Students with Significant Disabilities in SW-PBS Schools: A Review of Current Systems, Practices, & Evaluation

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Objectives

- National and Missouri SWPBS implementation

- Evidence of inclusion of students with the most significant disabilities

- Evolution of PBIS and the SW-PBS approach used in many schools today

- Impact on (and inclusion of) students with significant disabilities.

- Current SWPBS and inclusion systems, practices, & evaluation

- Practical Strategies

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Building Positive, Healthy, & Inclusive Communities

Handbook of Positive Psychology in I/DD

August 2017

Full Inclusion?

Communities

Seclusion &

Exclusion

of Marginalized Populations

Schools

Workshops & Group Living

Resource Room

Poverty Stricken Areas

Psychiatric Residential

Corrections

Other Alternative Placements

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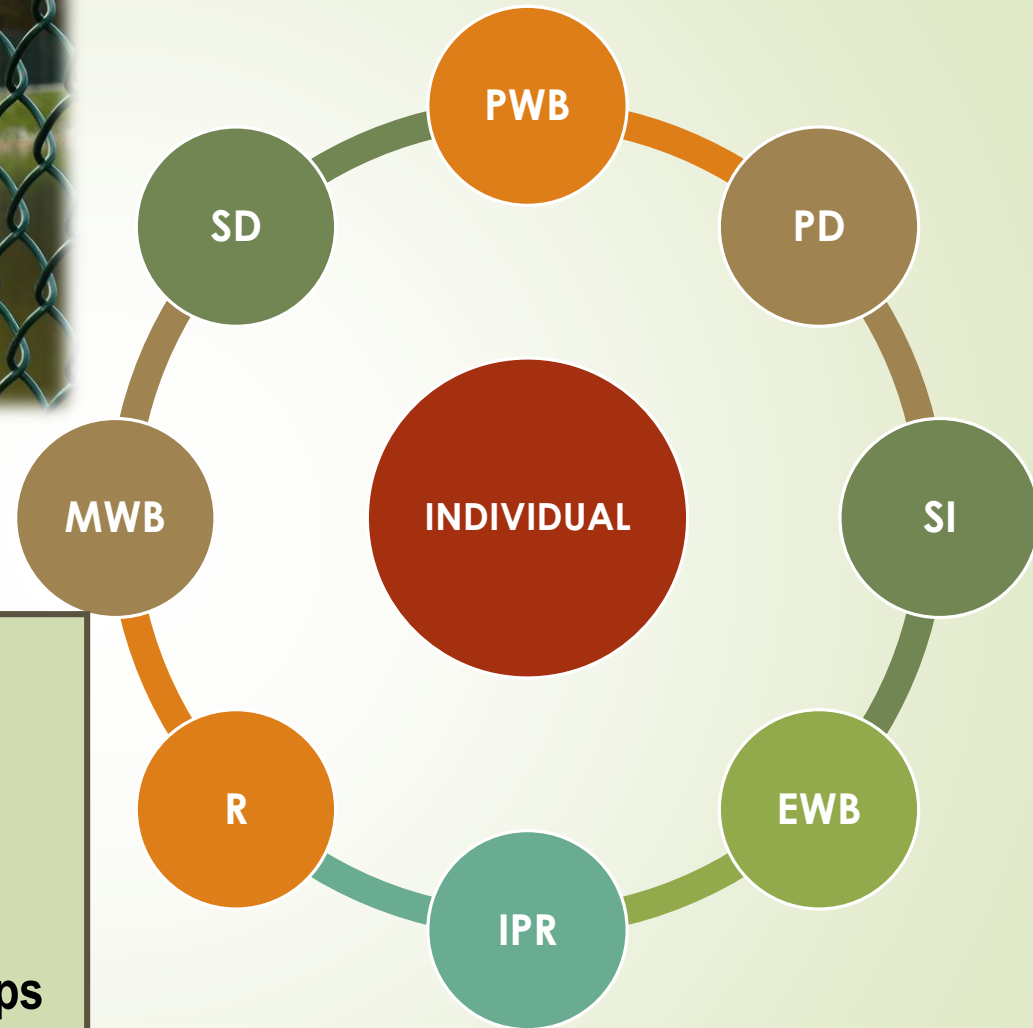
Quality of Life Domains

PWB: Personal Well-Being
PD: Personal Development
SI: Social Inclusion
EWB: Emotional Well-Being
IPR: Inter-Personal Relationships
R: Rights
MWB: Material Well-Being
SD: Self-Determination

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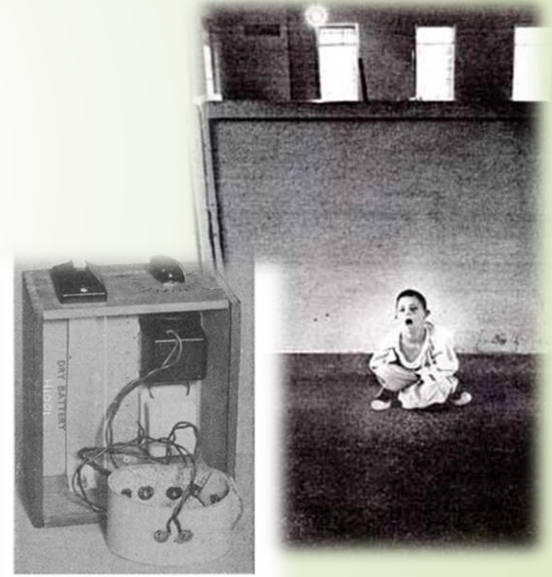# *Deinstitutionalization, Normalization, & Positive Behavior Support*

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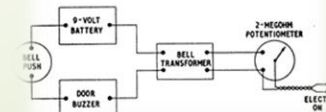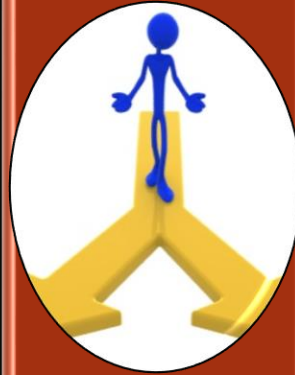
PBS Evolution

Science of Behavior

Applied Behavior Analysis

1960s

Institution Abuse/Neglect

Punishment Research

1970s

Community Access

Human Rights

Normalization Movement

1980s

Behavior Science Expanded to Real World

FBA/QOL

Prevention

1980s

PBS Developed

Intensive Research

Inclusive Movement

Quality of Life

SWPBS

1990s

OWPBS

Social Science

CMS Program

Foster Care

States/Feds

2000-2017

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Quality of Life

Community Inclusion

Person-centered Planning

Evidence Based Practices

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Scaling up PBS Across Human Services

Developmental Disability

Traumatic Brain Injury

Substance Abuse

Frail and Elderly

Physical Disability

Corrections

Seriously Emotionally Disturbed

Who are students with 'significant disabilities'?

- 1-2% of students who take the alternate assessment

- Have intellectual disability

- Extensive and complex support needs to participate in community, educational, vocational, domestic, and leisure activities

Kennedy, 2004

Students with Significant Disabilities at Greatest Risk

Community Settings

- District Cluster Sites
- Resource Rooms
- Outbuildings & Basements

Alternative Settings

- Alternative Schools
- Residential
- Hospitals

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SW-PBS for Students with Significant Disabilities: Where Are We?

SW-PBS Implementation & Evaluation

- Implementation
- Multi-Tiered Interventions
- Impact on Students with Significant Disabilities
- Evaluation of SW-PBS Implementation

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INDIVIDUALIZED

TARGETED

UNIVERSAL
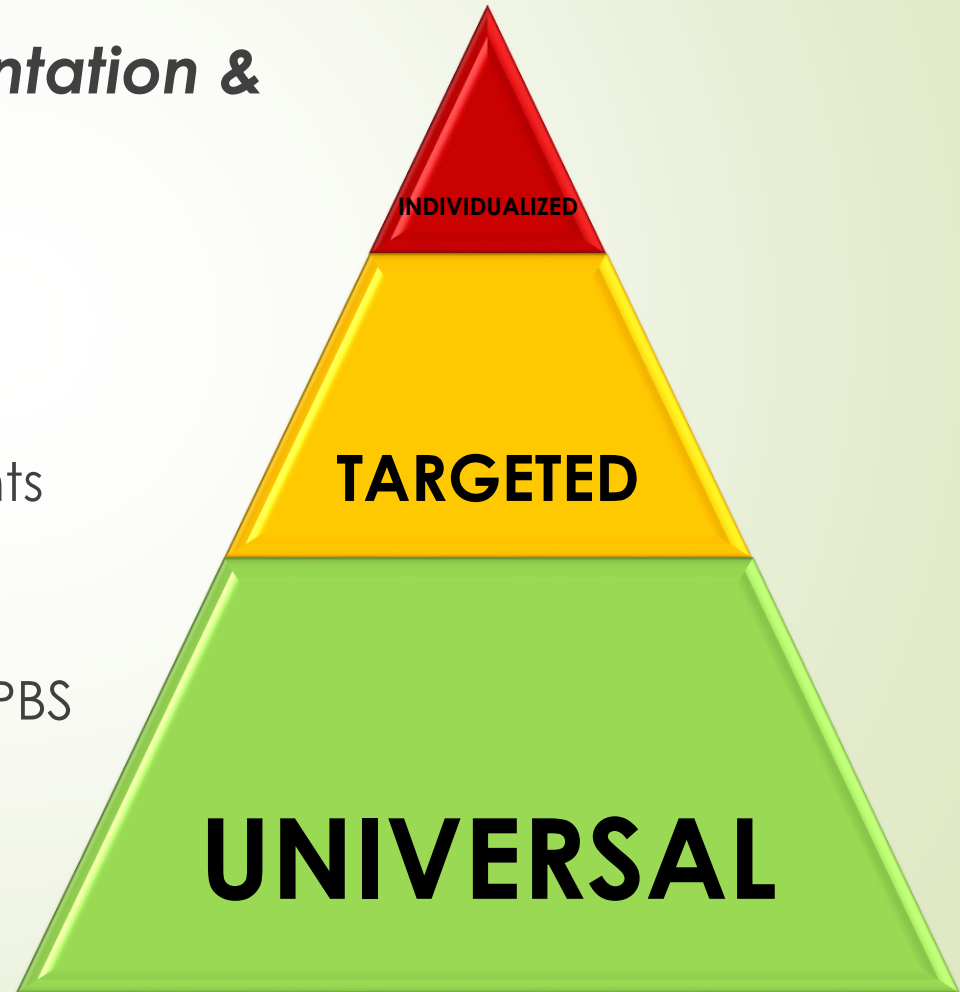
Designing Schoolwide Systems for Student Success

Academic Instruction

Tertiary Interventions
(for individual students)
• Assessment-based
• High Intensity

Secondary Interventions
(for some students)
• High Efficiency
• Rapid Response

Universal Interventions
(for all students)
• Preventive, Proactive

Behavioral Instruction

Tertiary Interventions
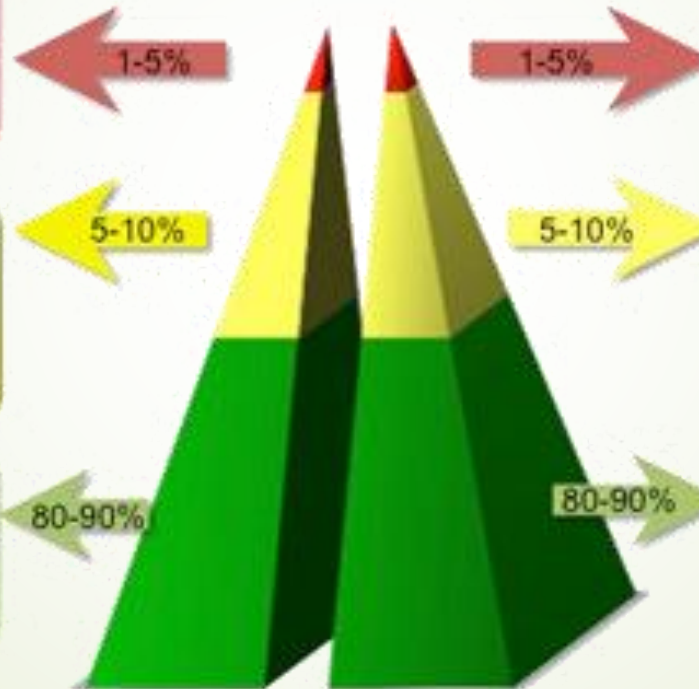(for individual students)
• Assessment-based
• Intense, durable procedures

Secondary Interventions
(for some students: at-risk)
• High Efficiency
• Rapid Response

Universal Interventions
(for all students)
• All Settings
• Preventive, Proactive

1-5%   1-5%

5-10%   5-10%

80-90%   80-90%

SWPBS in U.S. Schools

Positive outcomes for preventing development or maintenance of problem behaviors (e.g., Sugai)

- ➡Improved academic achievement
- ➡Improved school attendance
- ➡Improve social competence
- ➡Safe learning environments

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Routine exclusion of students with significant disabilities in school-wide reforms

- Schoolwide reading models (Simmons et al., 2002)

- Inclusive education reforms (Morningstar, Kurth, & Johnson, 2016)

  - **remain 4x more likely to be educated in self-contained settings**

- Do we have any reason to believe SWPBS efforts would be any different?

Risks to inclusion of students with significant disabilities in SWPBS

- Intensive (tertiary) supports are provided in separate settings

- Risk of bifurcating resources and personnel
  - SE responsible for IPBS, GE responsible for SWBPS

- Needs of the majority trump the minority in resource allocation decisions
  - IPBS is more expensive, time-consuming, labor-intensive, and complex

- Students with significant disabilities are absent from universal instruction, or that instruction is not accessible

Further risks of SWPBS
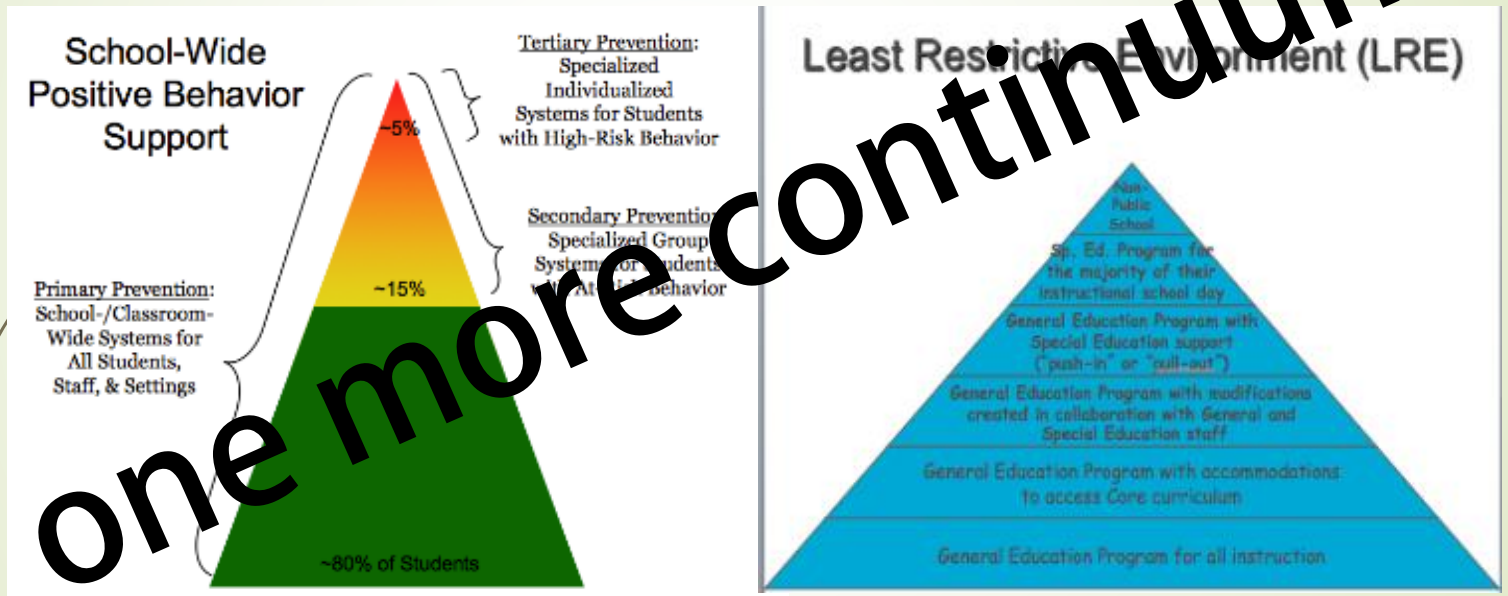
Just one more continuum?

SWPBS evaluation as a risk

- "frequently used tools for evaluating school-wide behavior support initiatives…[indicate] that students with disabilities, particularly severe disabilities, have not been clearly included in the SWPBS process" (Hawken & O'Neill, p. 48, 2006).

- SWPBS embraces "all"
- But how do SWPBS evaluation measures include all?

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To complete a contemporary analysis of commonly used SWPBS evaluation tools and their direct and implicit inclusion of students with significant disabilities

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Method

- Literature Review – What SWPBS tools are used?

- Content analysis – how do the most common tools address the needs of students with significant disabilities?
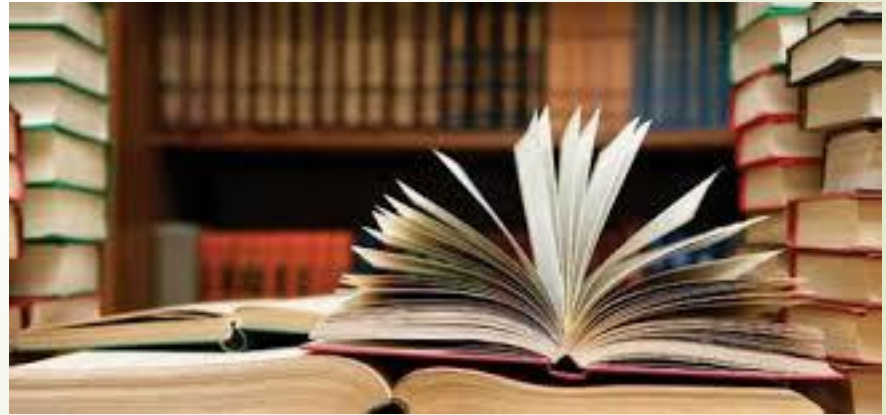
- Survey of Schools

- Interviews & Focus Groups

Literature Review

Search terms:

SWPBS, SWPBIS, school wide positive behavior support, school wide positive behavior intervention* and support*, PBIS, positive behavior intervention* and support*, evaluation, implementation, fidelity, measure, measurement

- **Peer reviewed**
- **2010-2016**
- **In U.S.**

Findings of Literature Review

Tool	N	%
Schoolwide Evaluation Tool	57	45.2%
Team Implementation Checklist	15	11.9%
Benchmarks of Quality	14	11.1%
Implementation Phases Inventory	7	5.6%
Schoolwide Universal Behavior Sustainability Index	7	5.6%
Self-Assessment Survey	6	4.8%
Effective Behavior Self-Assessment Survey	5	4%
Effective Behavior Support Survey	5	4%
Preschool Evaluation Tool	4	3.2%
Facility Evaluation Tool	3	2.4%
School Assessment Survey	2	1.6%
Individual Student Systems Evaluation Tool	1	0.8%
Total mentions of a tool:	126	100%

Evaluation of SWPBS Tools

- *all classrooms, all teachers, all staff, all students, disability*, general, segregate*, access, inclu*, resource, self-contained, separate*, low incidence, severe, significant, multiple, and disorder**

- *almost, nearly, percentage*, %, most, some, several, many, few*

SET

TIC

BOQ

A closer look at the tools

| Term	"Behind the Scenes"			Impacts Students				
	Rules / Expectations	Team Membership	Staff Training	Praise / Rewards	Responding to behaviors	Handling emergencies	Discipline data used	Teaching students
All classrooms								
All teachers								
All staff	X	X	X					X
All grades								
All students								X
Disabilit*								
General								
Special		X						
Almost	X			X	X			
Nearly								X
Percentage	X	X		X	X	X	X	X
Most	X			X	X		X	X
Some				X	X		X	
Several								
Many	X			X	X		X	X
Few	X			X	X		X	X

Note. X = The term appeared

Discussion

- No explicit reference to students with, or teachers of students with, significant disabilities

- "All students" or "All staff" refer to behind the scenes activities with no impact on students

- "Some," "most" or proportions used when referring to things that impact students

Is it Possible to Implement SWPBS with Fidelity while Failing to Achieve or Address Full Inclusion?
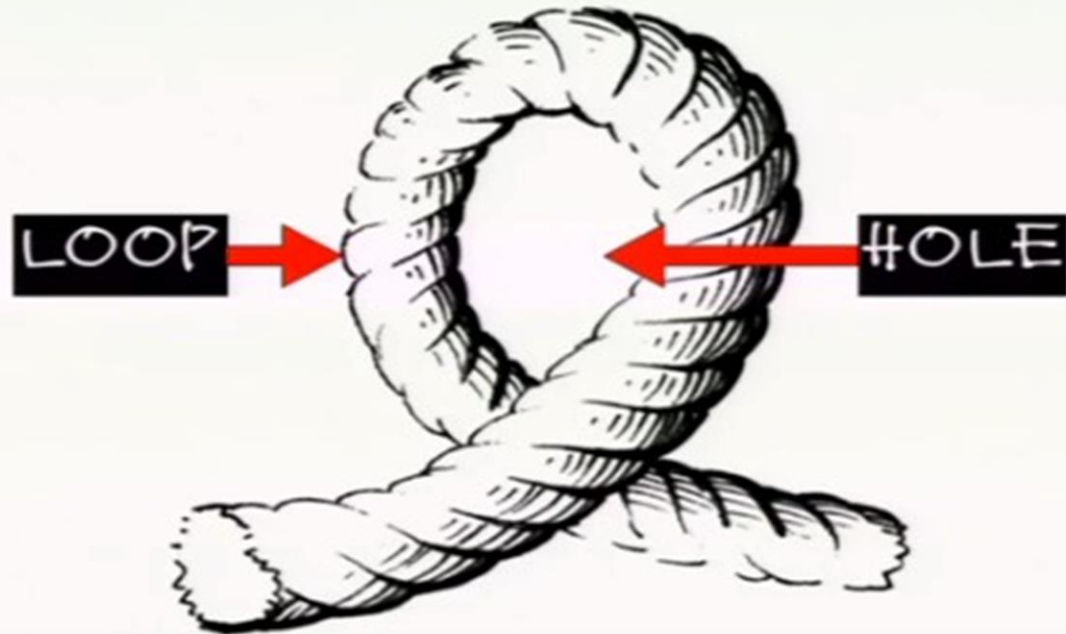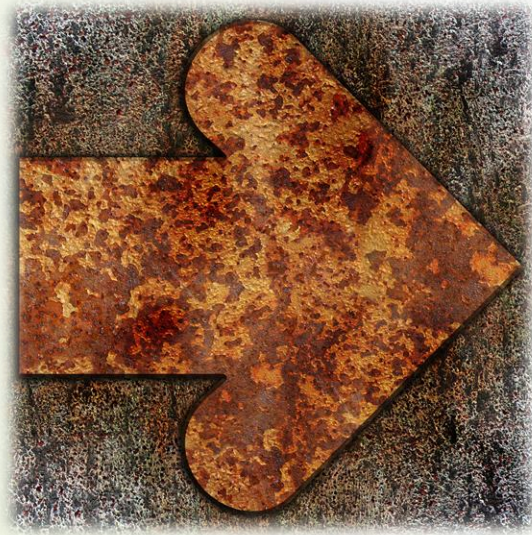
Segregation

- Use discipline and instruction that are not aligned with SWPBS
- No oversight
- Lack of preventative supports
- Increased risk of restraint and seclusion

Absence of Cues

- No prompt to examine SWPBS to students in segregated settings
- Cannot evaluate supports and instruction they receive
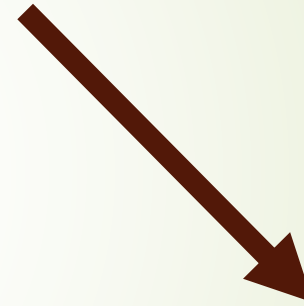- Personnel don't develop skills

General Study Recommendations

Recommendation 1

- Include explicit directives to consider inclusion of students with significant disabilities in SWPBS evaluations

"All"

"Each"

Recommendation 2

- Target a truly random selection of students and staff

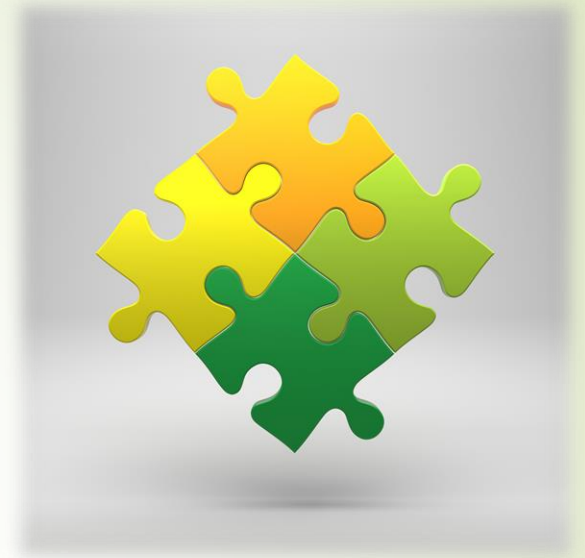- Improve representation of those with greatest needs

Recommendation 3

- Context-relevant activities to recruit participation from each student and teacher in evaluation, activities, and instruction

SWPBS & Inclusion in Missouri: A Discussion

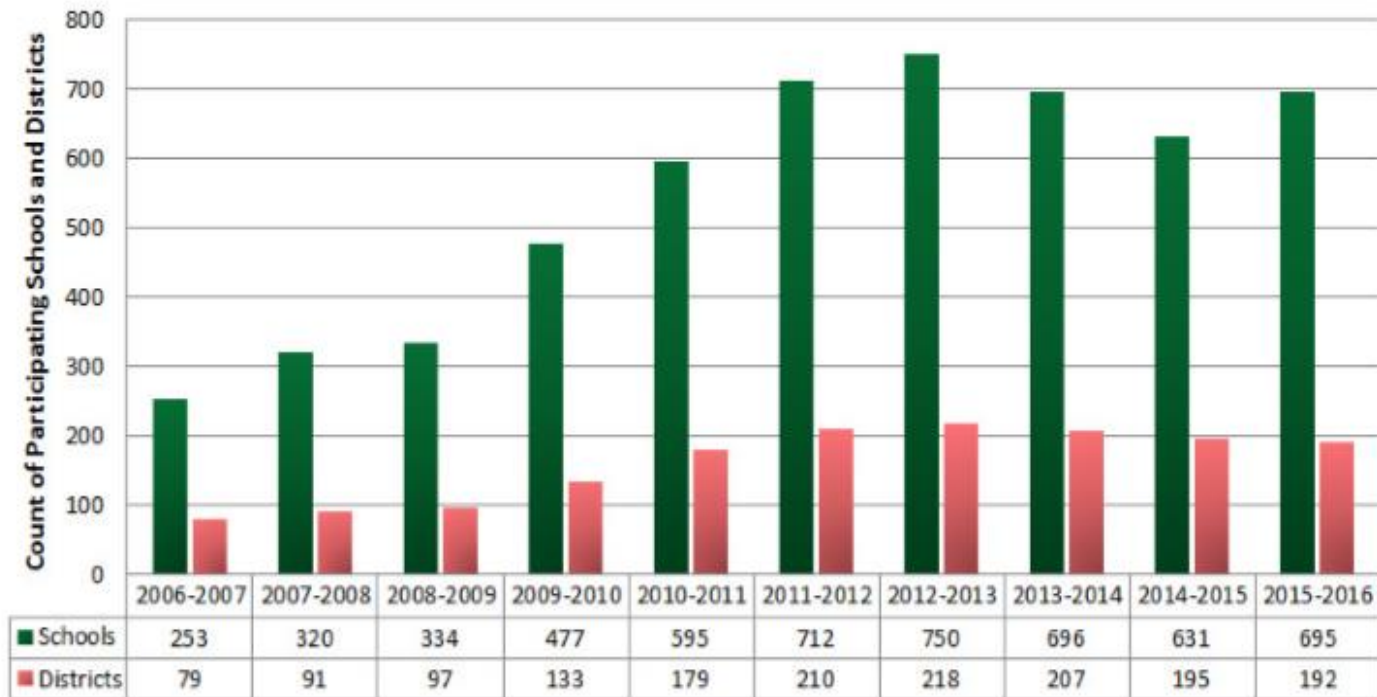# SWPBS in Missouri

2006-2016 MO SW-PBS Schools and Districts

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Schools	253	320	334	477	595	712	750	696	631	695
Districts	79	91	97	133	179	210	218	207	195	192

Figure 3a

MISSOURI SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT

2015-2016 ANNUAL REPORT

Generations of Inclusion

ONE
"Location & Mainstream"

TWO
"Curriculum & Strategies"

TODAY
"True Inclusion for All Students"

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Inclusion Today

- **True Inclusion for All**

- **Self Determination**

- **Inclusionary Culture**

- **Universal Design**

- **SWPBS**

- **Extensive Planning to Achieve Behavior, Academic, and Social Supports to Insure Inclusion**

- **As each generation of inclusion has emerged, discomfort has occurred as the research and recommended research or evidence based practice conflicted with the infrastructure in place for the previous generation.**
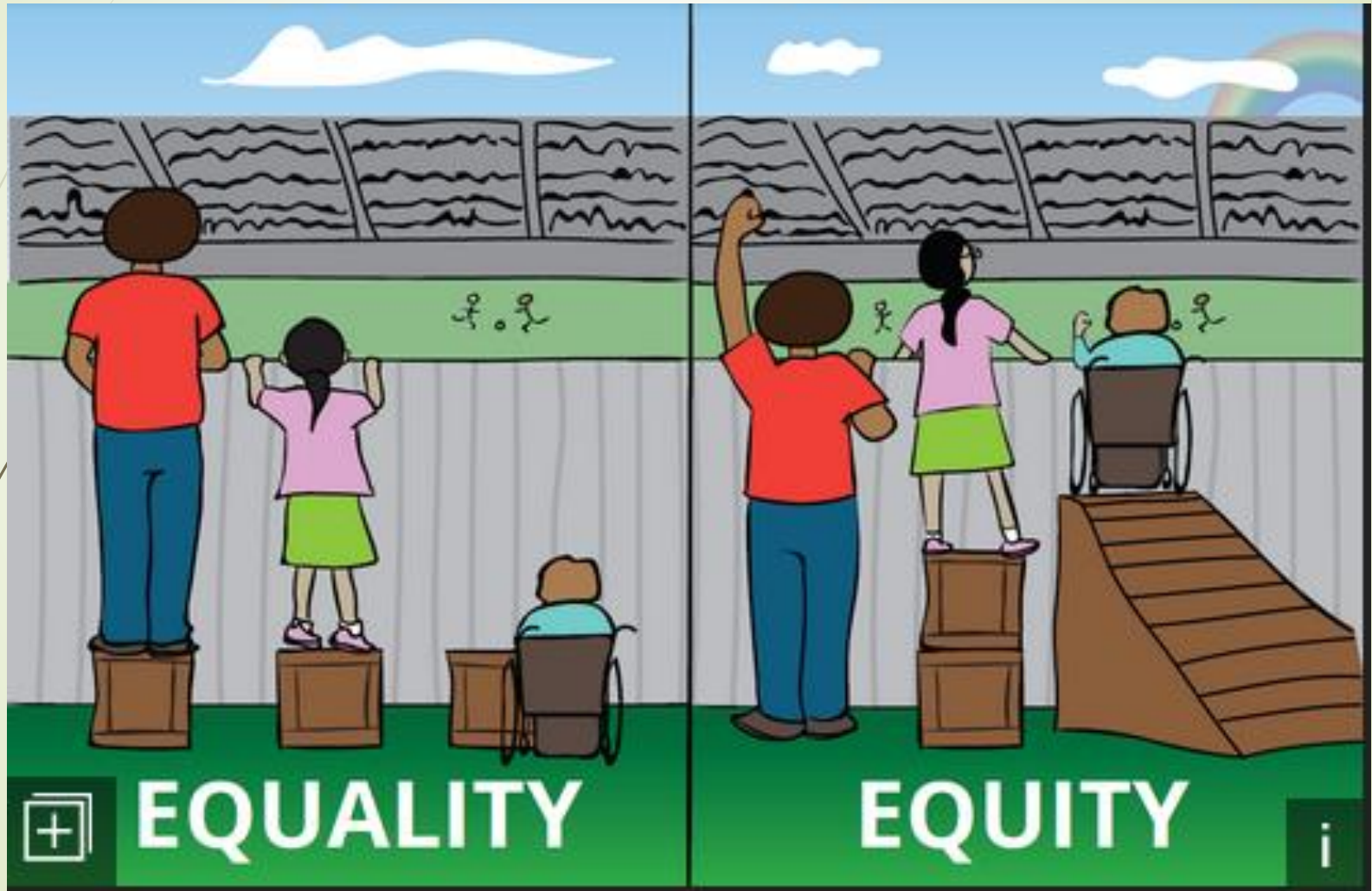
Converging Movements

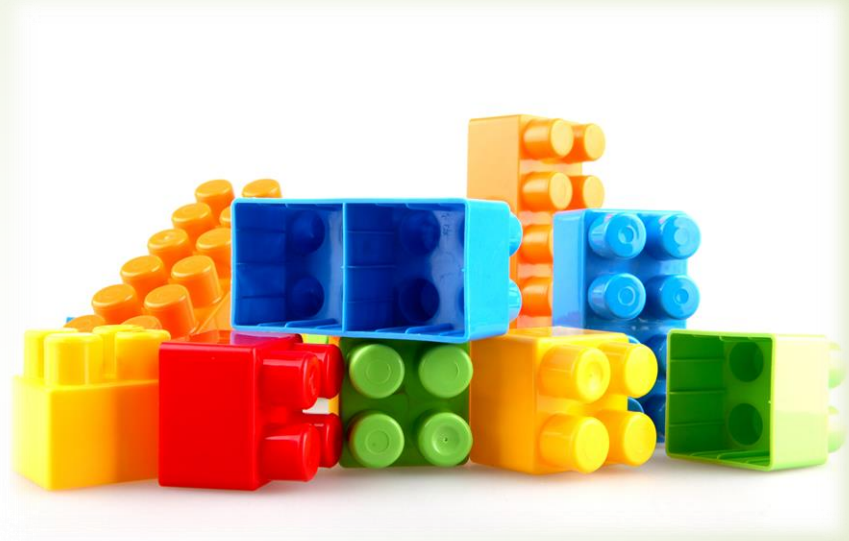- Universal Design
- Inclusion
- SWPBS
- Focus Ultimately on QOL

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Still Missing Equality vs. Equity

Considerations and Practical Next Steps

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Are your universal interventions universally designed?

Hallways

Act Responsibly

Walk Safely & Stay to the Right

Role of Paraprofessionals

In 2012 there were 400,000 Paraprofessionals and 370,000 Certified Teachers in the United States

- Academic
- Behavior
- Social Skills
- Beware of Unintended Impact on Inclusion
- For All Students

Inclusive School Planning Tool Examples

- *PATH Planning*
- *Inclusion Evaluation and Planning Tools*
- *Incorporated into Strategic Planning*

Classroom Management & Instruction Strategies

Research to Practice

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Your School Community is a Model for All Students

Considering Your School
(Activity)

- Current Universally Designed Universal Interventions?

- Ideas for Improving Inclusion?

- Anticipated Support and Opposition?

PBS Leadership Team Questions…

- Are your Universal Expectations Universally Designed?

- Do you have Paraprofessionals on your PBS Leadership Team?

- Students/Parents?

- Special Educators?

- Do you look at Inclusionary Data?

- Participation of students with significant disabilities in universal/targeted interventions?

- Where are your students with sig difficulties?

Contact information

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