



THE INCLUSIVE SKILL-BUILDING
LEARNING APPROACH

The Impact of Classroom Inclusion on Educational Outcomes and Youth Connectedness: Findings from 5+ Years of Research

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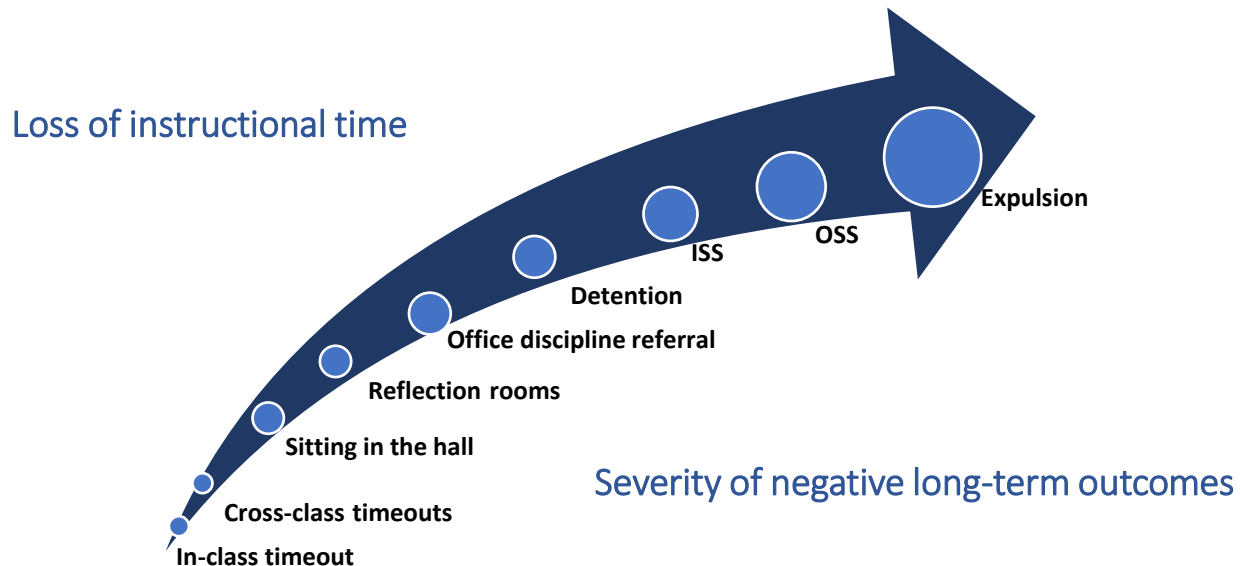
Goals for Today...

- Briefly discuss exclusionary discipline
- Share about ISLA, for:
 - fostering positive student-teacher relationships
 - strengthening the classroom community
 - reducing the need for exclusionary discipline
- Share research on the impact of ISLA
- Ask YOU questions (and of course, you can ask me too)

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Exclusionary Discipline Continuum



Out-of-school suspensions (OSS) are more strongly related to negative outcomes than in-school suspensions (ISS) (Noltemeyer et al., 2015; Rodriguez & Welsh, 2022).



Students miss:

- Academic instructional time
- Social skill building opportunities
- Being a part of the larger learning community

Use of exclusionary discipline linked to:

- School failure
- Drop-out
- Substance use
- Incarceration
- Probation



Exclusionary Discipline: Negative Impacts on Students

Over 20 years of research indicates that exclusionary discipline is ineffective

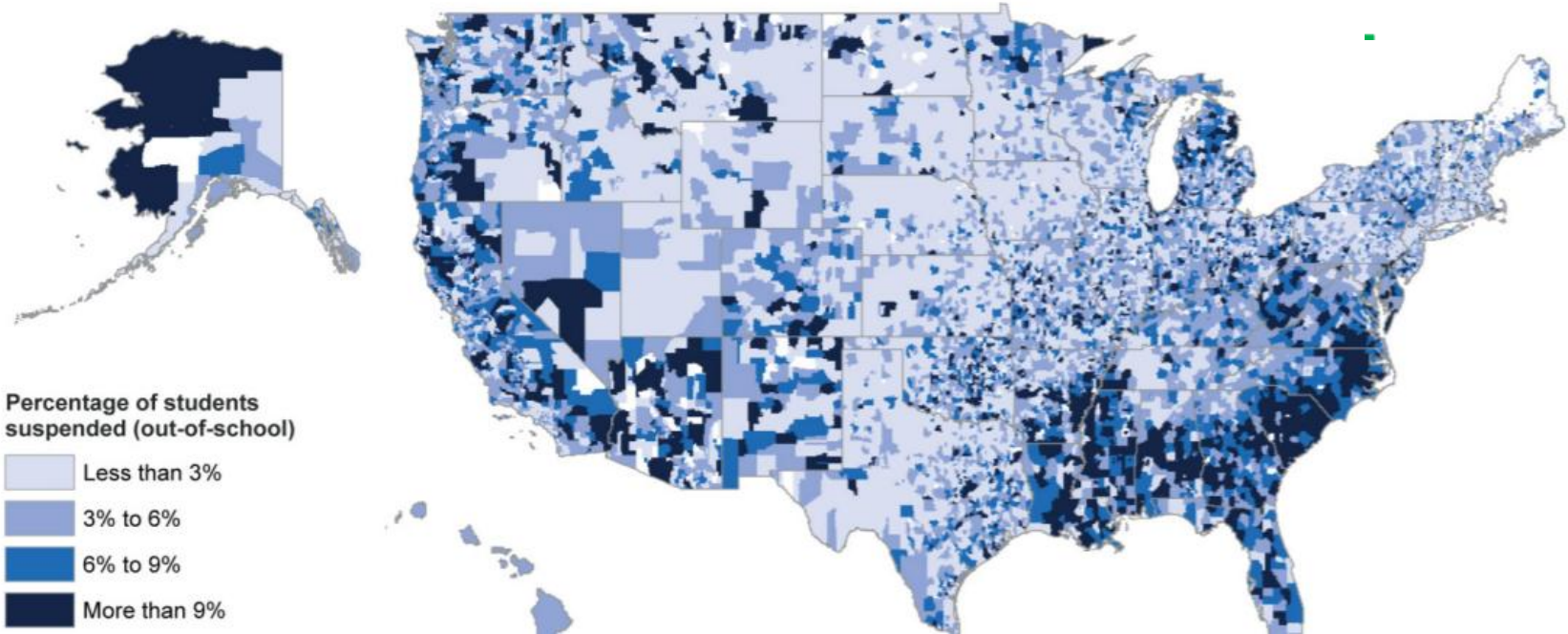
Students who experience exclusion for behavioral referrals are more likely to experience:

- lower academic achievement (Arcia, 2006)
- further discipline involvement (Mendez, 2003)
- future juvenile justice involvement

Higher risk of being retained, and/or being pushed out of school (Marchbanks et al., 2014)



Nationwide Issue



Who are most at-risk of exclusion?

- Inequities based on race, ethnicity, disability status, gender, SES, academic achievement, and sexual orientation have been documented (Nese et al., 2020; Skiba, 2014; Skiba et al., 2014).
- **Students of color**
 - Disproportionate use of exclusionary practices in the classroom contributes to widening the achievement gap for students of color (Losen & Martinez, 2020).
 - 7% of White students were suspended, but 11% of Hispanic/Latino students, 12% of American Indian students, and 23% of Black students were suspended (Losen et al., 2015).



Who are most at-risk of exclusion?

- **Students with disabilities**

- 18% of students with disabilities were suspended.
- One in 5 districts in the US suspended over 50% of its Black male students with disabilities (Losen et al., 2015).

- **Students living in poverty and struggling academically**

- Race remains a significant predictor, even when controlling for poverty (Anyon et al., 2014; Lee et al., 2011).
- Bias in disciplinary decision persists, particularly for more subjective behaviors (Skiba et al., 2002; Smolkowski et al., 2016).



What Do We Know?



- OSS/EP = ineffective for changing student behaviors
 - If it's reinforcing, it will lead to **MORE inappropriate behaviors (coercive cycle with academics)**
 - **Can be reinforcing for school personnel as well**
- 1 in 3 students have been suspended at one point in their K-12 schooling (Schollenberger, 2015).
 - **If suspensions served a deterrent effect on future behavior, perhaps their use at these high rates could be justified.**
- Among students that were suspended in August, September, or October, **72%** received further discipline later in the year, indicating there was little evidence of a deterrent effect for suspensions (Massar et al., 2015).

**How do you see exclusion appear in
Norwegian schools?**



Did You Know

**BECAUSE YOU
CAN'T PUNISH
SKILLS INTO
CHILDREN**

- Never rely on

- For su

- In

, focused on

Relationships and Consistency Matter



In their research on middle and high schools, Shukla and Konold (2016) found that a school climate characterized by consistent and fair discipline along with supportive teacher-student relationships was associated with higher student engagement, higher course grades, and higher educational aspirations.

What has positively impacted your classroom climate (or a classroom you've observed) the most?

ISLA Overview Video



*I've come to the frightening conclusion that I am the
decisive element in the classroom.*

It's my personal approach that creates the climate.

It's my daily mood that makes the weather.

*As a teacher, I possess a tremendous power to make a
child's life miserable or joyous.*

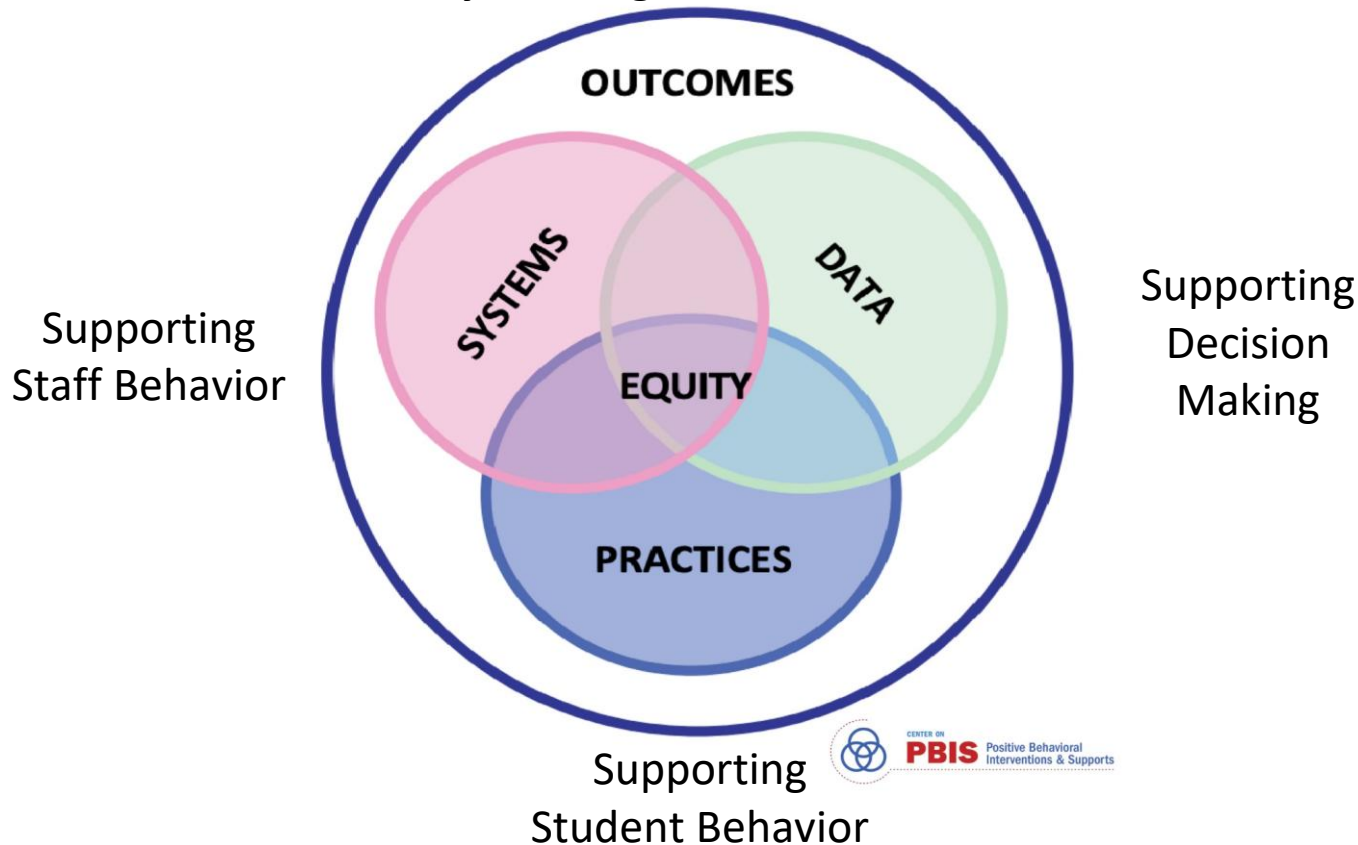
I can be a tool of torture or an instrument of inspiration.

I can humiliate or humor, hurt or heal.

*In all situations, it is my response that decides whether a
crisis will be escalated or de-escalated
and a child humanized or dehumanized.*

Haim Ginott

Connectedness to School, Excellent Social Skills, Academically Thriving, Mental Health Wellness



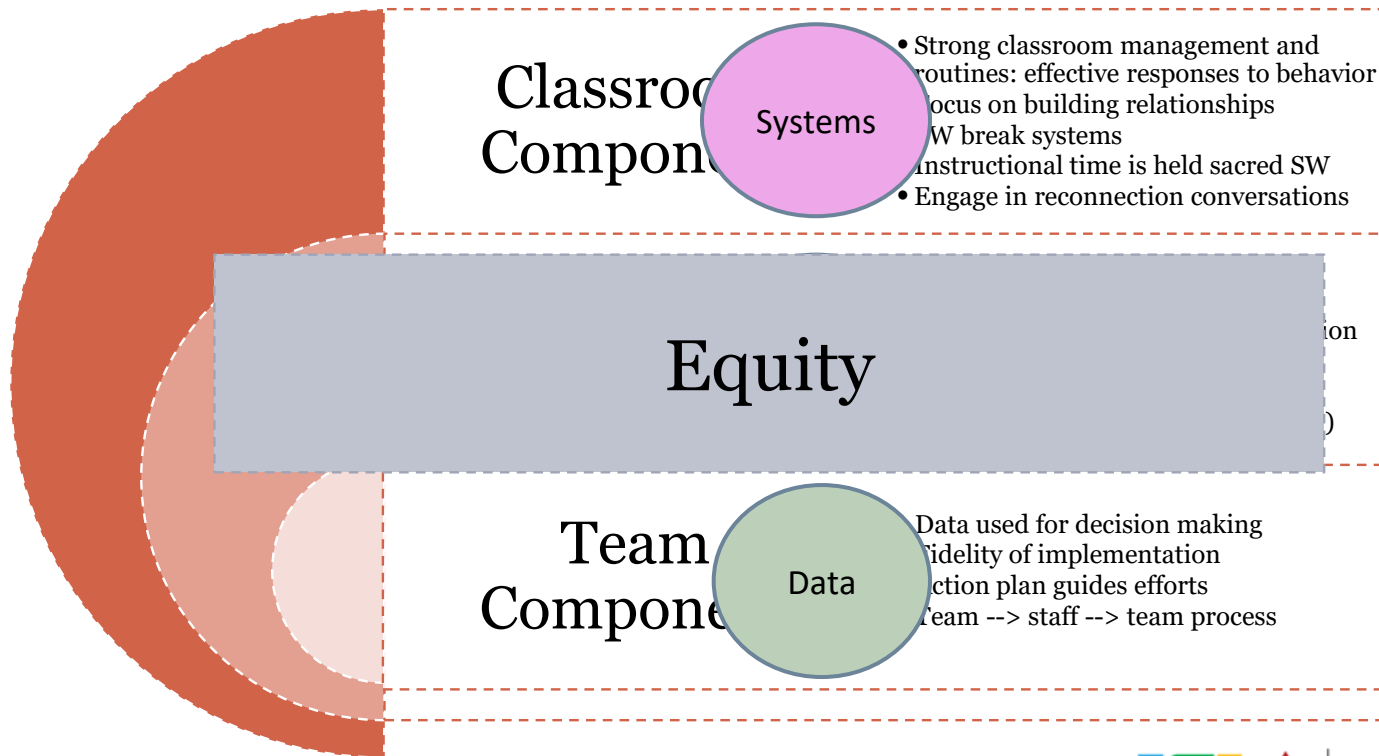
ISLA: Goals

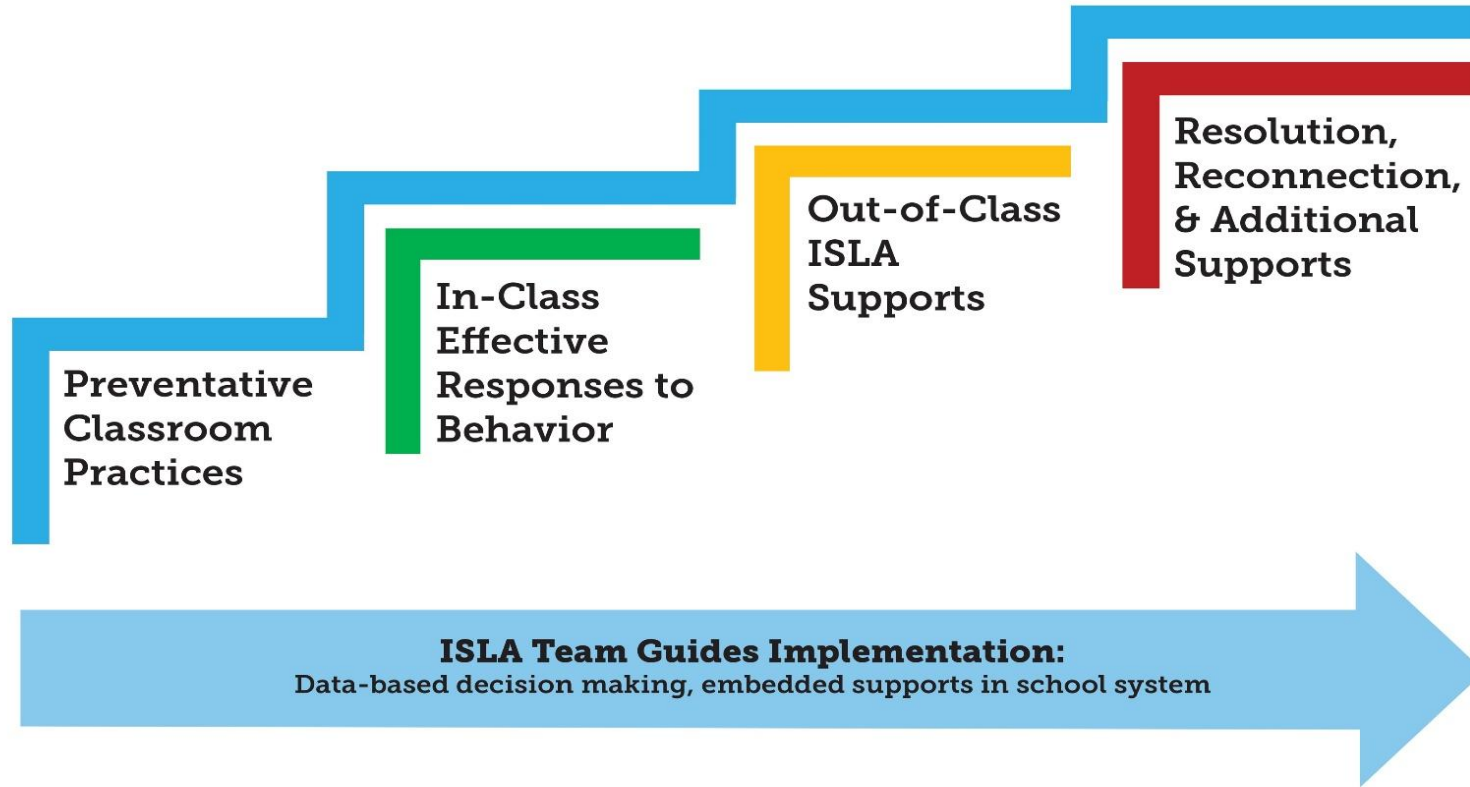


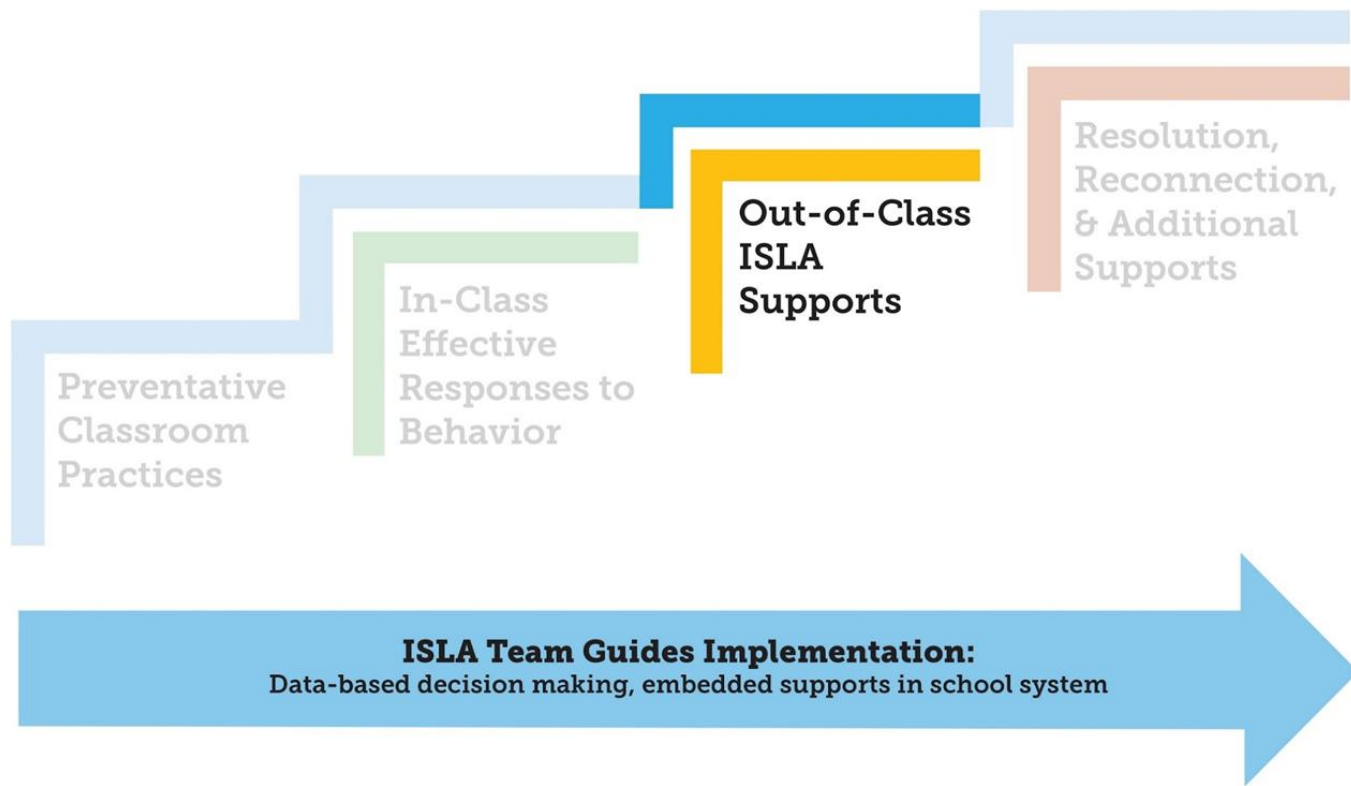
- Strengthen preventative systems (school-wide & classroom)
- Reduce the amount of missed instructional time
- Improve behavior supports for students
- Support skill development (students & staff)
- Improve student-teacher relationships
- Reduce the use of exclusionary discipline practices

ISLA Model

Inclusive Skill-building Learning Approach







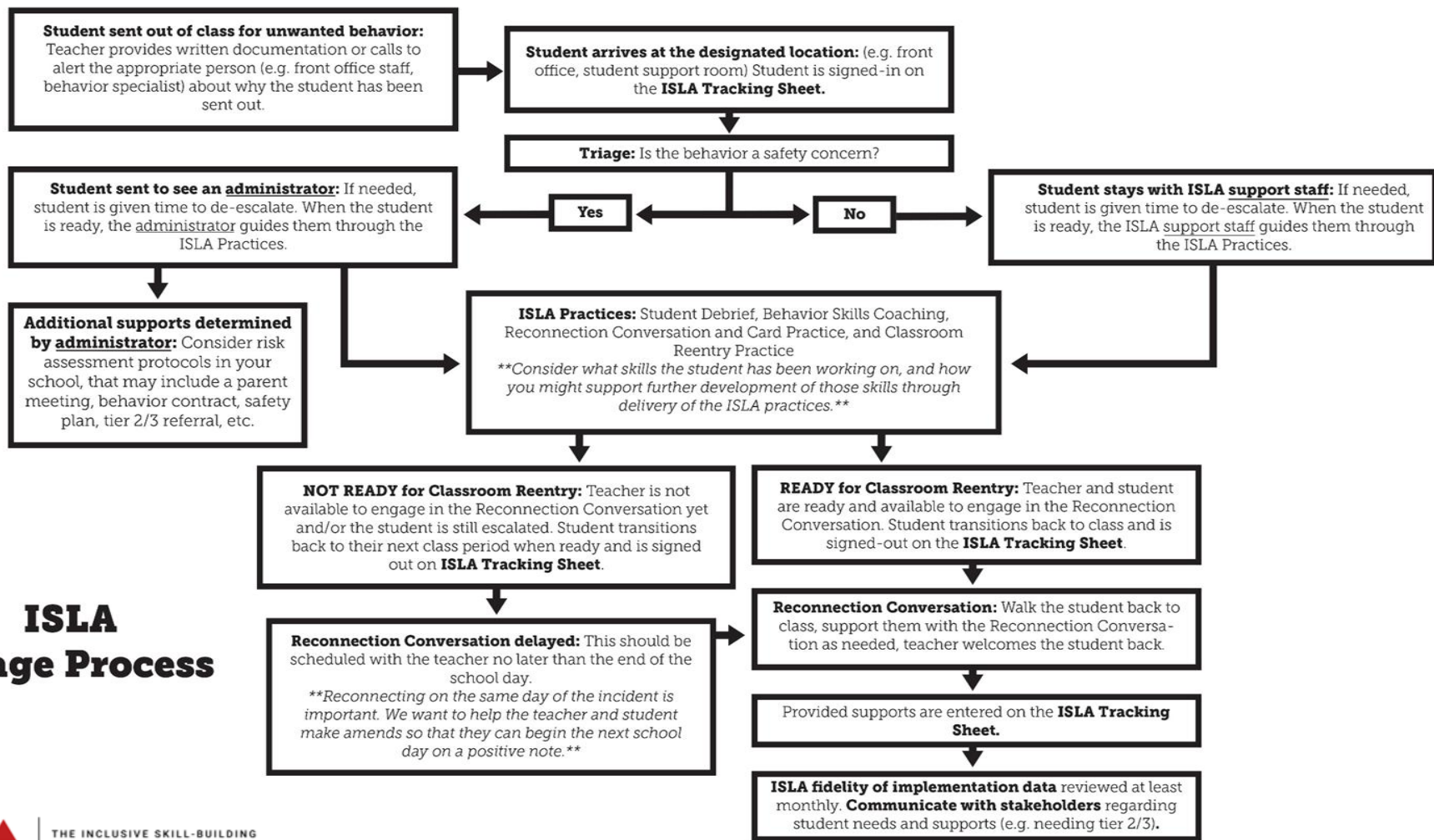
ISLA Process



● Provide in-school **instructional** supports (in lieu of exclusion) that include:

1. Triage Process
2. Student Debrief
3. Behavior Skills Coaching
4. Reconnection Conversation & Card
5. Classroom Reentry
6. Communication

ISLA Triage Process



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?

Step 3: Behavior Skills Coaching



Skills Coaching Process

1. Identify the appropriate skill
2. Teach and model
3. Practice with guided support
4. Performance feedback
5. Communication with staff members

Step 4: Reconnection Conversation & Card



- **Two Forms**

- In person

- In card form to teacher's mailbox or to teacher

- **Double dose of a positive interaction!**



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...

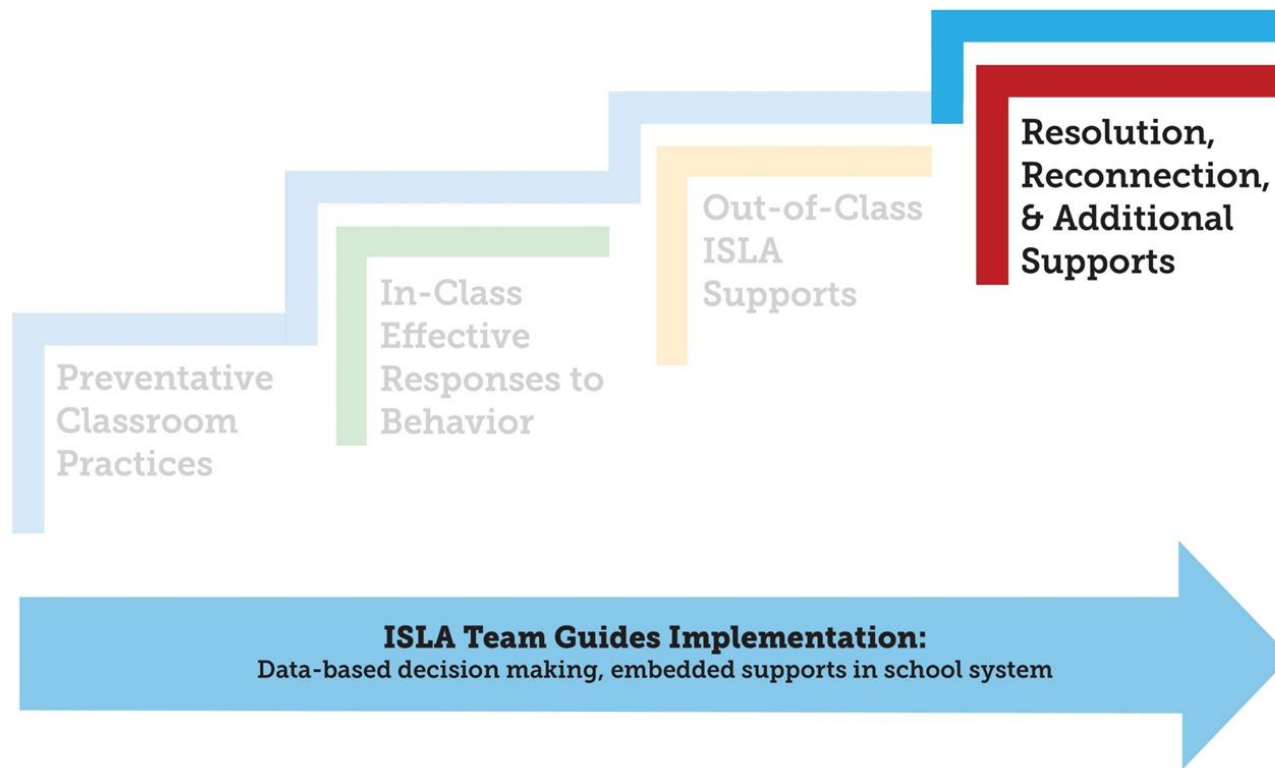
Optional: Something else I want you to know about me (what I'm really good at, what's really hard for me, what's going on in my life) is...

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

Respectfully _____



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Step 5: Classroom Reentry

- When the student is ready to Reconnect with their teacher, it is important that teacher is ready to Reconnect as well
- Best ways to ensure this are:
 - Call/text the teacher and ask if it's a good time for a quick reconnection
 - Have the teachers identify the best time for reconnection (e.g. at the end of period, as soon as possible, during transitions, window peak, "Class Take 2")
 - As a team, identifying this time with your staff early on will aide in the most successful Reconnection Conversations
- If the teacher is not ready, the student might be met with this...

**I JUST WROTE THAT
REFERRAL 5 MINUTES AGO!**

**WHY IS HE BACK IN MY CLASS
WITH A TEDDY BEAR AND A STARBURST?**

For ISLA Support Staff: Important Considerations

- Wait for the teacher to step into the hallway (or appropriate space) so that the Reconnection Conversation is private.
- Facilitate the Reconnection Conversation between the student and teacher.
- Encourage student to read their Reconnection Card or to say their part based on what you practiced; provide prompts for the student as needed.
- **Reconnecting should only take 1-2 min. max!**



WHAT IS THE TAKE TWO STRATEGY?

A strategy that a teacher utilizes with their class when they need to step outside of the classroom for two minutes.

PRE-TAUGHT

The strategy is pre-taught so students know what to do when the teacher steps out.

DE-STIGMATIZING

The strategy is de-stigmatizing because the teacher could be meeting with a student, going to the bathroom, making a copy.

TEACH, MODEL, PRACTICE

Ensure that the guidelines are written out clearly and that expectations are taught ahead of time—including what to do when the teacher “Takes Two”.

SCHOOL-WIDE

When implementing the Take Two strategy the goal is to implement this school wide so that the pre-taught expectations translate from class to class.

For Teachers: When Students Return to You

1. Allow the student to engage in the Reconnection Conversation with you without interrupting them or critiquing their efforts (reconnecting is REALLY hard, even for adults).
2. Say something nice!
 - “It take a lot of guts to reconnect, thank you!” “Tomorrow we start fresh.” *More examples on the next slide*
3. **Bonus points: Own your piece in what happened. Showing humility is how we deepen bonds with students
 - “You know, I got angry with you way too quickly today and I’m really sorry about that.”
4. Allow the student to rejoin the class activity without punishment, retribution, or a grudge.
5. Move forward with the student without a further conversation about what happened; trust that the point has been driven home.

Step 6: Communication



- Communicate with relevant stakeholders about starting or changing student supports:
 - What specific skills are being addressed?
 - What strategies are being utilized to set the student up for success?
 - How are we tracking these data?

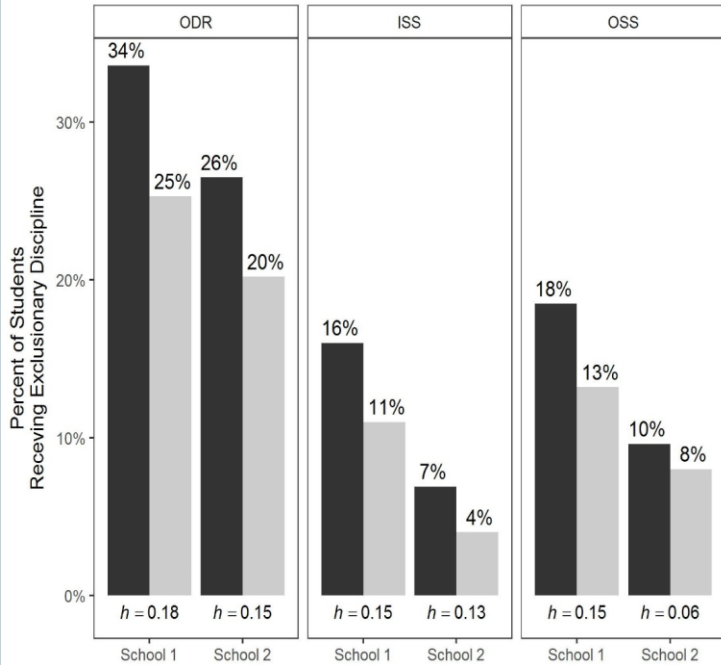
ISLA Pilot Study

Nese et al. (2020)

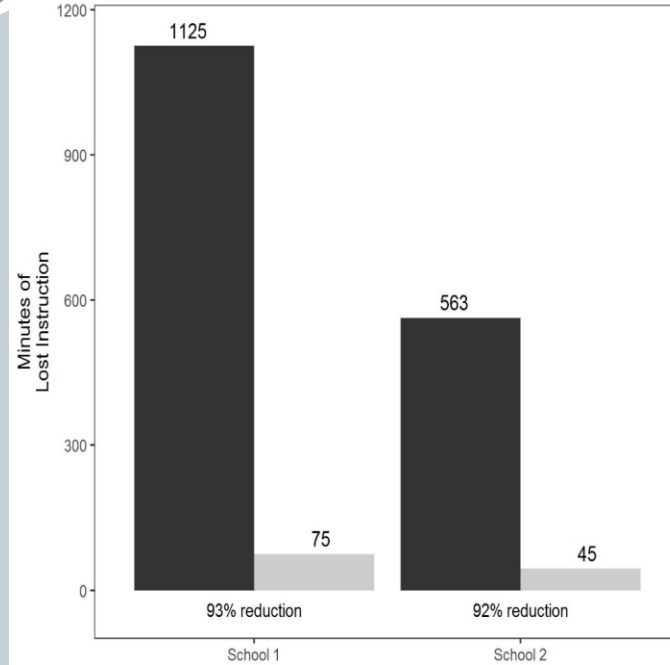


- 1 Year pilot in 2 MS with high levels of exclusion
- Training for Teachers:
 - PBIS in the classroom
 - System for responding to behaviors
 - When/why/how to send a student out
- Training for Paras:
 - Triage process for students sent to the office
 - Behavioral and academic supports for students
 - Reconnection process for getting students back to class
- Training for Admin:
 - Clarifying triage process
 - How to handle major ODRs
 - How to process OSS when returning to school

Data to Support ISLA



Pre ISLA Post ISLA



Pre ISLA Post ISLA

What we learned from **staff**?



- *“ISLA appears to take students' voices into account and help them be heard by school staff. This then allows for staff and students to communicate and understand each other. The least beneficial part is the possibility that students will believe that these conversations, etc. are not genuine and are just part of the process.”*
- *“I think our taking part in the ISLA model has made our student's performance change because even though we have always worked through issues verbally with the student, we are now asking them to reconnect with the teacher and take responsibility for their actions with the staff member.”*

What were we missing?

What we learned from **students**?

“I feel that when a class is welcoming it is easier to focus and not as stressful unlike a class that isn’t welcoming. A way that a class can be welcoming is when a teacher greets you every day and supports you and helps everyone out. It truly makes a difference.”

...rest of the class period – and I feel like when they do that it just makes it hard for the student because of the work that they missed... homework. Sending them out then bringing them back right away makes it 10 x’s better.”

“I feel like others, like I can see two kids doing the exact same thing and because one doesn’t have as great a reputation then they get instantly called out on, even if they weren’t doing anything.”

“When teachers admit they make mistakes that just calms you... you are not alone.”

“Mr.-- has this thing where every Monday he’ll let people talk about what they did over the weekend. We’ll just spend the first 15 minutes of everyone talking about what they did over the weekend.”



Dear _____,

I learned that...

I make mistakes often
and I haven't put in much
effort to put it to a stop.

I can make things better by...

focusing on fixing the problem
more often or when it starts
to occur.

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

I'm going to try and stop
the problem before it becomes
too big.

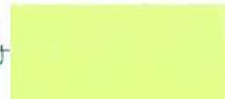
In order for me to be successful, the support I need from you is...

to give me more chances. I
know you give me plenty, but this
time you didn't.

(Optional) Something else I want you to know is...

I have struggled with this
and being happy since kindergarten
and I don't know why.

Sincerely, one of your students,





MADISON

M I D D L E S C H O O L

RESPECTFUL • SAFE • RESPONSIBLE

Reconnection Conversation Card

Dear _____

I learned that I should be quiet & respectful. I should sharpen just until it's usable. Be quiet during Book Love.

I can make it better by being more quiet & mindful of other people's learning.

Here's how I am going to try and prevent this from happening again. Next time I will ask the person next to me to tell me when I'm getting too loud. I might try mechanical pencils.

For me to be successful, the support I need from you is to move me up front to the middle. There's a lot of distraction around me.

(Optional) Something else I want you to know (what I'm really good at, what's really hard for me, what's going on in my life) is I'm easily distracted. I used to see an OT who taught me some strategies, but I forget to do them. Could you say, "Use your exercises" if I'm distracted.

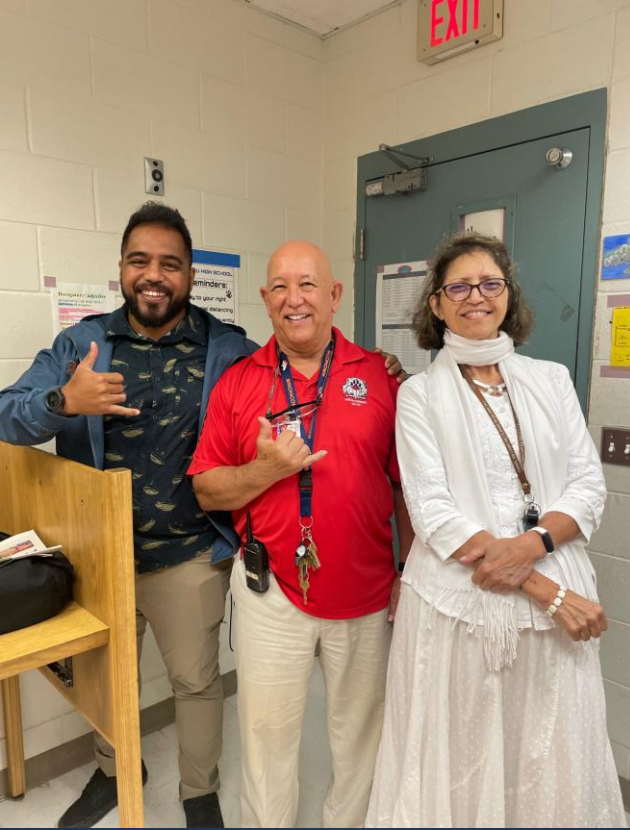
(Optional) Something I need you to know about me from a cultural perspective (traditions, beliefs, my family) is _____

Sincerely _____

Date: 9/16/19 Time In: 9:50 Time Out: 10:05 Staff: _____



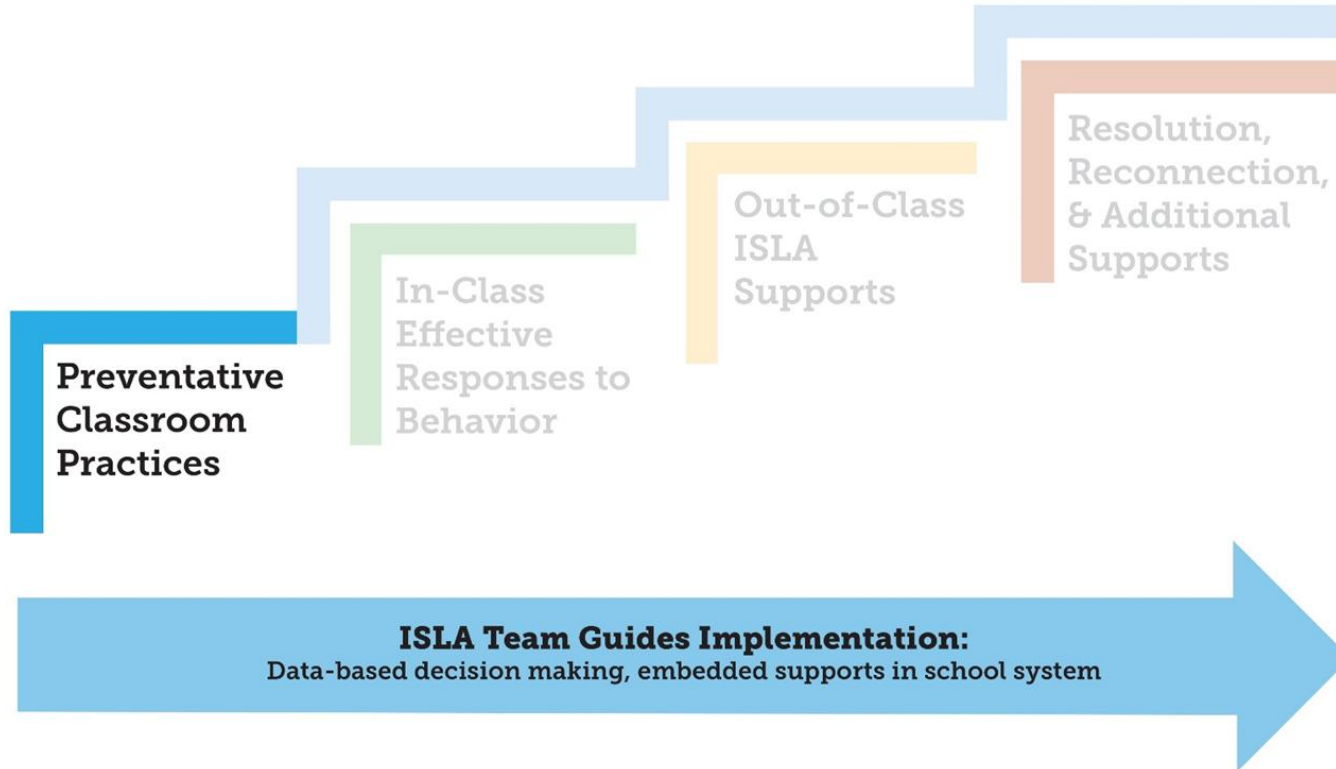
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Administrator team at Kea'au High School



Teacher and students at Kapunahala Elementary School



WOW! Building Relationships



- Sets a positive tone
- Promotes sense of belonging
- Builds trust
- Rooted in science
- No cost, no prep!



Welcome students at the door



**Own your environment:
establish and teach routines**



**Wrap up class with
intention**

#1: Welcome Students at the Door

Cook and colleagues' (2018) recent study in middle schools found that when teachers welcomed students by name at the door, **engagement increased by 20% and disruptive behavior decreased by 9%.**

- Sets a positive tone
- Promotes sense of belonging
- Builds trust
- No cost, no prep!

#1: Welcome Students at the Door



#1: WELCOME STUDENTS AT THE DOOR



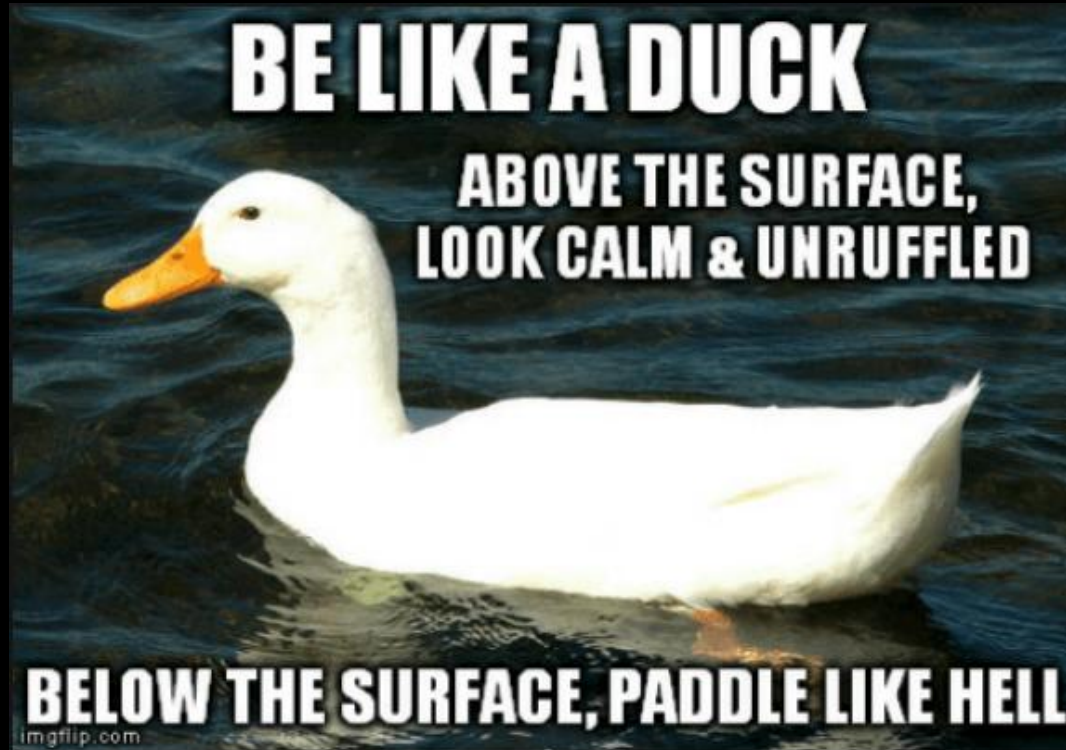
STUDENT CHECK-INS TO BUILD COMMUNITY



- Students write their name on the back of a sticky note
- Next, they place it in the row that accurately describes how they're feeling right now
- Might be used before a big test, before or after a school break, or other times that might be universally stressful

#2: Own Your Classroom:

Teach it, Model it, Acknowledge it



TEACH IT

- When a student is struggling **academically**, what do **YOU** do?
 - Reteach, reinforce and build on attempts, break it down into steps, explain it another way, demonstrate it, provide examples, partner with a student helper, refer for additional help, etc.
- When a student is struggling **academically**, what do **THEY** do?
 - Some students ask for help, try it another way, use resources, etc.
 - Many students may act out, ask to go to the bathroom or take multiple breaks, or walk around, etc. in order to escape the task

****Asking for helping is a sophisticated skill that many adults struggle with. Students give us plenty of teachable moments to remind us they are still kids and they are learning at all grade levels.****

#2 Own Your Environment: Teach behaviors like academics...

A word cloud featuring various educational strategies and concepts. The words are written in different colors (white, green, blue, yellow) and sizes, creating a dynamic visual. The most prominent words are 'Modeling' and 'Bloom's Taxonomy'. Other visible words include 'Videos', 'Scaffolded Instruction', 'Visuals', 'Class Meetings', 'Grouped Instruction', 'Skills', 'Practice Opportunities', 'Older Peers Teach', 'Think-pair-share', 'Sheltered Instructional Strategies', 'Class Circles', 'Prior Knowledge', 'Examples', 'Manipulatives', 'Right Brain Initiative', 'UDL', and '5:1'.

Modeling

Videos

Scaffolded Instruction

Visuals

Class Meetings

Grouped Instruction

Skills

Practice Opportunities

Older Peers Teach

Think-pair-share

Sheltered Instructional Strategies

Class Circles

Prior Knowledge

Examples

Manipulatives

Right Brain Initiative

UDL

5:1

Bloom's Taxonomy

Teach It & Model It



Effective teachers explicitly teach and then model their expectations and routines

My expectation or routine for...	How and when I teach it
Using cell phones in class	
Entering class late	
Turning in assignments	
Wearing hats	
Sharpening pencils	
Eating or drinking in class	
Bathroom breaks	
Working in small groups	
Zoom or Google Classroom	

Acknowledge It: Best Practices

- Connect to SW expectations
- The magic ratio: 5:1
- Make it easy
- Specific verbal praise

I know this assignment is tough for everyone. Way to push through. If you need help, just ask!

Darius, thanks for raising your hand. Way to show respect.

Fist bump to Pavarti for getting all your work in today. Super responsible! Thanks!

Love the way this table group is working on the math project! Thanks for staying on task!

#3: WRAP UP CLASS WITH INTENTION

- Transitions are predictable times for unwanted behaviors
- Ending class with a routine is a proactive approach
- **Potential Benefits:**
 - ✓ Builds relationships
 - ✓ Creates community in class
 - ✓ Develops predictable routine
 - ✓ Teacher can use to assess learning
 - ✓ Allows equity of voices

#3: Wrap Up: Closing Circle Example



#3 Wrap Up: Exit Ticket Example

Before you go,

#I'mstuck & here's how I can tell...

#SLOWdown & here's how I can tell...

#Knowit100% & here's how I can tell...

"tweet" what you know...

321 Exit Ticket Template

3	Things I Learned Today ...
2	Things I Found Interesting ...
1	Question I Still Have ...

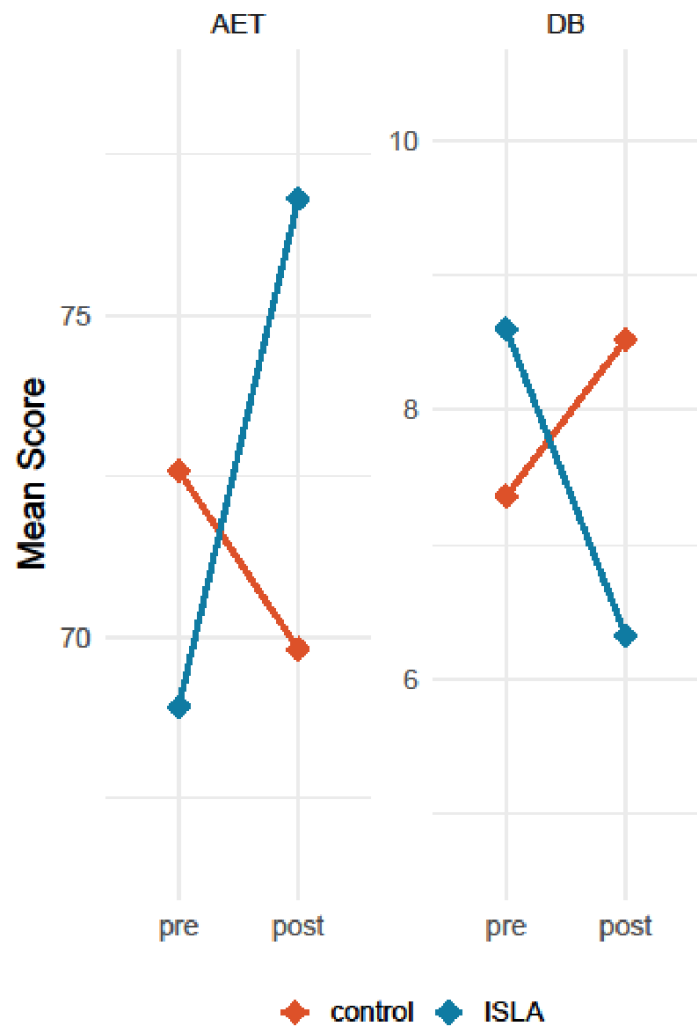
#3: Wrap Up Class with Intention



RCT Study: 2021-2022

- 4 Treatment Schools/4 Control Schools
 - Pre/Post data collection Sept-Dec 2021
- Treatment schools received:
 - Team PD
 - Staff PD: WOW
 - Ongoing Team Meetings & Coaching
 - Finalized ISLA curriculum
- Control schools receiving ISLA in 2022/23
- Data Analysis: Impact of WOW training on:
 - AET, DB
 - ODR
 - ISS, OSS

	What is my style or comfort level?	What is the style or preference of my students?	What can I do this school year?	What do I need to do to make it happen?
<u>W</u> elcome students at the door				
<u>O</u> wn your environment: Establish & teach routines				
<u>W</u> rap up class with intention				



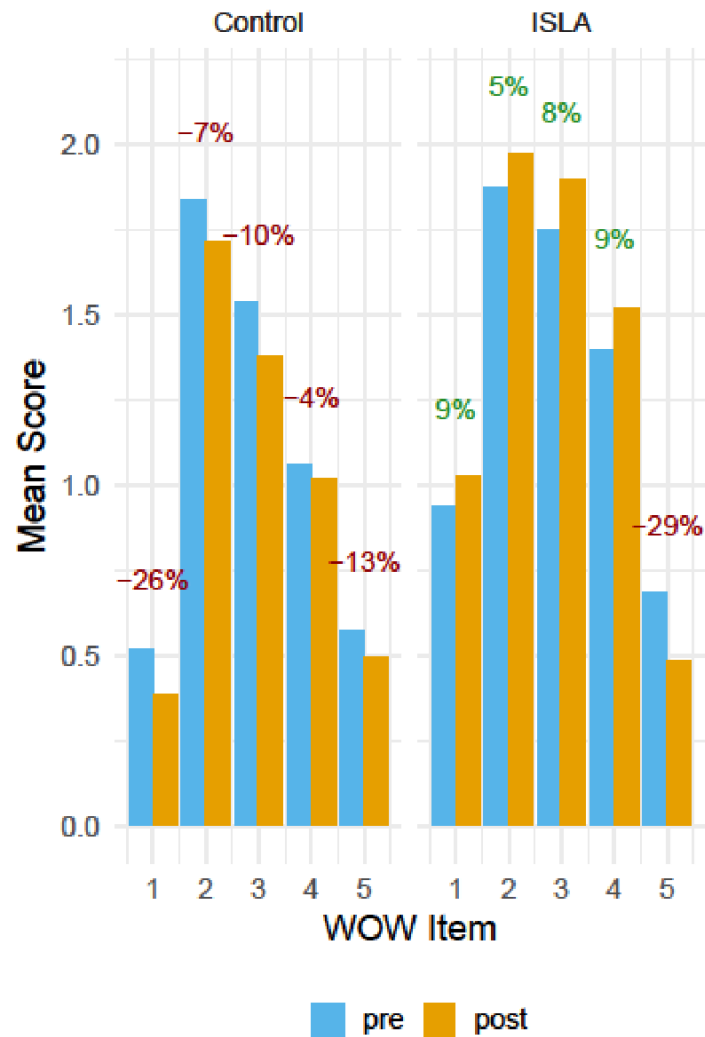
IMPACT ON ENGAGEMENT & DISRUPTION



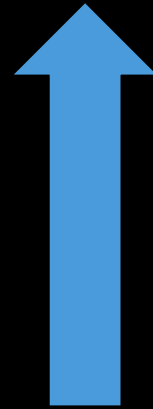
Engagement
11%



Disruption
27%



IMPACT ON TEACHER BEHAVIOR



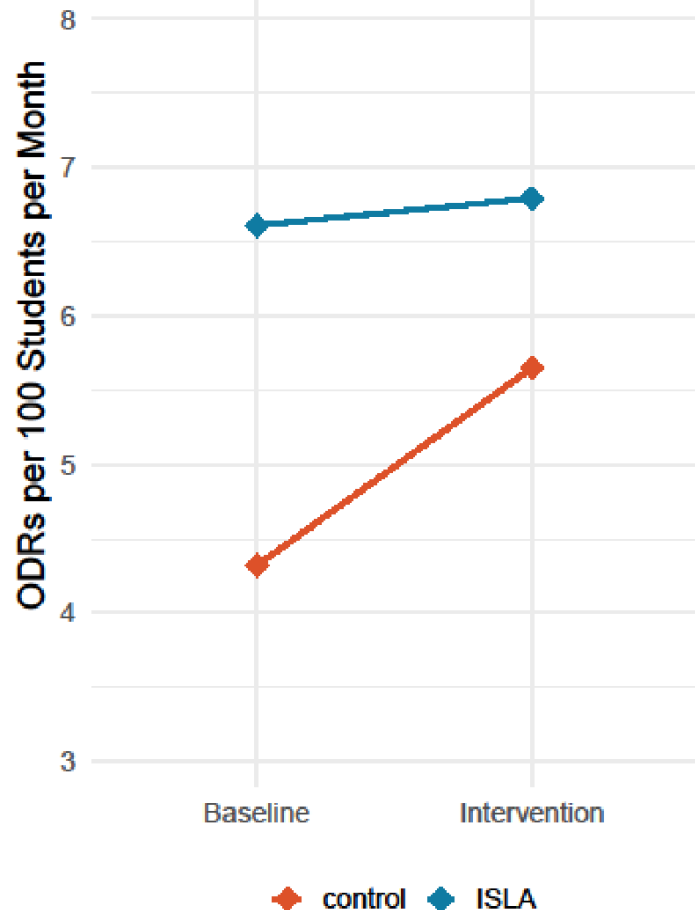
* All teacher behaviors improved, except wrapping up class with intention *

Why do you think that is?

BIGGEST CHALLENGE/FUTURE RESEARCH: WRAPPING UP CLASS WITH INTENTION

- Transitions are predictable times for unwanted behaviors
- Ending class with a routine is a proactive approach
- Potential Benefits:
 - ✓ Builds relationships
 - ✓ Creates community in class
 - ✓ Develops predictable routine
 - ✓ Teacher can use to assess learning
 - ✓ Allows equity of voices

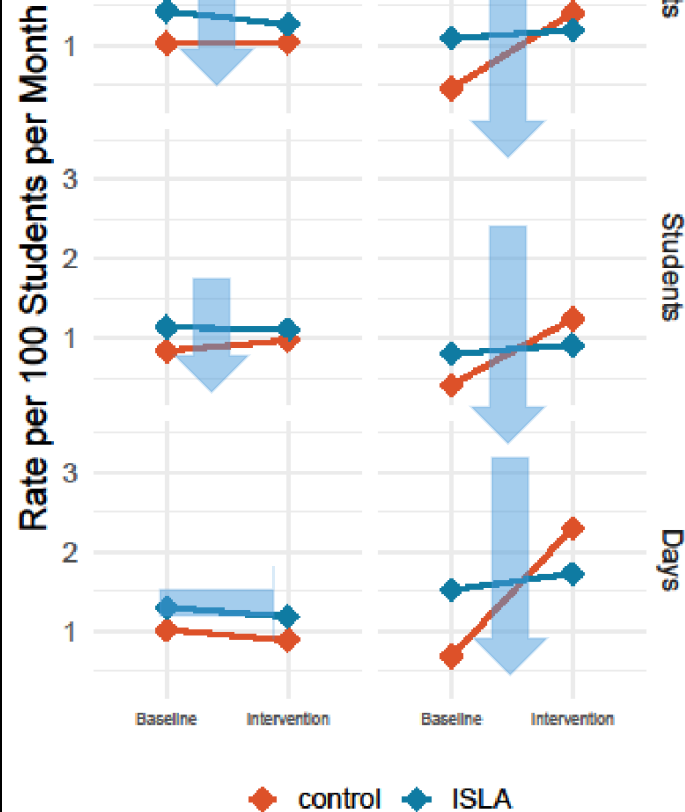
IMPACT ON OFFICE DISCIPLINE REFERRALS



* For treatment schools the honeymoon phase continued, but for the control schools it didn't. That's a big effect!!! *

IMPACT ON EXCLUSION

* Greatest impact on out-of-school suspensions, same honeymoon story *



How does this relate to reducing the use of exclusionary discipline?

- Students thrive in environments that are inclusive, affirming, positive, and consistent
- The need to correct, reprimand, and/or exclude goes down as inclusive, preventative supports go up
- A little bit of training/coaching/refreshing on preventative classroom practices goes a long way!

When we see that the impact of classroom prevention is greater than exclusion, why do we see so much push-back on prevention (like relationship building)?

What we learn from this work...

- Exclusion is a big deal
- Relationships are everything
- Consistency is key
- Focusing on the positive gives you more of it
- Classrooms can be a sanctuary for teachers and their students:
Create the climate you want
- Get students involved

Where we go from here...

- NIH effectiveness trial: ISLA impact on substance use prevention
- Continuous dissemination of findings
- Develop scale-up model for trainings, virtual model
- Continue to examine impact on racial disparities, academic achievement, attendance, and more...

What are we missing?

THANK YOU & QUESTIONS

Email: ISLAinfo@uoregon.edu

Website: NeseLab.org/ISLA



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