



Family Engagement Newsletter

Using Positive Behavioral Intervention and Supports at Home

By Wendy Overturf

Schools are often no longer the locus of learning; in many cases it is the home. Numerous schools in Wisconsin are using a virtual learning platform or a hybrid model to deliver instruction. Changes in a child’s routine can often result in an increase of challenging behaviors. Positive Behavioral Intervention and Supports (PBIS) is a systemic approach to proactive, school-wide behavior within an equitable multi-level system of supports framework. Many schools in Wisconsin have embraced PBIS as a highly effective way to build children’s social-emotional-behavioral skills and reduce challenging behaviors. PBIS can be effectively used at home too and is especially helpful when events disrupt normal routines (e.g., worldwide health pandemics, natural disasters, extended breaks). Below are some recommendations for families and caregivers on how to use PBIS to support their children’s social and emotional growth and minimize behavioral disruptions in the home.

When schools are not in session, students may have fewer predictable routines, which can increase their anxiety and challenging behaviors. To cut down on behavior problems, families and caregivers can mimic school routines with their children and set up times for learning, exercise, and play. It is helpful if these routines are similar to what students are already familiar with at school. The home schedule needs to be posted in a visible central place for all to see. The more consistent the routines and schedule can be, the easier it will be to support prosocial behavior and prevent challenging behavior in the home.

If your child is in a school that uses PBIS, the school will have a chart with desired behaviors, including a description of how those behaviors will look in each setting. Many schools use “Be Safe,” “Be Respectful” and “Be Responsible” as their core expectations. For example, your child’s school might ask students to “Be Respectful” (what is expected) in the classroom (where it is expected) by raising their hand before speaking (the desired behavior). Schools that actively use PBIS typically have an orientation on what behaviors are expected and where and set time in the beginning of the year to teach students the specific behaviors. These can be adapted by families to fit the home setting. An example of an expectations table for home is shown below. You can also check with your child’s teacher to see if they have any specific expectations for virtual learning.

Expectations	Virtual Classroom	Mealttime	Bedtime
Be Respectful	Keep background noise to minimum when engaged in lesson.	Be kind to family members during conversation. Put your dishes in the sink.	Be polite when reminded about bedtime.
Be Responsible	Do your best work. Turn in your homework when it is due.	Wash your hands before eating.	Go to bed on time.
Be Safe	Keep drinks away from the computer.	Keep your feet on the floor.	Wash your hands before brushing your teeth.

In addition to teaching, rewarding, and reminding, you may also need to correct behavior. When a child makes an error, provide a quick correction or re-direction. For example, if you observe your child showing disrespect to others: 1. Quickly correct or signal the error, (“That was not respectful”) 2. Re-state the expected behavior, (“We speak kindly to each other to show respect”) 3. Provide an opportunity for positive interaction, (“Let’s try that again. How would you show respect?”) 4. Provide the child positive feedback, (“That was a kind thing to say.”)

This article is excerpted from [“Supporting Families with PBIS at Home”](#) which was a collaborative publication from the Center on Positive Behavioral Interventions and Supports (PBIS) and the Center for Parent Information and Resources (CPIR). Check the entire article for more helpful suggestions for challenging behaviors.

Statewide Events

[New Community of Practice: Supporting Students with IEPs During COVID-19](#)

Offered for professionals by the WI DPI Special Education Team to provide ongoing guidance from DPI as well as opportunities for participants to collaborate and share ideas and resources. Upcoming topics will be based on participant feedback. The meetings will take place approximately twice a month, are free and available to anyone interested in learning and sharing best practices to support students with IEPs during COVID-19. Registration for each meeting is available on [this flier](#).

[Building the Heart of Successful Schools](#)

Date: December 3-4, 2020

This is a virtual conference. Sectional topics include: Preventing ATOD (Alcohol, Tobacco, and Other Drugs), Mental Health, Creating a Positive School Climate, Health, School Safety and Violence Prevention, Trauma Sensitive Schools, Social Emotional Learning and more.

[Transition Improvement Grant: Community of Practice \(CoP\)](#)

During the 2020-2021 school year, the Transition Improvement Grant (TIG) will be offering three Communities of Practice. The topics are: [Mental Health, Graduation for All](#), and [Career and Technical Education](#)

[Recognize, Report, and Respond: Conducting a Systematic Bullying Investigation](#)

Date: December 8, 2020. 11-1 pm

All 50 states and Washington D.C. have enacted legislation related to bullying and bully prevention. Unfortunately, these legislative efforts do not provide direction for conducting investigations or implementing bully prevention programming at the state, district, or school level. The foundation for any school- or district-wide bully prevention plan is the investigative process. This session will include three components. 1) Learn how to recognize bullying and differentiate it from other forms of peer aggression. 2) Examples of different reporting protocols that can be used by students, teachers, and parents. 3) Outline an investigative protocol, where participants will be provided with a framework for conducting investigations and responding to reported bullying incidents.



At Home Learning Strategies



[Early Literacy Activity Calendar: November 2020](#)

November is Family Literacy Month. The fun activities are designed to help kids grow important skills while practicing gratitude, solving puzzles, singing songs, and much more.

[Children's Activity Calendar: November 2020-For Older Children](#)

Matthew Winner offers a November calendar full of engaging children's programming ideas for activities, craft projects, and books suggestions that will boost kids' cultural awareness and help them practice kindness and gratitude. Create new candies, learn about Diwali, discover influential historical figures, and much more.

[Features in Accessibility: Google's Chromebook Tool's in Practice](#)

This is an archived webinar from CAST. You may already be familiar with the many extensions one can use to personalize the learning experience with the Chrome web browser, but did you know that there are also many accessibility features built into Chromebooks? Learn about these features and how they can be used in instructional practice. Before the webinar, review [Chromebook Accessibility](#) for helpful background information.



[Veterans Day-November 11, 2020](#)

Veterans Day is the day set aside to thank and honor ALL those who served honorably in the military – in wartime or peacetime.

[Veterans Day Facts for Kids](#) A video for kids of all ages. Learn what a veteran is, the origin of the holiday, and how you can help your child celebrate Veterans Day!

[Mosaic American Flag](#) Celebrate Veterans Day with your kindergartener by making a mosaic American flag out of red, white, and blue jellybeans. Kids will enjoy the activity and their fine motor skills will improve during the process.

[Veterans Day word searches](#) There are several different levels by age group. This is a fun activity that also helps with vocabulary development.



[Kid-Friendly Thanksgiving Recipes](#)

Get your young chefs excited for dinner by involving them in the kitchen with these kid-friendly Thanksgiving recipes! Additionally, assisting with recipes helps children develop their reading and math (measuring) skills.

[Thanksgiving Songs for Children Video](#)

This collection of popular Thanksgiving and fall (autumn) songs for children includes Thanksgiving dances for children, popular Thanksgiving and fall children's action songs, rhymes and more! Your children will enjoy this playlist collection filled with seasonal favorites— ideal for preschool, kindergarten and elementary age children. They also make great brain breaks during virtual learning.

[How to Host a Zoom Thanksgiving](#)

[Zoom](#) is a cloud-based video communications app that allows you to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities. Zoom offers a full-featured Basic Plan for free with unlimited meetings.

Like just about everything in 2020, the holidays are probably going to look a lot different this year. With public-health experts anticipating a surge in COVID-19 cases this fall, the CDC has recommended against traveling long distances or congregating indoors to celebrate Thanksgiving — which means that, if you live in a colder climate or have friends and family spread out across the country, a virtual Thanksgiving may be your safest bet.

But what does a Zoom Thanksgiving look like, exactly? It could be as simple as setting a time to eat a meal with friends or family, even if you cannot be together in person. Or you can take the current circumstances as an opportunity to try something different — like a family recipe swap or Zoom cooking lessons. Children can read stories to their grandparents or other family, or those family members can read to them. Other ideas are available on the website.

Online Resources



[Center for Parent Information and Resources \(CPIR\)](#)

This website has information about the definition, characteristics, causes, and frequencies of emotional and behavioral disorders. It also has brief information related to specific disorders. Links to numerous other resources are included on the website. The website also has a link to this information in [Spanish](#).

[Wisconsin Department of Public Instruction](#)

This website has an overview of services for children with an Emotional Behavioral Disability (EBD). It includes information on the eligibility criteria for EBD and has resources related to discipline for students with disabilities.

[Youth Suicide Prevention](#)

Check out the Wisconsin Department of Public Instruction's website to learn more information and get additional resources related to youth suicide prevention.

[Helping Children Cope with Changes Resulting From COVID-19](#)

Families across the country are adapting to the evolving changes in daily life caused by the COVID-19 pandemic. This is also an opportunity for adults to model for children problem-solving, flexibility, and compassion as we all work through adjusting daily schedules, balancing work and other activities, getting creative about how we spend time, processing new information from authorities, and connecting and supporting friends and family members in new ways. Article is available in multiple languages.

[National Institute of Mental Health](#)

The National Institute of Mental Health (NIMH) is the lead federal agency for research on mental disorders. NIMH is one of the 27 Institutes and Centers that make up the National Institutes of Health (NIH), the largest biomedical research agency in the world. NIH is part of the U.S. Department of Health and Human Services (HHS). The mission of NIMH is to transform the understanding and treatment of mental illnesses through basic and clinical research, paving the way for prevention, recovery, and cure.

[Wisconsin Family Ties](#)

Wisconsin Family Ties (WFT) is a statewide nonprofit organization run by families for families with children and adolescents impacted by social, emotional, behavioral and mental health challenges. The [WFT Facebook page](#) has links to a variety of resources related to emotional behavioral disabilities.

[Anxiety and Depression Association of America \(ADAA\)](#)

ADAA is an international nonprofit organization dedicated to the prevention, treatment, and cure of anxiety, depressive, obsessive-compulsive, and trauma-related disorders through education, practice, and research. Their mission focuses on improving quality of life for children and adults affected with these disorders.

[Behavior, Classroom Management, and Discipline](#)

A link to WI DPI webpage with FAQ related to school discipline, including suspension and expulsion. It also includes a link to *The Wisconsin Response to Intervention (RtI) Center* formed by the Wisconsin PBIS Network in 2010 to help Wisconsin schools use Positive Behavioral Interventions and Supports (PBIS) to increase student success.

[Family-School-Community Alliance](#)

Promoting family, youth, and community engaged partnerships in research, practice, and policy. Find numerous [resources](#), including:

[Creating a PBIS Behavior Teaching Matrix for Remote Instruction Resources for Families and Schools during the COVID-19 Outbreak](#)



Gratitude can transform common days into Thanksgivings, turn routine jobs into joy, and change ordinary opportunities into blessings.

- William Arthur Ward

The more you practice the art of thankfulness, the more you have to be grateful for.

- Norman Vincent Peale

We must find the time to stop and thank the people who make a difference in our lives.

- John F. Kennedy

A moment of gratitude makes a difference in your attitude.

- Bruce Wilkinson

Be grateful for what you have; you'll end up having more.

- Oprah Winfrey

Showing gratitude is one of the simplest yet most powerful things humans can do for each other.

- Randy Pausch

Thanksgiving, after all, is a word of action.

- W. J. Cameron



WI FACETS



Event title links to information & registration for WI FACETS FREE workshops & webinars:

By phone, Sandra: 877-374-0511

All webinars 12:00—1:00 PM (unless otherwise noted)

[WSEMS: Dispute Resolution Options](#)

Presenter: Courtney Salzer, WI FACETS and Nissan Bar-Lev, CESA 7

Date: November 2, 2020

[Specially Designed PE and Universal Design](#)

Presenter: Eva Kubinski, WI DPI

Date: November 4, 2020

[Supporting Literacy at Home During the School Year](#)

Presenter: Jan Serak, Serak Consulting

Date: November 5, 2020

[Compassion Resilience: Toolkits for Schools, Health Care, Community & Caregivers](#)

Presenter: Sue McKenzie, Rogers Behavioral Health

Date: November 11, 2020

[Dispute Resolution Options in Special Education \(Spanish\)](#)

Presenter: Nelsinia Ramos, WI FACETS

Date: November 12, 2020

To register contact Nelsinia Ramos (414) 374-4645,

nramos@wifacets.org

[Seclusion and Restraint: An Update](#)

Presenter: Sally Flaschberger, WI BPDD

Date: November 18, 2020

[IEP Checklist](#)

Presenter: Matthew Zellmer, WI FACETS

Date: November 19, 2020



Professional Development for Parents and Caregivers

Edgewood College has prepared easy to access power points and points of information to assist parents and caregivers as they engage in digital and blended instruction formats during this pandemic. These materials are supported by professors at Edgewood and are delivered to groups at scheduled times. If you are interested in hosting an information forum via WebEx you are encouraged to contact Dr. Tom Holub at tholub@edgewood.edu or call 608-663-2303.



Family Engagement Series

Youth and family involvement in the transition planning process are crucial components of a successful plan. There are two separate webinars remaining to address various aspects of family engagement at the middle school and high school levels. Join us and other families to discuss critical issues relating to transition at each stage of your child's life. [Register](#) for one or both sessions.

[Back to School Prep Sheet for Parents Preparing for an IEP meeting during COVID-19](#)

This resource was developed for families as they and educators learn how to hold and participate in virtual Individualized Education Program (IEP) meetings, where online or hybrid instruction is possible or necessary.

Research to Read

The Virtual Individual Education Plan (IEP) Team: Using Online Collaboration to Develop a Behavior Intervention Plan

Catagnus, Robyn & Hantula, Donald. (2011). The Virtual Individual Education Plan (IEP) Team: Using Online Collaboration to Develop a Behavior Intervention Plan. *IJeC*. 7. 30-46. 10.4018/jec.2011010103.

[Article Link](#)

Note: *This research paper was written prior to the COVID-19 pandemic. The findings may have implications today as more meetings are being conducted virtually.*

A team of professional educators in a private school for children with disabilities (a Virtual IEP Team) used an online platform to collaborate and produce a behavior intervention plan for a student. The collaboration was effective and efficient; the plan was produced in 9 days, rather than the customary 3-6 weeks. Qualitative data yielded four major themes: beneficial augmentation, reflective practice, barriers to change, and improved interactions. Quantitative results showed that although end user satisfaction was moderate, educators produced a successful behavior intervention plan that showed positive changes in both the teacher and student behavior. An increase of in-person staff discussion as a result of online dialogue was a unique finding in this study warranting further investigation. Now that federal (U.S.) education law has changed to allow technologically mediated IEP meetings, the Virtual IEP Team may serve as a model for more efficient use of education professionals' time.

This monthly update is provided by the Wisconsin Family Assistance Center for Education, Training & Support (WI FACETS) to share statewide information regarding parent leadership and family involvement. *If you would like to receive this monthly update or if you would like to have your name removed from the distribution list, contact: Wendy Overturf at woverturf@wifacets.org.*



Contributions to the Newsletter

Upcoming newsletter topics: December: Communication
January: Transition
February: Intellectual Disabilities

To submit contributions of articles, events, or resources, you may use the attached word document. Send submissions to woverturf@wifacets.org. If you are unable to access the form, you may send the information in an email.

Material appropriate for the monthly newsletter include web links to sources of family involvement/parent leadership resources, advertisements for statewide trainings for parents, youth or parent/educator audiences, information about statewide parent agencies, recent research pertaining to family engagement, and family engagement success articles.

***The WI FACETS Family Engagement E-Newsletter
can be found online at:***

<https://servingongroups.org/resources>



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