



# INCLUSIVE STRATEGIES TO ADDRESS BEHAVIORAL NEEDS FOR STUDENTS WITH IEPs

## Resources

The following resources are provided that readers may find helpful as they support students with IEPs who have significant behavioral needs that interfere with their learning or the learning of others. This is not an exhaustive list.

### Wisconsin Organizations and Resources

- [Behavior Help Wisconsin](#)
  - Behavior Help Wisconsin assists early childhood care and education providers and families struggling with the behavior of a child. They deliver one-on-one coaching to childcare staff so they can have the tools and strategies to reduce challenging behaviors and promote positive ones in their program.
- [Supporting Neurodiverse Students](#)
  - This statewide professional learning system, supported through a Wisconsin DPI discretionary grant, provides learning opportunities to support educators and families serving students with disability-related needs in the area of social and emotional learning (SEL).
- [Wisconsin Alliance for Infant Mental Health](#)
  - [Wisconsin Pyramid Model](#) The Wisconsin Pyramid Model is a framework for implementing a culturally responsive and equitable multi-leveled system of supports designed to enhance social and emotional competence of young children.
- [Wisconsin Center for Resilient Schools](#) (WCRS)
  - To support the implementation of TSS, SEL, and School Based Mental Health Systems, the WCRS provides coaching to school and district teams to strengthen student and adult resilience through equitable, comprehensive school-based mental health and trauma sensitive social emotional learning in order to promote academic success for every student.

- Wisconsin DPI [Behavior, Classroom Management and Discipline Resources](#)
  - Provides links to additional resources including answers to frequently asked school discipline questions, a web page on discipline, suspension, and expulsion, and more.
- Wisconsin DPI [Behavior, Discipline and Students with Disabilities](#) PowerPoint
  - Provides basic information on special education legal requirements relating to discipline.
- Wisconsin DPI [College and Career Ready Individualized Education Programs](#)
  - CCR IEPs provide a framework for IEP teams to explore beliefs and attitudes regarding students with disabilities, build knowledge and skills in order to evaluate and plan special education services, and examine systems and practices which support students, families, and educators.
- Wisconsin DPI [Culturally Responsive Problem-Solving Guide](#)
  - This is an evidenced-based guide for team practice to reflect and remedy possible cultural mismatches at the universal level and plan for culturally responsive interventions.
- Wisconsin DPI [Discipline Strategies to Improve Outcomes for Students with Disabilities](#) PowerPoint Presentation
- Wisconsin DPI [Promoting Excellence for All](#)
  - This program provides information and strategies successfully used by Wisconsin educators to raise achievement of students of color, closing the gap between them and their peers.
- [Student Teacher Relationships](#)
- Wisconsin DPI [Research to Practice Inclusive Communities \(RPIC\) Project](#)
  - This project supports districts to strategically implement and sustain inclusive learning communities by providing funding, quality resources, training, and coaching support
- [Inclusive Learning Communities - Practice Profile](#) (ILCPP). The ILCPP provides both educators and leaders a framework to promote and support inclusive classrooms, schools, and programs.

- Wisconsin DPI [School Based Mental Health](#)  
The Student Services/Prevention and Wellness Team at DPI provides guidance for students through their online training materials. There are resources for Mental Health Framework, Social Emotional Learning, Trauma Sensitive Schools, Adult Compassion Resilience and Culturally Responsive Practices.
  - [Emotional Regulation Plans](#)
  - [Social and Emotional Learning](#)
  - [Trauma Sensitive Schools](#)
- Wisconsin DPI [Universal Design for Learning](#)
  - UDL is a framework for proactively designing learning environments and experiences that enable ALL students to gain knowledge, skills, and enthusiasm for learning needed to be expert, lifelong learners.
- [UDL Forward!](#)  
UDL Forward! is a new project supporting Wisconsin educators' use of Universal Design for Learning core competencies and technology resources as a means to provide effective remote and in-person learning experiences.
- [Wisconsin Early Childhood Collaborating Partners](#)
  - This program provides a collaborative source of information on issues of cross-sector interest, state initiatives, and research-based practices regarding early childhood.
- [Wisconsin's Framework for Equitable Multi Level System of Support](#)
  - This framework sets forth a developed vision of an integrated and coherent framework of academic, behavioral, social, and emotional supports to ensure equitable success for every learner.
- [Wisconsin's Model to Inform Culturally Responsive Practices](#)
  - This model describes the beliefs, knowledge, and practices Wisconsin educators, schools, and districts need to reach and teach diverse students within their culturally responsive multi-level systems of support.
- [Wisconsin RtI Center](#)
  - The Wisconsin RtI Center provides professional development and technical assistance to help schools operationalize implementation of an equitable multilevel system of support.

## National Organizations and Resources

- [Autism Focused Intervention Resources and Modules \(AFIRM\)](#)
  - AFIRM Modules are designed to help learn the step-by-step process of planning for, using, and monitoring an Evidence-Based Practice with learners with Autism Spectrum Disorder.
- [Autism Internet Modules \(AIM\)](#)
  - These modules are designed for those who support, instruct, work with, or live with someone with autism. The Autism Internet Modules (AIM) guide users through case studies, instructional videos, pre- and post-assessments, discussion questions, activities, and more.
- [CAST Universal Design for Learning Framework](#)
  - Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.
- [CAST UDL Tips for Developing Learning Goals](#)
- [CEEDAR Center Innovation Configurations](#)
  - The CEEDAR Center offers innovation configurations (ICs) to promote the implementation of evidence-based instructional practices in teacher preparation activities.
- [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)
  - CASEL's mission is to help make evidence-based social and emotional learning (SEL) an integral part of education.
- Council for Exceptional Children [High Leverage Practices for Students with Disabilities](#)
  - The HLPs are organized around four aspects of practice: Collaboration, Assessment, Social/emotional/behavioral, and Instruction. From these four aspects, there are 22 practices intended to address the most critical practices that every K-12 special education teacher should master and be able to demonstrate.
- [Division of Early Childhood of the Council for Exceptional Children](#)
  - [DEC Recommended Practices](#) Guidance for practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age five, who have or are at-risk for developmental delays or disabilities.

- [IRIS Center](#)
  - A national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age 21, through the use of effective evidence-based practices and interventions.
- [Evidence-Based Practice Summaries](#)  
Research summaries that cover instructional strategies and interventions with information that includes level of effectiveness as well as the age groups for which a given strategy or intervention is designed.
- [Lives in the Balance](#)
  - [Collaborative and Proactive Solutions Model](#) This model focuses on identifying the skills the child is lacking and the expectations he or she is having difficulty meeting. Then the goal is to help children and caregivers solve those problems rather than trying to modify child's behavior through application of rewards and punishments
  - [Assessment of Lagging Skills and Unsolved Problems \(ALSUP\) Guide](#)
  - [Assessment of Lagging Skills and Unsolved Problems Discussion Guide](#)
- [National Center for Intensive Intervention \(NCII\)](#)
  - NCII uses a data-based individualized approach to intensive intervention, a research-based process that integrates the systematic use of assessment data, validated interventions, and intensification strategies.
- [Behavior Strategies to Support Intensifying Interventions](#)
- [National Center for Pyramid Model Innovations](#)
  - The National Center for Pyramid Model Innovations is an early childhood multi-tiered system of support to improve the social, emotional, and behavioral outcomes of young children with and at risk for developmental disabilities or delays.
- [Teaching Tools for Young Children with Challenging Behavior](#)
- [National Professional Development Center on Autism Spectrum Disorder \(NPDC-ASD\)](#)
  - NPDC-ASD provides free professional resources for teachers, therapists, and technical assistance providers who work with individuals with ASD.

- [Evidenced-Based Practices](#)
- OCALI [Resource Gallery of Interventions](#)
  - A gallery of interventions to support all learners, including those with autism spectrum disorder (ASD), with templates for each intervention such as choice boards, social autopsy and social narratives.
- Office of Special Education Programs (OSEP)
  - [Dear Colleague Letter on Supporting Behavior of Students with Disabilities](#)
  - Ideas That Work [Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers](#)
- [Rehabilitation, Empowerment, Natural Supports, Education, and Work \(RENEW\)](#)
  - A Tier III intervention and wrap-around process designed specifically for increasing effective school engagement, employment, post-secondary education and high school completion for older students with severe emotional disturbance or serious mental illness. A brief overview from the University of Nebraska-Lincoln is linked.



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