



Family Engagement Newsletter

Review of Guidance from Wisconsin Department of Public Instruction (DPI) Related to Behavioral Issues

By Wendy Overturf

The Wisconsin Family Assistance Center for Education, Training & Support (WI FACETS) is a statewide non-profit organization, with its main office located in Milwaukee, Wisconsin. All services are provided free of charge. One of the services provided by WI FACETS is through our Help Desk (1-877-374-0511). Each year we receive thousands of calls from families who have questions about their child's IEP and school program. Many of these calls involve concerns about behavioral issues that the child might be having in school. While behavioral issues can be present with any identified disability, often one disability category in these cases includes emotional behavioral disorder (EBD). While all cases are child specific, Help Desk staff often review the following information with parents who are concerned about behavioral issues their child is having at school.

Has your child had a functional behavioral assessment (FBA)?

FBA's are often part of a comprehensive reevaluation process. See question #70 from the [Information Update Bulletin 21.01](#). An FBA is a structured data gathering process an IEP team uses to help identify positive behavior interventions and supports to be used in the school. The information collected through an FBA can lead to documented changes in the IEP (e.g. details added to the present level, identification of new disability-related needs, development of IEP goals, and alignment of IEP services). A Behavior Intervention Plan (BIP) would be written if the IEP team determined that more details were needed than what is currently included in the IEP. If a BIP is created it is attached to the IEP. A BIP provides a clear, concise set of strategies that can be communicated to all staff working with a student so they can be implemented consistently with fidelity. Staff must share a common understanding of what the strategies look like, who is responsible for implementing them, and under what conditions each strategy is to be utilized. BIPs help the child develop new, appropriate replacement behaviors that are more efficient and effective at getting the child what he wants in a more appropriate manner. As part of the IEP team, parents are an integral part of this process.

FBA's are required under two specific circumstances:

- * [Manifestation Determination](#)—If the behavior resulting in a disciplinary change of placement is found to be a manifestation or result of the student's disability.
- * [2019 Wisconsin Act 118 \(Seclusion and Restraint\)](#) - If seclusion or restraint is used with a student with an IEP twice in the same school year, the IEP team must review the IEP. The IEP must include positive interventions and supports based on an FBA of the behavior(s) of concern. For more information on FBAs check this recent [webinar](#) presented by the DPI.

Has your child been secluded or restrained?

Wisconsin prohibits the use of seclusion or physical restraint by school staff except in very limited circumstances where a student's behavior presents a clear, present, and imminent risk to the physical safety of himself, other students, or school staff. This law applies to all students, both with and without disabilities. See the document "[Frequently Asked Questions about the Use of Physical Restraint and Seclusion in Public Schools under Section 118.305, Wis. Stats.](#)" for more information.

Has a shortened school day been suggested?

Shortening a student's school day is a serious intervention that results in a student missing significant amounts of instruction and other educational opportunities. The only time it is appropriate to shorten the school day for a student with a disability is when the student's IEP team determines a shortened day is required to address the student's unique disability-related needs. Before deciding to shorten the student's day, the IEP team must consider if there are other ways to meet the student's needs. When a student's school day is shortened, the student's IEP must include:

- * an explanation of why the student's disability-related needs require a shortened day, and
- * a plan for the student's return to school for a full day, including a plan to meet more frequently to review student data and determine whether the student is able to return to school full-time.

This [webinar](#) discusses the DPI's guidance around shortened school days. Also see [Information Update Bulletin 14.03](#)

Please contact the [WI FACETS Help Desk](#) with questions or for additional information.

Statewide Events

[First Nations Studies 2021-2022 Webinar Lecture Series: Introduction to the American Indian Nations of Wisconsin](#)

Date: November 3, 2021, 3pm-5pm
The WI DPI - American Indian Studies Program in partnership with CESA 12 is offering a unique opportunity to participate in a monthly 2-hour webinar lecture series workshops, November 2021 – June, 2022. The lecture series will feature various Native American scholars in the fields of history, literature, education, among other academic content areas. At each session, participants will have the opportunity to hear and learn from indigenous authors and speakers.

[State Superintendent's Conference on Special Education and Pupil Services Leadership](#)

The WI DPI will be hosting TWO half-day virtual events featuring live and pre-recorded sessions. No cost to attend.

Dates: [November 8, 2021](#): Featuring sessions on various topics related to Special Education and Pupil Services and [February 10, 2022](#): Featuring sessions on state and national legal updates

[Children Come First Conference](#)

A conference for those caring for, working with, or concerned with the well-being of children and young adults with social, emotional, behavioral, or mental health challenges. This event brings together professional, educators, and families, with national experts in the field of children's mental health.

Keynote: Tonier Cain works tirelessly to raise the awareness about trauma informed care around the world and has trained providers in all fifty states. Tonier has been a speaker all over the world on trauma, addiction, incarceration, homelessness, substance abuse, and mental health. Her work has been used as a model in other countries for the establishment of their trauma informed care protocols.

Keynote: Hector Matascastillo's work deals with the effects of trauma in people's lives and its behavioral manifestations. The clients he treats vary in issues, from individual to family issues, and from seemingly simple to highly complex cases. Professor Matascastillo will be sharing his riveting personal story in his keynote address.

Date: November 15-16, 2021

Location: Kalahari Resort, WI DELLS
*virtual option will be available



At Home Learning Strategies



[Early Literacy Calendar: November 2021](#)

The calendar is filled with daily literacy-building activities that you can do with your child. Several nursery rhymes are also included. Listening to nursery rhymes and songs is an early literacy experience that helps children understand how language and stories work.

[Children's Activity Calendar: November 2021](#)

'Tis the season to say "thank you" through letters to a favorite author, themed cards for veterans, or custom e-cards for faraway friends. Kids will also learn to appreciate their own best qualities as they conquer STEM challenges, learn new languages, and discover their hidden superpowers. The calendar helps find new books, music, and crafts for every day of the month.

Every year on November 1, millions of people celebrate authors and the books that they write. Here are a few ways to celebrate this occasion.



- Try a book by a new author. You may find a new favorite.
- Send a thank-you letter. Authors love hearing from readers. For many, it is the most rewarding part of the job. Most authors have their contact information either in the back of the book or on their websites.
- Read a book together. In addition to building literacy skills, it is a fun bonding activity.
- Older children can share a book on social media. They can post a picture of the book cover, add the title, and say a few words about what they thought.
- Plan a trip to the library and have children check out a new book to read.



[National Sandwich Day-November 3, 2021](#)

The sandwich is believed to be the namesake of John Montagu, the 4th Earl of Sandwich, following the claim that he invented the first ever sandwich. As one of America's most popular lunch items, this day gives a great reason to enjoy a sandwich. Teach your child how to make their favorite sandwich. Or check out these [recipes](#). This is great way to practice functional reading skills

[Daylight Savings Time Ends-November 7, 2021](#)

In most places, it is time to set clocks back an hour. This is a great opportunity to practice time-telling skills. While it is easier for children to read a digital clock, they still need to be able to tell time with an analog clock. Check out these [hands-on activities](#) to teach telling time.

[Veterans Day-November 11, 2021](#)

Veterans Day is an opportunity to honor and give thanks to those who have served or are serving in the military. Check out the [Veterans Day Facts for Kids video](#) to learn more facts about this day. This is also a great time to thank a veteran with a [special card](#).

[National Go for a Ride Day-November 22, 2021](#)

Go For a Ride Day encourages people to get out into the world. Celebrating all forms of transportation—cars, trucks, planes, trains, scooters, bikes, and everything in between—it is a day to go for a ride! The focus is on the journey, not the destination. It is a day for escape, for wandering, for taking in the scenery, and spending time with family. After the journey, kids can draw or write about their favorite part of the day



[Thanksgiving-November 25, 2021](#)

Celebrate the holiday and practice math skills as well. This [website](#) has a great selection of downloadable Thanksgiving themed math activities. There are activities ranging from preschool through elementary age.

[Thanksgiving word search puzzles](#) are a great way to reinforce vocabulary and spelling skills for children. Kids just won't be able to resist these word searches with all the turkeys, pilgrims, and Thanksgiving food decorating them. They are a perfect addition to a kids' table at the Thanksgiving meal or a good activity if you are traveling for the holiday. The Thanksgiving word search puzzles are organized by skill level. Most of the word search puzzles are printable but there are also a few online puzzles.

[Peanut Butter & Chocolate Acorns](#)

Kids can help make these easy, fun treats that are perfect for Fall.



Online Resources: Emotional Behavioral Disabilities

[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 also 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](#)

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

[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 the quality of life for children and adults affected with these disorders.

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

This is a link to a webpage from the Wisconsin Department of Public Instruction. It includes frequently asked questions 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.

[The National Eating Disorders Association \(NEDA\)](#)

NEDA is the largest nonprofit organization dedicated to supporting individuals and families affected by eating disorders. NEDA serves as a catalyst for prevention, cures, and access to quality care.

[International OCD \(Obsessive Compulsive Disorder\) Foundation \(IOCDF\)](#)

The mission of the IOCDF is to help those affected by obsessive compulsive disorder and related disorders to live full and productive lives. Their aim is to increase access to effective treatment through research and training, foster a hopeful and supportive community for those affected by OCD and the professionals who treat them, and fight stigma surrounding mental health issues.

[The National Alliance on Mental Illness \(NAMI\)](#) is the nation's largest grassroots mental health organization providing advocacy, education, support and public awareness. [NAMI Wisconsin](#) is a state organization of NAMI. The mission of NAMI Wisconsin is to improve the quality of life of people affected by mental illness and to promote recovery.



National Family Literacy Month!

This month, get the whole family snuggled up on the couch and open up a good book. For many, the love for books starts at an early age in the stories our parents read to us. Providing your children with plentiful opportunities to listen to stories will help them learn to read and comprehend stories on their own. They also begin to think more actively as they listen to stories and picture the scenes described, wondering how the story will develop. When read to frequently, children can grow to love reading and will take the initiative to read more on their own.



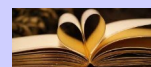
Reading books that match ability and interests exposes children to new worlds. Check out the following links for age-appropriate book selections.

[Kumon Recommended Reading List](#)

[Scholastic Parent - Book Lists and Recommendations by Age](#)

[Cultivating Readers](#) is a family-friendly magazine available for download on [FamiliesLearning.org](#) that provides effective and simple strategies to support a child's early reading skills. The guide includes a monthly calendar of activities to help caregivers and children learn as part of their everyday routine. Available in [English](#) and [Spanish](#), this resource is designed for families with children from birth to age eight.

[Ten Ways to Celebrate National Family Literacy Month](#)



WI FACETS



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

To register by phone: 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 1, 2021

[IEP 7: Writing the IEP \(Part 3\)](#)

Presenter: Wendy Overturf, WI FACETS

Date: November 2, 2021, 12pm-12:30pm

[Medicaid Made Easy](#)

Presenter: Barbara Katz, Family Voices

Date: November 3, 2021

[Serving on Groups: The Role of Families & Skills for Serving on Groups \(Sec 7&8\)](#)

Presenter: Jan Serak, Serak Consulting

Date: November 4, 2021

[IEP 8: Writing the IEP \(Part 4\)](#)

Presenter: Matthew Zellmer, WI FACETS

Date: November 9, 2021, 12pm-12:30pm

[Specially Designed \(Adapted\) Physical Education](#)

Presenter: Eva Kubinski, DPI

Date: November 10, 2021

[Working with Culturally Diverse Students with Mental Health Needs](#)

Presenter: Leah Jepson, Children's Mental Health

Date: November 17, 2021

[Parent Rights in the IEP Process \(Spanish\)](#)

Date: November 18, 2021

Training in Spanish - To register, contact Nelsinia Ramos, nramos@wifacets.org

[IEP 9: IEP Revisions and Extended School Year](#)

Presenter: Matthew Zellmer, WI FACETS

Date: November 23, 2021, 12pm-12:30pm

[The IEP Checklist](#)

Presenter: Matthew Zellmer, WI FACETS

Date: November 30, 2021



Update on Special Education Evaluations

The Wisconsin Department of Public Instruction's (DPI) special education team staff developed a framework to support schools and districts in ensuring special education evaluations are "sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified." The framework aligns with state and federal requirements for conducting special education evaluations and provides guidance to help educators shift mindsets from a "label based" evaluation process to a "needs-based" process. The framework expands on the [Culturally Responsive Problem-Solving](#) resources, developed by Dr. Markeda Newell, for applying culturally responsive problem-solving and vulnerable decision points to the special education evaluation process. It also includes recommendations for how to "not miss anything" by considering six areas of academic and functional skills at the start of an evaluation and by using developmentally and educationally relevant questions to identify student strengths and needs. Finally, the framework provides actionable recommendations for use throughout the evaluation process to "Start", "Plan", "Implement", and "Complete" an evaluation. Go to the new [Comprehensive Special Education web page](#) to view these resources. Also be sure to check the [June 2021 guidance](#) from the DPI on Special Education Evaluation. This bulletin describes the general obligations related to conducting evaluations, the relationship between evaluations and IEP goals, and how an evaluation should function within an equitable multilevel system of support.

Research to Read

Investigation on the Practice of the Functional Behavioral Assessment: Survey of Educators and Their Experiences in the Field

Moreno, Gerardo; Wong-Lo, Mickie; Bullock, Lyndal M., International Journal of Emotional Education, v9 n1 p54-70 Apr 2017

[Article Link](#)

The functional behavioral assessment (FBA) has been a hallmark practice amongst educators working with students demonstrating challenging behaviors. Although the process has been mandated in special education since the Individuals with Disabilities Education Act of 1997, the FBA varies in form and implementation across the United States of America (USA). Using a survey format, educators from Midwestern USA were asked to share their experiences as to how FBAs are conducted. Results indicated educators were strongly assured on FBA form and implementation but indicated reservations on culture as a factor on behavior. The authors concluded that although the present investigation was limited in scale, the results highlighted numerous perceptions by educators in the availability of behavioral supports to students from diverse backgrounds. Numerous concerns regarding the need for early intervention and greater access to behavioral assistance were clearly present among educators. It would certainly serve the best interest of all students that behavioral supports be implemented in general education as well as special education settings. Such implementation would ensure students demonstrating early indicators of challenging behaviors are offered meaningful and effective assistance at onset as opposed to allowing the concerns to become increasingly worse. It is with clear understanding such systematic change is easier said than done. It then becomes the charge of the twenty-first century educator to ensure their school and ultimately profession, is prepared to meet the needs of an ever- changing student population.

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:***

[Newsletter | Serving Groups \(servingongroups.org\)](https://www.servingongroups.org)



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