

# **Re-engage, Reflect, Reset: Making ISS a Springboard for Student Success**

**@characterstrong**



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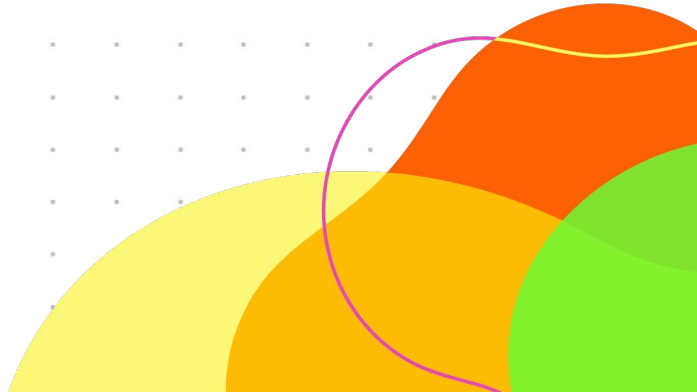


## Better than Average GTKY



What are the characteristics of the ideal snack? Why?

# Objectives for Today

- Understand how to tailor MTSS in alternative education settings
  - Learn strategies for ISS as a proactive intervention
  - Explore trauma-informed and restorative practices within MTSS
  - Take away practical tools for implementation
- 
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# Why Rethink ISS?

Traditional ISS is ***punitive, not supportive***

ISS can be an ***opportunity for intervention***, not just isolation

Gives a chance to ***re-engage students meaningfully***

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# MTSS in Alternative Settings: Why It Matters

***Increased risk factors*** including trauma,  
disengagement, gaps

ISS as a ***high-leverage point for re-engagement***

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# Building a Positive Foundation

Establish ***predictable routines and expectations***

***Culturally responsive and trauma-informed***  
environment



# **Universal SEL & Behavior Supports in ISS**

***Mindfulness, regulation stations, daily check-ins***

***Student voice and choice activities***



# Academic Continuity in ISS

Access to ***grade-level materials***

***Support*** from ***instructional coaches*** or ***virtual tutors***

# Identifying Students Needing More

Use data: ***office referrals, attendance, grades***

***Observation*** and ***teacher input***

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# What Tier 2 Looks Like in ISS

Brief ***SEL skill groups***

***Restorative*** conversations

Behavior contracts and ***mentoring***

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# When ISS Reveals Deeper Needs

Patterns of removal = ***signal, not symptom***

Connect to ***school-based mental health***, FBA/BIP

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# Tier 3 Supports in Alternative Settings

***1:1 counseling*** while in ISS

Daily ***goal tracking***, trauma-informed ***behavior plans***

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# Student-Centered Planning

***Student-Led*** conferences

Re-entry ***meeting***, that include ***voice + choice***

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## Section 4: Trauma-Informed & Restorative Integration

### ***Why Trauma-Informed Practice?***

- ***High ACEs*** prevalence in ***alternative*** settings
- Brain science ***of regulation and connection***



# Responsive Practices in ISS

***Circles***, reflection sheets, harm-repair conversations

Teach ***skills***, not just ***punish behaviors***

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## Section 5: Practical Tools & Takeaways Sample ISS Reflection Tool

- Prompts that guide **accountability and growth**
- **Examples from schools with improved outcomes**

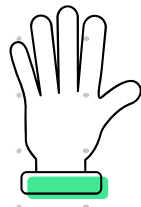
## **Staff Roles and Collaboration**

- **Who owns the intervention?  
(counselors, admin, ISS staff)**
- **Building a support team mindset**

## SISS Do's and Don'ts

-  Relationship building, consistency, reflection
-  Isolation, worksheets-only, no follow-up

Question?



*Temperature*

**Check**



# Question

**What is one thing you will  
take away from this  
conversation?**

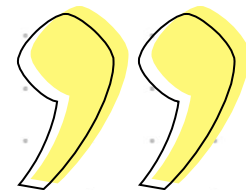








**“Look at a stonecutter** hammering away at his rock, perhaps a hundred times without as much as a crack showing in it. Yet at the hundred-and-first blow it will *split in two*, and I know it was not the last blow that did it, but *all that had gone before.*”

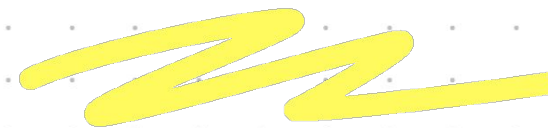


–Jacob A. Riis





# 60 Second Feedback





# LoHi Toolkit

## The LoHi TOOLKIT

**Low-Burden, High-Impact**  
Resources for Your Daily Work

- 100+ videos & activities
- 5 student sessions
- 8 virtual assemblies
- 8 downloadable posters
- 100+ CharacterDares

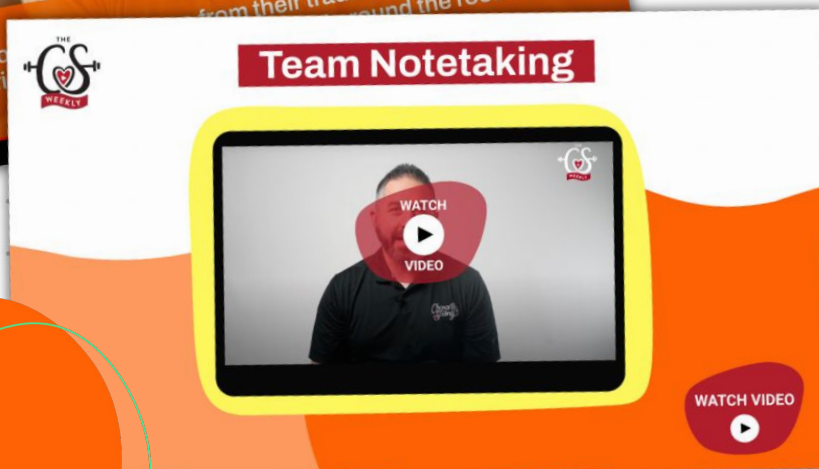
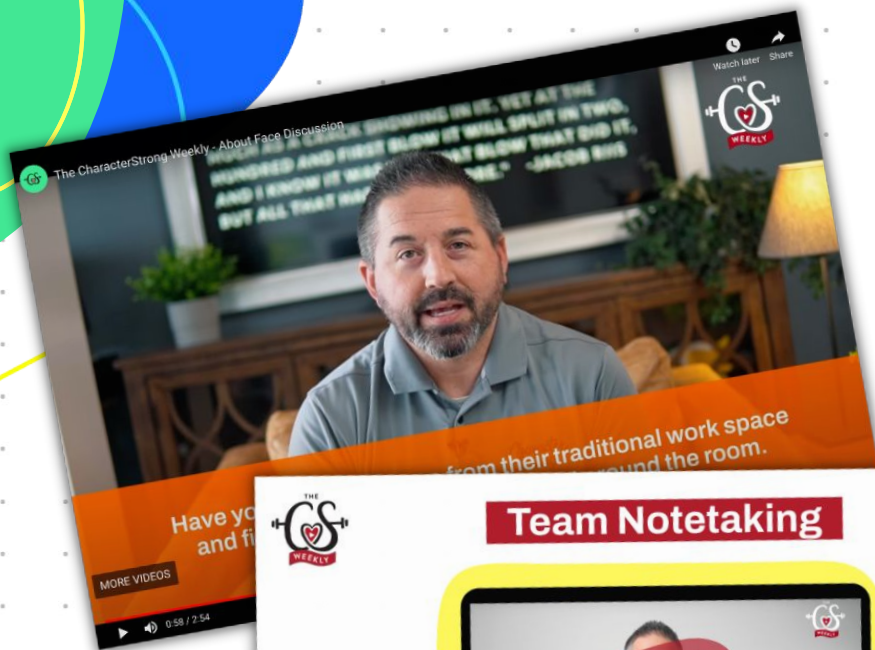
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