

DE-MTSS: ISLA

Instructional and Restorative Alternatives
to Exclusionary Discipline

May 29, 2024



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DE-MTSS Technical Assistance Center



The Delaware Multi-Tiered System of Support
TA Center proudly serves as a technical
assistance provider for the
Delaware Department of Education.

Our TA Center provides professional learning
and coaching to support the academic and
nonacademic development of all children.



2

As colleagues...our working agreements



Give and receive welcome



Listen and speak with an open mind and heart



Be curious before being critical



Take risks, embrace discomfort, be brave



Use asset-based language when referring to students and teachers



Respect yourself and others

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Almost there after a long year...



DO WHAT YOU HAVE
TO DO UNTIL YOU
CAN DO WHAT YOU
WANT TO DO.

OPRAH WINFREY

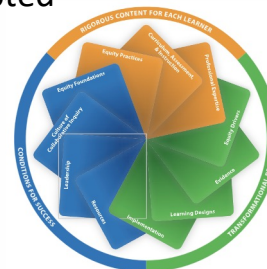
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Professional Learning Standards

Today's content was developed in accordance with the adopted professional learning standards from Learning Forward.

These standards acknowledge that:

1. All educators have a responsibility to learn in order to improve student performance, and
2. The purpose of professional development is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels.



Learn more about the Professional Learning Standards [here](#) and the Delaware Professional Development Standards guidance [here](#).

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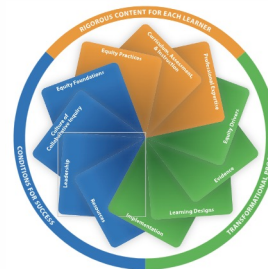
Transformational Processes Standard

Transformational Processes Standard: IMPLEMENTATION

Professional learning results in equitable and excellent outcomes for all students when:

1. Educators understand and apply research on change management,
2. Educators engage in feedback processes, and
3. Educators implement and sustain professional learning.

(Learning Forward, 2023)



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Defining MTSS in Delaware

DE-MTSS is a framework designed to meet the needs of the whole child through an **integrated, multilevel prevention system** that optimizes **team-based leadership** and **data-driven decision making** to meet the academic and nonacademic needs of all students. High quality core academic instruction and non-academic practices are provided as universal supports to all children. Evidence-based intervention and supports are matched to student needs and informed by ongoing progress monitoring and additional formative assessments.



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Layers of Support within the ISLA Model include...



Prevent Practices



Teach Practices



Respond Practices



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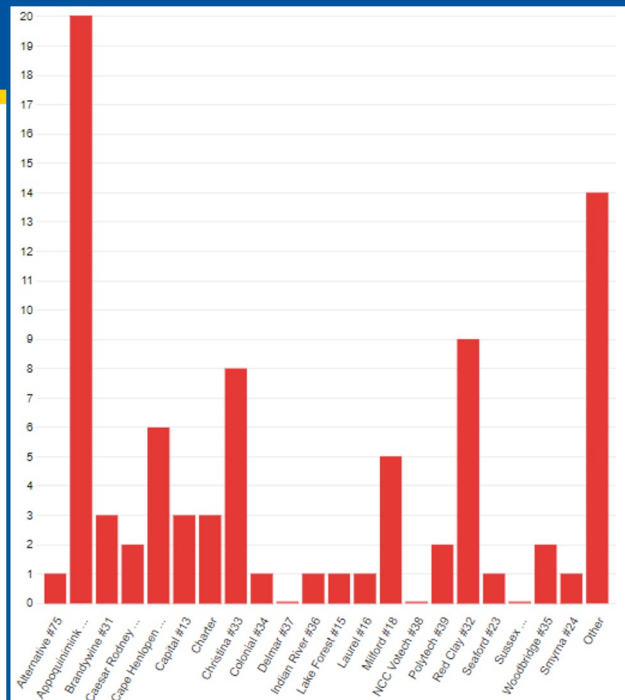
Today's session will provide...

- ✓ More tools to share with educators for preventing behaviors of concern from escalating in the classroom (Tier 1 reminders)
- ✓ More understanding of the preventive and responsive ISLA Model specifically (including Level 3, Out-of-Class ISLA Supports)
- ✓ Brainstorming opportunities for how to bring the ISLA Model to your LEA/school

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Who You Are and Why You're Here...

- District MTSS Coaches/Team Members
- Building-level Administrators, Teachers, and School Counselors
- Building-level MTSS Coordinators/ Team Leaders (Tier 1, 2, & 3)
- Statewide MTSS, SEL, and Student Support Leaders
- Restorative Practices Implementers



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Leaning Into our Whys



Exclusionary Discipline can result in:

- Overall and Disproportionate Long-Term Impacts
- Loss of Instructional Learning
- Harmed Relationships/Belongingness
- Missed SEL Teaching Opportunities
- Damaged School Climate and Overall Safety
- Missed Attention to Needed Changes within Current Systems

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Today's session anchor is

INSTRUCTIONAL AND RESTORATIVE ALTERNATIVES TO EXCLUSIONARY DISCIPLINE:
A Guide to Implementing the Five Components of the Inclusive Skill-building Learning Approach (ISLA)

This brief outlines the five components of the ISLA model, as well as steps that school and district teams can take to begin implementing these practices within their MTSS/positive behavioral interventions and supports framework.

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Building On What We Know Works

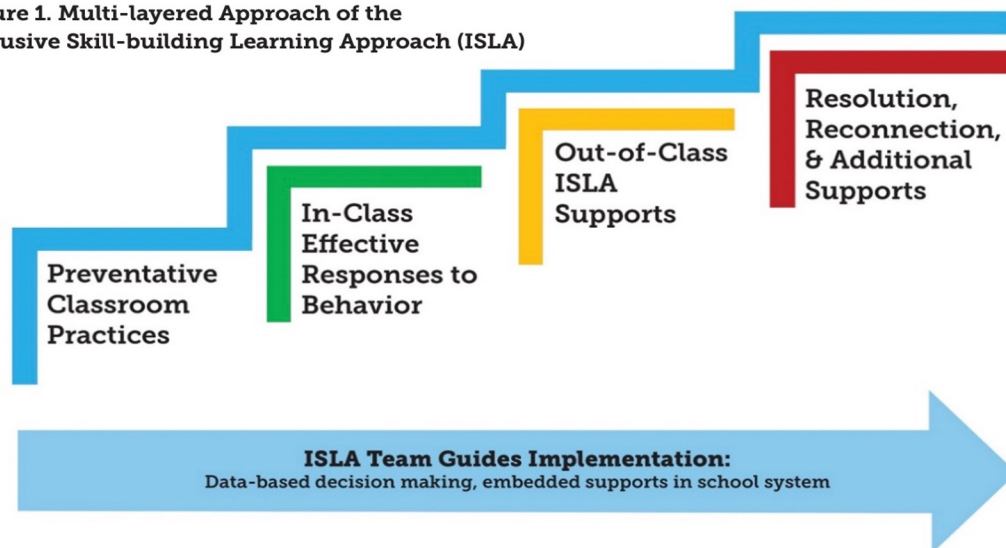
ISLA (Inclusive Skill-building Learning Approach) provides schools with an **organization for naming and adopting strategies** that classroom teachers and other supportive adults in the building can work on in tandem to help students stay in the classroom for instruction or positively re-engage after a break, when needed.



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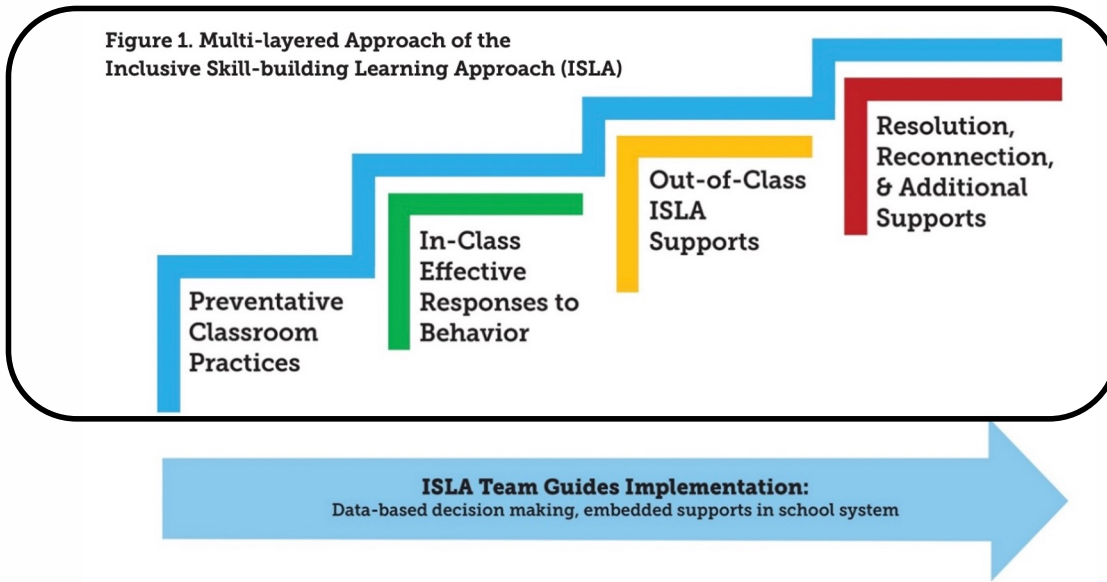
The ISLA School-Wide/Tier 1 Model for Schools

Figure 1. Multi-layered Approach of the Inclusive Skill-building Learning Approach (ISLA)



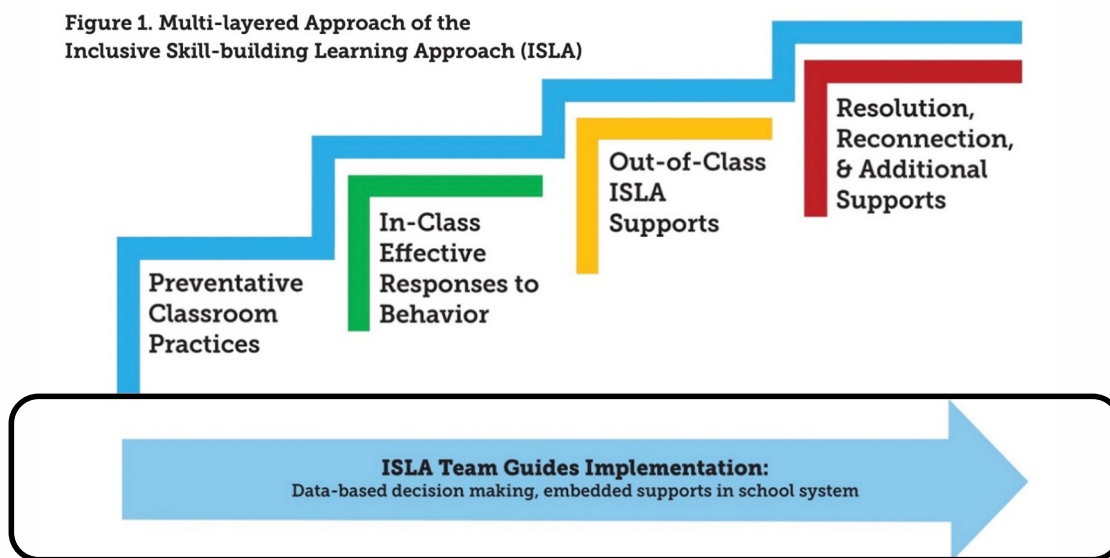
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Layers of Support to Successfully Implement ISLA



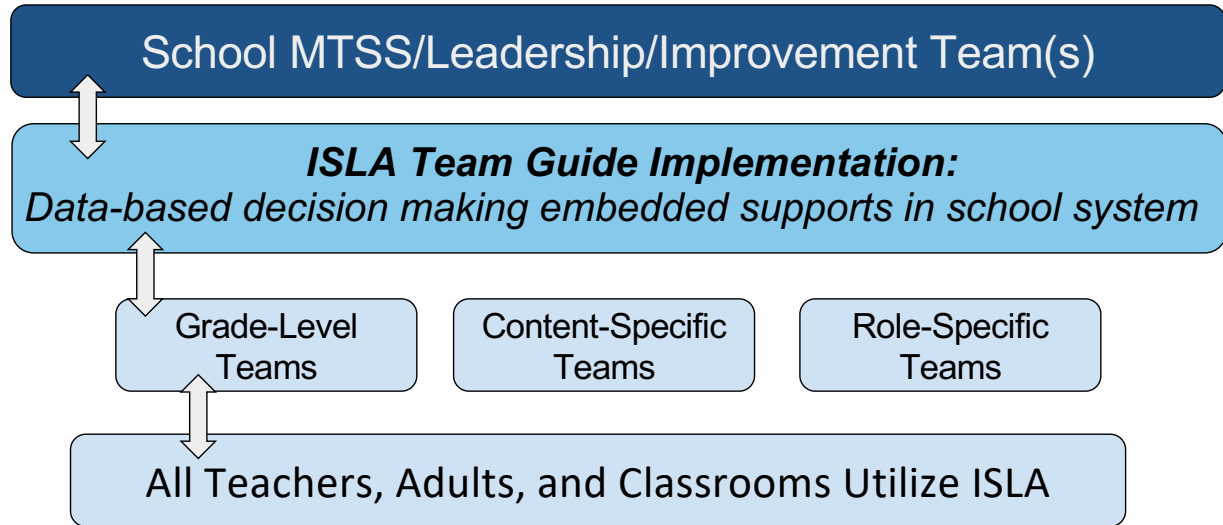
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Teaming for SW Tier 1 Implementation of ISLA Model



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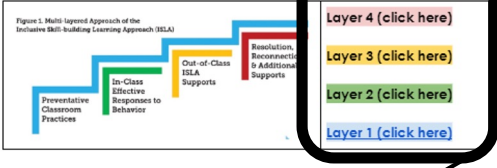
ISLA Teaming



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ISLA Note-Catcher:

Directions: Use the prompts and spaces on this note-catcher to jot down ideas and next steps that come to mind during today's session. Click on COLORED LAYERS in this table to below to get to each section of the note-catcher.



LAYER 1: Prevention Classroom Practices

1. WOW Strategy: Welcome Students at the Door

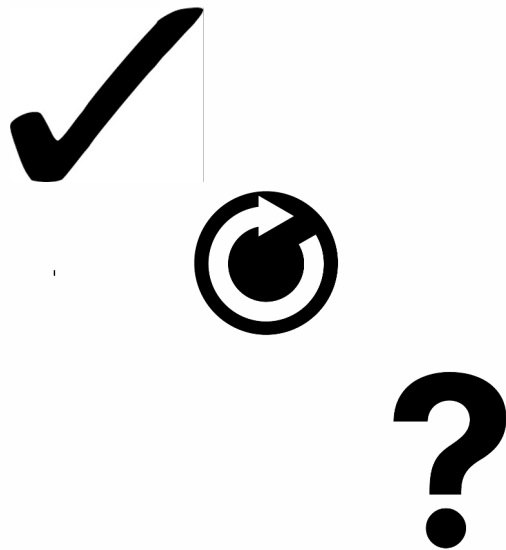
Sample tools for future professional learning:

- ELEMENTARY SCHOOL LEVEL - video 1 (here) & 2 (here)
- MIDDLE SCHOOL LEVEL - video 1 (here) & 2 (here)
- HIGH SCHOOL LEVEL - video 1 (here) & 2 (here)

Participant Reflection Questions:

What does this strategy look like in your schools right now?	•
Who/What is helping your teachers to use this strategy?	•
* What do folks need to make this activity happen consistently?	•

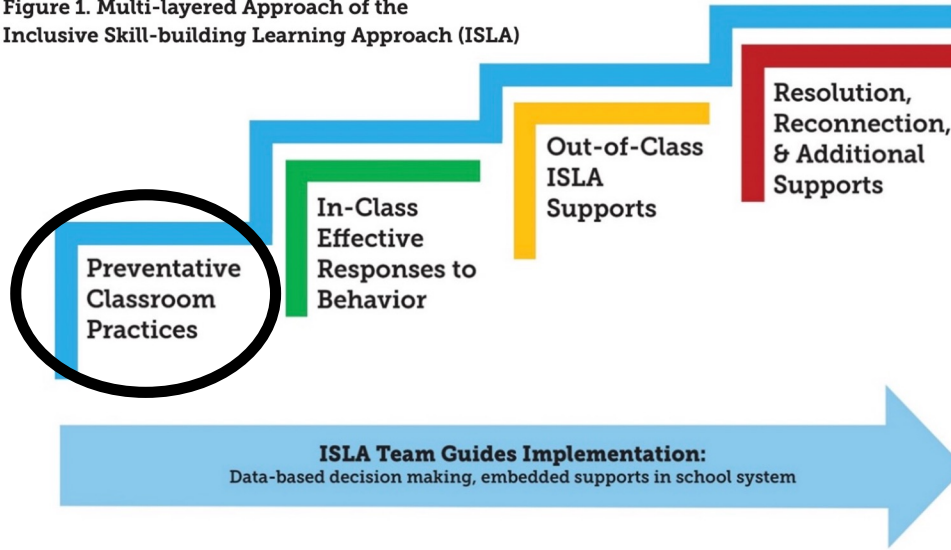
ISLA Session Note-Catcher



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The ISLA Model: Layer 1

Figure 1. Multi-layered Approach of the Inclusive Skill-building Learning Approach (ISLA)



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ISLA: Layer 1

Preventative Classroom Practices



Building Relationships



Intentional Supports

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ISLA - Layer 1: Preventative Classroom Practices - WOW

Preventative Classroom Practices

ISLA WOW Strategies



Welcome Students at the Door



Own Your Classroom Environment



Wrap Up With Intention

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ISLA - Layer 1 - WOW: Welcome Students at the Door



Welcome Students at the Door

By Name...

Student Engagement
20%

Disruptive Behavior
9%

Cook and Colleagues (2018)

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ISLA: WOW: Welcome Students at the Door

GREETING
students at the door
Is it worth the extra time?
lauremoeliman.com


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ISLA Supporting Videos & Resources.pdf

<p>All (4:03)</p>	<p>A new study finds major benefits to welcoming students into your classroom.</p>	Elementary (0:47)
	<p>60-SECOND STRATEGY TUMS AT THE DOOR</p>	Middle (1:01)
	<p></p>	High (1:03)

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WOW: Welcome Students at the Door



- * **How are we making this happen?**
- * **What do we need to help make this happen?**


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ISLA - Layer 1 - WOW: Owning Your Classroom Environment




Establish, teach, and practice classroom routines and procedures.


Teach routines at the beginning of the school year sets students up for success in the classroom.



**Student
Engagement**



**Disruptive
Behavior**



**Yearlong Improved
Progress**

(Oliver et al., 2011)

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Resource Reminder: 5 Instructional practices to BOOST engagement and accelerate learning

A resource designed to help you and your staff implement 5 evidence-based instructional practices in 3 steps:

- ★ Establish a safe and supportive learning environment.
- ★ Prompt active participation during instruction.
- ★ Reinforce the application learner skills.

Instructional Practices to Boost Student Engagement and Accelerate Student Learning

Are you a school leader looking to establish or enhance your schoolwide expectations for providing Tier 1 instruction? Are you a classroom teacher looking for ideas to revive student engagement in your classroom this spring? Check out these 5 evidence-based instructional practices to boost engagement and accelerate student learning.

- ★ Use the first two practices to establish a safe and supportive learning environment.
- ★ Implement the third and fourth practices to prompt active participation during instruction.
- ★ Apply the fifth practice to reinforce the application learner skills.

The **Steps to Boost Student Engagement and Accelerate Student Learning** (Figure 1) provide an organizational layout of the document, and links to corresponding tables with details about each instructional practice. Per practice, a highlight of its critical features, related tips and examples, along with prompts for self-assessment are included. After reviewing the document, classroom educators can choose to focus on one or all five of the practices or school leaders can use the [DDOE Tier 1 Planning Guide](#) to integrate these practices into their schoolwide expectations for Tier 1 instruction. For additional information per practice, see the table of [Reference Links](#).

Figure 1: Steps to Boost Student Engagement and Accelerate Student Learning

	Step 1: Create a safe and supportive learning environment	Step 2: Prompt active participation during instruction	Step 3: Reinforce the application of learner skills
Instructional Practices	Active Supervision	Opportunities to Respond	Strategic Use of Feedback
	Rules and Routines	Explicit Instruction	

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ISLA - Layer 1 - WOW: Owning Your Classroom Environment

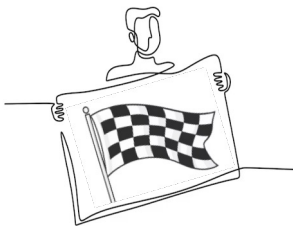


Curious: Where do “mistakes” show up in your rules & routines?



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ISLA - Layer 1 - WOW: Wrap Up with Intention



Create opportunities for students to self-regulate emotions and unwanted behaviors associated with the sometime-chaotic nature of transition times.



Maintain Strong Relationships



Community



Predictable Routine

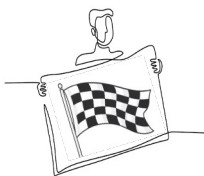


Opportunities To Assess

(Verschueren & Koomon, 2012).

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ISLA: WOW: Wrap Up with Intention



5 WAYS TO END YOUR CLASS WITH OPTIMISTIC CLOSURES

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ISLA: Layer 1: Preventive Classroom Practices Fidelity Resource

- 0-2 Scale Per Item
- Space for Comments/Tallies

ISLA WOW Classroom Observation Tool

Teacher Name: _____ Date: _____
 Activity/Lesson: _____ Total # of students: _____
 Start time: _____ Stop Time: _____ Total Score (out of 100): _____

Observable Behavior	0	1	2	Score
1. The teacher welcomes students verbally OR with a physical gesture as they enter the classroom.	Teacher does not greet OR welcome students upon entering class.	Teacher greets the whole class as a group. OR teacher greets some students individually but not all.	Teacher greets individual students verbally OR with a gesture as they enter the classroom.	
Comments: _____				
2. The teacher explicitly teaches, reviews, or pre-corrects (using verbal/visual/non-verbal cues) classroom behavior and/or academic expectations.	Vague, conflicting, or unclear expectations are provided to students, or no expectations are communicated at all.	The teacher partially teaches, reviews, or pre-corrects classroom behavior and/or academic expectations OR The teacher explicitly teaches, reviews, or pre-corrects classroom behavior and/or academic expectations but not to the entire class.	Teacher verbally communicates specific expectations to the whole class, has expectations visually displayed, or pre-corrects all students ahead of instructional routines, consistently and across instructional activities.	
Comments: _____				
3. The teacher explicitly models behavior and/or academic expectations.	Teacher does not model desired behavior and/or academic expectations.	Teacher models desired behavior and/or academic expectations during instruction but not to the entire class.	Teacher explicitly models desired behavior and/or academic expectations during instruction to the entire class.	
Comments: _____				
4. The teacher provides positive acknowledgment for following behavior and/or academic expectations.	Teacher provides more corrective statements than positive statements OR no positive statements.	Teacher provides about the same number of positive and correcting statements OR provides more positive statements but not to the entire class (e.g., only to a few individual students, or never to the whole class).	Teacher provides positive acknowledgments to the whole class (verbal or non-verbal more often than corrections and/or reprimands (verbal or non-verbal) for following behavior and/or academic expectations.	
Tally positive and corrective statements (optional):				
Positive: _____		Corrective: _____		
Comments _____				

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Looking Ahead: How can we support teachers to develop their WOW strategies for the 24-25 SY?

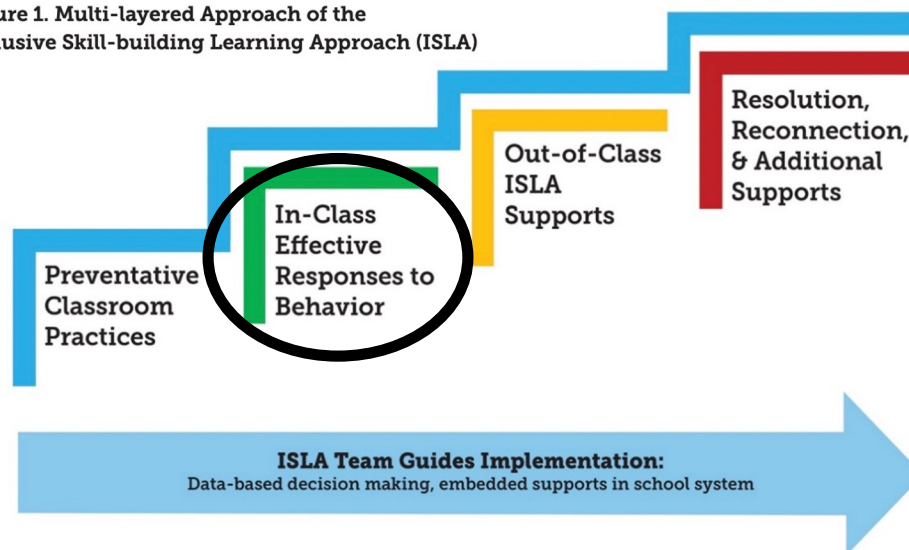
Here and Now: How can we recognize teachers who are still leveraging WOW strategies to finish up this SY?

We See You!

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The ISLA Model: Layer 2

Figure 1. Multi-layered Approach of the Inclusive Skill-building Learning Approach (ISLA)



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ISLA - Layer 2: In-Class Effective Responses to Behavior

In-Class Effective Responses to Behavior



Effective Responses to Behavior Consider the Whole Child, including Function of Behavior

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ISLA - Layer 2: In-Class Effective Responses to Behavior



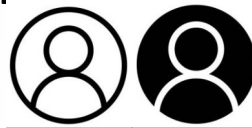
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ISLA - Layer 2: In-Class Effective Responses to Behavior



We want to figure out

**WHAT IS BEING COMMUNICATED & WHY IT BEING
COMMUNICATED THIS WAY**



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ISLA - Layer 2: In-Class Effective Responses to Behavior



...by noticing what happens before a behavior
ANTECEDENT

Help figure out the

WHAT & WHY...

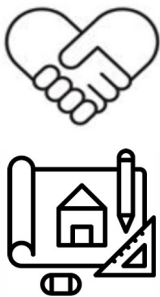


...by noticing what happens after a behavior

CONSEQUENCE  **DNEA**

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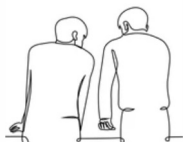
ISLA - Layer 2



- Consider the motivation behind the behavior
- Give yourself a few moments
- Ensure your reaction is truly focused on the behavior
- Look for ways to respond instructionally
- Keep your response in line with the severity of the behavior

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ISLA - Layer 2: In-Class Effective Responses to Behavior



Calm and respectful



Discreet

Focused on skill building

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ISLA - Layer 2: In-Class Effective Responses to Behavior



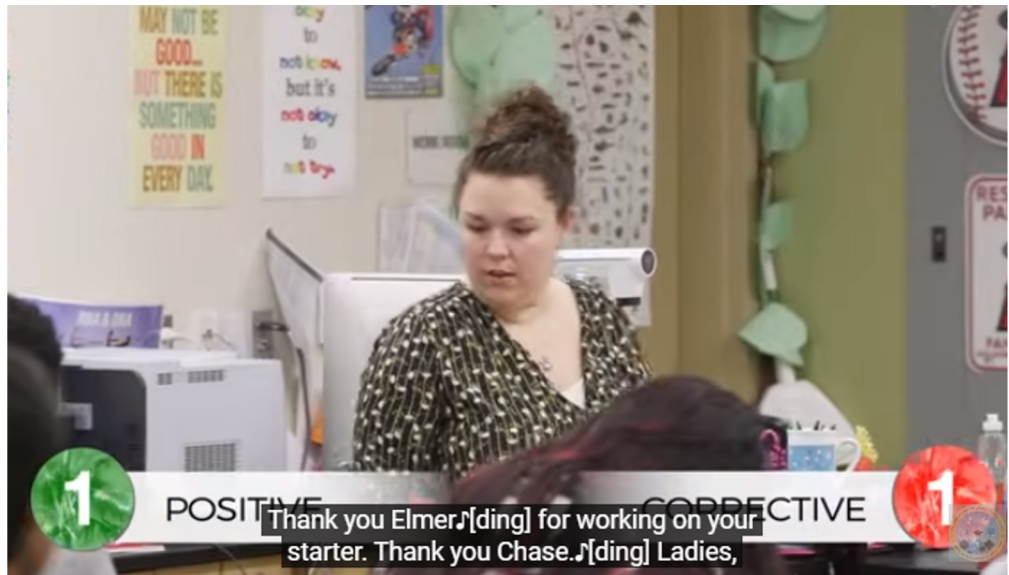
- Reteach appropriate behavior
- Request a change of behavior
- Invite student to self-correct
- Partner student with a peer who is on-task
- Modify the assignment
- Move closer or provide a visual prompt
- Have a mini-conference with student

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ISLA - Layer 2: In-Class Effective Responses to Behavior

**In-Class
Effective
Responses
to Behavior**

High School



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ISLA - Layer 2: In-Class Effective Responses to Behavior

**In-Class
Effective
Responses
to Behavior**

**Middle
School**



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ISLA - Layer 2: In-Class Effective Responses to Behavior

**In-Class
Effective
Responses
to Behavior**

**Elementary
School**



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ISLA - Layer 2: Breaks

Take some
time, give
some time



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ISLA - Layer 2: Breaks



Take some time, give some time



- (Pro)active behavior breaks are linked to improved attention and math performance (Broad et al., 2023; Fiorilli et al., 2021). When not improved, attention is not compromised (Infantes-Paniagua et al., 2021).

Activity: Review & Reflect

Take a Break!
Teacher Toolbox
Physical Activity Breaks in the Secondary Classroom

Calming Spaces in Schools and Classrooms
Love Books

Students face a range of stressors on a daily basis, from acute trauma and mental health crises to general distress stemming from interpersonal relationships, academic challenges, home contexts, or concern over world events. According to a 2022 report from the U.S. Department of Education, 80 percent of parents and 77 percent of teachers expressed concern for students' social, emotional, and mental health (National Center for Education Statistics, 2022).

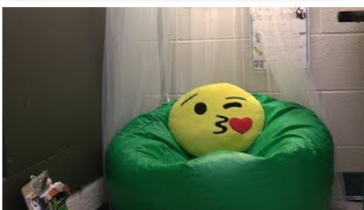
Breaks are Better

Implementation Manual


Cynthia Anderson, PhD, BCBA-D & R. Justin Boyd, PhD
University of Oregon

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Daily Cycle of Breaks are Better	3
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Develop the BrB Point Card	7
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Breakout Time



Sharing & PERSONAL Note-Catching

What, if any, procedures do teachers have in place to give students breaks in class your school/LEA?

What ideas did I hear from others?

What ideas did I share with others?

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ISLA - Layer 2: In-Class Supports

In-Class Effective Responses to Behavior

Training & Supporting Effective Responses

How can we support teachers to do this?

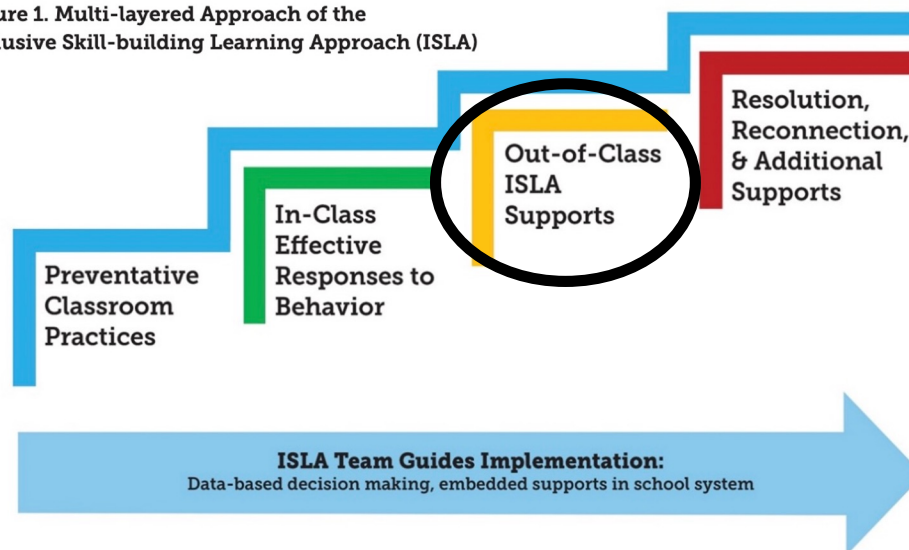
Where do these folks come in to help teachers?

- Administrators
- Tier 1/MTSS Team
- ISLA Implementation Team
- Student Support Team
- Other Adults in the Building
- Students
- Families

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The ISLA Model - Layer 3






Figure 1. Multi-layered Approach of the Inclusive Skill-building Learning Approach (ISLA)



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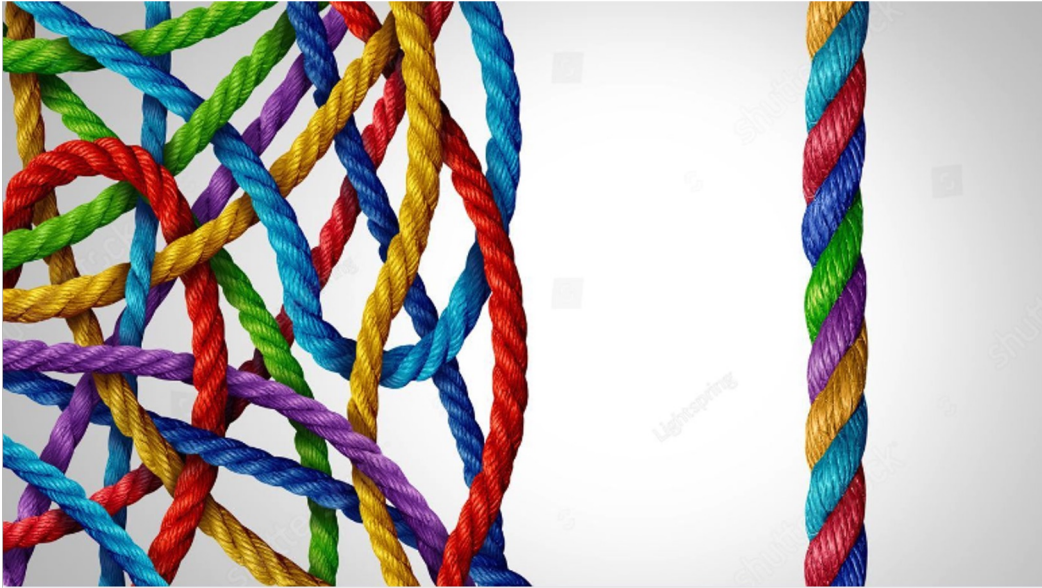
ISLA: Layer 3: Out-Of-Class ISLA Supports

5 Steps

-  Triage (1)
-  Debrief (2)
-  Behavior Skills Coaching (3)
-  Reconnection Conversations (4)
-  Classroom Re-Entry (5)

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Shifting from Chaos to a System



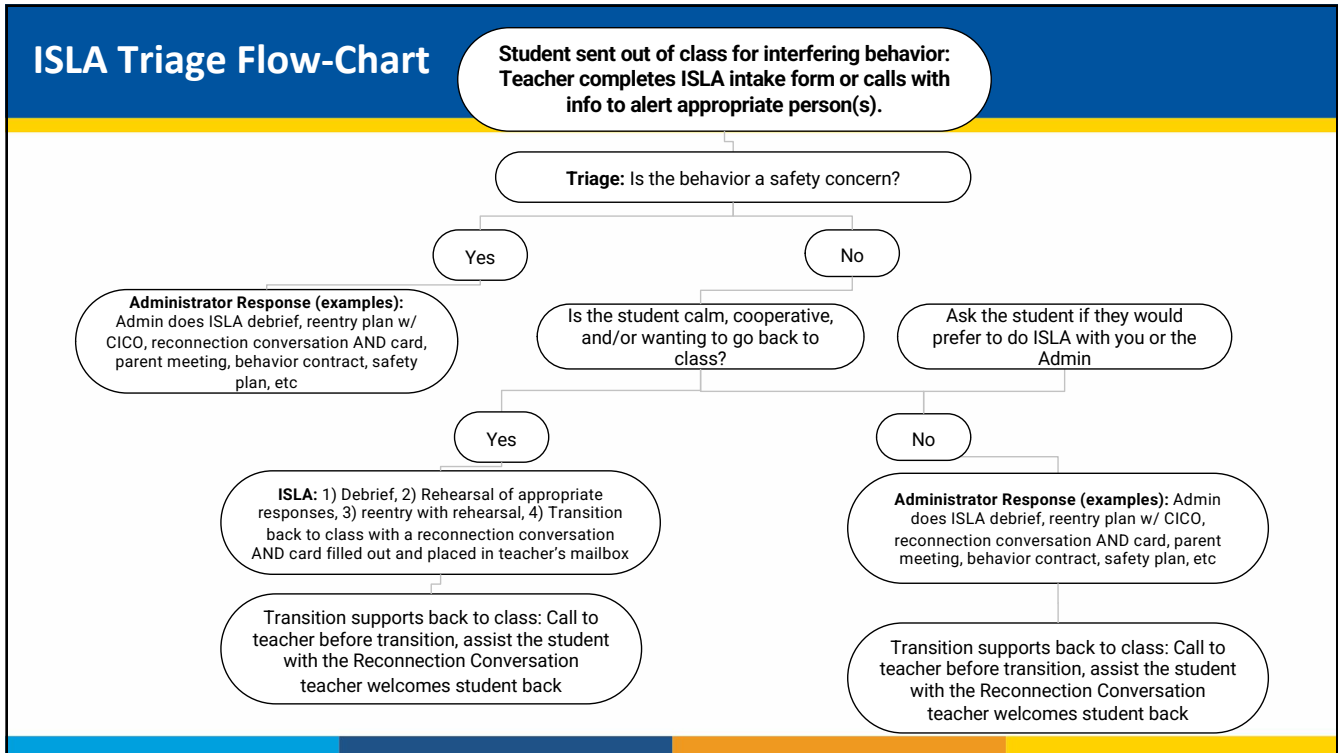
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Reality: Out of Class Time is Still Loss of Instructional Time

- Do you have (and follow) a clear lesson plan that allows you to quickly identify information missed?
- Do you have classroom helpers to support students to find and complete instructional tasks?
- **Do you have a recording system to note patterns in...**
 - **Your use of out-of-class supports?** This can help identify vulnerable points of decision-making and/or determine the benefits of coaching opportunities.
 - **Student behavior?** This can help determine possible need for Tier 2 and 3 supports for specific skills to further teach and reinforce.




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Step 1: Triage



Follow school safety protocols to determine appropriate staff member to work with the student

- Positive personal relationships with students
- Experience teaching SEL
- Understanding of trauma-informed care
- Positive personal relationships with colleagues
- Current school schedule
- Pressing commitments
- Proximity to classroom



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Steps 1-2: Triage to Debrief



Teach
Model
Practice

55

Also Considering the Teacher

**Teachers
May Also
Need Triage**



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Step 2: Debrief



Teach
Model
Practice

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Step 2: Debrief



Check-in, allow time for student to de-escalate, if needed. Start the debrief conversation:

1. **Assess** the context of the situation, student behavior, and what others did too.
2. **Reframe** the narrative and assess personal understanding of details.
3. **Understand** the student need at the time of that incident.
4. **Provide** the opportunity to reflect and consider the impact of decisions made.
5. **Help** identify alternative responses and supports needed when in that context

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Step 2: Debrief



1. **Assess** the context of the situation, student behavior, and what others did too.

2. **Reframe** the narrative and assess personal understanding of details.

3. **Understand** the student need at the time of that incident.

4. **Provide** the opportunity to reflect and consider the impact of decisions made.

5. **Help** identify alternative responses and supports needed when in that context



Listen and build trust by empathizing with the student.

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Step 2: Debrief



1. Tell me what happened. Start from the beginning. What was going on in class?

2. What did you do? What did others do?

3. What did you want or need in that situation?

4. How did that work for you? How do you think it worked for the other people in class?

5. If that's what you needed, what's another way we can get what you need in this class?

6. What could the teacher do to help you in these situations?

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Step 3: Behavior Skills Coaching



Identify the prosocial skills that would help next time in a similar situation (connect to school/classroom expectations):

1. Teach the student what the skill is
2. Model what the skill looks like
3. Practice the appropriate skill through role-play
4. Provide student with feedback on skill development

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Step 3: Behavior Skills Coaching

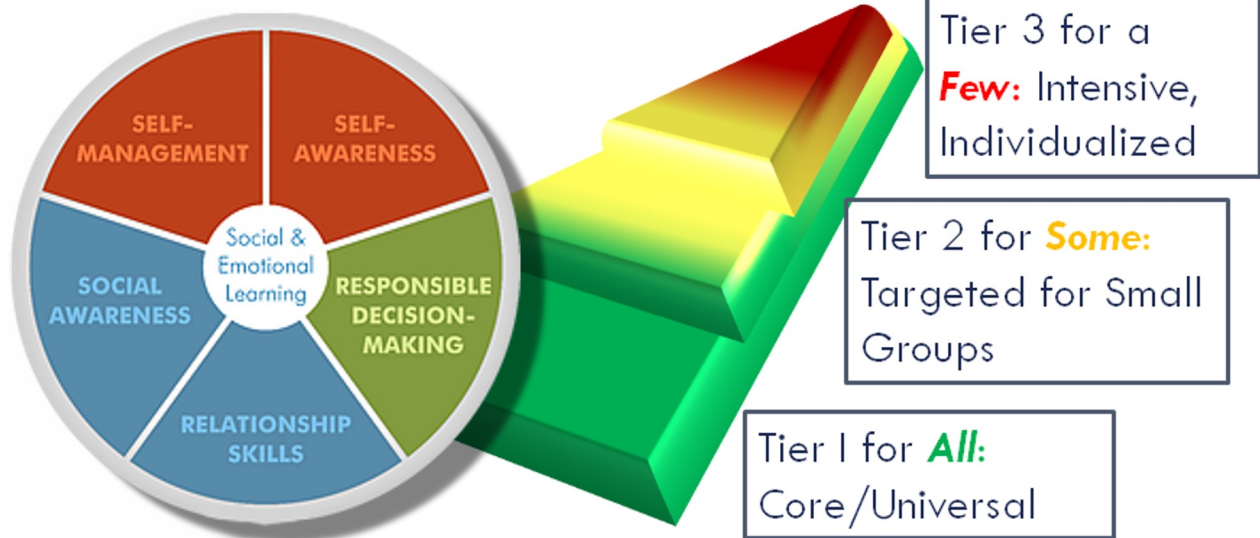
Identify the prosocial skills that would help next time in a similar situation (connect to school/classroom expectations):

1. Teach the student what the skill is...



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1. Teach the student what the skill is...



63

Step 3: Behavior Skills Coaching

2. Model what the skill looks like
3. Practice the appropriate skill through role-play
4. Provide student with feedback on skill development

Council for Exceptional Children

High-Leverage Practices in Special Education

HLP 8: Provide positive and constructive feedback to guide students' learning and behavior.

HLP 9: Teach social behaviors.

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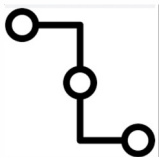
Step 3: Behavior Skills Coaching



Teach
Model
Practice

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Step 4: Reconnection Conversations

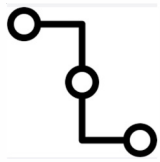


Help the student plan how to reconnect with their teacher or communicate...

- (a) What did the student learn?
- (b) What can the student say to make things right?
- (c) How can the student prevent this from happening in the future?
- (d) What does the student need from their teacher to be successful?
- (e) What else does the student want their teacher to know about them?

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Step 4: Reconnection Conversations



In person OR Via Mailbox



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Briggs Reconnection Card

Be Safe--Be Responsible--Be Respectful--Choose Kind

Dear _____

I learned that...

I can make things better by...

Here is how I'm going to try and prevent this from happening again. Next time I will...

In order for me to be successful, the support I need from you is...

Optional: Something else I want you to know about me (what I'm really good at, what's really hard for me, what's going on in my life) is...

Optional: Something I need you to know about me from a cultural perspective (traditions, beliefs, my family) is...



ISLA Reconnection Card

Dear _____

I learned that...
not to tap my pencil
and have my head on desk

I can make things better by...
copy the notes on the board

Here is how I'm going to try and prevent this from happening again. Next time I will...
copy the notes on the board
and not have my head on the desks and no tapping

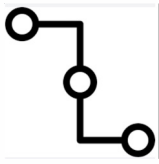
In order for me to be successful, the support I need from you is...
Show me how to do this in a way that I understand

(Optional) Something else I want you to know is...
that I have no clue how to do this type of math!!!!

Sincerely, _____ (Nese et al., 2019)

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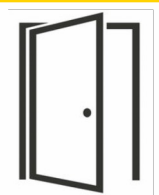
Step 4: Reconnection Conversations



Teach
Model
Practice

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Step 5: Classroom Re-Entry



1. Walk student back to classroom
2. Teacher engages in re-entry routine to welcome student back right away or during a determined time
3. Staff may support teacher by watching class, if needed
4. Staff may support student in owning their part and have their voice heard, if needed
5. Allow student back into the classroom without punishment, retribution, or a grudge.



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Step 5: Classroom Re-Entry



Suggested Teacher Responses:

- *Thank you, (name)!*
- *I appreciate your apology.*
- *Sounds great! Let's get back to work.*
- *Tomorrow is a fresh start.*
- *Your honesty means a lot.*
- *Glad to have you join us.*
- *Welcome back. We are working on _____.*
- *Thanks for letting me know that. I will do my part to support you.*

(Nese et al., 2019)

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Step 5: Classroom Re-Entry



If Reconnection Conversation does not happen by the end of the period, or is not facilitated by the ISLA Support Staff, find a time to have it within 24 hours.

It is important for you and the student to make amends the same day, if possible.

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Step 5: Classroom Re-Entry



Teach
Model
Practice

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Sharing & GROUP Note-Catching



Where do you have **strengths** in this layer?

Where do we need **more supports**?



(1) Triage



(2) Debrief



(3) Behavior Skills Coaching



(4) Reconnection Conversations

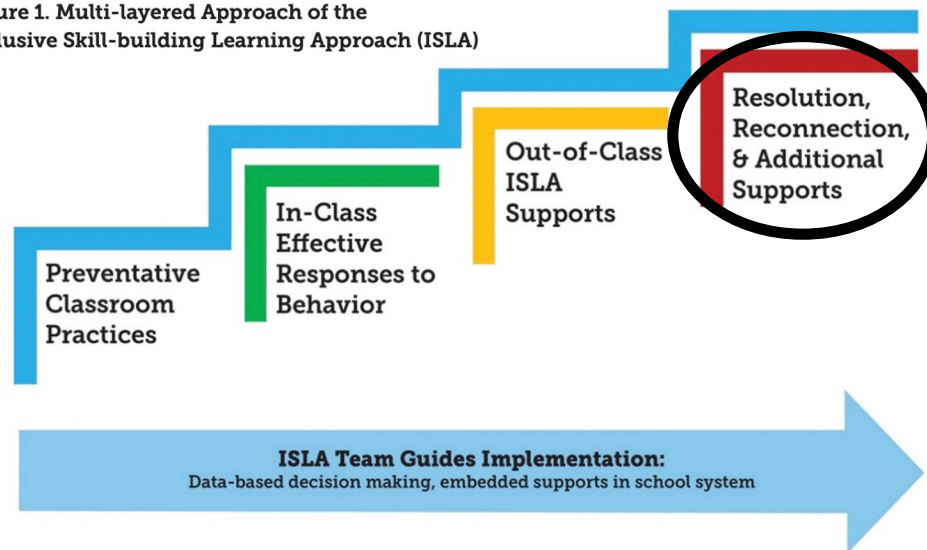


(5) Classroom Re-Entry

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The ISLA Model - Layer 4

Figure 1. Multi-layered Approach of the Inclusive Skill-building Learning Approach (ISLA)



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ISLA -Layer 4 - Resolution, Reconnection, & Additional Supports




The student - identifies their part in the way things escalated and asks for the support needed from their teacher moving forward.

The ISLA support staff member - helps the student own their part and get their voice heard.

The teacher - provides time to listen, acknowledge the student's point of view, commit to working with them on the skill they identified, and invite them back into the learning environment when appropriate.

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BMS
Be Safe--Be Responsible--Be Respectful--Choose Kind

Dear _____

I learned that...

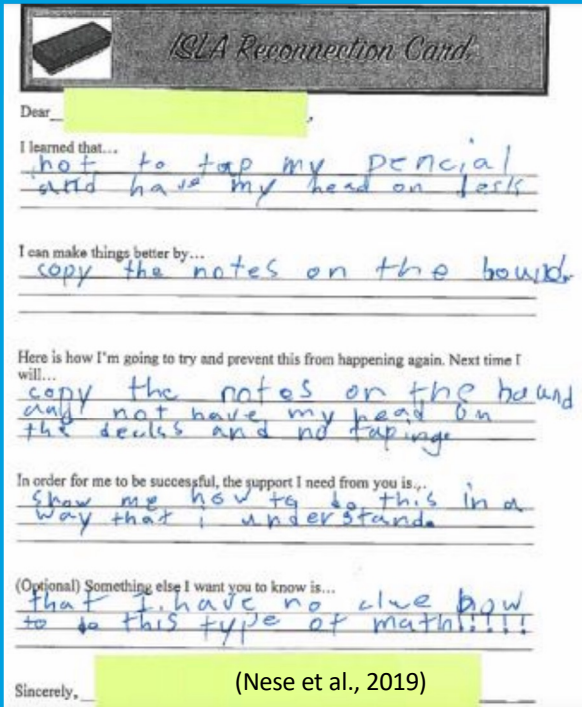
I can make things better by...

Here is how I'm going to try and prevent this from happening again. Next time I will...

In order for me to be successful, the support I need from you is...

Optional: Something else I want you to know about me (what I'm really good at, what's really hard for me, what's going on in my life) is...

Optional: Something I need you to know about me from a cultural perspective (traditions, beliefs, my family) is...



ISLA Reconnection Card

Dear _____

I learned that...
not to tap my pencil and have my head on desks

I can make things better by...
copy the notes on the board

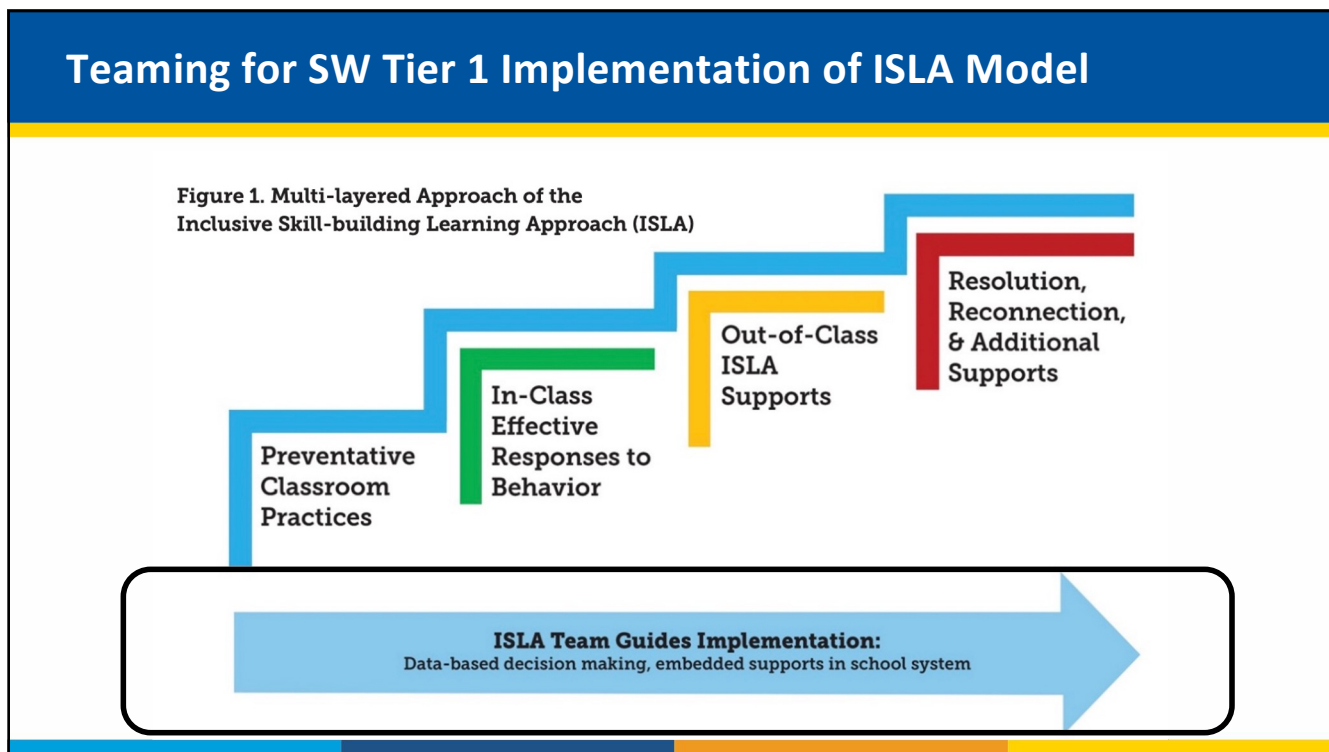
Here is how I'm going to try and prevent this from happening again. Next time I will...
copy the notes on the board and not have my head on the desks and not tapping

In order for me to be successful, the support I need from you is...
Show me how to do this in a way that I understand

(Optional) Something else I want you to know is...
that I have no clue how to do this type of material!!!

Sincerely, _____ (Nese et al., 2019)

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Data-Based Decision-Making with/for the ISLA Model



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Sample Data Tracker

A	B	C	D	E	F
Student Name	Grade	Teacher Name	Time In	Time Out	What happened?
Bell, Katie	7	Captain Marvel	11/3/2022 9:35:30	11/3/2022 10:05:41	details here
Malfoy, Draco	8	Storm	11/3/2022 8:49:18	11/3/2022 9:51:18	short description

Does student's behavior pose a safety risk to them or others?	Student sent to administrator?	ISLA Debrief Completed?	Coached student on appropriate behavior skill?	Practiced re-connection conversation with you?	Did the student complete a re-connection card?	Did the student do the re-connection conversation with their teacher?	Did the student reenter the classroom?	If not, why?	Minutes in Office	Notes
No	No	Yes	Yes	Yes	Yes	Yes	No	Stayed until end of period	0:30:11	
Yes	Yes	Yes	Yes	Yes	Yes	No	No	ISS	1:02:00	
No	No	Yes	Yes	Yes	Yes	No	Yes	Stayed until end of period	0:20:00	
No	No	Yes	Yes	Yes	Yes	No	No	Stayed until end of period	0:30:00	
No	No	Yes	Yes	Yes	Yes	Yes	No	Student not ready	0:40:00	

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Related Resources



DE-MTSS TA Center

<https://www.delawarepbs.org/pd/tier-1-universal-school-wide-framework/> (Tier 1 Resources Professional Learning, Tools & Forms)

<https://www.delawarepbs.org/what-educators-can-do/> (5-Point Guide for Promoting Equity)

National Resources:

[Integrating Restorative Practices into Multi-tiered Systems of Social Emotional Behavioral Support](#) (Conference Presentation)

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Thank you for joining us today and for ALL that you do!



*And please know that
your feedback matters!*



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