

# Inclusive Strategies to Address the Behavioral Needs of Student with IEPs

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WISCONSIN DEPARTMENT OF  
**Public Instruction**  
Jill K. Underly, PhD, State Superintendent

# Today's Objectives

## Participants will:

- Become familiar with some strategies to support students who present with challenging behaviors in the school setting.
- Know where additional resources can be found on the Wisconsin DPI webpage to address the behavioral needs of students with IEPs



# Data Highlighting Need

Consider the following as evidence of the need for Wisconsin schools to develop more equitable, culturally competent, effective and inclusive practices in supporting students whose behavior interferes with their learning or the learning of others:

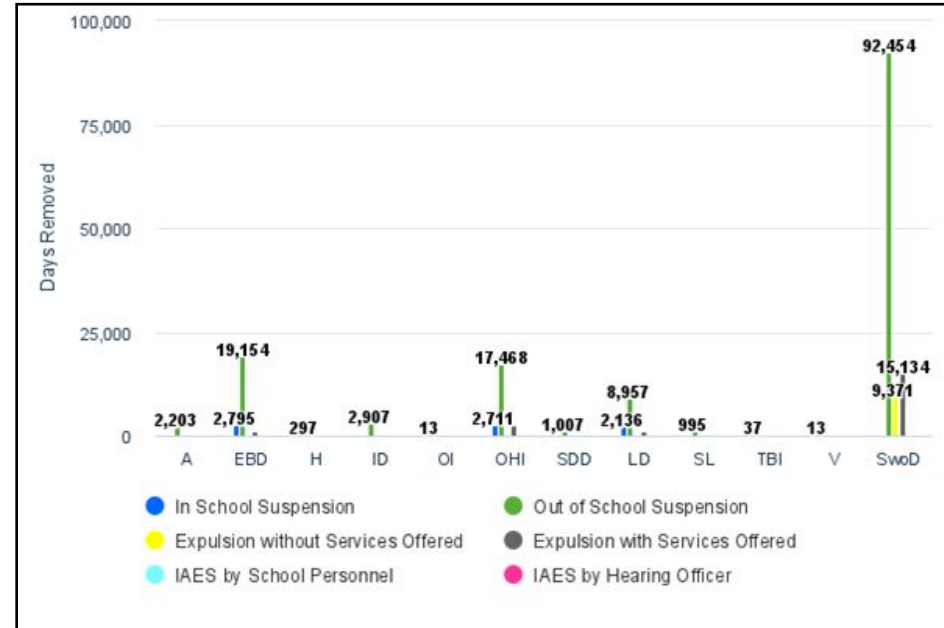


# Data Highlighting Need

## Students identified with:

- **Emotional Behavioral Disability** were removed for approximately 19,154 school days
- **Other Health Impairment** were removed for approximately 17,468 school days

....due to an out-of-school suspension



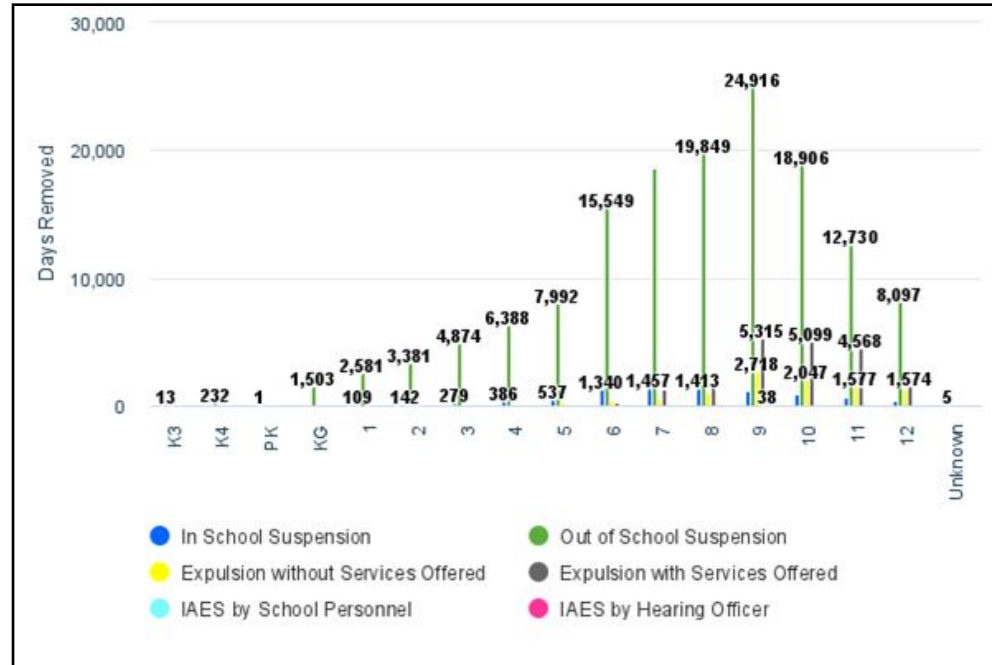
Wisconsin Department of Public Instruction, WISEdash for Districts 2020.  
"2019 Disciplinary Data Days Removed by Type and Disability."

# Data Highlighting Need

## Students in:

- K3 - 2nd grade were removed for approximately **7,711** school days
- K3 - 12th grade were removed for approximately **127,012** school days

.....due to an out-of-school suspension.




Wisconsin Department of Public Instruction, WISEdash for Districts 2020.  
"2019 Disciplinary Data Days Removed by Type and Grade Level."

# Data Highlighting Need

## In Wisconsin, for students with IEPs:

- Black or African American students are approximately 6.7 times more likely to experience a disciplinary removal than white students
- Native American students are 2.9 times more likely than white students
- Hispanic students are 1.9 times more likely than white students

(Wisconsin Department of Public Instruction, 2020. "2019 Disciplinary Data by Race and Disability.")



# Data Highlighting Need

- **Even one instance of suspension from school is predictive of future suspension and a greater likelihood of dropping out of school.**

(American Psychology Association Zero-Tolerance Task Force, 2008; Balfanz, Byrnes, & Fox, 2013, America's Promise Alliance, 2018)

- **Students impacted by trauma are suspended and expelled at higher rates than other students.**

(Grevstad, 2007; Sanger et al, 2000; Shonk & Cicchetti, 2001; America's Promise Alliance, 2018)



# Reflect

**What is the purpose of suspensions?  
What is achieved?**

**What is achieved from three days of suspension  
that can't be achieved in one?**

**What is the impact of removals on students? On  
their academic performance, social and  
emotional well being, sense of belonging?**

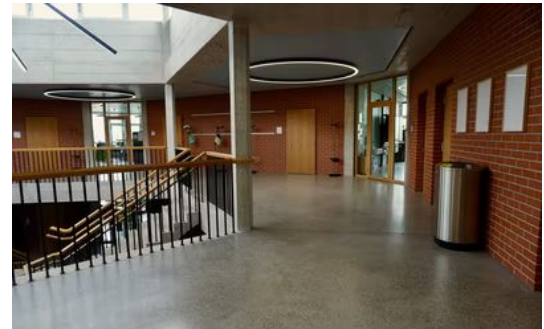
**What other actions can be taken?**





# Behavior, Bias, and Adult Practice

**The first step in change is for adults to examine their own biases and beliefs about student behavior as well as examine the social norms of the school community.**



# Behavior, Bias, and Adult Practice

Adults must recognize how bias influences their understanding of “behavior” before appropriate and meaningful support and instruction can be put into place.



# Behavior, Bias and Adult Practice

**Do adults recognize how bias influences their association or confirmation of specific student populations and their behavior?**

- **When a Black student is off-task during class, an adult might label that behavior as disruptive.**
- **When a White student is off-task in class, an adult might consider that behavior as an indicator that the student needs more support or guidance.**



# Behavior, Bias, and Adult Practice

The Wisconsin Department of Public Instruction, through the support and guidance of Dr. Markeda Newell, has developed resources to assist educators in identifying and addressing bias as they engage in educational problem-solving and decision-making activities.

When considering “behavior” needs of students, Dr. Newell provides a framework for how adults can identify the different ways bias shows up and guidance to assist teams with decision-making processes.



# Behavior, Bias, and Adult Practice

The [Culturally Responsive Problem-Solving Framework](#) helps adults fully understand how the relationships, communication, and expectations they establish in the learning environment either support individual student needs or further exacerbate and trigger more intensive responses from a student.

Without an understanding of bias and social norms, the services and supports provided to students may be ineffective and lead to disciplinary and punitive outcomes.



# Changing Mindsets

**When thinking about “changing student behavior”, adult mindsets should focus on teaching and supporting the student, not just about changing the behavior of the student.**

**To proactively support student responses, adult mindsets should focus on adapting the response or approach of those who interact with the student as well as changes to the student’s environment.**



# Changing Mindsets

**Do adults treat behavioral needs in the same way most adults treat the academic needs of students?**

- **When a student is struggling to meet academic expectations, do adults assume it is purposeful or within the control of the student?**
- **When a student's behavior interferes with their learning or the learning of others, do adults assume it is purposeful or within the control of the student?**



# Changing Mindsets

To create an environment where all students experience a sense of success and belonging, adults need to understand and respond to behavior as a form of communication for an unmet need as well as considering the context, setting, and the behavior of adults and other students.

Adult need to assist the student in learning new skills, change the educational environment, or remove barriers to learning.





# Changing Mindsets!

A few strategies to create a positive learning environment and help change adult mindsets about student behavior are:

- Model [social and emotional competencies](#) and incorporate them into existing curriculum and instruction.
- Engage students in collaborative problem-solving
- Stay focused and teach students what is expected of them.
- Remember that implementing new behavioral instruction and support takes time.

# Reflections on Behavior, Bias, and Adult Practice



- What beliefs or attributions do school staff have about students with significant behavioral needs?
- How does race impact beliefs about and responses to student behavior?
- How do you know if school staff are consistently providing positive behavioral supports and interventions with fidelity? How might you improve your knowledge of effective implementation of systems and practices?



# Strong and Healthy Relationships

**Building and cultivating relationships with students is key to positive outcomes for students.**

**Some ways that relationships can be facilitated are through:**

- **Six Principles of Compassionate Instruction**
- **Active Listening**
- **The Developmental Relationships Framework**



# Strong and Healthy Relationships



A review of educational research analysis of 46 studies found that strong teacher-student relationships were associated in both the short-term and long-term with improvements on practically every measure schools care about:

- higher student academic engagement
- attendance
- grades
- fewer disruptive behaviors and suspensions
- lower school dropout rates

Those effects were strong even after controlling for differences in students' individual, family, and school backgrounds (Sparks 2019).

# The Six Principles of Compassionate Instruction

## Building Relationships by Using the Six Principles of Compassionate Instruction

1. Always empower, never disempower
2. Provide unconditional positive regard
3. Maintain high academic and behavioral expectations
4. Check assumptions, observe, and question
5. Be a relationship coach
6. Provide guided opportunities for helpful participation



# Active Listening

- Adults need to foster empathy for and with their students in order to better address the behavior that interferes with learning.
- Studies show that when teachers think empathically instead of punitively about the behavior that interferes with learning, “they cultivate better relationships and help reduce discipline problems” (Parker 2016).
- One way to build empathy is for adults to use active listening so they can truly hear the perspective of the student.



Parker, Clifton B. 2016. “Teacher empathy reduces student suspensions, Stanford research shows.” *Stanford News*. Accessed March 11, 2021.

# Active Listening

Active listening requires the listener to:

- Be engaged and attentive
- Fully concentrate on what is being said
- Reflect back and withholding judgement or advice.



It is the act of trying to fully understand the message of the speaker.

Authentic listening helps an adult take in a student's many stories and experiences, and helps to disrupt biased thinking.

# Active Listening

Elena Aquilar provides listening tips and tools in her book, [The Art of Coaching: Effective Strategies for School Transformation](#).

One tool is the [Active and Intentional Listening](#) document, which provides ways to reflect back what we hear by:

- clarifying
- acknowledging thoughts or feelings
- organizing or summarizing ideas
- identifying bigger ideas
- rephrasing the overall experience.





# Expansive Listening



From *The Onward Workbook: Daily Activities to Cultivate Your Emotional Resilience and Thrive* by Elena Aguilar. Copyright ©2018 by Elena Aguilar. Reproduced by permission.

[Expansive Listening: An Essential Coaching Support](#)

# Developmental Relationships Framework

Building developmental relationships needs to be intentional and the Search Institute provides a helpful resource:

- The [Developmental Relationships Framework](#)
- 5 Elements, 20 Specific Actions to make relationships powerful in a young person's life (Search Institute 2018).

Included are [Ideas for Building Developmental Relationships](#) for Adults, Parenting Adults, Teachers, Youth Program Leaders and Young People.



# Reflections on Strong and Healthy Relationships



**Reflect on your relationship with a student or child.**

- **How do you know whether you have a healthy relationship with a student or not? What are your indicators of a healthy relationship?**
- **How are you considering the perspective of the student? What are the student's indicators of a healthy relationship?**
- **How might you create a process to understand your students' views of a healthy relationship?**



# Proactive and Positive Approach

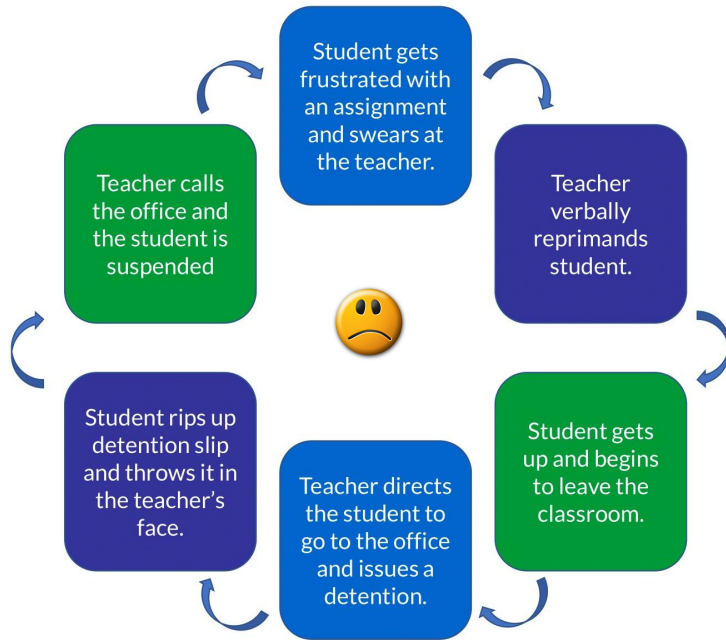
Adults need to be proactive in responding to student needs, then they are better able to teach and support for student learning.

Adults need to model, reinforce, and set up opportunities for students to practice new skills.

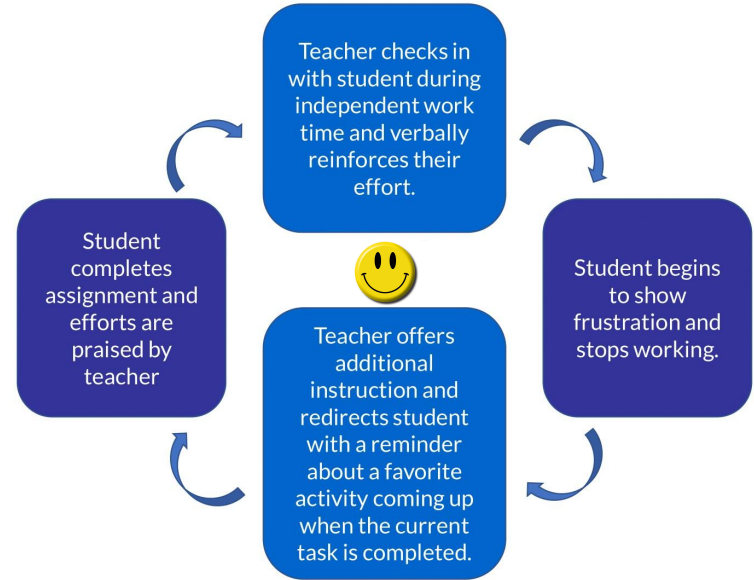
Adults need to help students generalize the newly learned skills in varying contexts and environments.



# Reactive vs. Proactive



VS.



# Positive Behavioral Interventions and Supports

**IDEA requires IEP Teams consider the use of positive behavioral interventions and supports to address behaviors that interfere with a student's learning or the learning of others.**

**This requirement applies to all students with an IEP, aged 3-21, regardless of the student's category of disability.**

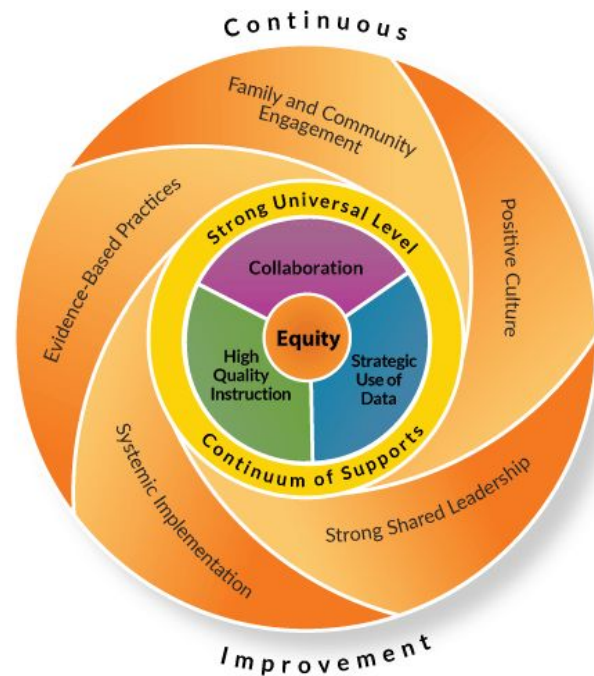


# Equitable Multi-Level Systems of Supports

Implementing an equitable multi-level system of supports means providing equitable services, practices, and resources to every learner.

In this system, high quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success.

Schools provide varying types of supports at differing levels of intensity to proactively and responsively adjust to the needs of the whole child.



# School-wide PBIS

A systematic process of implementing positive behavioral supports on a proactive, school-wide basis.

- Practices are based on evidence.
- Practices are organized along a tiered continuum beginning with strong universal supports followed by intensified interventions matched to student needs.
- Data are collected and used to screen, monitor, and assess student progress.
- Resources are allocated to ensure systems and practices are implemented with fidelity over time.



Wisconsin RtI Center  
Wisconsin PBIS Network  
IDEA CFDA 84.027





# Wisconsin Pyramid Model

Many early childhood programs in Wisconsin use an evidence-based framework called The Pyramid Model which enhances the capacity of teachers, programs, and communities to responsively and intentionally address the needs of infants, young children and adults who care for them.



# Establishing Adult Practices

A starting point for creating a supportive learning environment that sets the conditions for academic and social success includes:

- Setting and Modeling High Expectations
- Establishing Routines
- Increasing Engagement



# High Expectations

When teachers have high expectations for students and provide tasks that are engaging and of high interest, students:

- build self-esteem,
- increase confidence and
- improve academic performance. (Brophy, 2008; 2010)

A teacher's expectations, either high or low expectations, become a self-fulfilling prophecy.

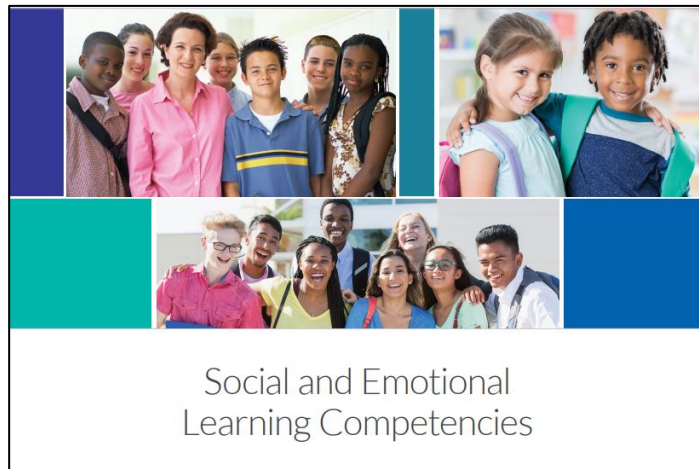
Essential to a culture of high expectations is providing students with high levels of support.



# Setting and Modeling High Expectations

**Use Wisconsin's Social and Emotional Learning (SEL) Competencies.**

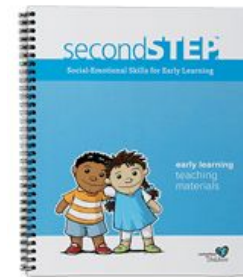
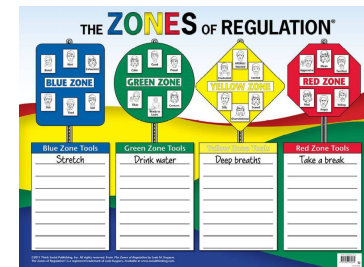
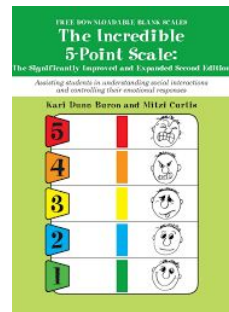
Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



# High Expectations and Explicit Instruction

To better support students with social, emotional or behavioral needs, adults must:

- Set high expectations
- Explicitly Teach, Re-teach
- Prompt or Cue
- Provide Feedback: Specific, Positive, Instructive
- Evidence Based Intervention Strategies:
  - Social Skills Training or Self-Management



# High Expectations and Explicit Instruction

## Emotional & Physical Regulation Implementation Tool

[https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/Emotional\\_Physical\\_Reg\\_Implementaion\\_Tool.pdf](https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/Emotional_Physical_Reg_Implementaion_Tool.pdf)





My Emotional Regulation Plan

DEPARTMENT OF  
**PUBLIC INSTRUCTION**


Name: \_\_\_\_\_ Date Created/Reviewed: \_\_\_\_\_

ER Plan: Elementary


**This Happens** (check all that apply):

 <p><b>Trouble with peers</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Feeling left out</li> <li><input type="checkbox"/> Losing a game</li> <li><input type="checkbox"/> Arguing</li> <li><input type="checkbox"/> Unfair rules</li> <li><input type="checkbox"/> Change in friendship</li> <li><input type="checkbox"/> Something else:</li> </ul>	 <p><b>Trouble with work</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work too hard/easy</li> <li><input type="checkbox"/> Bored</li> <li><input type="checkbox"/> Confusing direction</li> <li><input type="checkbox"/> It's a test</li> <li><input type="checkbox"/> Homework</li> <li><input type="checkbox"/> Something else:</li> </ul>	 <p><b>Trouble with my classroom</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distracted by others</li> <li><input type="checkbox"/> Lights bright/dim</li> <li><input type="checkbox"/> Too loud/quiet</li> <li><input type="checkbox"/> Smells funny</li> <li><input type="checkbox"/> I walked in late</li> <li><input type="checkbox"/> Something else:</li> </ul>	 <p><b>Trouble with my basic needs</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hungry/Thirsty</li> <li><input type="checkbox"/> Sick</li> <li><input type="checkbox"/> Too hot/cold</li> <li><input type="checkbox"/> Clothes uncomfortable</li> <li><input type="checkbox"/> Something else:</li> </ul>
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**That makes me feel:**







Draw face



Feeling word

**When I feel \_\_\_\_\_, I might:**

			
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WISCONSIN  
DEPARTMENT OF  
**PUBLIC INSTRUCTION**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Reviewed by: \_\_\_\_\_

### My Emotional Regulation Plan

**Behavior concerns:** These are behaviors I sometimes show, especially when I am stressed

<input type="checkbox"/> Losing my temper	<input type="checkbox"/> Fighting/hurting people	<input type="checkbox"/> Withdrawing	<input type="checkbox"/> Using alcohol or drugs
<input type="checkbox"/> Running away	<input type="checkbox"/> Injuring myself	<input type="checkbox"/> Feeling suicidal	<input type="checkbox"/> Threatening others
<input type="checkbox"/> Swearing	<input type="checkbox"/> Damaging property	<input type="checkbox"/> Throwing things	<input type="checkbox"/> Attempting suicide
<input type="checkbox"/> Leaving the classroom			

Other: \_\_\_\_\_

**Triggers:** When these things happen, I am more likely to feel unsafe and upset

<input type="checkbox"/> Not being listened to	<input type="checkbox"/> Feeling pressured	<input type="checkbox"/> Being touched	<input type="checkbox"/> People yelling
<input type="checkbox"/> Feeling lonely	<input type="checkbox"/> Feeling left out	<input type="checkbox"/> Being stared at	<input type="checkbox"/> Teasing
<input type="checkbox"/> Not having a say	<input type="checkbox"/> Particular class/subject	<input type="checkbox"/> Contact with:	<input type="checkbox"/> Not understanding work
<input type="checkbox"/> Arguments	<input type="checkbox"/> Particular time of day		

Other: \_\_\_\_\_

**Warning signs:** These are things other people may notice me doing if I begin to lose control

<input type="checkbox"/> Sweating	<input type="checkbox"/> Red face	<input type="checkbox"/> Acting hyper	<input type="checkbox"/> Being rude
<input type="checkbox"/> Singing/humming	<input type="checkbox"/> Breathing heavy	<input type="checkbox"/> Wringing hands	<input type="checkbox"/> Swearing
<input type="checkbox"/> Pacing	<input type="checkbox"/> Becoming very quiet	<input type="checkbox"/> Loud voice	<input type="checkbox"/> Bouncing legs
<input type="checkbox"/> Crying	<input type="checkbox"/> Hygiene issues	<input type="checkbox"/> Clenching teeth	<input type="checkbox"/> Rocking
<input type="checkbox"/> Squatting	<input type="checkbox"/> Damaging things	<input type="checkbox"/> Hurting myself	<input type="checkbox"/> Isolating/avoiding others

Other: \_\_\_\_\_

# Establishing Routines

Predictability provides students with a structure that makes it easier to respond with behavior that supports learning.

The brain relies on routines to increase the efficiency of learning.

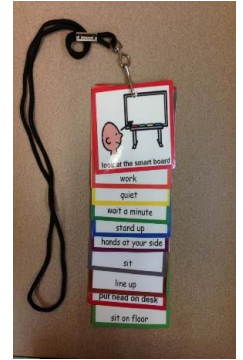
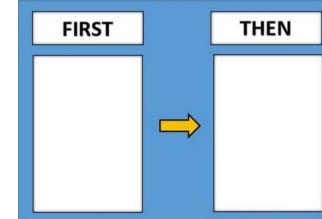
Students are better able to learn and meet the established expectations when the threat and stress in the learning environment is reduced.



# Establish Routines

Adults must create a supportive learning environment that sets the conditions for academic and social success.

- Explicitly taught routines, expectations, and procedures
- Predictable schedule
- Foreshadow changes to the schedule
- Evidence-based Intervention Strategy:
  - Visual Schedules





# Increasing Engagement

Adults must create conditions so that student engagement is enhanced and barriers to engagement are reduced or eliminated.

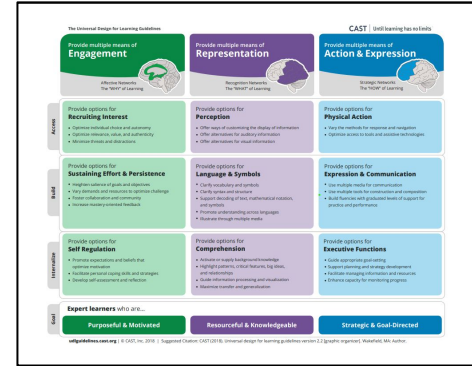
- Students vary greatly in the ways in which they are motivated to learn.
- Shared ownership in the learning process increases student engagement and reduces discipline issues.
- Research shows that students invest themselves in learning when educational experiences have personal meaning.



# Increase Engagement

Adults must engage students as collaborators to set goals, develop a plan, assess progress, and use reflection to seek continuous improvement.

- Student voice, student choice
- Provide options
- Allow for flexibility



<https://udlguidelines.cast.org/>



My Emotional Regulation Plan			
<b>Behavior concerns:</b> These are behaviors I sometimes show, especially when I am stressed			
<input type="checkbox"/> Losing my temper	<input type="checkbox"/> Fighting/hurting people	<input type="checkbox"/> Withdrawing	<input type="checkbox"/> Using alcohol or drugs
<input type="checkbox"/> Running away	<input type="checkbox"/> Injuring myself	<input type="checkbox"/> Feeling suicidal	<input type="checkbox"/> Threatening others
<input type="checkbox"/> Swearing	<input type="checkbox"/> Damaging property	<input type="checkbox"/> Throwing things	<input type="checkbox"/> Attempting suicide
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Other: _____			
<b>Triggers:</b> When these things happen, I am more likely to feel unsafe and upset			
<input type="checkbox"/> Not being listened to	<input type="checkbox"/> Feeling pressured	<input type="checkbox"/> Being touched	<input type="checkbox"/> People yelling
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<input type="checkbox"/> Not having a say	<input type="checkbox"/> Particular class/subject	<input type="checkbox"/> Contact with:	<input type="checkbox"/> Not understanding work
<input type="checkbox"/> Arguments	<input type="checkbox"/> Particular time of day		
Other: _____			

Choice Board		

# Reflections on Adult Practices



- Reflect on which is more effective: positive behavioral interventions and support or exclusionary disciplinary practices? Include data or information to support your thinking.
- How do exclusionary practices support students/youth in the future for college, career, and being part of a community?
- How do positive behavioral interventions and support students/youth in the future for college, career, and being part of a community?



# Resource Walk

## Inclusive Strategies to Address Behavioral Needs for Students with IEPs

- 11 Topics, including:
  - Data to Spotlight Disparity
  - Establishing Adult Practices
  - The Response Cycle
  - Supporting Resources
  - And more
- Reflection and Application Activities



# Resource Walk

## Wisconsin DPI School Based Mental Health

- Wisconsin School Mental Health Framework
  - Universal Practice for All
  - Selected Practices for Some
  - Intensive Supports for a Few
    - Emotional Regulation Plans
- Social and Emotional Learning
- Trauma Sensitive Schools
- And more



# Resource Walk

## Supporting Neurodiverse Students Professional Learning System

- [Training Information](#)
- [Learning Events](#)
- [Toolkit](#)
- [ES3 Grant Application](#)
  - [ES3 Grant Application Companion Guide](#)



# Resource Walk



Wisconsin DPI [Culturally Responsive Practices](#)

- [Promoting Excellence for All eCourse](#)
- [Culturally Responsive Problem-Solving An Evidence-Based Guide for Team Practice](#)

# Resource Walk

## National Organizations to Support Implementation of Evidence-Based Practices for Students with IEPs

- A curated list of resources, including:
  - [High Leverage Practices in Special Education](#)
  - Office of Special Education Programs. “[Dear Colleague Letter on Supporting Behavior of Students with Disabilities.](#)”
  - [Wisconsin Pyramid Model](#)
    - [What Works Briefs](#) from NCPMI
  - [National Center on Intensive Intervention](#)
    - [Behavior Support for Intensive Intervention](#)





# Contact Information



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