

## **Intentional Quiet: Agency, Productivity and Stress**

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### **Introduction:**

The movement toward Restorative Practices in school discipline characterizes an industrywide focus on positive interventions and adaptive systems. The middle school transition can be especially challenging as students face multiple complexities. Quiet Time, a program instituted in several schools and districts in California, implements a school-wide period of quietude for 20 minutes twice daily. It has been shown to reduce stress, confusion, and impulsivity, increase empathy and self-agency, and therefore have a positive effect on students' school experiences and productivity. Practical results include improved brain function, creativity, and memory; increased personality integration, and improved school behavior and academic performance. At both Tucson Electric and Raytheon, the innovation for new products and more effective procedures come from individuals and teams that take time apart from the stimulus of everyday demands to contemplate: to engage in creative thinking and new ideas. Under the current time constraints of a school day, this project investigated if a modified version of the Quiet Time program would have a similar effect with my students and impact their experience and productivity.

### **Findings:**

Intentional Quiet Time did not significantly change students' perceptions but it did change their behavior in class. Intentional Quiet Time in class seemed to help the students find focus and be more effective, as illustrated by a calmer atmosphere and clearer and more respectful communications. This could show that the period of intentional quiet allowed their systems to remediate the stressors, resulting in calmer and more focused and effective functioning. Students generally chose to deal with stressors by avoidance (choosing a new activity or focus). Some chose to deal with stress by actively engaging in choice to affect their attitude. Students enjoyed the Intentional Quiet in the classroom, and reported actively seek out quiet times in their own lives. This could show that the period of intentional quiet allowed their systems to remediate the stressors, resulting in calmer and more focused and effective functioning.

### **Plan of Action:**

Students may instinctively crave a counterbalance to the excitements in life. As educators, we need to provide choices for solitude and quiet for students to seek out at will, or incorporated into the classroom structure and daily routine. I plan to incorporate more Intentional Quiet Time in my classroom in the future.

For Bibliography of the research findings relevant to education in the original Quiet Time program, see <https://www.davidlynchfoundation.org/research.html#education>