



4B: Enhancing Inclusion of Students with Extensive Support Needs Within Schoolwide PBIS

Presenters:

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- **Topic:** Students with Disabilities, Schoolwide, Equity
- **Keywords:** Special Education, Implementation, Action Plan



When Working with Your Team

Consider 4 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?



Getting to Know You

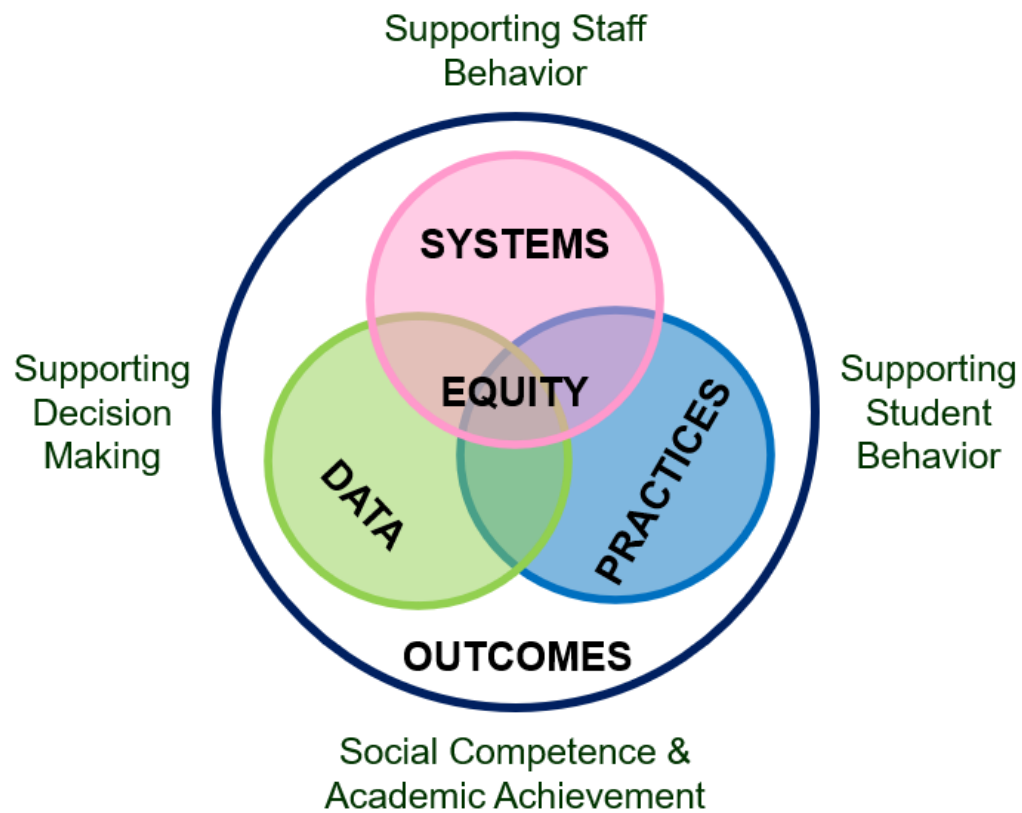
Who is here today?

- ✓ Teachers
- ✓ Administrators
- ✓ Paraprofessionals
- ✓ Behavior Specialists/School Psychologists
- ✓ PBIS Coaches
- ✓ Family members
- ✓ Support Staff (OT, PT, APE)

Learning Objectives

1. *Discuss the importance of intentionally aligning schoolwide systems of support with systems designed to support individual students with disabilities*
2. *Discuss benefits of meaningful inclusion of students with extensive support needs (ESN) within PBIS programs*
3. *Describe how to address barriers to inclusion of students with ESN within schoolwide PBIS*
4. *Provide specific strategies for enhancing inclusion of students' diverse learning needs within all PBIS tiers*





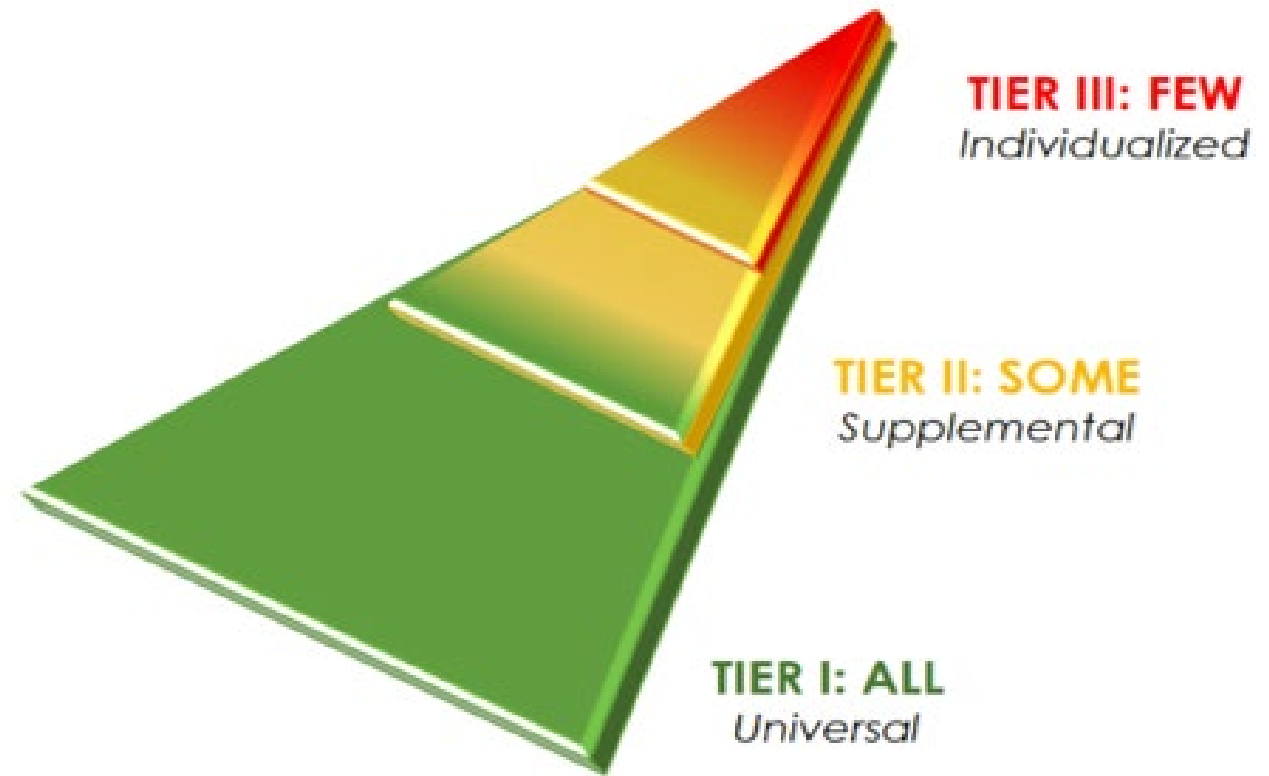
PBIS is **Framework** for implementing evidence-based practices at both the **individual** student and **schoolwide** levels to make schools more effective, efficient, and **Equitable** learning environment (Pinkelman & Horner, 2019)

Tier 1: **Universal** Support

Core Practices

1. Clearly defining schoolwide expectations
2. Teaching and practicing prosocial behavior
3. Monitoring and reinforcing prosocial behavior
4. Responding to unwanted behavior
5. Making data-based decisions

McIntosh, 2019



Significant Outcomes of PBIS



- **Reductions in Office Referrals and Exclusionary Discipline Practices**

(Bradshaw, Mitchell, & Leaf, 2010; Flannery et al., 2014; Horner et al., 2005; Lee & Gage, 2020; Metzler et al., 2001; Nelson, 1996; Nelson et al., 2002)

- **Improved academic achievement**

(Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Nelson et al., 2002)

- **Improved perceptions of school safety, and organizational health**

(Bradshaw et al., 2008; Horner et al., 2009)

- **Decreased levels of teacher stress and burnout, increased teacher self-efficacy** (Ross, Romer, & Horner, 2012)

- **There remains a gap in the literature related to how students with ESN benefit directly from PBIS in Schools** (Walker et al., 2023)



Schoolwide PBIS and Students with Extensive Support Needs (Severe Disabilities)

“

Positive Behavior Supports (PBS) is a systems-based approach built on the principles of applied behavior analysis, inclusion, and person-centered planning, the goal of which is to improve quality of life and minimize problem behaviors for individuals with disabilities.

Carr et al., 2002

PBIS: Potential versus Typical Practice



- The goal of PBIS is to create a positive, equitable, and **inclusive** school culture to improve social, emotional, behavioral, and academic outcomes for ***each and every student*** (Horner et al., 2017)
- Students with significant cognitive disabilities, particularly those in separate settings, are less likely have access to the full range of PBIS support (Hawken & O'Neill, 2006; Zagona et al., 2021)

Barriers to Inclusion within PBIS Schools

- Majority of students with extensive support needs continue to be educated in separate settings (e.g., self-contained classrooms, private alternative schools; Wehmeyer et al., 2021)
- Special educators not included on PBIS teams or as part of professional development focused on PBIS (Walker, Loman, Hara, Park, & Strickland-Cohen, 2018)
 - Training for general educators fails to focus on how to meaningfully include students with ESN
- Misperceptions related to MTSS and students with ESN (Simonsen et al., 2020)
 - Misunderstanding that all students with significant cognitive disabilities require Tier 3 behavior support to be successful and are not likely to benefit from support at Tiers 1 & 2

Benefits of PBIS for Students with Disabilities

- Universal expectations and corrective

behavioral
work than

- Consistent help to

support can

- PBIS has reduced exclusion

Lee & Gage, 2019

Boyd et al., 2019;

PBIS Provides
Opportunity to Build
More Inclusive
Schoolwide Cultures



Building Inclusive School Contexts

“Belonging is easy to affirm but much harder to define.” Carter & Biggs (2021)

Personal Reflection

In your own experience think about a time when you experienced a strong feeling of true belonging and membership within a group.

Q: When and where was this?

On the flipside please think about a time when you experienced the opposite feeling within a group.

Q: In either case – how did you feel, and what (if any) impact did it have on the way you acted or behaved? What words would you associate with this feeling?



Carter & Biggs on Belonging

“This long journey from *exclusion* to *segregation* to *integration* to *inclusion* has been a protracted and winding process. Movement has not always been in one direction and progress has sometimes stalled. Indeed, all four of these terms could be used to describe aspects of the educational experiences of students with significant cognitive disabilities in nearly every state and country. Yet, there seems to still be one more destination worth pursuing. Yes, students should be included in all aspects of everyday school life. But they should also participate in ways that lead to a deep sense of belonging. School should be a place of *belonging* for every student.”



10 Essential Dimensions of Belonging



<https://z.umn.edu/TIESCenterBelonging>

Belonging Reflection Tool

- Tool for team reflection on how belonging is experienced by students with disabilities
- Invite diverse perspectives to share unique insights and recommendations
- Questions invite *celebration*, *action* and *improvement*
- Good reflection should culminate in observable action
(Forest & Pearpoint, 1997)

Belonging Reflection Tool



Although individuals can use this reflection tool, it is designed for collaborative reflection. To the greatest extent possible, talk with and listen to others at your school (e.g., teachers, related service providers, school counselors, administrators, paraprofessionals, families, students with and without disabilities). For each of the ten dimensions of belonging, reflect on what you are doing well and what could be done better or differently. To ensure this reflection leads to observable action, agree on taking at least three actionable steps that will make a noticeable difference in promoting inclusion and belonging at your school.

Dimensions of belonging	What are we <u>doing</u> <i>really well right now in this area?</i>	What could we be <u>doing</u> <i>better or differently in this area?</i>
Present Are students involved in <u>all</u> of the same spaces and activities as their peers?		
Invited Is the presence and participation of students actively sought out and encouraged by others at their school?		
Welcomed Are students received by others at the school with warmth, friendliness, and authentic delight?		
Known Are students viewed as unique individuals, recognized by their strengths, and appreciated for who they are?		

Power of Peers: Peer Engagement Implementation Guides

- Peer networks
- Peer support arrangements
- Stay-Play-Talk
- Recess-based approaches
- Strategies for students who use AAC
- Paraprofessional facilitation strategies
- Classwide peer acceptance efforts
- Cooperative learning
- Peer partner programs



<https://z.umn.edu/TIESPeerEngagement>

Sections in Each Implementation Guide:

- Research based description of what is encompassed within each guide
- Collaborating
- Planning
- Implementing
- Evaluating Outcomes
 - For students with disabilities
 - For peers
 - For others
- Sustaining and Expanding
- Specific Considerations
- Case Application

Within Each Guide You Will Find...

- Detailed examples and strategies
- UDL Lesson ideas and templates
- Downloadable resources
 - Planning sheets
 - Training checklists and session plans for adults
 - Templates for students to use together
- “Look fors” and success indicators
- Cultural responsiveness considerations
- Ways to collect data
- Considerations for individual supports to system-wide focus
- Ideas for cross-grade application

Cooperative Learning Implementation Guide Example



Decision-Making Guide

- Settings
- Grade-levels
- Participating Adults
- Impact on Students with Disabilities
- Impact on Peers

Search Filters

School Settings

- ☐ Cafeterias (5)
- ☐ Community (1)
- ☐ Extracurricular activities (6)
- ☐ General education classrooms (8)
- ☐ Physical education/gym (6)
- ☐ Playgrounds (5)

Grade Levels

- ☐ High school (9-12) (8)
- ☐ Lower elementary (K-2) (9)
- ☐ Middle school (6-8) (8)
- ☐ Upper elementary (3-5) (9)

Participating Adults

- ☐ General educators (9)
- ☐ Paraprofessionals (9)
- ☐ Parents/families (2)
- ☐ Related service providers (e.g., OT, PT, SLP) (6)
- ☐ School counselors (4)
- ☐ Special educators (9)

Impact for Students with Disabilities

- ☐ Academic performance (3)
- ☐ Class engagement and participation (4)
- ☐ Communication skills (including AAC use) (7)
- ☐ Friendships (9)
- ☐ Independence and

Impact for Peers

- ☐ Academic performance (3)
- ☐ Attitudes about disability (9)
- ☐ Class engagement and participation (5)
- ☐ Friendships (9)
- ☐ Knowledge about

Clear Filters

Search Results

9 results.

[A Guide to Implementing Class-wide Peer Acceptance Interventions](#)

[A Guide to Implementing Cooperative Learning](#)

[A Guide to Implementing Paraprofessional Facilitation](#)

[A Guide to Implementing Peer Network Interventions](#)

[A Guide to Implementing Peer Partner Programs](#)

[A Guide to Implementing Peer Support Arrangements](#)

[A Guide to Implementing Recess-Based Peer-Mediated Intervention](#)

[A Guide to Implementing Stay-Play-Talk](#)

[A Guide to Supporting Peer Interaction for Students who Use AAC](#)

STOP & SHARE:

- How might you use the information/resources shared in your district and schools?
 - Any Questions?



Strategies for Enhancing Meaningful Inclusion of Students with ESN

Teaming & Professional Learning

- Ensure special education representation on schoolwide teams
- Include special educators in PD focused on schoolwide/universal supports (Walker et al., 2018)
- Provide general educators with training on how to implement Tier 2 and Tier 3 supports
 - Include training on how to maximize success for students with extensive support needs in inclusive environments

Teaching Behavioral Expectations

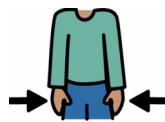



- Ensure accessibility of all materials and support
 - Use evidence-based teaching practices
 - Materials translated into languages used by students/families
 - Apply Universal Design for Learning to schoolwide supports

UDL for Teaching Schoolwide Expectations

	Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action & Expression
Teaching school-wide expectations	<ul style="list-style-type: none">• Short and focused lessons• Frequent reinforcement• Student preferences	<ul style="list-style-type: none">• Visual supports• Modeling• Role-play• Songs• Videos• Familiar visuals such as first/then boards• Naturally occurring prompts• Peer models	<ul style="list-style-type: none">• Planned practice opportunities with a variety of staff in a variety of settings• Drawing• Writing• AAC• Pointing to pictures• Multiple-choice questions• Role-play

Accessible Expectations

- Add visual support
- Post expectations at eye level for individuals who use wheelchairs

Hallway Expectations		
Be Respectful	Keep hands and feet to self	
Be Responsible	Put trash in the garbage	
Be Responsible	Use a hall pass	
Be Ready to Learn	Walk quietly to your destination	

Icons made by Freepik from Flaticon.com and boardmaker.com

Schoolwide Acknowledgement Systems

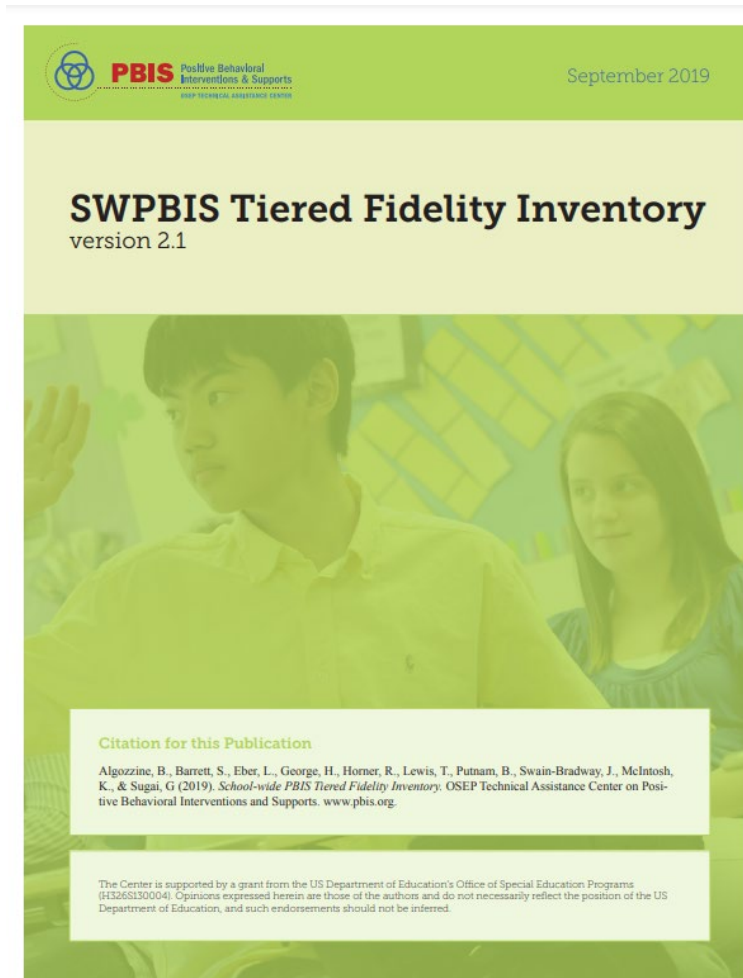
- Link individualized reinforcement systems to schoolwide system
 - E.g., common language/symbols
- Link classwide acknowledgement systems in ***all*** classrooms to schoolwide language and expectations
- Support staff with information they may need to effectively acknowledge all students

Data Systems

- Use efficient data collection systems that allow for integration & disaggregation
- Collect multiple sources of data
- Share successes of all student groups with all staff and students

PBIS Tiered Fidelity Inventory (TFI)

Action plan and
adapt scoring criteria
to ensure inclusion of
students with ESN



TFI Item 1.3

Feature	Possible Data Sources	Scoring Criteria
Subscale: Implementation		
1.3 Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	<ul style="list-style-type: none">• TFI Walkthrough Tool• Staff handbook• Student handbook	<p>0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number</p> <p>1 = Behavioral expectations identified but may not include a matrix or be posted</p> <p>2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations</p>

TFI Item 1.3– adapted

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Materials and Supports are accessible for all students

Each behavioral expectation and matrix item has an accompanying visual support (e.g., photo or line drawing, language translation)

Some posters are placed at waist-level to accommodate users of wheelchairs

Recommendations and Examples



SCAN ME



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

Patricia McDaid, M. Kathleen Strickland-Cohen, Virginia Walker, Lyndsey Aiono 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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Take-Aways

- Schoolwide systems of support are uniquely positioned to create inclusive school cultures
- To maximize success for *all* students, MTSS must be *intentionally* designed to include students with significant cognitive disabilities within a seamless continuum of support



Disability

Creating safe, supportive learning environments for children and youth with disabilities is a critical responsibility of all school personnel. Students receiving special education and related services under the Individuals with Disabilities Education Act (IDEA) have civil right protections, including a free and appropriate public education. To ensure a high-quality education prepares them for further education, employment, and independent living, students with disabilities need to be part of an inclusive school-wide system of positive behavior support. When implemented school-wide, the tiered framework of PBIS benefits all students – including students with disabilities.

Why Use PBIS to Support Students with Disabilities?

Historically, schools found reasons to exclude students with disabilities from general education settings. With the passage of the Individuals with Disabilities in Education Act (IDEA) and its amendments, Congress recognized schools must be inclusive of all students and use evidence-based approaches to support the behavioral needs of students with disabilities. PBIS is the only approach specifically mentioned in the law for preventing exclusion, improving educational outcomes, and addressing the behavior support needs of students with disabilities. In addition to PBIS, the law states education for students with disabilities can be more effective when schools:

- Provide incentives for whole-school approaches
- Implement scientifically-based early reading programs
- Use early intervention services to stop labeling students as 'disabled' in order to address their learning and behavioral needs

Supporting Students with Disabilities within a Tiered Framework

Children and youth with disabilities benefit from free, appropriate, public education designed to meet their unique needs. At the same time, we

Additional Resources



www.pbis.org

- Supporting Students with Disabilities in the Classroom within a PBIS Framework
 - <https://www.pbis.org/resource/supporting-students-with-disabilities-in-the-classroom-within-a-pbis-framework>
- Are Fewer Students with Disabilities Suspended When Schools Implement PBIS?
 - <https://www.pbis.org/resource/are-fewer-students-with-disabilities-suspended-when-schools-implement-pbis>
- IDEA & Students with Disabilities
 - <https://www.pbis.org/resource/idea-students-with-disabilities>

Additional Resources



www.tiescenter.org – Go to “Topics” and choose Positive Behavior Supports

- **Providing Access to School-Wide Positive Behavioral Interventions and Supports for Students with Significant Cognitive Disabilities**
 - <https://files.tiescenter.org/files/m6da-pxinT/ties-brief-10-providing-access-to-school-wide-positive-behavioral-interventions-and-supports-for-students-with-significant-cognitive-disabilities?preferredLocale=en-US>
- **A Literature Review of School-Wide Positive Behavioral Interventions and Supports for Students with Extensive Support Needs (TIES Report #106)**
 - https://files.tiescenter.org/files/_FefYJqda6/ties-center-report-106?preferredLocale=en-US
- **Including Students with Significant Cognitive Disabilities in PBIS Tier 1 Video Series**
 - <https://tiescenter.org/topics/positive-behavior-support/school-wide-video-series>

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THANK YOU!



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