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Transforming In-School Suspension into a Positive and Effective Tool for Changing Behavior

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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

Tier	Intervention Types
<p style="text-align: center;">1 Universal (All Students)</p> <p>School-wide, Culturally Relevant Systems of Support</p> <p>(75-85% of students)</p>	<ul style="list-style-type: none"> • Effective Academic Support • Social Skills Teaching • Teaching School-wide Behavior Expectations • Positive Reinforcement Systems • Firm, Fair, and Corrective Discipline • Effective Classroom Management
<p style="text-align: center;">2 Targeted (At-risk Students)</p> <p>Classroom & Small Group Strategies</p> <p>(10-20% of students)</p>	<ul style="list-style-type: none"> • Intensive Social Skills Teaching • Self-management Programs • Parent Training and Collaboration • School-based Peer Mentors • Increased Academic Support and Practice
<p style="text-align: center;">3 Individual Intensive</p> <p>(High-risk students) Individual Interventions (3-5%)</p>	<ul style="list-style-type: none"> • 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

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/>

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

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

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

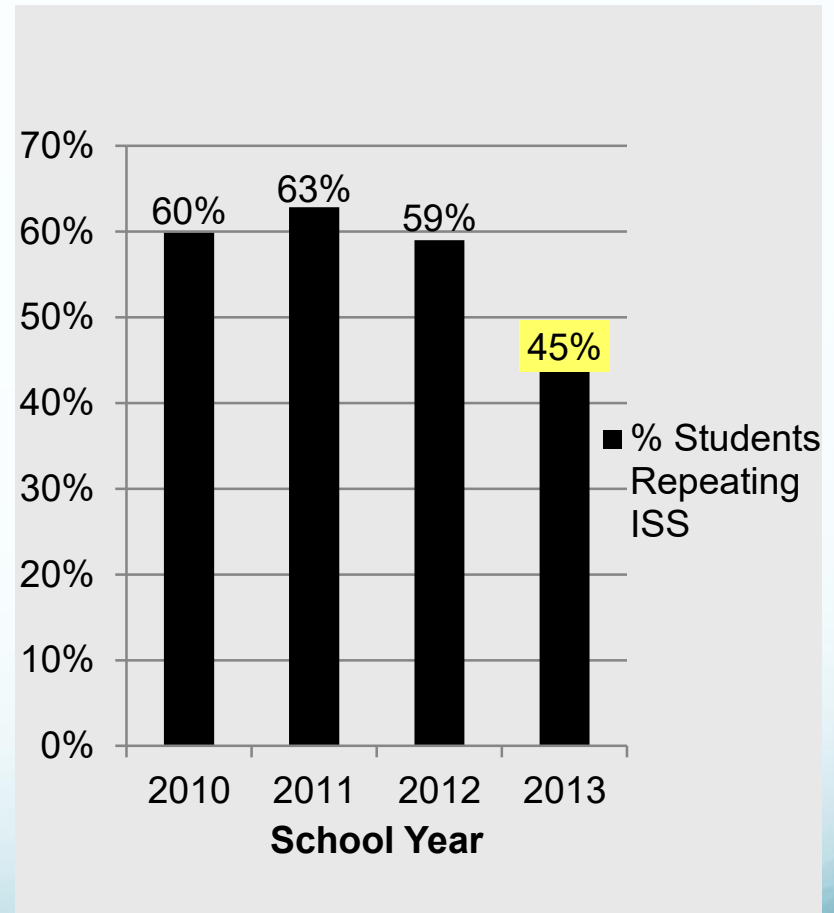
- “Rule Violation Points” are received for rules violations and lowers your daily ISS grade
 - 0 points = 100%
 - 1 point = 90%
 - 2 points = 80%
 - 3 points = 70%
 - 4 points = 60%
 - 5 points = ISS converted to OSS (out-of-school suspension)
- Once you receive a rule violation point, it does not go 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 Specific to CCSD

- ***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

Classroom Behaviors	Externalizing Behaviors	Socialization
<p><u>Attending to classroom activities</u></p> <p>Attention Learning style Listening</p>	<p><u>Physical behavior</u></p> <p>Fighting Pushing and shoving Conflict Calm down</p>	<p><u>Handling change</u></p> <p>Change - normal Change - unplanned</p>
<p><u>Following rules/following directions</u></p> <p>Following directions Rules Consequences</p>	<p><u>Verbal behavior</u></p> <p>Name calling Blurting out Talking back Defiance Expressing feelings</p>	<p><u>Adult interaction</u></p> <p>Teacher conflict Parents talking to Complaint</p>
<p><u>Completing work</u></p> <p>Set goals Effort Discouraged Perseverance</p>	<p><u>Behavior toward property</u></p> <p>Control impulses Stealing</p>	<p><u>Peer relationships</u></p> <p>Connecting with others Friends Conversations Picked on Bully you do it, or bullied</p>
<p><u>Participates in class</u></p> <p>Listening Assertive body Assertive message Assertive voice</p>	<p><u>Stays in assigned place</u></p> <p>Hands and feet Permission - getting</p>	<p><u>Positive self-image</u></p> <p>Strengths Liking yourself Respect</p>

SESSION	TOPICS	Got it
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

Cooper, Rosie N., "Response to intervention (RtI): a mixed methods study evaluating the effects of behavior training software on behavior of in-school suspension students" (2014). *Education Doctoral Theses*. Paper 168.

<http://hdl.handle.net/2047/d20004895>

Muyskens, P., Marston, D., & Reschly, A. L. (2007). The use of Response to Intervention Practices for Behavior: An Examination of the Validity of a Screening Instrument. *The California School Psychologist*, 12(1), 31-45. doi:10.1007/bf03340930

Additional Resources

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

Ripple Effects: <http://rippleeffects.com/>

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

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