

# Supporting Students with Disabilities through Positive Behavioral Interventions & Supports (PBIS)

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## Session Objectives:

- Describe **critical features** of PBIS in the classroom to support students with disabilities (SWD)
- Discuss how to **differentiate Tier 1** classroom practices to support all students
- Identify approaches to **intensify classroom practices** (Tiers 2 and 3) to support students based on data.

## Setting the Context

- **Where do students with disabilities “fit” within a PBIS/MTSS framework?**
  - Everywhere!
  - All Means ALL
- **Why is this critical?**
  - 7 million students identified with disabilities make up 14% of the student population in 2017-2018<sup>1</sup>
  - Most students with disabilities spend most of their time in general education<sup>1</sup>
  - Students with Disabilities are Over-Represented in Disciplinary Data<sup>2</sup>
    - Students with disabilities made up **12% of the enrollment** in 2015-2016, however...
    - Students with disabilities made up **26%** of students receiving an **out of school suspension**
    - Students with disabilities made up **24%** of students **expelled**
    - Students with disabilities made up **28%** of students **arrested or referred to law enforcement**
    - Students with disabilities made up **71%** of students **restrained**
    - Students with disabilities made up **66%** of students **secluded**
- **What can we do to change outcomes for students with disabilities?**



- Effective classroom practices are directly linked to students' behavioral and academic outcomes.<sup>3</sup>
- Students' academic & behavior outcomes are closely related.<sup>4</sup>
- Students with disabilities have less access to effective classroom practices (e.g., fewer proactive and more reactive behavior strategies) and experience poorer outcomes.<sup>5</sup>
- We must invest in effective classroom practices to improve outcomes for ALL students, including students with disabilities.<sup>6</sup>

<sup>1</sup> (National Center for Education Statistics, 2019, [https://nces.ed.gov/programs/coe/indicator\\_cgg.asp](https://nces.ed.gov/programs/coe/indicator_cgg.asp))

<sup>2</sup> (US Office of Civil Rights, 2018, <https://www2.ed.gov/about/offices/list/ocr/docs/school-climate-and-safety.pdf>)

<sup>3</sup> (Algozzine & Algozzine, 2007; Brophy, 1988; Filter & Horner, 2009; Fisher et al., 1980; Horner et al., 2009; Lassen et al., 2006; Preciado et al., 2009; Sanford, 2006; Simonsen et al., 2008i)

<sup>4</sup> (McIntosh, 2005; Lassen et al., 2006; Tobin & Sugai, 1999;)

<sup>5</sup> (Conley et al., 2014; Donovan & Cross, 2002; Harrell et al., 2004; Landers et al., 2012; Nelsen et al., 2004; Oliver & Reschley, 2007; Rathel et al., 2014; Rathel et al., 2008)

<sup>6</sup> (Lewis et al., 2004; Sutherland & Wehby, 2001)

- **Why PBIS/MTSS?**

- When done well, PBIS improves outcomes for students and educators. Implementing Tier 1 PBIS is associated with the following positive outcomes:<sup>7</sup>
  - Increases in prosocial behavior, organizational health/climate, & academic outcomes
  - Decreases in office discipline referrals, suspensions, & reported bullying
- Students with disabilities benefit when we implement evidence-based practices within a PBIS framework including:<sup>8</sup>
  - Increases in emotional regulation, prosocial behavior, and appropriate behavior
  - Decreases in clinical symptoms, aggressive behavior, concentration problems, challenging behavior, office referrals, & physical restraint

**Critical Features of Tier 1 PBIS to Support Students with Disabilities <sup>9</sup>**

- **Core Features:**







- Invest in prevention
- Integrate classroom practices
- Tier 1 is for all
- All means all

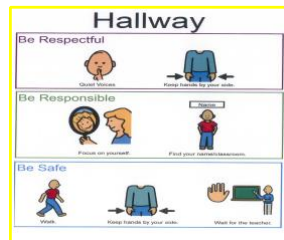
- **“Top Ten” Practices:**

1. Design & adapt the **physical environment**
  - Consider diverse abilities and needs
  - Ensure mobility and access around classroom
  - Individual visual supports
  - Assistive technology
  - Other supports to promote access to learning
2. Develop & explicitly **teach routines**
  - Explicitly define & teach routine
    - Develop task analysis
    - Teach, re-teach, & teach some more
  - Provide picture prompts/supports
  - Gradually fade prompts
3. Post, define, & teach 3-5 positive classroom **expectations**
  - Consider a range of language and ability backgrounds in posting & teaching expectations
    - Develop task analysis
    - Teach, re-teach, & teach some more
  - Provide picture prompts/supports & gradually fade prompts
    - Ensure expectations, examples, and activities are inclusive<sup>10</sup>



**CLASSROOM EXPECTATIONS MATRIX**

Be Respectful	Be Responsible	Be Safe
Use quiet voices 	Complete all assigned tasks 	Keep hands and feet to self 
Raise your hand and wait to speak 	Come to class on time 	When seated, keep 2 feet and 4 legs on floor 
Listen to instructions and directions 	Be prepared: have all materials 	Walk at all times 



<sup>7</sup> (e.g., Bradshaw et al., 2009; Bradshaw et al., 2008; Bradshaw et al., 2010; Bradshaw et al., 2012; Horner et al., 2009; Simonsen et al., 2012; Waasdrorp et al., 2012)

<sup>8</sup> (Benner et al., 2010; Bradshaw et al., 2012; Farkas et al., 2012; Loman et al., 2018; Simonsen et al., 2010)

<sup>9</sup> <https://www.pbis.org/resource/supporting-students-with-disabilities-in-the-class>

<sup>10</sup> (Examples from Bob Putnam, May Institute)

#### 4. Promote **active engagement**

- Prioritize high rates of opportunities to respond: Response cards & other options<sup>7</sup>



- Vary opportunities to respond
- Incorporate instructional and assistive technology

#### 5. Provide **Prompts**

- Prompt at beginning of each routine
- Positive greetings at the door are a great option (small change, big impact)<sup>11</sup>
  - **Definition:** 1. **greet** student at door, 2. say student's **name**, 3. say something positive (e.g., "I am glad you are here today")" and "**encourage** task engagement (e.g., I appreciate you being prepared to work!)," and 4. **resume** regularly scheduled activities
  - **Results:** Positive greetings at the door result in (a) increased on-task and/or academically engaged behavior & (b) decreased disruptive behavior

#### 6. **Actively supervise** (move, scan, interact)

- Promote contextually appropriate behavior
- Prevent/redirect contextually inappropriate behavior
- Adjust supervision based on need

#### 7. Use behavior-specific **praise** & other strategies to acknowledge.

- Reward more frequently
- Acknowledge progress towards individualized behavior goals
- Survey students to identify their interests
- Ensure all students can access reward
- Consider augmentative communication needs

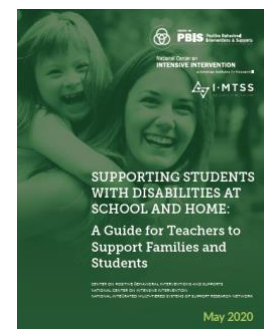
#### 8. Use error **correction** & other strategies to respond.

- Students with emotional and behavioral disorders respond differentially to praise and error corrections<sup>12</sup>
  - Higher praise was associated with higher engagement for students with EBD. Praise was not associated with engagement for peers.<sup>11</sup>
  - There was an inverse relationship between teachers' reprimands and engagement for students with EBD that was not found for peers without EBD.<sup>11</sup>
  - Higher reprimands were associated with higher rates of disruptions, especially for students with EBD.<sup>11</sup>

#### 9. Use more positives than correctives (**≥9:1 ratio**)

#### 10. Collect & use **data**.

- Guide school or program wide decisions
- Identify students who need additional support

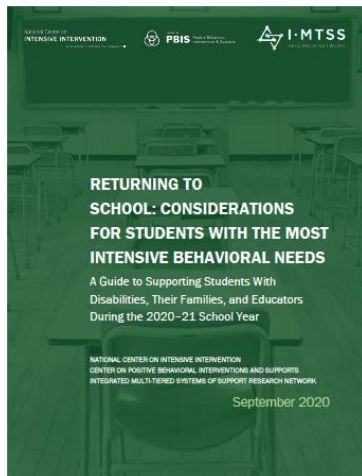


<sup>11</sup> (Allday & Pakurar, 2007; Cook et al., 2018)

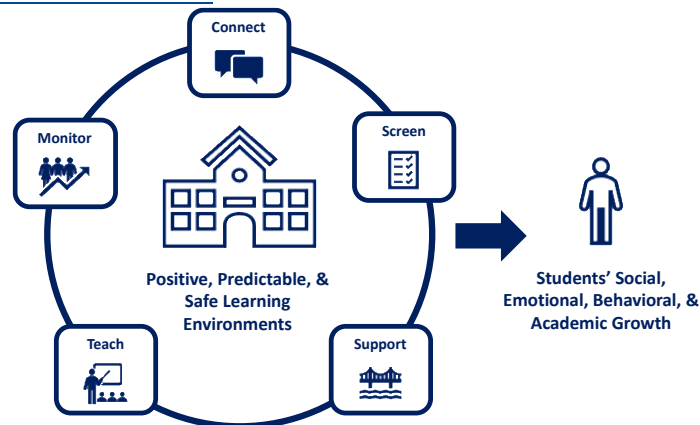
<sup>12</sup> (Downs et al., 2019)

## Differentiate & Intensify Support

- Support Students with Disabilities at School and At Home



- Returning to School: Considerations for Students with the Most Intensive Behavioral Needs



Connect and enhance **relationships** among educators, students, and families to promote **effective communication** during times of disrupted learning. **Check in** with students daily and with families regularly to identify support needs as they emerge.



Formally or informally **screen** to efficiently identify students who need more support (related to health, safety, SEB needs, academic concerns). For students who require additional support, **differentiate and intensify** Tier 1 and consider Tier 2 or Tier 3.



Establish a **safe environment** (in class and/or online). Teach, prompt, and acknowledge **predictable routines, positive expectations** and **SEB skills**. Bridge expectations (teach connections) across settings (e.g., home, school).



Effectively **teach and prompt** critical **academic** skills, and actively **engage** students in learning. Prompt and reinforce expectations and SEB skills throughout instruction. Provide **positive and supportive feedback** to support skill development



Continue to **monitor** implementation and safety, health, SEB, and academic needs to (a) **enhance** supports for all students and (b) **identify** students who require more support (Tier 2 or Tier 3) over time. Match the intensity of monitoring to the intensity of need.

In addition to strategies to connect with all students and families, **increase check-ins** and **actively collaborate** with families and students to identify needs and support intervention selection and implementation, and establish relationships. Establish peer-to-peer relationships.

“Beyond universal screening, conduct **diagnostic academic and/or functional behavioral assessment** to identify areas of strength and need to inform selection and implementation of targeted and/or intensive individualized supports.”

In addition to establishing a safe, predictable, and positive environment, “use data to guide intensification and individualization of key practices.” Implement **targeted** (Tier 2) and/or **intensive individualized** positive behavioral support plans (Tier 3)

“In addition to accessing high leverage Tier 1 instructional practices, implement **targeted** (Tier 2) and/or **intensive individualized** (Tier 3) academic instruction” (e.g., decrease group size, increase opportunities for explicit instruction and practice)

“While maintaining fidelity of Tier 1 and Tier 2 implementation, use data from these tiers to **identify students** in need of intensive intervention. Monitor **response to intervention** for students receiving intensive intervention.”

For additional resources, go to: <https://www.pbis.org/current/returning-to-school-during-and-after-crisis>