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 practices include explicit teaching of positive behavioral expectations, increased prompts, and more positive feedback than corrective feedback.
- Consistency in language and expectations across tiers of support can help to facilitate generalization of new skills across settings.
- PBIS has been consistently shown to reduce schools' use of exclusionary discipline practices (Grasley-Boy et al., 2019; Lee & Gage, 2020).

PBIS Provides Opportunity to Build More Inclusive Schoolwide Cultures
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
Main Goal
A continuum of support for **ALL** students
High Leverage Practices (HLPs)
High Leverage Practices (HLPs)

Tier 1 / Universal
- All Students
- Preventive
- Proactive

Tier 2 / Targeted
- Some Students
- High Efficiency
- Rapid Response

Tier 3 / Intensive
- Individual Students
- Assessment-based
- High Intensity

Collaboration

Instruction

Social/Emotional/Behavioral

Assessment
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**

<table>
<thead>
<tr>
<th>Teaming</th>
<th>Collaboration</th>
<th>Training</th>
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| A representative group of educators including:  
  - 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)  
  
*Tier 3: Individual student support teams are uniquely constructed with input/approval from the student/family* | Special education teacher(s) on the teams are consulted to ensure accessibility of schoolwide supports for students with disabilities,  
  - 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,  
  - Individual student support teams work collaboratively to construct, implement, monitor, and adapt the student-specific supports based on student-specific data | Special education teachers are included in schoolwide PBIS trainings to ensure consistent implementation and increase collaboration across environments  
  - 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.  
  - 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. |
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 ⅔ 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.
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
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?
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**

**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.

<table>
<thead>
<tr>
<th>Dimensions of belonging</th>
<th>What are we doing really well right now in this area?</th>
<th>What could we be doing better or differently in this area?</th>
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<tbody>
<tr>
<td>Present</td>
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<td>Are students involved in all of the same spaces and activities as their peers?</td>
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<tr>
<td>Invited</td>
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<td>Is the presence and participation of students actively sought out and encouraged by others at their school?</td>
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<tr>
<td>Welcomed</td>
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<td>Are students received by others at the school with warmth, friendliness, and authentic delight?</td>
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<tr>
<td>Known</td>
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<tr>
<td>Are students viewed as unique individuals, recognized by their strengths, and appreciated for who they are?</td>
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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
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 innovative approaches to education. Traditionally, schools have focused on students with disabilities and the general education curricula, schools are responsible for supporting students with disabilities, including those identified with ASD, within the “least restrictive environment.” Students with disabilities benefit from positive behavioral interventions and supports (PBIS). Meier et al. (2012) the use of schools and districts PBIS shows promise in helping education 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 reference for identifying effective practices for supporting all students, especially those diagnosed with ASD within general education contexts.

Increase in ASD Identifications

According to the Center for Disease Control (CDC, 2011) from 2000 to 2014, the prevalence of children aged 8 to 17 years has increased from 1% to 6% (CDC, 2015). This increase is due in part to the increased use of screening tools and diagnostic criteria for the diagnosis of Autism Spectrum Disorder. Among school-aged children, ASD is one of the disability categories under the Individuals with Disabilities Education Improvement Act (IDEA, 2004). Transitions of ASD can often be affected by educational programs and participation of these students for the general education environment. The number of students identified as having educational disabilities has increased from 15% to 25% over the past 10 years. PBIS is an evidence-based practice specifically designed to support a range of students, including those with autism and other disabilities. The PBIS framework has been designed to support districts in facilitating a school-wide approach to identify and support students with disabilities within the general education environment.

SUPPORTING STUDENTS WITH DISABILITIES IN THE CLASSROOM WITHIN A PBIS FRAMEWORK

September 2020

Resources

Positive Behavior Support (PBS) is an evidence-based approach used to design inclusive environments and prevent and decrease challenging behavior. Meier et al. (2012) PBS was first described in the 1980s as a person-centered and effective way to improve social outcomes and reduce challenging behavior for people with significant disabilities. It was developed as an alternative to community and institutional exclusionary interventions. Over time, the approach has evolved to 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 (Meier et al., 2018). This brief discusses...
## Coming Soon…

### HLP Area: Assessment

<table>
<thead>
<tr>
<th></th>
<th>Tier 1 Examples</th>
<th>Tier 2 Examples</th>
<th>Tier 3 Examples</th>
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<tbody>
<tr>
<td><strong>HLP 5</strong></td>
<td><strong>Interpret:</strong> Tier 1 team analyzes:</td>
<td><strong>Interpret:</strong> Tier 2 team (or a combined Tier 2/3 team) analyzes:</td>
<td><strong>Interpret:</strong> Tier 3 systems team analyzes:</td>
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<td></td>
<td>- systems data,</td>
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<td>- Systems data,</td>
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<td></td>
<td>- fidelity data, and</td>
<td>- intervention fidelity data, and</td>
<td>- Support plan fidelity data</td>
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<td></td>
<td>- outcome data for all students (school-wide) plus key subgroups of students</td>
<td>- intervention progress data for all students receiving targeted supports plus</td>
<td>Individual student support teams analyze:</td>
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<tr>
<td></td>
<td>(e.g., students with disabilities)</td>
<td>groups of participating students (e.g., students with disabilities)</td>
<td>- Assessment data,</td>
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<td>to illuminate schoolwide trends, patterns, accomplishments, and improvement</td>
<td>to determine what (if any) additional modifications, skills, time, structure,</td>
<td>- Support plan fidelity data, and</td>
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<td></td>
<td>areas.</td>
<td>and/or resources are</td>
<td>- Student outcome data</td>
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<td><strong>PBIS/MTSS</strong></td>
<td><strong>Communicate:</strong></td>
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<td><strong>Communicate:</strong></td>
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<td><strong>Considerations</strong></td>
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<td>Tier 3 systems team shares:</td>
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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.