Including Each and Every Student within Schoolwide PBIS

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Establishing Systems · Enhancing Skills · Empowering Individuals

THE UNIVERSITY OF UTAH® COLLEGE OF EDUCATION

PBIS Tier 1: **Universal** Support

Core Practices

1. Clearly defining schoolwide expectations
2. Teaching and practicing prosocial behavior
3. Monitoring and reinforcing prosocial behavior
4. Responding to unwanted behavior
5. Making data-based decisions

McIntosh, 2019

TIER III: FEW
Individualized

TIER II: SOME
Supplemental

TIER I: ALL
Universal
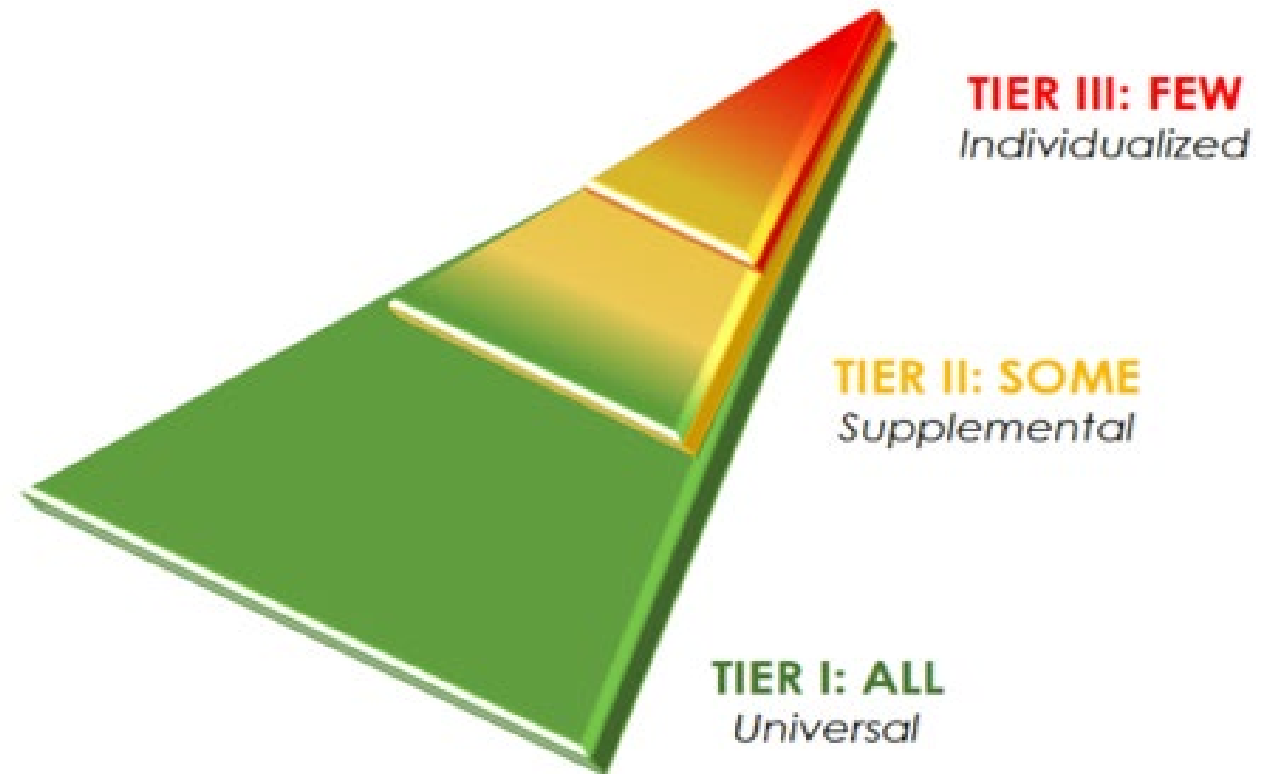
Significant Outcomes of PBIS

- **Improvements in prosocial behavior & reduced office referrals**

  (Bradshaw, Mitchell, & Leaf, 2010; Flannery et al., 2014; Horner et al., 2005; Lee & Gage, 2020; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002)

- **Improved academic achievement**

  (Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)

- **Improved perceptions of school safety, and organizational health**

  (Bradshaw et al., 2008; Horner et al., 2009)

- **Decreased levels of teacher stress and burnout, increased teacher self-efficacy** (Ross, Romer, & Horner, 2012)

- **There remains a gap related to how students with disabilities benefit directly from PBIS in Schools** (Walker, Conradi, Strickland-Cohen & Johnson, 2023)

Learning Objectives

✓ Discuss the importance of intentionally aligning schoolwide systems of support with systems designed to support students with disabilities

✓ Discuss benefits of meaningful inclusion of students with extensive support needs (ESN) within PBIS programs

✓ Describe how to address barriers to inclusion of students with ESN within schoolwide PBIS

✓ Provide specific strategies for enhancing inclusion of students' diverse learning needs within all PBIS tiers

Schoolwide PBIS and Students with Extensive Support Needs

Extensive Support Needs

Students with extensive support needs typically have disability labels of intellectual disability, autism spectrum disorder, or multiple disabilities and demonstrate significant and pervasive needs across a range of domains.

(Walker & Loman, 2022)

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES

" 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… for individuals with disabilities.

Carr et al., 2002

"The goal of PBIS is to create positive, equitable, and **inclusive** school cultures to improve social, emotional, behavioral, and academic outcomes for ***each and every student.*** (Horner et al., 2017)
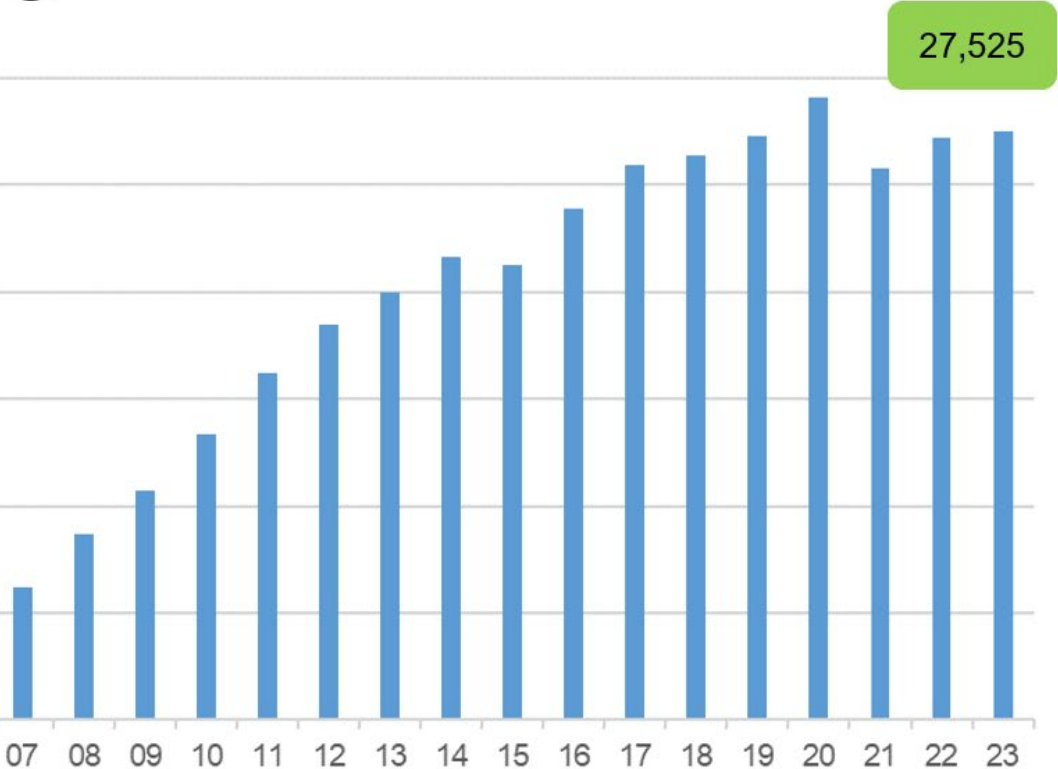
U.S. Schools Using PBIS

August 2023

27,525

Schools across the country are investing in the organizational systems needed to build more inclusive school cultures.

01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23

Year

The Reality in Schools

- Majority of students with extensive support needs continue to be educated in separate settings (e.g., self-contained classrooms, private alternative schools, Agran et al., 2020; Wehmeyer et al., 2021)

- Students with extensive support needs, particularly those in separate settings, rarely have access to the full range of PBIS support (Hawken & O'Neill, 2006; Zagona et al., 2021)

Barriers to Inclusion within PBIS Schools

- Special educators not included on schoolwide PBIS teams or as part of professional development focused on PBIS

- Training for general educators fails to focus on how to meaningfully include students with ESN in schoolwide approach

- Misperceptions related to MTSS and students with ESN
  - All students with ESN require Tier 3 behavior support to be successful and are unlikely to benefit from support at Tiers 1 & 2

Examining the Inclusion of Students with Severe Disabilities in School-Wide Positive Behavioral Interventions and Supports

Virginia L. Walker[1], Sheldon L. Loman[2], Motoaki Hara[2], Kristy Lee Park[3], and M. Kathleen Strickland-Cohen[4]

Abstract
To explore the accessibility of school-wide positive behavioral interventions and supports (SWPBIS) for students with severe disabilities, we conducted a survey of 179 schools implementing SWPBIS during the 2015-2016 school year. Personnel from each school reported the frequency and level of importance of SWPBIS implementation across Likert-type scale items related to the domains of systems procedures, practices, and data collection procedures applicable to students with severe disabilities. Personnel from each school also responded to open-ended items to report barriers to and strategies for including students with severe disabilities in SWPBIS. Overall, school personnel reported high levels of implementation and importance across these SWPBIS domains and a range of barriers and strategies related to SWPBIS accessibility. School characteristics related to grade level, tiers of SWPBIS implementation, and the percentage of students included in general education settings for a majority of the school day contributed to statistically significant differences in ratings of frequency and importance for some aspects of the SWPBIS domains.

Benefits of PBIS for Students with ESN

- Univ... beh... pos...

- Con... sup... acro...

- PBIS... excl... et al., 20...

of

asley-Boy

PBIS Provides Opportunity to Build More Inclusive Schoolwide Cultures

Building More Inclusive School Contexts: Moving from Being Present to Belonging

What Does it Mean to Belong?

"Yes, students should be included in all aspects of everyday school life. But they should also participate in ways that lead to a deep sense of belonging. School should be a place of *Belonging* for every student."

Carter & Biggs (2021)

"Belonging is easy to affirm but much harder to define." Carter & Biggs (2021)

Personal Reflection

In your own experience think about a time when you experienced a strong feeling of true belonging and membership within a group.

Q: When and where was this?

On the flipside please think about a time when you experienced the opposite feeling within a group.

Q: In either case – how did you feel, and what (if any) impact did it have on the way you acted or behaved? What words would you associate with this feeling?
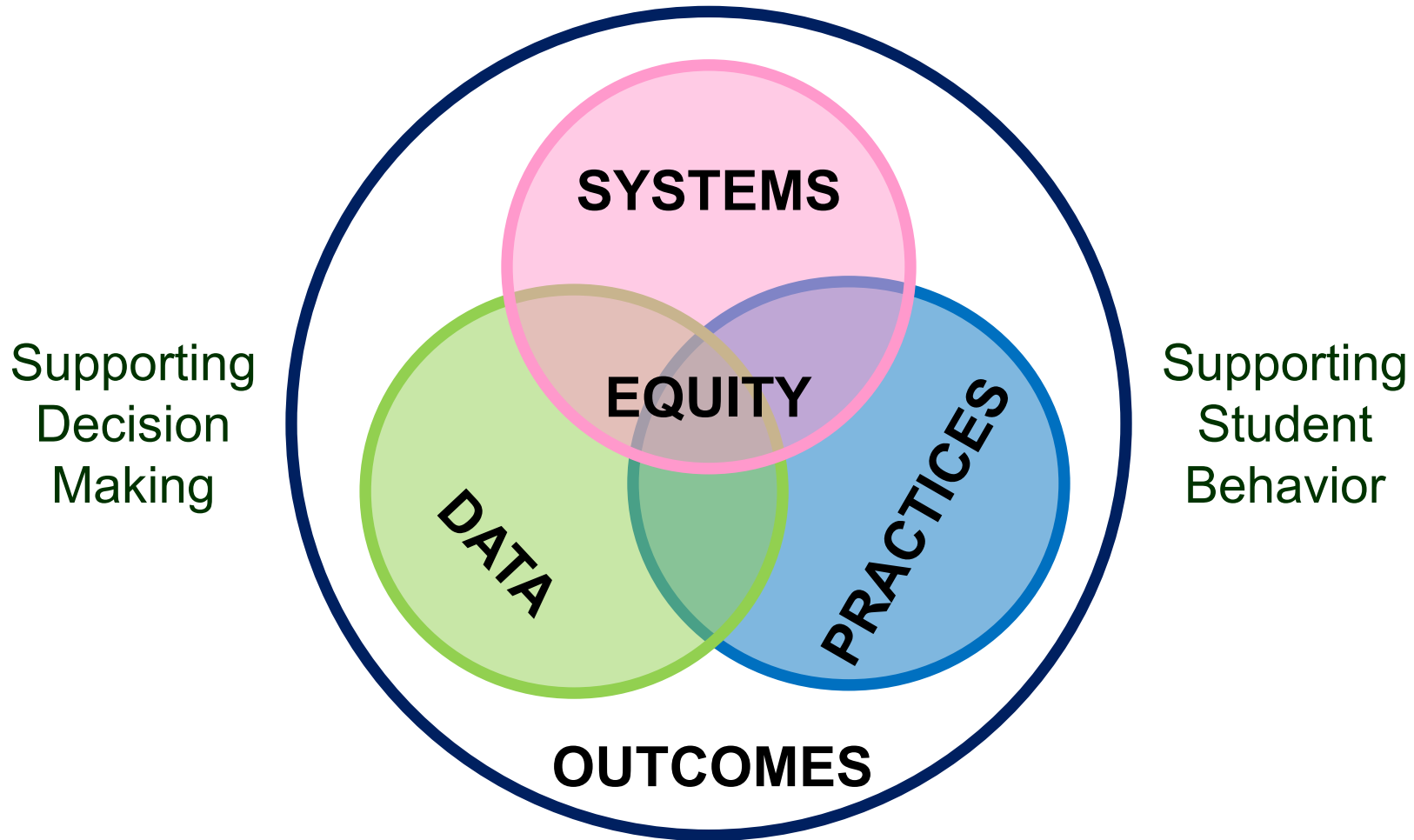
10 Essential Dimensions of Belonging

https://z.umn.edu/TIESCenterBelonging

Strategies for Enhancing Meaningful Inclusion of Students with ESN

Practice: Teaching Behavioral Expectations

- Ensure accessibility of all materials and support
  - Materials translated into languages used by students/families
  - Apply Universal Design for Learning to schoolwide supports

UDL for Teaching Schoolwide Expectations

	Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action & Expression
Teaching school-wide expectations	• Short and focused lessons • Frequent reinforcement • Student preferences	• Visual supports • Modeling • Role-play • Songs • Videos • Familiar visuals such as first/then boards • Naturally occurring prompts • Peer models	• Planned practice opportunities with a variety of staff in a variety of settings • Drawing • Writing • AAC • Pointing to pictures • Multiple-choice questions • Role-play

Just like Dora!!

Dora wants me to remember these 3 things:

1. Keep my hands down

2. Use my words with a quiet voice

3. Keep working hard.

Accessible Expectations

- Add visual support

- Post expectations at eye level for individuals who use wheelchairs

Hallway Expectations		
Be Respectful	Keep hands and feet to self	
Be Responsible	Put trash in the garbage	
Be Responsible	Use a hall pass	
Be Ready to Learn	Walk quietly to your destination	

Icons made by Freepik from Flaticon.com and boardmaker.com

(Adapted from Walker & Loman, 2022)

Evidence-based Teaching Strategies

- **Teach expectations across all settings**
  - *Explicit instruction*
  - *Video modeling*
  - *Extra practice opportunities*
  - *Plan for generalization*

- **Leverage familiar teaching tools**
  - *Social stories/narratives*
  - *Power cards*
  - *Familiar phrases such as, "first/then"*

Social Narrative Example

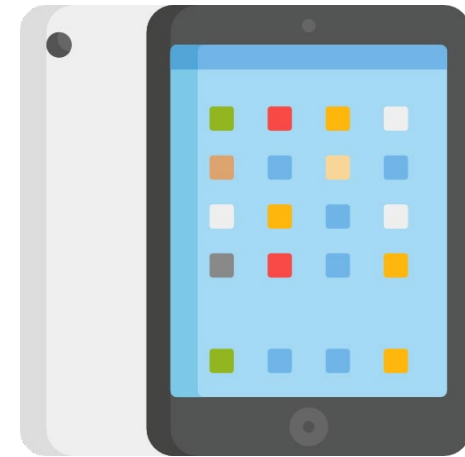## <u>Be Responsible</u> in the Hallway

- Being **responsible** means putting your trash in the garbage.

- Being **responsible** means using a hall pass.

Icons made by Freepik from Flaticon.com and boardmaker.com

(Adapted from Walker & Loman, 2022)

Demonstrating Knowledge

"Tell me"
- Verbalize
- Alternative communication

"Show me"
- Role-play
- Practice in natural environment
- Drawing

Schoolwide Acknowledgement Systems

- Link individualized reinforcement systems to schoolwide system (E.g., common language/symbols)

- Link classwide acknowledgement systems in **all** classrooms to schoolwide language and expectations

- Support staff with information they may need to effectively acknowledge all students

Schoolwide Acknowlegement

- Set the expectation that all teachers can and should provide explicit acknowlegement for all students

- Support teachers skills in acknowleding and interacting effectively with all students

Promoting the Accessibility of SWPBIS for Students With Severe Disabilities

Sheldon L. Loman, PhD[1],
M. Kathleen Strickland-Cohen, PhD, BCBA-D[2],
and Virginia L. Walker, PhD, BCBA-D[3]

Journal of Positive Behavior Interventions, 2018
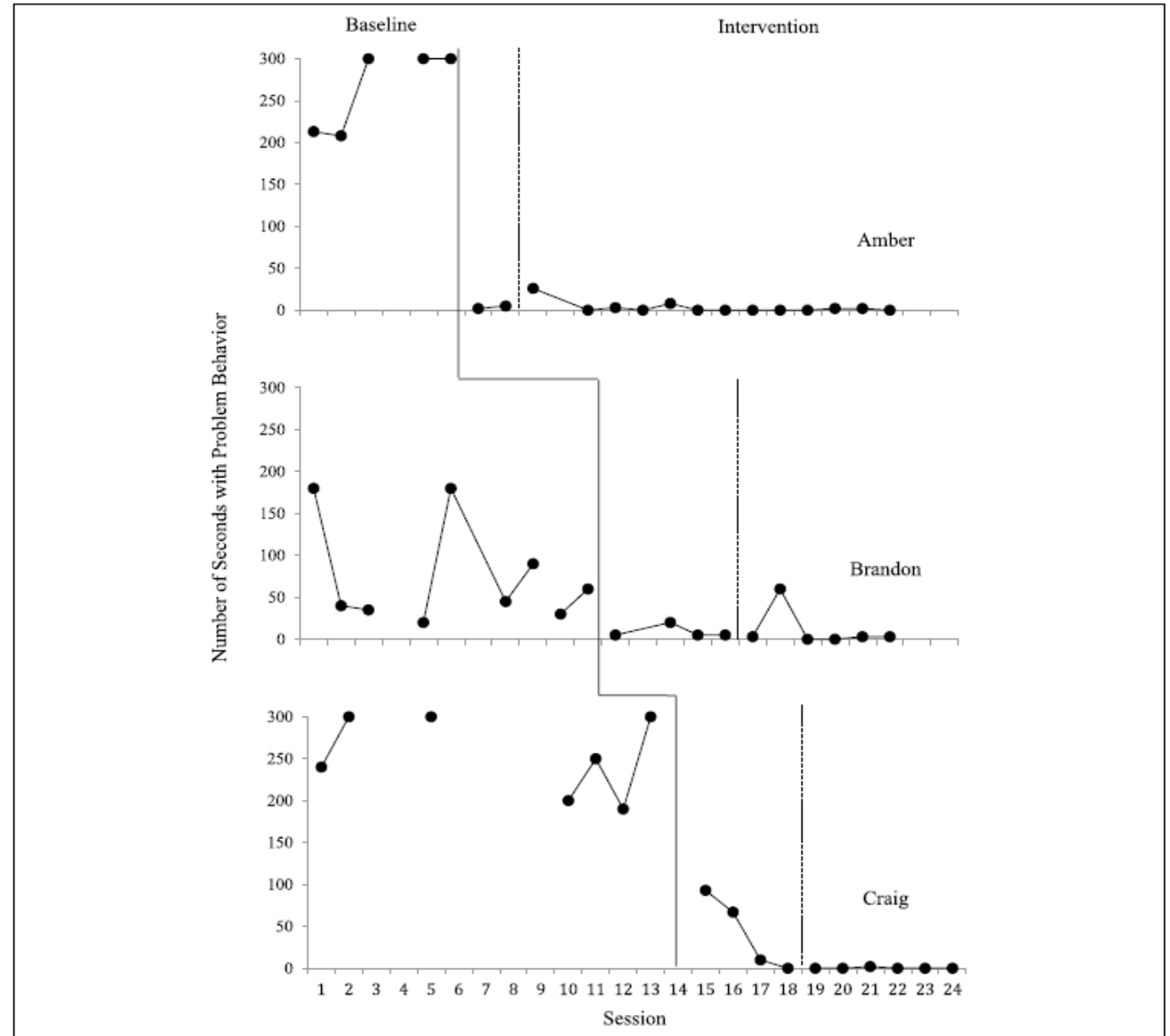
Figure 1. Duration of challenging behavior episodes in seconds. Dashed line indicates the removal of the one-on-one instructional component from the session.

Systems: Teaming & Professional Learning

- Ensure special education representation on schoolwide teams

- Include special educators in PD focused on schoolwide/universal supports (Walker et al., 2018)

- Provide general educators with training on how to implement Tier 2 and Tier 3 supports
  - Include training on how to maximize success for students with extensive support needs in inclusive environments

Power of Peers: Peer Engagement Implementation Guides

- Peer networks
- Peer support arrangements
- Stay-Play-Talk
- Recess-based approaches
- Strategies for students who use AAC
- Paraprofessional facilitation strategies
- Classwide peer acceptance efforts
- Cooperative learning
- Peer partner programs

https://z.umn.edu/TIESPeerEngagement

TIES Center

Intentional Team-based Action Planning

Dimensions of belonging

Invited

Is the presence and participation of students actively sought out and encouraged by others at their school?

Known

Are students viewed as unique individuals, recognized by their strengths, and appreciated for who they are?

📋 (Ctrl) ▾

Befriended

Have students developed relationships with their peers that are marked by mutual affection and reciprocity?

:ion Tool

flection. To the greatest extent possible, talk with and listen to dministrators, paraprofessionals, families, students with and you are doing well and what could be done better or differently. To nable steps that will make a noticeable difference in promoting

	What could we be doing *better* or *differently* in this area?

Data Systems

- Use efficient data collection systems that allow for integration & disaggregation

- Collect multiple sources of data

- Share successes of all student groups with all staff and students

PBIS Tiered Fidelity Inventory (TFI)

Action plan and adapt scoring criteria to ensure inclusion of students with ESN

pbis.org
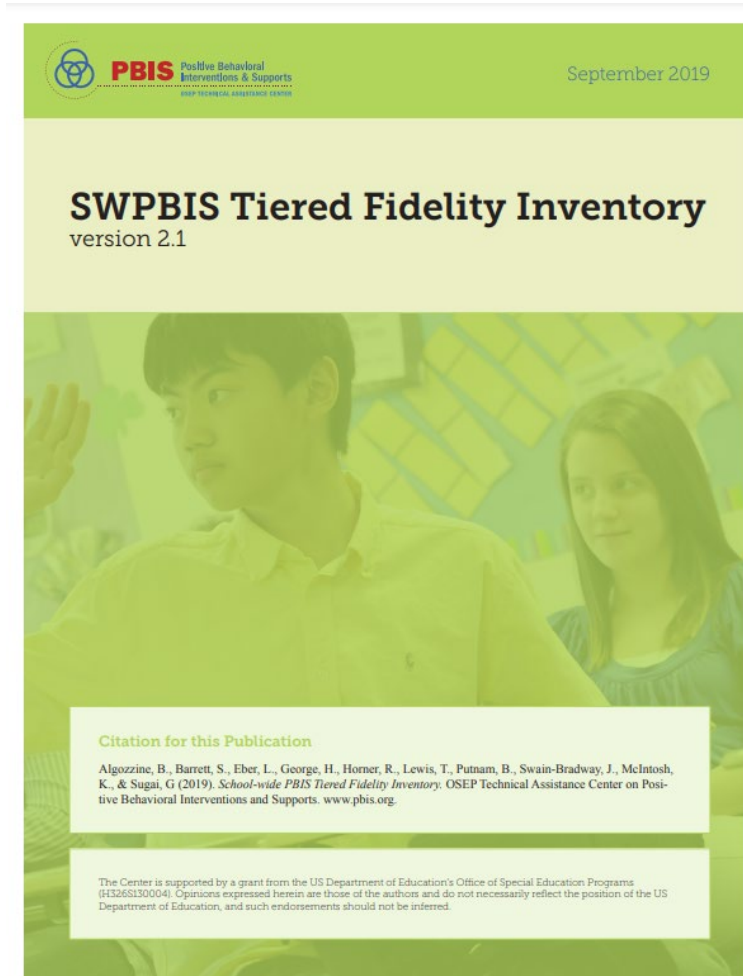
TFI Item 1.3

Feature	Possible Data Sources	Scoring Criteria
Subscale: Implementation	
1.3 **Behavioral Expectations:** School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	• TFI Walkthrough Tool • Staff handbook • Student handbook	0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 1 = Behavioral expectations identified but may not include a matrix or be posted 2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations

pbis.org

TFI Item 1.3- adapted

Feature	Possible Data Sources	Scoring Criteria
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Materials and Supports are accessible for all students

Each behavioral expectation and matrix item has an accompanying visual support (e.g., photo or line drawing, language translation)

Some posters are placed at waist-level to accommodate users of wheelchairs

Take-Aways

- Schoolwide systems of support are uniquely positioned to create inclusive school cultures

- To maximize success for *all* students, MTSS must be *intentionally* designed to include students with significant cognitive disabilities within a seamless continuum of support

Recommendations and Examples

SCAN ME

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

Patricia McDaid, M. Kathleen Strickland-Cohen, Virginia Walker, Lyndsey Aiono 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 Shelley/The Verbatim Agency for EDUimages

TIES Center Brief #10 | July 2022

Moving Forward

- How does this compare to our priorities?
- Who on our team could oversee this work?
- How can we align our efforts with what we're already doing well to make room for this work?
- How will we assess the impact for students with and without disabilities?

PBIS   Topics   Tools   Publications   Presentations & Videos   Conference   About

Disability

Creating safe, supportive learning environments for children and youth with disabilities is a critical responsibility of all school personnel. Students receiving special education and related services under the Individuals with Disabilities Education Act (IDEA) have civil right protections, including a free and appropriate public education. To ensure a high-quality education prepares them for further education, employment, and independent living, students with disabilities need to be part of an inclusive school-wide system of positive behavior support. When implemented school-wide, the tiered framework of PBIS benefits all students – including students with disabilities.

Why Use PBIS to Support Students with Disabilities?

Historically, schools found reasons to exclude students with disabilities from general education settings. With the passage of the Individuals with Disabilities in Education Act (IDEA) and its amendments, Congress recognized schools must be inclusive of all students and use evidence-based approaches to support the behavioral needs of students with disabilities. PBIS is the only approach specifically mentioned in the law for preventing exclusion, improving educational outcomes, and addressing the behavior support needs of students with disabilities. In addition to PBIS, the law states education for students with disabilities can be more effective when schools:

- Provide incentives for whole-school approaches
- Implement scientifically-based early reading programs
- Use early intervention services to stop labeling students as 'disabled' in order to address their learning and behavioral needs

Supporting Students with Disabilities within a Tiered Framework

Children and youth with disabilities benefit from free, appropriate, public education designed to meet their unique needs. At the same time, we

Additional Resources

www.pbis.org

- Supporting Students with Disabilities in the Classroom within a PBIS Framework

  - https://www.pbis.org/resource/supporting-students-with-disabilities-in-the-classroom-within-a-pbis-framework

- Are Fewer Students with Disabilities Suspended When Schools Implement PBIS?

  - https://www.pbis.org/resource/are-fewer-students-with-disabilities-suspended-when-schools-implement-pbis

- IDEA & Students with Disabilities

  - https://www.pbis.org/resource/idea-students-with-disabilities

Additional Resources

www.tiescenter.org – Go to "Topics" and choose Positive Behavior Supports

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

  - https://files.tiescenter.org/files/m6da-pxinT/ties-brief-10-providing-access-to-school-wide-positive-behavioral-interventions-and-supports-for-students-with-significant-cognitive-disabilities?preferredLocale=en-US

- **A Literature Review of School-Wide Positive Behavioral Interventions and Supports for Students with Extensive Support Needs (TIES Report #106)**

  - https://files.tiescenter.org/files/_FefYJqda6/ties-center-report-106?preferredLocale=en-US

- **Including Students with Significant Cognitive Disabilities in PBIS Tier 1 Video Series**

  - https://tiescenter.org/topics/positive-behavior-support/school-wide-video-series

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THANK YOU!

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