

# Visual Refocus Conversation Form

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## Visual Refocus Conversation Form

No two learners are alike. Some learn better through listening, or auditory input, some learn better through reading/seeing, or visual input, and some learn better through doing. For younger students and those with developmental differences, who are still learning to communicate and understand what people in their environment are communicating to them, it is especially important to present information in ways that match each student's learning style and optimizes their ability to learn. This **Visual Refocus Conversation Form** can be used as an alternative to the **Refocus Conversation Form**.

### When to Use:

- In place of traditional **Refocus Conversation Form** – this form is used as a part of the **Right At School Progressive Guidance Steps** after you have had an **I-ESCAPE Conversation**.

### Different Ways to Use:

- Always pull the student to the side to make sure this is a private conversation, and that there are no other students present.
- Fill out the top of the form before beginning the conversation, and make sure to indicate how many forms you have filled out that day (upper right corner).
- Go through the entire form (front and back) with the student. Allow the student to circle the appropriate answer(s) to each of the **four** questions that are posed if they can. Otherwise make sure the student is attending to the form as you circle the responses they provide.
- Combine verbal and nonverbal throughout form (e.g., pointing to the pictures as you read the words).

### Example Conversation Using this Form:

1. Introduce the form: *We're sitting down together to talk because something you did went against our expectation to be respectful, active, fun, and safe. We will look at some pictures to help you understand what you need to do differently to rejoin the group. Are you ready?*
2. *What happened?*
  - a. If the student responds verbally, you can say *That's right. You were shouting, and some of our friends are still doing their homework...*
  - b. If the student does not respond verbally, point to each picture while you label, e.g., *Were you talking, were you running...*
3. *How do you feel?*
  - a. Have the student point to what they are feeling or go through each emotion aloud, while pointing, to help them identify their feeling(s).
4. *What can you do differently next time that would be (safer/kinder/etc.)*
5. *Now that we've talked about this, are you ready to rejoin the group? You can tell me with your words or point to the thumbs up or thumbs down.*

### Visual Refocus Conversation Form

Student Name \_\_\_\_\_ Date \_\_\_\_\_  
 RAS Group/Setting \_\_\_\_\_

*We're sitting down together to talk because something you did went against our expectation to be respectful, active, fun, and safe. We will look at some pictures to help you understand what you need to do differently to rejoin the group.*

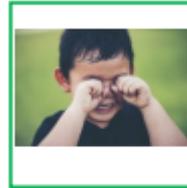
#### What happened?



I wasn't sharing



I was talking



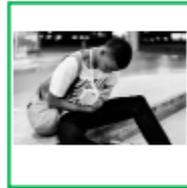
I was unkind



I was shouting



I was being rough  
with materials



I hurt somebody



I wasn't listening



I ran

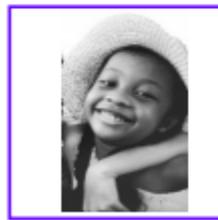
#### What am I feeling?



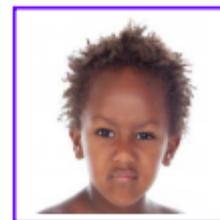
Confused



Sad



Happy



Angry



Embarrassed



Hurt



Scared

**What can I do next time?**



**Hands to myself**



**Listen**



**Be safe**



**Use kind words**



**Walk**



**Share**



**Be quiet**



**Wait Patiently**

**Are you ready to rejoin the group?**



**Yes**



**No**

Staff Signature \_\_\_\_\_

Date of Parent Communication \_\_\_\_\_ PM Initials \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My Name: