.

We would like to send an updated report next year, too, as we continue to track the outcomes associated with this project. We are very grateful for your support!

Pictures of the space are included. Ms. Tessner’s children are in them, so you have permission to use them as you would like.

Please mail handwritten thank-you notes, drawings, etc., via inter-district mail to the OSDEF or drop them off to the OSDEF office at Knox 111. **Submit your completed report to info@osdef.org**