# ACTION PLAN

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

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<th>Critical Elements</th>
<th>FEATURES</th>
<th>CONSIDERATIONS for INCLUDING STUDENTS WITH DISABILITIES (SWD)</th>
<th>NEXT STEPS: WHAT SHOULD WE DO?</th>
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| **PBIS Team**     | • 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 | • 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’ | |
| **Faculty Commitment** | • 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. | • 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) | |
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| **Effective Discipline Process** | • Discipline process clearly outlined for faculty, students, and families  
• Problem behaviors well-defined  
• Major/minor behaviors clearly differentiated  
• Hierarchy of appropriate responses to major problem behaviors developed | • Seek input from Special Education staff/support providers on appropriate responses to behaviors related to students’ disabilities  
• Ensure input from Special Education staff/support providers on procedures for crisis management  
• Administrative decisions for major ODRs are reflective of IEP/BIP  
• ALL staff trained on the referral process and forms |  |
| **Data Entry and Analysis** | • Data system used to collect and analyze data  
• Data analyzed by PBIS team at least monthly  
• Data shared with faculty at least monthly | • Include data for SWD  
• Share disaggregated data for SWD with faculty monthly  
• Include SWD in universal screenings and Early Warning Systems (EWS) reviews |  |
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| Expectations and Rules Developed | • 3-5 positively stated school expectations developed  
• Faculty involved in developing expectations and rules  
• Expectations posted throughout the school environment (*e.g.*, walls, buses, student/parent handbook, course syllabus, website, email signature).  
• Rules developed and posted for specific settings  
• Rules linked to expectations | SW expectations and rules accessible for **ALL** students:  
• Identify and provide appropriate supports for posters and teaching (*e.g.* pictures, cultural relevance, language alignment, etc.)  
• Provide individual visual supports  
• Provide relevant examples/non-examples for SWD  
• Use assistive technology | |
| Reward/Recognition Program Established | • Reward system in place for students and staff  
• Rewards linked to SW expectations and rules  
• Rewards apply to all settings  
• Students involved in identifying rewards | Reward system accessible to **ALL** students:  
• Reward SWD more frequently  
• Provide SW tokens earned for progress made towards **IEP/BIP** behavior goals  
• **Involve SWD** in identifying rewards  
• Ensure SWD receive access to rewards (*e.g.*, physical disability, ability to participate in events, augmentative comm)  
• **ALL SPED** staff/support providers have access and provide reinforcers | |
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| Lesson Plans for Teaching Expectations/Rules | • Behavior curriculum includes teaching expectations and rules  
• Comprehensive lesson plans available & include variety of teaching strategies  
• Behavior embedded into subject area curriculum  
• Staff and students involved in the development and delivery of the behavioral curriculum  
• Strategies developed to share key features of SWPBIS with families and/or learning coaches. | • SWD participate in whole school curriculum content (i.e., learning what everyone else is learning)  
• Emphasize skills written in IEP  
• Provide small(er) group instructional opportunities  
• Increase opportunities to practice skills in all settings  
• **Ensure multiple** opportunities to teach/re-teach  
• Modify lessons (as needed) or make accommodations to existing plans  
• Teach/re-teach expectations and rules across **ALL SPED staff/support providers** |  |
| Implementation | • Plan developed to teach and coach staff on PBIS implementation  
• Plan developed to teach expectations/rules and rewards to students  
• Schedule developed for delivery of rewards and incentives  
• Families participate in developing and implementing PBIS | • Elicit input from families of SWD in developing and implementing PBIS  
• **Train ALL SPED staff** on PBIS implementation (e.g., OT, PT, S/L, Adaptive PE, Dear & Blind, ABA, etc.) |  |
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| Classroom        | • Classroom rules, routines and procedures developed and linked to SW expectations  
• Rules, routines and procedures taught to students and implemented with fidelity  
• Reward system developed and taught to students  
• Hierarchy of interventions/consequences developed to address problem behavior and taught to students  
• Rewards/incentives and consequences implemented consistently | • Establish effective PBIS classroom structures in ALL classrooms  
• Teach SWD to access their accommodations and modifications  
• Ensure explicit teaching and opportunities to practice classroom rules/routines  
• Arrange physical environment to allow access for ALL students  
• Alter frequency of rewards and/or ensure shorter time periods between reinforcement | |
| Evaluation       | • Expectations and rules identified by students and staff  
• Data outcomes documented  
• Data used to regularly evaluate the PBIS plan | • Survey ALL staff and students about PBIS (e.g., OT, PT, S/L, etc.)  
• Document data outcomes for SWD  
• Data used to regularly evaluate PBIS plan for SWD | |

B12 – George & Martinez (2018)  
*University of South Florida*