Adriane Van Zwoll, MJ, LCSW

Addie is a clinical social worker at the SBHC and has degrees in Criminal Justice and Social Work from Western Michigan University, a Masters in Social Work from the University of Michigan, and a Masters of Jurisprudence in Children’s Law and Policy from Loyola University Chicago.

She has extensive experience in juvenile justice, adoption, foster care, residential treatment, and schools.

Real Education About Life:
The goals of the REAL program are:
To provide the dedicated In School Suspension (ISS) classroom with a specific intervention to address behavior change and to provide the disciplinarians an alternative to out-of-school suspensions.

Loyola University Chicago
School-Based Health Center at Proviso East High School
Maywood, IL
REAL Program Table of Contents:

I. Needs Assessment ........................................... 3

II. Working with School Administrators ................. 3
   a. Getting Permission
   b. Collaboration and Teamwork

III. Why In-School-Suspension? ......................... 3

IV. Program Development ..................................... 4
   a. Overall Program Description
   b. Selected Programs
   c. Naming the Program

V. Implementation ............................................. 5

VI. Feedback and Evaluation .................................. 6
   a. Feedback
   b. Challenges & Barriers

VII. Conclusion .................................................. 6

VIII. Appendix .................................................... 6
   a. In-School Reflection Form
   b. ISS Schedule
   c. Weekly Attendance Form

Loyola University Chicago
School-Based Health Center at
Proviso East High School, Maywood, IL
I. NEEDS ASSESSMENT

Prior to the REAL program, the in-school suspension (ISS) classroom was a dedicated room in the high school with little to no interventions. Students were referred to ISS for various rule infractions and remained in the classroom ranging from one class period to multiple days. While the students were in the classroom, they were expected to remain quiet, not talk to one another, refrain from using electronic devices, and were expected to complete classwork. Through observation, it was noted that students struggled with this expectation and often did not receive their classwork from their teachers. The ISS classroom has been staffed by two PEHS staff, one of which is a special education teacher and the other is a teaching assistant. The two staff members were responsible for enforcing the rules, monitoring behavior, and requesting homework from teachers.

Students who were referred to ISS did not have an opportunity to address the behavior that got them there in the first place and often did not receive their homework for the day, which led to more disruptive behaviors.

There was an expectation that the ISS teacher would facilitate a discussion on “character education”, however it appeared as though this did not occur and the text for the “character education” was outdated. When asked about the “character education” the students did not know what that was and the staff replied similarly.

In-school suspension can provide a direct intervention for students who have had disciplinary issues. The goals of the REAL program are to: provide the dedicated ISS classroom with a specific intervention to address behavior change and to provide the disciplinarians an alternative to out-of-school suspensions.

II. WORKING WITH SCHOOL ADMINISTRATORS

How to get permission?

Schedule a meeting with school administration/school disciplinarians to discuss the discipline policy (make sure to do your homework and review prior to your meeting). Most school discipline policies are located on the school district website or available through the Student Code of Conduct.

Explain why you believe that targeted interventions in an in-school suspension classroom are beneficial.

For example:

- Helps students to process violations of Student Code of Conduct with a trained mental health professional
- Provides students with alternative coping skills and relaxation techniques
- Provides students with the ability to change their behavior in the future
- Provides students with an alternative to out-of-school suspensions

Stress the importance of working together and helping the school with providing students with additional support and resources.

ASK for their ideas!

ASK for their input!

ASK for their ongoing support through the process!

If you do not involve administration in your program, it is not as likely to be an effective program. It is just as important to keep them involved throughout the school year by providing updates and written documentation of what you are doing in the program, i.e. copies of the in-school suspension schedule, any issues/concerns regarding the structure of the program, etc…

III. WHY IN-SCHOOL SUSPENSION?

The students are a “captive” audience, which allows for different programming throughout the school day that they would not necessarily receive if they were in class. ISS is a better alternative than out-of-school suspensions, which has proved over time to be ineffective in addressing the root cause of the behavior. Students who are suspended at least once have a greater chance of being suspended again, are at risk for a multitude of risk-taking behavior such as substance abuse, teen pregnancy, and dropping out of school.

By providing programming in school, it is possible to decrease some of these negative outcomes. ISS programs typically fall into three categories: punitive, academic, or therapeutic. Programs that combine all three categories are most successful in addressing negative behaviors and empowering students to seek change in their behaviors.
*The most effective in-school programs include the following:

1. Ways to ensure in-school suspension is the appropriate consequence (i.e. ISS is not necessarily the appropriate choice for students with truancy issues)
2. Limited amount of days (students should not be sent to ISS indefinitely)
3. Problem solving and/or mediation among teachers and students or students and students; this provides a contract for future expectations
4. Staffed by both a teacher who can assess students for unidentified learning issues and/or a counselor who can explore the root causes of problems with students.

IV. PROGRAM DEVELOPMENT AND OVERVIEW

Program Description:

Real Education About Life (REAL) is a program that is offered by Loyola’s School-Based Health Center (SBHC) as an additional intervention in the dedicated in-school suspension classroom. The program consists of an in-school suspension reflection form, individual processing with SBHC LCSW as needed, and a forty-five minute lesson on various topics during one class period every day. The lessons focus on five main topics: relationships, anger management, substance use & abuse, life skills training, and stress management.

The lessons that are used in the REAL program are from evidenced-based curriculums proven to be effective in working with at-risk youth. The in-school reflection form is completed by each student who is referred to in-school suspension, reviewed by the ISS teacher, and processed with SBHC LCSW if deemed necessary (i.e. more serious incidents that may require more social-emotional support). The SBHC LCSW also reviews each of the forms and meets with students that are not identified by the ISS teacher if necessary.

Program Evaluation:

The SBHC LCSW receives the daily attendance for the students who have been referred to the in-school suspension classroom. Only the students who are in ISS classroom for the 45 minute lesson receive the mental health education component of the REAL Program. All students receive the ISS Reflection Form and are asked to complete it. All students have access to the SBHC LCSW while they are in the ISS classroom and for follow-up services.

During the 2014-2015 school year, program evaluation has been informal as this was the first year of the program. SBHC LCSW often had a positive response from students during the lessons and especially in follow-up sessions the students. Many students have learned about the SBHC through the REAL program and have secured follow-up appointments with the SBHC LCSW and/or other medical providers. A more formal evaluation will be completed during the 2015-2016 school year, including pre and posttests.

Program Materials

- In-School Suspension Reflection Form (created by SBHC LCSW)
- In-School Suspension Schedule (Fall/Spring Semesters)
- Weekly Attendance Form (emailed to Deans of Students)

CORE Workbooks & Curriculums:

Mondays: Relationships
- Marline Pearson (2013). Relationship Smarts Plus 3.0: 12 lessons for teens about love and romance

Tuesdays: Anger Management

Wednesdays: Substance Use/Abuse
- Steven Sussman, Sande Craig, & Mary Ann Moss (2009): Project Towards No Drug Abuse (TND)

Thursdays: Life Skills

Fridays: Stress Management

The following are additional resources that were used to supplement the above material:

Relationships:
- Kerry Moles (2001). The Teen Relationship Workbook: for professionals helping teens to develop healthy relationship and prevent domestic violence
- Break the Cycle: http://www.breakthecycle.org/learn-about-dating-violence
- Love is Respect: http://www.loveisrespect.org/
- Dating Violence Prevention: http://youth.gov/youth-topics/teen-dating-violence

Anger:

Life Skills:
- Lesson Plan-Resume Writing: http://lesson-planspage.com/olasslaboradayresumewritingforteen-sandcharacteranalysis812-htm/
- Interest Inventory: https://dlr.sd.gov/Lmic/pdfs_and_other_files/cwonders_interest_survey.pdf

Stress:
- Nancy Driscoll, MS, RNCS. Stress Bingo for Teens: An engaging and educational game about stress and ways to reduce it (2001). Wellness Reproductions & Publishing, LLC.

Substance Abuse:
- http://www.samhsa.gov/
- http://teens.drugabuse.gov/
- Adolescent Health: http://www.hhs.gov/ash/oah/adolescent-health-topics/substance-abuse/
- Partnership for Drug Free Kids: http://www.drugfree.org/
- CDC: http://www.cdc.gov/healthyyouth/alcohol-rug/
- American Academy of Child & Adolescent Psychiatry: http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FActs_for_Families_Pages/Teens_Alcohol_And_Other_Drugs_03.aspx
- Substance Abuse Prevention: http://youth.gov/youth-topics/substance-abuse
- MTV Substance Abuse Resources: http://substance-abuse.mtv.com
• Teen Stress Test: https://www.mhankyswoh.org/Uploads/files/pdfs/Stress-TeenStressTest_20130813.pdf
• Strong Teens Unit Tests: http://strongkids.uoregon.edu/unitests/strongteens.pdf
• Kids Health-Stress & Coping Center: http://kid-shealth.org/teen/centers/stress_center.html
• Teen Stress: http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/Teen_Stress_Standalone.pdf

V. IMPLEMENTATION

• Best to start at the beginning of the school year if possible and continue throughout the remainder of the school year
• Commit to the number of days/week (daily is best)
• Carve time out of schedule for preparation (10-15 minutes/day)
• Carve time out of schedule for same provider to be able to facilitate the program
• Collect and Review In-School Suspension Reflection Forms and follow-up with students as needed
• Develop a plan for obtaining student information (i.e. sign-in sheet, email from the ISS teacher confirming students present)
• Submit weekly attendance sheet (via email works best) to disciplinarians so that they can document participation in program via school system (i.e. PowerSchool)

VI. FEEDBACK/EVALUATION

Informal feedback:
• Asking students what they think about the material, program, etc…
• Asking ISS staff for feedback and collaboration
• Asking administration for feedback

Upcoming evaluation components:
• Comparison of students who received ISS reflection form and the 45 minute lesson vs students who only received the ISS reflection form
• Pre and post-tests for each subject area

Overall Challenges/Barriers:
• Ever-changing group of students
• Lack of support from substitute teachers (when the regular ISS teacher is absent)
• Students do not always want to participate; having to manage the classroom to avoid side conversations
• Students are sent to ISS throughout the day, sometimes disrupting the lesson
• Students refuse to complete ISS Reflection
• ISS teacher does not consistently have the students complete the ISS Reflection
• Students at times are sent back up to the disciplinarians by school staff for disrupting the program
• Students are not following the regular ISS rules (i.e. being on cell phones, talking, sleeping, etc…)

VII. CONCLUSION

In-school suspension can be a great alternative to out of school suspensions for students at all grade levels. School-based health center staff can play an essential role in becoming more involved in the school community outside of the clinic walls. Often times, school districts do not have the funding to allow school counselors or social workers to be assigned to a dedicated in-school suspension classroom. SBHC's with full-time behavioral health clinicians can be more flexible in providing this resource and count the intervention time as a 'group encounter'. By being a part of the school interventions, it allows students to learn more about their SBHC and hopefully access services in the future.

VIII. APPENDIX/RESOURCES

A. IN-SCHOOL-SUSPENSION REFLECTION
B. WEEKLY ATTENDANCE FORM
C. ISS Schedule-Fall 2014
D. ISS Schedule-Spring 2015
IN-SCHOOL-SUSPENSION REFLECTION

STUDENT ID#______________________

1. WHY WERE YOU REFERRED TO ISS?
   - [ ] Fight
   - [ ] Under the influence of drugs/alcohol
   - [ ] Verbal altercation with Peer
   - [ ] Kicked out of class
   - [ ] Verbal Altercation with Staff
   - [ ] Hall Sweep/walking the halls
   - [ ] Late to School/Class/Tardies
   - [ ] Other: ________________________________
   - [ ] Off Campus

2. WHAT WERE YOU DOING BEFORE? _______________________________________________________________

3. WHAT HAPPENED? (INCIDENT): ________________________________

4. WHAT WERE YOU THINKING/FEELING AT THE TIME?
   I WAS THINKING: ________________________________________________________________
   I WAS FEELING: ________________________________________________________________

5. WHAT DID YOU WANT TO HAPPEN? ________________________________________________________________

6. DID YOU GET WHAT YOU WANTED? ________________________________________________________________

7. WHAT CAN YOU DO DIFFERENTLY NEXT TIME? (IDENTIFY AT LEAST 2 REALISTIC IDEAS)
   1. ________________________________________________________________
   2. ________________________________________________________________
   3. ________________________________________________________________
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<th>Date</th>
<th>Dean</th>
<th>Student Id</th>
<th>Topic</th>
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<td>Smith</td>
<td>123</td>
<td>Who Am I and Where Am I Going?</td>
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<tr>
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<td>Smith</td>
<td>456</td>
<td>Who Am I and Where Am I Going?</td>
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<td>Smith</td>
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<td>Who Am I and Where Am I Going?</td>
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<td>9/8/14</td>
<td>Powers</td>
<td>101</td>
<td>Who Am I and Where Am I Going?</td>
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<tr>
<td>9/9/14</td>
<td>Powers</td>
<td>102</td>
<td>Myths &amp; Denials Surrounding Drug Use</td>
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<tr>
<td>9/9/14</td>
<td>Davis</td>
<td>103</td>
<td>Myths &amp; Denials Surrounding Drug Use</td>
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<td>9/9/14</td>
<td>Davis</td>
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<td>Myths &amp; Denials Surrounding Drug Use</td>
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<tr>
<td>9/10/14</td>
<td>Powers</td>
<td>106</td>
<td>What Makes You Angry</td>
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<td>Attractions &amp; Infatuation (p.6-7)</td>
<td>KYC: It’s All About How you Look at It (p. 39-46)</td>
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<td>Stress, Health, &amp; Goals</td>
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<td>10/13/14</td>
<td>HOLIDAY</td>
<td>KYC: Relaxation (p. 85-96)</td>
<td>Self-Control (positive peer culture)</td>
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**KYC: Keeping Your Cool; TF: Think First**
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<td>*TF: Module 1 Introduction, Choices, &amp; Consequences</td>
<td>Decision Making &amp; Commitment</td>
<td>Healthy Relationships part 2 (p. 57-60)</td>
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<td>TF: Module 3</td>
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<td>Myths and Denials (surrounding drug use)</td>
<td>Money Management</td>
<td>The Mind-Body Connection (p. 17-20)</td>
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<td>12/8/14</td>
<td>Teens, Technology, &amp; Social Media Part 1 (p.43)</td>
<td>TF: Module 4 Self Instruction, Consequential Thinking</td>
<td>Marijuana Panel (social and emotional costs)</td>
<td>Career Interest Inventories</td>
<td>Self-Talk (p. 21-26)</td>
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<td>12/15/14</td>
<td>Teens, Technology &amp; Social Media Part 2 (p.44-48)</td>
<td>TF: Module 5 Social Problem Solving</td>
<td>Substance Use &amp; the Holidays</td>
<td>College 101</td>
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<td>WINTER BREAK</td>
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<td>1/5/15</td>
<td>Who Am I and Where Am I Going? (p.1-3)</td>
<td>No program - emergency w/ student</td>
<td><strong>SCHOOL CLOSED FOR WEATHER</strong></td>
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<td>1/12/15</td>
<td>Talk it Out Game</td>
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<td>BUILDING INSTITUTE</td>
<td>Active Listening (Communication Skills)</td>
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<td>PRESIDENT’S DAY</td>
<td>KYC: It’s All About How you Look at It (p. 39-46)</td>
<td>Talk Show-Understanding Empathy</td>
<td>The Media and Health part 1 (p. 22-27)</td>
<td>Calm Body, Clear Mind (p. 27-30)</td>
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<td>3/2/15</td>
<td>PULASKI DAY</td>
<td>KYC: Identifying Irrational Beliefs (p. 60-77)</td>
<td>Tobacco Basketball and Use Cessation</td>
<td>Managing Stress, Anger, and Other Emotions part 1 (p. 33-36)</td>
<td>Calming Actions (p. 37-42)</td>
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<td>Decide, Don’t Slide (P.16-19)</td>
<td>KYC: Self Talk and Attitude Checks (p. 78-84)</td>
<td>Self-Control (positive peer culture)</td>
<td>Managing stress, anger and other emotions part 2 (p. 37-40)</td>
<td>Putting It All Together: Role Playing (p. 43-44)</td>
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<td>KYC: Relaxation (p. 85-96)</td>
<td>Marijuana Panel (social and emotional costs)</td>
<td>Family Communications part 1 (p. 41-45)</td>
<td>Problem Solving Actions (p. 45-52)</td>
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<td>Communication and Healthy Relationships Part 2 (p.26-28)</td>
<td>KYC: Assertion (p.123-140)</td>
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<td><strong>NO PROGRAM SBHC HEALTH FAIR</strong></td>
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<td><strong>NO SCHOOL SPRING BREAK !!!!!</strong></td>
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<td>Job Applications and Resume Writing</td>
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<td>Summer/Work Plans</td>
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