Why PBIS Needs UDL: Universal Flexibility, Prevention, and Engagement

Note-Taking Guide

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How familiar are you with Universal Design for Learning (UDL):

1 - Novice

5 - Expert

What is PBIS?
Positive Behavioral Interventions and Supports

The application of evidence-based strategies and systems designed to improve a_________ performance, enhance school s__________, decrease problem b__________, and establish positive school cultures through a multi-tiered behavioral framework

Learning Objectives

• Explore the UDL framework applied within PBIS (classrooms)

• Learn to embed Tier 1 (and Tier 2) behavior support strategies within academic lesson plans.

• Learn how PBIS coaches can collaborate with academic instructional coaches to support effective instruction and classroom management practices.

Notes

U.S. Schools Using PBIS
August 2019

27,294 Schools Using PBIS
30% of all U.S. Schools
15,284,640 Students
SWPBIS Experimentally Related To:

1. Reduction in problem behavior
2. Increased academic performance
3. Improved perception of safety
4. Reduction in bullying behaviors
5. Improved organizational efficiency
6. Reduction in staff turnover
7. Increased perception of teacher efficacy
8. Improved Social Emotional competence

Make Sure Action Plan includes 10 Critical Elements

Source: Broward County Public Schools
C________________ are often the most common location involving ODRs

Classroom

“**The strongest** predictor of both sustained implementation and sustained improved student outcomes was implementation of **classroom** PBIS systems.”

– McIntosh et al., 2017

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Integrate Classroom Procedures

**Academic → Behavior**

Effective I________________ engages students, and is central to prevention in problem behavior

**Behavior → Academic**

Effective C________________ M__________ improves student engagement and is central to increased academic success.
Integrated MTSS: Classroom Instruction/Intervention

**Evaluation of Impacts**
- PLC problem solving
- Use of multiple sources and types of assessments and data
- Collaborative data-based planning
- Evaluation of learning impacts
- Instructional modifications

**Standards-based Instruction**
- Standards drive all goal setting across tiers.
- Instruction is flexible to needs of population - but aligned to standards
- Curriculum choices based on student needs and aligned to standards
- Plan for implicit social behaviors for engagement

**Evidence-based Instruction or Intervention**

**Classroom Environment**
- PBIS
- Classroom Management
- Social Skills Instruct.
- Character Ed
- Trauma Informed Care
- Restorative Justice
- Self-Regulation/Emotional IQ

**UDL + Diff. Instruction**
- Integrated lessons - academic, behavior, mental health/SEL
- Flexible presentation & expression
- Differentiated learning supports
- Culturally relevant instruction
- Assistive Technology

**Evaluation of Impacts**
- PLC problem solving
- Use of multiple sources and types of assessments and data
- Collaborative data-based planning
- Evaluation of learning impacts
- Instructional modifications

**Classroom Climate**

**Learning Standards**

**LESSON DESIGN/PLAN**
- Evidence-based Instruction
- Evidence-based Curricula
- Classroom Management
- Instructional Framework
- Current Student Skills (A/B/SEL)
- Student Outcomes
- Practice with Feedback
- Student Engagement
- Fidelity of Instruction/Intervention
- Evidence-based Instruction

**LESSON DELIVERY**
- Evidence-based Instruction
- Evidence-based Curricula
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**LESSON EVALUATION**
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**Notes**
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Adapted from: Ysseldyke et al., 2012. Assessment of ecological factors as an integral part of academic & mental health consultation. Journal of Educational and Psychological Consultation, 22, 21-43.

"UNPACKING STANDARDS"
- To identify what students should know and do (explicit)
- To identify prerequisite social-emotional or behavioral engagement skills are needed (implicit)
Integrate Social-emotional & Behavioral Supports in Academic Lesson Plans

Step 1  Select a standard or a set of standards.

Step 2  Circle the verbs and action phrases (skills-Do).

Step 3  Underline the nouns and noun phrases (knowledge and understanding-K and U).

Step 4  Determine prerequisite skills implied within the standard (e.g., interpersonal skills, behavior or engagement skills, etc.)

Step 5  Determine instructional implications of the standard.

Tools for Integrated Lesson Planning

Integrate Data Around Academic & Behavior Interactions

- Attendance & Tardy
- OSS & ISS
- Academic Engagement
- Behavior Engagement
- Psychological/Emotional Engagement
- Differentiated
- UDL
- Standards-based
- Comprehensive lesson planning
- Continuous Improvement

https://www.livebinders.com/play/play?id=2115332

High Quality Instruction
Using the Frameworks of UDL and PBIS to Design Accessible Learning Environments

What is UDL?

• A set of principles for CURRICULUM development that gives E_______ individual equal opportunities to learn.

• A way to provide learning opportunities in the general education curriculum that are: INCLUSIVE and EFFECTIVE for A_______.

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Removing the Barriers

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Learner variability is a scientifically validated concept that recognizes all students are different in how they learn and take in information.

What’s Your Variability?

Learner Variability is the N
Neuroscience

Three B___ Networks


Notes

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Class-wide PBIS Evidence Based Practices

1. Maximize Structure
2. Actively Engage Students during Instruction
3. Establish and Teach Positively Stated Expectations
4. Implement a Continuum of Strategies to Reinforce Appropriate Behavior
5. Implement a Continuum of Strategies to Respond to Inappropriate Behavior

Sentence stem to help with determining alignment (with example):

Using _______________ will reduce the barrier of _______________
(Classroom PBIS EBP)

ensure all students know how to ask for assistance by _______________.

(Justification/Explanation)

Notes
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Dante
- Reading level 9th grade equivalent
- Likes to answer ALL questions from teacher
- Often finishes independent work early
- Prefers to work alone
- When working in groups monopolizes the conversation and work
- Gets upset (cries) when he makes mistakes

Lindie
- Reading pre-primer level
- Finds written tasks aversive
- She is easily distractible, difficulty remaining in seat, calls out without permission during lesson, talks during instruction to peers
- Has 8 ODRs for task refusal, 4 for leaving the classroom
- She does not like to be corrected

Reflection:
- How many of you found that the sentence stem helped process through possible barriers?
- How many of you feel that the alignment of UDL and PBIS could enhance your implementation of classroom PBIS?
- How can you use this in your day-to-day work in your current role?

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Citations:
