



4H –Let's Talk about Inclusive Strategies

Presenters:

Brandi Simonsen,
University of Connecticut

&

Laura Kern,
University of South Florida

- **Topic:** Students with Disabilities
- **Keywords:** Alignment, Behavior, Academics



Learning Objectives

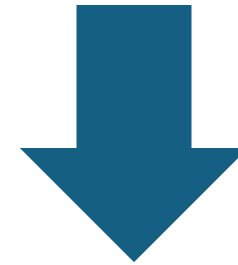
1. *Identify high leverage practices*
2. *Learn differentiated strategies for students with disabilities*
3. *Consider the role behavior plays on academic success*

3 Key Questions

What is PBIS/MTSS?



What are HLPs?



How do we implement MTSS and HLPs?

Myths & Facts

What *is* PBIS/MTSS?

What is it *not*?

MYTH

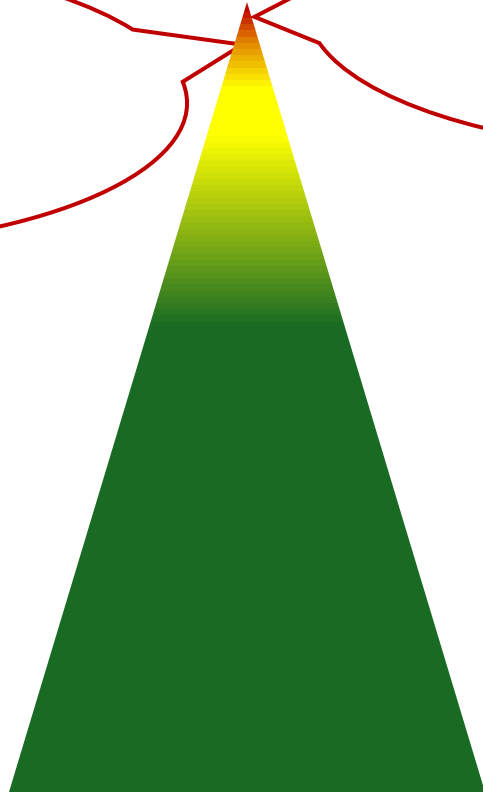
MTSS is only for students in...



General Education

“SPED is like
Tier 3”

“SPED is Tier 4
(outside MTSS)”



MYTH

MTSS is only for students in....



General Education



Special Education

“Special education is like Tier 3 (or Tier 4)”

“SPED is Tier 4 (outside MTSS)”

“MTSS is a special education initiative”

“MTSS is a referral process for SPED”

What else have you heard?



Turn and Talk

We can do better!

Most students with intellectual & developmental disabilities (IDD) continue to be educated in separate settings.

(Agran et al., 2020; Wehmeyer et al., 2021)

Students with disabilities in separate settings rarely have access to the full range of PBIS.

(Hawken & O'Neill, 2006; Zagona et al., 2021)

Special educators are often ***not*** included on teams or training focused on PBIS.

(Walker et al., 2018)

The Reality in Schools

Credit: Strickland-Cohen, 2024

Why is this myth problematic?

MYTH

MTSS is only for students in....



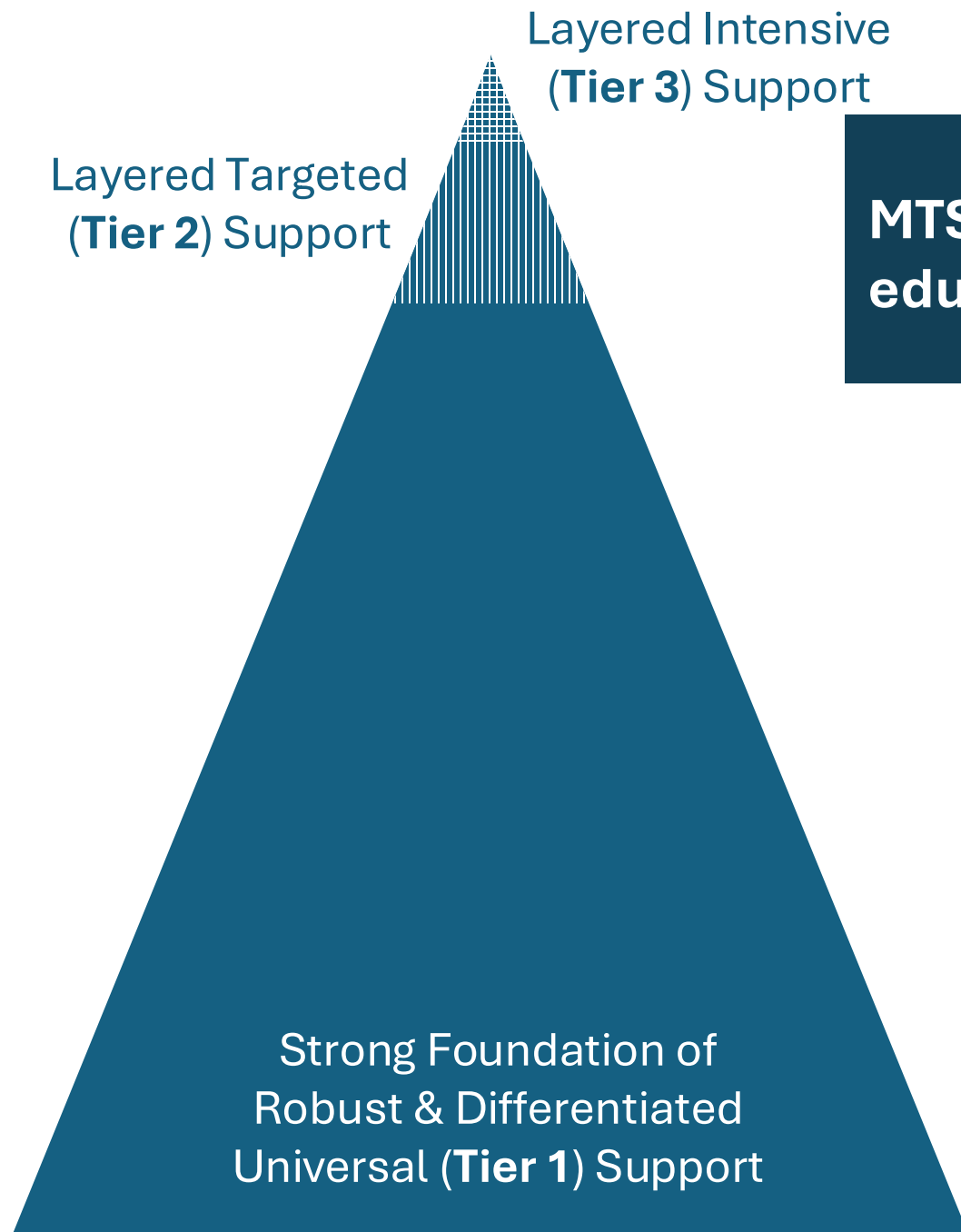
General Education



Special Education

If we fail to see MTSS as a system for ***ALL*** students, including students with disabilities, then we **miss opportunities ...**

- to invest in **prevention** for ***all*** students
- to create **inclusive** and truly **universal supports**
- to recognize that we all benefit from support in **all tiers**



**MTSS supports ALL students,
educators, & families**

FACT

Credit: Hedy N. Chang, Attendance Works & Brandi Simonsen, Center on PBIS (2025)

MYTH

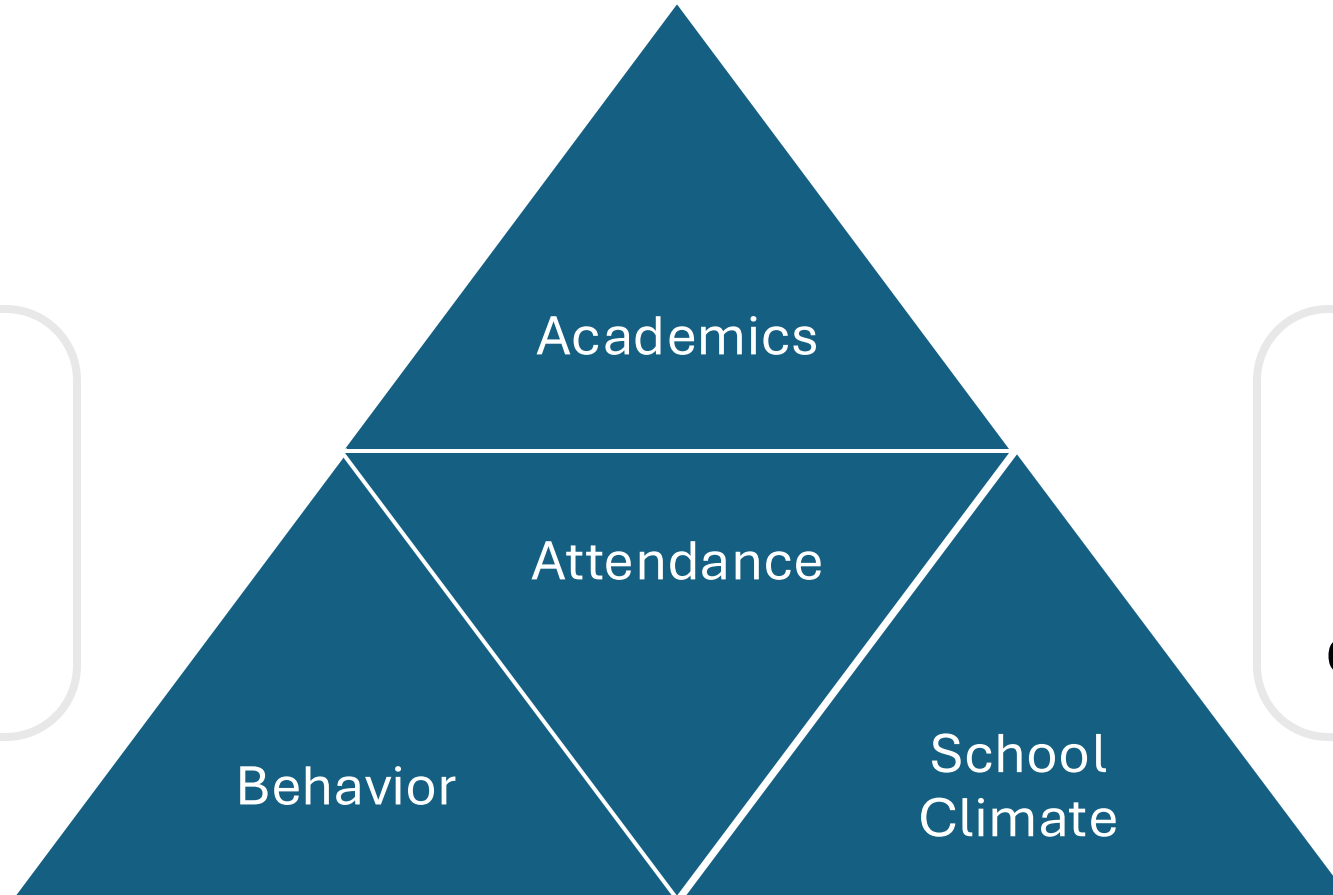
MTSS is only about...



Behavior / Academics



Are you
implementing
MTSS for...



Are you
implementing
MTSS in your
district or school?

Credit: Hedy N. Chang, Attendance Works & Brandi Simonsen, Center on PBIS (2025)

Attendance
Behavior & Academics
Climate

Evidence shows that MTSS
results in improved outcomes
across domains

FACT



Improved Student Outcomes

- Academic Achievement
- Prosocial Behavior
- Attendance
- Emotional Regulation
- Reduced Bullying and Harassment
- Reduced Alcohol and Other Drug Use
- Improved Outcomes for Students With Disabilities



Reduced Exclusionary Discipline

- Office Discipline Referrals
- Suspensions
- Restraint and Seclusion
- Racial Inequities

Evidence for each outcome available at www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice



Improved Teacher Outcomes

- Teacher Efficacy and Well-Being
- Teacher-Student Relationships
- Student Engagement and Instructional Time
- School Culture and Organizational Health
- Climate and Safety



IS POSITIVE
BEHAVIORAL
INTERVENTIONS AND
SUPPORTS (PBIS) AN
EVIDENCE-BASED
PRACTICE?

MARÍA REINA SANTIAGO-ROSARIO, KENT MCINTOSH, SARA IZZARD,
DANA COHEN LISSMAN, & ELYSE CALHOUN

September 2023

An integrated and/or aligned approach is important because...

Attendance

Behavior & Academics

Climate



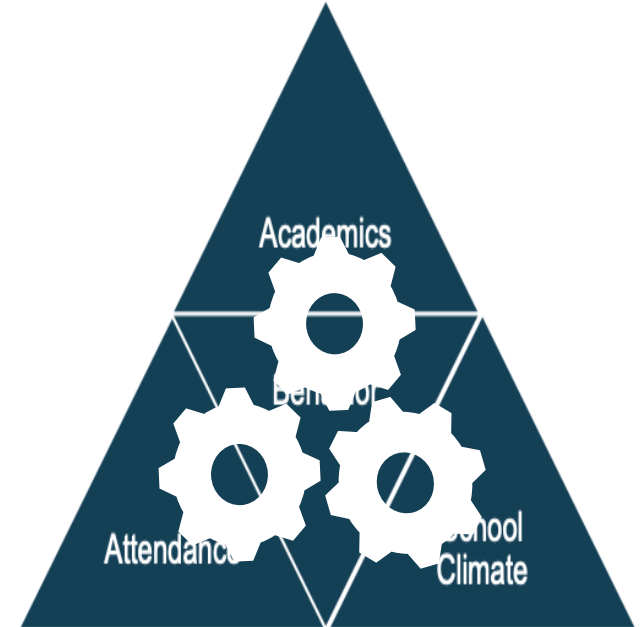
MTSS can organize supports for
a range of student skills

FACT



Students' skills (&
needs) are not siloed

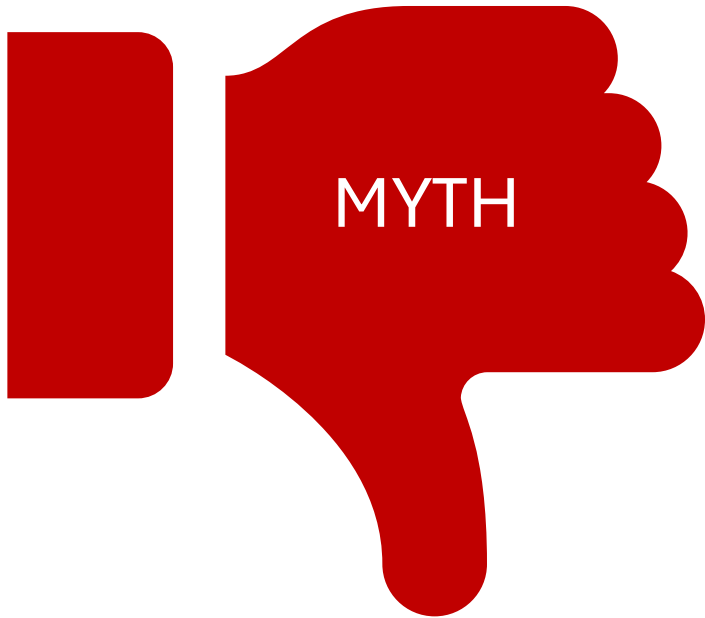
Teachers benefit with
integrated approaches



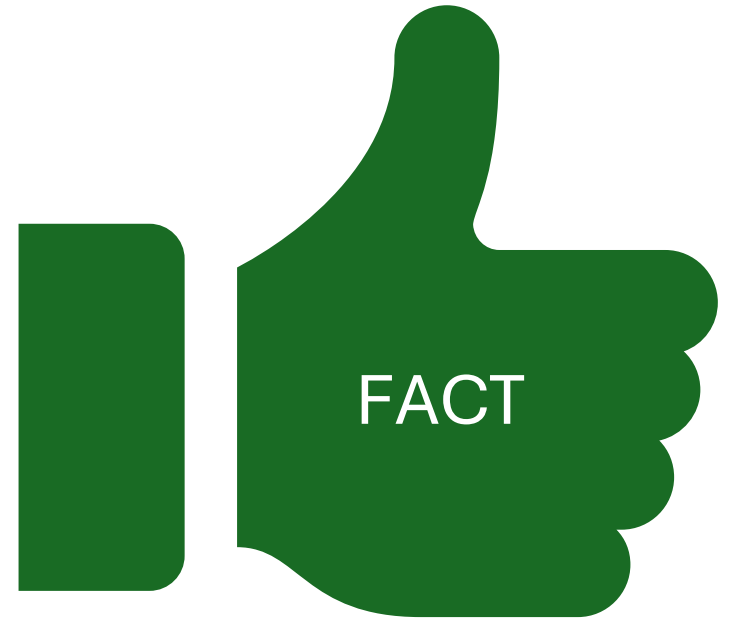
↑ efficiencies &
↓ duplication

MYTH

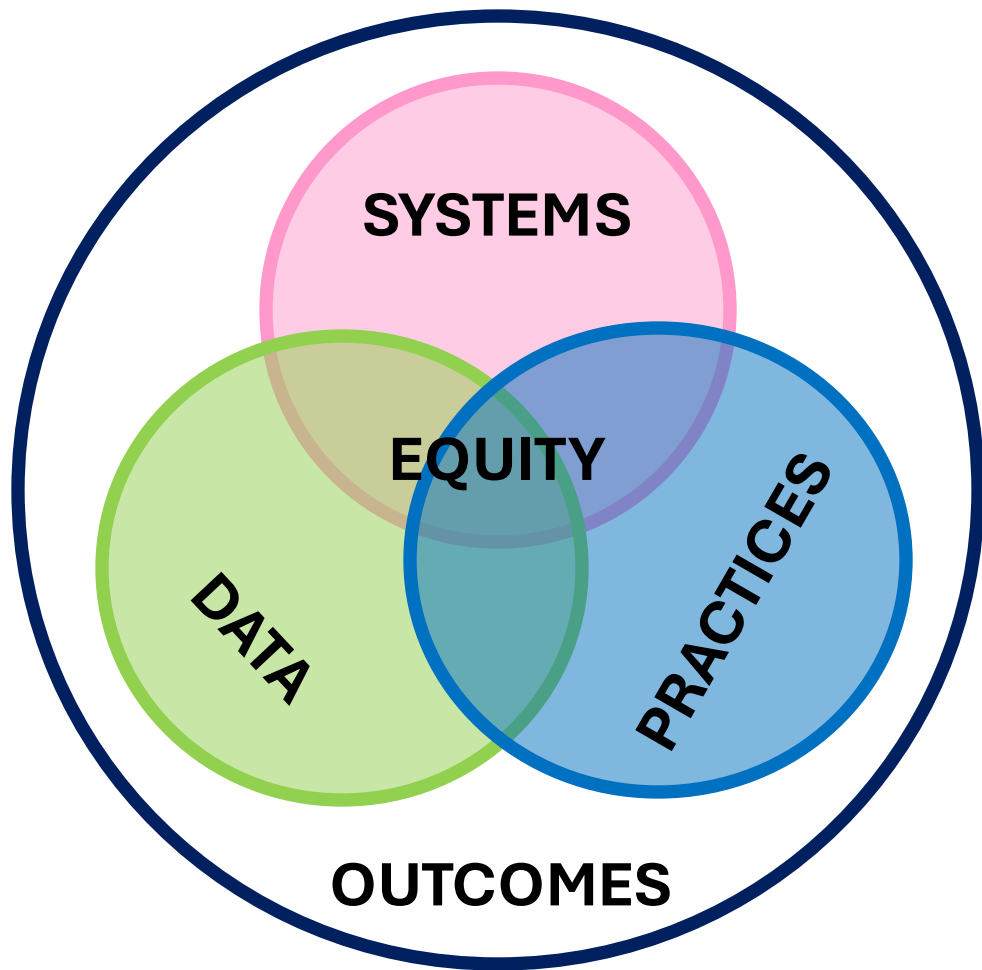
MTSS is a program or set of practices (and not also about systems or data)



OR

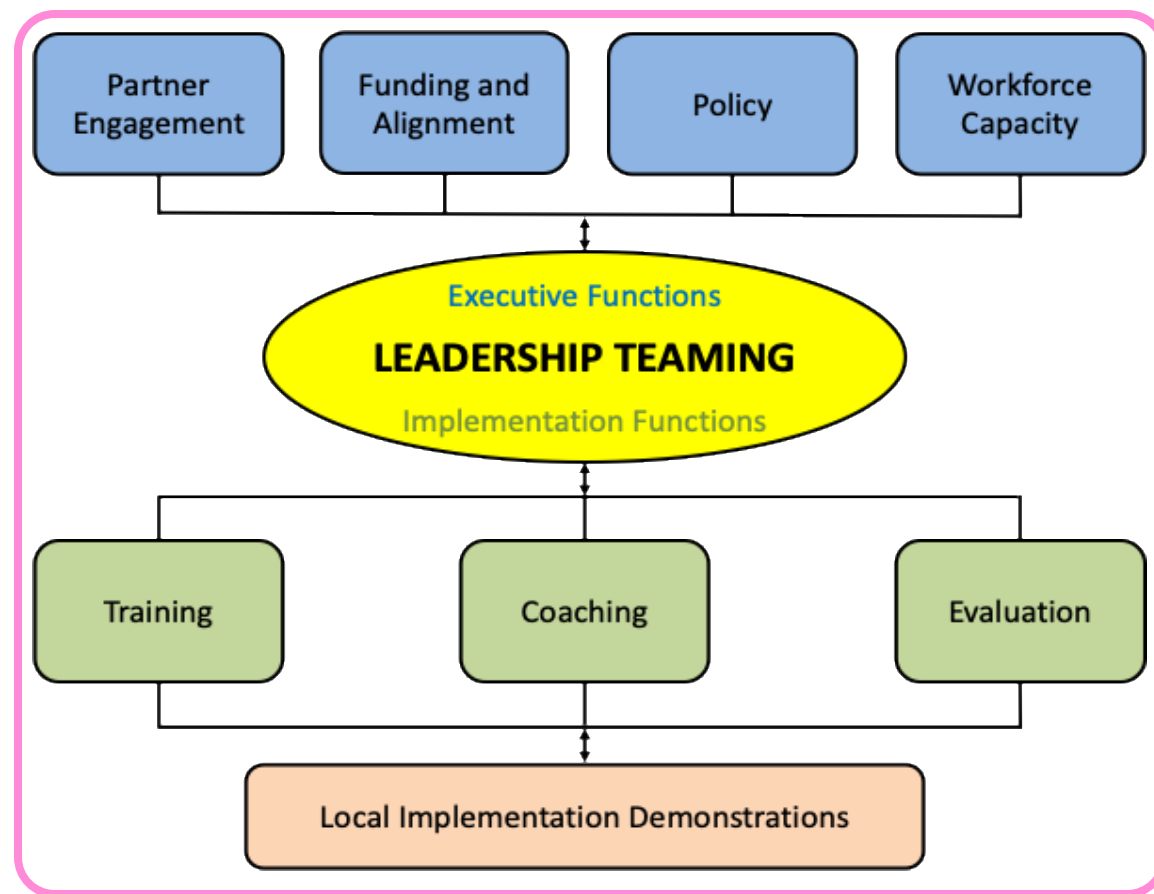


Credit: Hedy N. Chang, Attendance Works & Brandi Simonsen, Center on PBIS (2025)



MTSS is a comprehensive prevention framework with 5 essential elements

FACT



Credit: Hedy N. Chang, Attendance Works & Brandi Simonsen, Center on PBIS (2025)

Putting it together, MTSS...

- is a comprehensive **prevention framework** that
- prioritizes **systems** and **data** to guide implementation of
- an aligned/integrated **continuum of practices** to
- improve **outcomes** for **ALL** students, educators, & families

What is PBIS/MTSS?

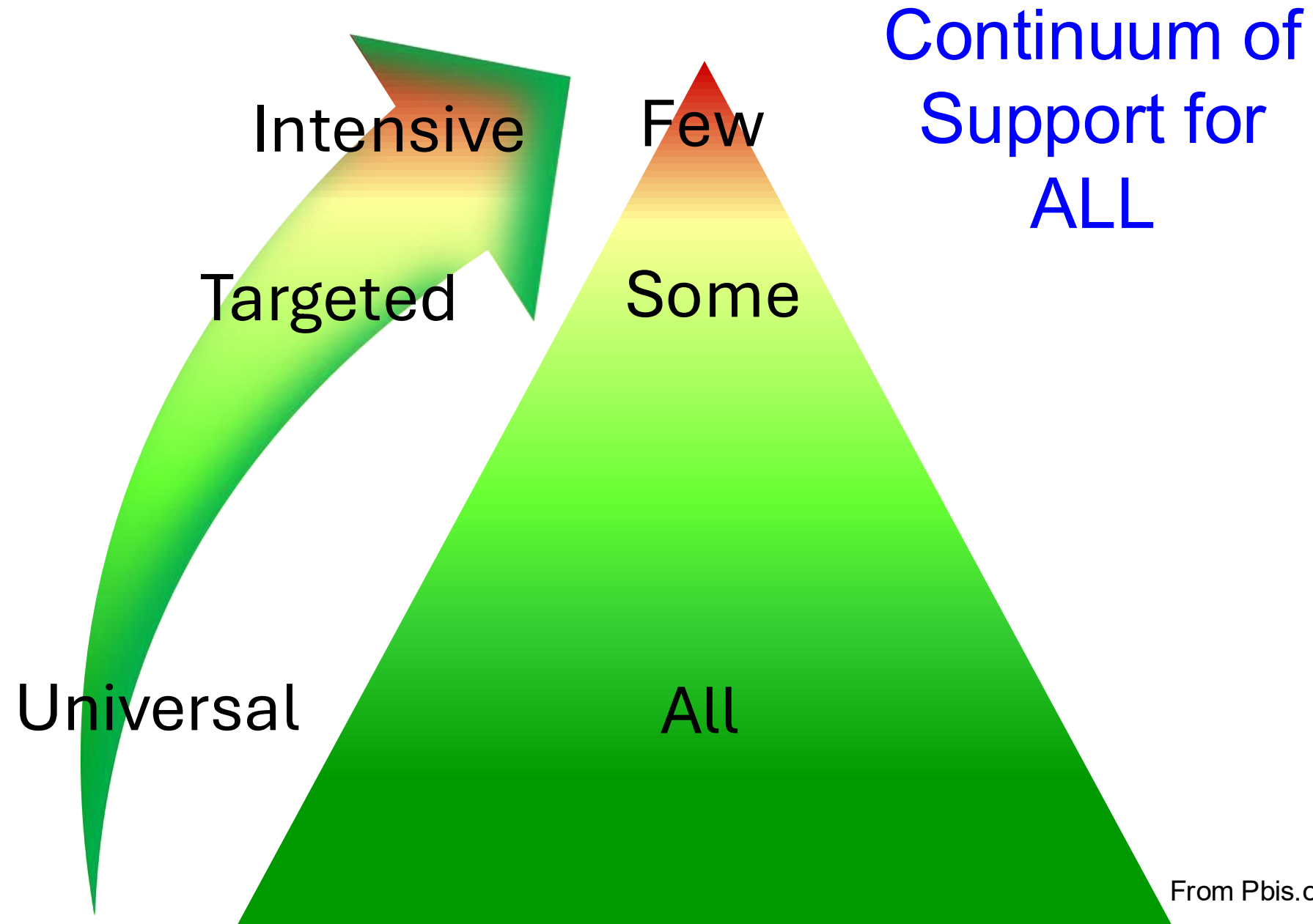
PBIS/MTSS is a comprehensive **prevention framework** that prioritizes **systems** and **data** to guide implementation of an aligned/integrated **continuum of practices** to improve **outcomes** for **ALL** students, educators, & families

What is PBIS/MTSS?

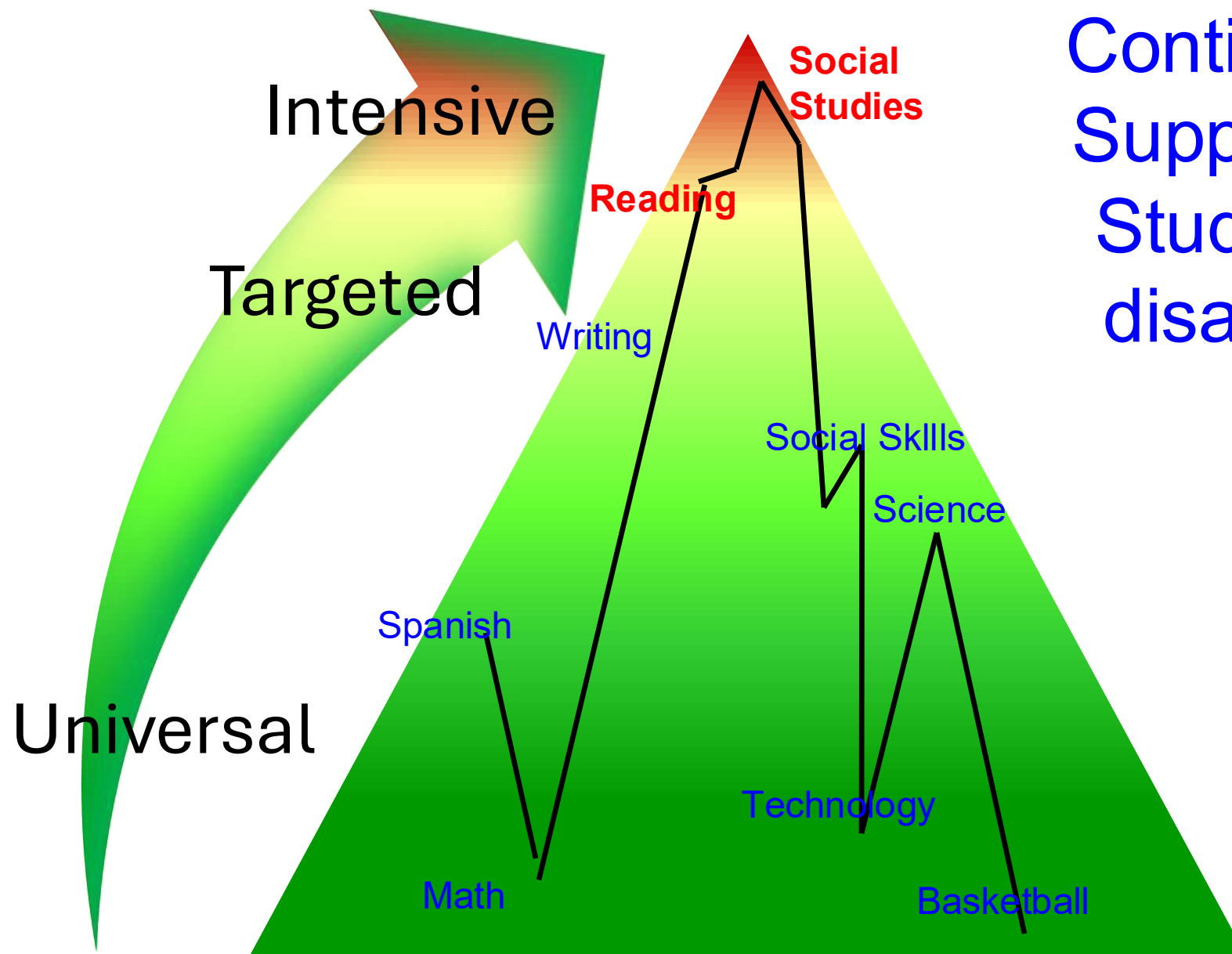
PBIS/MTSS is a comprehensive **prevention framework** that prioritizes **systems** and **data** to guide implementation of an aligned/integrated **continuum of practices** to improve **outcomes** for **ALL** students, educators, & families

pbis.org | mtss.org

What are HLPs?



From Pbis.org



Continuum of
Support for 1
Student (no
disabilities)

Continuum of Support for 1 Student (in special ed)

Intensive

Targeted

Universal

Math

Reading

Writing

Social Skills

Science

Spanish

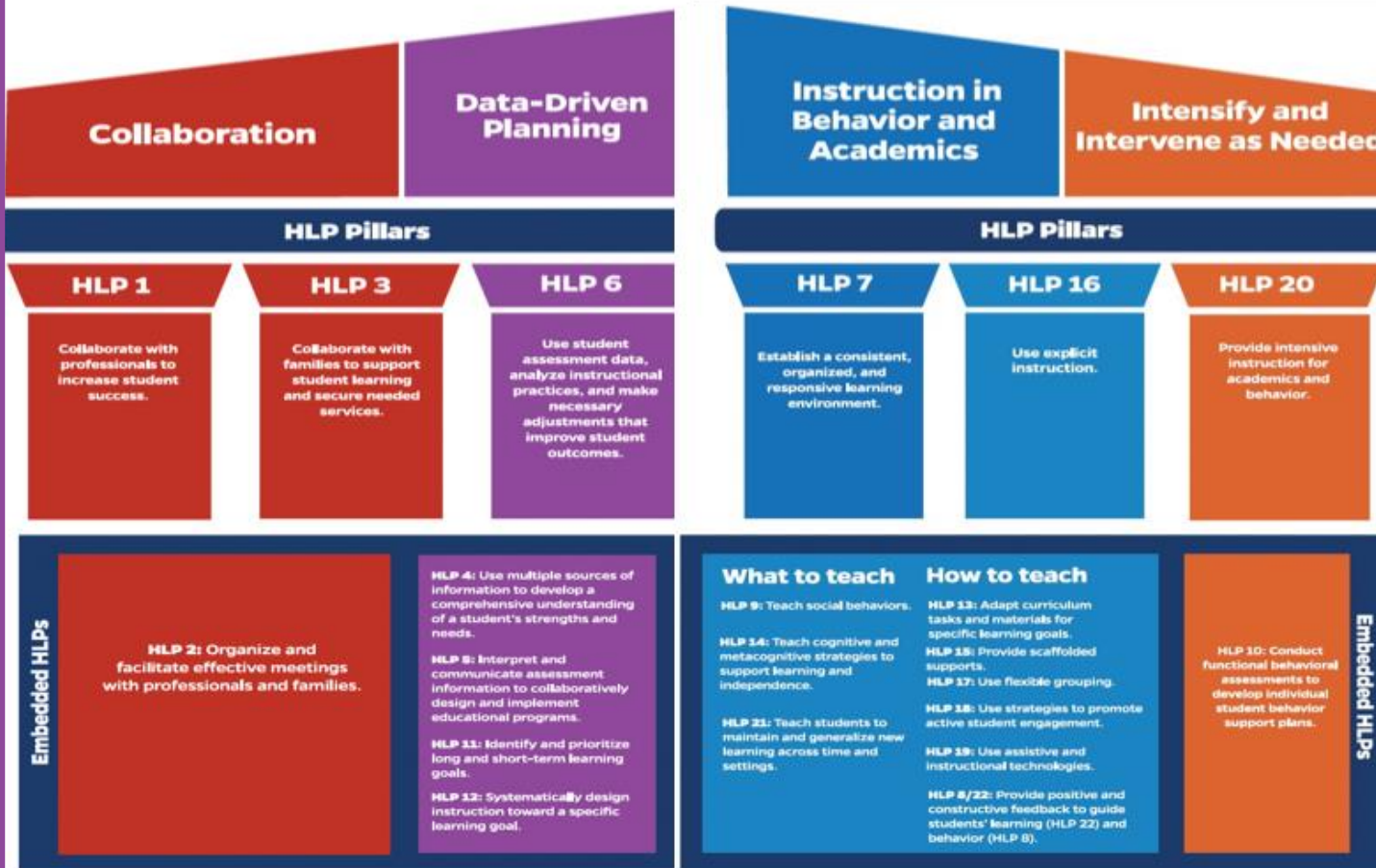
Technology

Soc Studies

Basketball

IEP Goals

From pbis.org
adapted



Aceves, T. C. and Kennedy, M. J. (Eds.) (2024, February). *High-leverage practices for students with disabilities. 2nd edition. Council for Exceptional Children and CEEDAR Center.*

CENTER ON PBIS Positive Behavioral Interventions & Supports

INTEGRATING HIGH LEVERAGE PRACTICES FOR STUDENTS WITH DISABILITIES WITHIN A PBIS/MTSS FRAMEWORK

KELSEY MORRIS, LAURA KERN,
M. KATHLEEN STRICKLAND-COHEN, & LISA POWERS

June 2024

HLP 2

Organize and facilitate effective **team** meetings with professionals and families

HLP 1

Collaborate with **professionals** to increase student success

HLP 3

Collaborate with **families** to support student learning and secure needed services.



INTEGRATING HIGH LEVERAGE PRACTICES FOR STUDENTS WITH DISABILITIES WITHIN A PBIS/MTSS FRAMEWORK

KELSEY MORRIS, LAURA KERN,
M. KATHLEEN STRICKLAND-COHEN, & LISA POWERS

June 2024

Collaborate with professionals & families to increase student success

Teaming	Communicating	Training
A representative group of educators including: • general and special education, • grade level or departmental representation, and • certified and non-certified staff • school administrator, • relevant community partners (e.g., mental health providers), and • representatives from key subgroups (e.g., families of students with disabilities) <i>Tier 3: Individual student support teams are uniquely constructed with input/approval from the student/family</i>	Special education teacher(s) on the teams are consulted to ensure accessibility of schoolwide supports for students with disabilities, Teams have regular two-way communication across tiers to ensure a seamless continuum of support, accessibility of targeted supports for students with disabilities matched to function, Individual student support teams work collaboratively to construct, implement, monitor, and adapt the student-specific supports based on student-specific data	Special education teachers are included in schoolwide PBIS trainings to ensure consistent implementation and increase collaboration across environments All relevant staff (special educators and general educators) participate in training on how to implement or support Tier 2 interventions. All relevant staff (special educators and general educators) participate in training on how to implement or support each individualized student intervention plan that is in place.

HLP 6

Use student assessment data, analyze instructional practices, and adjust to improve student outcomes.

- Team collects and regularly meets to use fidelity, outcome, and feedback data to...
 - ...better understand current impact and progress of tiered systems and practices
 - ...guide necessary adjustments to maximize benefit for all students and adults



HLP 6

Use student assessment data, analyze instructional practices, and adjust to improve student outcomes.

HLP 4

Use **multiple sources of data** to comprehensively understand a student's strengths and needs.

- Teams organize and analyze **implementation fidelity** and **outcome** data for **all students** (school-wide), **including** key subgroups of students (e.g., students with disabilities)
- Teams **compare expected** and **actual performance** to identify strengths and areas for improvement for both students and staff



HLP 6

Use student assessment data, analyze instructional practices, and adjust to improve student outcomes.

HLP 4

Use **multiple sources of data** to comprehensively understand a student's strengths and needs.

HLP 5

Interpret & communicate assessment information to collaboratively design & implement ed. programs

- Use accessible language and multiple formats to **share data** about strengths and needs related to PBIS fidelity and outcomes
- Solicit **feedback and input** from students, staff, and family members on their experiences



INTEGRATING HIGH LEVERAGE PRACTICES FOR STUDENTS WITH DISABILITIES WITHIN A PBIS/MTSS FRAMEWORK

KELSEY MORRIS, LAURA KERN,
M. KATHLEEN STRICKLAND-COHEN, & LISA POWERS

June 2024

HLP 6

Use student assessment data, analyze instructional practices, and adjust to improve student outcomes.

HLP 4

Use **multiple sources of data** to comprehensively understand a student's strengths and needs.

HLP 5

Interpret & **communicate** assessment information to collaboratively design & implement ed. programs

HLP 11

Identify and prioritize long- & short-term learning **goals**

HLP 12

Systematically **design instruction** toward a specific learning goal



INTEGRATING HIGH LEVERAGE PRACTICES FOR STUDENTS WITH DISABILITIES WITHIN A PBIS/MTSS FRAMEWORK

KELSEY MORRIS, LAURA KERN,
M. KATHLEEN STRICKLAND-COHEN, & LISA POWERS

June 2024

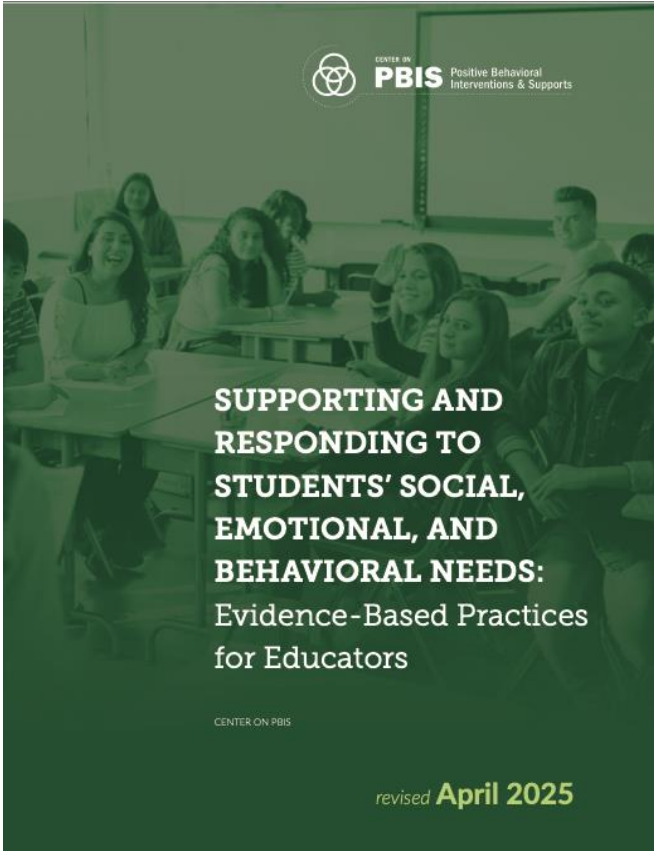
How else have you **collaboratively (HLP 2)**
used data (HLP 6) to support students?



Turn and Talk

HLP 7

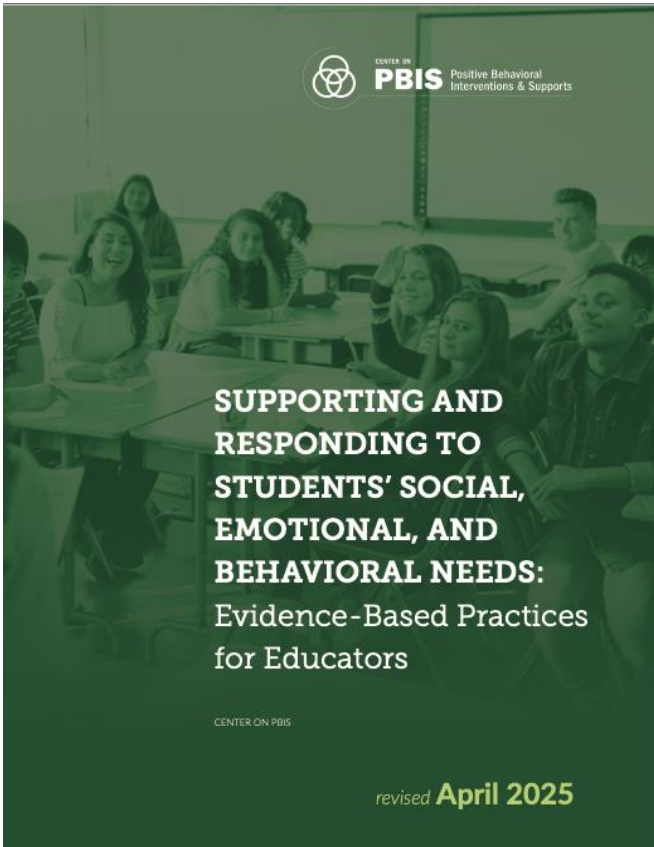
Establish a consistent, organized, and responsive learning environment...
...for all



1. Create positive teaching & learning environments	2. Actively promote SEB growth	3. Monitor fidelity & use data to guide implementation	4. Monitor student outcomes & use data to guide response
<u>1.1 Design a Safe Environment</u>	<u>2.1 Engage Students in Relevant Learning</u>	<u>3.1 Monitor Educator Implementation</u>	<u>4.1 Monitor Student Outcomes</u>
<u>1.2 Establish Positive Connections</u>	<u>2.2 Foster Positive Relationships</u>	If data indicate implementation challenges...	If many students make ongoing SEB errors...
<u>1.3 Develop Predictable Routines</u>	<u>2.3 Prompt & Supervise SEB & Academic Skills</u>	<u>3.2 Access Training, Coaching, & Feedback</u>	<u>4.2 Enhance Tier 1 (Steps 1 & 2)</u>
<u>1.4 Define & Teach Positive Expectations</u>	<u>2.4 Provide Specific Feedback (≥5:1 Ratio)</u>		If few students make ongoing SEB errors...
<u>1.5 Plan Relevant Instruction</u>	<u>2.5 Consider Other Response Strategies</u>		<u>4.3 Enhance Tier 1 & Consider Tiers 2 & 3</u>

HLP 7

Establish a consistent, organized, and responsive learning environment...
...for all, including students with disabilities



1. Design & adapt the **physical environment**
2. Develop & explicitly teach **routines**
3. Post, define, & teach 3-5 positive **expectations**
4. Promote active **engagement**
5. Provide **prompts**
6. Actively **supervise**
7. Use behavior-specific **praise** & other strategies to acknowledge
8. Use **error correction** & other strategies to respond
9. Use more positives than correctives (**5:1 ratio**)
10. Collect & use **data**

HLP 16

Use explicit instruction.

What to Teach

HLP 9

Teach social behaviors

HLP 14

Teach cognitive & metacognitive strategies to support learning and independence

HLP 21

Teach students to maintain & generalize new learning across time and settings

1. Design & adapt the **physical environment**
2. Develop & explicitly teach **routines**
3. Post, define, & teach 3-5 positive **expectations**
4. Promote active **engagement**
5. Provide **prompts**
6. Actively **supervise**
7. Use behavior-specific **praise** & other strategies to acknowledge
8. Use **error correction** & other strategies to respond
9. Use more positives than correctives (**5:1 ratio**)
10. Collect & use **data**



HLP 16

Use explicit instruction.

How to Teach

HLP 13

Adapt curriculum ...for specific goals

HLP 15

Provide scaffolded supports.

HLP 17

Use flexible grouping

HLP 18

Promote active student engagement



September 2015

Examples of Engaging Instruction to Increase Equity in Education

Erin A. Chaparro, Rhonda N. T. Nese, & Kent McIntosh

Racial discrimination in our education system is well documented and undisputable. The U.S. Departments of Justice and Education have jointly acknowledged a link between discriminatory discipline practices and negative behavioral, social, and academic outcomes for students (U.S. Department of Education, 2014). Educators across the country are seeking solutions to address racial and ethnic disproportionality in discipline practices in their schools. An intentional data-based focus provides one promising solution to increase equity in our schools. Engaging instructional strategies provide another promising solution. This technical brief is based on the 5-point multicomponent approach to reduce disproportionality (McIntosh, Girvan, Horner, & Sugai, 2014). This brief elaborates on point one, regarding academic instruction, by defining key principles of evidence-based instructional practices, providing examples of each of the defined principles, and describing how academic instruction is related to equity in school discipline.

HLP 16

Use explicit instruction.

SCORE IT

A research-based self-monitoring app that is **changing student behavior** one click at a time.



Compatible with *READ 180*, *SYSTEM 44*, and *iRead*

How to Teach

HLP 13

Adapt curriculum ...for specific goals

HLP 15

Provide scaffolded supports.

HLP 17

Use flexible grouping

HLP 18

Promote active student engagement

HLP 19

Use assistive and instructional technologies

HLP 16

Use explicit instruction.

How to Teach

HLP 13

Adapt curriculum ...for specific goals

HLP 15

Provide scaffolded supports.

HLP 17

Use flexible grouping

HLP 18

Promote active student engagement

HLP 19

Use assistive and instructional technologies

HLP 8 (learning) & 22

Provide positive and constructive feedback

How else have you **created an effective environment (HLP 7)** and **explicitly taught (HLP 16)** to support students?



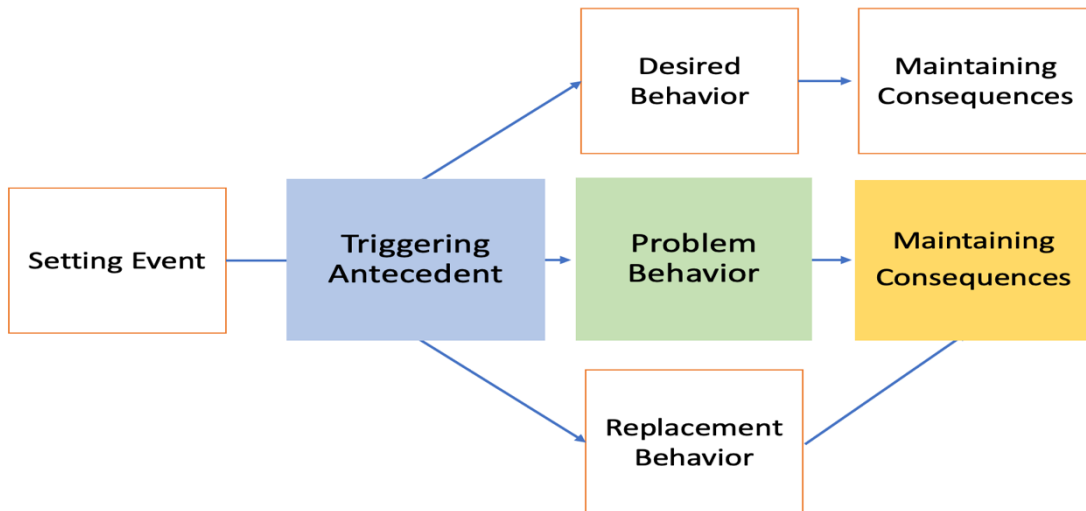
Turn and Talk

HLP 20

Provide intensive instruction for academics and behavior.

HLP 10

Conduct **functional behavioral assessments** to develop individual student behavior support plans.



INTEGRATING HIGH LEVERAGE PRACTICES FOR STUDENTS WITH DISABILITIES WITHIN A PBIS/MTSS FRAMEWORK

KELSEY MORRIS, LAURA KERN,
M. KATHLEEN STRICKLAND-COHEN, & LISA POWERS

June 2024

What is PBIS/MTSS?

PBIS/MTSS is a comprehensive **prevention framework** that prioritizes **systems** and **data** to guide implementation of an aligned/integrated **continuum of practices** to improve **outcomes** for **ALL** students, educators, & families.

pbis.org | mtss.org

What are HLPs?

HLPs are **evidence-based** and **effective** practices that every educator “should know and have in their toolbelt.”

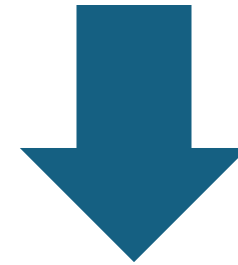
“HLPs for students with disabilities are not only effective for students with IEPs, but evidence also shows they are effective for all students (Nelson et al., 2022)”

<https://highleveragepractices.org>

What is PBIS/MTSS?



What are HLPs?



How do we implement MTSS and HLPs?

TEAM I•MTSS



Listed in alphabetical order
Let's peek at our approach

- Jessica Bourget
- Chloe Cantero
- **Mike Coyne (PI)**
- Tobey Duble Moore
- Michael Gentile
- Kelly Kearney
- Tracey Lamothe
- **Betsy McCoach (Co-PI)**
- Katie Meyer
- Sarah Newton
- Nicole Peterson
- Ashley Plumb
- Mara Power
- Karen Robbie
- Clarisa Rodrigues
- **Brandi Simonsen (Co-PI)**



High Leverage Practices

for SEB & Academic Instruction & Support



Teach content and skills explicitly



Actively engage students in relevant learning opportunities



Prompt learners before skills are expected



Provide specific positive to corrective **feedback** ($\geq 5:1$)



Use data to monitor and adjust

adapted from



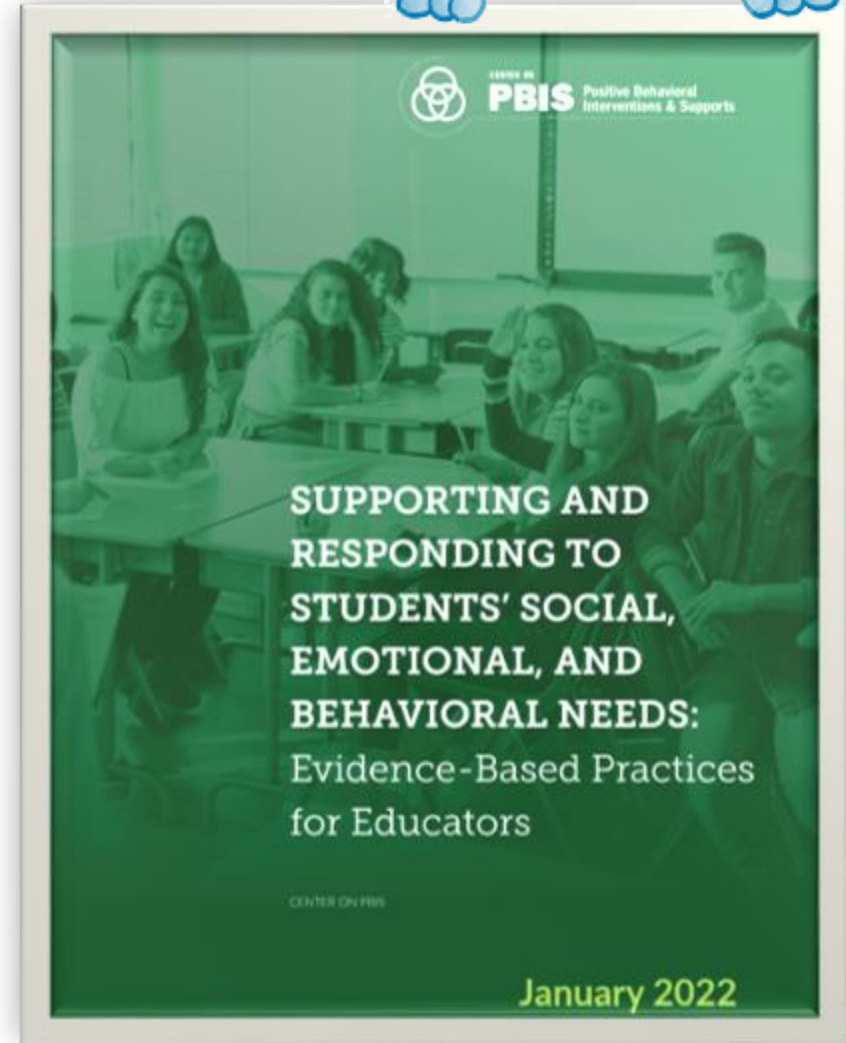
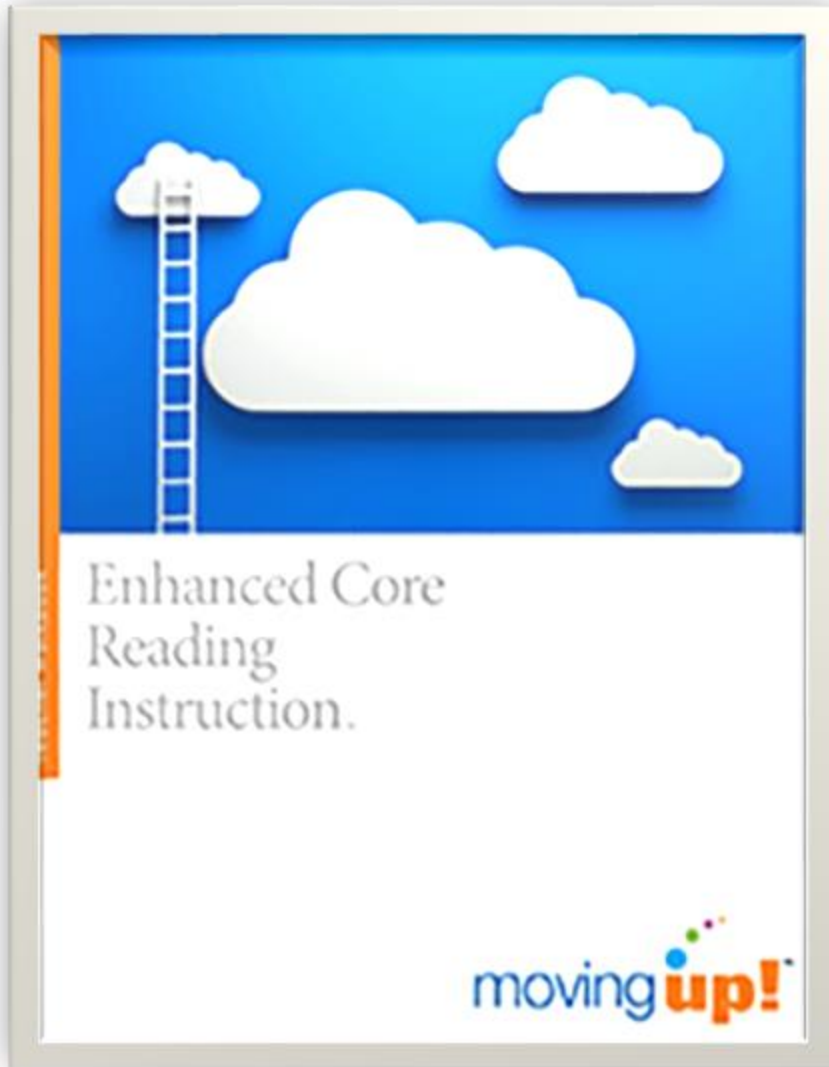
Council for
Exceptional
Children



CEEDAR
CENTER



Integrated Universal Support (Tier 1)



Reading Universal Support (Tier 1)

Sample of ECRI Practices

Sample of ECRI Routines

Explain



Model



Practice



Correct



Irregular Word Reading

✓

✓

✓

✓

Phoneme Blending

✓

✓

✓

✓

Sound-Spelling

✓

✓

✓

✓

Blending

✓

✓

✓

✓

Regular Word Reading

✓

✓

✓

✓

Decodable Text

✓

✓

✓

✓

Phoneme Segmentation

✓

✓

✓

✓



Integrated Universal Support (Tier 1)

Integrated ECRI Practices

Integrated ECRI Routines	Prompt	Explain	Model	Practice	Correct	Praise
Lesson Intro (Expectations)						
Irregular Word Reading	✓	✓	✓	✓	✓	✓✓✓
Phoneme Blending 	✓	✓	✓	✓	✓	✓✓✓
Sound-Spelling	✓	✓	✓	✓	✓	✓✓✓
Blending	✓	✓	✓	✓	✓	✓✓✓
Regular Word Reading	✓	✓	✓	✓	✓	✓✓✓
Decodable Text	✓	✓	✓	✓	✓	✓✓✓
Phoneme Segmentation	✓	✓	✓	✓	✓	✓✓✓
Lesson Closure (Game)						

Sound-Spelling Review: Beginning Routine

Materials: Chart of sound-spellings to review

Explain: Demonstrate the task as you are explaining it.

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter.

Model with Behavior Specific Prompt: Set students up for success during the model and correct any mistakes. Use the signal for each sound-spelling. * Model until students can do the routine.

I'll show you how to say the sounds for the first two letters.

Routine Closure & Transition: Provide brief specific praise and award a point for the Student who earned the most points if the most students have met expectations.

Good job saying the sounds! We earned a point toward ____ (name of the student/teacher game) for being respectful learners!

If a student has not met expectations, the teacher should say:



If the most students have met expectations, the teacher should say:

Good job saying the sounds! We earned a point toward ____ (name of the student/teacher game) for being respectful learners!

If a student has not met expectations, the teacher should say:

I'll show you how to say the sounds for the first two letters.

Use the signal for each sound-spelling. * Model until students can do the routine.

Pre-Correct Behaviors)

BIG IDEA:

Embed proactive **prompts**, high rates of opportunities to respond (**OTRs**), and specific **praise** into lesson plans or curricular materials.

1. My turn. I'll say the sound-spelling.
2. Your turn. Follow me and say the sound-spelling.
3. Back up two sound-spellings and say the sound-spelling.

Continued on back →

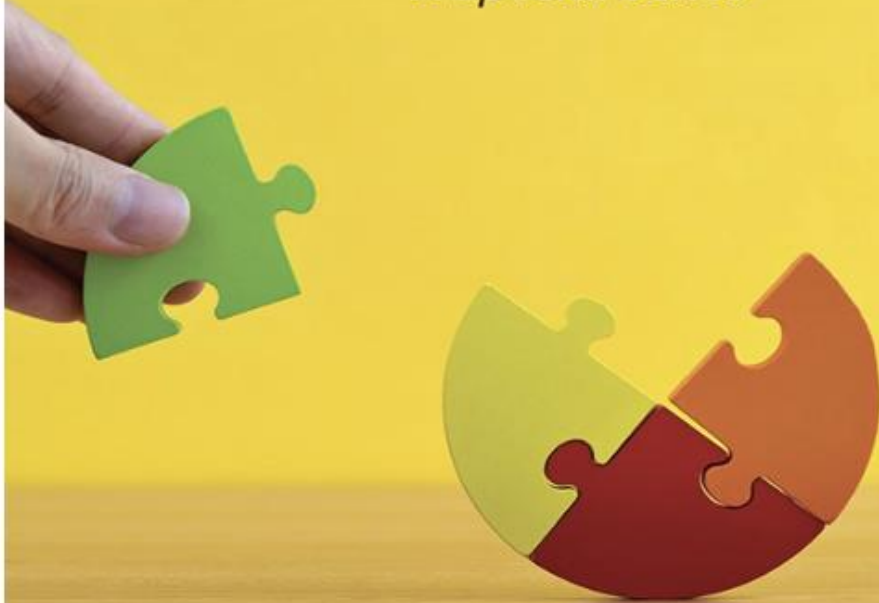
Slide Credit: Mike Coyne

INTERVENTION

IN SCHOOL AND CLINIC

VOLUME 60, NUMBER 1

Integrated Multi-Tiered Systems of Support: *A Special Series*



Published by the Hammill Institute on Disabilities
and SAGE Publications
<http://journals.sagepub.com/home/isc>
ISSN: 1053-4512

SEPTEMBER 2024

Article 1: A Four-Step Plan to Integrate Behavioral Practices Into Tier 1 Foundational Reading Instruction With an Integrated Lesson Plan Template

Melton, C., Power, M. E., Duple Moore, T., Plumb, A., Bourget, J., Coyne, M., & Simonsen, B. (2024). A Four-Step Plan to Integrate Behavioral Practices Into Tier 1 Foundational Reading Instruction With an Integrated Lesson Plan Template. *Intervention in School and Clinic*, 60(1), 6-16.

<https://doi.org/10.1177/10534512241247556>

Example Lesson Plan
Template



Integrated Lesson Plan

Routine: Phoneme blending
Target Words or Sounds to Practice: plate, wake, base, made, sale
MODEL
Explanation of Target Skill: We are going to practice blending the sounds into words. First, I will say the sounds. When I say "word," you will blend the sounds into a word.
Behavior Prompt: Remember to be respectful by having your voice off when it's my turn and by staying in your seat.
Model: My turn. Listen to how I blend the sounds into a word. /p/ /l/ /e/ /t/. What word? plate.
Behavior Specific Praise: I love how you were all respectful listeners while I blended the word plate.
WHOLE GROUP PRACTICE
Prompt for Whole Group Practice: Now, it's your turn! When I say "Word?" say the word out loud. Be safe and responsible by staying in your seat. Be respectful by waiting for my signal to say the word out loud.
Whole Group Practice: *Blend words fake, wake, base, made, sale
Specific Feedback for Reading and Behavior: Specific Praise: - Reading - Excellent job blending the sounds into words - Behavior - You are being very respectful and responsible by staying in your seats. Corrective Feedback: - Reading - My turn. The word is "____" Watch me blend. / _ / _ / _ / . Word: ' ____.' Your turn." - Behavior - Remember to be respectful/responsible by _____. You earn points when you are respectful/responsible.
INDIVIDUAL TURNS
Prompt for Individual Practice: Now I'm going to call on some of you to practice blending on your own! Remember to be respectful by having your voices off while it's your friend's turn.
Individual Practice: Call on 3-4 students for individual practice.
Specific Feedback for Reading and Behavior: Specific Praise: - Reading - Excellent job blending the sounds in the word! - Behavior - You are being very respectful by having your voices off when it's your friend's turn. Corrective Feedback: - Reading - My turn. The word is "____" Watch me blend. / _ / _ / _ / . Word: ' ____.' Your turn." - Behavior - Remember to be respectful/responsible by _____. You earn points when you are respectful and responsible.
ROUTINE REVIEW
Nice work blending words! You were responsible by _____ and respectful by _____. You earned _____ points!

Article 1: A Four-Step Plan to Integrate Behavioral Practices Into Tier 1 Foundational Reading Instruction With an Integrated Lesson Plan Template

A Four-Step Plan to Integrate Behavioral Practices into Tier 1 Foundational Reading Instruction

Why?

Students with reading difficulties often experience co-occurring social, emotional, and behavioral challenges.

Research suggests that students benefit from Tier 1 instruction that systematically *integrates* evidence-based foundational reading instruction with social, emotional, and behavioral supports.

How?

Start with an evidence-based Tier 1 reading program

Step 1	Provide behavioral prompts at the start of the lesson to set students up for success.
Step 2	Engage students with high rates of opportunities to practice the reading skills.
Step 3	Provide specific feedback to support academic and behavioral skill growth.
Step 4	Consider a group contingency to celebrate engagement during the reading lesson.



Melton, Power, Duple, Plumb, Bourget, Coyne & Simonsen (2024)



VIEW PDF

University of Connecticut I-MTSS Tier 1 Study Data Peek

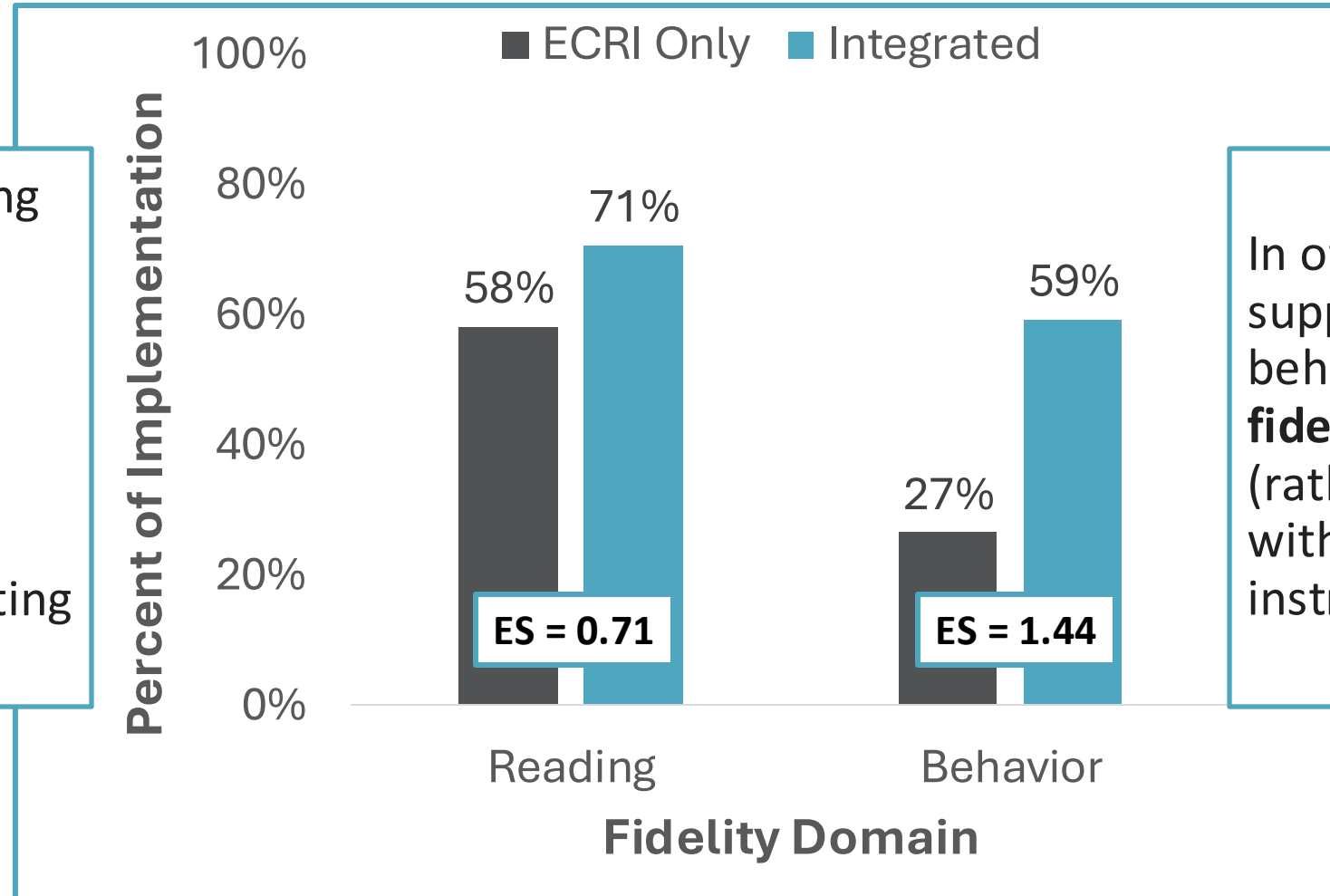
(preliminary descriptive data from Cohort 1)



(Coyne, Simonsen, McCoach, et al., in progress)

Teachers' Fidelity of Implementation

(preliminary descriptive data from Cohort 1)



Teachers implementing integrated reading & behavior support had **higher fidelity of implementation** of reading & behavior supports than their colleagues implementing only reading support

In other words, supporting students' behavior **enhanced the fidelity** of teachers' (rather than interfered with) reading instruction!

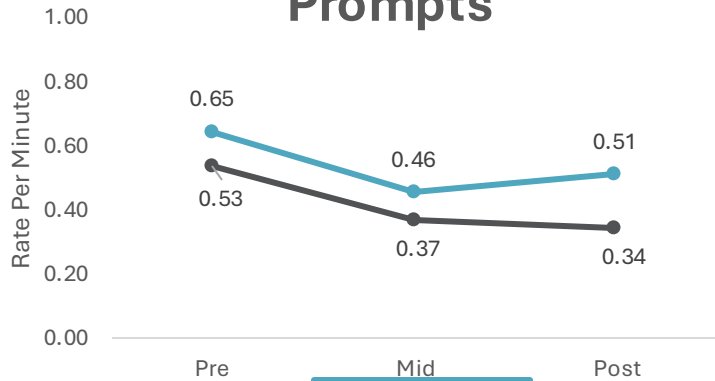


Differences in Teachers' Practice Rates

(preliminary descriptive data from Cohort 1)

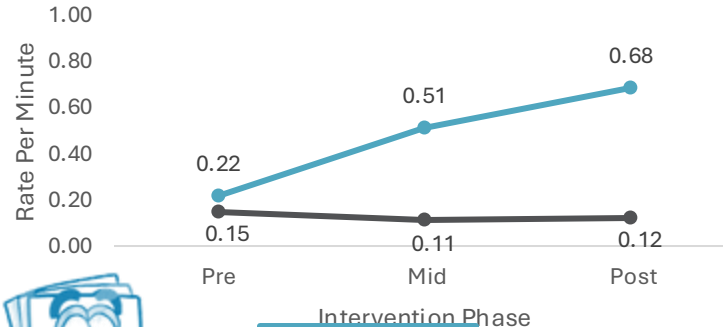
— ECRI Only
— Integrated

Prompts



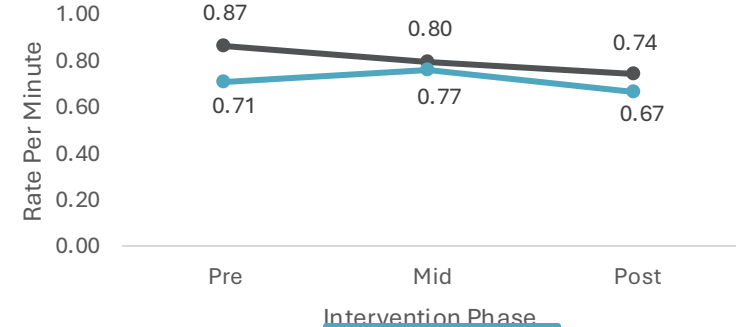
ES = 0.55

Specific Praise



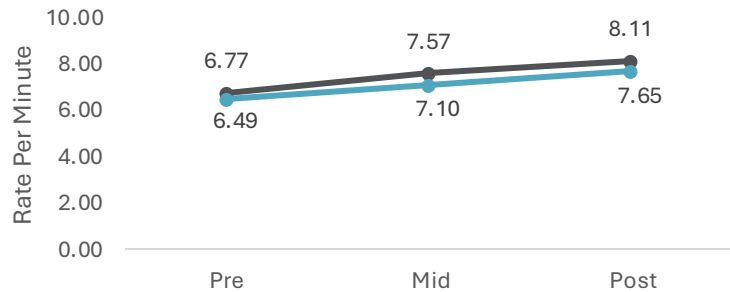
ES = 1.86

General Praise



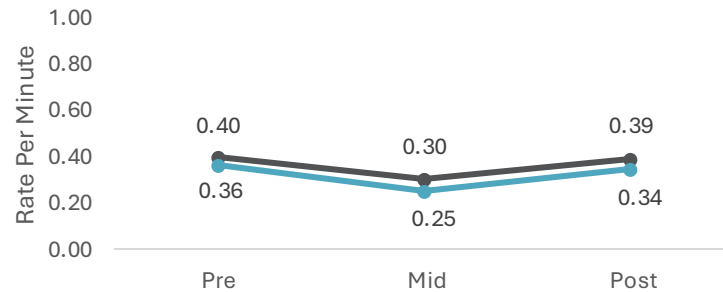
ES = -0.13

Opportunity to Respond



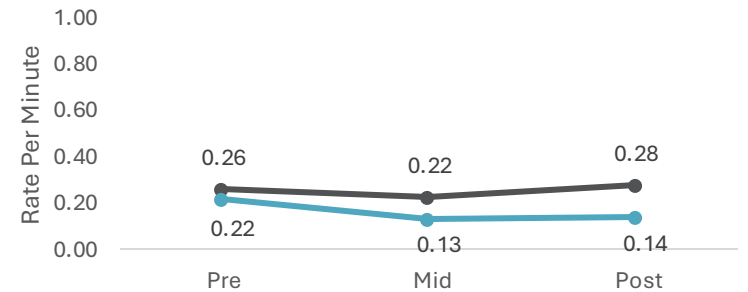
ES = -0.20

Specific Correctives



ES = -0.15

General Negatives



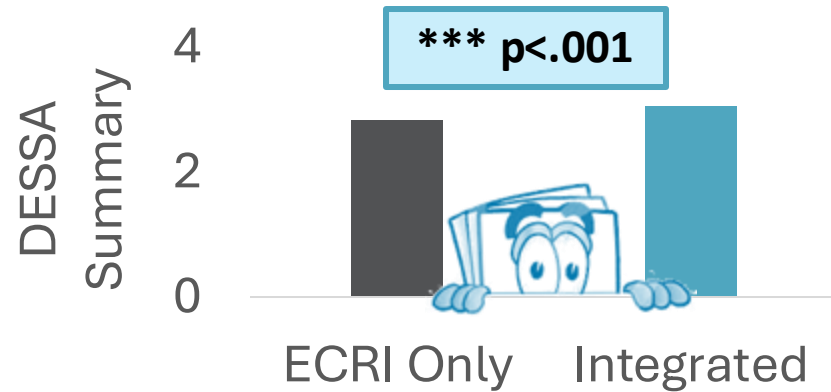
ES = -0.52

By the end of the study, teachers in the integrated condition implemented higher rates of **prompts** and **specific praise** (and lower rates of **general corrections**) than teachers in reading-only condition

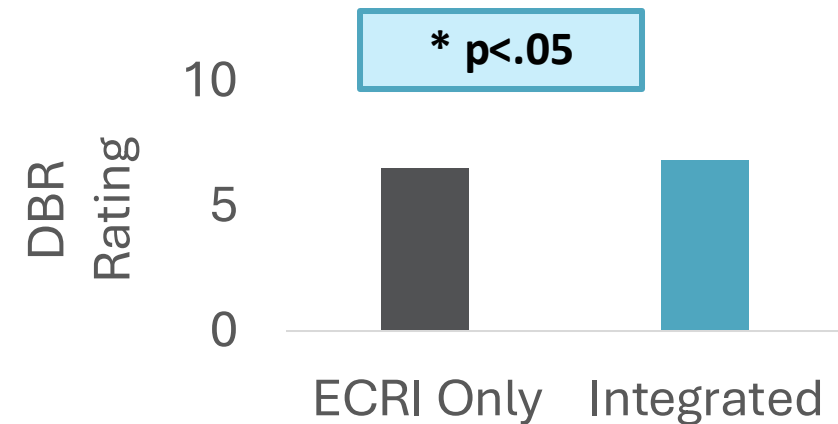
Teachers' Ratings of Student Behavior, Strengths, & Risk

(preliminary descriptive data from Cohort 1)

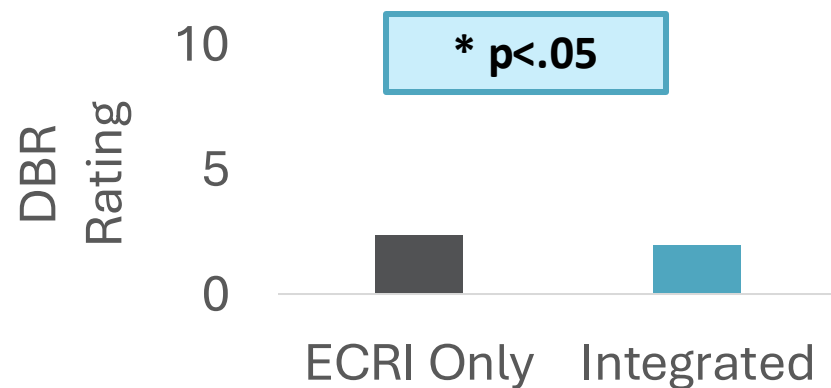
- greater SEB strengths (DESSA)



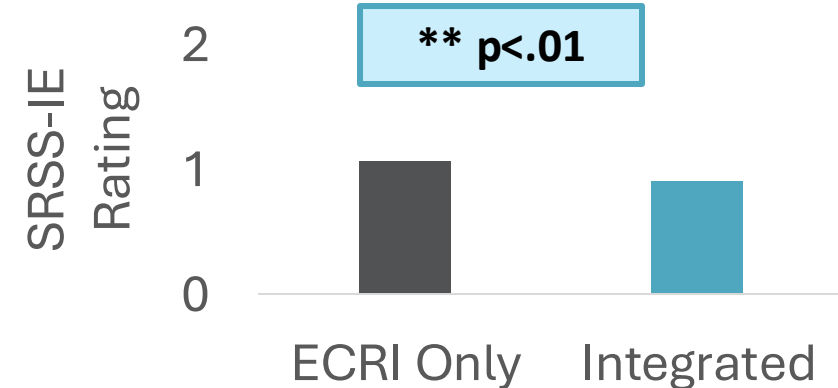
- more academically engaged (DBR)



- less disruptive (DBR)



- less risk for "low achievement" (SRSS-IE)



Compared to ECRI-only, teachers implementing integrated support rated their students as showing **greater strength** and **less risk** in academic and SEB skills. (Other ratings were in the desired direction, but not statistically significant.)

Direct Observations of Student Behavior

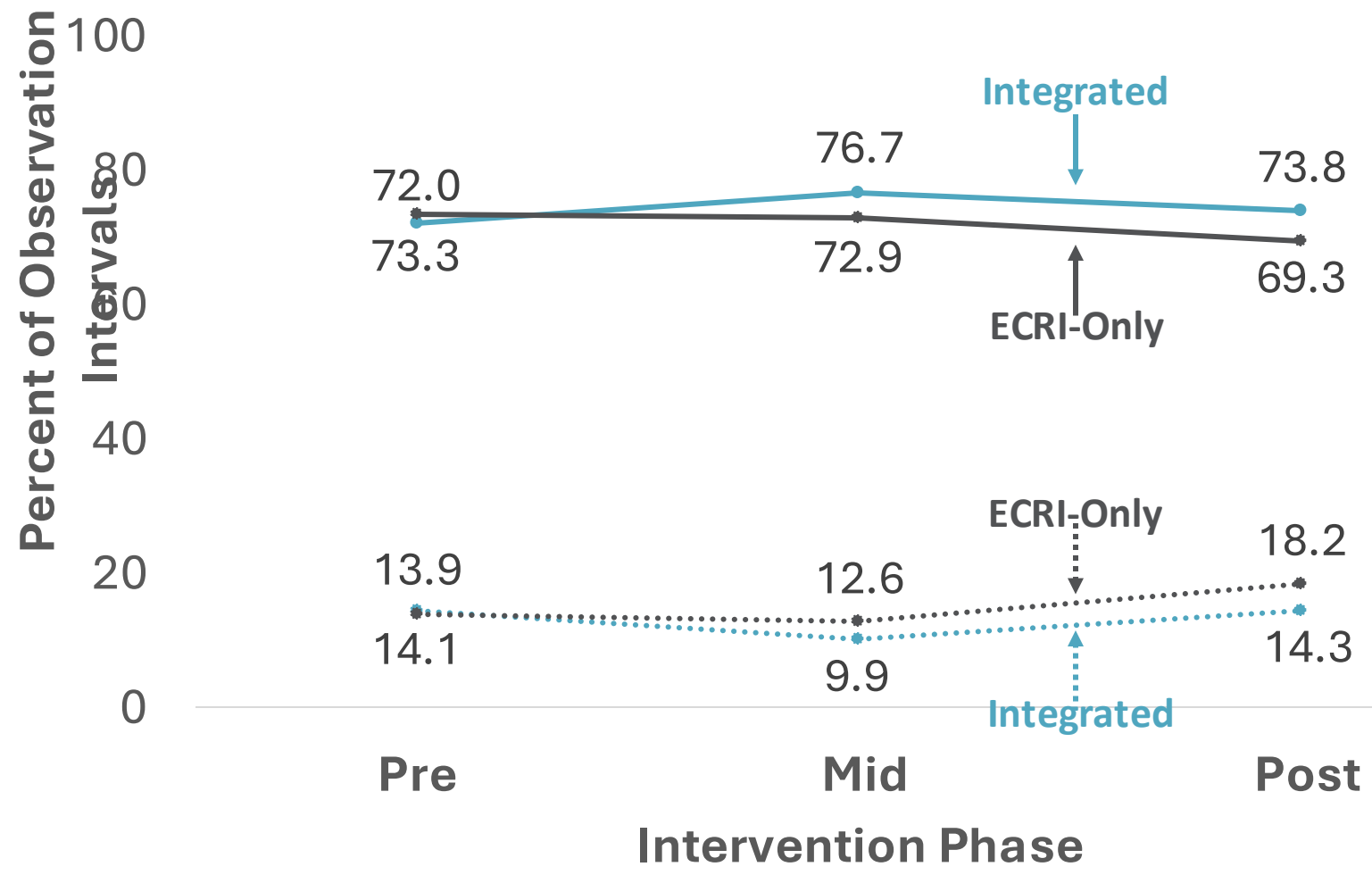
(preliminary descriptive data from Cohort 1)



Students receiving integrated reading & behavior support were

- **more academically engaged &**
- **less off-task**

than peers in the reading-only condition



Academically Engaged
ES = 0.31

Off-Task Behavior
ES = 0.34

(Coyne, Simonsen, McCoach, et al., in progress)

Integrated Universal (Tier 1) Support

Students benefit from integrating PBIS practices within academic instruction to prompt, engage, and support meaningful learning.

What about students who need even more ***differentiated*** Tier 1?



Intentionally Intensify Practices



3 gen ed classroom teachers partnered with us, allowed us to observe, and implemented Tier 1 classroom practices at relatively **high rates**



Most students benefited: they were **often academically engaged** (> 80% of the first 6-12 days of observation)

**Positive & Proactive
Antecedent Strategies**

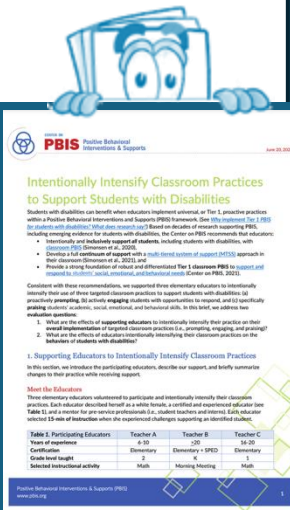
Explicitly Teach SEB Skills
(Evidence-Based & Culturally Relevant)

**Positive and Supportive
Consequence Strategies**



1 student with a disability in each class was **less academically engaged** (32-68% of observation) than their peers

(Simonsen, Meyer, et al., 2024)



Intentionally Intensify Practices



3 gen ed classroom teachers developed a plan to intensify practices for their identified student, and **2 teachers** self-managed with high fidelity



Most students *still* benefited: they were often **academically engaged** (> 90% of observation throughout remaining 15 weeks)

Increase Prompts

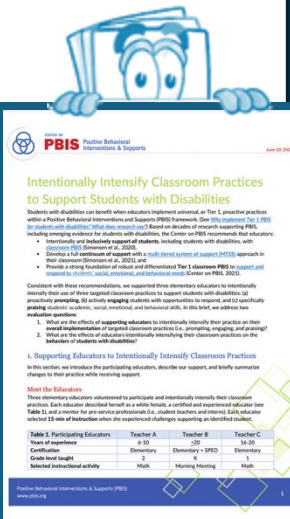
Increase OTRs

Increase Specific Praise



2 identified students (within the 2 “high-fidelity” teachers’ classrooms) **increased their engagement by an average of 30%—a “strong effect”**

(Simonsen, Meyer, et al., 2024)



Intentionally Intensify Practices

Teachers can **intensify** their **implementation** of Tier 1 practices to better engage a **student with disabilities** in inclusive general education classrooms



(Simonsen, Meyer, et al., 2024)

3 Key Questions Answered

What is PBIS/MTSS?

PBIS/MTSS is a comprehensive **prevention framework**

pbis.org | mtss.org

What are HLPs?

HLPs are **evidence-based** and **effective** practices that every educator “should know”

<https://highleveragepractices.org>

How do we implement MTSS and HLPs?

Students benefit from integrated and differentiated HLPs that prompt, engage, & support learning

Please Complete this Session's Evaluation

10/23

4H – Let's Talk about Inclusive Strategies

Four options, pick one!

1. Mobile App

Click "Take Survey" under the session description.

2. QR Code

Scan the code on this slide.



3. Online

Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

*Evaluations are **anonymous!** We send reminder emails to all participants.*

National PBIS Leadership Forum