

Attendance Concerns and Special Education

Sara Totten and Eva Shaw

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Learning Objectives

- Participants will learn supports that may be available in the school setting
- Participants will learn an overview of related attendance and special education law
- Participants will learn how the IEP process can support student engagement and attendance

Prompt

Think of a time you were invited to an event or meeting that you chose not to attend. Did you give the true reason for not going?

Why or why not?



Root Cause Analysis



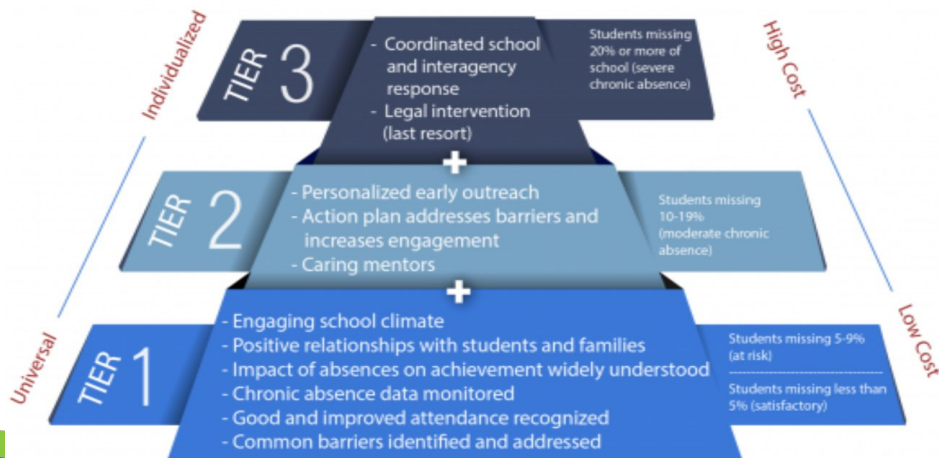
[Five Why's Tool](#)

[Fishbone Tool](#)

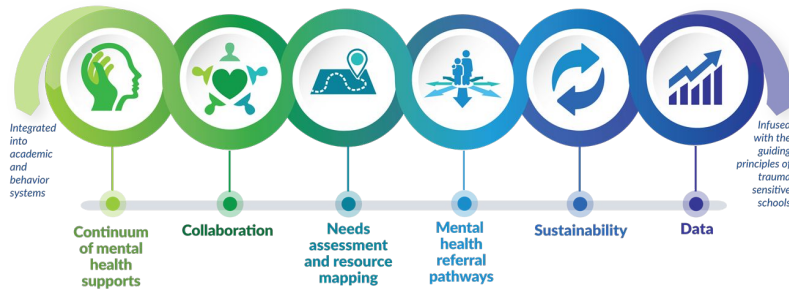
Positive Conditions for Learning Lead to Students Being Engaged and Attending Regularly



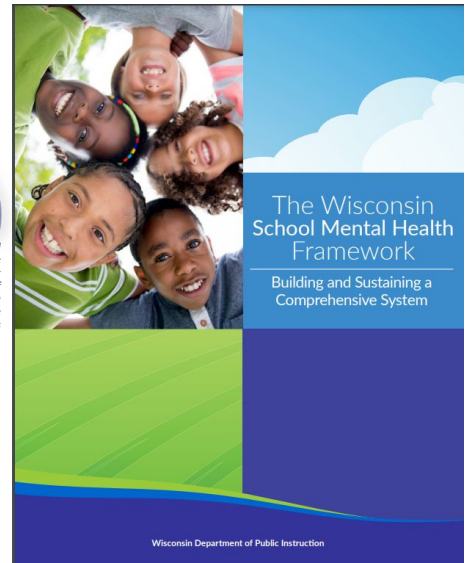
A Continuum of Supports



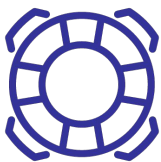
Wisconsin's Comprehensive School Mental Health Framework



[Link to Framework](#)



Trauma Sensitive Lens



Safety



Trustworthiness



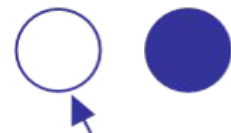
Cultural Responsiveness



Empowerment



Collaboration



Choice

Inclusive Strategies to Address Behavioral Needs for Students

Adults must:

- Examine biases and beliefs about student behavior
- Build and cultivate relationships with students
- Develop a positive and proactive approach
- Develop a hypothesis about the root cause or function of why



[Inclusive Strategies to Address Behavioral Needs for Students with IEPs](#)

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



Relationships Matter!

- [Building Relationships](#)
- [Building Relationships Despite Challenges](#)
- [The Importance of Strong and Healthy Relationships](#)
- [Trauma Sensitive Schools Online Professional Development System](#)



Supports Outside of the IEP

- Social Emotional Learning groups (e.g. managing emotions, dealing with divorce, friendship groups, etc.)
- Peer/Adult mentoring
- Check-in Check-out
- Resources for School Staff
 - [Compassion Resilience](#)



Compulsory School Attendance

Students aged 6 through 18 are required to attend school regularly until the pupil graduates or until the end of the school term, quarter, or semester in which the student turns 18. Wis. Stat. sec. 118.15(1)(a)

Full-time attendance in a public school, private school, tribal school or home-based private educational program satisfies the compulsory school attendance requirement.

Excused Absence Reasons



Exceptions to Compulsory Attendance:

- Students temporarily not in physical or mental condition (based on District/Board policy)
- Parents may excuse child up to 10 times per year for any reason
- Excused absence based on school board's written policy

Wis. Stat. § 118.15(3)

Students with Attendance Concerns



- Collaboration between family, school and outside providers as appropriate
- Recognize student voice and goals to create supportive attendance improvement plans
- Understand when a 504 Plan or comprehensive special education evaluation is appropriate


What Activates Child Find?

Child Find is a district's responsibility to identify, locate, and evaluate all children with disabilities who are in need of special education and related services, including children who are not yet 3 years of age. Wis. Stat. § 115.77(1m)(a).

Child Find may be activated when there are

1. significant absences and
2. reason to believe the absences are linked to a disability and a need for special education services under IDEA.


Evaluation Considerations

- schools have an obligation to evaluate once a referral is made
 - excessive absences become one data point
 - consider location of assessments - be flexible
 - consider root cause of attendance issues and impact on student learning
 - consider whether a functional behavior assessment is needed
- 

Functional Behavioral Assessment

Used to understand the reason behind a 'behavior'.

Can help the IEP team:

- determine function and root cause of concerns
 - lead to understanding of specific academic or functional skills that may need to be supported or taught
 - develop an effective support plan to address the student's needs (IEP, behavior intervention plan)
- 

Attendance Concerns & IEPs



- IEP team investigates the root cause of the absences
- Schedule an IEP meeting
 - Consider additional IEP goals and services
 - Incorporate an attendance improvement plan
 - Be consistent

IEP Goals and Specially Designed Instruction

Goals and Specially Designed Instruction related to:

- Social and emotional learning, such as
 - recognizing and managing emotions
 - identifying what causes a strong emotion
 - using a coping strategy, and more
- Academic skills, self-advocacy, or other areas, such as
 - reading comprehension skills
 - asking for help, goal setting, and more

Explicit Instruction

Emotional & Physical Regulation Implementation Tool

https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/Emotional_Physical_Reg_Implementaion_Tool.pdf





My Emotional Regulation Plan

DEPARTMENT OF PUBLIC INSTRUCTION



ER Plan: Elementary

Name: _____ Date Created/Reviewed: _____





This Happens (check all that apply):

 <p>Trouble with peers</p> <input type="checkbox"/> Feeling left out <input type="checkbox"/> Losing a game <input type="checkbox"/> Arguing <input type="checkbox"/> Unfair rules <input type="checkbox"/> Change in friendship <input type="checkbox"/> Something else:	 <p>Trouble with work</p> <input type="checkbox"/> Work too hard/easy <input type="checkbox"/> Bored <input type="checkbox"/> Confusing direction <input type="checkbox"/> It's a test <input type="checkbox"/> Homework <input type="checkbox"/> Something else:	 <p>Trouble with my classroom</p> <input type="checkbox"/> Distracted by others <input type="checkbox"/> Lights bright/dim <input type="checkbox"/> Too loud/quiet <input type="checkbox"/> Smells funny <input type="checkbox"/> I walked in late <input type="checkbox"/> Something else:	 <p>Trouble with my basic needs</p> <input type="checkbox"/> Hungry/Thirsty <input type="checkbox"/> Sick <input type="checkbox"/> Too hot/cold <input type="checkbox"/> Clothes uncomfortable <input type="checkbox"/> Something else:
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That makes me feel:

Draw face:  Feeding word: 

When I feel _____, I might:

			
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My Emotional Regulation Plan

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Name: _____ Date: _____ Reviewed by: _____

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"/> Winging 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: _____

IEP Supplementary Aids and Services

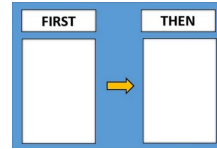
Supplementary Aids and Services may include

- various accommodations, such as extended time to complete assignments or use of a break card
- scheduling changes, such as favorite class at start of the day, or
- particular adult approaches to support the student's needs, such as use of visual schedules to provide predictability.

Establish Routines

Adults can create a supportive learning environment.

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



IEP Related Services

Based on IEP team decision, related services could include:

- Counseling Services
- School Social Work Services
- School Psychologist
- School Health and Nurse Services
- Transportation



Progress Monitoring



DPI Resources

- [Answers to Frequently Asked Compulsory School Attendance Questions](#)
- [Five-year-old Kindergarten Attendance and First Grade Admission](#)
- [When Mental Health Challenges Contribute to Absences](#)
- [Functional Behavioral Assessment \(FBA\)](#)
- [Comprehensive Special Education Evaluation](#)
- [CCR IEP Learning Resources](#)
- [Information Update Bulletins](#)
 - [Shortened School Day Bulletin](#)
 - [Providing Positive Behavior Interventions and Supports to Students with Disabilities and Use of Functional Behavioral Assessments](#)

Contacts



Eva Shaw

Special Education Consultant

eva.shaw@dpi.wi.gov

608-264-6712

Sara Totten

School Administration Consultant

sara.totten@dpi.wi.gov

(608)266-9677

DPI Special Education Customer Service

(608) 266-1781

Submit a [Contact Form](#)