Transforming In-school Suspension into a Positive Tool for Changing Behavior

Rosie N. Cooper-Neary  
*Clarke County School District, Athens, GA, cooperr@clarke.k12.ga.us*

Sarah Harber  
*Clarke County School District, Athens, GA, harbers@clarke.k12.ga.us*

Follow this and additional works at: [https://digitalcommons.georgiasouthern.edu/gapbs](https://digitalcommons.georgiasouthern.edu/gapbs)

Recommended Citation

Cooper-Neary, Rosie N. and Harber, Sarah, "Transforming In-school Suspension into a Positive Tool for Changing Behavior" (2017).  
*Georgia Association for Positive Behavior Support Conference*. 32.  

This event is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia Association for Positive Behavior Support Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Transforming In-School Suspension into a Positive and Effective Tool for Changing Behavior

Dr. Rosie Cooper-Neary, *Lead Behavior Specialist | District PBIS Coordinator*
Sarah Harber, MS, APC, *District Behavior Specialist*

Clarke County School District
Athens, Georgia
Introductions
&
Background
Today’s Topics

- Targeted students (secondary / elementary)
- Components of a successful in-school suspension program
  - Administration
  - Teachers
  - Students
  - Program Design (secondary / elementary)
  - Curriculum
- Outcomes
- What worked / What didn’t
# Targeted Students

<table>
<thead>
<tr>
<th>Tier</th>
<th>Intervention Types</th>
</tr>
</thead>
</table>
| 1 Universal (All Students) | • Effective Academic Support  
  • Social Skills Teaching  
  • Teaching School-wide Behavior Expectations  
  • Positive Reinforcement Systems  
  • Firm, Fair, and Corrective Discipline  
  • Effective Classroom Management |
| 2 Targeted (At-risk Students) | • Intensive Social Skills Teaching  
  • Self-management Programs  
  • Parent Training and Collaboration  
  • School-based Peer Mentors  
  • Increased Academic Support and Practice |
| 3 Individual Intensive (High-risk students) Individual Interventions (3-5%) | • Intensive Academic Support  
  • Intensive Social Skills Teaching  
  • Individual Behavior Management Plans  
  • Parent Training and Collaboration  
  • Alternatives to Suspension and Expulsion |

- **Elementary**
  - Behavior Checklist III
  - Above cut score (30)
  - Control/experimental group
  - Random assignment

- **Secondary**
  - ODRs
  - Administrative assignment to in-school suspension
Administrators: A Successful In-School Suspension Program is...

- A top priority of the administrative team
  - System for appropriate referral to ISS (involving parents)
  - Continuous monitoring
  - Continuous training for personnel
  - Dedicated space

- Appropriately staffed with a qualified and dedicated educator
  - Trained in PBIS processes
  - Experienced in teaching/working with SPED students
  - Who has a genuine care and concern for remediating student behaviors
  - Is consistent with expectations, incentives, and consequences

- Designed with expectations and procedures that students are aware of and that all staff consistently follow
  - Teach, model, reteach
  - Daily orientation
  - Academic component
  - Behavior curriculum component
Teachers: A Successful In-School Suspension Program has...

- **Teacher Buy-In**
  - Classroom management
  - Appropriate system for referral through administration
  - A system where classroom teachers provide students with class work for completion during their in-school suspension visit
  - A system where class work is returned to teachers for grading
  - Sharing data with teachers

(Cooper, 2014)
Students: A Successful In-School Suspension Program...

- **Changes Student Perception**
  - Provide students with a structured learning environment
  - Focus on Academics
  - Focus on Social/Behavioral Growth

- **Provides incentives for students to do well and consequences for inappropriate behavior**
  - Early release incentive
  - Additional time or OSS conversion

- **Incorporates a therapeutic software-based behavioral intervention component that can be efficiently implemented and individualized to student needs**
  - *Ripple Effects: [https://rippleeffects.com/](https://rippleeffects.com/)*

(Cooper, 2014)
Secondary: A Day in ISS at BTWHs

- **Student Orientation**
  - Expectations, consequences, incentives outlined for students daily
  - Procedures for restroom, lunch, check-in/check-out, etc.

- **Ripple Effects Orientation**
  - Explanation and Account set-up
  - Navigating through the learning modules
  - Explanation of ISS lesson plan
  - Student Questions and Answers

- **Instructional Activities**
  - *Ripple Effects*
  - Teacher assignments

- **Accountability**
  - Follow-up on assignment completion
  - Daily attendance and check-in with deans/teachers

(Cooper, 2014)
ISS EXPECTATIONS

- BE SILENT. Talking and/or non-verbal communication with other students is prohibited.
- BE AWAKE. Putting your head down and/or sleeping is prohibited.
- BE ON-TASK. Working on non-academic related activities is prohibited.
- BE COMPLIANT WITH SCHOOL-WIDE EXPECTATIONS & STUDENT RIGHTS & RESPONSIBILITIES HANDBOOK. Dress code violations, tardies, use of profanity, open-defiance, cheating, eating/drinking in class, misuse of technology (cell phones, iPods, headphones, computers, etc.) are prohibited.
Ripple Effects Specific to BTWHS

Ripple Effects® for Teens

- All students attending ISS received an identical lesson plan consisting of 20 behavioral tutorials
- Addressed student strengths (learning styles), problems (problem behavior), reasons (background)
- Completed over a period of one to *three days while attending ISS
- Student-directed with only slight teacher interaction through initial orientation to ISS/Ripple Effects and redirection as needed

(Cooper, 2014)
Assigned *Ripple Effects* Tutorials

- Learning styles
- Temperament
- Dress Code
- Respect-getting it
- Respect-showing
- Authority-defying
- Boundaries
- Courtesy
- Swearing
- Bullying

- Internet Harassment
- Communication Skills
- Talking back
- Compliments – giving
- Compliments – receiving
- Conflict with Teacher
- Tardy
- Cultural differences
- Bad Decisions
- Family Background
ISS RULE VIOLATION POINT SYSTEM

• “Rule Violation Points” are received for rules violations and lowers your daily ISS grade
  • 0 points = 100%
  • 1 point = 90%
  • 2 points = 80%
  • 3 points = 70%
  • 4 points = 60%
  • 5 points = ISS converted to OSS (out-of-school suspension)

• Once you receive a rule violation point, it does not go away and points do not “start over” on a new day

• If you receive five points during the duration of your ISS assignment, your remaining ISS will be converted to out-of-school suspension
*EARLY RELEASE INCENTIVE*

- If you do not receive rules violation points, you will receive an early release from ISS
- Example: If you were given three days of ISS and you do not have any rules violation points at the end of your second day, you will not be required to serve the third day of ISS
- Example: If you were given three days of ISS and you arrive tardy on your second day of ISS, you will receive a rule violation point resulting in the loss of qualifying for the Early Release Incentive. In this type of situation, you will end up staying for the entire three days you were assigned
Did *Ripple Effects* Make a Difference?

- When three years of baseline data were compared to the intervention year, a significant reduction was found in the recidivism rates of students in grade 9.

- Students who received the intervention were reassigned to ISS less frequently overall.
What Did the Participants Say?

Administrators

- Believed ISS to be a more appropriate consequence than OSS
- Reported positive change in school climate since *Ripple Effects* implementation
- Discussed appropriateness of ISS and *Ripple Effects* for use with special education students
- Reported that students relayed to them that they would rather be assigned to ISS than other disciplinary consequences
What Did the Participants Say?

**Teachers**

- Teachers believed ISS to be more appropriate consequence than OSS
- Teachers reported academic *improvement* in students returning to classroom environment
- Teachers reported behavioral *improvement* in students returning to classroom environment
- Teachers reported *less frequent* behavioral occurrences with students who were likely to reoffend
What Did the Participants Say?

**Students**

- Students believed ISS to be more appropriate consequence than OSS
- Students in earlier grades believed *Ripple Effects* to be a contributor of increased behavioral awareness and contributing to less ISS visits
- Students believed that they were more likely to complete class assignments in the ISS environment over being in the classroom
- Students labeled “bullying” as their most memorable tutorial and believed it should be shared with all students in the school (and not just ISS students)
What Did Not Work?

- Older students believed that more accountability was needed with regard to completion of the *Ripple Effects* tutorials; students suggested “study guides” to go along with the computer activities.
- Slight push back from teachers on Early Release Incentive.
- Teachers failed to send classroom assignments.

What We Changed?

- A supplemental “Note Taking Guide” was created for students to complete while working through each tutorial to include self-reflective prompts for each type of behavior; ISS teacher reviewed this with students.
- The ERI was adjusted to allow early release on first time attendees only; repeat students were not eligible for ERI.
- Sending student work became mandatory; enforced by Administration.
Elementary: *Ripple Effects in CCSD*

- **Design**
  - Randomly assigned students based on Behavior Screener Checklist III (cut score 30)
  - 2nd – 5th grade
  - Experimental group – 30 students – attended 2 sessions/week for 6 weeks; completed 2-3 lessons per 30-minute session
  - Control group – continued in typical school interventions and disciplinary processes

- **Faculty Orientation**
  - Training

- **Ripple Effects Student Orientation**
  - Explanation and Account set-up
  - Navigating through the learning modules
  - Student Questions and Answers
  - Incentive for participation (snacks)

- **Accountability**
  - Stickers for module completion
  - Session attendance
  - Makeup sessions provided
Ripple Effects® for Kids

- All students attending learning sessions received an individualized lesson plan consisting of 25 behavioral modules
- Provided the option to explore other topics once daily lessons were complete
- Addressed student strengths (learning styles), problems (problem behavior), reasons (background) based on subscale scores on Behavior Screener Checklist III (internalizing, externalizing, and classroom behavior)
- Student-directed with only slight teacher interaction through initial orientation to Ripple Effects and redirection as needed and reading support (for younger students)
BEHAVIOR SCREENING CHECKLIST III

Student Name: ___________________________ Student ID#: ___________________________ Date: ____________

Rate the student on the following continuum:

I. AREA: CLASSROOM BEHAVIORS

Attention:

1 2 3 4 5
Consistently attends to classroom activities
Sometimes follows along with classroom activities
Rarely follows along with classroom activities

Follows Directions:

1 2 3 4 5
Consistently follows rules
Sometimes follows rules
Rarely follows rules

Completing Work:

1 2 3 4 5
Consistently completes work independently
Sometimes completes work independently
Rarely completes work independently

<table>
<thead>
<tr>
<th>Classroom Behaviors</th>
<th>Externalizing Behaviors</th>
<th>Socialization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attending to classroom activities</strong></td>
<td><strong>Physical behavior</strong></td>
<td><strong>Handling change</strong></td>
</tr>
<tr>
<td>Attention</td>
<td>Fighting</td>
<td>Change - normal</td>
</tr>
<tr>
<td>Learning style</td>
<td>Pushing and shoving</td>
<td>Change - unplanned</td>
</tr>
<tr>
<td>Listening</td>
<td>Conflict</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calm down</td>
<td></td>
</tr>
<tr>
<td><strong>Following rules/following directions</strong></td>
<td><strong>Verbal behavior</strong></td>
<td><strong>Adult interaction</strong></td>
</tr>
<tr>
<td>Following directions</td>
<td>Name calling</td>
<td>Teacher conflict</td>
</tr>
<tr>
<td>Rules</td>
<td>Blurtling out</td>
<td>Parents talking to</td>
</tr>
<tr>
<td>Consequences</td>
<td>Talking back</td>
<td>Complaint</td>
</tr>
<tr>
<td></td>
<td>Defiance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expressing feelings</td>
<td></td>
</tr>
<tr>
<td><strong>Completing work</strong></td>
<td><strong>Behavior toward property</strong></td>
<td><strong>Peer relationships</strong></td>
</tr>
<tr>
<td>Set goals</td>
<td>Control impulses</td>
<td>Connecting with others</td>
</tr>
<tr>
<td>Effort</td>
<td></td>
<td>Friends</td>
</tr>
<tr>
<td>Discouraged</td>
<td>Stealing</td>
<td>Conversations</td>
</tr>
<tr>
<td>Perseverance</td>
<td></td>
<td>Picked on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bully you do it, or bullied</td>
</tr>
<tr>
<td><strong>Participates in class</strong></td>
<td><strong>Stays in assigned place</strong></td>
<td><strong>Positive self-image</strong></td>
</tr>
<tr>
<td>Listening</td>
<td>Hands and feet</td>
<td>Strengths</td>
</tr>
<tr>
<td>Assertive body</td>
<td>Permission - getting</td>
<td>Liking yourself</td>
</tr>
<tr>
<td>Assertive message</td>
<td></td>
<td>Respect</td>
</tr>
<tr>
<td>Assertive voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SESSION</td>
<td>TOPICS</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td></td>
</tr>
</tbody>
</table>
| Session 1 | Learn how to Login  
Help "?" Video  
Learning Styles |
| Session 2 | Attention Problems  
Your Choice |
| Session 3 | Listening  
Directions - following |
| Session 4 | Rules  
Your Choice |
| Session 5 | Consequences - Predict  
Goals |
| Session 6 | Effort  
Your Choice |
| Session 7 | Discouraged  
Perseverance |
| Session 8 | Assertive body  
Your Choice |
| Session 9 | Assertive voice  
Assertive message |
| Session 10 | Fighting  
Your Choice |
| Session 11 | Conflict  
Calm down |
| Session 12 | Strengths  
Your Choice |

Student Code 10
Did *Ripple Effects* Make a Difference in CCSD?

- **Among both groups**
  - Students continued the pattern of increased misbehavior as summer approached
    - However, these scores are also based on subjective teacher report
  - Because the study was only 6 weeks (Spring, during Milestones), students did not have as much time to display academic growth.
  - Due to headphones and technical glitches, experimental intervention fidelity was likely reduced

- **Students in the intervention group had half the rate of increased misbehavior as students in the control group**
  - Intervention group: 6 of 32 (18%) students
  - Control group: 14 of 33 (42.2%) students
Did *Ripple Effects* Make a Difference in CCSD?

- Substantially more students in the intervention group reduced their rate of observed misbehavior during this time when behavioral infractions typically increase (from pre-intervention to post):
  - Intervention group: 23 of 32 (72%) students
  - Control group: 19 of 33 (59%) students reduced their rates of observed misbehavior
  - 3 of 32 students in the intervention group did not have a change in scores pre to post

- Of the 65 students who had scores >30 on the behavior screener at pre-test, 18 students’ scores were <30 at post. Of these 18 students, twice as many of the students were in the intervention group
  - Intervention group: 12 students
  - Control group: 6 students
What Did the Participants Say?

**Students**

- Students liked to find out information about issues they were dealing with without having to talk to an adult about it
- Liked that the students in the videos looked like them (cultural relevance)
- Would like to have this program available to them on a regular basis during school hours if they were struggling with something
- Would like to be pulled from class to participate during non-preferred activities (academic vs. specials)
What Did Not Work?

- Technical difficulty with Wi-Fi and headphones
- Reading difficulty for some students
- Staffing and dedicated space

What We Will Change:

- Run a brief pilot in advance of implementation to work out issues
- Look more closely at reading levels to make sure reading ability is there – *(Bouncy the People Trainer)*
- You may allocate a teaching unit for this in order to sustain long term
References


Additional Resources

ABE Systems: http://www.abesystems.com/

Ripple Effects: http://rippleeffects.com/

Bouncy the People Trainer: http://bouncykids.net/theory-base/
Contact

Rosie Cooper-Neary, EdD
cooperr@clarke.k12.ga.us

Sarah Harber, MS, APC
harbers@clarke.k12.ga.us