

Supporting Students With Disabilities Within a PBIS Framework Using High Leverage Practices

Session G10

APBS International Conference on Positive Behavior Support



Presenters



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“ Positive Behavior Supports (PBS) is a systems-based approach built on the principles of applied behavior analysis, inclusion, and person-centered planning, the goal of which is to improve quality of life and minimize problem behaviors for individuals with disabilities.

Carr et al., 2002

PBIS is for **ALL** Students

The Goal: Create positive, equitable, and **inclusive** school cultures to improve social, emotional, behavioral, and academic outcomes for ***each and every student*** (Horner et al., 2017)

Typical Practice: Students with IDD, particularly those with extensive support needs, are less likely to have access to the full range of PBIS support (Hawken & O'Neill, 2006; Zagona et al., 2021)

Barriers to Inclusion within PBIS

- Majority of students with extensive support needs continue to be educated in separate settings (e.g., self-contained classrooms, private alternative schools; Wehmeyer et al., 2021)
- Special educators not included on PBIS teams or as part of professional development focused on PBIS (Walker, Loman, Hara, Park, & Strickland-Cohen, 2018)
 - Training for general educators fails to focus on how to meaningfully include students with extensive support needs in universal PBIS efforts
- Misperceptions related to MTSS and students with IDD (Simonsen et al., 2020)
 - Because students with extensive support needs require individualized supports, they are not likely to benefit from support at Tiers 1 & 2

Benefits of PBIS for Students with Disabilities

- Universal pro
expectation
corrective f
- Consistenc
to facilitate
- PBIS has b
discipline p
2020)

**PBIS Provides
Opportunity to Build
More Inclusive
Schoolwide Cultures**

behavioral
than
port can help
exclusionary
9; Lee & Gage,



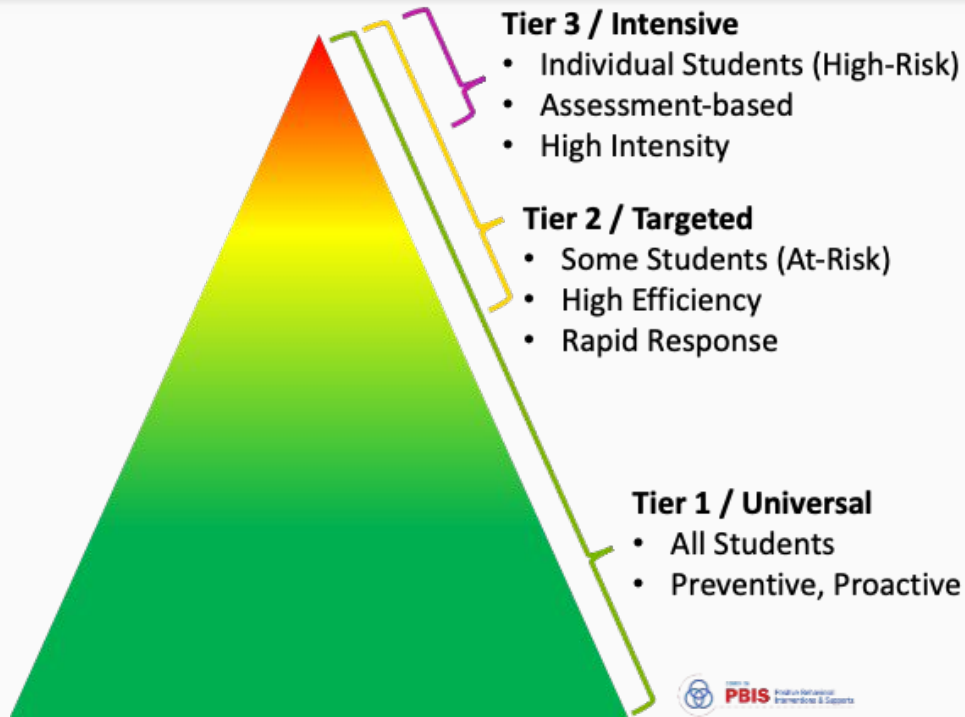
Objective

Highlight the importance of intentionally aligning school-wide systems of support (i.e., PBIS, MTSS) with systems designed to support individual students with disabilities

Concept

Integration of high leverage practices (HLPs) across all tiers

Positive Behavioral Intervention & Supports (PBIS)



Main Goal

A continuum of support for **ALL** students



High Leverage Practices (HLPs)



Council for
Exceptional
Children



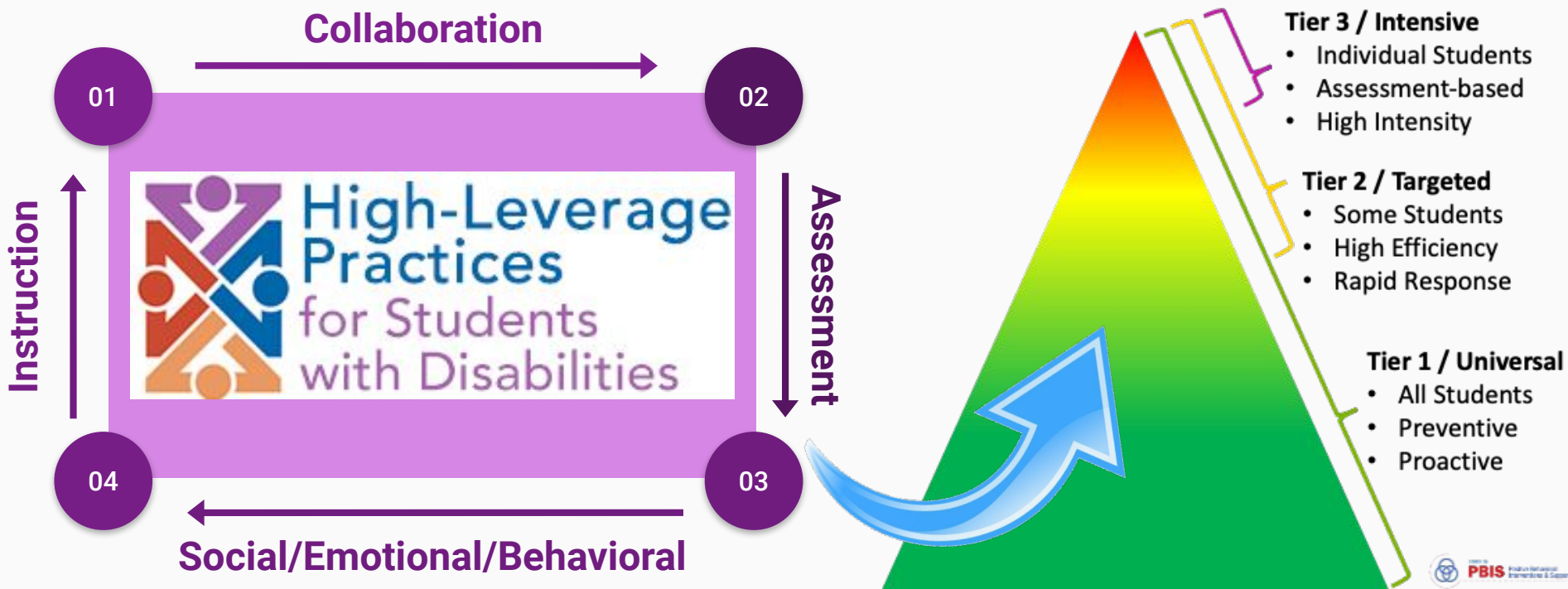
CEEDAR
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Collaboration for Effective Educator Development,
Accountability and Reform (CEEDAR)



High-Leverage
Practices
for Students
with Disabilities

High Leverage Practices (HLPs)





Collaboration

HLP 1: Collaborate with professionals to increase student success

HLP 2: Organize and facilitate effective meetings with professionals and families

HLP 3: Collaborate with families to support student learning and secure needed services

HLP 1: Collaborate with professionals to increase student success

Teaming	Collaboration	Training
<p>A representative group of educators including:</p> <ul style="list-style-type: none">• general and special education,• grade level or departmental representation, and• certified and non-certified staff• school administrator,• relevant community partners (e.g., mental health providers), and• representatives from key subgroups (e.g., families of students with disabilities) <p><i>Tier 3: Individual student support teams are uniquely constructed with input/approval from the student/family</i></p>	<p>Special education teacher(s) on the teams are consulted to ensure accessibility of schoolwide supports for students with disabilities,</p> <p>Teams have regular two-way communication across tiers to ensure a seamless continuum of support, accessibility of targeted supports for students with disabilities matched to function,</p> <p>Individual student support teams work collaboratively to construct, implement, monitor, and adapt the student-specific supports based on student-specific data</p>	<p>Special education teachers are included in schoolwide PBIS trainings to ensure consistent implementation and increase collaboration across environments</p> <p>All relevant staff (special educators and general educators) participate in training on how to implement or support each individualized student intervention plan that is in place.</p> <p>All relevant staff (special educators and general educators) participate in training on how to implement or support each individualized student intervention plan that is in place.</p>

HLP 2: Organize and facilitate effective meetings with professionals and families

Facilitate Collaboration and Engagement

All tiers are coordinated and led by a team (e.g., Tier 1 team, Tier 2 team, Tier 3 Systems Team, combined Tier $\frac{2}{3}$ Team) that meets at least monthly and has:

- regular meeting format/agenda provided before and during the meeting that prompts the regular review of the tiers practices, systems, and data;
- meeting summaries and minutes available to all stakeholders (e.g., staff, families, school community) using accessible language(s) with the goal of ensuring meeting summaries accurately reflect the discussions had;
- established and regularly used team norms for effective collaboration;
- defined meeting roles (e.g., time keeper, facilitator, recorder);
- regular (e.g., quarterly) two-way communication with teams at other tiers; and
- a current action plan.

Tips:

https://assets-global.website-files.com/5d3725188825e071f1670246/62506d7cebcf8d5172182bb1_How%20School%20Teams%20Use%20Data%20to%20

HLP 2: Organize and facilitate effective meetings with professionals and families

Enhancing Collaboration / Engaging Stakeholders

Each team:

- assesses the fidelity of team operating procedures at least once a semester and
- solicits team member feedback (e.g., survey) to monitor the impact of team norms and meeting processes to ensure all team members, especially representatives from families and key subgroups, have voice and influence as equal partners.

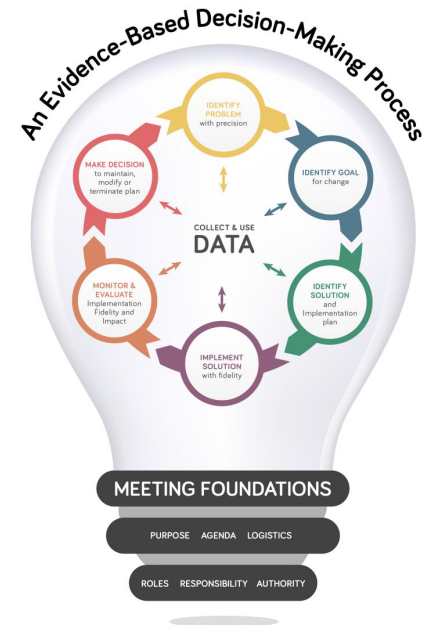


Figure 1. Team-Initiated Problem Solving

HLP 3: Collaborate with families to support student learning and secure needed services

Family and Community Engagement

At least twice per year, all teams purposefully engages:

- representatives from key subgroups (e.g., students with disabilities or their families),
- families representative of the school's demographics, and
- representatives of any marginalized groups

Teams collaborate on the selection and interpretation of schoolwide and community data to:

- identify systemic barriers that may contribute to over or under representation of student groups
- enhance and modify the selection and adaptation of interventions and practices across all Tiers.

Considering Confidentiality - adopt a common practice of reviewing de-identified data



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PBIS Positive Behavioral
Interventions & Supports

August 2022

Supporting Students with Autism Spectrum Disorders Through School-Wide Positive Behavior Interventions and Supports

Introduction

Students diagnosed with Autism Spectrum Disorder (ASD) present with complex profiles of strengths and needs, which may require intensive supports and interventions. To provide students with access to non-disabled peers and the general education curriculum, schools are responsible for supporting students with disabilities, including those identified with ASD, within the "Least Restrictive Environment" (LRE). Students with disabilities benefit from positive behavioral interventions and supports (PBIS; Meyer et al., 2021). The use of schoolwide and classwide PBIS shows promise in helping educators to integrate evidence-based practices for the benefit of all students, including those diagnosed with ASD. The purpose of this brief is to provide educators with a quick and easy resource for identifying effective practices for supporting all students, especially those diagnosed with ASD within general education contexts.

Increase in ASD Identification

According to the Center for Disease Control (CDC, 2021), from 2000 to 2016, the prevalence of children diagnosed with ASD has grown from roughly 1 child diagnosed with autism for every 150 children to about 1 child diagnosed with autism for every 44 children. Symptoms include (a) persistent impairments in social communication and social interaction skills and (b) restricted and repetitive displays of behavior and interests (American Psychiatric Association, 2013). ASD is one of the disability categories under the Individuals with Disabilities Education Improvement Act (IDEA, 2012). Symptoms of ASD can significantly affect educational progress and participation of these students in the general education environment. The number of students identified as having educational disabilities has remained fairly consistent over the past decade, however a more significant proportion of students are being found eligible for IDEA services for an educational diagnosis of ASD (Morningstar et al., 2017). Per IDEA (2004), schools must educate students with ASD within the Least Restrictive Environment (LRE). The U.S. appears to be progressively meeting this mandate for ASD students. Currently, 58% of students with ASD are partially included in general education classrooms (National Center for Educational Statistics, 2020; Morningstar et al., 2017). For teachers in both general education and more specialized learning environments, this mandate has increased the need for teachers to have the skills and strategies to educate this diverse population within school and classroom contexts.



What do you see being done in this area?

What might be next steps for you in your organization?

Collaboration



Assessment

HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs

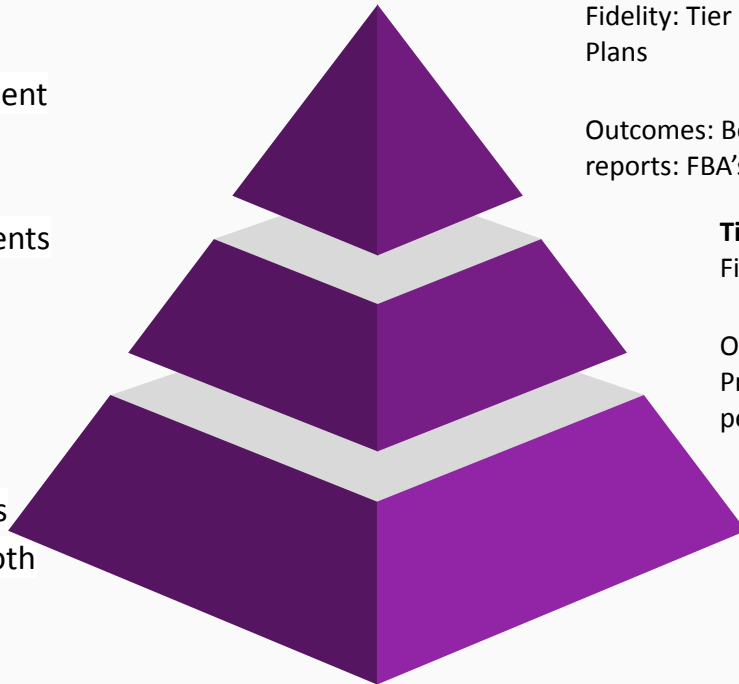
HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs

HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes

HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs

Teams organize and analyze **implementation fidelity** and student **outcome for all students** (school-wide) **including** key subgroups of students (e.g., students with disabilities)

Teams **compare expected performance and actual performance** to identify strengths and areas for improvement for both students and staff



Tier 3

Fidelity: Tier 1 & 2 Plus review of Behavior Support Plans

Outcomes: Behavior Support Plans Progress reports: FBA's, Student/Family Interviews

Tier 2

Fidelity: Tier 1 Plus Intervention Fidelity Checklists

Outcomes: Student Motivation Data, Daily Progress Reports, Social Validity, Student/family perceptions

Tier 1

Fidelity: TFI, SAS

Outcomes: ODRs, Risk Indicators, Health Room visits, Attendance/tardies, academics, school climate, perceptions of inclusion, social validity

HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs

Team solicits feedback and input from students, staff, and family members on their experiences with the building's Tiered systems and practices to

- Determine and enhance effectiveness, efficiency, relevance, equity, and fidelity of implementation and
- Incorporate (to the extent possible) input into assessment, support plan development, goal identification, and data collection processes

Using accessible language and in multiple formats, team regularly shares with students, staff, and family members (as appropriate):

- Accomplishments and achievements,
- General information about Tiered systems and the supports available, and
- Information related to the Tier (such as progress on intervention monitoring data, individualized student data etc.), keeping in mind confidentiality requirements

HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes

Team continues to collect and regularly meet to use fidelity, outcome, and feedback data (see HLP 4) to better understand current impact and progress of Tiered systems and practices and uses the data to guide necessary adjustments to maximize benefit for all students and adults.

Tier 1 & 2

Meet at least once per month

Tier 3

Meet at least every 2 weeks

Consider individualized student supports as well as Tier 3 systems



What do you see being done in this area?

What might be next steps for you in your organization?

Assessment



SEB

HLP 7: Establish a consistent, organized, and respectful learning environment

HLP 8: Provide positive and constructive feedback to guide students' learning and behavior

HLP 9: Teach social behaviors

HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans

HLP 7: Establish a consistent, organized, and respectful learning environment

- Make posted schoolwide and classwide expectations accessible for all students
 - Pictures, braille, placement at varying heights
- Provide professional learning and resources to support ALL classroom staff to implement PBIS and culturally responsive practices for students with diverse needs
- Tier 1 and Tier 2/3 Teams partner to include a focus on meaningful inclusion and belonging for students with disabilities within schoolwide PBIS

Intentional Team-Based Action Planning

www.tiescenter.org



Belonging Reflection Tool

Although individuals can use this reflection tool, it is designed for collaborative reflection. To the greatest extent possible, talk with and listen to others at your school (e.g., teachers, related service providers, school counselors, administrators, paraprofessionals, families, students with and without disabilities). For each of the ten dimensions of belonging, reflect on what you are doing well and what could be done better or differently. To ensure this reflection leads to observable action, agree on taking at least three actionable steps that will make a noticeable difference in promoting inclusion and belonging at your school.

Dimensions of belonging	What are we doing <i>really well right now in this area?</i>	What could we be doing <i>better or differently in this area?</i>
Present Are students involved in all of the same spaces and activities as their peers?		
Invited Is the presence and participation of students actively sought out and encouraged by others at their school?		
Welcomed Are students received by others at the school with warmth, friendliness, and authentic delight?		
Known Are students viewed as unique individuals, recognized by their strengths, and appreciated for who they are?		

HLP 8: Provide positive and constructive feedback to guide students' learning and behavior

HLP 9: Teach social behaviors

- Providing Positive and Constructive Feedback
 - Explicitly link Tier 2 and Tier 3 reward/reinforcement systems to schoolwide expectations language and acknowledgement systems
- Teaching Social Behaviors
 - Tier 1: Explicitly teach all students how to be inclusive and respectful towards students with different abilities and diverse needs
 - Include special educators on Tier 1 PBIS teams
- Tiers 2 & 3: Explicitly link behavioral goals to schoolwide expectations and language

HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans

- Building a Seamless Continuum of Support to Promote Generalization
 - Train **all** school staff in function-based thinking
 - Train **all** school staff in Tier 2 supports and implementation
 - Foster and support **partnerships** between general and special educators
 - Include special educators on schoolwide teams and general educators on individual student support teams
 - Train and coach general educators to implement individualized supports for students with Tier 3 needs in inclusive settings
 - Train and coach special educators to create and implement systematic fading procedures to move students from Tier 3 to Tier 2 supports



What do you see being done in this area?

What might be next steps for you in your organization?

Social/Emotional/Behavioral

High Leverage Practices (HLPs)

12 HLPs

Focused on:

- learning goals;
- strategically designed instruction;
- adaptation of tasks and materials;
- scaffolded supports;
- explicit, intensive, and flexible instruction;
- active engagement strategies; and
- feedback to guide learning and behavior



Resources



Providing Access to School-Wide Positive Behavioral Interventions and Supports for Students with Significant Cognitive Disabilities

Patricia McDavid, M. Kathleen Strickland-Cohen, Virginia Walker, Lyndsey Alonso Conradi

Positive Behavior Support (PBS) is an evidence-based approach used to design inclusive environments and prevent and decrease challenging behavior (Kincaid et al., 2016). PBS was first described in the 1980s as a person-centered and effective way to improve life outcomes and reduce challenging behavior for people with significant disabilities. It was developed as an alternative to commonly used punishment-based interventions. Over time, PBS expanded into a broader system that can support all the students in a school or district, including students with significant cognitive

disabilities. School-wide Positive Behavioral Interventions and Supports (PBIS) is a three-tiered system now used in schools across the U.S. and is often combined with a three-tiered system of academic support to form a comprehensive Multi-tiered System of Support (MTSS).

PBIS is designed to support all students. However, many students with significant cognitive disabilities, especially those served in self-contained special education settings, do not always receive the full range of support within PBIS (Walker et al., 2018). This Brief discusses

Photo by Allison Schaefer/The Workium Agency for EdImage



Positive Behavioral Interventions & Supports

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PBIS Positive Behavioral Interventions & Supports

SUPPORTING STUDENTS WITH DISABILITIES IN THE CLASSROOM WITHIN A PBIS FRAMEWORK

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Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org

Coming Soon...

HLP Area: Assessment		Tier 1 Examples		Tier 2 Examples		Tier 3 Examples	
		Universal, Primary Prevention	All Students 	Targeted, Secondary Prevention	Some Students 	Individualized, Intensive Prevention	Few Students 
HLP 5 Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.	Interpret: Tier 1 team analyzes: <ul style="list-style-type: none"> • systems data, • fidelity data, and • outcome data for all students (school-wide) plus key subgroups of students (e.g., students with disabilities) to illuminate schoolwide trends, patterns, accomplishments, and improvement areas.		Interpret: Tier 2 team (or a combined Tier 2/3 team) analyzes: <ul style="list-style-type: none"> • systems data, • intervention fidelity data, and • intervention progress data for all students receiving targeted supports plus subgroups of participating students (e.g., students with disabilities) to determine what (if any) additional modifications, skills, time, structure, and/or resources are		Interpret: Tier 3 systems team analyzes: <ul style="list-style-type: none"> • Systems data, and • Support plan fidelity data Individual student support teams analyze: <ul style="list-style-type: none"> • Assessment data, • Support plan fidelity data, and • Student outcome data 		
	PBIS/MTSS Considerations	Communicate:		Communicate:		Communicate: Tier 3 systems team shares:	

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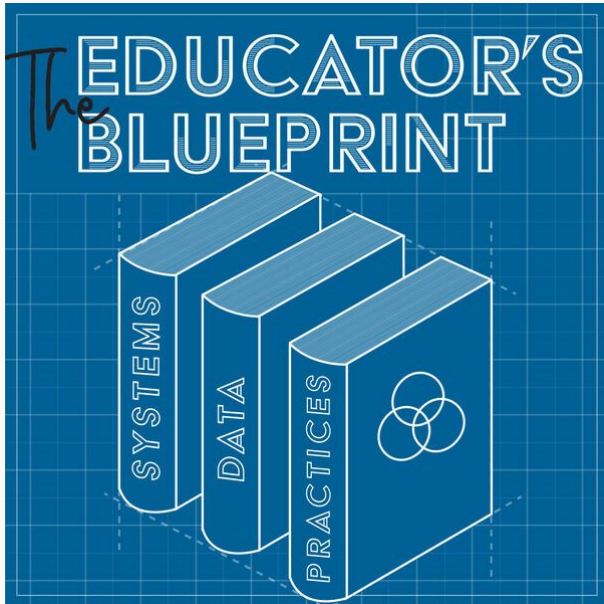
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Educators Blueprint Podcast



The Educator's Blueprint

Dr. Lisa Powers and Ms. Jamie Grieshaber

Join us as we engage in meaningful conversations on topics currently impacting our school systems, behavior, and instructional practices. From the classroom to the boardroom, we welcome you to unpack, reflect, and learn with us.



