

## ACTION PLAN

### PBIS Critical Elements: Supporting Students with Disabilities in Your Tier 1 System

Critical Elements	FEATURES	CONSIDERATIONS for INCLUDING STUDENTS WITH DISABILITIES ( <i>SWD</i> )	NEXT STEPS: WHAT SHOULD WE DO?
<b>PBIS Team</b>	<ul style="list-style-type: none"> <li>• Oversees the development, implementation, modification, and evaluation of all MTSS for behavior procedures and processes for all students and staff</li> <li>• Meets regularly</li> <li>• Has a clear mission/purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure <u>Special Education staff</u> are on the PBIS Team</li> <li>• Include Special Education support providers on the team (<i>e.g., OT, PT, S/L, Adaptive PE, Deaf &amp; Blind, ABA providers, etc.</i>), <b><u>OR</u></b></li> <li>• Establish effective two-way <u>communication with support providers to ensure SWD ‘voice’</u></li> </ul>	
<b>Faculty Commitment</b>	<ul style="list-style-type: none"> <li>• Behavior and student outcome data regularly shared with faculty via staff meetings and email</li> <li>• Teachers and staff involved in establishing and reviewing goals</li> <li>• Faculty feedback on PBIS and student behavior obtained throughout the year via surveys, polls, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Include aggregated and disaggregated data for SWD</li> <li>• <u>Elicit Special Education staff and support provider</u> input on PBIS goals</li> <li>• <u>Secure Special Education staff and support provider</u> feedback/input on PBIS plan (<i>e.g., modifications of PBS supports to ensure inclusion of SWD</i>)</li> </ul>	

Critical Elements	FEATURES	CONSIDERATIONS for INCLUDING STUDENTS WITH DISABILITIES (SWD)	NEXT STEPS: WHAT SHOULD WE DO?
Effective Discipline Process	<ul style="list-style-type: none"> <li>• Discipline process clearly outlined for faculty, students, and families</li> <li>• Problem behaviors well-defined</li> <li>• Major/minor behaviors clearly differentiated</li> <li>• Hierarchy of appropriate responses to major problem behaviors developed</li> </ul>	<ul style="list-style-type: none"> <li>• Seek input <u>from Special Education staff/support providers</u> on appropriate responses to behaviors related to students' disabilities</li> <li>• Ensure input <u>from Special Education staff/support providers</u> on procedures for crisis management</li> <li>• Administrative decisions for major ODRs are reflective of IEP/BIP</li> <li>• <b>ALL</b> staff trained on the referral process and forms</li> </ul>	
Data Entry and Analysis	<ul style="list-style-type: none"> <li>• Data system used to collect and analyze data</li> <li>• Data analyzed by PBIS team at least monthly</li> <li>• Data shared with faculty at least monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Include data for SWD</li> <li>• Share disaggregated data <b>for SWD</b> with faculty monthly</li> <li>• Include SWD in universal screenings and Early Warning Systems (EWS) reviews</li> </ul>	

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Expectations and Rules Developed	<ul style="list-style-type: none"> <li>• 3-5 positively stated school expectations developed</li> <li>• Faculty involved in developing expectations and rules</li> <li>• Expectations posted throughout the school environment (<i>e.g., walls, buses, student/parent handbook, course syllabus, website, email signature</i>).</li> <li>• Rules developed and posted for specific settings</li> <li>• Rules linked to expectations</li> </ul>	<p>SW expectations and rules accessible for <b>ALL</b> students:</p> <ul style="list-style-type: none"> <li>• Identify and provide appropriate supports for posters and teaching (<i>e.g. pictures, cultural <u>relevance</u>, language alignment, etc.</i>)</li> <li>• Provide individual visual supports</li> <li>• Provide relevant examples/non-examples for SWD</li> <li>• Use assistive technology</li> </ul>	
Reward/Recognition Program Established	<ul style="list-style-type: none"> <li>• Reward system in place for students and staff</li> <li>• Rewards linked to SW expectations and rules</li> <li>• Rewards apply to all settings</li> <li>• Students involved in identifying rewards</li> </ul>	<p>Reward system accessible to <b>ALL</b> students:</p> <ul style="list-style-type: none"> <li>• Reward SWD more frequently</li> <li>• Provide SW tokens earned for progress made towards <u>IEP/BIP</u> behavior goals</li> <li>• <u>Involve SWD</u> in identifying rewards</li> <li>• Ensure SWD receive access to rewards (<i>e.g., physical disability, ability to participate in events, augmentative comm</i>)</li> <li>• <u>ALL SPED staff/support providers have access</u> and provide reinforcers</li> </ul>	

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Lesson Plans for Teaching Expectations/Rules	<ul style="list-style-type: none"> <li>• Behavior curriculum includes teaching expectations and rules</li> <li>• Comprehensive lesson plans available &amp; include variety of teaching strategies</li> <li>• Behavior embedded into subject area curriculum</li> <li>• Staff and students involved in the development and delivery of the behavioral curriculum</li> <li>• Strategies developed to share key features of SWPBIS with families and/or learning coaches.</li> </ul>	<ul style="list-style-type: none"> <li>• SWD participate in whole school curriculum content (i.e., learning what everyone else is learning)</li> <li>• Emphasize skills written in IEP</li> <li>• Provide small(er) group instructional opportunities</li> <li>• Increase opportunities to practice skills in all settings</li> <li>• <b>Ensure multiple</b> opportunities to teach/re-teach</li> <li>• Modify lessons (as needed) or make accommodations to existing plans</li> <li>• Teach/re-teach expectations and rules across <b><u>ALL SPED staff/support providers</u></b></li> </ul>	
Implementation	<ul style="list-style-type: none"> <li>• Plan developed to teach and coach staff on PBIS implementation</li> <li>• Plan developed to teach expectations/rules and rewards to students</li> <li>• Schedule developed for delivery of rewards and incentives</li> <li>• Families participate in developing and implementing PBIS</li> </ul>	<ul style="list-style-type: none"> <li>• Elicit input from families of SWD in developing and implementing PBIS</li> <li>• <b><u>Train ALL SPED staff</u></b> on PBIS implementation (<i>e.g., OT, PT, S/L, Adaptive PE, Dear &amp; Blind, ABA, etc.</i>)</li> </ul>	

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<b>Classroom</b>	<ul style="list-style-type: none"> <li>• Classroom rules, routines and procedures developed and linked to SW expectations</li> <li>• Rules, routines and procedures taught to students and implemented with - fidelity</li> <li>• Reward system developed and taught to students</li> <li>• Hierarchy of interventions/consequences developed to address problem behavior and taught to students</li> <li>• Rewards/incentives and consequences implemented consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Establish effective PBIS classroom structures in <b>ALL</b> classrooms</li> <li>• Teach SWD to access their accommodations and modifications</li> <li>• Ensure explicit teaching and <b>opportunities to practice</b> classroom rules/routines</li> <li>• Arrange physical environment to allow access for <b>ALL</b> students</li> <li>• Alter frequency of rewards and/or ensure shorter time periods between reinforcement</li> </ul>	
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Expectations and rules identified by students and staff</li> <li>• Data outcomes documented</li> <li>• Data used to regularly evaluate the PBIS plan</li> </ul>	<ul style="list-style-type: none"> <li>• Survey <b>ALL</b> staff and students about PBIS (<i>e.g., OT, PT, S/L, etc.</i>)</li> <li>• Document data outcomes for SWD</li> <li>• Data used to regularly evaluate PBIS plan for SWD</li> </ul>	