



2017 Pilot Study Report  
reThinkIt!  
June 2017

## Advice, Reimagined



“Half of all teachers spend 40% of their day dealing with students who act out in class.”

- Bill & Melinda Gates Foundation



### Introduction: Advice, Reimagined

At [OneSeventeen Media](#) we think students are really smart, they just need a mentor on hand to help them navigate the sticky emotional situations they face each day. That’s why we developed reThinkIt! to empower students to make wiser choices.

Sounds complex and idealistic, right? You’re probably asking yourself, how does ReThinkIt! do all this?

After decades in the education sector, and lots of learning as technology evolves and we receive feedback from our customers (students, educators and administrators), we’ve developed a solution that supports the whole child. Because we are passionate about helping students succeed in all areas of life.

Our suite of mobile apps provides students with a go-to outlet for the emotions that come up, helping them handle the situations they face with more clarity and confidence. We empower parents and schools to help fix the problem at hand, while also guiding students through how to address and be prepared for future challenges. As a result, administrators, teachers and parents spend less time dealing with disruptions and outbursts and students are better prepared to avoid making the same choices in the future. We call it “Advice Reimagined”.

## ReThinkIt!

We designed ReThinkIt! because we know schools need a comprehensive Advice Management System™ to help with behavior management - inside and outside the classroom.

Grounded in restorative justice and social-emotional learning practices, ReThinkIt! helps educators and parents make better, faster and informed judgment calls. Parents, teachers and schools receive actionable data and proactive communications with measurable, evidence-based outcomes they've never had before to help them meet reporting requirements, and inform their decision making.

The following results are from an eight-week pilot study in two Austin, TX schools (April - May 2017) — one a traditional middle school (grades 6-8) and the other a charter school (grades 8-11). The primary component tested during this pilot was the reThinkIt! module where students are taught how to share their side of the story and be respectful and responsible during the discipline process.

## Key Findings and Implications



“reThinkIt! has allowed our students to explore personal issues while keeping their privacy. It has been both respectful of them and allowed an alternative for healthy, teachable moments.”



- Charter School CTO

### Key Finding #1: Average word count - 121 words

A critical statistic is the average number of words students write in the reThinkIt! Report - 121 words. The fact that students wrote so many words provides indirect support for the idea that reThinkIt! encourages communication.

**Implications:** One hundred twenty-one (121) average words is a powerful statement about the opportunity reThinkIt! provides for students to express their viewpoint — a 500% increase over face-to-face interactions. Principals in previous studies reported receiving, on average, 25 words when students were asked face-to-face about a discipline issue.

In addition, students practice social-emotional learning skills such as self-management, self-awareness, responsible decision making, relationship and social awareness to address the consequences of personal choices and behavior when engaging with reThinkIt!

School authorities reviewing the two-page reThinkIt! Report capture much more information on a wide range of related topics than normally communicated in the usual discipline conference. This encourages more effective administrator intervention.

### Key Finding #2: Average completion time - 26 minutes

reThinkIt! prepares students for a meaningful conversation with school authorities. It teaches a powerful communication tool and increases the amount of information students are willing to communicate - and the time they're willing to spend telling their side of the story.

**Implications:** This is significant given that students are making the transition to adolescence. Although students in middle school think about their feelings more often than younger children, they are typically less likely to want to talk to adults about their problems. Adolescents frequently believe that adults couldn't possibly understand their situations or feelings, claiming a phenomenon known as the adherence to a "personal fable."

### Key Finding #3: Average emotions selected - 5.4 per student

Administrators tell us they typically get one emotion from a student when asked how they're feeling. Using reThinkIt! and the safe environment it provides, students select on average 5.4 emotions.

The Top 5 words chosen during this pilot were Frustrated, Angry, Confused, Mad and Worried when asked "Select the words that best describe how you felt during the incident".

**Implications:** The words a student identify give administrators a "hot" or "cold" indication of how they are feeling and helps identify if a situation requires additional attention.

- "Hot" words = Sad, Discouraged, Unloved, Unconcerned, Disconnected, Aggressive
- "Cold" words = Angry, Frustrated, Mad, Scared, Worried, Afraid, Jealous, Embarrassed, Confused, Hurt, Resentful, Guilty

### Key Finding #4: "Cooling Down" - 23%

Comparing the responses to the same question - "How upset are you feeling right now?" - at the beginning and end of reThinkIt! tested the hypothesis that the experience actually provides

a mechanism for students to “cool down” emotionally. The results demonstrate a twenty-three percent (23%) decrease in the number of students stating that they are “upset”, “very upset” or “off the meter” by the end of the module.

**Implications:** Students involved in the discipline process many times believe a good offense is the best defense. Most people, in general, learn to use their emotions to try to influence the behavior of others. This lack of emotional control and immaturity is at the heart of most misbehavior. Students are often too emotionally upset to speak rationally about their choices with the school’s disciplinarian or too upset to even speak at all, let alone focus on the guidance the adult is attempting to provide.

One of the most powerful benefits of reThinkIt! is the ability to positively influence a majority of students in “cooling down” emotionally. Better conversations with an adult result in better listening skills and an increase in comprehension. Predictable results of increased comprehension are motivation, critical thinking skills and better problem solving skills.

### **Key Finding #5: Something else going on in their life - 27%**

Students usually act out because they are trying to get attention. Negative attention is better than no attention at all. These students are often experiencing things that they do not know how to handle. This module asks if something is going on in their life that is making things hard for them and twenty-seven (27%) responded with “yes”.

To evaluate how to effectively use this critical information, staff, faculty, students and families in each school community are the experts. Individual schools create their own unique culture and restorative justice practices need to be tailored to the needs of the individual school. Having this additional knowledge, about what’s going on for a student, supports restorative justice practices and helps identify customized solutions for the individual student.

**Implications:** The importance of this statistic is not the significant number of students who have difficult challenges in their life. Most students do. What is important is the experience facilitates

a student's willingness to *express* that something is going on which makes their life hard. This is particularly significant as these students are making the transition to adolescence, a time when many youth begin to deny having problems to not appear weak in front of their peers.

Additionally, students may be more open to answer truthfully in a computer environment versus face-to-face with an administrator.

For administrators interested in identifying students at risk, this is an extremely valuable piece of information, especially since the disciplinarian receives their information before meeting with the student. This gives them the opportunity to identify potentially serious problems and incorporate intervention processes. This provides a powerful entree for the school authority to intervene in time to make a significant difference for many students. reThinkIt! provides valuable information that assists in identifying students who may be at risk or may have potential to cause damage or harm to themselves or others.

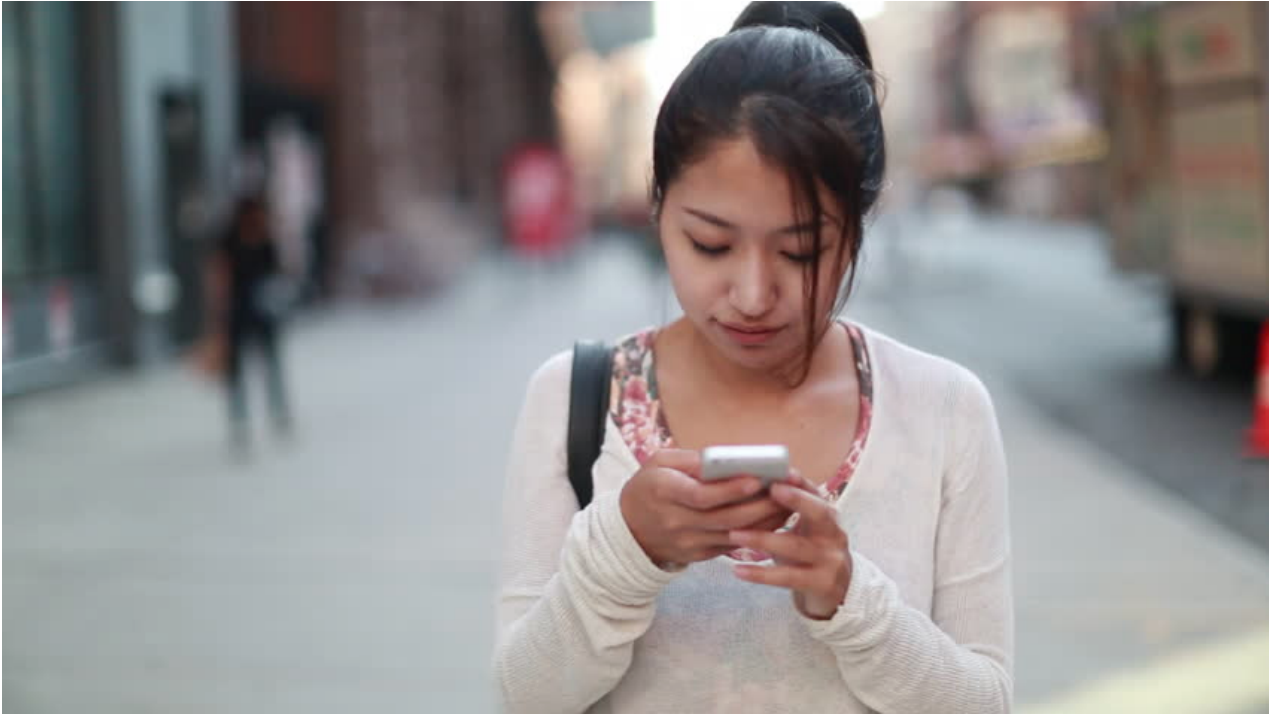
### **Key Finding #6: Accepting responsibility - 54%**

reThinkIt! assists students in reducing resistance to accepting responsibility for their choices and actions. It encourages students to make amends. During the pilot, 54% of students were more open to accepting responsibility once they completed the reThinkIt! module.

**Implications:** Administrators estimate the opposite percentage of students admit orally to any responsibility. Because students using reThinkIt! are more willing to accept responsibility for their actions and make amends for the incident, administrators are given more flexibility in the options for the students' consequences. This venue provides an opportunity for the administrator to help students understand the importance of their choices and facilitates a stronger relationship between the administrator and the student.



# Other Key Accomplishments



“On a personal note, thank you for your hard work with this! It's the exact type of thing I needed when I was in high school.”

– 9th grade teacher, Austin Pilot School



**Key Accomplishment #1:** Total Question Responses - 4,091

**Key Accomplishment #2:** Student/Teacher Installs - 793

**Key Accomplishment #3:** Verified In-School Suspension and After-School Detention process

**Key Accomplishment #4:** Tested multiple app distribution systems

**Key Accomplishment #5:** Engaged with student leadership group (Student Council)

**Key Accomplishment #6:** Integrated with 8th and 9th grade curriculum projects

**Key Accomplishment #7:** Tested in six grades (6th - 11th)

# Summary



“When going through RTI, one thing I thought was cool was how easy it was to use. The light bulb is telling you now do this and you do it. I think it’s cool how easy it is. ”

- 9th grade student, Charter School



Faculty and staff are as much a focus of reThinkIt! as are the students. Helping educators think about the possibilities of discipline using social-emotional learning principles and restorative justice practices is our mission. Technology is where students live and it has the potential to significantly change the school environment when applied effectively to behavior management. reThinkIt! facilitates a more successful intervention by helping faculty and staff turn those students who chose to misbehave into students who make positive choices. As these results indicate, faculty, staff and students in the pilot study perceive tremendous value in the reThinkIt! platform.

### Things That Went Well:

- Completed reThinkIt! Reports - 133 (goal = 100)
- 4,091 Questions Answered
- Application Testing on three (3) platforms - Android, Chromebook and iOS
- Student Testing in five (5) distinct venues - Classroom, ISS, After School Detention, Communities in Schools and Council for At-Risk Youth (CARY)
- Student Hack-a-Thon to identify application bugs

- Distributed on two (2) different real-world school automated app distributions systems (Apple Mobile Device Management and Chrome Device Management), verifying ease of installation for administrators and school IT personnel

### Things That Could Have Gone Better:

- Expansion into 7th and 8th grades at the pilot middle school
- All students having mobile devices available to them throughout the day
- More engagement with teachers in classrooms supporting curriculum and behavior management
- More student engagement with Live Chat sessions with certified mentors
- Deployment time via school-based application distribution systems
- Supporting three (3) platforms during the limited pilot time made incremental improvements to the app cumbersome, with each update requiring 3 different builds to be compiled. We were unable to be as responsive to real-time observations and student/teacher feedback.

*July 2017 Note: During the study, the app name was MyMobileMentor which has since been changed to reThinkIt!*

# Exhibits

Exhibit 1. Distribution of 18 Emotions - Gender vs. Total

Exhibit 2. Distribution of 18 Emotions - Percentage and Gender

Exhibit 3. Top Five (5) Emotions - All Pilot Schools

Exhibit 4. Accepting Responsibility - Total vs. Individual Schools

Exhibit 5. Other Issues? - Total vs. Individual Schools

Exhibit 6. Sessions by Day - Total vs. Individual Schools

Exhibit 7. Sessions by Time of Day - Total vs. Individual Schools

Exhibit 8. Sessions by Grade - Total vs. Individual Schools

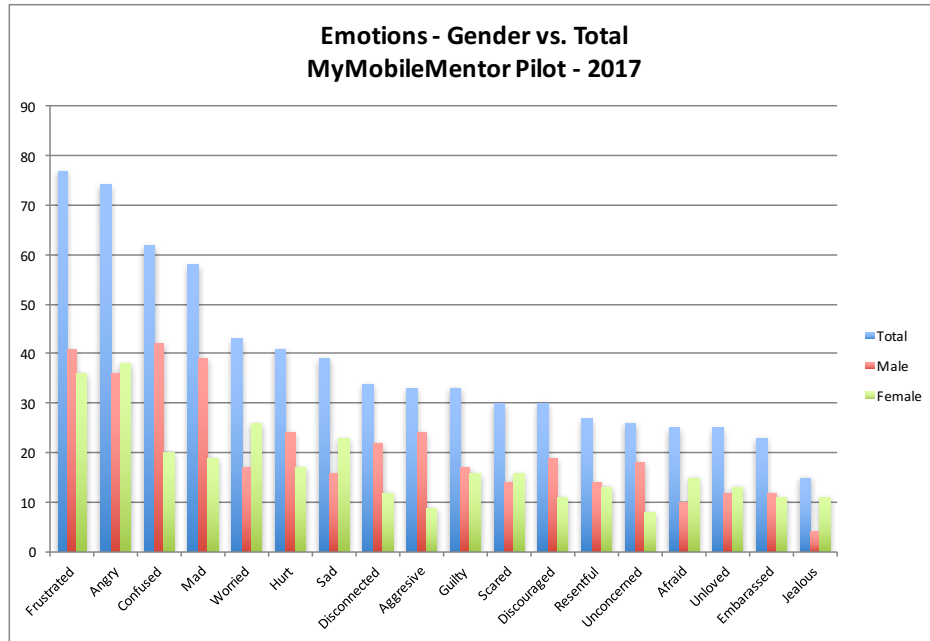
Exhibit 9. Sessions by Gender - Total vs. Individual Schools

Exhibit 10. Average Module Completion Time - Total, Individual Schools and Gender

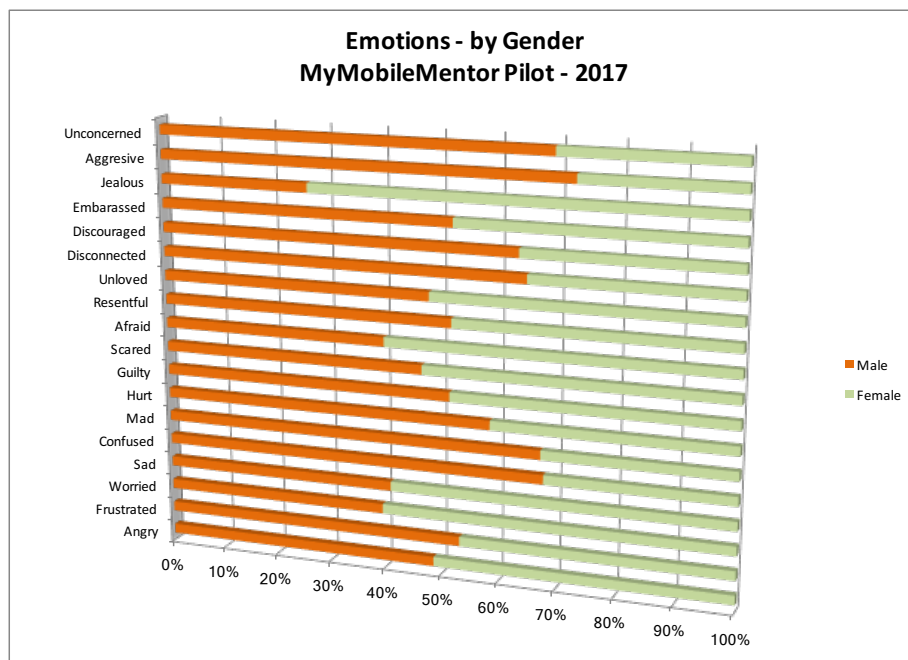
Exhibit 11. Average Words per Completed Module - Total, Individual Schools and Gender

## Q. What were you feeling during the incident?

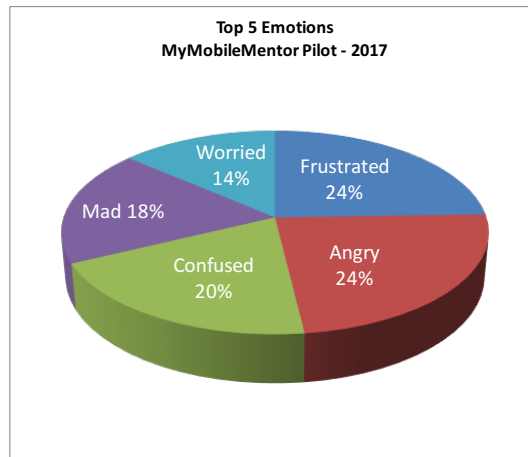
**Exhibit 1 - Distribution of 18 Emotions - Gender vs. Total**



**Exhibit 2 - Distribution of 18 Emotions - Percentage by Gender**

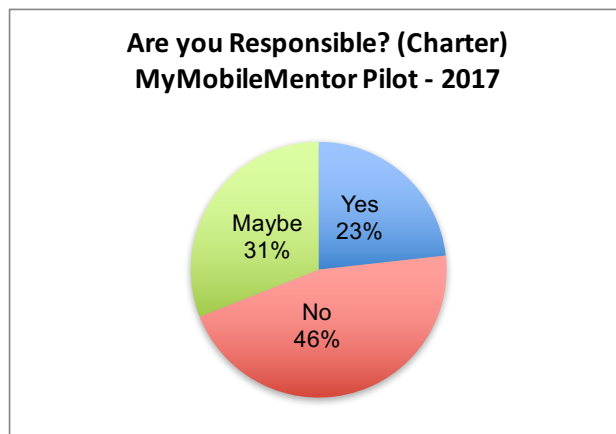
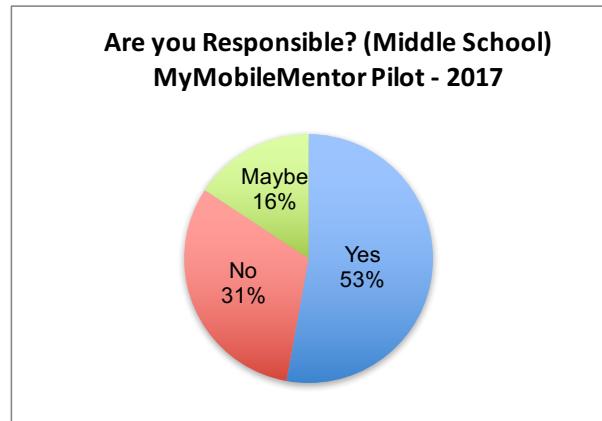
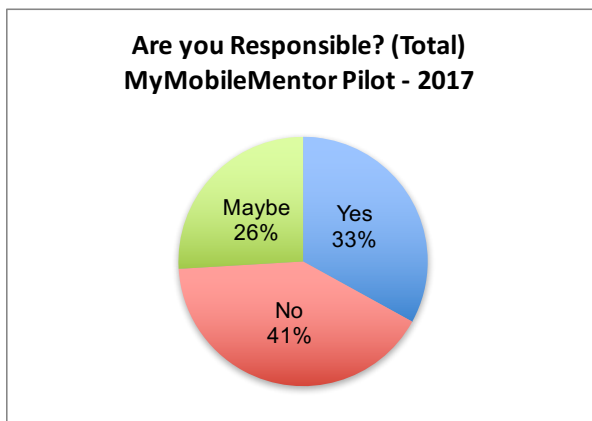


### Exhibit 3 - Top Five (5) Emotions for All Pilot Schools



### Q. Do you think you are responsible for what happened?

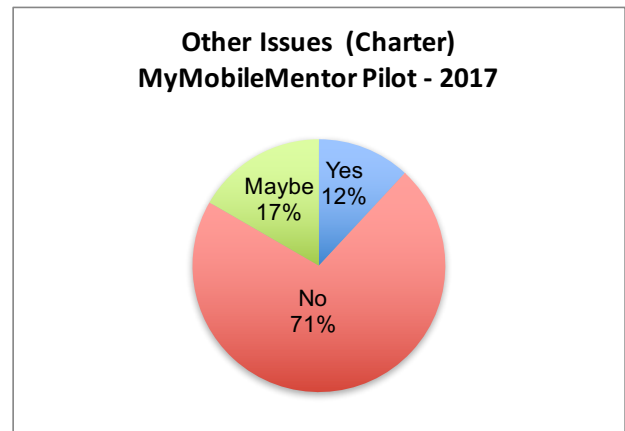
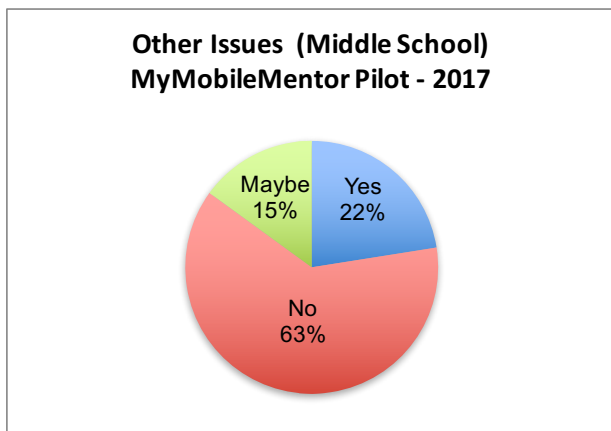
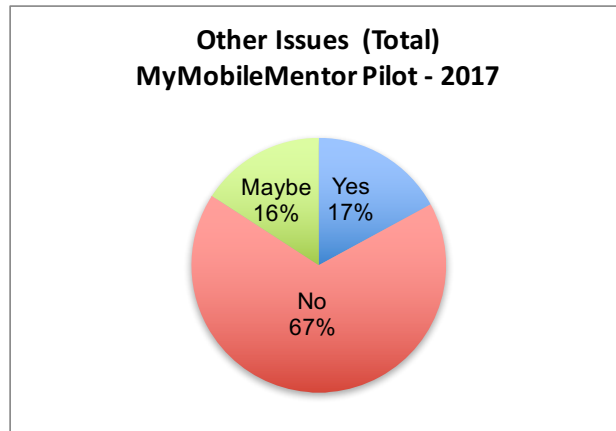
#### Exhibit 4 - Accepting Responsibility - Total vs Individual Schools



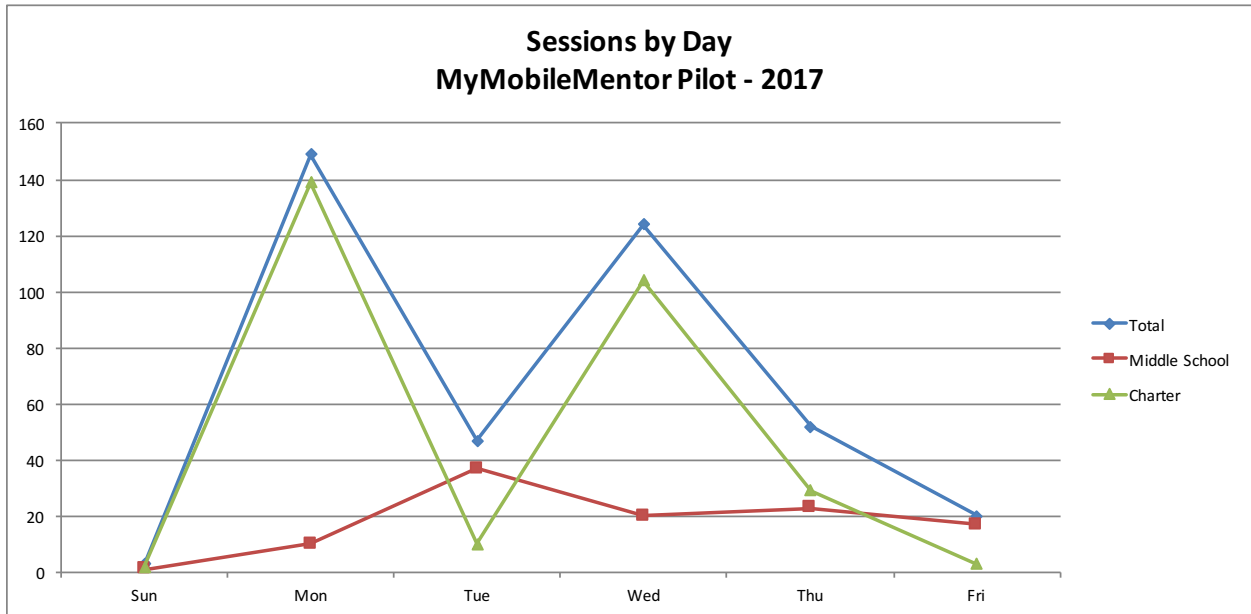


## Q. Is Something Else Going On That's Making Life Hard?

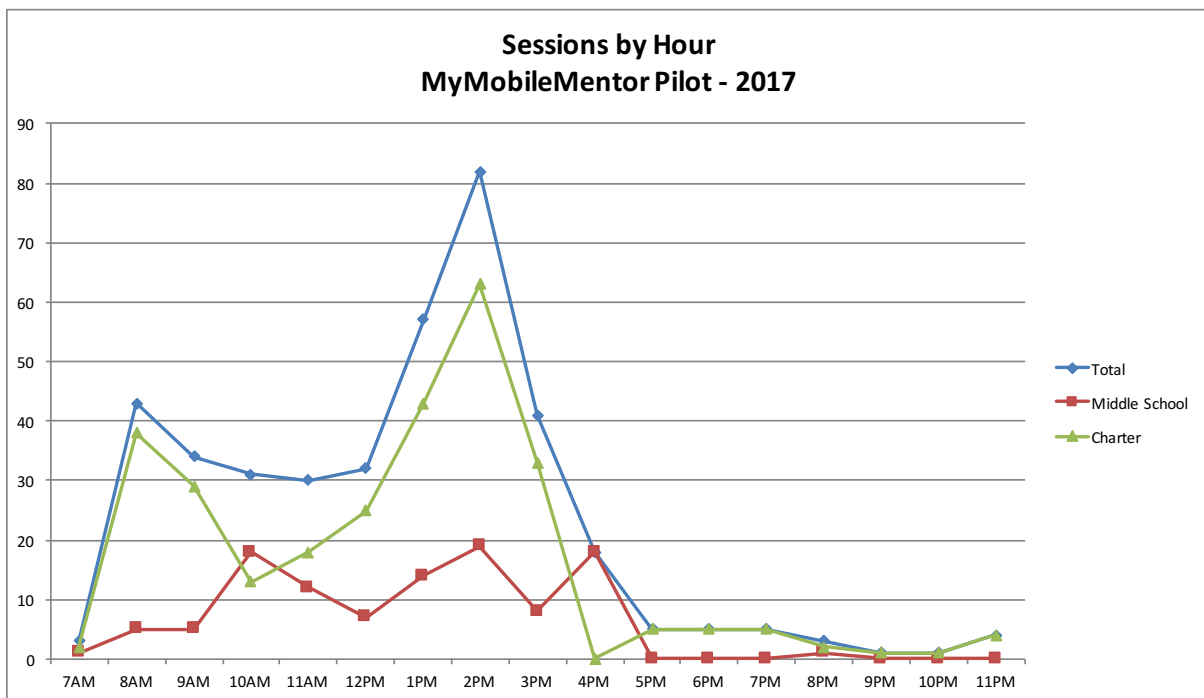
**Exhibit 5 - Other Issues - Total vs. Individual Schools**



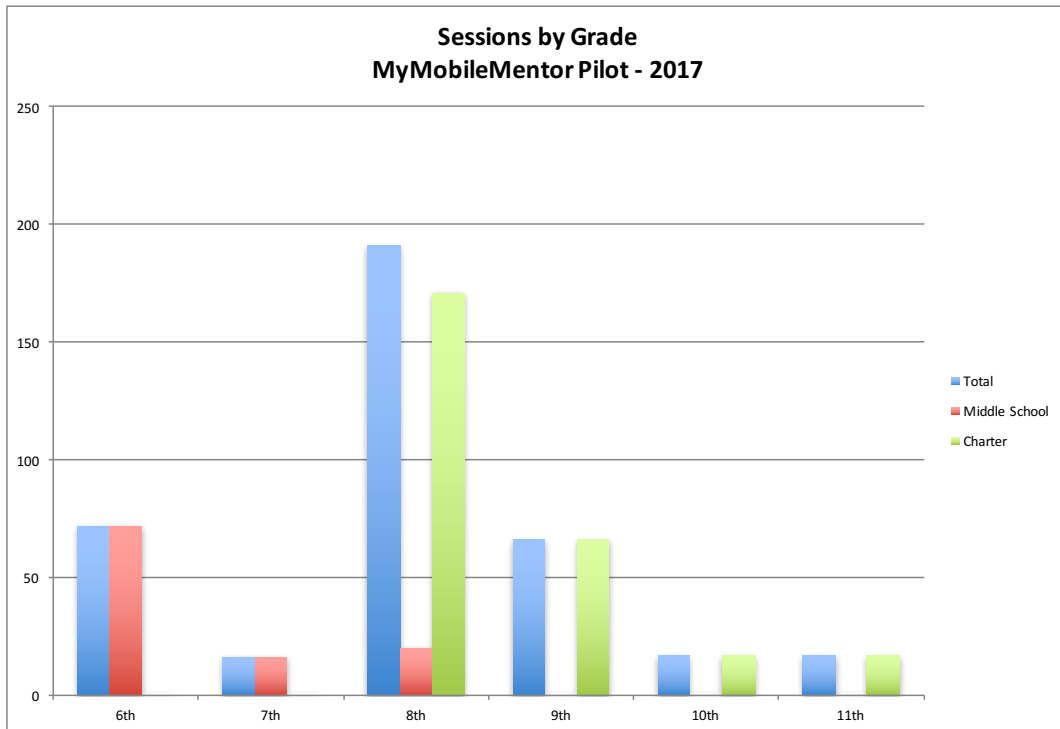
**Exhibit 6 - Sessions By Day - Total vs. Individual Schools**



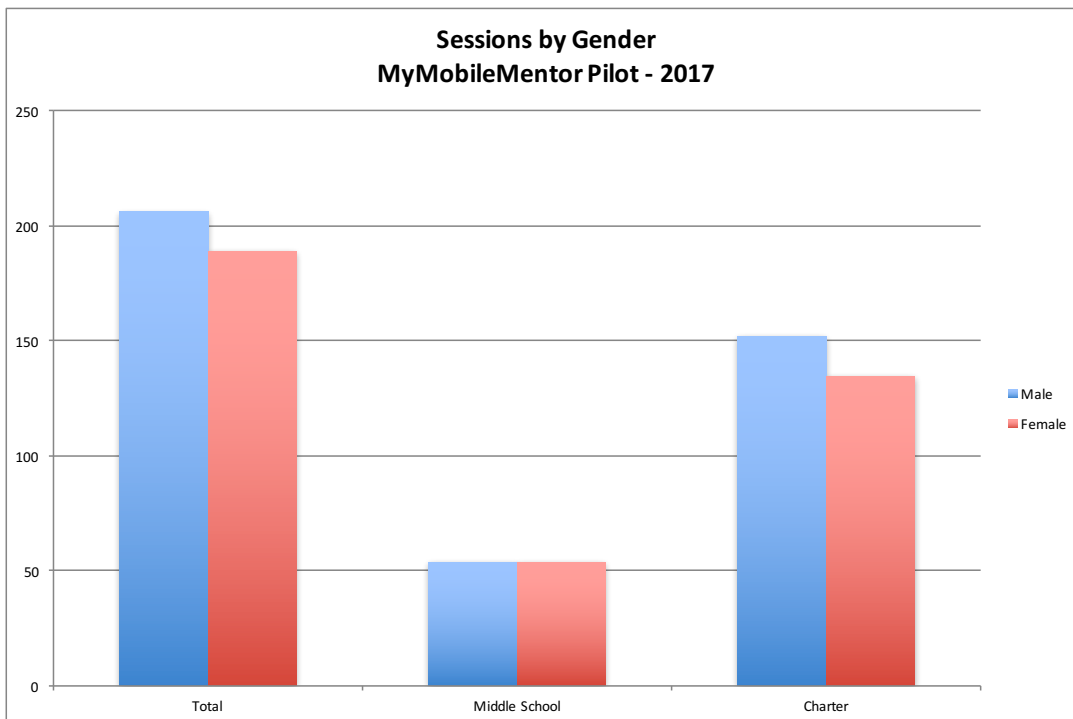
**Exhibit 7 - Sessions By Time of Day - Total vs. Individual Schools**



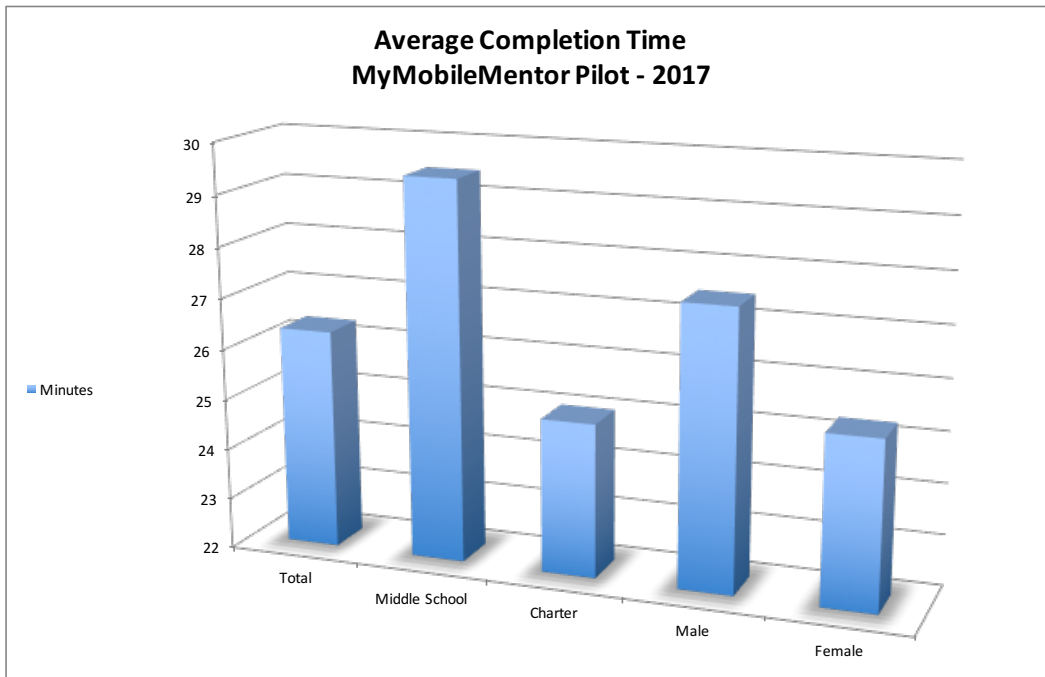
**Exhibit 8 - Sessions By Grade, 6th - 11th grades - All Schools**



**Exhibit 9 - Sessions by Gender - 6th - 11th grades - All Schools**



**Exhibit 10 - Average Completion Time - Total, Individual School and Gender**



**Exhibit 11 - Average Words Per Response - Total, Individual School and Gender**

