

# Supporting Students with Disabilities through PBIS

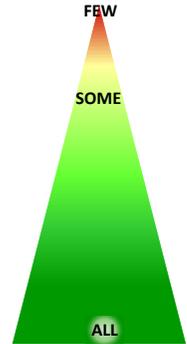
Brandi Simonsen & Bob Putnam | June 2020

## 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>
- Therefore, it's critical that we invest in effective classroom practices for ALL students 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, Berliner, Filby, Marliave, Cahen, & Dishaw, 1980; Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Preciado, Horner, Scott, & Baker, 2009; Sanford, 2006; Simonsen et al., 2008i)

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

<sup>5</sup> (Conley, Marchang, Caldarella, 2014; Donovan & Cross, 2002; Harrell, Leavell, van Tassel, & McKee, 2004; Landers, Courtad, & Ryndak, 2012; Nelsen, Benner, Lane, & Smith, 2004; Oliver & Reschley, 2007; Rathel, Drasgow, Brown & Marshall, 2014; Rathel, Drasgow, & Christle, 2008)

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

# Critical Features of Classroom PBIS to Support Students with Disabilities <sup>7</sup>



## Classroom PBIS Practices Decision-making Guide: 3 Key Questions

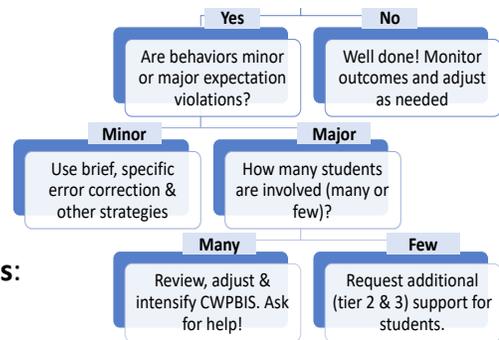
Are the foundations of effective classroom PBIS in place?

- Effectively **design** the physical environment of the classroom
- Develop & teach predictable classroom **routines**.
- Post, define, & teach 3-5 positive classroom **expectations**.

Are proactive and positive classroom PBIS practices implemented consistently?

- Provide high rates of varied **opportunities to respond**.
- Use **prompts** and **active supervision**.
- Acknowledge behavior with **specific praise & other strategies**.

Do data indicate that students are still engaging in problem behavior?



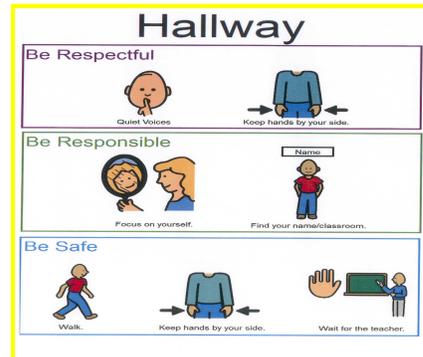
### Differentiate Tier 1 Classroom Practices to Support All Students

#### Foundations of Effective Classroom PBIS

- Effective environmental **design**: Consider diverse abilities and needs
  - Ensure mobility and access around classroom
  - Individual visual supports
  - Assistive technology
  - Other supports to promote access to learning
- Develop & teach predictable classroom **routines**:
  - Teach, re-teach, & teach some more
  - Develop task analysis
  - Provide picture prompts/supports
- Post, define, & teach 3-5 positive classroom **expectations**: Intensify instruction in routines and expectations
  - Teach, re-teach, & teach some more
  - Provide additional relevant examples and non-examples
  - Ensure expectations, examples, and activities are inclusive<sup>8</sup>

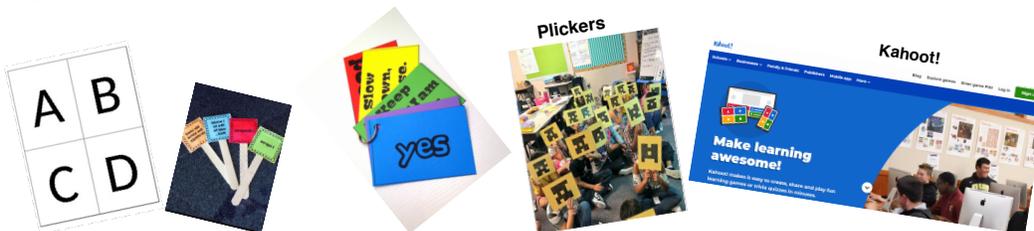
### CLASSROOM EXPECTATIONS MATRIX

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



#### Consistently Implement Positive and Proactive Classroom PBIS

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



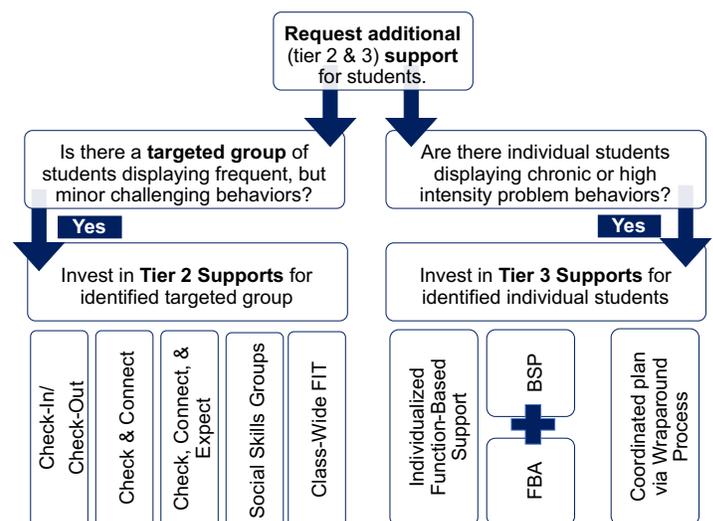
<sup>7</sup> <https://www.pbis.org/resource/supporting-students-with-disabilities-at-school-and-home-a-guide-for-teachers-to-support-families-and-students> and <https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>

<sup>8</sup> (Examples from Bob Putnam, May Institute)

- Use **prompts** and **active supervision**: Small change, BIG impact!
  - **Teacher Greetings**<sup>9,10</sup>
    - **Definition:** 1. Greet student at door, 2. Say student's name, 3. Say something positive (e.g., "I like your new shoes," "I am glad you are here today")" and "encourage task engagement (e.g., , 'Hi Joe, I am glad you are here today! I appreciate you being prepared to work!'), and 4. Resume regularly scheduled activities
    - **Results:** Upon introduction of teacher greeting, (a) duration of on-task behavior increased across subjects<sup>8</sup> and (b) latency to on-task behavior decreased across subjects<sup>9</sup>
  - **Positive Greetings at the Door**<sup>11</sup>
    - **Definition:** 1. Greeting student at door, 2. Say student's name, 3. Say something positive (e.g., "I like your new shoes," "I am glad you are here today"), and 4. Resume regularly scheduled activities
    - **Results:** Positive greetings at the door resulted in decreased disruptive behavior and increased percentage of time academically engaged
- Acknowledge behavior with **specific praise & other strategies**.
  - 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
- **Determine if Students are Engaging in Problem Behavior & Respond Appropriately**
  - For minor challenging behaviors, use brief specific **error corrections** & other strategies
    - 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>

### Intensify Classroom Practices (Tiers 2 & 3) to Support Students Based on Data

- **Case Study #1:** Training and consultation provided to the teacher of an inclusive 6<sup>th</sup> grade classroom resulted in improved (a) teacher practices (increased use of praise, monitoring, and instruction; decreased corrections) and (b) student behavior (increased on-task behavior, decreased off-task behavior, and fewer ODRs)
- **Case Study #2:** Supports provided in alternative education settings also resulted in positive outcomes.



<sup>9</sup> (Allday & Pakurar, 2007)

<sup>10</sup> (Allday, Bush, Ticknor, & Walker, 2011)

<sup>11</sup> (Cook et al., 2018)

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