Behavior Impedes Learning.
I’ve Checked ‘Yes’, Now What?

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Eva Shaw, Education Consultant, WI DPI
Katie Berg, Statewide Coordinator, SNS Grant
Participants will learn approaches to support inclusive strategies to address behavioral needs including: interrupting bias, building healthy relationships, building proactive and positive approaches, understanding the response cycle, and shifting adult mindsets.
## Data

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
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<tbody>
<tr>
<td>Out-of-School Suspension</td>
<td>Depth of knowledge built from experiences</td>
</tr>
<tr>
<td>Incident Count</td>
<td>Interview</td>
</tr>
<tr>
<td>Use of Seclusion and Restraint</td>
<td>Observation Notes</td>
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</table>
Say the colors of the letters you see

<table>
<thead>
<tr>
<th>RED</th>
<th>GREEN</th>
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<tbody>
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</tr>
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Adult Growth
What's your need?

Ask yourself....

• What do we see?
• Why do we see it?
• What do you want to learn?
• What is your action step?
Universal and Proactive

• Equitable Multi-Level System of Support
• The Wisconsin School Mental Health Framework
• Compassion Resilience Toolkit
• Social Emotional Learning
• Trauma Sensitive Schools
• Culturally Responsive Practices
Targeted Approach

Comprehensive School Mental Health Framework

Selected Practices for Some
If individual intervention is needed then...

• School Based Mental Health Services - **Intensive Supports**
• Referral Pathways
• 504
• Special Education Services
We Checked ‘Yes’, Now What?

- Have a **system** of support AND reaction
- **Plan** for and build relationships
- Be **flexible**
- **Reflect** - individually and as a team
Relationships Matter

Students feel like they ..... 
• belong
• are seen
• are heard

So that they can.....
• learn (academics)
• interact (social)
• be well (emotional)
## Academic vs Behavior

<table>
<thead>
<tr>
<th>Academic</th>
<th>Behavior</th>
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<tbody>
<tr>
<td>Identify skill</td>
<td>Label as purposeful</td>
</tr>
<tr>
<td>Provide additional support</td>
<td>Act as if student has control of output</td>
</tr>
<tr>
<td>Monitor effectiveness of intervention</td>
<td>Discipline system</td>
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</tbody>
</table>
### Changing Our Practice

<table>
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<th>Behavior</th>
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<tr>
<td>Identify skill - teach</td>
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High Leverage Practices

Explicit Instruction

Modeling  Practice  Independence
# Energy Use - Effects

<table>
<thead>
<tr>
<th></th>
<th>Calm</th>
<th>Trigger</th>
<th>Agitation</th>
<th>Acceleration</th>
<th>Crisis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficient Learning</td>
<td>Efficient Learning Interrupted</td>
<td>Limited Learning</td>
<td>Little Efficient Learning</td>
<td>No Efficient Learning</td>
<td></td>
</tr>
<tr>
<td>Balanced Energy</td>
<td>Self manageable energy</td>
<td>Alterable energy level</td>
<td>Majority of energy</td>
<td>Energy focused on stress response</td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td>Within Self or reach</td>
<td>Within space and people</td>
<td>Outside space and/or people</td>
<td>Crisis plan</td>
<td></td>
</tr>
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</table>
Perspective is Real

Lilac Chase - https://www.youtube.com/watch?v=K7bgUPh4sHo
Safety

Physiological
- Provision of student’s physical needs: rest, water, food, warmth, movement

Behavioral
- Discipline grounded in teaching rather than punishing
- Forgiveness for behavioral missteps

Academic
- Explore learning through inquiry
- Model mistakes
- Allow for multiple perspectives

Emotional
- Allow expression of all emotions
- Model regulation

Social
- Explicit teaching of self-awareness, control & delayed gratification
- Honoring natural social temperament of all learners
Integrated Experience

Student

Adult
Approaches

Stay Curious

- Assessment of Lagging Skills and Unsolved Problems (ALSUP)
- Functional Behavioral Assessment/Behavior Intervention Plan (FBA/BIP)
- DPI CCR-IEP Root Cause Analysis and 5 Step Process
- Culturally Responsive Problem Solving
- Proactive Problem Solving

CPI Model
Control
Orient
Patterns
Investigate
Negotiate
Give
### Where Do We Find Our Match?

<table>
<thead>
<tr>
<th>How to Pick and EBIS</th>
<th>Searching Available EBIS</th>
<th>WI Supports for Implementation</th>
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<tbody>
<tr>
<td>Iris Center Modules (how to pick an evidence-based practice)</td>
<td>NCII - Levels of Intervention and Evidence</td>
<td>Wisconsin Regional Special Education Network</td>
</tr>
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<td>Evidence Based Intervention Network: <a href="#">How to Pick EBI</a></td>
<td>Evidence for ESSA: Social Emotional Learning</td>
<td><a href="#">Technical Assistance Network for Improvement</a></td>
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<td><a href="#">What Works Clearinghouse</a></td>
<td>Supporting Neurodiverse Students Professional Learning System</td>
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<td>AFIRM - The implementation step involves selecting and using the practice</td>
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Make a Commitment

One thing I am already good at is...

One action item I can commit to do is...
Contact Information

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Resources

- Social and Emotional Learning: e.g. Curriculum and Alignment Tools
- Abeyance Programs: SBIRT, Alcohol EDU, Prime for Life
- Equitable Multi-Level System of Support
- The Wisconsin School Mental Health Framework: Selected Practices for Some; Intensive Supports for a Few
- Compassion Resilience Toolkit
- Social Emotional Learning
- Trauma Sensitive Schools
- Culturally Responsive Practices
- Inclusive Strategies to Address Behavioral Needs for Students with IEPs
- Building Relationships Despite Challenges
- DPI’s School Mental Health Resources, Trauma Sensitive Schools Online Professional Development System
- Understanding the Acting-Out Cycle: https://iris.peabody.vanderbilt.edu/module/bi1/
- Iris Center Modules (how to pick an evidence-based practice
- Evidence Based Intervention Network: How to Pick EBI
- NCII - Levels of Intervention and Evidence
- Evidence for ESSA: Social Emotional Learning
- What Works Clearinghouse
- AFIRM - The implementation step involves selecting and using the practice
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