**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’ |  |
| **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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| **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 |  |
| **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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| **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 | | |  |
| **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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| **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 | | |  |
| **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.)* | |  |
| **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 |  | |
| **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 |  | |