

Revibe in the real world: quiet, data informed support for student focus

Case Study

Supporting students who struggle with attention can be a daily balancing act. Educators and school psychologists want to help, but traditional approaches often rely on teacher observations, paper-based tracking, and frequent verbal redirection. Those methods can be time-consuming, inconsistent, and disruptive for the student and the classroom.

A school psychologist in rural Nebraska recently shared what changed when her team introduced Revibe®, a wearable designed to support focus and on-task behavior through discreet cues and data-informed insights. Her experience highlights a simple idea: when support is quiet, consistent, and measurable, teams can spend less time chasing data and more time using it.



The challenge: support that doesn't depend on constant observation

Billie Hightree Sitzmann is a school psychologist at an education agency in rural Nebraska. She supports a district of about 450 students, and, like many school psychologists, her role extends beyond testing. She contributes to behavior plans, planning conversations, and ongoing support across the school year.

Before Revibe, attention-focused interventions often depended on a familiar mix of inputs:

- Teacher report
- Occasional classroom observations
- Student self-monitoring strategies
- Paper-based tracking

Those tools can be helpful, but they also have limitations. Observations aren't always feasible at the frequency teams would like, and paper tracking can be inconsistent, especially when students are already struggling with attention and executive functioning.

"I think the tracking component was the biggest issue. There just wasn't a really solid way of getting accurate, consistent information through tracking... I can't get into the classroom every single day... I'm lucky if I can sometimes get in there once a week..."

As Billie described it, the biggest gap was reliable tracking. It wasn't easy to gather accurate, consistent information day after day, and it wasn't realistic to be in the classroom continuously.

Why Revibe stood out: data plus discreet support

Billie first heard about Revibe through a Pearson contact she already worked with regularly. What motivated her to try it was the combination of two things:

- 1 A way to provide in-the-moment support without relying on repeated verbal cues
- 2 A way to collect data that could be reviewed over time

In her experience, other strategies and tools could support self-monitoring, but they didn't capture data in the same way. Revibe offered a more consistent approach: the student receives discreet cues (such as vibration prompts and customizable reminders), and the team gains access to data that can support conversations, planning, and progress monitoring.



"I love that there's different components that it's tracking. It's not just attention or how much fidgeting. It's very well-rounded."

Who used it, and how

Billie used Revibe with a range of students, primarily those with attention difficulties, many of which had a history of off-task behavior and attention concerns. She also explored its use with students who experienced anxiety, to see whether the tool could support regulation and focus.

The age range was broad, from **second grade through high school**. That flexibility mattered, because attention challenges don't look the same across grade levels, and schools often need options that can scale.

Billie also emphasized something important: Revibe isn't a fit for every student. That kind of candid feedback is valuable, because it helps teams set realistic expectations and identify where Revibe is most likely to help.

A practical example: when data turns concern into action

One of the clearest moments Billie shared started with a teacher email.

A teacher reached out with concerns that a student had been having a particularly rough week. Billie hadn't been able to check in as often as she wanted, so she logged into the Revibe platform to see what the data showed.

The patterns aligned with what the teacher was seeing: a drop in attention and an increase in fidgeting. That confirmation helped Billie move quickly from "something feels off" to "here's what changed, and here's when."

More importantly, it created a constructive opening for a student conversation. Billie was able to talk with the student about what was going on, validate that the week had been tough, and discuss strategies for the following week. In her words, the next week improved.

The student also liked the watch and found value in the reminders. For a student with long-standing attention challenges, that combination of discreet support and a sense of ownership can be meaningful.

What the progress report made possible

Billie repeatedly returned to the value of trends.

Rather than relying on one-off observations, she could look week over week and ask:

- **Are there specific times of day when attention drops?**
- **Are there patterns by day of the week?**
- **Are fidgeting levels changing over time?**
- **Do changes align with what teachers and families are noticing?**

That kind of visibility supports better planning. It can help teams decide when to build in breaks, when to adjust supports, and how to have more grounded conversations with teachers, parents, and students.

"I know having that daily tracking is huge: different portions of the day, different days of the week. It's impossible for me as a single school psychologist in a school of 450 students to be able to go in and do observations as consistently as that."

It also supports the reality of school roles. As Billie noted, when you're supporting a full school and doing far more than observations, it's not feasible to gather that level of tracking data manually.

Impact in the classroom: fewer disruptions, more dignity

From a teacher perspective, Billie highlighted a familiar pain point: constant verbal redirection.

When teachers are repeatedly cueing a student to refocus, it can disrupt instruction, draw attention to the student, and add stress for everyone involved. Revibe offered an alternative: customizable reminders that can be set up based on student needs and classroom routines.

In Billie's experience, teams could collaborate with teachers to decide what reminders should say and when they should occur. That approach helps reduce the need for frequent verbal prompts and supports a more respectful, less disruptive classroom environment.

Setup and implementation:



Realistic



Workable



Improving

After Billie and the team in her school settled on initial logistics, she described the setup as straightforward. She found the platform easy to navigate and noted that the setup wizard was helpful.

She also shared a perspective many educators appreciate: it matters when companies listen. Billie valued that feedback was welcomed and that improvements continued over time.



A note on value: time, data quality, and capacity

When asked whether Revibe could help schools save time and money, Billie's answer focused on capacity.

Schools and districts often cannot afford to collect continuous, high-quality observational data through staff time alone. Teachers also cannot realistically provide constant redirection without impacting the broader classroom.

In her view, Revibe supported more efficient data collection and reduced reliance on disruptive prompts, which can translate into better use of staff time and more accurate information for decision-making.

"I do think it can help save time and money because if you tie that with the accuracy of the data and the amount of data that you actually are able to get, it is not feasible for the school psychologist or the teacher to do so many verbal redirections."

Key takeaways for school teams

Billie's experience points to a few practical takeaways for districts considering a wearable support tool for focus:



Look for students who are aware they need support and are open to in-the-moment cues



Partner with teachers on reminder language and timing to fit classroom routines



Use trend data to guide planning, not just to confirm what you already suspect



Treat fit as part of the process: not every student will benefit equally

When the fit is right, Revibe can help teams support attention in a way that's discreet, measurable, and easier to sustain.

Learn more

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