**ACTION PLAN**

**PBIS Critical Elements: Supporting Students with Disabilities in Your Universal PBIS System**

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| **Critical Elements** | **FEATURES** | **CONSIDERATIONS for INCLUDING****STUDENTS WITH DISABILITIES *(SWD)*** | **NEXT STEPS:****WHAT SHOULD WE DO?** |
| **PBIS Team** | * Oversees the development, implementation, modification, and evaluation of all MTSS for behavior procedures and processes for all students and staff
* Meets regularly
* Has a clear mission/purpose
 | * Ensure Special Education staff are on the PBIS Team
* Include Special Education support providers on the team *(e.g., OT, PT, S/L, Adaptive PE, Deaf & Blind, ABA providers, etc.),* ***OR***
* Establish effective two-way communication with support providers to ensure SWD ‘voice’
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| **Faculty Commitment** | * Behavior and student outcome data regularly shared with faculty via staff meetings and email
* Teachers and staff involved in establishing and reviewing goals
* Faculty feedback on PBIS and student behavior obtained throughout the year via surveys, polls, etc.
 | * Include aggregated and disaggregated data for SWD
* Elicit Special Education staff and support provider input on PBIS goals
* Secure Special Education staff and support provider feedback/input on PBIS plan *(e.g., modifications of PBS supports to ensure inclusion of SWD)*
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| **Critical Elements** | **FEATURES** | **CONSIDERATIONS for INCLUDING****STUDENTS WITH DISABILITIES *(SWD)*** | **NEXT STEPS:****WHAT SHOULD WE DO?** |
| **Effective Discipline Process** | * Discipline process clearly outlined for faculty, students, and families
* Problem behaviors well-defined
* Major/minor behaviors clearly differentiated
* Hierarchy of appropriate responses to major problem behaviors developed
 | * Seek input from Special Education staff/support providers on appropriate responses to behaviors related to students’ disabilities
* Ensure input from Special Education staff/support providers on procedures for crisis management
* Administrative decisions for major ODRs are reflective of IEP/BIP
* **ALL** staff trained on the referral process and forms
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| **Data Entry and Analysis** | * Data system used to collect and analyze data
* Data analyzed by PBIS team at least monthly
* Data shared with faculty at least monthly
 | * Include data for SWD
* Share disaggregated data for SWD with faculty monthly
* Include SWD in universal screenings and Early Warning Systems (EWS) reviews
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| **Critical Elements** | **FEATURES** | **CONSIDERATIONS for INCLUDING****STUDENTS WITH DISABILITIES *(SWD)*** | **NEXT STEPS:****WHAT SHOULD WE DO?** |
| **Expectations and Rules Developed** | * 3-5 positively stated school expectations developed
* Faculty involved in developing expectations and rules
* Expectations posted throughout the school environment *(e.g., walls, buses, student/parent handbook, course syllabus, website, email signature).*
* Rules developed and posted for specific settings
* Rules linked to expectations
 | SW expectations and rules accessible for **ALL** students: * Identify and provide appropriate supports for posters and teaching *(e.g. pictures, cultural relevance, language alignment, etc.)*
* Provide individual visual supports
* Provide relevant examples/non-examples for SWD
* Use assistive technology
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| **Reward/Recognition Program****Established** | * Reward system in place for students and staff
* Rewards linked to SW expectations and rules
* Rewards apply to all settings
* Students involved in identifying rewards
 | Reward system accessible to **ALL** students:* Reward SWD more frequently
* Provide SW tokens earned for progress made towards IEP/BIP behavior goals
* Involve SWD in identifying rewards
* Ensure SWD receive access to rewards *(e.g., physical disability, ability to participate in events, augmentative comm)*
* **ALL** SPED staff/support providers have access and provide reinforcers
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| **Critical Elements** | **FEATURES** | **CONSIDERATIONS for INCLUDING****STUDENTS WITH DISABILITIES *(SWD)*** | **NEXT STEPS:****WHAT SHOULD WE DO?** |
| **Lesson Plans for Teaching****Expectations/Rules** | * Behavior curriculum includes teaching expectations and rules
* Comprehensive lesson plans available & include variety of teaching strategies
* Behavior embedded into subject area curriculum
* Staff and students involved in the development and delivery of the behavioral curriculum
* Strategies developed to share key features of SWPBIS with families and/or learning coaches.
 | * SWD participate in whole school curriculum content (i.e., learning what everyone else is learning)
* Emphasize skills written in IEP
* Provide small(er) group instructional opportunities
* Increase opportunities to practice skills in all settings
* Ensure multiple opportunities to teach/re-teach
* Modify lessons (as needed) or make accommodations to existing plans
* Teach/re-teach expectations and rules across **ALL** SPED staff/support providers
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| **Implementation** | * Plan developed to teach and coach staff on PBIS implementation
* Plan developed to teach expectations/rules and rewards to students
* Schedule developed for delivery of rewards and incentives
* Families participate in developing and implementing PBIS
 | * Elicit input from families of SWD in developing and implementing PBIS
* Train **ALL** SPED staff on PBIS implementation *(e.g., OT, PT, S/L, Adaptive PE, Dear & Blind, ABA, etc.)*
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| **Critical Elements** | **FEATURES** | **CONSIDERATIONS for INCLUDING****STUDENTS WITH DISABILITIES *(SWD)*** | **NEXT STEPS:****WHAT SHOULD WE DO?** |
| **Classroom** | * Classroom rules, routines and procedures developed and linked to SW expectations
* Rules, routines and procedures taught to students and implemented with ­fidelity
* Reward system developed and taught to students
* Hierarchy of interventions/consequences developed to address problem behavior and taught to students
* Rewards/incentives and consequences implemented consistently
 | * Establish effective PBIS classroom structures in **ALL** classrooms
* Teach SWD to access their accommodations and modifications
* Ensure explicit teaching and opportunities to practice classroom rules/routines
* Arrange physical environment to allow access for **ALL** students
* Alter frequency of rewards and/or ensure shorter time periods between reinforcement
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| **Evaluation** | * Expectations and rules identified by students and staff
* Data outcomes documented
* Data used to regularly evaluate the PBIS plan
 | * Survey **ALL** staff and students about PBIS *(e.g., OT, PT, S/L, etc.)*
* Document data outcomes for SWD
* Data used to regularly evaluate PBIS plan for SWD
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