PHASE 1 — Environmental Engineering: The Physical Space

Transform the physical layout of the ISS room to send an immediate message: this is a support space, not a punishment chamber. Every element of the environment communicates safety, structure, and purpose.

First Step: Dismantle the "Cell Block" layout — remove rigid rows of isolated, forward-facing desks. Then build the three functional zones below.

Zone 1 — Regulation Station	☐ Dim lighting or lamp ☐ Comfortable seating (beanbag or rocker) ☐ Somatic tools: ice packs, resistance bands, weighted lap pad ☐ Visual Somatic Choice Menu posted on wall
Zone 2 — Academic Zone	☐ Traditional desks with privacy dividers ☐ Access to chargers and Chromebooks ☐ Noise-canceling headphones ☐ Visual timers at each station
Zone 3 — Reflection & Repair Zone	☐ Round or small table (non-confrontational layout) ☐ Side-by-side seating arrangement ☐ Copies of the Triage & Repair Protocol ☐ Neutral, calming décor

PHASE 2 — Staffing: The Adult in the Room

The most important variable in the Intervention Hub is the adult. Shifting from monitor to behavioral coach requires intentional hiring, robust training, and role protection.

Profile of the Hub Coordinator

- Highly trained in de-escalation techniques, trauma-informed practices, and relationship-building
- Skilled in completing and coaching through structured reflection protocols
- Temperamentally suited to regulated, non-reactive engagement with escalated students

Active Supervision vs. Passive Monitoring

- The Coordinator does not sit at a desk waiting for students to misbehave
- They are actively facilitating intake, coaching reflection worksheets, and coordinating with general education teachers for re-entry
- Every student interaction is purposeful, documented, and skill-focused

Protecting the Coordinator's Time

Non-Negotiable: Do not assign the Hub Coordinator to cafeteria duty, front office coverage, or other non-Hub responsibilities. If the Coordinator is pulled, the Hub closes — and the intervention fails.

PHASE 3 — Systems & Operations: The Process

Consistent operational protocols ensure the Hub functions as designed — every student, every time. Predictability builds safety, and safety makes learning possible.

Mandatory Cool-Down Period

- Students are not required to speak or process the discipline referral for the first 10–15 minutes upon arrival
- The Regulation Station (Zone 1) is the default first stop for all incoming students
- Coordinators use welcoming, low-demand language during this window (see Handout 2)

Abolish "Dead Time"

- Students who finish academic work do not put their heads down or stare at a wall
- Engage in structured skill-building: executive functioning modules, emotional regulation videos, or identified campus service tasks
- A student who is idle is a student whose time is being wasted — and whose behavior is likely to escalate

Data Tracking — Shift the Metrics

✗ Old Metric	✓ New Metric (Start Tracking)
• Days served in ISS • Number of referrals submitted • Student compliance during stay	• Recidivism rate (same student returning) • Skills identified and mastered • Successful re-entry and time-to-return to class

PART A — Intake Script for the Hub Coordinator

Purpose: Use this script when a student first arrives — often highly escalated, defensive, or shut down. The Three R's (Regulate → Relate → Reason) are sequential. Do not move to the next phase until the student demonstrates readiness.

REGULATE *0–15 Minutes*	*"I can see you're having a tough morning, and your body looks tense. You are safe here. You don't have to talk to me about what happened yet. I'm setting a timer for 10 minutes. Do you want the ice pack, the resistance band, or just some quiet time in the Regulation Station?"*
RELATE *Once physically calm*	*"Hey. Let's take a breath. I'm not here to yell at you — I'm here to help you figure out how to get back to class without this happening again. How is your body feeling right now on a scale of 1 to 10?"*
REASON *Collaborative reflection*	*"Okay, walk me through what happened right before the referral was written. What was the trigger?" (Listen actively and validate the student's feeling — even if the reaction was inappropriate.) "I hear that you felt disrespected. It makes sense that you felt that way. But that reaction got you sent here — let's figure out a better way to handle that feeling next time."*

PART B — Student Reflection & Repair Worksheet

Student Name: _____ **Date:** _____ **Period/Time:** _____

SECTION I — The Incident Breakdown

1. What was the exact moment things started to go wrong? (The Trigger)

Example: "The teacher asked me to read out loud."

2. What did your body feel like in that moment? (Check all that apply)

- ☐ Heart was beating fast
- ☐ My face got hot
- ☐ My fists were clenched
- ☐ I felt like running away
- ☐ My mind went blank
- ☐ Other: _____

3. What did you do? (The Behavior — be honest and stick to the facts)

4. What was your goal? What did you want to happen? (The Function)

- ☐ I wanted to get out of doing the work
- ☐ I wanted someone to pay attention to me
- ☐ I was overwhelmed and needed space
- ☐ I was angry and wanted to feel in control
- ☐ Other: _____

SECTION II — The Repair Plan

5. Who was impacted by your actions? Think about the teacher, your classmates, and yourself.

6. The Re-Do: If we rewound the clock, what is ONE tool or strategy you could use next time you feel that trigger?

Example: "I will put my head down and hold up my break card instead of yelling."

7. The Re-Entry: What needs to happen right now to make things right so you can return to class?

- ☐ I need to practice what I will say to the teacher with the Coordinator
- ☐ I need to finish the assignment I damaged or did not complete
- ☐ I need to write a brief note to the teacher
- ☐ Other: _____

SECTION III — Signatures & Readiness

Hub Coordinator Signature

Date: _____

✓ Readiness Confirmation

The student has completed the repair plan, role-played their re-entry script, and is regulated and ready to return to Tier 1 instruction.

Date/Time Returned to Class: _____