Session Objectives:

- Describe critical features of PBIS in the classroom to support students with disabilities (SWD)
- Discuss how to differentiate Tier 1 classroom practices to support all students
- Identify approaches to intensify classroom practices (Tiers 2 and 3) to support students based on data.

Setting the Context

- Where do students with disabilities “fit” within a PBIS/MTSS framework?
  - Everywhere!
  - All Means ALL

- Why is this critical?
  - 7 million students identified with disabilities make up 14% of the student population in 2017-2018
  - Most students with disabilities spend most of their time in general education
  - Students with Disabilities are Over-Represented in Disciplinary Data
    - Students with disabilities made up 12% of the enrollment in 2015-2016, however...
    - Students with disabilities made up 26% of students receiving an out of school suspension
    - Students with disabilities made up 24% of students expelled
    - Students with disabilities made up 28% of students arrested or referred to law enforcement
    - Students with disabilities made up 71% of students restrained
    - Students with disabilities made up 66% of students secluded

- What can we do to change outcomes for students with disabilities?
  - Effective classroom practices are directly linked to students’ behavioral and academic outcomes.
  - Students’ academic & behavior outcomes are closely related.
  - Students with disabilities have less access to effective classroom practices (e.g., fewer proactive and more reactive behavior strategies) and experience poorer outcomes.
  - Therefore, it’s critical that we invest in effective classroom practices for ALL students to improve outcomes for ALL students, including students with disabilities.

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3 (Algozzine & Algozzine, 2007; Brophy, 1988; Filter & Horner, 2009; Fisher, Berliner, Filby, Marliave, Cahen, & Dishaw, 1980; Horner et al., 2009; Lassen, Steele, & Sailor, 2006; Preciado, Horner, Scott, & Baker, 2009; Sanford, 2006; Simonsen et al., 2008)
4 (McIntosh, 2005; Lassen et al., 2006; Tobin & Sugai, 1999;)
6 (Lewis et al., 2004; Sutherland & Wehby, 2001)
Critical Features of Classroom PBIS to Support Students with Disabilities

Differentiate Tier 1 Classroom Practices to Support All Students
- **Foundations of Effective Classroom PBIS**
  - **Effective environmental design:** Consider diverse abilities and needs
    - Ensure mobility and access around classroom
    - Individual visual supports
    - Assistive technology
    - Other supports to promote access to learning
  - Develop & teach predictable classroom **routines:**
    - Teach, re-teach, & teach some more
    - Develop task analysis
    - Provide picture prompts/supports
  - Post, define, & teach **3-5 positive classroom expectations**: Intensify instruction in routines and expectations
    - Teach, re-teach, & teach some more
    - Provide additional relevant examples and non-examples
    - Ensure expectations, examples, and activities are inclusive

**CLASSROOM EXPECTATIONS MATRIX**

<table>
<thead>
<tr>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use quiet voices</td>
<td>Complete all assigned tasks</td>
<td>Keep hands and feet to self</td>
</tr>
<tr>
<td>Raise your hand and wait to speak</td>
<td>Come to class on time</td>
<td>When seated, keep 2 feet and 4 legs on floor</td>
</tr>
<tr>
<td>Listen to instructions and directions</td>
<td>Be prepared: have all materials</td>
<td>Walk at all times</td>
</tr>
</tbody>
</table>

- **Consistently Implement Positive and Proactive Classroom PBIS**
  - **High rates of opportunities to respond:** Response cards & other options

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7 (Examples from Bob Putnam, May Institute)
- Use **prompts** and **active supervision**: Small change, BIG impact!
  - **Teacher Greetings**\(^8,9\)
    - **Definition**: 1. Greet student at door, 2. Say student's name, 3. Say something positive (e.g., "I like your new shoes," "I am glad you are here today'') and "encourage task engagement (e.g., 'Hi Joe, I am glad you are here today! I appreciate you being prepared to work'), and 4. Resume regularly scheduled activities
    - **Results**: Upon introduction of teacher greeting, (a) duration of on-task behavior increased across subjects\(^8\) and (b) latency to on-task behavior decreased across subjects\(^9\)
  - **Positive Greetings at the Door**\(^10\)
    - **Definition**: 1. Greeting student at door, 2. Say student's name, 3. Say something positive (e.g., "I like your new shoes," "I am glad you are here today''), and 4. Resume regularly scheduled activities
    - **Results**: Positive greetings at the door resulted in decreased disruptive behavior and increased percentage of time academically engaged
- Acknowledge behavior with **specific praise & other strategies**.
  - Reward more frequently
  - Acknowledge progress towards individualized behavior goals
  - Survey students to identify their interests
  - Ensure students all students can access reward
  - Consider augmentative communication needs
- **Determine if Students are Engaging in Problem Behavior & Respond Appropriately**
  - For minor challenging behaviors, use brief specific **error corrections & other strategies**
    - Students with emotional and behavioral disorders respond differentially to praise and error corrections\(^11\)
    - Higher praise was associated with higher engagement for students with EBD. Praise was not associated with engagement for peers.\(^11\)
    - There was an inverse relationship between teachers' reprimands and engagement for students with EBD that was not found for peers without EBD.\(^11\)
    - Upon introduction of teacher greeting and brief review of the expectation, the latency to on-task behavior decreased across subjects, especially students with EBD.\(^11\)

**Intensify Classroom Practices (Tiers 2 & 3) to Support Students Based on Data**

- **Case Study #1**: Training and consultation provided to the teacher of an inclusive 6th grade classroom resulted in improved (a) teacher practices (increased use of praise, monitoring, and instruction; decreased corrections) and (b) student behavior (increased on-task behavior, decreased off-task behavior, and fewer ODRs)
- **Case Study #2**: Supports provided in alternative education settings also resulted in positive outcomes.

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\(^8\) (Allday & Pakurar, 2007)  
\(^9\) (Allday, Bush, Ticknor, & Walker, 2011)  
\(^10\) (Cook et al., 2018)  
\(^11\) (Downs et al., 2019)