

Including Students with Disabilities in Universal PBIS

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A Multi-Tiered System of Supports



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Big Picture

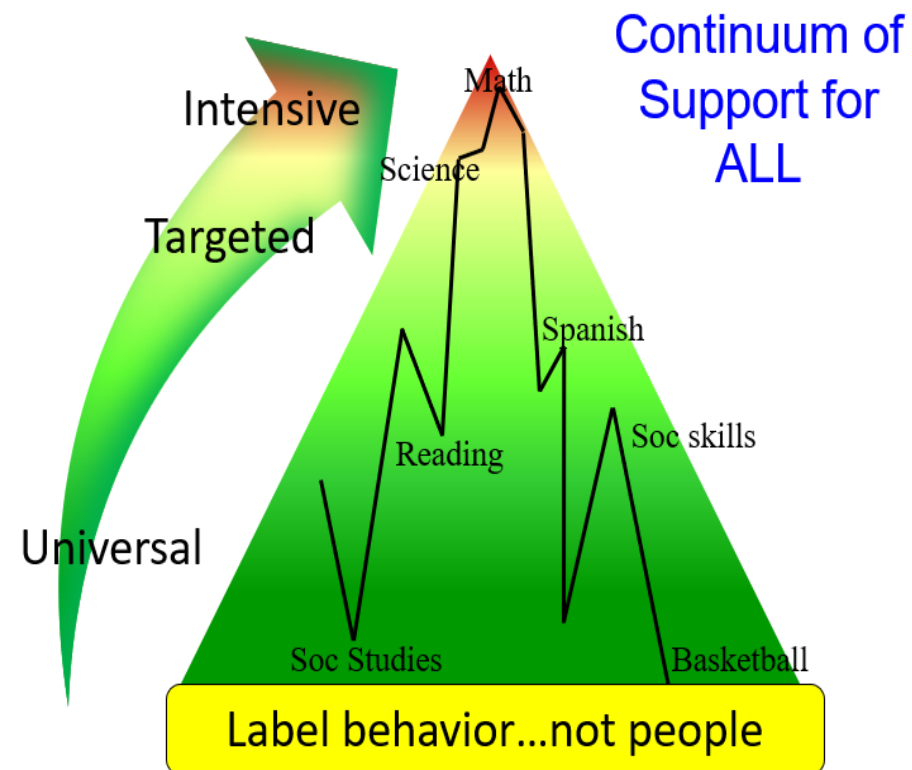
Student success is directly linked to predictable learning and teaching environments that are safe, respectful, constructive, predictable and considerate of ALL

OBJECTIVE:

- 1) understand the mechanics of SWPBIS and the impact it may have on student behavior when implemented with fidelity
- 2) learn about strategies and tools available to assist in including students with disabilities in a school's universal system
- 3) develop an initial plan

Where does your school fit?

- 1) We have School-Wide PBIS, but our students with disabilities are not included
- 2) We have School-Wide PBIS and all students are included in what we do



We can transform our learning environments so that **students learn better, teachers teach more effectively, and schools become spaces to intentionally develop the whole child!**

All of Our Students Need...

- Cognitive Abilities
- Social-Behavioral Competence
- Emotional Well-Being



Are **ALL** of your students?



"We shape our
buildings;
thereafter they
shape us."

Winston Churchill

Positive Behavioral Interventions and Supports Process

Aims to build effective environments in which positive behavior is more effective than problem behavior

Collaborative, assessment-based approach to developing effective interventions for problem behavior

Emphasizes the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes

Who is School-Wide PBIS meant for?

- 1) Only students without IEPs
- 2) Only students who do not receive additional services
- 3) Only students who display the behavioral expectations
- 4) Everyone

Students with disabilities are often are not accessing universal supports

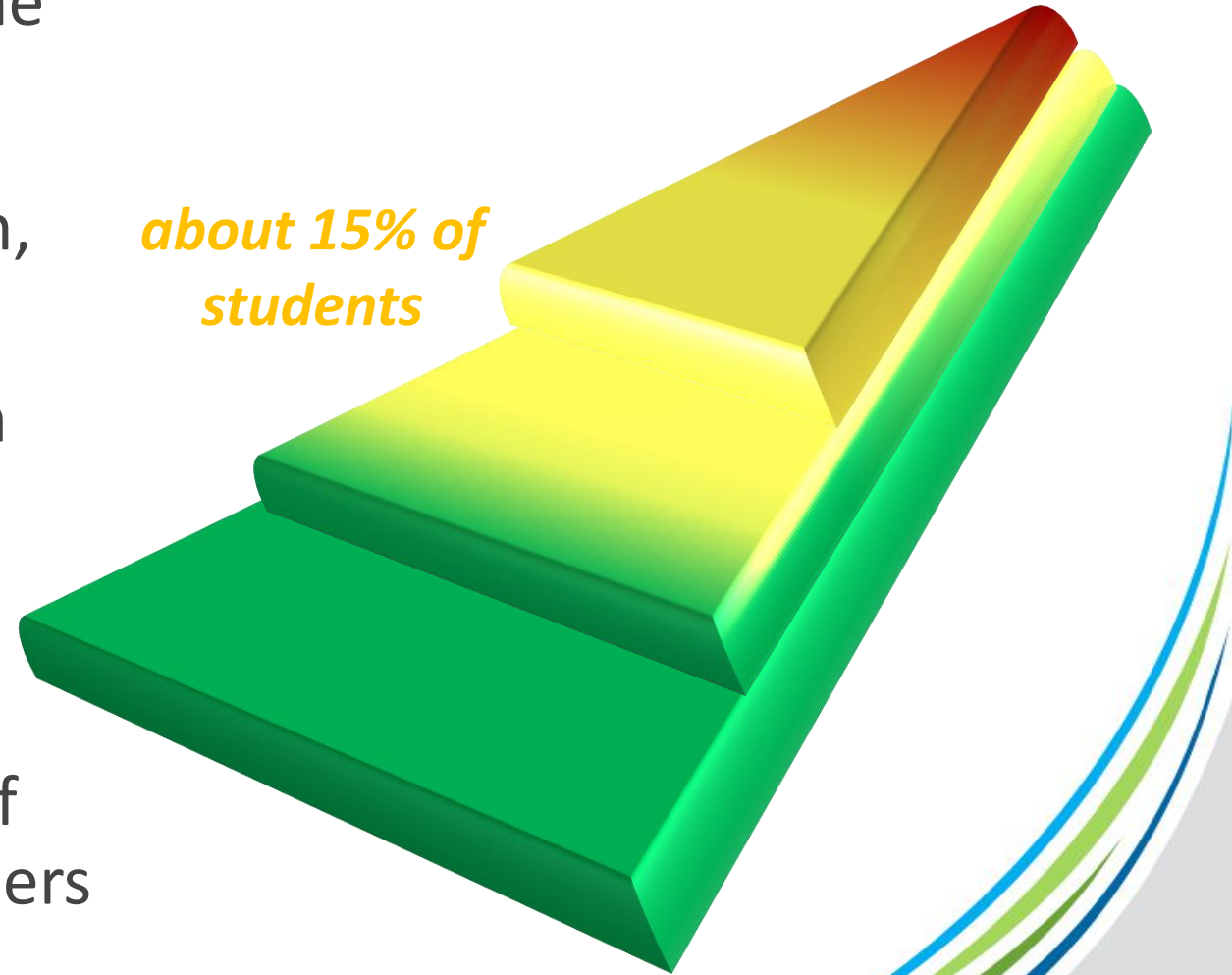
(Landers, Courtade, & Ryndak, 2012)

PBIS is the Multi-Level Behavioral Framework

- Cannot “fix” every student one at a time
- Strong core at **Universal Level** critical
- Decision rules for who gets what, when, why, and how long
- Matched and timely supports based on student and teacher needs
- Problem-solving never stops until students no longer need interventions
- Special education is not a PLACE...set of specialized instructions that fit in ALL tiers
- All based in the prevention logic

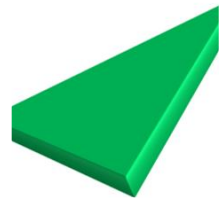
about 5% of students

about 15% of students



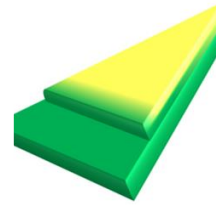
*at least 80% of students
are meeting benchmarks*

PBIS Foundational Systems



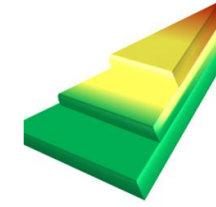
Universal/Tier 1

- An established leadership team
- Regular meetings
- A commitment statement for establishing a positive school-wide social culture
- On-going use of data for decision making
- Professional development plans
- Personnel evaluation plan



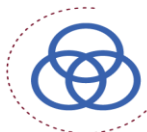
Targeted/Tier 2

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

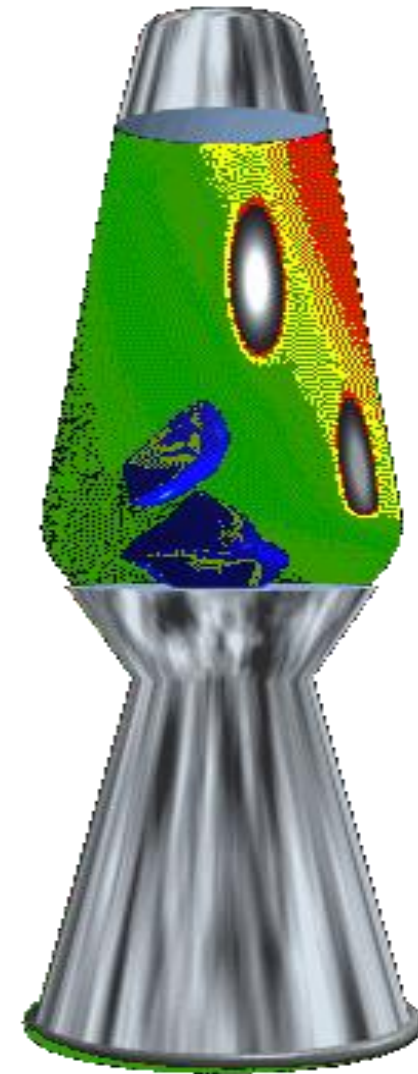


Intensive/Tier 3

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

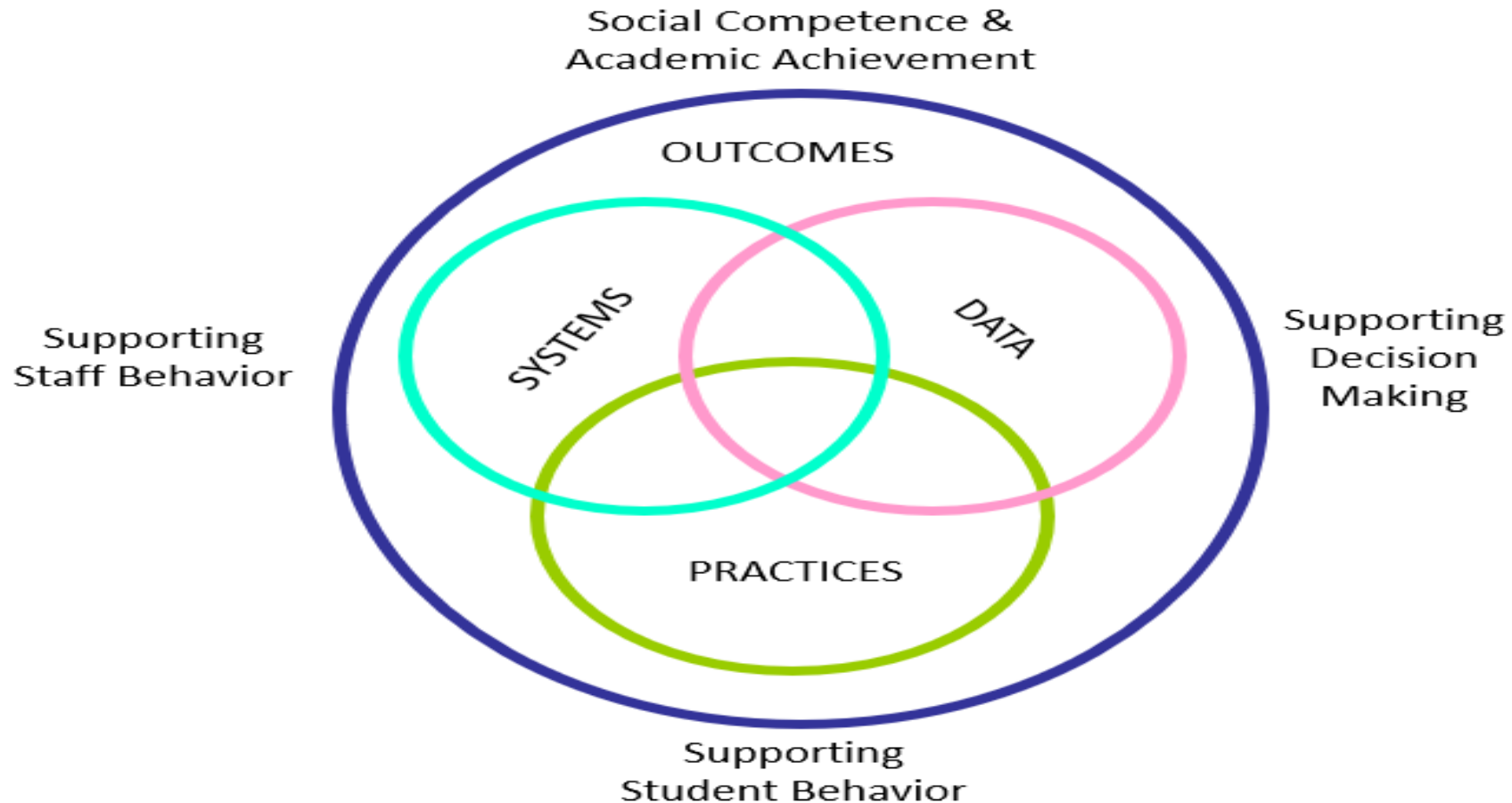


Critical Elements and SWD: *Accessing Universal PBIS*



The Four Essential Elements

...serve as the core of the implementation process for improving and integrating the data, systems and practices to positively impact all student outcomes...



The 10 Critical Elements of Universal PBIS

as measured by the Benchmarks of Quality (2010)

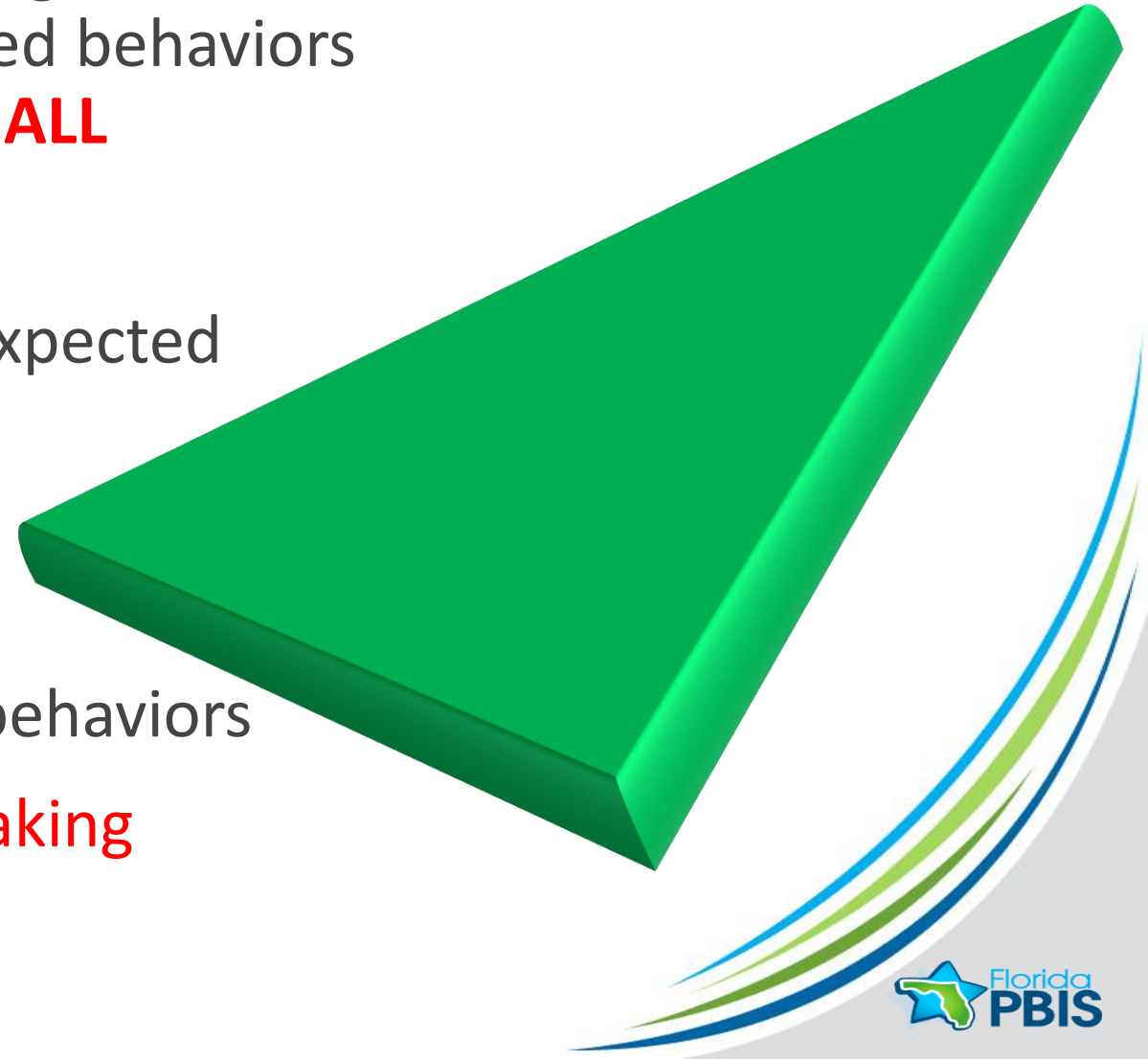
(Kincaid, Childs & George, 2010)



Universal PBIS Practices: *Core Features for ALL*

Establishes the foundation for delivering regular, proactive support and preventing unwanted behaviors by clearly **defining** expected behaviors for **ALL**

- 1) Procedures for **teaching** & **practicing** expected behaviors across all settings
- 2) Procedures for **encouraging** expected behaviors
- 3) Procedures for **discouraging** problem behaviors
- 4) Procedures for **data-based decision making**
- 5) **Family** Awareness and Involvement

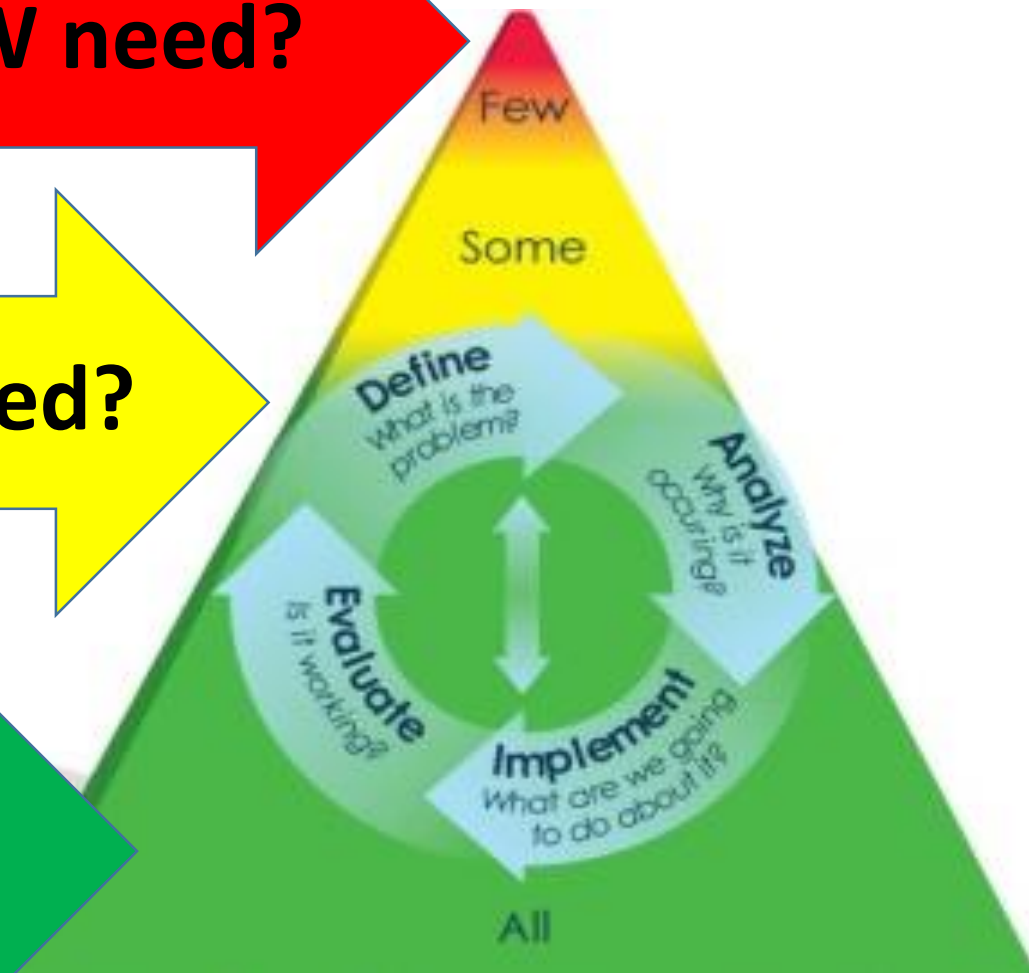


When thinking
about your
school,
classrooms and
students...

What do FEW need?

What do SOME need?

What do ALL need?



PBIS Positive Behavioral
Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER



UNIVERSITY OF
SOUTH FLORIDA
COLLEGE OF BEHAVIORAL
& COMMUNITY SCIENCES



Florida's Positive Behavioral
Interventions & Support Project

Action Planning

Action Planning Form

Item	Current Score	Action	Who	When
Tier I				
1.1 Team Composition				
1.2 Team Operating Procedures				
1.3 Behavioral Expectations				
1.4 Teaching Expectations				
1.5 Problem Behavior Definitions				
1.6 Discipline Policies				
1.7 Professional Development				
1.8 Classroom Procedures				
1.9 Feedback and Acknowledgement				
1.10 Faculty Involvement				
1.11 Student/ Family/ Community/ Involvement				
1.12 Discipline Data				
1.13 Data-Based Decision Making				
1.14 Fidelity Data				
1.15 Annual Evaluation				

Tiered Fidelity Inventory (TFI)
<https://www.pbis.org/resource-type/assessments>

PBIS Action Planning Template

Area of Focus	Action	By Whom	By When	Status
School Organizational Climate				

<https://www.livebinders.com/play/play?id=2278508>

See Handout

PBIS Critical Elements: Supporting Students with Disabilities

Critical Elements	FEATURES	CONSIDERATIONS for INCLUDING STUDENTS WITH DISABILITIES (SWD)	NEXT STEPS: WHAT SHOULD WE DO?
PBIS Team	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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' 	<ul style="list-style-type: none">
Faculty Commitment	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none">

Critical Element: *PBIS Team*



Teaming: A Collaborative Approach

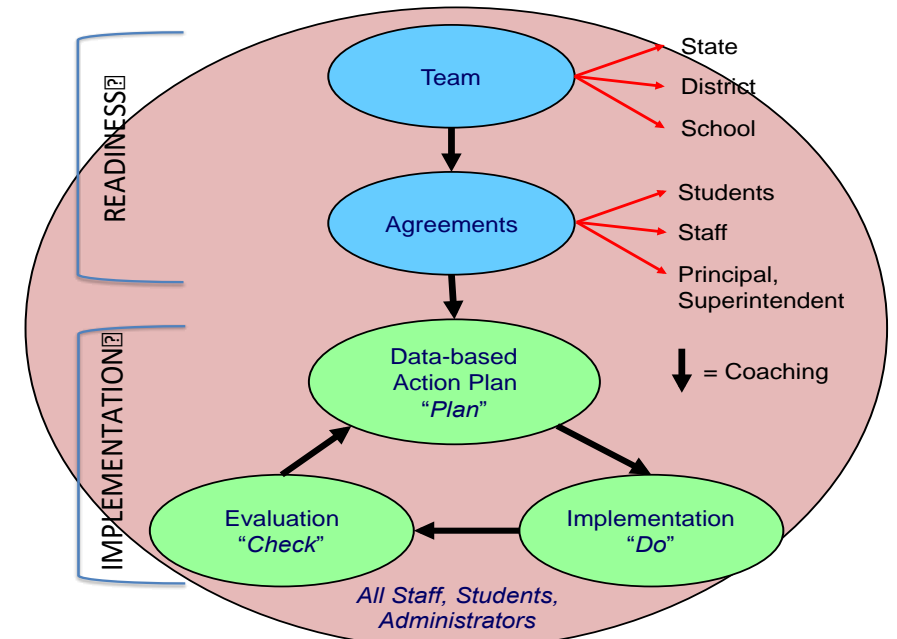
1. School-Based Problem-Solving Team

- a. Multi-disciplinary team representing all stakeholders
- b. Reviews all Universal PBIS data for behavior and academics
- c. PBIS team may be a sub-group of the school leadership team

2. Data-based problem-solving for behavior

3. PBIS Team Responsibilities

- a. Develop the school's core curriculum for behavior
- b. Design and oversee Universal PBIS implementation
- c. On-going evaluation and progress monitoring
- d. Train staff, students and families on Universal PBIS

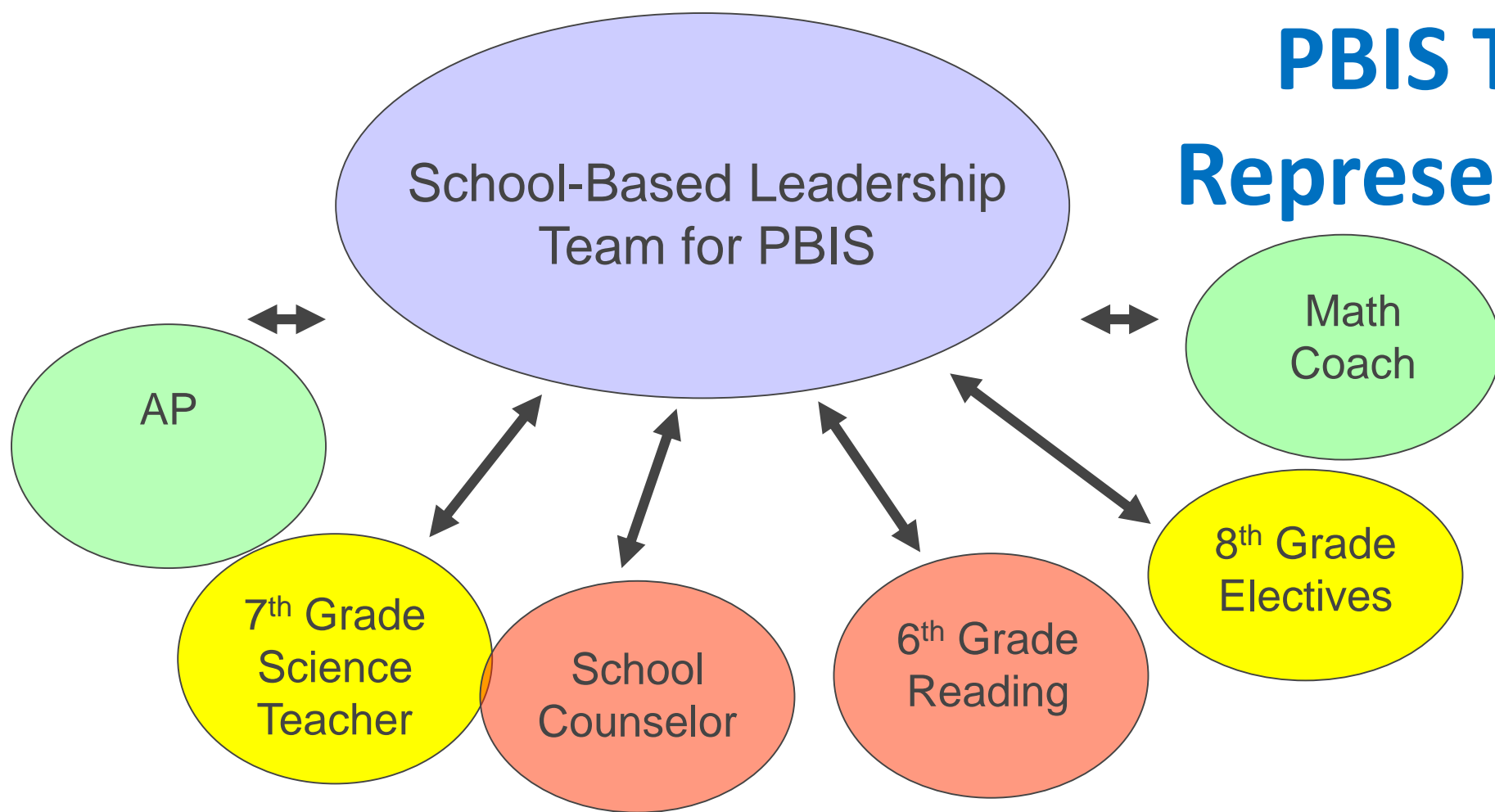


Special Education Services

What are the special education services provided on the school campus?

OT Adaptive PE Nursing
PT Speech-Language Deaf/Blind
ABA Services
IA/Paraprofessionals

PBIS Team Representation



Is there representation from the Special Education Department?

Is there a voice on the team for SWDs?

How does the team communicate with all Special Education Providers?

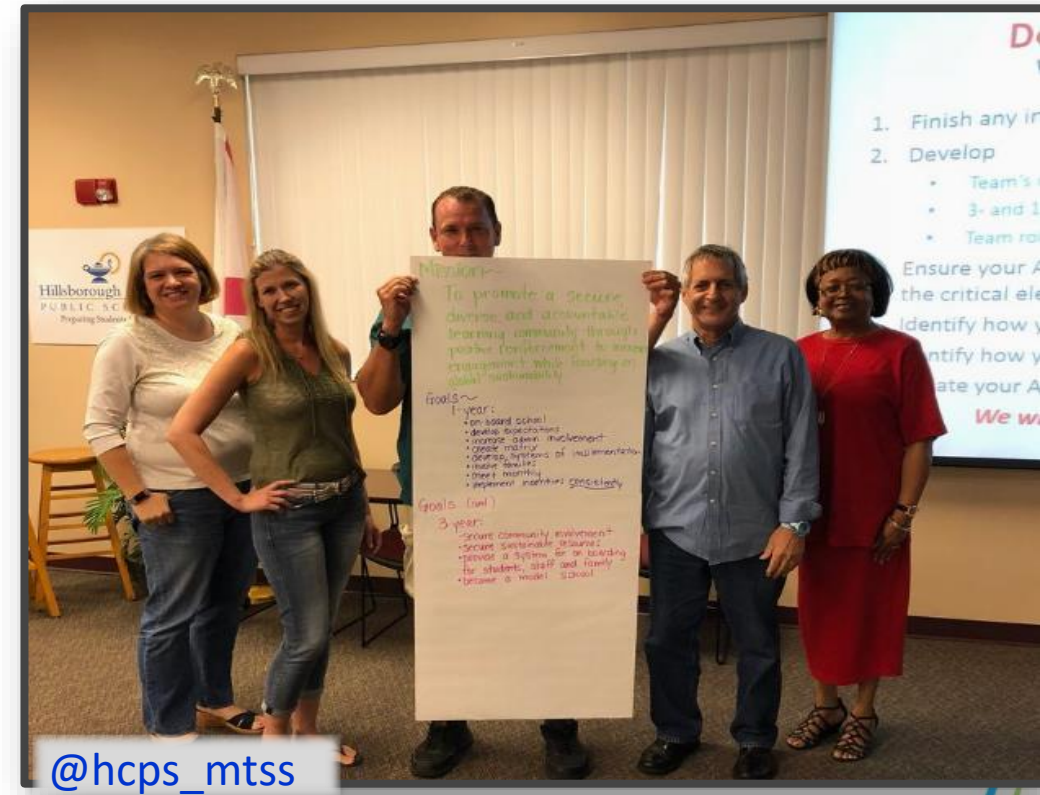
Where does your school stand?

- 1) We do not have a PBIS Team
- 2) We have a PBIS team but no representation from SPED
- 3) We have a PBIS Team and SPED is represented



Action Plan for Teaming: *What Should We Do?*

- Guiding questions:
 - Does the school need to add representation from Special Education on the team?
 - How will we provide communication and training to staff who provide Special Education services and may be itinerant?
 - How will we get input from staff who provide Special Education services and may be itinerant?
 - Are our students with disabilities included in our team's mission/goal statement?



Critical Element: *Expectations and Rules*



Expectations & Rules:

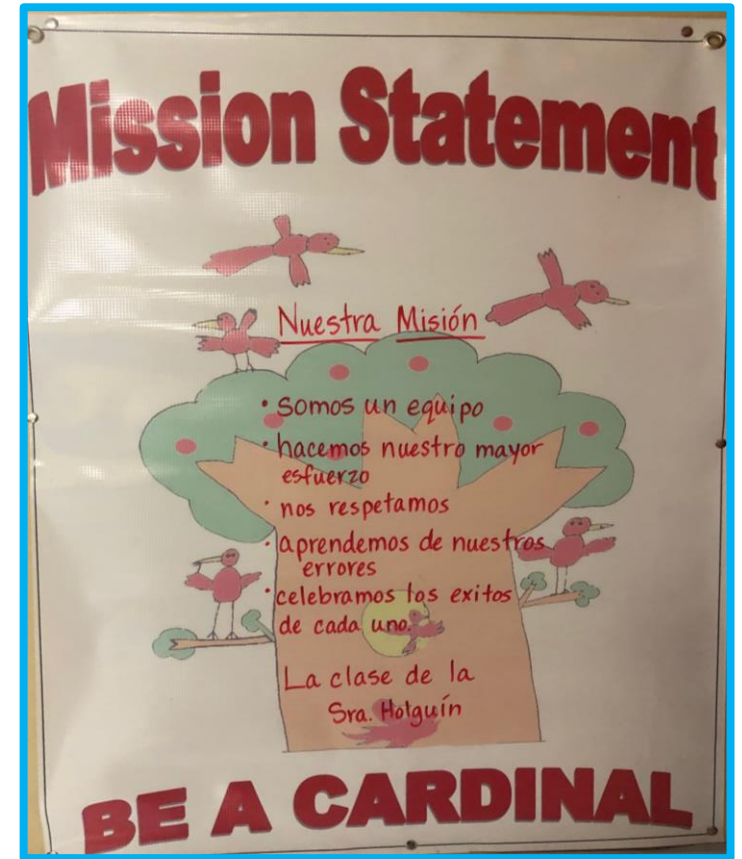
Core Curriculum for Behavior

Reflects School and Community Values

- 1) Defines the school culture
- 2) Provides a common language
- 3) Becomes the school's identity
- 4) Solicit staff and family ideas

Supports

- 1) School's mission statement
- 2) Quality citizenship
- 3) Academic Enablers - Non-academic skills that contribute to academic success
(Gresham & Elliott, 1990; Wigfield & Karpathian, 1991; Wentzel, 1993; Malecki, 1998)
 - a) Interpersonal communication skills
 - b) Study skills
 - c) On-task or active engagement

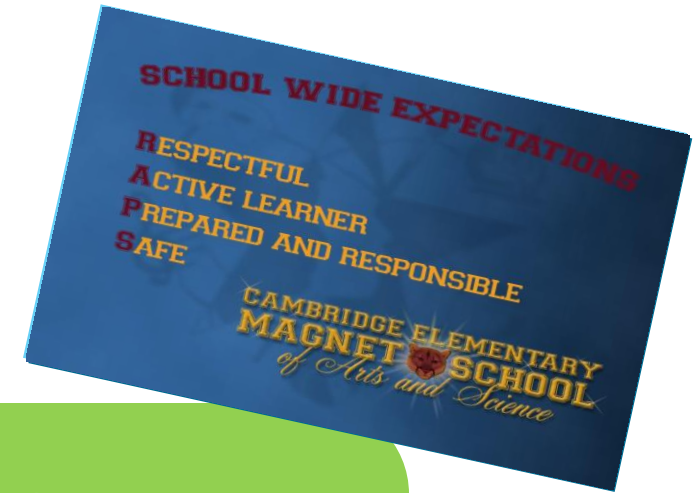


Universal PBIS Expectations

BE A **PATRIOT** WHO MAKES A DIFFERENCE!



RESPONSIBLE
EASY TO LEARN
RESPECTFUL



Definition and Guidelines

Broad and positively stated behaviors

Aligned with the school's mission statement

Applicable to all staff, students, and families

Applicable in all settings across campus

(conference room, front office, classroom, hallway, cafeteria,
parking lot, car line, bus, restroom)

School-wide Expectations

School-wide Expectations

- Be safe
- Be responsible
- Be respectful
- Be inclusive



Considerations for SWD

- Posters depicting picture supports
- Teach, re-teach and teach some more
- Individual visual supports
- Additional examples and non-examples
- Using existing assistive technology

Universal Rules Based on Settings

(universal expectations of behavior per setting)

Definition and Guidelines

Specific skills or behaviors students should exhibit

Positively stated

Limited in number (3-5)

Aligned with the school's mission statement



Gretchen Everhart School
Student Expectations

Be Safe



Be Respectful



Be Responsible

























































**Visual
Expectations
to Support
Students with
Intensive
Needs**

SABLE in Manatee County: *Expectations Matrix*

Show Safety

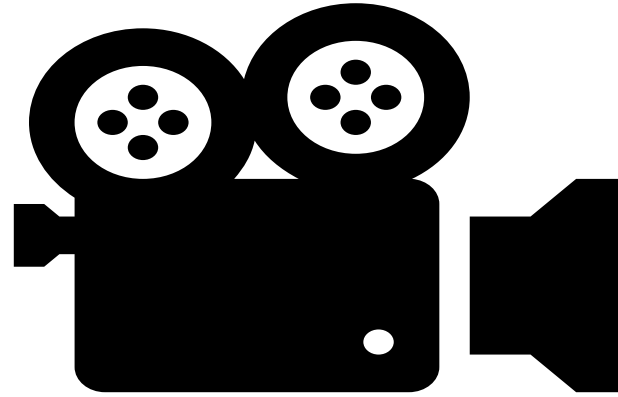
Accept Responsibility

	Classroom	Clinic/Therapy	Sensory	Cafeteria	Outside	Bus
<u>Show Safety</u> Keep my hands, feet, and eyes to myself Treat property gently and securely	Keep my hands and feet to myself  Use equipment for its intended purpose 	Keep my hands and feet to myself 	Keep my hands and feet to myself Treat equipment appropriately 	Keep my hands and feet to myself Keep my food in my space 	Keep my hands and feet to myself Treat property with care 	Keep my hands and feet to myself Stay in my seat 
<u>Exchange Mutual Respect</u> Communicate appropriately Treat others how I want to be treated	Raise my hand when asking a question  Treat others how I want to be treated 	Communicate appropriately  Treat others how I want to be treated 	Communicate appropriately  Treat others how I want to be treated 	Communicate appropriately  Treat others how I want to be treated 	Communicate appropriately  Treat others how I want to be treated 	Communicate appropriately  Treat others how I want to be treated 
<u>Believe "I Can"</u> Give my best effort Maintain a positive outlook	Give my best effort  Stay positive 	Give my best effort  Stay positive about myself 	Give my best effort  Stay positive 	Stay positive 	Give my best effort  Stay positive 	Give my best effort  Stay positive 
<u>Accept Responsibility</u> Keep focused on my daily work Admit when I made a mistake Follow directions the first time	Focus on my school work  Admit my mistakes 	Follow staff directions  Admit my mistakes 	Focus on my task  Follow staff directions 	Follow directions  Eat my food only 	Follow directions  Admit my mistakes 	Focus on myself  Follow directions 
<u>Learn to Lead by Example</u> Encourage others Show confidence	Encourage everyone's best effort  Show confidence in my work 	Encourage honest participation  Speak with confidence 	Encourage everyone's best effort  Be confident in myself 	Pick up after myself  Encourage appropriate conversation 	Encourage everyone's best effort  Be confident in myself 	Encourage appropriate conversation  Speak with confidence 

Believe "I Can"

Learn to Lead by Example

Exchange Mutual Respect



- Student Poster Contest
- Florida School for the Deaf and Blind
- “Don’t Stray” clip

School Year _____

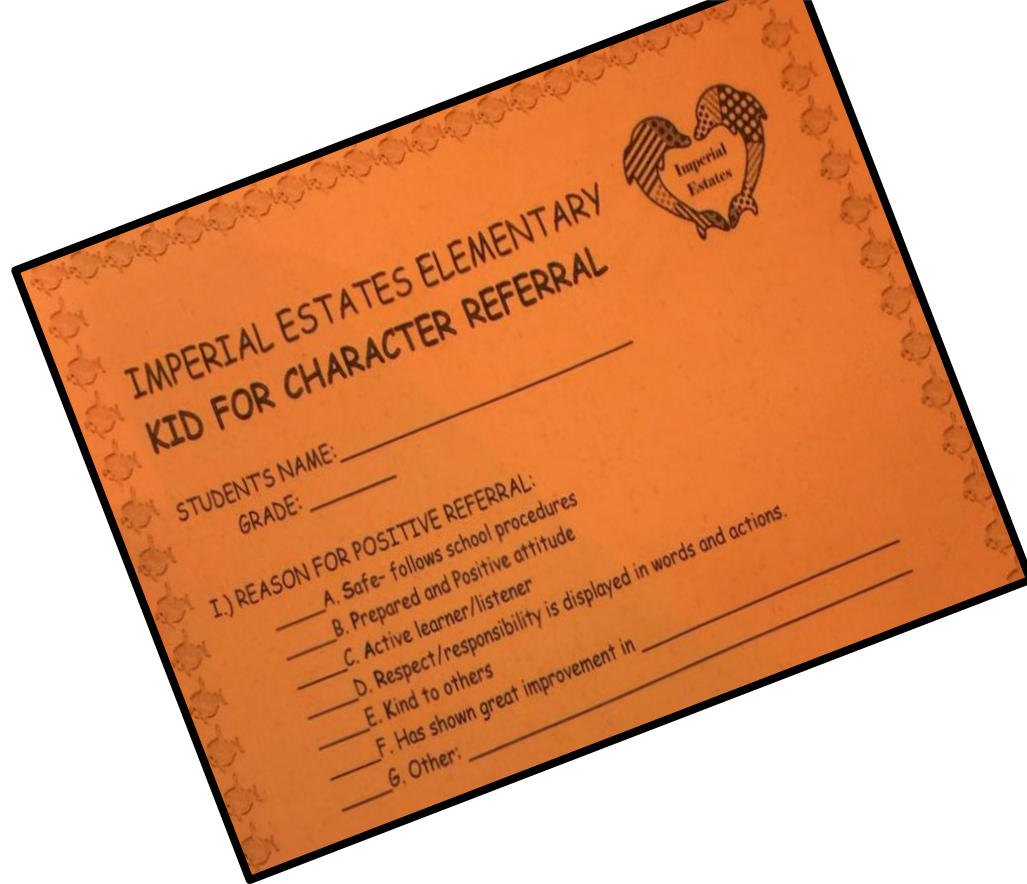
Classroom PBS Implementation Plan Example A

Teacher:		Grade:
Classroom Rules <i>3-5 Positively stated observable behaviors aligned with expectations</i>		Tier 1 Expectation Rule Alignment
1.	Raise your hand and wait to be called on	Be Respectful
2.	Be in your seat when the bell rings	Be Responsible
3.	Turn in all assignments on time	Be Responsible
4.	Keep your belongings in your desk	Be Safe
5.		
Procedures <i>Necessary classroom procedures should be proactively identified and clearly described to prepare for ongoing teaching</i>		
Bathroom: Raise hand for permission to leave Take pass and quietly leave class Put pass back on hook when you return		

Action Plan for Expectations & Rules:

What Should We Do?

- Guiding questions:
 - How are students with disabilities accessing the school-wide expectations and rules?
 - Reading level, pictures, graphics
 - Assistive technology
 - How are students with disabilities taught the expectations and rules?
 - Are they reflected in videos made?
 - Are they included in schoolwide teaching events-circle rotations, pep rallies alongside their non-disabled peers?
 - Are relevant examples and non-examples included?



Critical Element:

Rewards/Recognition System



Rewarding Appropriate Behavior

1. Serves as a **teaching tool** by providing feedback on appropriate behavior
2. Makes appropriate behavior more likely to occur
 - a. Catch students 'being good'
 - b. Creates behavioral momentum
3. Builds positive student/teacher relationships, school climate
4. Counteracts negative peer influences
5. Increases intrinsic motivation



Artist Ludacris at Poinciana HS
(Osceola Co.)

Reward Recipients

Students

- Teach how rewards will be earned
- Every appropriate behavior will not be rewarded
- Solicitations will not result in a reward

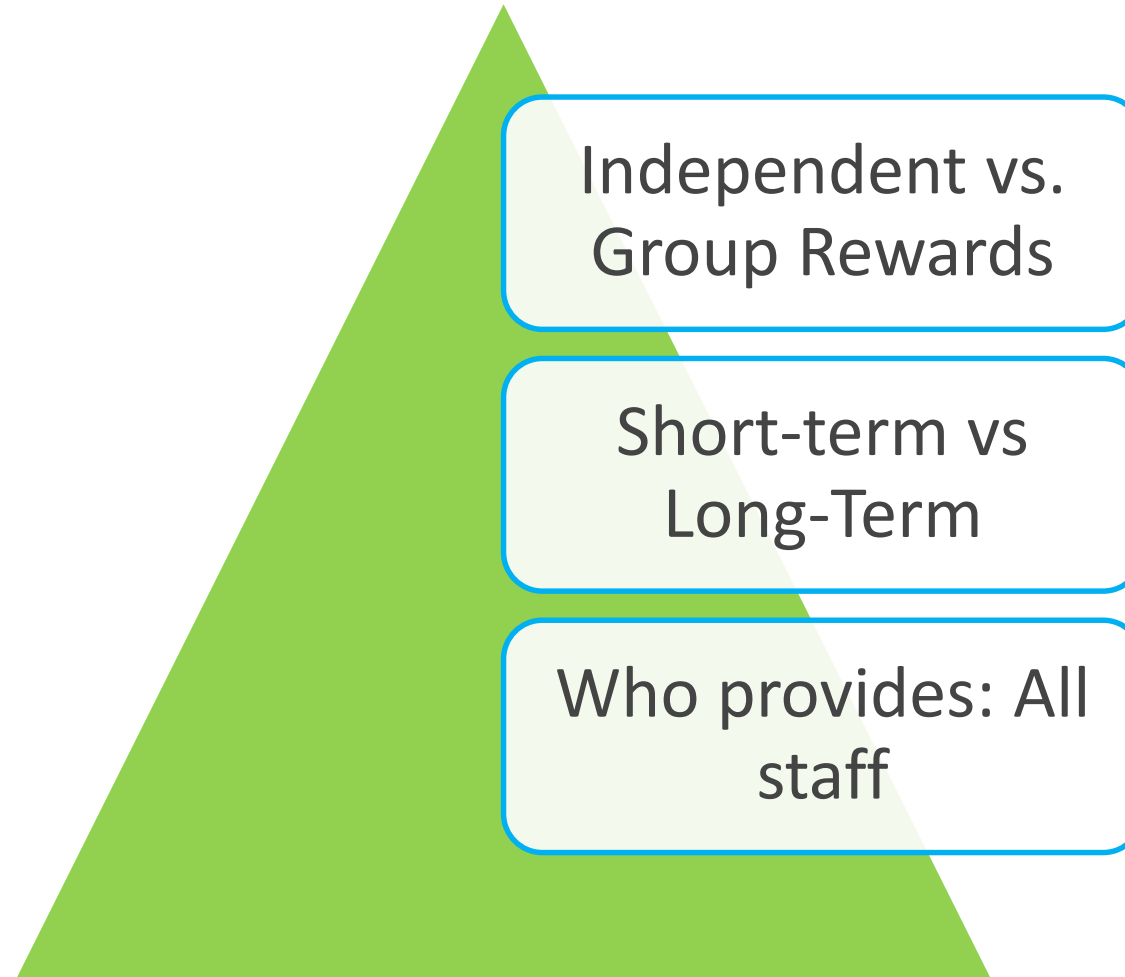
Staff

- Reward for using the system
- Monitor fidelity of system use
 - Signatures, color coding, assigned numbers
- Solicit ongoing feedback

Families

- Attending parent/teacher conferences
- Ensuring homework completion
- Student attendance, on-time to school, dress code
- Solicit ongoing feedback

Included within the SW Reward System

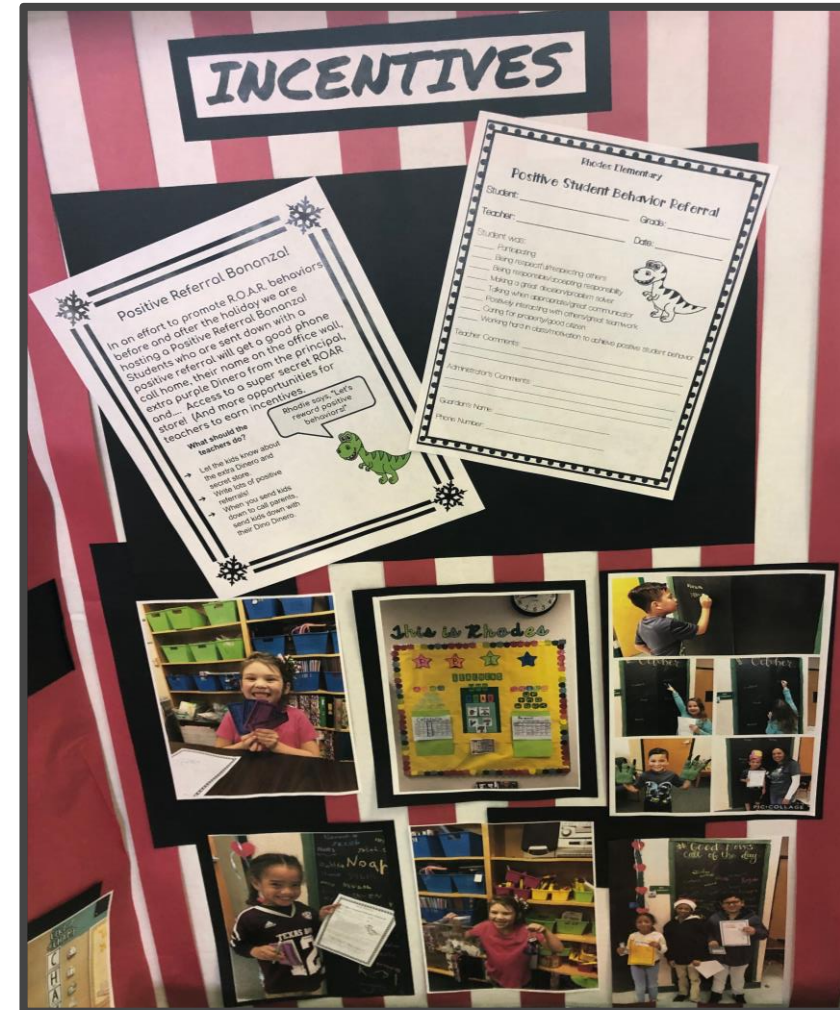


Reward Examples

Social	Activities	Tangibles	Escape	Sensory
Verbal praise High '5'	Art Dance Computer	Pencil/Pen Notebook T-shirt	Homework or Library pass	Music 'Squish' ball
	Staff- student events	SW token Positive praise note	'1- minute' ticket	Bouncy ball
	Assist staff	Edibles		

Considerations for Students with Disabilities

- Reward more frequently
- School-wide token system earned for progress towards behavior goals on IEP and/or BIP/BSP
- Ensure SWDs are surveyed to identify their interests
- Ensure students with physical disabilities can access reward
- Consider augmentative communication needs
- Consider how disability might impact ability to participate



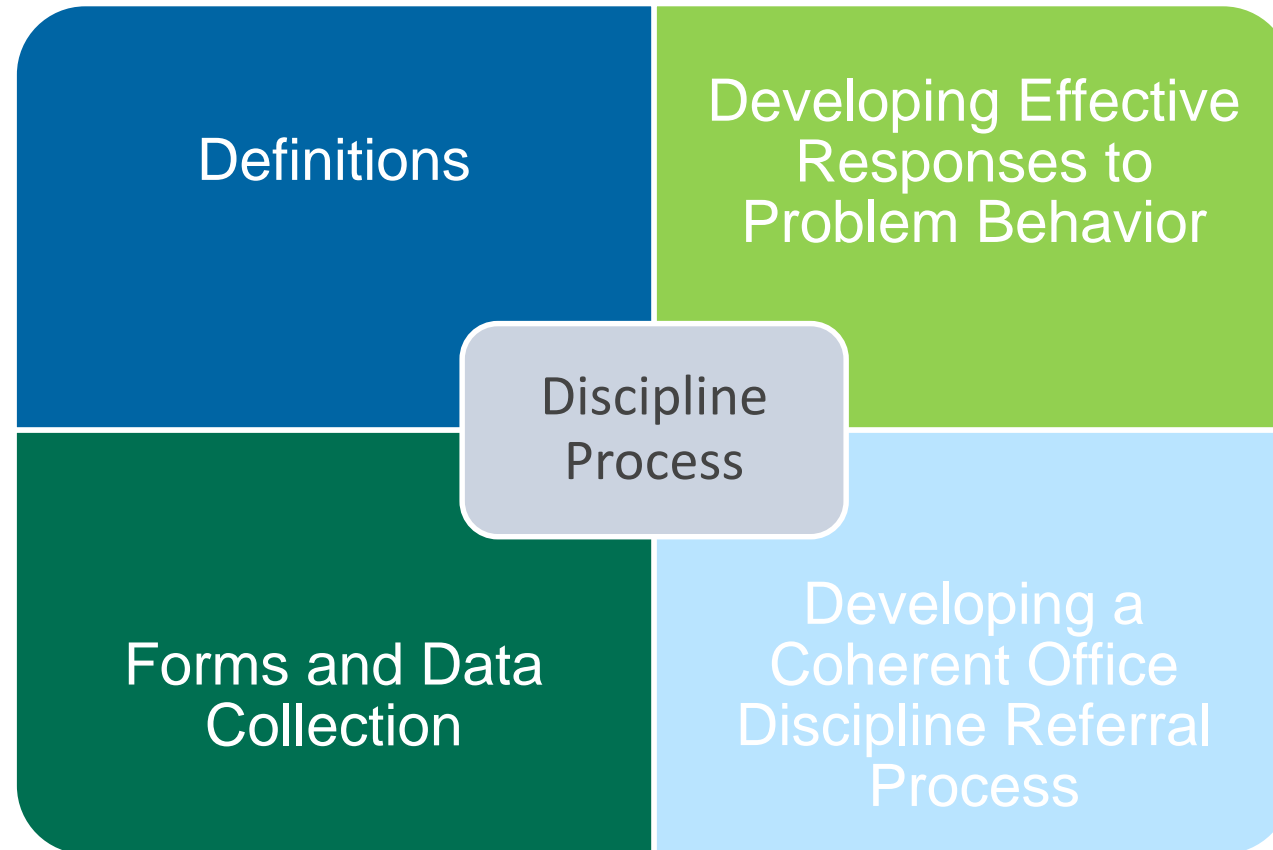
Action Plan for Reinforcement Systems: *What Should We Do?*

- Guiding questions:
 - How are students with disabilities accessing the school-wide universal reinforcement system?
 - Are they included in schoolwide reinforcement events like game day, ice cream social, etc. alongside their non-disabled peers?
 - Can the students physically access the events?
 - Do all staff that work with students with disabilities have the ability to recognize staff?
 - Have we included in the staff recognition system all staff who work with students with disabilities?



Critical Element:

Effective Responses to Problem Behavior



Defining Incident Levels

1. Office-Managed Incidents (Majors)

- a. Handled by the administration
- b. Physical fights, property damage, weapons, tobacco

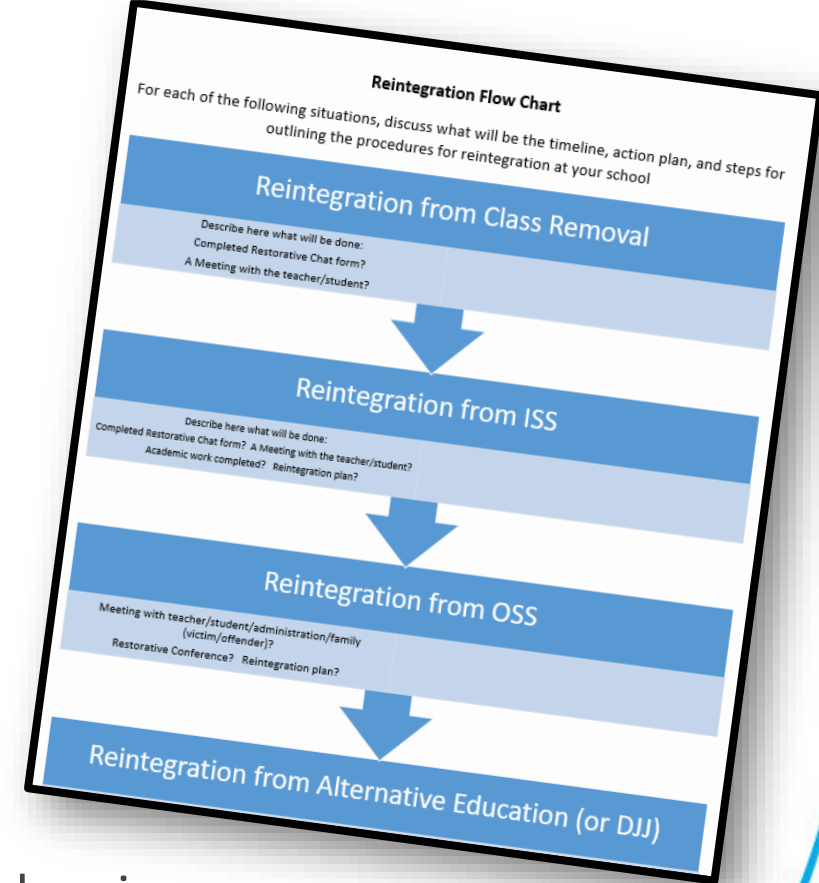
2. Teacher-Managed Incidents (Minors)

- a. Handled quickly and efficiently
- b. Typically by the classroom teacher
- c. Handled where incident occurred
- d. Tardy, lack of materials, incomplete assignments, gum chewing

3. Crisis Incidents

- a. Require an immediate response from administration and/or crisis response team
- b. Bomb Threats, weapons alerts, intruder, fire evacuations, etc.

**Consult district and school policies for crisis incidents*



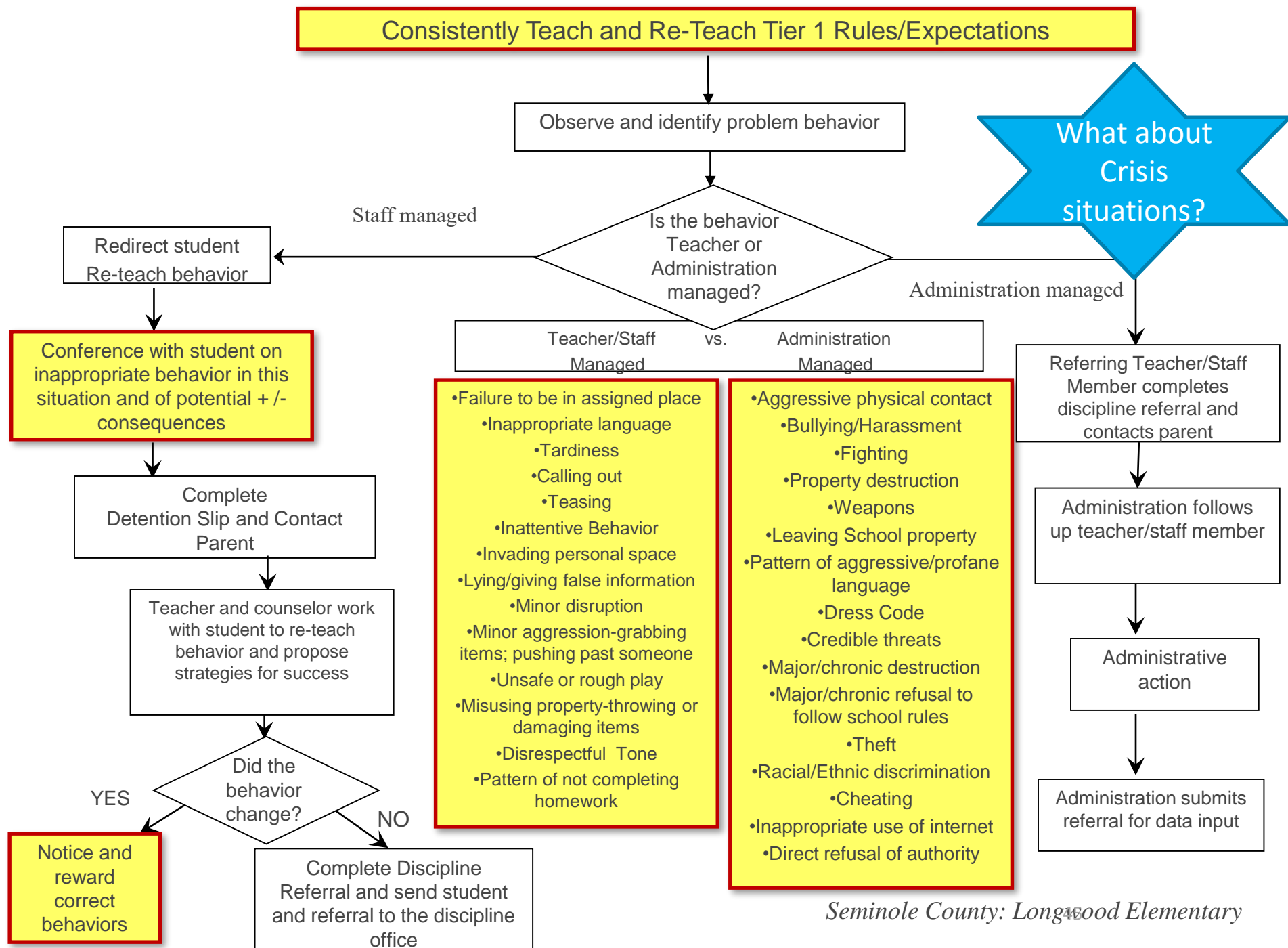
Considerations for Students with Disabilities

- Definitions for behavior
- Impact on Students with Disabilities
- Cognitive Ability
- Staff and family of the students with disabilities provide input

Discipline Referral Process

Effective Process

1. Includes definitions, responses, & forms
2. Facilitates consistency in discipline across campus
3. Avoids long delays between the behavior and the disciplinary action
4. Communicates with stakeholders
 - a. **Staff** involved
 - b. **Families:** Direct, timely notice
 - c. **Students:** Reviews their responsibilities
5. Establishes re-entry procedures for staff and students
6. Implemented with fidelity to facilitate data-based problem-solving



How might this look different for SWDs?

- Jerry has a goal on his IEP to handle anger using appropriate language
- Lynda has a goal on her IEP to use communication device to respond to teacher (as opposed to yelling her name)
- Daisy has a goal on her IEP to initiate play with other students in an appropriate way (currently rough-houses)
- Frederico has a goal on his BIP to follow teachers directions within 30 seconds of the directive. The BIP identifies that staff give him 30 seconds of wait time prior to a second prompt.

Similarities

- Use language of school-wide expectations
- Re-teach expectations AND prompt for specific skills being taught and practiced
- Document behavior as needed
- Communicate with families as needed

Responses to problem behavior may not follow traditional school-wide flowchart

Considerations for Effective Responses to Problem Behavior

- Interventions on a specific Behavior Intervention/Support Plan
- IDEA Regulations
- Function- based interventions
- Is this a manifestation of his/her disability?

Action Plan for Effective Responses to Problem Behavior: *What Should We Do?*

- Guiding questions:
 - How has the team obtained input from staff that work with SWDs to identify effective and appropriate responses for problem behavior? How has this been built into the discipline process and procedures?
 - How has the team obtained input from staff that work with SWDs regarding procedures for crisis management?
 - Are procedures for how to handle ODRs included on students' IEP and/or BIP/BSP?
 - Have all staff who work with SWDs received training on school-wide discipline forms and referral process?



Critical Element: *Lesson Plans for Teaching Behavior*

Reasons for Teaching Behavior

1. Problem Behavior
 - a. Skill deficit
 - b. Performance deficit
 - c. Skills are not taught in context
 - d. Skills are not consistently rewarded and encouraged
2. To **learn a new behavior**, it needs to be repeated an average of **8 times**
3. To **unlearn** an old behavior and replace it with a new behavior, it must be repeated an average of **28 times**

- Harry Wong

Considerations for Students with Disabilities

Expectations & Rules

- Everyone participates as part of whole-school teaching
- More opportunity for practice
- More varied scenarios to practice
- Consider access
- Consider instructional accommodations

Social-Emotional Learning

- Participates in what whole school is learning
- Emphasize skills written in IEP
- Might participate in small group instruction
- More frequent opportunities to practice in all settings where skills are needed

1. Expectation
Respect

2. Definition and Critical Attributes

- To show concern or consideration
- Behaviors that help people feel calmer, safer, friendlier, and more cooperative

3. Examples

- Listen during lessons
- Hold the door open
- Ask before touching things that belong to others

3. Non-Examples

- Grab materials
- Call people names
- Make noises during lessons

4. Activities to Enhance Concept Development

- Have students write down examples of what respectful behavior looks like
- Have student role-play their examples of what respectful behavior

5. Activities to Check for Understanding

- Present examples and non-examples. Have students identify each.
- Examples and non-examples can be presented in pictures or writing.

6. Activities to Extend Concept Development

- Assign topics for journal entries related to the concept.
- Ask students to keep frequency counts of examples and non-examples observed in a television program.
- Graph the results.

UDL,
Accommodations,
Modifications

Assistive
Technology,
Sign
Language

Repetition,
Re-teaching, Small
Group Instruction,
Skills Included on IEP
&/or BIP/BSP

Action Plan for Teaching Behavior:

What Should We Do?


- Guiding questions:
 - How are SWDs included in the school-wide teaching of expectations and rules? Were lesson plans developed with UDL in mind? What accommodations, modifications, assistive technology are needed to access the lessons?
 - How are the SPED staff included with the development of the lesson plans or was their feedback sought? How are all SPED staff teaching the expectations and rules?
 - Based on need is there time schedule to do more re-teaching or small group instruction?
 - How are the behavioral skills listed on the IEP and/or BIP/BSP aligned to the expectations and rules?

Critical Element: *Classroom Systems*

Sherwood Forest Elementary

Einstein Students Are...

Safe
Respectful
Responsible
Ready to Learn




Our CLASSROOM Expectations

- Keep your hands, feet and objects to yourself.
- Go directly to your destination.
- Stay to the right side of the hallway.
- Adhere to all school rules.
- Walk quickly and quietly to your destination.
- Follow directions when moving from one area to another.

Escuela Elemental Sherwood Forest

Los estudiantes de Einstein son y están...

Seguros
Respetuosos
Responsables
Listos para aprender




Expectativas en nuestras aulas

- Mantenga las manos, pies y objetos para sí mismo.
- Tenga listos todos los materiales que necesita para completar su trabajo.
- Siga las instrucciones.
- Levantar la mano y esperar a ser atendido antes de hablar.
- Ser amable con los demás.
- Escuchar activamente.
- Ser un participante cooperativo en el grupo.
- Adherirse a todas las reglas de la escuela.

Học sinh Einstein Sherwood Forest

Học sinh Einstein...

Được an toàn
Tôn kính
Có trách nhiệm
Sẵn sàng để học



Kỷ vọng của LỚP HỌC

- Không được động tay chân và dùng đồ vật chạm vào người khác.
- Có sẵn những tài liệu em cần để làm xong các bài làm của mình.
- Làm theo chỉ dẫn.
- Giơ tay lên và đợi.
- Tử tế với những người khác.
- Là người lắng nghe nhiệt tình.
- Là người tham gia nhóm hợp tác.
- Tuân theo các luật lệ của trường.

PBIS in the Classroom

<http://flpbis.cbcs.usf.edu/tiers/classroom.html>

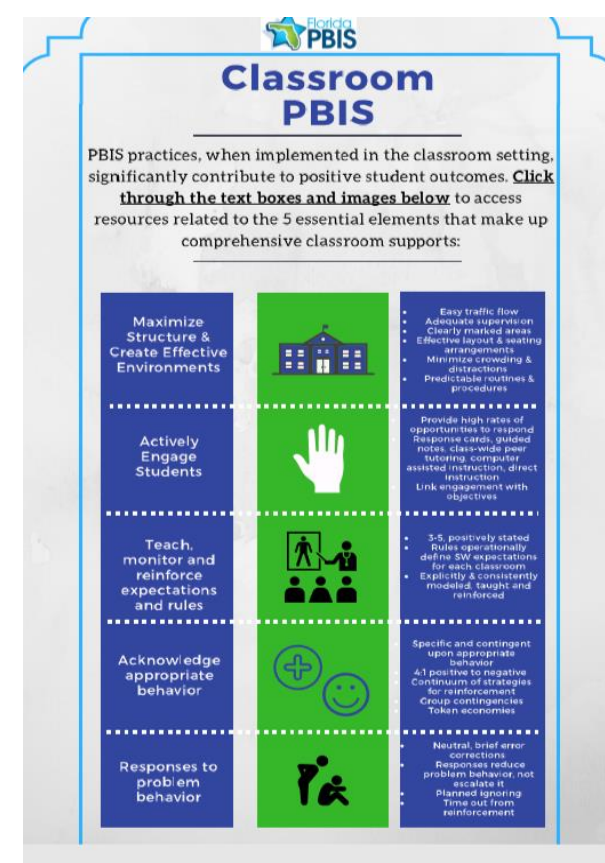
Maximize structure in the classroom

Post, teach, review & reinforce expectations & classroom rules

Actively engage students

Establish a continuum of strategies to acknowledge appropriate behavior

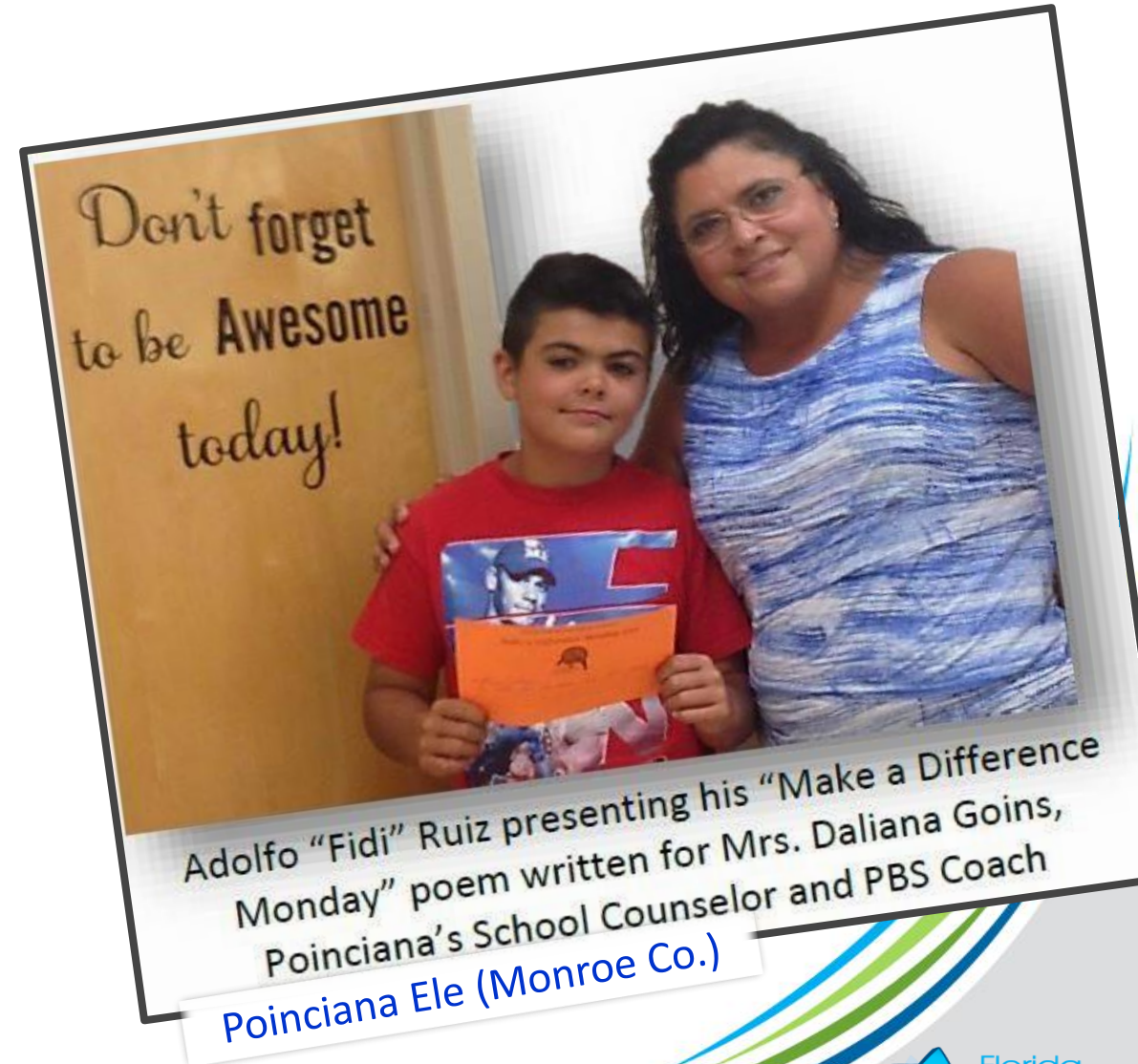
Establish a continuum of strategies to respond to inappropriate behavior



(Knoster, 2015; OSEP, 2015; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

Preventing Problem Behavior (*Antecedents*)

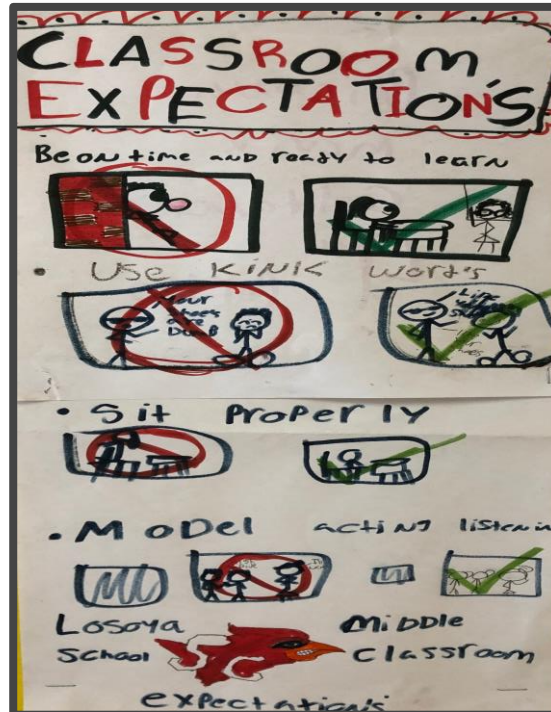
1. Develop positive relationships with students
2. Continuous teaching & rewarding
3. Active supervision
4. Modify the environment and/or instruction
 - a. Traffic flow, tempting materials, line of sight, organization, visual boundaries
 - b. Change schedule
 - c. Interesting & engaging instruction
 - a. adapt curriculum, special assignment, tutoring, computer/ internet work, role play
5. Provide prompts/pre-correction
6. Provide choices



Teaching Replacement Behavior (*Behavior*)

Classroom Interventions

1. Remind/re-teach expectation or rule
2. Give the student a responsibility
3. Restorative Practices



Administrative Interventions

1. Conference with student and/or parent
2. Reflective activities
3. Mini-courses
4. Counseling
5. Restorative Practices

Responding to Problem Behavior (*Consequences*)

Identify Consequences in Advance

1. Increases effectiveness
2. Agreement on teacher- vs. office-managed behaviors
3. Consensus on range of actions – Classroom and office
4. Aligned with Tier 1 expectations and rules
5. Multiple options address a variety of functions
6. Improves data collection

Administering Consequences

1. Match the severity of the offense with the consequence
 - a. Office Referrals
 - b. Teacher-Managed behaviors
2. Provides an opportunity to learn & practice appropriate behaviors
3. Monitor to ensure effectiveness

***Refrain from taking or threatening to take away
an earned reward!***

Considerations for Students with Disabilities?

Resource Classroom

- Ensure all structures are in place in the classroom
- Classroom arrangement allows access for all students
- Accommodations and modification are in place
- Students may need more frequent rewards and/or shorter time periods
- Practice SW expectations & rules more frequently in settings (i.e. cafeteria, hallway)

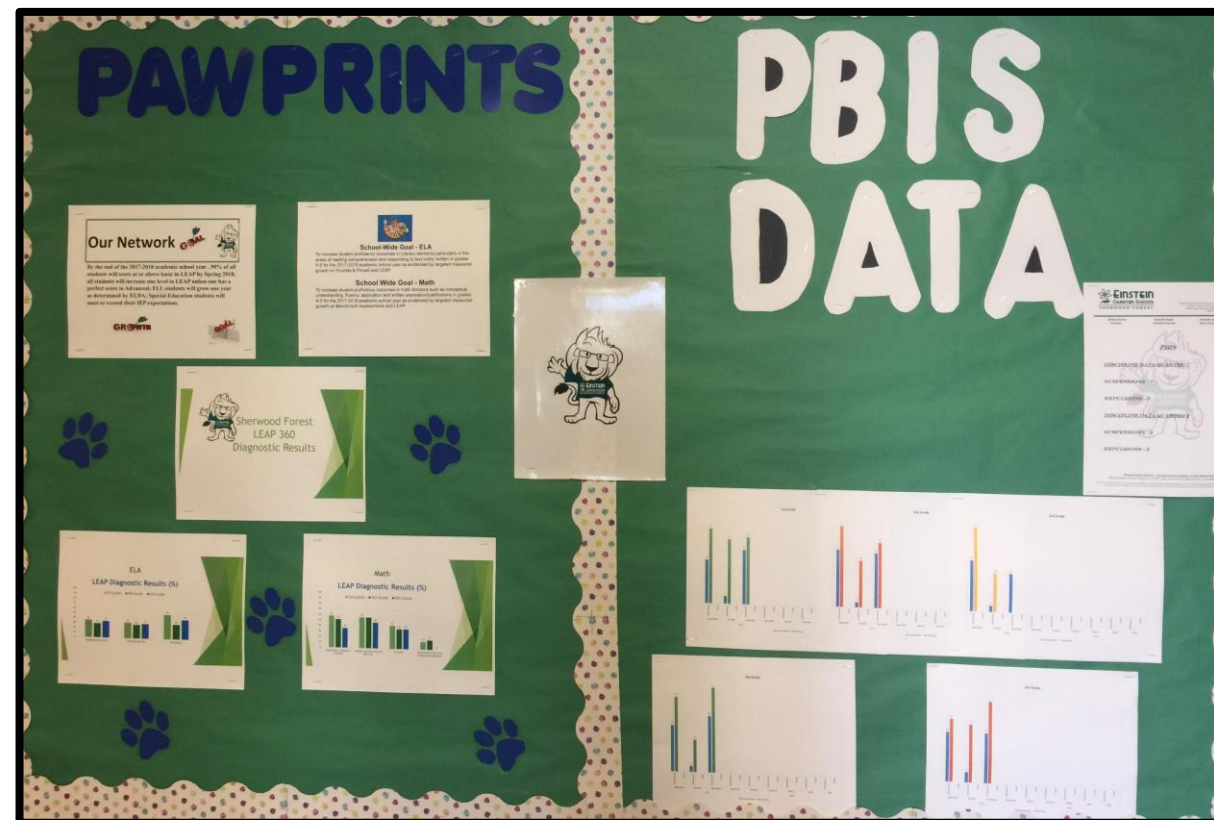
Inclusion Classroom

- Ensure all structures are in place in the classroom
- Students know how to access their accommodations and modifications
- Students may need more explicit teaching of classroom rules

Action Plan for Classroom PBIS Systems:

What Should We Do?

- Guiding questions:
 - Are effective PBIS classroom structures in place in **ALL** classrooms including self-contained classroom(s)?
 - How are SWDs taught to access their accommodations and modifications?
 - How are SWDs explicitly taught and provided opportunities to practice classroom rules/routines?
 - Does the physical arrangement in all classrooms allow access for **ALL** students to all areas and materials?
 - Are there systems in place to alter frequency of rewards and/or ensure shorter time periods between reinforcement?



Critical Element: *Data Entry and Analysis*

Data-Based Problem-Solving



Evaluating Universal Level Implementation				
Diagnostic	Progress Monitoring		Outcome	
Baseline <u>BoQ/TFI</u>	TIC/TFI	•PBIS Walkthrough	ODRs	OSS/ISS
<u>BoQ, TFI</u>	Surveys: •Staff •Student •Parent	•Participation in Reward Activities •Artifacts of Lessons •Focus Groups •Observations	Minors	Attendance % Students w/ Referrals Surveys: •Climate •Bullying •Substance Abuse Academics
How do you monitor Universal Level PBIS implementation in the classroom?				

Using Major and Minor Referrals

Efficient and effective tools for data-based problem-solving to identify:

- Universal Level problem behaviors
- Skills to be taught/rewarded
- Individual students

One behavior at a time

- If multiple behaviors occur, record the most problematic

Completed by staff who witnessed incident

Documents impact on academic engaged time (AET)

- Time-Out
- “Think” area
- Student dismissed early

Is there Equity in Discipline?

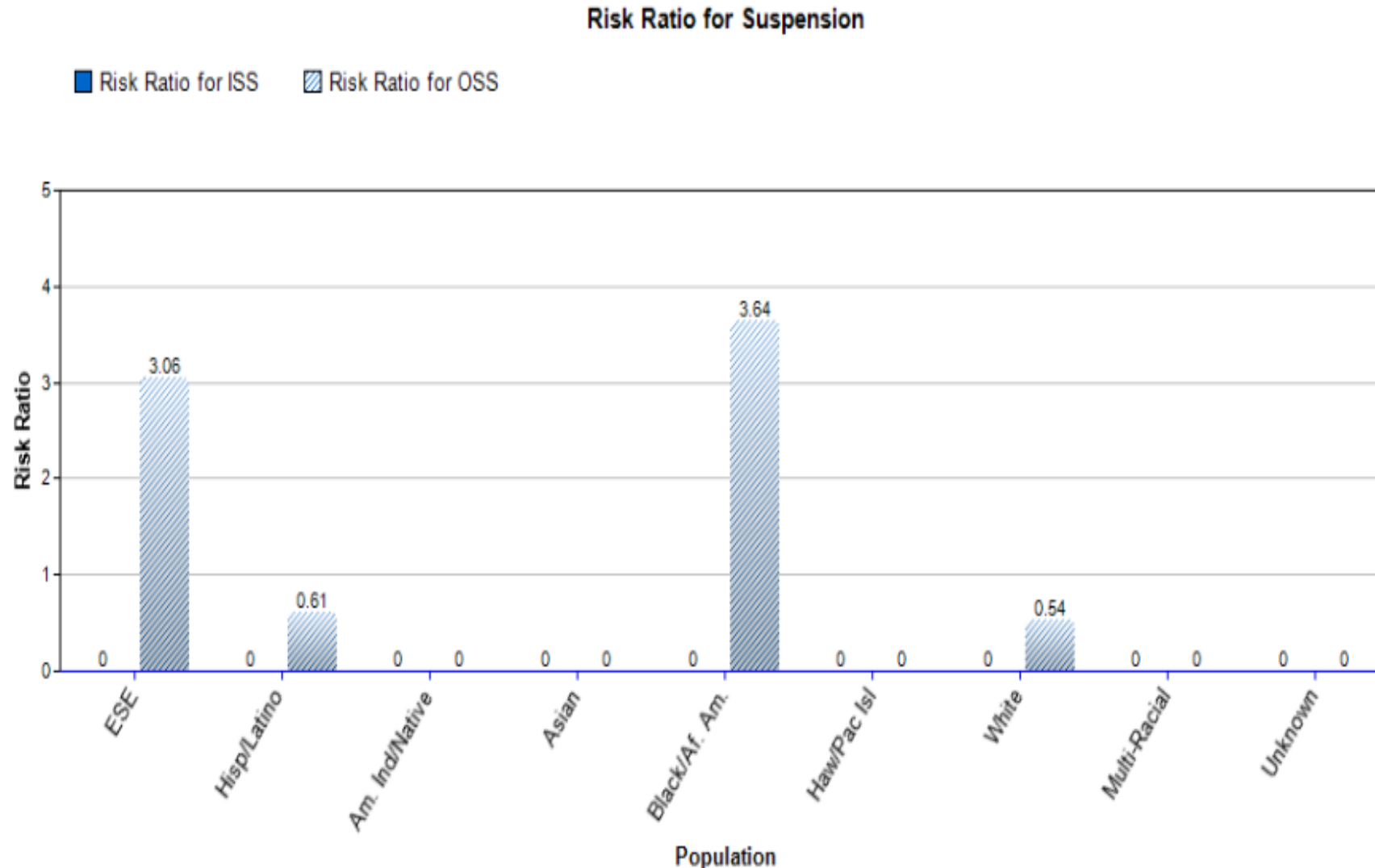
Check ODRs

	% of Student Enrollment	Student Composition	Risk Ratio	Risk
SWD	19.6%	29.1%	1.68	34.9%
Gen Ed students	80.4%	70.9%	0.59	20.7%

- What does this all mean?
- *Student Comp.* Of the 151 students who received at least one referral, 29.1% are Students with IEPs; this group comprises 19.6% of the total student population.
- *Risk Ratio* Students with IEPs are 1.68 times more likely to have at least one referral than all other students.
- *Risk* Of the 126 Students with IEPs, 34.9% (44) have at least one referral.

Is there Equity in Discipline?

Check OSSs



Interpreting the Risk Ratio

Risk Ratio Value	Level of Disproportionality
1.0	Equal
1.25	25% Higher Risk
1.50	50% Higher Risk
2.00	Two Times Higher Risk
2.50	Two and a Half Times Higher Risk
3.00	Three Times Higher Risk
> 3.00	Yikes.

Risk Ratios higher than 7 are frequently a result of fewer than 10 students in either the target or comparison groups

The group's outcomes are still disproportionate, but the size of the risk ratio may overemphasize the scope of the problem

Issues of Equity and Considerations for Students with Disabilities

- SWDs may be overrepresented in rates of ODR, ISS and OSS
- Removal from class/school leads to lost instructional time
- If the student is being removed, are they accessing FAPE?
 - Loss of SPED services
 - Loss of time with non-disabled peers
- If in an ISS/time-out room is used, are they receiving the SPED services listed on their IEP? Are their education goals being met?

Comprehensive Approach to Discipline

Prevent

- **Teach & reward** appropriate behavior
- Engage in active supervision
- Address environment, curricula, and instruction
- Use pre-corrections/ prompts (*verbal, visual, physical*)

Respond

- Instruction tied to Universal Expectations
- Practice appropriate alternatives
- Hierarchy of consequences (*severity, motivation*)
- Verbal de-escalation
- Monitor effectiveness

Follow-Up

- Communication
- Re-Entry Procedures



Critical Element: *Involving Stakeholders*

(Administrator Support, Faculty Commitment, Family Engagement)

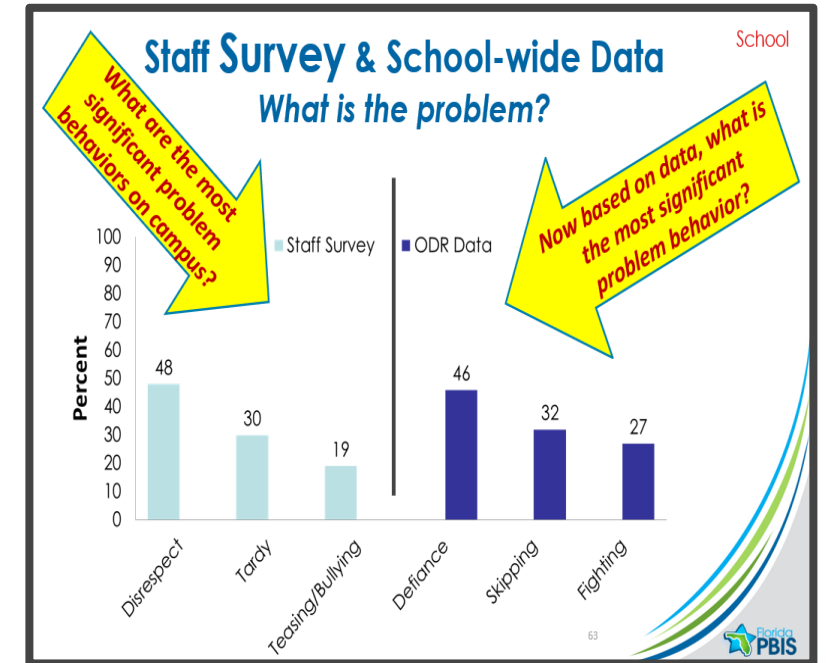
Keys to Stakeholder Commitment

Initial Buy-In

1. Administrative support and modeling from leadership
2. Clear vision of how changes will impact people personally
3. Emphasize the benefits and compelling reasons for change
4. Ensure stakeholder ownership
5. Teach and reward all stakeholders

On-going Commitment

1. Maintaining 80% buy-in; getting new staff, students, families on board
2. 3-5 years for full implementation; not a one shot deal
3. Include all stakeholders at all stages
4. Philosophical shift so expect some resistance
5. Continue to teach and reinforce



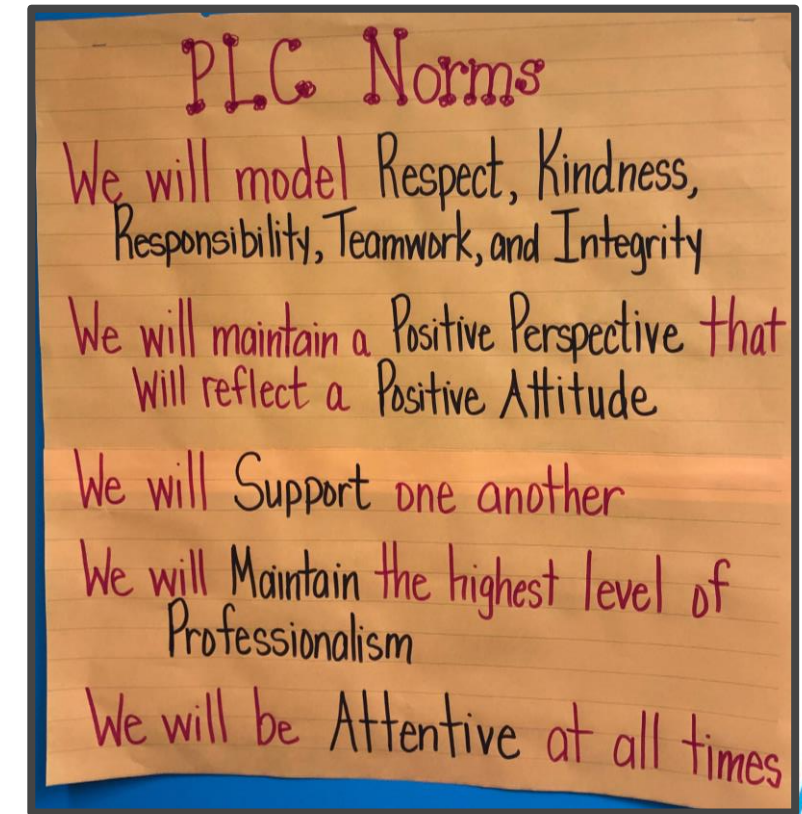
Stakeholder Training

Staff – Sample Training Agenda

1. Overview of Tier 1 PBIS
2. Expectations, rules, teaching behavior
3. Reward system, effective interventions
4. Basic principles of behavior
5. Referral process, definitions of behavior, referral forms, using data to make decisions

Students

1. Tier 1 Expectations
2. Rules (in each setting)
3. Reward System
4. Discipline Procedures/Responding to Problem Behavior



Communicating with Families

“Big Picture” at the Universal PBIS Level

- a. What is PBIS?
- b. Why do schools implement PBIS?
- c. How do schools implement PBIS?
- d. What can families expect in a PBIS school?
- e. What are the outcomes of PBIS?
- f. What can families do to engage in PBIS?

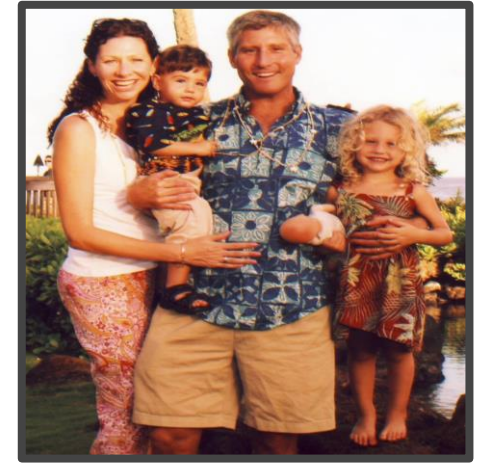
Family Involvement

- a. Personal Matrix
- b. Parent Letter
- c. Test Your Knowledge
- d. Parent PBIS Overview: Family & Community Involvement



Getting Families on Board

- Show how their child may be impacted by implementing PBIS across all levels of support
- Explain how their child is accessing the Universal Level of PBIS
- Gain input from families about how their child can access Universal Level of PBIS
- Ask families for their input on the Universal Level PBIS Plan including the discipline policies, defining problem behavior, and identifying locations across school that may need more explicit teaching



	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT	Make Your bed Clothes in hamper	Have your back pack, lunch, notes, keys	Do your chores	Clean up after yourself Play quietly	Put your things in your backpack when finished	Set the table Put dishes away	Brush your teeth Dirty clothes away
O OWN YOUR BEHAVIOR	Get up on time Get cleaned up and dressed on time	Be ready to leave on time	Clean up after yourself	Ask before you borrow Ask to change stations	Complete your homework on time Do your best!	Use kind words and "I statements" Recognize mistakes and apologize	Get to bed on time!
M MANNERS COUNT	Try a morning SMILE! Thank your parents for helping.	"Thanks for the ride" "Have a nice day"	Ask politely for help	Respect others things Offer to share	Ask for help respectfully "Thanks for the help"	Please and thank you Use your napkin	End the day with nice words and thoughts
E	V	E	R	Y	D	A	Y

Getting Students on Board

- Get students to provide input on what they find motivating
- Get students involved in teaching the expectation and rules (explicit expectations across each setting)
- Get students involved in making PBIS visible on campus
- Have students provide examples and non-examples of behaviors



Action Plan for Involving Stakeholders: *What Should We Do?*

- Guiding questions:
 - How are we currently involving our staff from SPED in the development of our Universal PBIS system? How are we teaching all staff from SPED about the Universal PBIS system? Where can we include them?
 - How are we currently involving our families of SWDs in our Universal PBIS system? Where can we include them?
 - How are we currently involving our SWDs in our Universal PBIS system? Where can we include them?

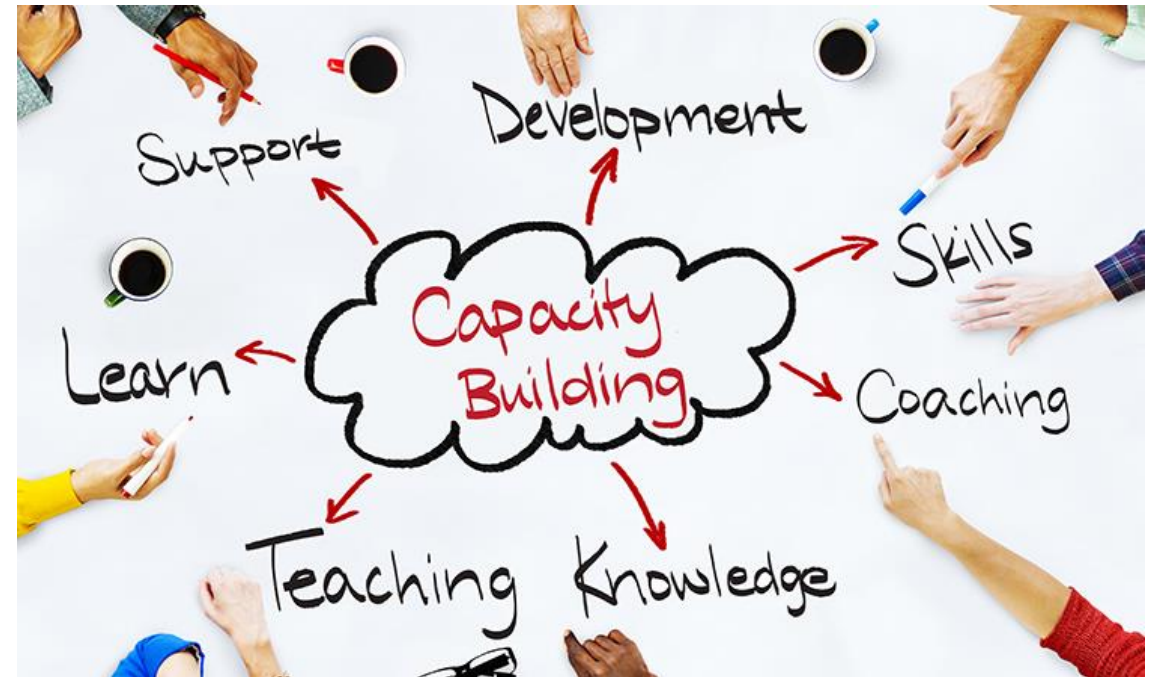
In sum...

*Prepare your leaders
and educators at
your school to create
predictable learning
and teaching
environments that
are safe, respectful,
constructive,
predictable and
considerate of ALL
students!*

The problem is not the problem.

The problem is your attitude about
the problem.

—Captain Jack Sparrow



Some Resources

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established
worldwide!

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"Enhance the quality of life of people across the life-span by promoting evidence-based and effective positive behavior support to realize socially valid and equitable outcomes for people, families, schools, agencies, and communities."

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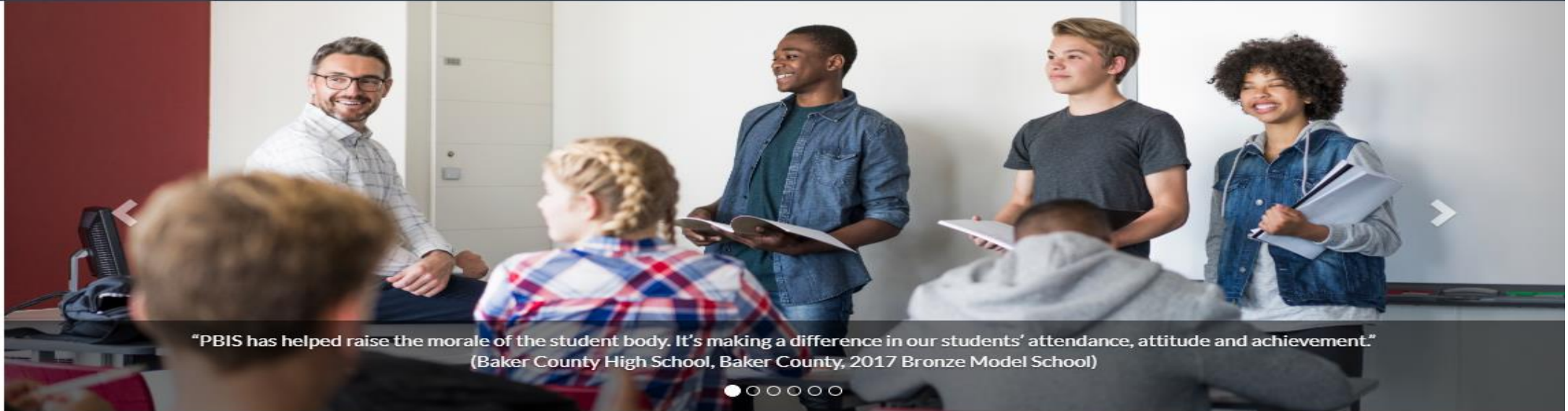
10 Lessons



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 Evaluation-PBSES Login

 Model Schools

 Classroom App



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