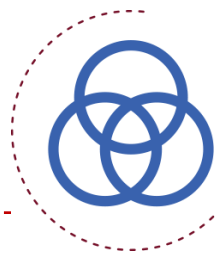


Maine Department of Education Webinar: April 26, 2023

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



CENTER ON

PBIS Positive Behavioral
Interventions & Supports

www.pbis.org

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PI & Director, [Florida Connect: Interconnecting School Mental Health and PBIS to Improve MS Students' SEBA Outcomes](#)

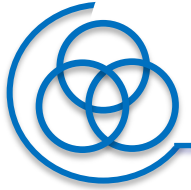
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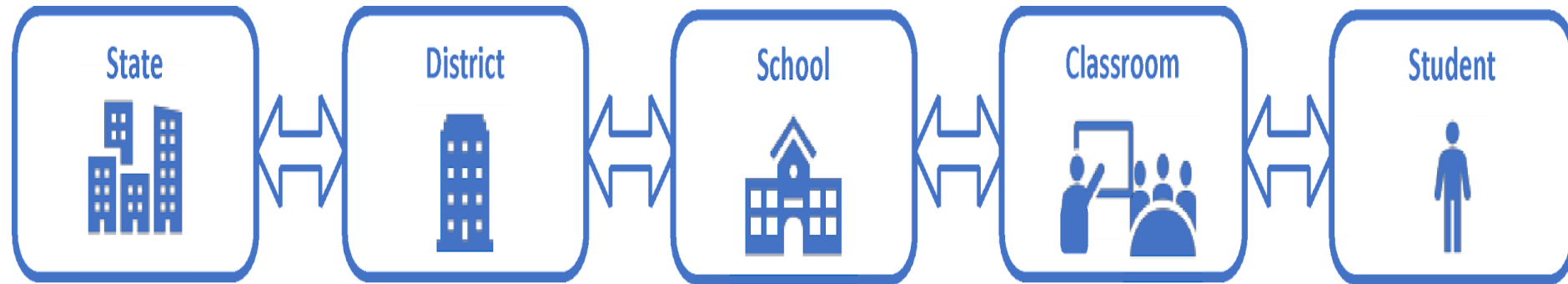


Big Ideas

- 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.



Where are you in the implementation cascade?



Where are you in the process of implementation?



Welcome! Get Started

START HERE



- Bullying Prevention
- Classroom PBIS
- Coaching
- Data-based Decision Making
- District & State PBIS
- Early Childhood PBIS
- Equity
- Family
- High School PBIS
- Juvenile Justice
- Mental Health/Social-Emotional-Behavioral Well-Being
- Opioid Crisis and Substance Misuse
- Restraint/Seclusion
- School Climate Transformation Grant (SCTG) Quality Inventory Companion Guide
- Students with Disabilities

FEATURED RESOURCES

An Introduction to The Interconnected Systems Framework

View the highlights of what will look different when the education and mental health systems are integrated.

IES MTSS-B Trial: Key Takeaways for District and State Leaders

This brief reviews the latest randomized controlled trial (RCT) examining effects of PBIS, on a range of student outcomes. We share

School Climate Transformation Grant (SCTG) Quality Inventory Companion Guide

teams, coaches, and trainers working to focus on cultural responsiveness and support for

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

Future Conference Dates

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



APBS.org



Enhance the quality of life of
people across the life-span

**BECOME A
MEMBER TODAY!**

Without a Framework



With a Framework

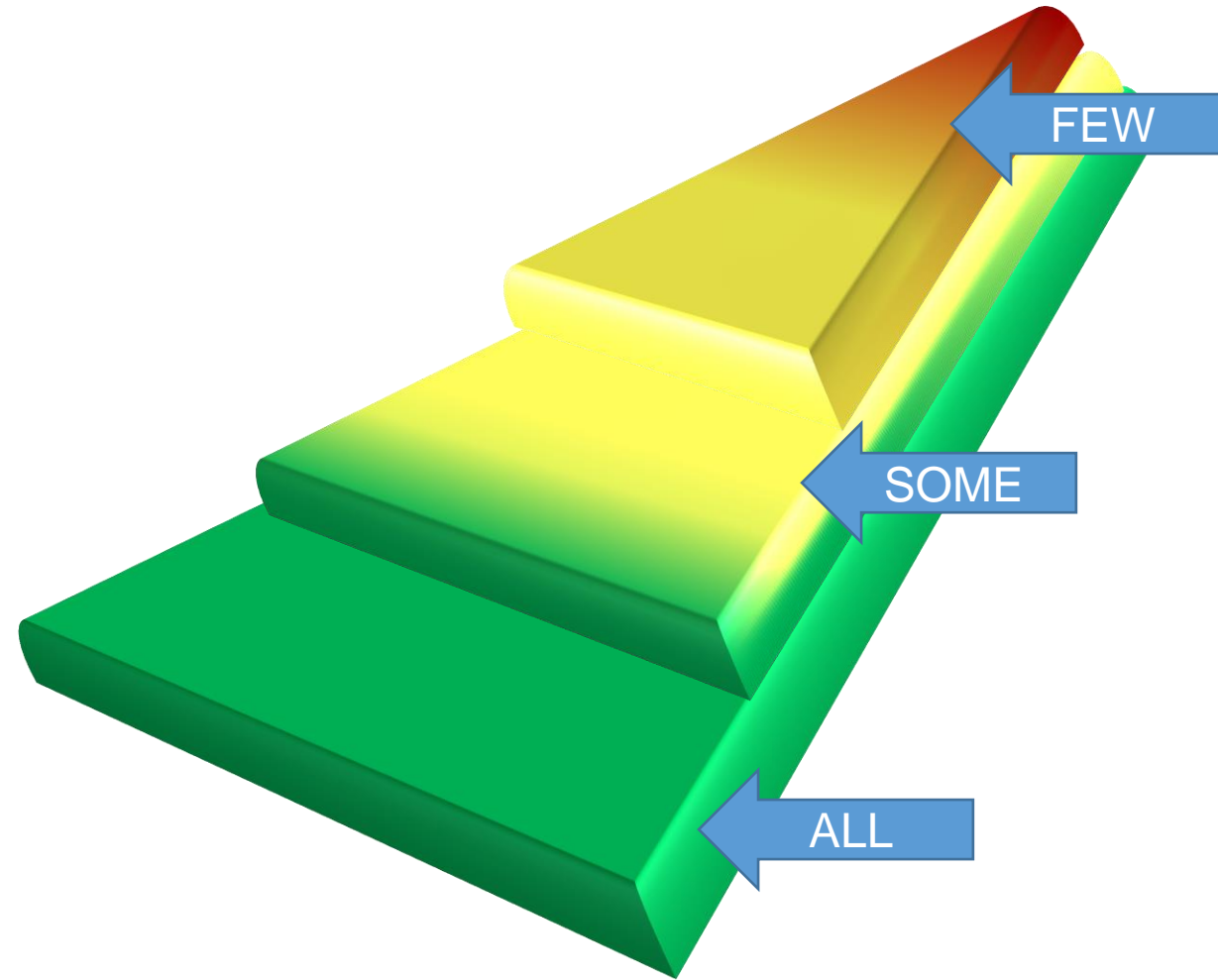


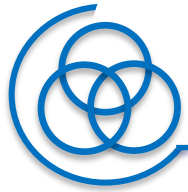
What?

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

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.”

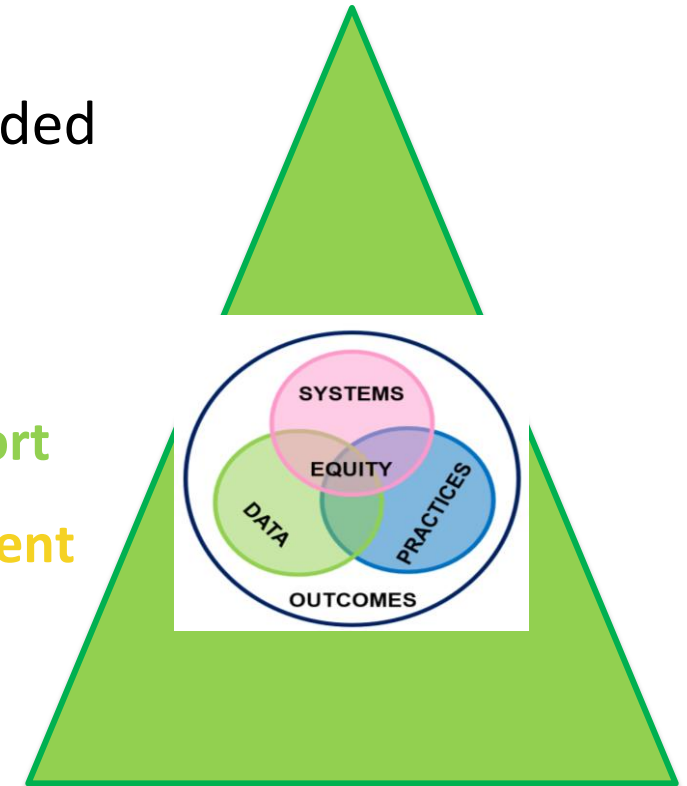


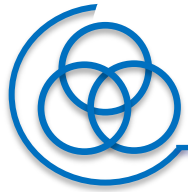


Create a Positive & Predictable Culture of Support

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**

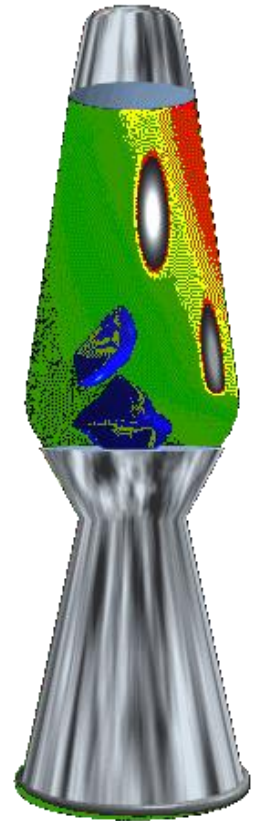




Tier 1: Universal, Primary Prevention (All)

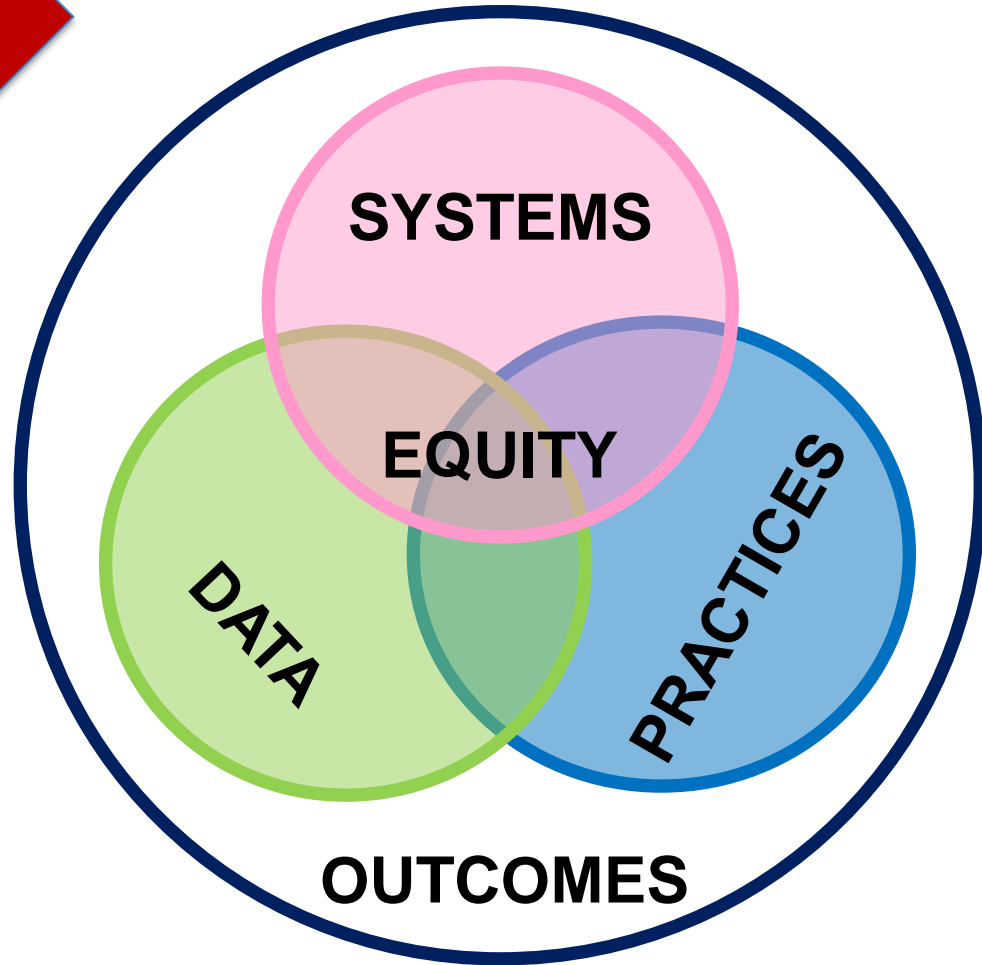
Tier 1 practices include:

- **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**



*What does this mean?
We are...*

Supporting
Decision
Making



Supporting Staff
Behavior

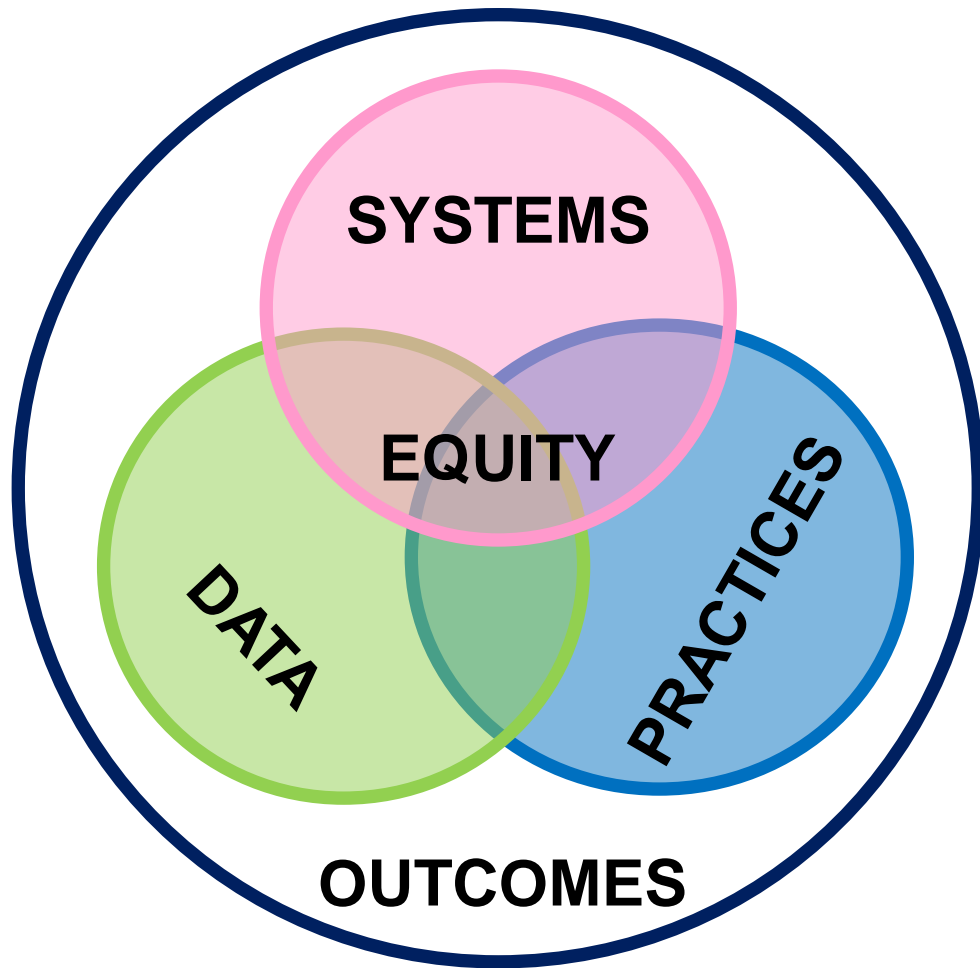
Supporting
Student
Behavior

Striving for Social Competence &
Academic Achievement

What does this look like? We are...

Supporting Educators through Equity-focused PD

Disaggregating All Data by Student Group



Adapting Practices to Meet Needs and Values

Maintaining High Expectations for Each Student

**Feeling
overwhelmed?**

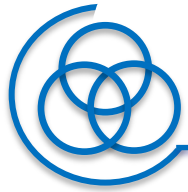


Why?

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

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.”*



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

CENTER ON PBIS Positive Behavioral Interventions & Supports October 18, 2022

Why implement Tier 1 PBIS for students with disabilities? What does research say?

The Office of Special Education Programs has continuously funded the National Technical Assistance Center on PBIS since 1998. During that time, the Center on PBIS has supported all U.S. states and territories to build their capacity to implement evidence-based practices within a PBIS framework. Although the Center recommends and supports the implementation of a full continuum (Tiers 1, 2, and 3) of social, emotional, and behavioral (SEB) support, many schools focus only on school-wide Tier 1 implementation. For example, more schools measure and report fidelity of Tier 1 than Tiers 2 and 3 combined. Tier 1 should provide a strong foundation of positive and proactive support for all students, including students with disabilities.

This brief summarizes empirical research on the effects of Tier 1 PBIS for students with disabilities. We included articles that (a) explicitly stated that their sample included students with disabilities (as defined by services documented on an Individualized Education Plan or 504 plan) and (b) reported findings specifically for students with disabilities (e.g., results reported exclusively for students with disabilities, overall results disaggregated to examine effects by disability status). We are currently conducting a systematic review of the research literature, so check for future summary updates with additional research findings.

Key Findings from Research

In general, when schools implement PBIS with fidelity, students with disabilities experience: (a) improved **SEB outcomes** and (b) reduced **exclusionary discipline** (i.e., office discipline referrals, suspensions, restraint, seclusion). In this section, we briefly summarize key findings from research examining the effects of Tier 1 PBIS for students with disabilities. We also indicate the types of research that support these findings.

Improved SEB Outcomes

Preliminary research indicates students with disabilities experience improved SEB outcomes in alternative, special education, and inclusive settings in schools that implement Tier 1 PBIS with fidelity.

- When schools implement Tier 1 PBIS with fidelity, students, including those with disabilities, increase **prosocial behavior** and **emotional regulation**, as demonstrated in group experimental (e.g., Bradshaw et al., 2012) and descriptive case study (e.g., Farkas et al., 2012) research.
- In addition, students with disabilities experience fewer **SEB challenges** when schools implement Tier 1 PBIS with fidelity (e.g., decreased clinical symptoms, internalizing and externalizing behavior, concentration problems), as demonstrated in group experimental (Bradshaw et al., 2012), experimental single case design (Loman et al., 2018), quasi-experimental (pretest-posttest) design (Benner et al., 2010), and descriptive case study (Simonsen et al., 2010) research.

Positive Behavioral Interventions & Supports (PBIS) 1
www.pbis.org





Improved Student Outcomes

academic achievement

(Angus & Nelson, 2021; Horner et al., 2009; Lassen et al., 2006; Nelson et al., 2002)

prosocial behavior

(Metzler et al., 2001; Nelson et al., 2002)

attendance

(Flannery et al., 2020; Freeman et al., 2015*)*

emotional regulation

(Bradshaw, Waasdorp, & Leaf, 2012)

reduced bullying behaviors

(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of drug/alcohol use

(Bastable et al., 2015; Bradshaw et al., 2012)*

social & academic outcomes for SWDs

(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)



Reduced Exclusionary Discipline

office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Bradshaw et al., 2021 Elrod et al., 2022*; Flannery et al., 2014*; Freeman et al., 2015*; Horner et al., 2005; Horner et al., 2009; Metzler et al., 2001; Nelson et al., 2002; Solomon et al., 2012)*

suspensions

(Bradshaw, Mitchell, & Leaf, 2010; Freeman et al., 2015; *Gage et al., 2018; Gage et al., 2019; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)*

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)

racial inequities

(Fox et al., 2021; Gion et al., 2022; McIntosh et al., 2018; McIntosh et al., 2021a; McIntosh et al., 2021b; Muldrew & Miller, 2021; Payno-Simmons, 2021; Swain-Bradway et al., 2019)



Improved Teacher Outcomes

teacher efficacy & well-being

(Kelm & McIntosh, 2012; Ross & Horner, 2006; Ross, Romer, & Horner, 2012)

teacher-student relationships

(Condliffe et al., 2022)

student engagement & instructional time

(Algozzine & Algozzine, 2007; Condliffe et al., 2022; Flannery et al., 2020)*

school culture & organizational health

(Bradshaw et al., 2008; Bradshaw et al., 2009; McIntosh et al., 2021; Meng et al., 2016)

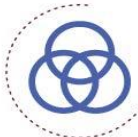
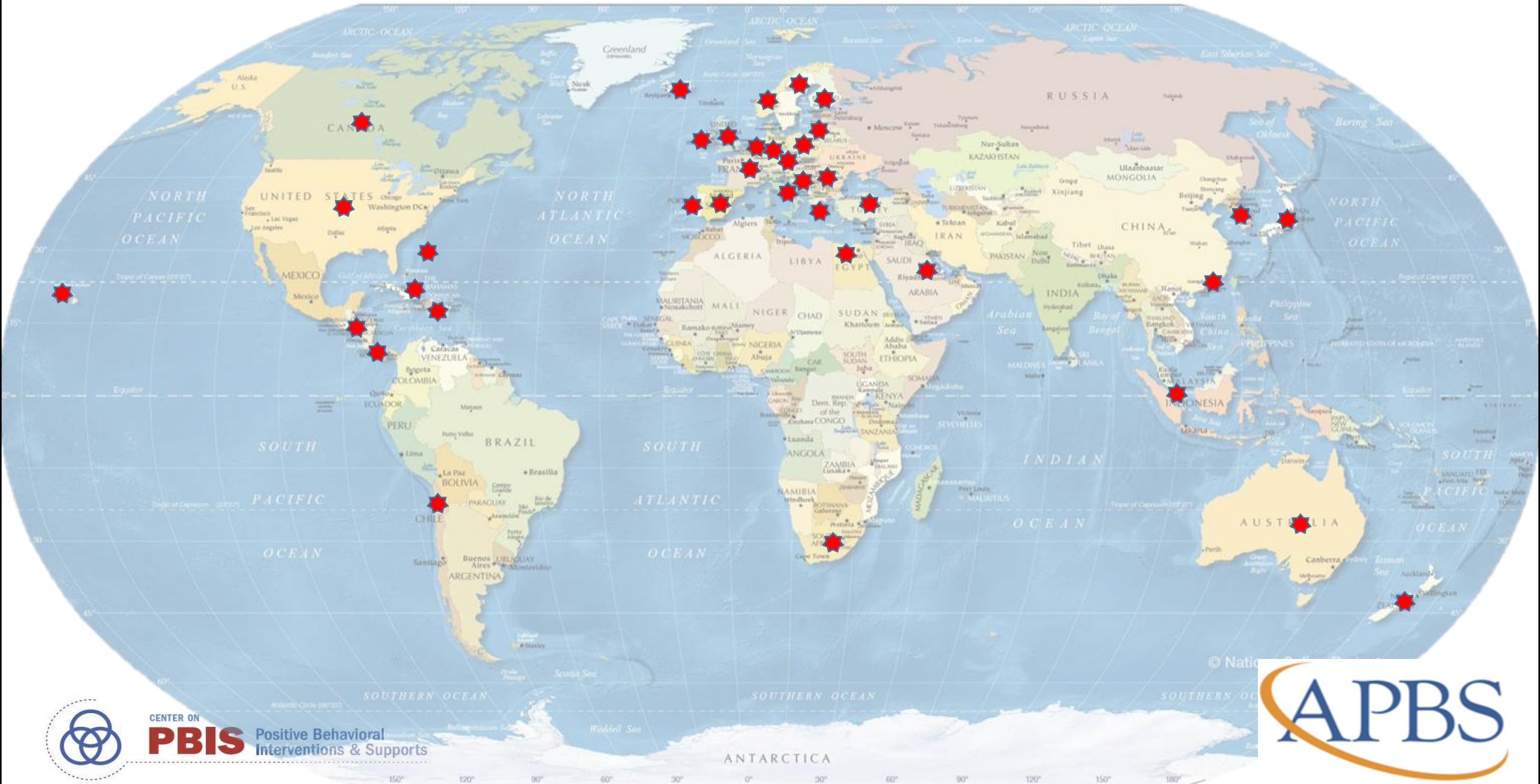
climate & safety

(Elrod et al., 2022; Horner et al., 2009; McIntosh et al., 2021)*

*** identifies research conducted in high schools**

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

Positive Behavior Support (PBS) is Implemented Worldwide



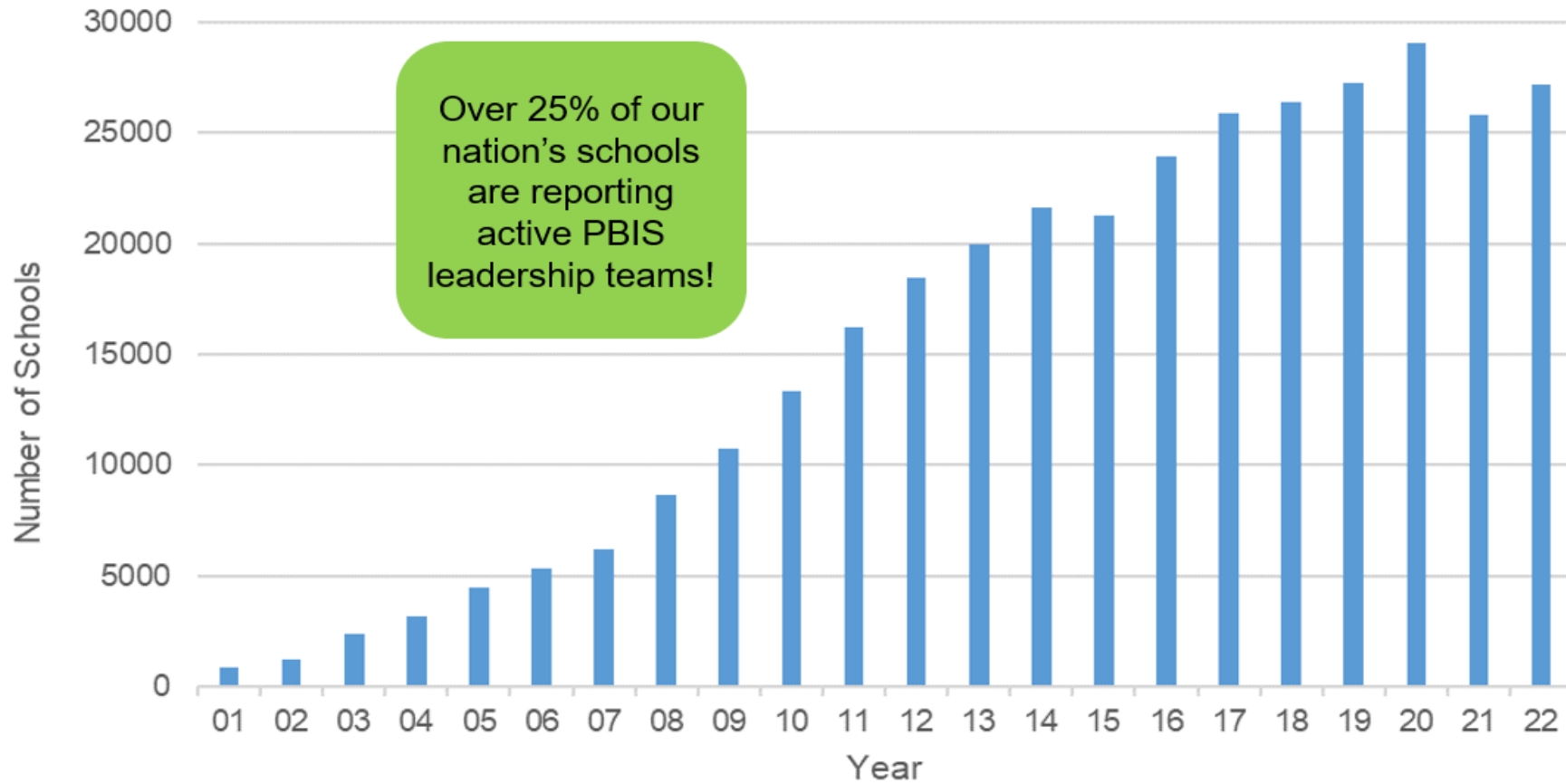
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U.S. Schools Using PBIS

October 2022

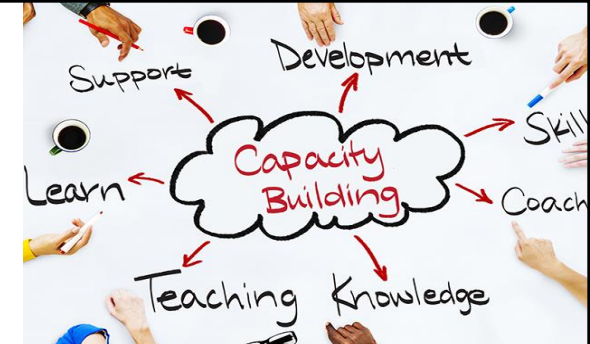




How?

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

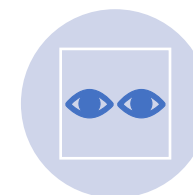
Recommendations for High Quality Inclusive Education



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)

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





Tracey
Whitlock



Anne Marie
Adamson

Maine PBIS DOE Partners



Courtney
Angelosante



Karen
Robbie



Sarah
Wilkinson



Jim
Artesani



Clarissa
Fish



Jennifer
Freeman



Kris
Grant

Maine PBIS Coaches and Trainers



[PBIS of Maine \(mainepbis.org\)](http://mainepbis.org)

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 group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

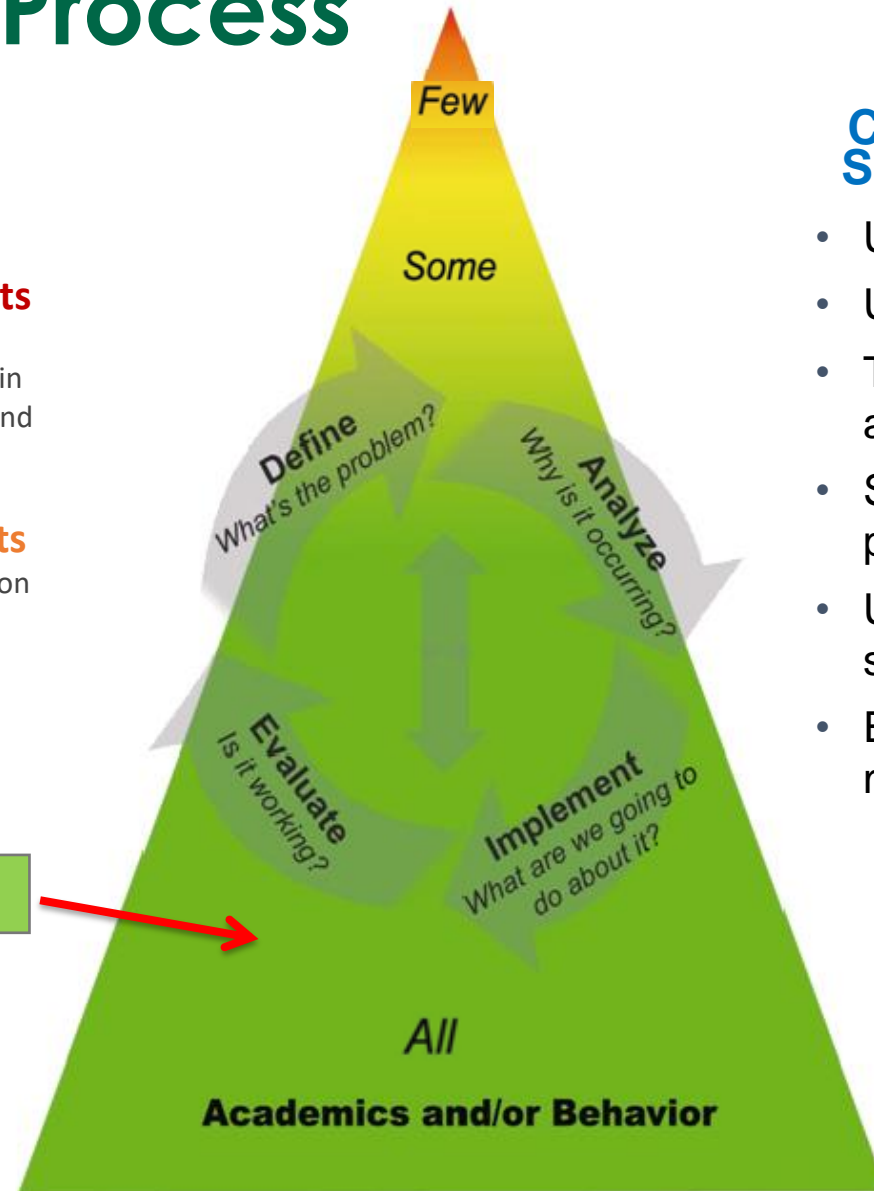
Tier 2: Targeted, Supplemental Interventions & Supports

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

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

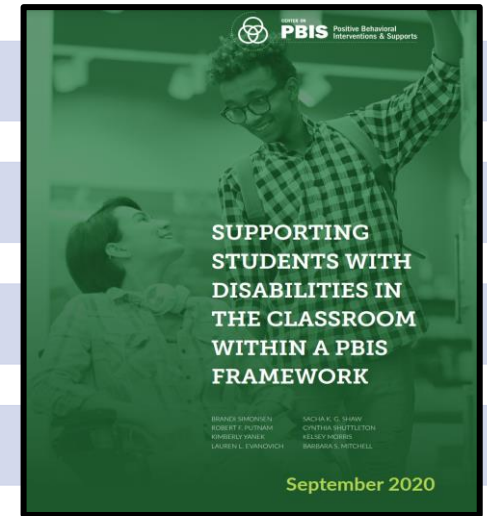
- 1) Invest in prevention
- 2) Integrate classroom practices
- 3) Tier 1 is for all
- 4) All means all

SUPPORTING STUDENTS WITH DISABILITIES IN THE CLASSROOM WITHIN A PBIS FRAMEWORK

BRANDI SIMONSEN
ROBERT F. PUTNAM
KIMBERLY YANEK
LAUREN L. EVANOVICH

SACHA K. G. SHAW
CYNTHIA SHUTTLETON
KELSEY MORRIS
BARBARA S. MITCHELL

Top 10 Intervention Strategies

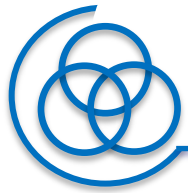


Key Practices

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



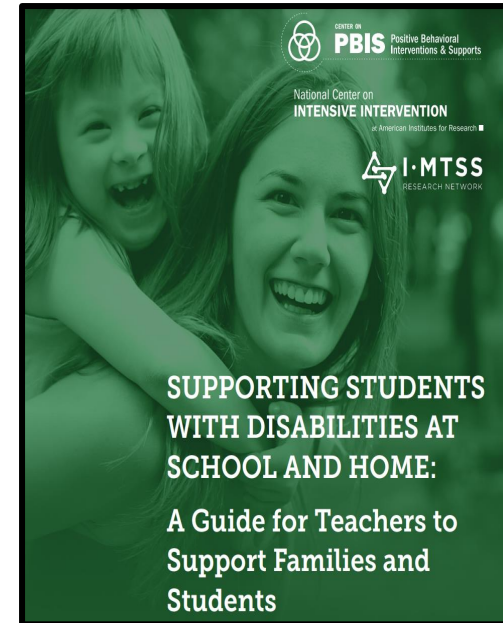
1. Develop, Teach, Review, Remind, and Reinforce Predictable Routines and Expectations

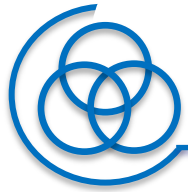
- *Create a classroom environment (in person or online) that is a predictable, positive, and safe to support social, emotional, behavioral, and cognitive growth.*

Teacher Tips



- Develop predictable **routines** that work for your classroom, teach those clearly, and create reminders (written schedule, pictures) to help students follow routines
- Design a **schedule** that alternates between challenging and easier tasks
- 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
- 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
- Provide **more positive** than corrective feedback (at least 5 positives for each corrective)





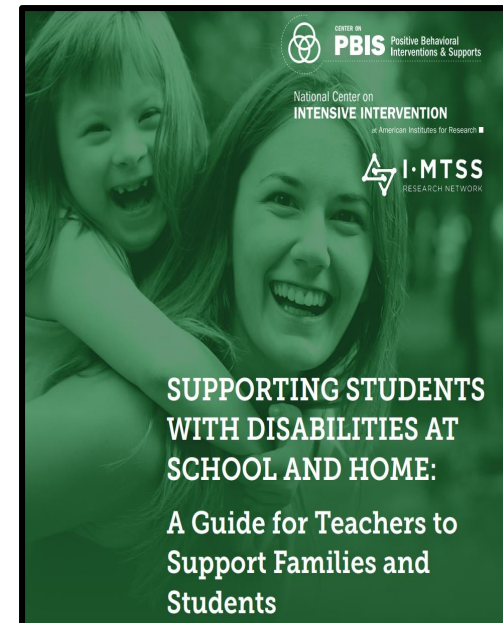
2. Use Efficient and Effective Instructional Strategies to Maximize Benefit

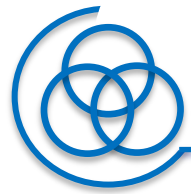
- *Set challenging goals for students, use research-based approaches, collect and use data to drive adjustments to instruction, and celebrate successes.*

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



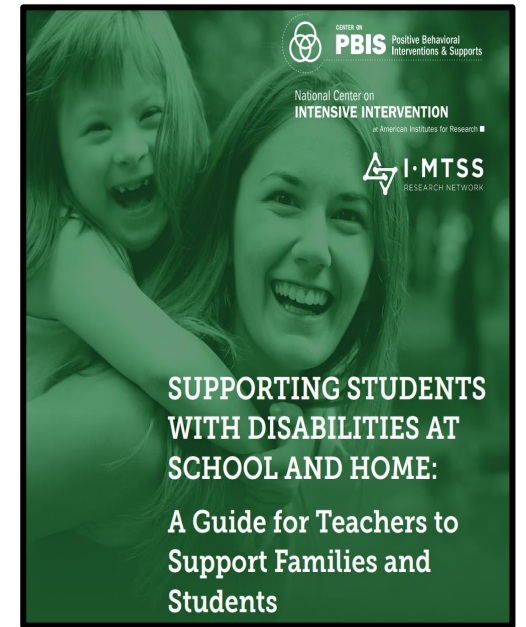


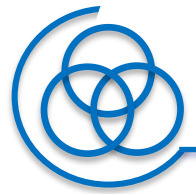
3. If Your Student has More Intensive Needs, Provide Targeted or Intensive Support

- *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 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
- 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)
- Increase **practice opportunities** for key skills during daily routines and provide feedback to support growth



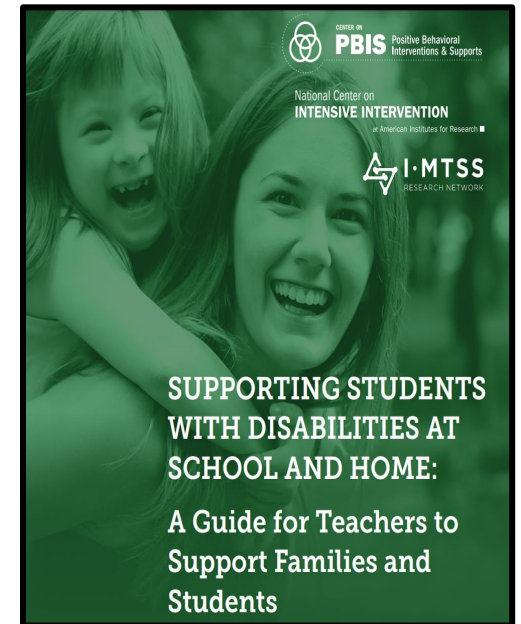


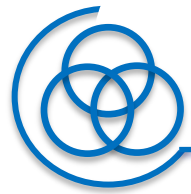
4. Enhance Relationships Between Home and School to Support Your Student (and Each Other)

- *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





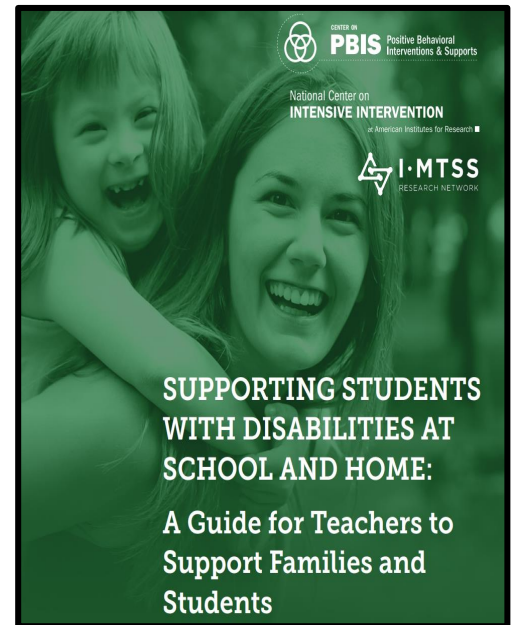
5. If Your Student is Not Being Successful, Ask For Help

- *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





KEEP
CALM
AND
USE DATA
WISELY

Next Steps

MTSS/PBIS Foundational Systems



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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

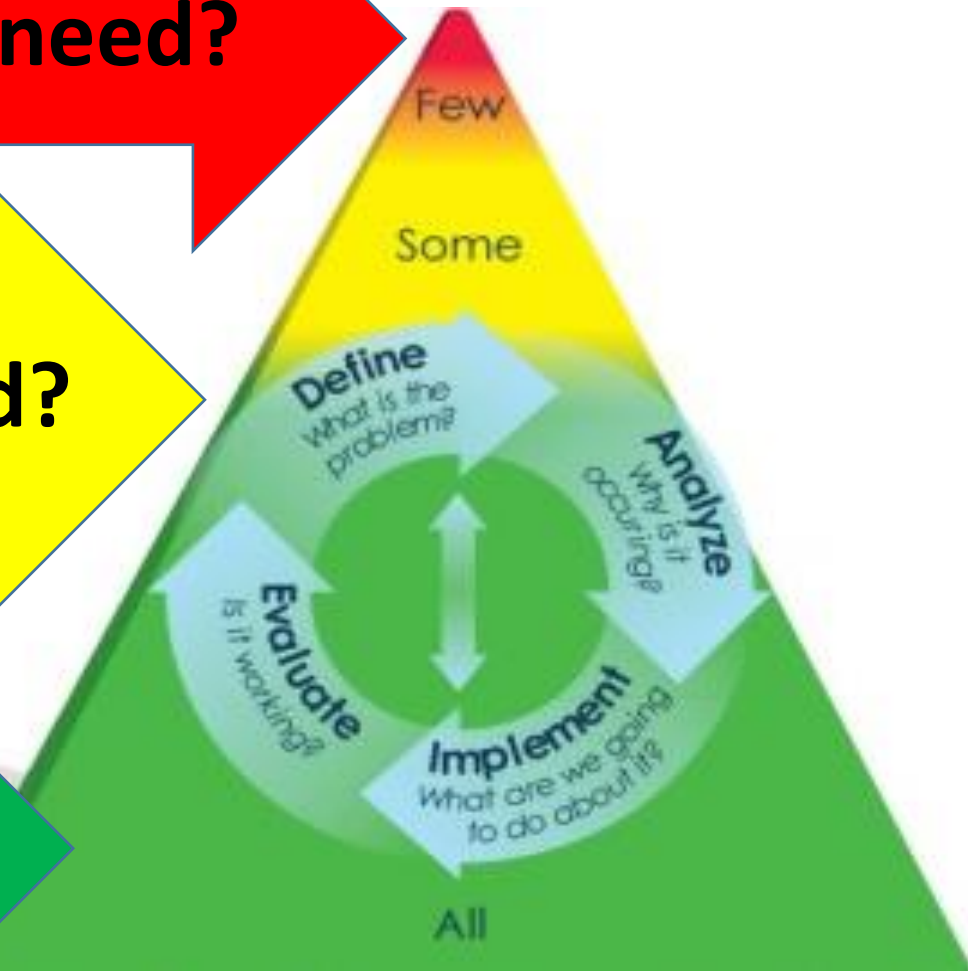
3 tiers does not always equate to 3 teams! Understand the functions required at each tier to determine how to best formulate your team(s).

When thinking about your _____...

What do FEW need?

What do SOME need?

What do ALL need?





**SUPPORTING AND
RESPONDING TO
STUDENTS' SOCIAL,
EMOTIONAL, AND
BEHAVIORAL NEEDS:**
Evidence-Based Practices
for Educators

CENTER ON PBIS

January 2022



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PBIS Positive Behavioral
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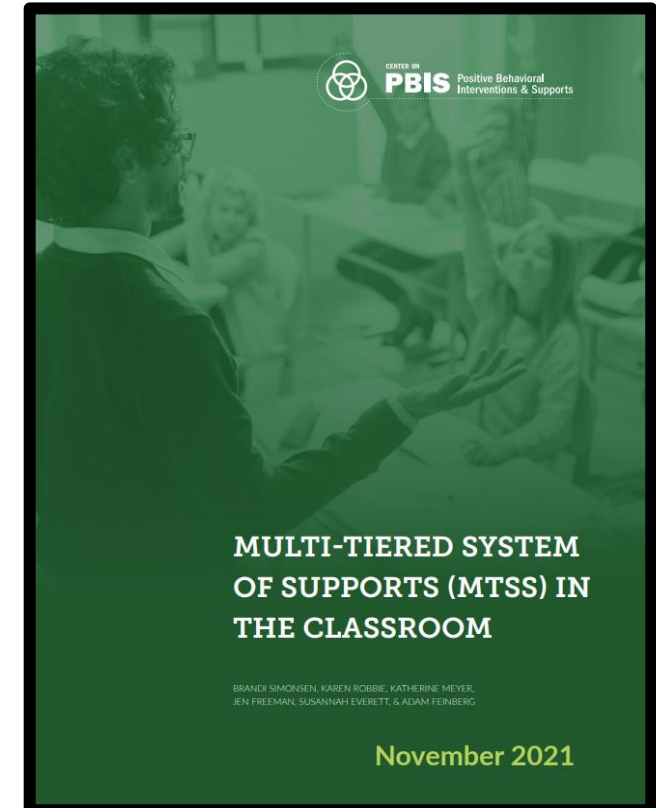
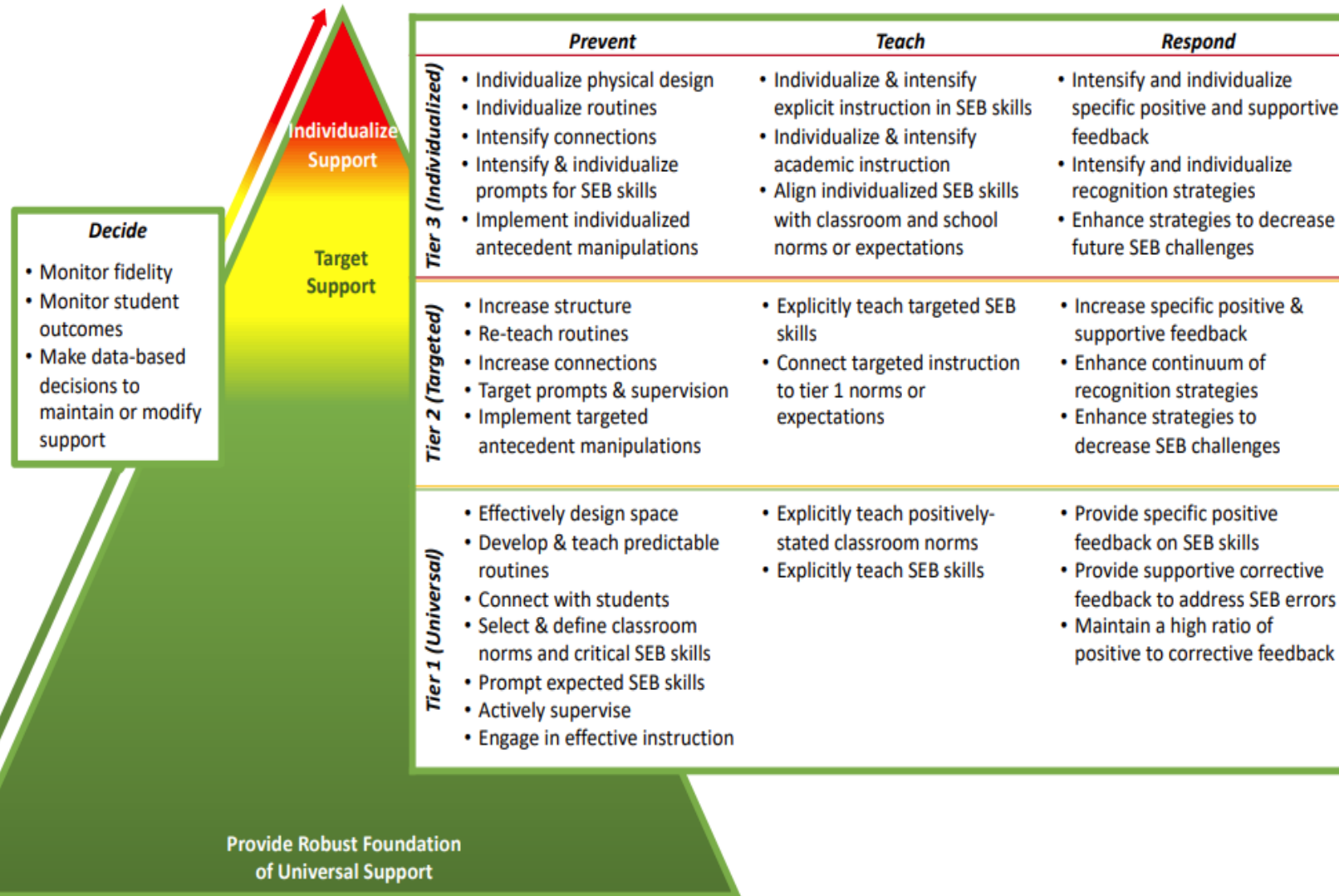


**SUPPORTING AND
RESPONDING
TO EDUCATORS'
CLASSROOM PBIS
IMPLEMENTATION
NEEDS:**
Guide to Classroom
Systems and Data

CENTER ON PBIS

January 2023

MTSS Framework in Classrooms



Practices that Work!



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POSITIVE GREETINGS AT THE DOOR

WHAT IS IT?
A routine to start class or the day with a positive interaction. It can include greeting students by name, shaking a student's hand, asking a short question, or making a friendly comment that communicates they are welcome.

WHY DO IT?
Greeting students as they enter for each year classroom/school is a simple and effective way to create a welcoming classroom and build positive relationships. Being greeted by an adult who is happy to see them can start a student's school day on a positive note. Likewise, an affirmation interaction at the end of the day can end students' day on a positive note as well. These positive interactions are especially important for students who experience family conflict, walk to school through unsafe neighborhoods, or have other daily stressors. Research has shown that positive greetings at the door increases students' time on task, reduces disruption, and builds positive relationships (Mazy & Fabian, 2007; Cook et al., 2018).

HOW DO WE DO IT?
There are many ways that students can be greeted as they enter the classroom. Examples of greetings are provided below.

BASIC STEPS:
Stand just inside or outside of the door and...
1. Greet each student by name.
2. Have a short positive interaction (e.g., praise, friendly comment, question).
3. Direct them to the first activity.

VARIATION 1:
• Offer the student a choice of handshake, fist bump, high five, pincer shake, etc.

VARIATION 2:
• Provide a quiet, independent entry activity (e.g., warm-up fluency activity, story writing book).
• Circulate around the room, ensuring you have a positive greeting with each student.

VARIATION 3:
• Train students in your class to be greeters or "greeter leaders."
• Students along with the teacher provide a greeting to each student in the morning.
• Students alternate the role of greeter every month or year.

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Habits of Effective Classroom Practice

Habits are predictable and regular responses to cues in our environment. In "The Power of Habit" Charles Duhigg (2012) described how we develop habits through cue-response-reward loops. For example, we say "Thank You" (response) when someone holds the door (cue), and we may hear "you're welcome" or see a smile in return (reward). We read or hear words (response) based on unique combinations of letters or sounds (cue), and we receive information (reward). In other words, we develop habits by experiencing antecedents, behaviors, and consequences—the ABCs of behavior. Consider the following examples.

	Antecedent	Behavior	Consequence
Example 1	In public	Wear mask and maintain safe distance	Avoid germs and receive positive attention
Example 2	In line at a grocery store with candy stocked shelves.	Child repeatedly asks (screams) for candy in line.	Parent gives child candy.
Example 3	Child repeatedly asks (screams) for candy in line.	Parent gives child candy.	Child stops screaming.

In each example, the behavior becomes a habit through repeated practice of the ABC sequence. Habits are maintained because they work (i.e., result in occasional reinforcement). In this brief, we discuss how we (a) develop habits of effective classroom practice and (b) expand effective habits in our schools, districts, and states.

How can we develop habits of effective classroom practice?
Although we can develop habits accidentally (e.g., give child candy to escape screaming), we can also use our knowledge to develop effective habits intentionally. For example, consider the parent in Example 3. Instead of continuing to give their child candy to avoid a tantrum in line, the parent may change the antecedent, engage in a different behavior, and experience a different consequence (see example below).

	Antecedent	Behavior	Consequence
Example 3 (revised)	Parent chooses candy-free check-out line at store	Parent engages child in "line game" while waiting	Parent avoids screaming and enjoys child's attention

Like the parent in this revised example, we can modify our own ABCs to develop habits of effective practice in our classrooms. We do that by starting with simple practices, setting ourselves up for success building effective habits, celebrating accomplishments, and sharing with others.

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Effective Instruction as a Protective Factor

During the COVID-19 pandemic, educational and mental health leaders have expressed growing concern about academic learning loss and the effects of the public health crisis and social isolation on social, emotional, and behavioral (SEB) wellness. The most supportive approach to addressing these concerns recognizes the reciprocal relationship between effective instructional practices and SEB supports, as illustrated by the figure to the right.


Effective academic instruction and SEB supports (a) create positive, predictable, and safe learning environments and (b) facilitate growth in key academic and SEB skills—important protective factors for wellness. This practice brief (a) describes how effective instruction may function as protection to mitigate risk and (b) provides implementation tips for school leaders, coaches, and educators.

How is Academic Instruction a Protective Factor for Wellness?
Effective academic instruction can be a protective factor for student wellness, mitigating competing risk factors. In contrast, ineffective instruction may exacerbate competing risk factors. When educators (a) create an effective context for learning, (b) emphasize appropriate content, and (c) use data-driven instructional practices, all students are likely to experience academic and SEB benefit, which contribute to wellness.

Create Effective Context for Learning
Creating an effective context for learning sets the stage for effective instruction, positive academic outcomes, and positive health outcomes (CIC, 2020). Positive, safe, predictable, and welcoming environments enable educators to teach and students to be better prepared to learn. Effective educators engage in the following protective practices to address competing risk factors.

Protective Practices	Competing Risk Factors
• Routinely greet and welcome students into the lesson (Laczniak)	• Unwelcoming environments where students lack positive relationships with teachers are risk factors for poor outcomes (Gubbles et al., 2019)

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Beginning to Address Equity in Tier 1 Systems


Equity work has long been associated with the notion that educational outcomes will improve if only practitioners can provide the right support to the right students. Typically these "right students" are students of color, students from marginalized groups, and students who are underserved by our societal systems in general. The idea that "these students" could succeed if only we intervened is shortsighted and ultimately harmful to all students because it implies within-student problems and ignores the role of systems, including education, in outcomes. While it may be more comfortable to point to within-student causes for disparate outcomes, the reality is that educational systems have remained largely unchanged since their establishment over 100 years ago. These systems were created and maintained by predominantly White, college-educated, middle class educators and have a far greater impact on students' academic outcomes than most other factors. In recent years, COVID-related issues have served to magnify systemic inequities, subsequently increasing disparities in student outcomes.


Where to Start

School teams can begin to address long-standing system inequalities like disparate outcomes in attendance, participation, and achievement in a number of ways. Regardless of where a team starts, there are core components that must be addressed in order to create change that will sustain over time. The [PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches \(CR Field Guide\)](#) (Levenson, et al., 2021) coupled with the [School-wide PBIS Tiered Fidelity Inventory \(TFI\)](#) (Algozzine, et al., 2014) provides teams with specific directions that are directly connected to the essential features of Universal PBIS. For schools implementing PBIS, we recommend using the TFI to measure the efficacy of PBIS across tiers. The CR Field Guide provides a framework, process, and activities to determine the level of influence school staff's personal experiences have on decisions that lead to disparate outcomes across student groups. The CR Field Guide also provides examples of actionable steps for leadership teams to incorporate student and family voice in meaningful and authentic ways.

Data Points of Entry

One important way to begin this work is to closely examine systemic data. The Center on PBIS has published two documents entitled [Using Discipline Data within SWPBS to Identify and Address Disproportionality & Guide for School Teams](#) (McIntosh et al., 2014) and [A 5-point Intervention Approach](#).

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USING A PBIS FRAMEWORK: WORKING SMARTER, NOT HARDER IN RURAL SCHOOLS

KAREN BOBBE, JANET VAN LONE, LAURA KERN & HEATHER PETERSON GEORGE

August 2021




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


Patricia McDavid, M. Kathleen Strickland-Cohen, Virginia Walker, Lyndsey Alonso 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



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Report 106



A Literature Review of School-Wide Positive Behavioral Interventions and Supports for Students with Extensive Support Needs

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Resources to Support Tier 3

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**TIER 3 BRIEF
FUNCTIONAL BEHAVIOR
ASSESSMENT (FBA)
GUIDE**

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January 2022

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**TIER 3 COMPREHENSIVE
FUNCTIONAL BEHAVIOR
ASSESSMENT (FBA)
GUIDE**

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**TIER 3 STUDENT-LEVEL
SYSTEMS GUIDE**

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**CONSIDERATIONS FOR
CONDUCTING VIRTUAL
FUNCTIONAL BEHAVIOR
ASSESSMENTS &
BEHAVIOR INTERVENTION
PLANS (FBAs & BIPs)**

ROSE GUARIGONE, KYRSTAL M. FORTINHA,
ELIZABETH CASSELL & SHELLEY CLARKE

February 2022

CENTER ON **PBIS** Positive Behavioral Interventions & Supports

**TIER 3 SCHOOL-LEVEL
SYSTEMS GUIDE**

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January 2022

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**TIER 3 DISTRICT-LEVEL
SYSTEMS GUIDE**

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June 2022



Check out this article from Disability Scoop:

<https://www.disabilityscoop.com/2023/02/02/ed-department-urges-schools-to-limit-suspensions-of-students-with-disabilities/30224/>



The screenshot shows the top of a blog post. At the top left is the logo for the Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education. Below the logo is a navigation bar with links for Home, Events, Resources, and ED.gov/OSERS. The main heading of the article is "Discipline Discussions: Our Discipline Policies Reflect Our Priorities". Below this is a large green box with the text "DISCIPLINE AND BEHAVIOR SERIES" and "Our Discipline Policies Reflect Our Priorities". A large green number "1,591,473" is displayed prominently. Below the number is a short paragraph of text and a small portrait of Valerie C. Williams, Director of Special Education Programs. At the bottom of the screenshot is another paragraph of text.

Office of Special Education and Rehabilitative Services Blog
U.S. Department of Education

Home Events Resources ED.gov/OSERS

Discipline Discussions: Our Discipline Policies Reflect Our Priorities

DISCIPLINE AND BEHAVIOR SERIES

Our Discipline Policies Reflect Our Priorities

1,591,473


1,591,473

This is the [total number of disciplinary removals](#) students with disabilities experienced over the 2019-20 school year. Each removal represents a child's time away from their typical learning environment: time away from their teachers, their peers, and their friends. For many children with disabilities, particularly those who find comfort in routines, it can be an uprooting and distressing experience. It is hard for a child to learn when they are removed from their class.

By Valerie C. Williams
Director, Office of Special Education Programs

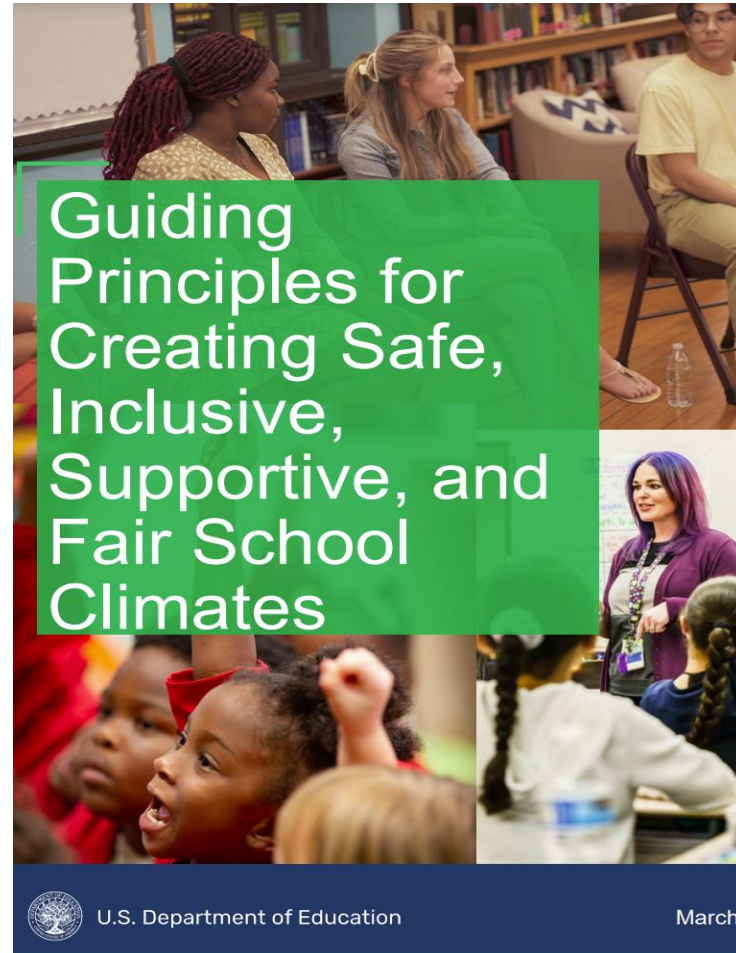
And yet, these data are not an anomaly. In fact, the number of disciplinary removals for children with disabilities has remained fairly consistent over the last decade (see [Previous Civil Rights Data Collection Reports](#)). I mentioned in my last blog, [Discipline Discussions: Civil Rights Data Collection Reports](#).

- In July 2022, OSERS issued the most comprehensive guidance on IDEA's discipline provisions since the law was reauthorized in 2004
 - a footnote included that OSERS intends to review its previously stated position regarding whether an FBA is an evaluation under IDEA
- Check out the new blog series to further explain topics of interest included in [OSEP's discipline/behavior guidance package](#) and to connect stakeholders to relevant resources to encourage the shift to proactively, positively and preventatively addressing challenging behavior.

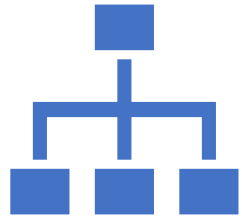
- 
- What is a preventative model of addressing behavior? Is it effective?
 - What advice do you have for educators who want to move toward a preventative model for addressing behavior?
 - How can schools or early childhood programs begin to make a shift toward prevention using MTSS?
 - For schools or early childhood programs already embracing MTSS, how should they check to ensure they are implementing with fidelity?
 - How can schools and families work collaboratively to address the behavioral needs of a child?

Five Guiding Principles

- Foster a **sense of belonging** through a positive, safe, welcoming, and inclusive school environment.
- Support the **social, emotional, physical, and mental health needs** of all students through evidence-based strategies
- Adequately support **high-quality teaching** and learning by increasing educator capacity
- **Recruit** and **retain** a **diverse** educator workforce
- Ensure the fair administration of student discipline policies in ways that **treat students with dignity and respect**



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*

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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