

1. Why focus on classroom PBIS practices for students with disability?

- Where do students with disability “fit” within a PBIS/MTSS framework?
 - Everywhere! All means all!
- Why is this critical?
 - >7.5 million students are identified with disabilities and make up ~15% of the student population
 - Students with disabilities experience disproportionately high levels of seclusion,¹ restraint,¹ and other exclusionary discipline²
- What can we do to improve outcomes for students with disability?
 - Effective classroom practices are directly linked to students’ behavioral and academic outcomes.³
 - Students’ academic & behavior outcomes are closely related.⁴
 - Students with disability have less access to effective classroom practices (e.g., fewer proactive and more reactive behavior strategies) and experience poorer outcomes.⁵
 - Therefore, it’s critical that we invest in effective classroom practices for ALL students to improve outcomes for ALL students, including students with disability.⁶
- When done well, PBIS improves outcomes for all students and educators,⁷ including students with disability!⁸



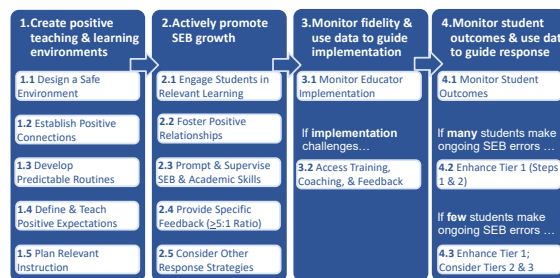
Classroom PBIS practices are critical for *all* students, including students with disabilities

2. What does classroom PBIS look like?

- Create a **robust and differentiated** foundation of classroom support by...
 - Supporting and Responding to Students’ Social, Emotional, and Behavioral Needs*⁹
 - Supporting Students with Disabilities in the Classroom Within a PBIS Framework*¹⁰



Steps to Support & Respond to Students’ SEB Needs



Classroom PBIS is supporting and responding to all students’ SEB needs with positive practices

¹ <https://www2.ed.gov/about/offices/list/ocr/docs/restraint-and-seclusion.pdf>

² https://civilrightsdata.ed.gov/assets/downloads/Suspensions_and_Expulsion_Part2.pdf

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

⁵ Conley, Marchang, Caldarella, 2014; Donovan & Cross, 2002; Harrell, Leavell, van Tassel, & McKee, 2004; Landers, Courtad, & Ryndak, 2012; Nelsen, Benner, Lane, & Smith, 2004; Oliver & Reschley, 2007; Rathel, Drasgow, Brown & Marshall, 2014; Rathel, Drasgow, & Christle, 2008

⁶ Lewis et al., 2004; Sutherland & Wehby, 2001

⁷ <https://www.pbis.org/pbis/why-implement-pbis>; <https://www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice>

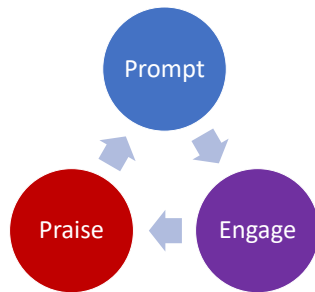
⁸ <https://www.pbis.org/topics/students-with-disability>; <https://www.pbis.org/resource/why-implement-tier-1-pbis-for-students-with-disabilities-what-does-research-say>

⁹ <https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>

¹⁰ <https://www.pbis.org/resource/supporting-students-with-disabilities-in-the-classroom-within-a-pbis-framework>

3. What are critical classroom PBIS practices for *all* students?

- Prioritize 3 Key practices



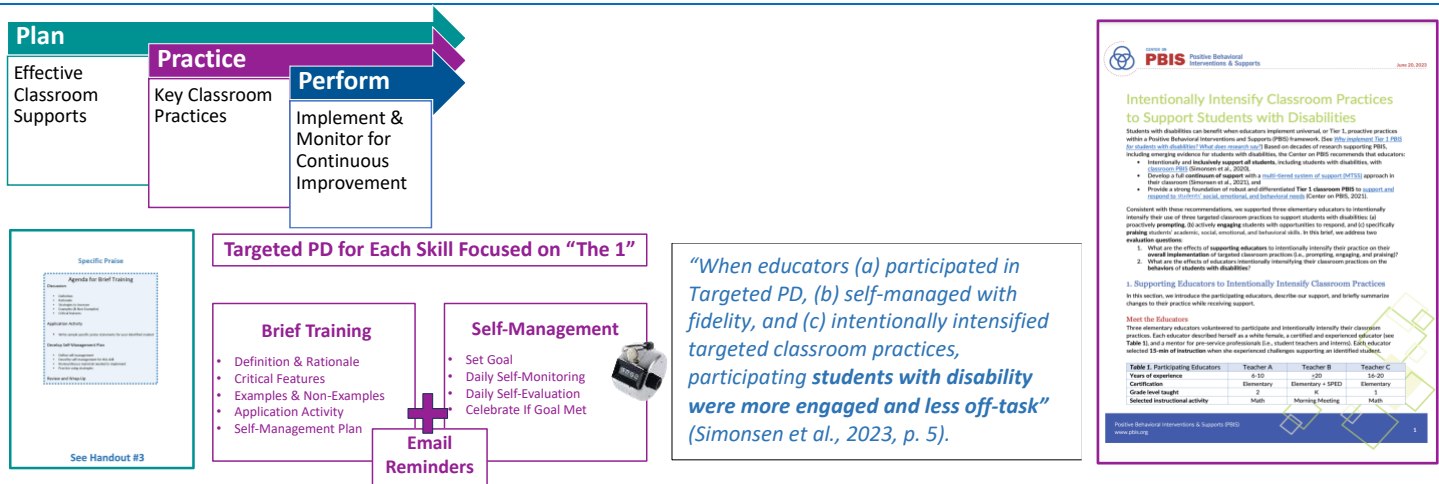
- Create effective classroom environments¹¹

Teacher	Student	Behavior	Antecedents	Consequences
1. Goal to self	2. Goal to self	3. Goal to self	4. Goal to self	5. Goal to self
6. Goal to self	7. Goal to self	8. Goal to self	9. Goal to self	10. Goal to self
11. Goal to self	12. Goal to self	13. Goal to self	14. Goal to self	15. Goal to self
16. Goal to self	17. Goal to self	18. Goal to self	19. Goal to self	20. Goal to self
21. Goal to self	22. Goal to self	23. Goal to self	24. Goal to self	25. Goal to self
26. Goal to self	27. Goal to self	28. Goal to self	29. Goal to self	30. Goal to self
31. Goal to self	32. Goal to self	33. Goal to self	34. Goal to self	35. Goal to self
36. Goal to self	37. Goal to self	38. Goal to self	39. Goal to self	40. Goal to self
41. Goal to self	42. Goal to self	43. Goal to self	44. Goal to self	45. Goal to self
46. Goal to self	47. Goal to self	48. Goal to self	49. Goal to self	50. Goal to self
51. Goal to self	52. Goal to self	53. Goal to self	54. Goal to self	55. Goal to self
56. Goal to self	57. Goal to self	58. Goal to self	59. Goal to self	60. Goal to self
61. Goal to self	62. Goal to self	63. Goal to self	64. Goal to self	65. Goal to self
66. Goal to self	67. Goal to self	68. Goal to self	69. Goal to self	70. Goal to self
71. Goal to self	72. Goal to self	73. Goal to self	74. Goal to self	75. Goal to self
76. Goal to self	77. Goal to self	78. Goal to self	79. Goal to self	80. Goal to self
81. Goal to self	82. Goal to self	83. Goal to self	84. Goal to self	85. Goal to self
86. Goal to self	87. Goal to self	88. Goal to self	89. Goal to self	90. Goal to self
91. Goal to self	92. Goal to self	93. Goal to self	94. Goal to self	95. Goal to self
96. Goal to self	97. Goal to self	98. Goal to self	99. Goal to self	100. Goal to self

- Safe environment
- Predictable Routines
- Positive expectations
- Explicit instruction in expectations within routines and other SEB skills
- Engaging and culturally relevant instruction
- Prompts for desired SEB skills
- Specific feedback (>5:1 positive to corrective ratio)

Prompting, engaging, and specifically praising are three key classroom PBIS practices

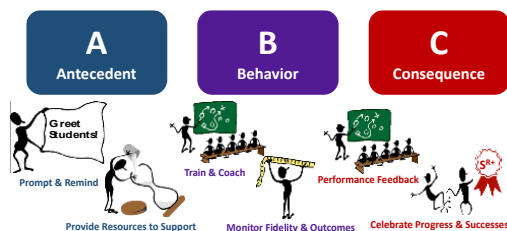
4. What does intentional implementation of classroom PBIS practices look like?



We intentionally intensify by planning, practicing, and "performing" (implementing)

5. How do we build habits of effective classroom PBIS practice?

- Check out this practice brief¹² and webinar¹³ to learn more



We build habits of effective classroom practice by implementing by understanding the "ABCs"

¹¹ <https://www.pbis.org/resource/creating-effective-classroom-environments-plan-template>

¹² <https://www.pbis.org/resource/habits-of-effective-classroom-practice>

¹³ <https://www.pbis.org/video/building-habits-of-effective-practice-webinar>