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Ensuring Inclusive Outcomes for Young People with Disability within Schoolwide PBS

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Some Guiding Questions...

- What do we know about the inclusion of students with disabilities in Schoolwide PBS across all tiers?

- In practice, is Schoolwide PBS living up to its inclusive ideals?

- What do we still need to find out?

- What kinds of supports and adjustments may be needed to ensure that all school students can benefit from all PBS activities?

- How can we ensure that Schoolwide PBS is applied in a way that prevents the need for restrictive practices?

Ensuring Inclusive Outcomes for Young People with Disability within Schoolwide PBS

- Introduction: Background to schoolwide PBS and students with disability

- Ensuring inclusion in schoolwide PBS across tiers for students requiring educational adjustments

- Considering the place of restrictive practices in schoolwide PBS

- Conclusions and suggested future directions

- Questions

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Introduction

- Australian children with disability are more likely than others to experience educational exclusion and be exposed to restrictive practices (e.g., Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability, 2020).

- Behaviours of concern can become a barrier to educational inclusion (Kurth & Enyart, 2016).

- Disability is often overlooked in the design of generic behavioural and social supports across tiers (Kurth & Zagona, 2018).

- Access to the full range of SWPBS practices is a particular concern for students with intellectual disability and complex support requirements (Shuster et al., 2017).

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The Australian Context

- Educational adjustments may be required for students with disabilities categorised as physical, intellectual, developmental, sensory and language, or specific learning disability (e.g., dyslexia).

- A small percentage of Australian students (1.6%) experience extensive support requirements across multiple domains of activity.

- Almost 90% of Australian children with disability attend general (mainstream) schools.

- Students with intellectual disability and complex support requirements are often still educated in separate classrooms or in specialist schools.

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Behaviour and Students with Disability

- Children with disability are at heightened risk of:
  - behavioural and mental health difficulties (McMillan & Jarvis, 2013),
  - experiencing maltreatment (Maclean et al. 2017),
  - being subjected to restrictive practices (Royal Commission into Violence, Abuse, Neglect, and Exploitation of People with Disability, 2021), and
  - being suspended or excluded from school (Graham et al., 2020; Lewis et al., 2016).
- Overall rates of behaviours of concern between 48% and 60% for children with disability (Simó-Pinatella et al., 2019).

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Origins of PBS

- PBS emerged in the 1990s to address support for individuals exhibiting behaviours of concern… predominantly people with intellectual disability and complex communication and support requirements (Dunlap et al., 2016).

- Influenced by Disability Rights Movement

- Combined evidence-based practices of ABA with values-based efforts to promote human dignity, wellbeing, and quality of life for vulnerable populations (Horner et al., 1990).

Inclusive Education and SWPBS

- PBS application within a school-wide framework should engender inclusive outcomes for students with disability and extensive support needs.

- BUT... lack of accessibility for some students with disability in design and implementation of SWPBS (Kurth & Enyart, 2016).

- Limited research has documented the participation of students requiring extensive supports in SWPBS (Kurth & Enyart, 2016; Kurth & Zagona, 2018).

Is SWPBS in practice consistent with its ideals of enhanced dignity and quality of life for people with disability?

Only if <u>all</u> students are fully included.

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Tier 1 Inclusion?

- Very little discussion of children with disability in the Tier 1 literature (Loman & Walker, 2020).

- Exclusion rooted in broader school and systemic practices

- Kurth & Zagona (2018) study: 93% of state SWPBS coordinators agreed that students with 'extensive and pervasive support needs (i.e., "severe" disabilities) could participate in all SWPBS activities, yet 41% reported that these students were excluded due to
  - absence from mainstream classrooms
  - assumption that special educators would deliver content in separate settings
  - perceived lack of capacity among mainstream teachers to adjust SWPBS activities and materials

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Tier 1 Inclusion?

- Fewer than half of special education teachers involved in the initial SWPBS planning or training opportunities (Shuster et al., 2017)

- Students with disability least likely to be involved in universal screening or data-based decision-making, especially those requiring extensive adjustments (Shuster et al., 2017).

- Since Tier 1 activities often centre around lessons taught in mainstream classrooms, the 'physical and programmatic' exclusion of students with extensive support requirements from these settings may hinder equitable access to evidence-based prevention (Kurth & Zagona, 2018, p. 131).

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Tier 1: Including Students with Disability

- SWPBS practices should occur in the context of inclusive teaching approaches that address the full range of learners, including differentiated instruction (Tomlinson, 2017) and Universal Design for Learning (CAST, 2021).

- Teachers require targeted professional learning and support to build their skills and confidence to implement these practices (Telfer, 2020; Tristani & Basset-Gunter, 2020).

- Adjustments may include visual prompts and communication supports, pedagogies such as systematic instruction (Loman et al., 2018).

- When personalised adjustments made to lesson plans for teaching classroom expectations, students with disability experienced a reduction in the duration of behaviours of concern (Loman et al., 2018).

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Tier 1: Including Students with Disability

- Incorporate appropriate pedagogies when teaching school-wide expectations (e.g., systematic instruction)

- Consider students with disability in initial design of teaching practices and reinforcement procedures

- Prioritise collaboration between general and specialist teachers to design and adapt Tier 1 tools and procedures (Hawken & O'Neill, 2006)

Tier 1: Including Students with Disability

- Include specialist educators in Tier 1 teams to design, implement, and monitor universal supports

- Explicitly consider the inclusion of students with disability when reviewing school-wide practices

- Monitor SWPBS practices and outcomes for <u>all</u> students (Loman and Walker, 2020)

- Prioritise communication and positive relationships with families in SWPBS activities and decision-making (Garbacz, 2019)

Case Study*

Michael is 12 years old and attends his local secondary school. He has dual diagnoses of autism and intellectual disability. Michael uses limited speech to communicate, but he can make some requests using single words and can follow a variety of one-step verbal directions (e.g., 'Go and get your bag.'). With the support of graphics-based visuals (e.g., photographic or picture-based instructions), he can follow two-step directions. Michael uses multiple forms to communicate including gestures, a picture communication book and an iPad as a speech generating AAC device with picture symbols and photographs.

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Examples of Tier 1 Adjustments

Schoolwide expectations are posted in all areas of the school in multiple formats, including posters with print descriptions, photos and simple narratives explaining expectations in specific settings.

In some areas, the expectations are digitally available using embedded video on touch monitors.

Michael has a PowerPoint presentation on his iPad that includes a behaviour matrix with schoolwide expectations in easy English accompanied by images; behaviours identified for each setting are linked to a video that displays Michael and other students modelling the positive behaviour expectations.

Michael has vocabulary on his AAC systems to communicate knowledge of schoolwide/classroom expectations.

All teachers have access to iPads, smart phones and/or graphic symbols to precorrect or correct students when engaging in unexpected behaviour and provide feedback when acknowledging expected behaviour throughout classroom and non-classroom settings (e.g., playground, library).

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Tier 2: Including Students with Disability

- Tier 2 adjustment is a relatively recent research phenomenon.

- Framework of horizontal (prior to implementation) and vertical (during implementation) adjustments to common Tier 2 supports (Majeika et al., 2020; Sterrett et al., 2020).

- Tier 2 prevention for students who require substantial to extensive adjustments have received limited attention in SWPBS literature.

Tier 2 Adjustment Framework

- Flexible features that can be adjusted and maintain fidelity

- **Horizontal** adaptations adjust support to match
  - student characteristics (e.g., age, function of behaviour, disability)
  - contextual factors (e.g., availability of resources, space, time, and technology)

- **Vertical** adjustments responsive to individual student progress by increasing or decreasing intensity of intervention

- Horizontal and vertical adjustment can be combined for improved outcomes

(Majeika et al., 2020; Sterrett et al., 2020)

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Tier 2: Including Students with Disability

- Framework suggests adaptations for disability, although does not include students with extensive support requirements

- Tier 2 materials and methods inaccessible to many students with complex communication needs, intellectual disability, or other developmental disabilities

- Hawken and O'Neill's (2006) and Walker and Loman's (2021) recommendations for Tier 2 adjustments should also be considered.

Tier 2 Example Adjustments: CICO

Core Component	Example Adjustments*
CICIO meetings	select preferred mentor/adult include peer mentor(s) explicitly teach behavioural expectations (adjust methods for understanding, e.g. video modeling) include social skills teaching add relevant vocabulary to AAC systems Graphic/multimedia representations (e.g., visuals for behaviour expectations and other skills).
Expectations on DPR	reduce number of expectations function-based replacement behaviours include relevant content on AAC system (e.g., to communicate avoid or obtain functions)
Daily Progress Report	provide accessible, age-appropriate versions (e.g., electronic format) graphic representation of behaviours and alternate ways to represent points (e.g., graphics, tangible objects/tokens placed on DPR) mobile apps (select positive or neutral representations) integrate DPR with student individual daily schedule using same format (e.g., Picture Communication Symbols)

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Tier 2 Example Adjustments: CICO

Core Component	Example Adjustments*
Daily Goal	change criterion of 80% to suit student needs (prior to or during implementation) gradually increase criterion consider weekly goal instead of daily for students who need more time to learn behaviours Represent criterion in ways student understands (concrete representation)
Reinforcement	adjust schedule/ type of reinforcement (personalise to student) increase opportunities for reinforcement (e.g., each lesson or midday) provide choices for reinforcement (e.g., visual menu or objects)
Family Communication	Accessible forms (e.g., electronic) Apps Frequency

Graphic DPR example

Case Study: Tier 2 Considerations

- Selected targeted interventions for Michael: Check in Check out (CICO) and social skills instruction

- Selected function-based behaviours (to obtain items he wanted/ avoid nonpreferred tasks)

- Connected function-based behaviours to schoolwide expectations (Be Kind and Be Respectful).

- To demonstrate being kind: social skills of *sharing, taking turns and asking for materials* (to replace grabbing)

- To demonstrate being respectful: *following teacher directions*

- Adjusted electronic DPR using photographs to represent Michael's schedule with images representing expected behaviours

- DPR includes brief social narrative

- After recess, if Michael reaches adjusted goal criterion (60%) he can choose a reinforcer from the DPR menu

Graphic DPR example

Case Study: Tier 2 Continued

- Michael receives encouraging feedback after each class with the teacher checking off 3, 2 or 1 thumbs up on the graphic DPR. The Google Docs DPR can be shared with all Michael's teachers and his family.

- The images for expectations link to videos of Michael engaging in the expected behaviours/targeted social skills. These videos are reviewed at 'Check in' daily meeting times to review the social skills/expected behaviours and remind Michael he can choose a reward after recess if earns at least 8/12 thumbs up.

- Michael has tangible 'thumbs up' tokens that he can match to the DPR to help him understand that when all the tokens are matched, he can select a reinforcer after recess.

- Progress against the goal criterion is reviewed weekly by his teacher and fortnightly by the PBS team; the criterion will be increased once achieved and additional skills are added (third expectation).

- After two weeks, if unexpected behaviours continue and progress is less than expected, the team will conduct a comprehensive Functional Behaviour Assessment leading to an individual PBS plan.

Tier 3 Adjustments

- Contrary to preventive logic of SWPBS, students with disability may be immediately identified for Tier 3 intensive intervention, particularly those requiring extensive adjustments (Kurth & Zagona, 2018; Loman et al., 2018).

- A key challenge is capacity to provide comprehensive Tier 3 assessment and evidence-based support for students with more complex needs (Jameson et al., 2020).

- Consider adjustments depending on the hypotheses generated from the FBA and the competing behaviour pathway for each individual.
  - Commonplace in the design of comprehensive individual behaviour support planning.

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Tier 3 Adjustments: Prevention Examples*

Communication with families regarding events, mood, environmental, physiological factors that may affect behaviour (e.g., Symptom Tracker, Day One apps)

Access to AAC and vocabulary to communicate mood, social, environmental, physiological factors that may affect behaviour (range of apps available)

Increase or decrease environmental sensory stimulation (e.g., reduce noise, provide calming or stimulating sensory activities).

Use of visual supports: schedules, visual narratives (graphics and text) (e.g., SEND Apps Made for You, iPrompts),

Adjust level of task challenge (increase or decrease difficulty)

Adjust demands (e.g., interspersing or alternating simple with more difficult demands or tasks)

Provide meaningful and relevant activities (e.g., avoid repetitive busy work)

*Adapted from Jameson et al. (2020)

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Tier 3 Adjustments: More Examples*

Provide choice (verbal, text, graphic or object as needed)

Prepare students for changes in routine or schedule

Prepare, signal or warn students before transitioning between activities/classes (Use visual or audio timers, e.g. iPrompts app, Time Timer)

Access to AAC systems and vocabulary to participate in school activities

Provide structure (e.g., planned activities during free time)

Provide sufficient opportunities to engage

Access to assistive/other technology to reduce physical and/or cognitive load in academic tasks

*Adapted from Jameson et al. (2020)

Restrictive Practices and SWPBS

- Tier 3 supports recommended as evidence-based practice to reduce or eliminate use of restrictive practices (Jameson et al., 2020; NDIS Quality and Safeguards Commission [NDIS-QSC], 2020).

- Restrictive practices in Australia = 'any practice or intervention that has the effect of restricting the rights or freedom of movement of a person with disability' (Australian Government, 2013).

- Include chemical, mechanical, physical, and environmental restraint, and seclusion.

- In Australia, the NDIS-QSC regulates disability service providers due to the potential for restrictive practices to cause human rights violations, including physical or psychological harm.

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Restrictive Practices & SWPBS

- The NDIS-QSC (2020) recommends restrictive practices only as a last resort to protect the person with disability and/or others from harm.

- To protect the rights and dignity of people with disability, all other proactive and preventive methods must be attempted before resorting to restrictive practices.

- National regulatory processes do not apply to the use of restrictive practices in schools
  - restraint and seclusion are authorised as disciplinary and protective behaviour management practices (Poed, McCarthy, et al., 2020).

Restrictive Practices & SWPBS

- No national database on incidence of restrictive practices in schools.

- Restraint and seclusion in schools widespread and disproportionately used for students with disability (Poed, Cologon, et al., 2020).

- Reducing the use of restrictive practices through SWPBS will require consistent state and national statutory reform, and support for teachers to build their capacity for Tier 3 personalised planning and adjustment (Jameson et al., 2020).

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Conclusions: All still means most?

- Despite its stated aims and purpose, SWPBS that is inclusive of all students with disability has been somewhat neglected in research and practice.

- There is a need for Australian research to determine:
  - the extent to which students with disability are fully included in SWPBS
  - adjustments to enable access and participation for students with disability
  - social, behavioural, and achievement outcomes of participation in SWPBS
  - capacity of the Tiered Fidelity Inventory to detect inclusive practices
  - extent to which teachers feel prepared to make learning accessible for all students at Tier 1 and to provide personalised Tier 2 and 3 supports

- The inclusion of students with disability in SWPBS must be supported by ongoing collaboration between general and specialist teachers.

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Thank You!

- What questions do you have for us?

- To what extent is SWPBS inclusive of students with disability in your setting/ the sites you work with? What might be some areas for consideration/ improvement?

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