

FAMILY ENGAGEMENT NEWSLETTER

Topic of the Month: Emotional Behavioral Disorder



Upcoming Statewide Events

2016 Wisconsin Infant and Early Childhood Mental Health Conference

Date: June 13 and 14, 2016

Location: Osthoff Resort, Elkhart Lake
Intended for people who work with or on behalf of young children and their families. Featuring nationally-known and Wisconsin speakers, sharing information about promoting social and emotional development in everyday activities for infants, young children, and their families, as well as early intervention and treatment strategies.

[Information & Registration Link](#)

Beyond Diversity I - Aligned with Courageous Conversations about Race

Date: June 15 and 16, 2016

Location: Minocqua, WI

This seminar is designed to help teachers, students, parents, and administrators understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities.

[Information & Registration Link](#)

WI DPI: Two Day Autism Training: Supporting Visual Learners and Their Neurology

Date: June 21 & 22, 2016,

Location: Johnson Creek, WI

Training will focus on understanding how individuals with autism store, retrieve and change information. In other words, the participants will learn how individuals on the autism spectrum think. A visual system will be presented which demonstrates how to assist individuals with autism to change their thinking patterns and avoid behavior meltdowns.

[Information & Registration Link](#)

Wisconsin's 23rd Annual State-Wide Institute on Best Practices in Inclusive Education

Date: July 25-27, 2016

Location: Wausau, WI

[Information & Registration Link](#)

FAMILY ENGAGEMENT IMPACT

The Statistics for Students with Emotional Behavioral Disabilities Are Sobering, but the Potential Exists for Improvement

By Wendy Overturf

Outcomes for many students with Emotional and Behavioral Disabilities (EBD) have been historically dismal.

Key Statistics on students with EBD:

- Have the worst graduation rate of all students with disabilities. Nationally, only 40 percent of students with EBD graduate from high school, compared to the national average of 76 percent.
- Are three times as likely as other students to be arrested before leaving school.
- Are twice as likely as other students with other disabilities (e.g. developmental or learning) to be living in a correctional facility, halfway house, drug treatment center, or on the street after leaving school.
- Are 13 times more likely to have been arrested while still in school compared to students with other disabilities.

Data sources

Students with EBD are over twice as likely to receive one or more out-of-school suspensions than their non-disabled peers. Yet, [there is little or no evidence](#) that strict zero tolerance policies have contributed to reducing student misbehavior or improving school safety. Studies of suspension have consistently documented that most students do not change their behavior as a result of suspension. Suspension is associated with school dropout and juvenile incarceration. Schools with higher rates of suspension and expulsion tend to have lower test scores and a less satisfactory school climate. In short, there is no data that zero tolerance contributes in any way to school safety or improved student behavior. As a matter of fact, these practices may actually perpetuate the poor results for students with EBD.

Many schools nationwide, including in Wisconsin are rethinking current policies related to discipline and suspension. One such transformation of thinking is highlighted in an article about a Madison, WI principal. In the article, ["A Principal Met a Student She Expelled, and it Changed Her Approach to Discipline."](#) Nancy Hanks describes how the Madison School District has revamped district-wide discipline policies by replacing the old zero-tolerance approach with one built on the conviction that suspension and expulsion don't solve problems at the root of student misbehavior. In the first year of implementation, suspension rate decreased 40%.

The use of Positive Behavioral Interventions and Supports (PBIS) (see Instructional Trends section of this newsletter) has helped reduce suspensions and dropout rates. This is highlighted in a [video](#) from Somersworth High School in New Hampshire which had one of the highest dropout rates in the state. Through the use of the PBIS framework, both dropout rates and suspension rates were significantly reduced. The implementation of PBIS in Wisconsin schools also [helped to reduce suspension rates and to reduce the number of students referred for special education.](#)

The PBIS framework provides numerous opportunities for family engagement. Parents can be involved on PBIS planning teams that work on the initial implementation, volunteer for PBIS related activities, and share the concept of PBIS with the community. Additionally, many of the strategies used with PBIS can be incorporated in the home which will result in continuity between home and school.

Upcoming Statewide Events

Zones of Regulation-Strategies to Foster Self-Regulation and Emotional Control in Students

Date: August 1, 2016

Location: Appleton North High School, Appleton, WI

This one-day Autism training conference provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, managing their sensory needs and improving their ability to problem solve conflicts. Practical ideas are provided that can easily be incorporated into the classroom or home.

[Information & Registration Link](#)

Endless Possibilities Conference

Date: August 5, 2016

Location: UW-Whitewater

Keynote by Paula Kluth, PhD, "You're Going to Love this Kid".

This event focuses on mental health and education issues, strategies and resources. Open to Parents, school professionals & others. \$20 registration fee. parent scholarships available. 1 -3 Graduate credits available.

[Information & Registration Link](#)

Intellectual Disabilities Conference

Date: August 16 & 17, 2016

Location: Crowne Plaza , Madison

Providing up-to-date information in the area of intellectual disabilities, education in the best practices associated with teaching students with intellectual disabilities, and the opportunity to network with other professionals in their field. Sharing of ideas and resources to improve their instruction in academics, social skills instruction, transition, and adaptive skills.

[Information and Registration Link](#)

Save the Date! - 2016 Wisconsin Statewide Transition Academy

Date: October 5, 2016

Location: Wilderness, WI Dells

This conference will be packed with information relating to all areas of transition and is perfect for all, whether you are an agency member, educator, para-professional, parent or student. A youth track will be available for students ages 14-21.

[Information Link](#)

RESEARCH TO READ

Perceived Enablers and Barriers Related to Sustainability of School-Wide Positive Behavioral Interventions and Supports

rPinkelman, S. E., McIntosh, K., Rasplica, C. K., Berg, T., & Strickland-Cohen, M. K. (2015). *Behavioral Disorders*, 40(3), 171.

[Article Link](#)

Abstract:

The purpose of this study was to identify the most important perceived enablers and barriers regarding sustainability of school-wide positive behavioral interventions and supports. School personnel representing 860 schools implementing or preparing to implement school-wide positive behavioral interventions and supports completed an open-ended survey of factors regarding its sustainability. Qualitative analyses were used to assess perceptions of the most important factors related to sustainability. Thematic analysis produced 13 themes regarding enablers and/or barriers. The most commonly cited enablers were staff buy-in, school administrator support, and consistency.

The most commonly cited barriers were staff buy-in, resources: time, and resources: money. Results are discussed in terms of enhancing durability of evidence-based practices in schools.

Analysis of an Animal-Assisted Reading Intervention for Young Adolescents with Emotional/Behavioral Disabilities

Bassette, L. A., & Taber-Doughty, T. (2016). *RMLE Online*, 39(3), 1-20.

[Article Link](#)

Abstract:

Teaching students to enjoy reading is important in middle level education; however, middle school students with emotional behavioral disabilities (EBD) frequently struggle with reading skills and frequently display motivational deficits during reading instruction. The purpose of this study was to examine if the presence/absence of a classroom pet dog impacted reading skills in four fifth-grade students with



EBD. An alternating treatment design was used to assess the fluency, comprehension, and level of motivation in four students when using a reading intervention package during a dog present (dog and researcher) and a dog absent condition (researcher only). All participants improved reading performance during intervention conditions compared to baseline. Improvements in reading measures were observed across participants in both treatment conditions compared to baseline. Differences in motivation levels were reported in three participants who indicated they enjoyed the dog present condition while the fourth enjoyed both treatment conditions equally. Implications of the potential role of middle level educators pairing themselves with animals during academic interventions for middle school students and other areas for future research in the area of animal-assisted learning are discussed.



The Wisconsin PBIS Network is a collaborative project between the Wisconsin Department of Public Instruction and the 12 CESAs to provide high quality PBIS professional development and technical assistance regionally throughout Wisconsin. The Wisconsin PBIS Network operates within the [Wisconsin Rtl Center](#) to help Wisconsin schools implement and sustain Response to Intervention (Rtl) systems to support the behavioral and academic needs of ALL students. An advisory group that includes educators and other stakeholder groups helps to guide the PBIS initiative. For more information on PBIS in Wisconsin, please visit the [Wisconsin PBIS Network website](#).

Considering the research that has linked academics and behavior achievement, the Rtl center recommends the implementation of an integrated culturally responsive multi-level system of support. The center's vision, mission, values, preferred future, and goals were built around this recommendation.

ONLINE RESOURCES

EBD

Emotional Behavioral
Disorder

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.

[CPIR website](#)

Understood.org

This website has a brief overview of PBIS.

[Understood.org website](#)



Wisconsin Department of Public Instruction

The [DPI website](#) has an overview of services for children with an Emotional Behavioral Disability (EBD). It includes information on the eligibility criteria for EBD and also has resources related to discipline for students with 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. [ADAA website](#)

Scaffolding Behavior for Student Success-Moving Beyond Seclusion and Restraint

This [document](#) highlighting best practices related involving student behavior. The document also has information on functional behavioral assessments (FBA).

Center for Effective Collaboration and Practice

It is the mission of the Center for Effective Collaboration and Practice to support and promote a reoriented national preparedness to foster the development and the adjustment of children with or at risk of developing serious emotional disturbance. To achieve that goal, the Center is dedicated to a policy of collaboration at Federal, state, and local levels that contributes to and facilitates the production, exchange, and use of knowledge about effective practices.

[Center for Effective Collaboration and Practice website](#)

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 website has links to a variety of links related to emotional and behavioral resources. WFT also has a Facebook page that includes many links to articles related to mental health.

[WFT website](#) [WFT Facebook page](#)

Wisconsin School Mental Health Framework

The Wisconsin Department of Public Instruction recently published a guide, "[The Wisconsin School Mental Health Framework](#)," to help schools implement comprehensive systems for delivering and coordinating school mental health services. This guide addresses all aspects of social-emotional development of school-age children, including wellness, mental illness, substance abuse, and the effects of adverse childhood experiences. It includes strategies for removing the stigma associated with mental illness



Positive Behavior Interventions and Supports

Positive Behavior Interventions and Supports (PBIS) is a school-wide system that the Wisconsin Department of Public Instruction has endorsed to address behavior in schools. It is based on the Response to Intervention (RtI) model. It uses data-based decision making, culturally responsive protocols and evidence-based practices to achieve positive outcomes for students. School-based leadership teams which include administrators, teachers, support staff and family are integral to PBIS, and include "coaches" from inside and outside of the school. These teams develop behavior expectations and help create planned acknowledgements for students who show positive behaviors and planned consequences for those who do not.

PBIS is designed to positively affect academic performance, school safety, and school culture, while decreasing problem behaviors in schools. The framework is divided into three tiers. At least 80% of students are in tier one or universal level supports. All students are taught behavioral expectations and benefit from classroom management strategies. For students who need additional support to meet behavior expectations, 5-15% of students will receive tier two or selected level supports on a short-term basis. Finally, for the 1-5% of students who have not shown behavioral improvement at tier one or two, there are tier three or intensive supports. These supports (also called interventions) are provided on a more individualized basis and draw from the student's family, community and culture as well as from the school staff. The goal is to improve behavior so that students no longer need this level of intervention.

WI DPI collaborates with the WI PBIS Network to offer professional development and technical assistance to schools on PBIS. As of July 1, 2015, 1,143 schools in 250 districts in Wisconsin have attended PBIS training. Over 92% of those schools are implementing PBIS and over 76% of those implementing have demonstrated implementation at fidelity – i.e. that their implementation of PBIS is meeting standards. Each year, more schools continue to be trained in PBIS and to reach new goals in implementation.

[PBIS Network Parents & Family page](#)

UPCOMING WEBINARS

Information & registration for WI FACETS free workshops and webinars :

www.wifacets.org/events

By phone, contact Sandra: 877-374-0511

Via email: smcfarland@wifacets.org

School Choice & Vouchers: What Parents Need to Know

Date: June 15, 2016 12-1 pm

Presenter: Sally Flaschberger, Disability Rights Wisconsin

Introducción a la Educación Especial (Telephone Workshop)

Date: June 24, 2016 12-1 pm

Presenter: Martha Lechuga, WI FACETS

Programa de Educación Individualizado (IEP) Parte I

(Telephone Workshop)

Date: July 8, 2016 12-1 pm

Presenter: Martha Lechuga, WI FACETS

Programa de Educación Individualizado (IEP) Parte II

(Telephone Workshop)

Date: July 29, 2016 12-1 pm

Presenter: Martha Lechuga, WI FACETS



Latino Autism Support Group

Location: WI FACETS, 600 W. Virginia St., Suite 501, Milwaukee, WI 53204

Contact: Martha Lechuga (414) 374-4645, ext. 224

Grupo de Autismo: Defendiendo los Derechos de su Hijo con Necesidades Especiales

Date: June 25 10 am- 12 pm

Grupo de Autismo: Servicios de la Comunidad y Picnic Annual

Date: July 31, 2016 12-4 pm

Location to be determined.

Contact: Martha Lechuga, WI FACETS, (414) 374-4645, ext. 224



HOME-BASED LEARNING



Literacy at Home

The theme for June is "Food" at Day by Day New York. Check out their [Family Literacy Calendar](#) for a food-themed reading list and daily poems, read-aloud books and family activities for something new to do every day in June!



When we are taught things in a multi-sensory way, we remember the information better. Keeping with the food theme, here is a [list](#) of tasty and "smelly" ways to teach reading to your children. Includes strategies from [learning the alphabet sensory style](#), to using food to spell words, to using scented markers and play dough!

Reading is Fundamental Daily Literacy Calendars

[June literacy calendar for ages Birth – 5](#)

[June literacy calendar for ages 6 & Up](#)



Math at Home

Check out this [daily math activity calendar](#) for June from Dream Box Learning! Activities include calculating dates in the past, designing a flag, and identifying pitch and pattern of bird songs for a variety of ways to improve math skills over the summer.

Multiplication Games: Help your children learn multiplication skills (as opposed to just memorizing the table) with these fun [games](#) for the whole family to play.

Estimation Games: Learning to "trust your gut" is a valuable skill for learners! Here are some fun estimation [games](#) for your family.

Families in Milwaukee can use the online [Hot Summer Milwaukee](#) map or calendar to find various events, which take place at schools, parks, and many other locations. State Superintendent Tony Evers called the effort "a testament to the dedication of the many education partners in the city that care about improving the lives of kids."



Hot Summer Milwaukee is a partnership of the Department of Public Instruction, Milwaukee Mayor Tom Barrett, and Milwaukee Public Schools Superintendent Darienne Driver, along with School Choice Wisconsin, Milwaukee Charter School Advocates, Milwaukee Metropolitan Chamber of Commerce, the Boys & Girls Clubs of Greater Milwaukee, Milwaukee Public Schools Recreation Division, United Neighborhood Communities of Milwaukee, and the YMCA of Metro Milwaukee.

CONTRIBUTIONS TO THE NEWSLETTER

Upcoming newsletter topics:

July: [Speech & Language](#) **August:** [Other Health Impairment](#) **September:** [Deaf and Hard of Hearing](#)

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

Deadline for submitting contributions to each month's issue is by the **1st of each month**. For time sensitive training advertisements, the information should be sent a minimum of two weeks prior to the event date; ideally a month ahead of time. 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. Family engagement success or impact stories can be written at an individual or family level, classroom level, school building level, district level, county level, CESA level, etc. Your submittal may not be in the final copy of the upcoming month's newsletter if it was in a previous month's email, the event date has passed, the web link doesn't work, or there is already an article in place. Articles and resources will be saved to be used for later newsletters. We reserve the right to edit contributions as needed.

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.

DISCLAIMER: Inclusion of information in this newsletter does not constitute an endorsement by Wisconsin Family Assistance Center for Education, Training, and Support (WI FACETS), the Department of Public Instruction, the U.S. Department of Education, or the U.S. Department of Health and Human Services.

NOTE: If you would like to receive this monthly update or if you would like to have your name removed from the distribution list, please go to <http://www.servingongroups.org/newsletter-signup> or contact: Wendy Overturf at woverturf@wifacets.org.



This document was produced under U.S. Department of Education, Office of Special Education Programs Grant No. H323A070022-11 and H328M150015 (Project Officer, David Emenheiser)

The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: State Personnel Development Grant (2015). Wisconsin Department of Public Instruction, Madison, WI, Wisconsin Family Assistance Center for Education, Training, and Support, Inc.

