

Maine Department of Education Webinar: April 26, 2023

Supporting All Students: How the PBIS Framework is Inclusive for All

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Big Ideas

- PBIS is effective for a wide range of student outcomes.
- Establishing a whole school prevention-based approach can improve behavior and help more students succeed, including students with disabilities – **Tier 1 is for ALL students!**
- There are many free resources available to help build systems to supportive inclusive practices for all students.

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save the date

National PBIS Leadership Forum

www.pbisforum.org

October 26-27, 2023
Hilton Chicago, Chicago, IL

Mark your calendar now
for the 2023 National PBIS Leadership Forum!

This two-day forum is designed to support school, state, regional, and local educational leaders, together with community and family partners, to increase the effectiveness of school environments through PBIS. Sessions and topic-specific strands will provide guidance and tools for strengthening prevention-based systems that support the social, emotional, and behavioral needs of students to ensure engagement in learning.

Registration opens in May!

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS

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Future Conference Dates

APBS.org

- 2024** - Hyatt Regency **Chicago** - 3/6-3/9
- 2025** - Hyatt Regency **St Louis** at the Arch - 3/12-3/15
- 2026** - Hyatt Regency **Minneapolis** - 3/11-3/14
- 2027** - Manchester Grand Hyatt **San Diego** - 4/14-4/17

BECOME A MEMBER TODAY!

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What?
Need to leverage our existing systems and build capacity using an evidence-based framework like **PBIS!**

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What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an **evidence-based multi-tiered framework** for supporting students' behavioral, academic, social, mental health and well-being. **When implemented with fidelity**, the whole school approach creates positive, predictable, and safe learning environments that **support everyone** for success."

PBIS Positive Behavioral Interventions & Supports

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Create a Positive & Predictable Culture of Support

To proactively support social, emotional, and behavioral (SEB) skill development and prevent and reduce challenging behavior, **implement culturally-relevant evidence-based practices** grounded in decades of behavioral science to:

1. Create safe, positive, and predictable environments
2. Teach critical SEB skills as the foundation for learning and support
3. Target behavior support for students displaying SEB risk to prevent on-going challenges
4. Individualize behavior support to reduce the likelihood of exclusionary discipline and increase the probability of success

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Tier 1: Universal, Primary Prevention (All)

Tier 1 practices include:

- Collaborating with students, families, and educators to define positive school/program-wide expectations and prioritize appropriate social, emotional, and behavioral skills
- Aligning classroom expectations with school/program-wide expectations
- Explicitly teaching expectations and skills to set all students up for success
- Encouraging and acknowledging expected behavior
- Preventing and responding to unwanted behavior in a respectful, instructional manner
- Fostering school/program-family partnerships

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What does this mean? We are...

PBIS Positive Behavioral Interventions & Supports

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What does this look like? We are...

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Why?
Need to work together to improve outcomes for **all** of our students, including the adults that work with them

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Section 1412 (a)(5) of the Individual with Disabilities Education Improvement Act (IDEIA, 2004)

"To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

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Improved SEB Outcomes & Reduced Exclusionary Discipline for Students with Disabilities

When schools implement Tier 1 PBIS with fidelity:

- students, including SWDs, increase prosocial behavior and emotional regulation
- may be less likely to refer SWDs to alternative setting placements because of behavioral concerns
- educators may use fewer crisis responses
- SWDs experience fewer SEB challenges
 - (e.g., decreased clinical symptoms, internalizing and externalizing behavior, concentration problems)
- SWDs may receive fewer office discipline referrals
- SWDs may be less likely to experience suspension

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Improved Student Outcomes
academic achievement
prosocial behavior
attendance
emotional regulation
reduced bullying behaviors
decreased rates of drug/alcohol use
social & academic outcomes for SWDs

Reduced Exclusionary Discipline
office discipline referrals
suspensions
restraint and seclusion
racial inequities

Improved Teacher Outcomes
teacher efficacy & well-being
teacher-student relationships
student engagement & instructional time
school culture & organizational health
climate & safety

When Implementing Positive Behavior Interventions and Supports (PBIS) with Fidelity

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Positive Behavior Support (PBS) is Implemented Worldwide

APBS

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U.S. Schools Using PBIS
October 2022

Over 25% of our nation's schools are reporting active PBIS leadership teams!


Number of Schools

Year

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How?

Transform into a highly successful district or school by identifying needs, providing the supports and creating safe learning spaces that are equitable for all

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Recommendations for High Quality Inclusive Education



- leadership preparation and training
- prioritization
- common philosophy, vision, and mission
- funding and resources
- teacher training and coaching
- effective practices
- effective co-teaching


Soares, Harrison, Melloy, Baran & Mohlmann (2022)

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Mission

- PBIS Maine supports districts, schools and community-based organizations in developing sustainable systems of evidence-based practices that promote the behavioral, social-emotional and academic growth of all children.



A UMaine System Collaboration
MAINE
positive behavioral intervention & supports



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Tracey Whitelock Anne Marie Adamson

Maine PBIS DOE Partners

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Courtney Anguiano Keren Rishie Sarah Wilkerson Jim Arnsant Carlos Fish Jennifer Freeman Kris Grant

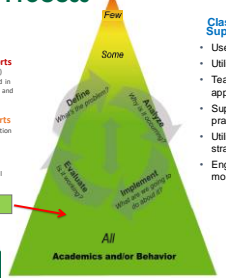
Maine PBIS Coaches and Trainers



PBIS of Maine (mainepbis.org)

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Tiered Model of School Supports and the Problem-Solving Process



ACADEMIC and SEB SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports
The most intense (increased time, narrowed focus, reduced general instruction and intervention based upon individual student need) provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports
General academic and behavior instruction and support provided to all students in all settings.

PBIS in the Classroom!

Classroom Mirrors Tier 1 Supports for All Students

- Uses data to make decisions
- Utilizes prevention strategies
- Teaches & reinforces appropriate behavior
- Supports effective classroom practices
- Utilizes effective response strategies
- Engages in progress monitoring & evaluation

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Core Features of Implementing PBIS to Support All Students, including SWDs

- 1) Invest in prevention
- 2) Integrate classroom practices
- 3) Tier 1 is for all
- 4) All means all

SUPPORTING STUDENTS WITH DISABILITIES IN THE CLASSROOM WITHIN A PBIS FRAMEWORK

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Top 10 Intervention Strategies

Physical Environment	Design and Adapt The Physical Environment of the Classroom to Meet the Needs of All Students.
Teach Predictable Routines	Develop and Explicitly Teach Predictable Classroom Routines to Maximize Students' Ability to Independently Navigate the Classroom.
3-5 Positive Expectations	Post, Define, and Teach 3-5 Positive Classroom Expectations
Active Engagement	Promote Active Engagement with High Rates of Opportunities to Respond.
Prompts and Pre-Corrections	Provide Prompts, Pre-Corrections, and Other Reminders to Set Students Up for Success
Active Supervision	Engage in Active Supervision to Monitor Student Behavior
Behavior Specific Praise	Deliver Behavior Specific Praise and Other Strategies to Acknowledge Behavior that is Appropriate for the Context
Behavior Specific Error Corrections	Provide Behavior Specific Error Corrections and Other Strategies to Respond Instructionally to Behavior that is Inappropriate for the Context.
Favorable Ratio of 5:1	Ensure Each Student Experiences a Favorable Ratio of Positive to Negative Interactions (e.g., Praise to Correction).
Fidelity and Outcome Data	Collect And Use Fidelity and Outcome Data to Guide Implementation and Differentiation of Practices

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Key Practices

1. Develop, teach, review, remind, and reinforce predictable routines and expectations.
2. Use efficient and effective instructional strategies to maximize benefit.
3. If your student has more intensive needs, provide targeted or intensive support.
4. Enhance relationships between home and school to support your student (and each other).
5. If your student is not being successful, ask for help.

SUPPORTING STUDENTS WITH DISABILITIES AT SCHOOL AND HOME: A Guide for Teachers to Support Families and Students

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1. Develop, Teach, Review, Remind, and Reinforce Predictable Routines and Expectations

- Create a classroom environment (in person or online) that is a predictable, positive, and safe to support social, emotional, behavioral, and cognitive growth.

Teacher Tips

- Develop predictable routines that work for your classroom, teach those clearly, and create reminders (written schedule, pictures) to help students follow routines
- Provide **positive feedback** when students meet expectations
- Use **positive calm redirections** or corrective feedback, reminding the student what they should do, when students make mistakes or behave in ways not consistent with classroom expectations
- Design a **schedule** that alternates between challenging and easier tasks
- Provide **more positive** than corrective feedback (at least 5 positives for each corrective)
- Explicitly teach **positive school expectations** in the context of your classroom routines, and provide reminders of expectations at the start of new or difficult routines

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2. Use Efficient and Effective Instructional Strategies to Maximize Benefit

- Set challenging goals for students, use research-based approaches, collect and use data to drive adjustments to instruction, and celebrate successes.

Teacher Tips

- Use **research-based** instructional practices, like explicit instruction, to efficiently support students in developing and re-establishing basic skills
- Provide structured **practice** opportunities to ensure students develop fluency with basic skills
- Consider using **scripted direct instruction lessons** to help students rapidly grow in areas targeted for skill development

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3. If Your Student has More Intensive Needs, Provide Targeted or Intensive Support

- To support students with more intensive support needs, target or individualize support, collect and use data to drive adjustments to instruction, and celebrate successes.

Teacher Tips

- Increase the **structure, predictability,** and reminders of expectations and strategies
- To provide **individualized instruction**, follow a model (I do, lead (we do), and test (you do) format to show, practice, and provide feedback on individualized skills (e.g., appropriate behaviors targeted to replace challenging behaviors, following picture sequence to complete an activity)
- To provide targeted instruction, use **scripted direct instruction** materials to explicitly teach skills in identified areas, and use **research-based programs** that provide supplemental practice in needed areas
- Increase **practice opportunities** for key skills during daily routines and provide feedback to support growth

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4. Enhance Relationships Between Home and School to Support Your Student (and Each Other)

- Collaborating with your student and their family is important for their success. Establish a positive, open, and reciprocal relationship from the beginning; celebrate successes; and anticipate and address challenges.

Teacher Tips

- Recognize the **expertise** that families and teachers bring
- Families know their child's strengths and needs and know what has (and has not) worked in the past
- Students know what they like and what works for them
- Teachers have expertise in their content, instructional strategies, and what has worked with other students

- Ask questions to **learn** more about your student's history in school, and **engage** the family as an active partner in education
- Ask your student** what they see as a need and what would be helpful
- Learn more** about engaging and collaborating with families



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5. If Your Student is Not Being Successful, Ask For Help

- As described in practice 4, partner with your student's family in implementing practices 1-3. If your student needs additional support, ask for help from a mentor, school psychologist, social worker, counselor, or administrator in your school or district.

Teacher Tips

- Request help to ensure you are implementing support as intended (i.e., with **fidelity**) and that supports are **contextually appropriate** for your student, their family, and your classroom
- Request help to **adjust** supports to better meet the student's need

- Request help to identify **additional need areas** that may be preventing student from responding to current supports



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MTSS/PBIS Foundational Systems

Universal/Tier 1

- An established leadership team
- Regular meetings
- A commitment to establishing a positive and proactive school-wide culture for all
- Ongoing use of data for continuous improvement
- Professional development plans
- Personnel evaluation plans

Targeted/Tier 2

- An intervention team with a coordinator
- Content expertise
- Fidelity and outcome data are collected
- A screening process to identify students needing Tier 2 support
- Access to training and technical assistance

Intensive/Tier 3

- A multi-disciplinary team
- Content support expertise
- Formal fidelity and outcome data are collected

3 tiers does not always equate to 3 teams! Understand the functions required at each tier to determine how to best formulate your team(s).

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The takeaways...



We organize our resources

Using a multi-tiered approach




So, teachers AND students get help early

Actions based on outcomes (data!), not procedures


Utilize effective professional development strategies to develop skills

Maintain a prevention mindset



We do stuff that's likely to work

Use evidence-based interventions



And make sure they're successful

Progress monitor interventions

Use a problem-solving (continuous improvement) process

Increase levels of intensity as needed

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You Are All Change Agents!


ACTION PLAN

- The stakes are high and **NO ONE IS EXEMPT!**
- Get back to basics - do what works and do it well!
- There are no quick fixes - you'll make mistakes, so leverage existing systems and keep plugging away!
- There will be barriers to overcome – invest in prevention and integrate practices to impact all!
- Build a diverse team that communicates well, respects differences, and maintains a data-based action plan!
- Acknowledge and celebrate the successes!





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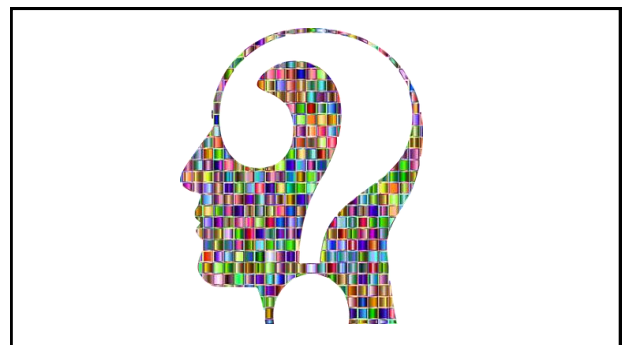
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