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

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

Today's Objective

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

Quantitative	Qualitative
Out-of-School Suspension	Depth of knowledge built from experiences
Incident Count	Interview
Use of Seclusion and Restraint	Observation Notes

Say the colors of the letters you see

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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**

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

Academic	Behavior
Identify skill	Label as purposeful
Provide additional support	Act as if student has control of output
Monitor effectiveness of intervention	Discipline system

Changing Our Practice

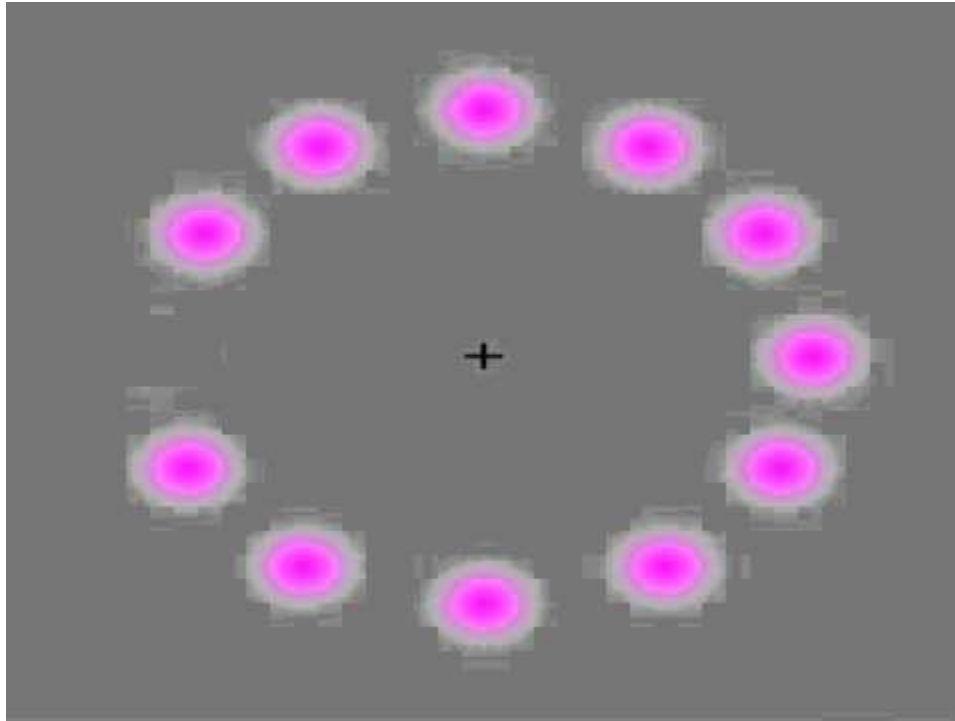| Academic	Behavior
Identify skill - teach	Identify skill - teach
Provide additional support	Provide additional support
Monitor effectiveness of intervention	Monitor effectiveness of intervention

Energy Use - Effects

Calm	Trigger	Agitation	Acceleration	Crisis
Efficient Learning	Efficient Learning Interrupted	Limited Learning	Little Efficient Learning	No Efficient Learning
Balanced Energy	Self manageable energy	Alterable energy level	Majority of energy	Energy focused on stress response
Maintenance	Within Self or reach	Within space and people	Outside space and/or people	Crisis plan

Perspective is Real

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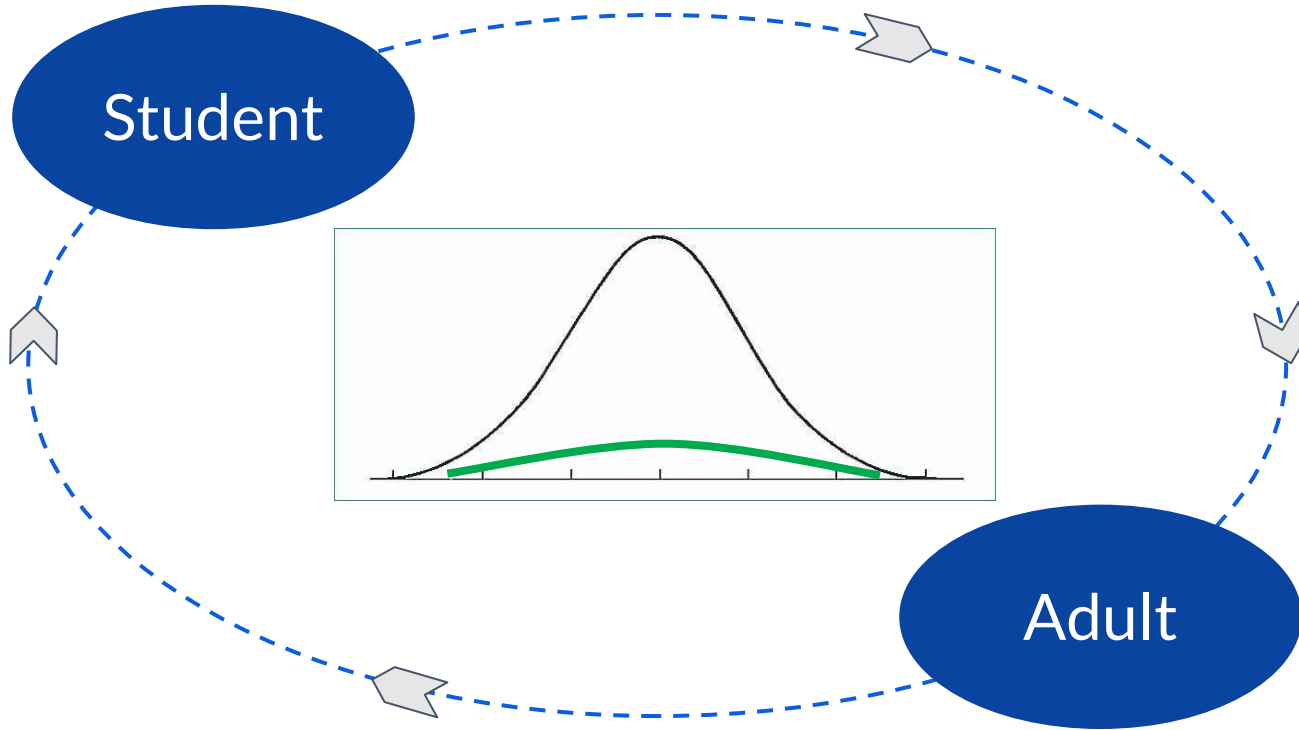
Approaches

Stay Curious

Assessment of Lagging Skills and Unsolved Problems (ALSUP)

Functional Behavioral Assessment/ Behavior Intervention Plan (FBA/BIP)

CPI Model
Control
Orient
Patterns
Investigate
Negotiate
Give

Proactive Problem Solving

DPI CCR-IEP Root Cause Analysis and 5 Step Process

Culturally Responsive Problem Solving
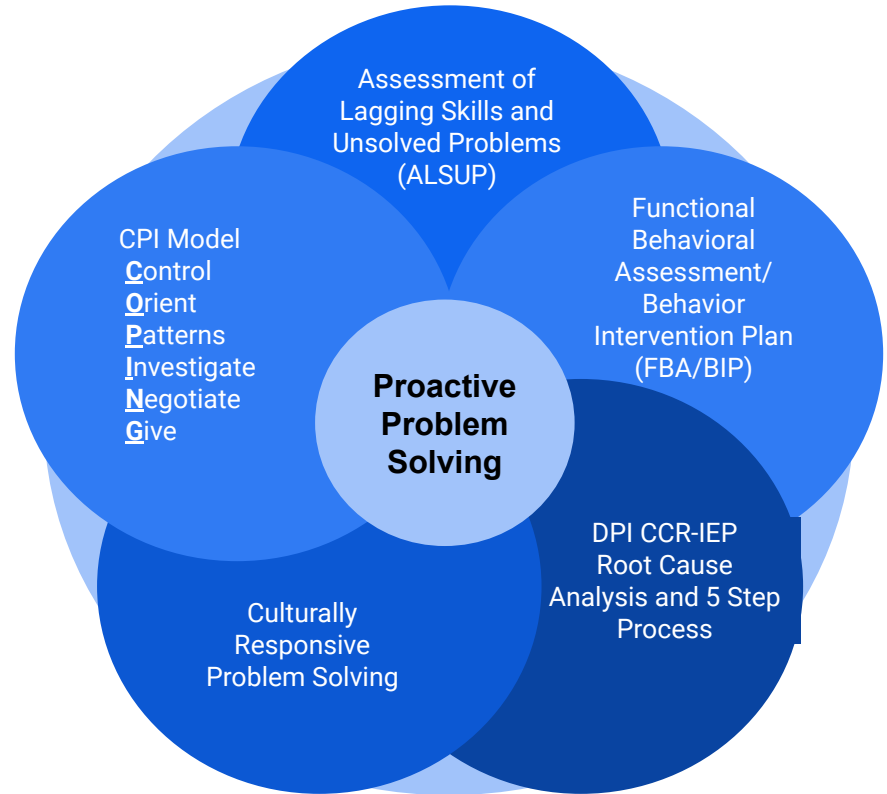
Where Do We Find Our Match?

How to Pick and EBIS	Searching Available EBIS	WI Supports for Implementation
Iris Center Modules (how to pick an evidence-based practice)	NCII - Levels of Intervention and Evidence	Wisconsin Regional Special Education Network
Evidence Based Intervention Network: How to Pick EBI	Evidence for ESSA: Social Emotional Learning	Technical Assistance Network for Improvement
	What Works Clearinghouse	Supporting Neurodiverse Students Professional Learning System
	AFIRM - The implementation step involves selecting and using the practice	

Contact Information

Katie Berg
Supporting Neurodiverse Students
Statewide Coordinator
kberg@cesa1.k12.wi.us

Eva Shaw
Special Education Consultant
Wisconsin Department of Public Instruction
eva.shaw@dpi.wi.gov
(608) 264-6712

Resources

- Social and Emotional Learning: e.g. Curriculum and Alignment Tools
- Abeyance Programs: SBIRT, Alchohol 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
- Wisconsin Regional Special Education Network
- Technical Assistance Network for Improvement
- Supporting Neurodiverse Students Professional Learning System