


# **“All Means All” :Leveraging School-Based Systems to Support the Needs of Students with Autism**



Alicia Zimar, School- Wide PBIS Coordinator,  
 West Virginia Behavior/Mental Health Technical Assistance Center  
 West Virginia Autism Training Center at Marshall University

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# **What Is PBIS?**



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Our Approach - PBIS



- Predictable, Consistent, Safe Environments
- Multi-Tiered System of Support-- All, Some, and Few
- Proactive vs. Reactive
- Building Educator Skills
- Teaching Behavior as a Core Subject
- Intervention > Punishment
  - Consequences (Punishment) alone will never solve a behavioral issue.
  - School to Prison Pipeline
- Collaboration between Silos

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Our Approach - PBIS



### Let's Think About This Way

- In construction - what do construction workers use when they are building something new or fixing something broken in a building?
- **SCAFFOLDING:** Scaffolding has always been used in construction due to its stability when working with heavy equipment and materials.
- For us - **SYSTEMS** are our scaffolding.




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Our Approach - PBIS



### Other Examples of Scaffolding (Systems)

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Okay... but buildings don't keep scaffolding forever!

- True
- Let's switch to scaffolding in education
- "Once students are able to complete or master the task, the scaffolding is gradually removed or taken away - the responsibility of learning shifts from the instructor to the student."
- Same with your building - As these systems get more "like your friend" - they will work but don't take as much work to maintain because your staff and students are doing the heavy lifting.
- What is left is your **FRAMEWORK**.




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**Positive Behavioral Interventions & Supports (PBIS) is...**

an MTSS **data-driven decision-making framework** for stakeholders to establish the **climate and culture**, and the multi-tiered social, emotional, behavioral, and mental health (SEB) supports needed for an organization to be an **effective learning environment for all youth and staff**.

- ✓ Increase Effectiveness and Efficiency
- ✓ Support Expected and Desired
- ✓ Provide for Continuous Improvement
- ✓ Protected for Ongoing Initiatives




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**Tier 1 + Tier 2 + Tier 3**

**Tier 1 + Tier 2**

**Tier 1**




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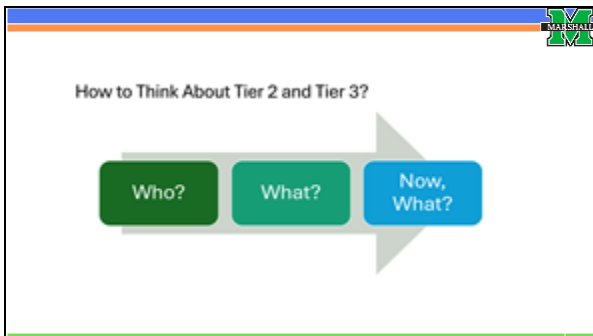
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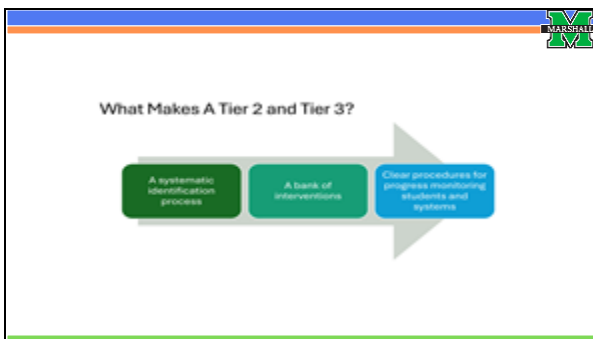
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Effective educators design, implement, and differentiate Tier 1 practices to meet the needs of the majority (>80%) of their learners. Thus, when learners have more intensive needs, educators intensify their Tier 1 practices.

Thus, when learners have more intensive needs, educators intensify their Tier 1 practices—they may provide more explicit social skills instruction, frequent prompts or reminders, engaging instruction, opportunities for reinforcement, and specific instructional feedback for academic and social behavior at an intensity that meets the needs of at least 80% of students in their classroom or school.



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WOW! TELL ME MORE...




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PBIS: Expectations

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### Clarifying Language

- **Expectations:** Define the kind of people that you want your students to **be**
  - (e.g., respectful, responsible, etc.)
- **Behaviors/Rules:** Specify the tasks students are to **do** to meet the schoolwide expectations

|                                    |   |
|------------------------------------|---|
| Expectations<br>(Policy APTI)      | Consistency with our Language and Understanding   |
| Rules / Behaviors<br>(Core Values) | Specific Tasks students are to do to achieve the school-wide expectations   |
| Routines/Procedures                | Procedures are methods for accomplishing tasks throughout the school setting.<br><br>Procedures form routines that help students meet expectations and practice time management |

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### Importance of Identifying Expectations and Rules

- Provides **consistency** in language.
- Provides **consistency** in what to teach.
- Provides **consistency** in what to recognize.
- Provides **consistency** in what to correct.

These expectations become the language all staff use when they teach, remind, recognize, and correct students.



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### Expectations

- ✓ **Communicate** the desired behavior
- ✓ **Teach a new skill to replace** the challenging behavior
- ✓ **Set the Tone** for the environment

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## Teach Behavior Like An Academic

It's More Than Just a "Sign" on the Wall

**Question:**

- How would you teach a new skill in your classroom?
- How would you teach a student how to:
  - Be engaged?
  - Respond appropriately to constructive criticism or the word "NO"?

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Students learn appropriate behavior in the same way a child who doesn't know how to read learns to read—through *instruction, practice, feedback, and encouragement.*

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Power of Leverage



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Activity

Step 1: Grab a piece of paper or a place to take notes on a device.

Step 2: Write a task analysis to fill my bag. (Items to add to bag: 1 agenda, 1 pencil bag, and one water bottle.)

Step 3: Be prepared to share with your neighbors.

Step 4: I'll need two volunteers!




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Other Best Practices:

Teaching Lessons in Natural Context

Schedules

Antecedent Based Interventions

Visual Prompts

Teaching lessons in the natural context is a strategy used in which the educator uses authentic settings such as the classroom, playground, or cafeteria and events as opportunities for learning and practicing skills.

Schedules are a visual display using photos, pictures, or text which a learner can use to track and follow along with activities; the learner needs to complete within a designated timeframe.

Antecedent interventions consist of arranging the learning environment, events, or circumstances to facilitate desired behaviors and to minimize the likelihood of problem behaviors.

Visual prompts provide the learner with a visible model of what to do, eliminating the need for educator-mediated assistance.

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Why Do Expectations Matter?



- It allows a building of educators to have the same language around what is expected of their students and their own behavior.
- Common expectations allow for easier decisions on what to prompt, how to model, and what skills to break down.
- Educators already participate in the practice of teaching behavior.

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## Effective Data Systems for Behavior

A Multi Tiered System of Support that uses a data-based problem solving process to make decisions about how to support provision in schools.

Requires a data collection system that makes it easy to answer questions that come up during the problem-solving process.

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## What Makes A Tier 2 and Tier 3?

A systematic identification process

A bank of interventions

Clear procedures for progress monitoring students and systems

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## What it means...

Identified bank of interventions that are ready to go.

Interventions should:

- Provide additional instruction and opportunities for students to develop lacking skills
- Add structure and predictability
- Increase feedback

Be linked to function, development, culture

Be linked to Tier 1

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### School- Wide Data to Best Practice: Selecting and Intervention Matching

At the schoolwide, classwide, and individual level, data is used to evaluate the frequency of the behavior, the environments under which behaviors occur (e.g., location, subject area), and the function of the behavior (Hornet & Sugai, 2015).

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### School- Wide Data to Best Practice: Selecting and Intervention Matching

Once an FBA is complete, an evidence-based intervention can be developed to reduce challenging behaviors and teach more appropriate replacement behaviors.

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# PBIS: Social Development

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## Needs

| Emotional   | Relational  | Physical   | Cognitive   | Supervision   |
|---|---|--|---|---|
| <ul style="list-style-type: none"> <li>• The need to be regulated and in their "calm state"</li> <li>• Students are triggered, feel unsafe, or can't regulate on their own emotions (not) and to find regulation</li> </ul> | <ul style="list-style-type: none"> <li>• The need to feel connected and to belong</li> <li>• Most always experienced as feeling connected to safe or connected when relationship actions to feel loved</li> </ul> | <ul style="list-style-type: none"> <li>• The body's physiological and biological needs for survival</li> <li>• Hunger, thirst, sleep, rest, cool, warm</li> <li>• Attempts to get the need met - sometimes unsuccessfully</li> </ul> | <ul style="list-style-type: none"> <li>• The need to have a say</li> <li>• Living in chaos, unpredictability, and lack of safety often make being in control</li> <li>• Leads to power struggles and defiant behaviors</li> </ul> | <ul style="list-style-type: none"> <li>• The need to understand what is expected or what is happening</li> <li>• "If you don't know it, then can't have it" idea</li> </ul> |

Source: Daniel

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## Skills, Skills, Skills

| Self-Regulation for Early Childhood  | Self-Regulation for Elementary School  | Self-Regulation for Adolescents  |
|--|--|--|
| <p><b>Group 1: Self-Regulation Skills</b></p> <ul style="list-style-type: none"> <li>• Recognize and name emotions</li> <li>• Use strategies to calm down</li> <li>• Use strategies to focus attention</li> <li>• Use strategies to manage anger</li> <li>• Use strategies to manage anxiety</li> <li>• Use strategies to manage sadness</li> <li>• Use strategies to manage frustration</li> <li>• Use strategies to manage boredom</li> <li>• Use strategies to manage fatigue</li> <li>• Use strategies to manage hunger</li> <li>• Use strategies to manage thirst</li> <li>• Use strategies to manage cold/heat</li> <li>• Use strategies to manage pain</li> <li>• Use strategies to manage illness</li> <li>• Use strategies to manage death</li> </ul> | <p><b>Group 2: Self-Regulation Skills</b></p> <ul style="list-style-type: none"> <li>• Recognize and name emotions</li> <li>• Use strategies to calm down</li> <li>• Use strategies to focus attention</li> <li>• Use strategies to manage anger</li> <li>• Use strategies to manage anxiety</li> <li>• Use strategies to manage sadness</li> <li>• Use strategies to manage frustration</li> <li>• Use strategies to manage boredom</li> <li>• Use strategies to manage fatigue</li> <li>• Use strategies to manage hunger</li> <li>• Use strategies to manage thirst</li> <li>• Use strategies to manage cold/heat</li> <li>• Use strategies to manage pain</li> <li>• Use strategies to manage illness</li> <li>• Use strategies to manage death</li> </ul> | <p><b>Group 3: Self-Regulation Skills</b></p> <ul style="list-style-type: none"> <li>• Recognize and name emotions</li> <li>• Use strategies to calm down</li> <li>• Use strategies to focus attention</li> <li>• Use strategies to manage anger</li> <li>• Use strategies to manage anxiety</li> <li>• Use strategies to manage sadness</li> <li>• Use strategies to manage frustration</li> <li>• Use strategies to manage boredom</li> <li>• Use strategies to manage fatigue</li> <li>• Use strategies to manage hunger</li> <li>• Use strategies to manage thirst</li> <li>• Use strategies to manage cold/heat</li> <li>• Use strategies to manage pain</li> <li>• Use strategies to manage illness</li> <li>• Use strategies to manage death</li> </ul> |

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## School-Wide Social Development to Best Practice: Skill Development

**PBIS** Positive Behavioral Interventions and Supports

Some...

Ideally, this includes the provision of examples and non-examples, modeling of the target behavior(s), as well as many opportunities for practice, feedback, and acknowledgment (Simonsen & Myers, 2015, pp. 61-62)

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## Guiding Document

**SUPPORTING STUDENTS WITH DISABILITIES IN THE CLASSROOM WITHIN A PBIS FRAMEWORK**

September 2020

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### From Our Guiding Document

There are four core features of implementing PBIS to support all students, including students with disabilities, in classroom settings: (1) invest in prevention, (2) integrate classroom practices, (3) tier 1 is for all, and (4) all means all.

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### Invest In Prevention:

- emphasize positive and proactive practices
- respond to challenging behavior with an instructional focus (i.e., teach and strengthen social, emotional, and behavioral skills to replace the challenging behavior)
- minimize their use of exclusionary and reactive discipline (#DitchTheClip2 )

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### Integrate Effective Classroom Practice

“Further, within each classroom, educators integrate effective academic and behavior support<sup>3</sup> to increase the likelihood that all students, including students with disabilities, benefit from classroom supports.”

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## PBIS: Classroom Practices



"Although **expectations** used by effective educators may vary from teacher to teacher and school to school, we do not find effectively managed schools and classrooms operating without them."

Evans & Emmer, 2008




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**High-Leverage Practices  
in Special Education**  
*Instruction: Research Syntheses*



- Identify and prioritize long and short-term learning goals.
- Systematically design instruction toward a specific learning goal.
- Adapt curriculum tasks and material for specific learning goals.
- Teach cognitive and metacognitive strategies to support learning and independence.
- Provide scaffolded supports.
- Use explicit instruction.
- Use flexible grouping.
- Use strategies to promote active student engagement.
- Use assistive and instructional technologies.
- Provide intensive instruction.
- Teach students to maintain and generalize new learning across time and settings.
- Provide positive and constructive feedback to guide students' learning and behavior.

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**PBIS: All Means All Strategies**



- 1.) Design and Adapt The Physical Environment of the Classroom to Meet the Needs of All Students.
- 2.) Develop and Explicitly Teach Predictable Classroom Routines to Maximize Students' Ability to Independently Navigate the Classroom
- 3.) Post, Define, and Teach 3-5 Positive Classroom Expectations
- 4.) Promote Active Engagement with High Rates of Opportunities to Respond.
- 5.) Provide Prompts, Pre-Corrections, and Other Reminders to Set Students Up for Success

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### PBIS: All Means All Strategies

- 6.) Engage in Active Supervision to Monitor Student Behavior
- 7.) Deliver Behavior Specific Praise and Other Strategies to Acknowledge Behavior
- 8.) Provide Behavior Specific Error Correction
- 9.) Ensure Each Student Experiences a Favorable Ratio of Positive to Negative Interactions (e.g., Praise to Corrections)
- 10.) Collect And Use Fidelity and Outcome Data to Guide Implementation and Differentiation of Practices

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### The purpose of PBIS to make schools more effective and equitable learning environments for ALL students.



Thomas Rusk, University of Kentucky  
New Orleans, Missouri PBIS Network (C)

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### PBIS is for the Adults

- Shared Vision
- Consistent Language
- Reminders to Build Relationships
- External Systems for Challenging Behavior

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## What Does "All Means All" Means to You?

- Bottom line - Public Education is for EVERYONE.
- Rightful Presence matters.
- The whole child matters.
- Meeting students and adults where they are at matters.
- What you do matters.




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Thanks for Listening!

Alicia Ziman, MA  
PBIS Coordinator  
[holt64@marshall.edu](mailto:holt64@marshall.edu)




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