Positive, Proactive Approaches to Supporting Children With Disabilities

Implementing Evidence-Based Approaches to Respond to Student Needs: Data-Based Decision Making

Overview

Public early childhood programs, elementary, and secondary schools are responsible for meeting the needs of children with disabilities, which includes addressing their social, emotional, and behavioral needs. Far too often, positive and proactive approaches that focus on preventing interfering behavior are not part of a child's individualized education program (IEP). As a result, children with disabilities—particularly children with disabilities of color—are frequently subjected to exclusionary discipline, which removes them from their learning environment without focusing on how to best meet their unique behavioral needs. Schools and early childhood programs must understand how to protect the rights and needs of children with disabilities to ensure their disability-based behaviors are understood and that their IEPs are appropriately developed and effectively implemented to enable social, emotional, and academic success.

In July 2022, the U.S. Department of Education, Office of Special Education Programs (OSEP), published the guide *Positive, Proactive Approaches to Addressing the Needs of Children with Disabilities: A Guide for Stakeholders*, which provides actions state educational agencies (SEAs), local educational agencies (LEAs), schools, early childhood programs, and educators can take to implement positive, proactive, and preventative practices that seek to better address a child's behavioral needs while decreasing the use of exclusionary discipline. These practices reinforce core pillars of the Individuals with Disabilities Education Act (IDEA), including how addressing the behavioral needs of children with disabilities is part of IDEA's requirement to provide a free appropriate public education (FAPE) provided in the least restrictive environment (LRE), and the IEP as the vehicle for fulfilling this obligation. By implementing practices associated with these positive and proactive approaches, students with disabilities can be assured of access to an educational environment that is nondiscriminatory, supportive, positive, and nurturing for both their academic and behavioral development.

OSEP Technical Assistance (TA) Center Resources

The resources in the following table can support schools and early childhood programs in implementing positive, proactive approaches to support and respond to children's behavioral needs more effectively. Following the resources is information about OSEP TA Centers that can provide additional information to support schools in implementing the practices described below.

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Resource	Description	Audience	Reference citation
Behavior Progress Monitoring Tools Chart	The National Center on Intensive Intervention (NCII) publishes this chart to assist educators and families in becoming informed consumers who can select progress monitoring tools that best meet their individual needs. The Center's Technical Review Committee (TRC) on Behavior Progress Monitoring independently established a set of criteria for evaluating the technical adequacy of progress monitoring tools. The TRC rated each submitted tool against these criteria but did not compare it to other tools on the chart. The presence of a particular tool on the chart does not constitute endorsement and should not be viewed as a recommendation from either the TRC on Progress Monitoring or the NCII.	• Educators • Local and district agencies • School administrators	National Center on Intensive Intervention. (2020). Behavior progress monitoring *tools chart.* https://charts.intensiveintervention.org/bprogressmonitoring
Data Basics and Recent Webinars	This 2022 issue of the Center for Parent Information and Resources' (CPIR) enewsletter spotlights data basics for families (Education Data 101, also available in Spanish), a new resource from the Data Quality Campaign (Parents Are Getting Access to Student Data, But How Can We Support Them to Use It?), and a recent CPIR webinar (Sharing Info about State Assessments with Families of Children with Disabilities) presented in both English and Spanish.	• Educators • School administrators	Center for Parent Information and Resources. (2022). Data basics and recent webinars. Buzz. https://www.parentcenterhub.org/buzz-march2022-issue1
Roadmap to Effective Intervention Practices: Data Decision-Making and Program-Wide Implementation of the Pyramid Model	This guide provides schools and programs with guidance on how to collect and use data to ensure (a) the implementation of the Pyramid Model with fidelity and (2) decision making that improves the provision of implementation supports, delivery of effective intervention, and the promotion of meaningful child outcomes in the early childhood classroom.	• Local and district agencies • School administrators • State and regional agencies	Fox, L., Veguilla, M., Ferro, J., & Binder, D. P. (2020). Roadmap *to effective intervention practices: Data decision-making and program-wide implementation of the Pyramid Model.* National Center for Pyramid Model Innovations. https://challengingbehavior.cbcs.usf.edu/docs/roadmap/Roadmap_7_Data.pdf

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Guidance for Systematic Screening: Lessons Learned from Practitioners	This brief describes experiences of three school districts in various U.S. geographic regions as they installed screening tools as part of their screening processes. Education leaders have generously shared their advice for practitioners throughout the nation. Five lessons learned from district leaders, including some selected quotes (see boxes) are shared. Leaders' insights may be helpful for educators already involved in systematic screening as well as those who are newer to the process.	• Educators • Local and district agencies • School administrators • State and regional agencies	Oakes, W. P., Lane, K. L., Sherod, R. L., Adams, H. R., & Buckman, M. M. (2021). *Guidance for systematic screening: Lessons learned from practitioners in the field.* Center on Positive Behavioral Interventions and Supports. https://www.pbis.org/resource/guidance-for-systematic-screening-lessons-learned-from-practitioners
How School Teams Use Data to Make Effective Decisions: Team-Initiated Problem Solving (TIPS)	With multiple sources of information available, knowing how to use data efficiently and effectively with limited resources is critical to the successful implementation of schoolwide, classroom, and individual interventions. This practice guide describes a scientifically based approach for data-based decision making called Team-Initiated Problem Solving (TIPS) that includes guidance for school-based teams on (a) the foundations needed to run more effective meetings, (b) a process for using data to identify school needs and goals for change as well as for planning practical and effective solutions, and (c) a process for using, monitoring, and adapting solutions.	• Educators • School administrators	Chaparro, E. A., Horner, R., Algozzine, B., Daily, J., & Nese, R. N. T. (2022). *How school teams use data to make effective decisions: Team-Initiated Problem Solving (TIPS).* Center on Positive Behavioral Interventions and Supports. https://www.pbis.org/resource/how-school-teams-use-data-to-make-effective-decisions-team-initiated-problem-solving-tips
Positive Behavioral Interventions and Supports (PBIS) Evaluation Blueprint	The PBIS Evaluation Blueprint provides guidance regarding the evaluation process, tools, and outcomes that guide both initial adoption and sustained use of PBIS. A goal of this Blueprint is to provide a suggested format, structure, and materials to support a wide range of evaluation plans.	• Educators • Local and district agencies • School administrators	Center on Positive Behavioral Interventions and Supports (2020). *Positive Behavioral Interventions and Supports (PBIS) Evaluation Blueprint.* University of Oregon. https://www.pbis.org/resource/pbis-evaluation-blueprint

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PBIS Forum 2021: Getting Started: Using Data for Decision Making	Schools need meaningful data to identify a variety of needs and determine effectiveness of supports provided across tiers. This session describes the various data used within the PBIS framework to select, monitor, and evaluate outcomes, practices, and systems at both the district and school level.	• Educators • Local and district agencies • School administrators	Center on Positive Behavioral Interventions and Supports. (2021). *PBIS Forum 2021: Getting started: Using data for decision making* [Video]. https://www.pbis.org/video/session-c1-pbis-forum-2021-getting-started-using-data-for-decision-making
Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals	This webinar challenges current thinking about how to set appropriately ambitious and measurable behavioral goals in light of the 2017 Endrew F. v. Douglas County School District decision by the United States Supreme Court. In this webinar, presenters share how to set ambitious behavioral goals for students by using a valid, reliable progress monitoring measure, and how to write measurable and realistic goals focused on the replacement behavior. This webinar is a companion to the Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals Guide.	• Educators • Local and district agencies • School administrators	National Center on Intensive Intervention. (2020). Strategies for *setting data-driven behavioral individualized education program goals* [Webinar]. https://intensiveintervention.org/resource/webinar-strategies-setting-data-driven-behavioral-IEP-goals
Using Data to Advance School Reform	A resource produced by the CPIR expressly for the Parent Center network, this webpage addresses one of the 14 topics prioritized by OSEP at the U.S. Department of Education.	• State and regional agencies	Center for Parent Information and Resources. (2014). *Priority: Using data to advance school reform.* https://www.parentcenterhub.org/priority-data-schoolreform
Using Discipline Data Within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams	The guides are based on a 5-point multicomponent intervention described. This guide addresses use of data.	• Educators • Health and related services providers • Local and district agencies • School administrators • State and regional agencies	McIntosh, K., Barnes, A., Eliason, B., & Morris, K. (2014). *Using discipline data within SWPBIS to identify and address disproportionality: A guide for school teams.* OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. https://www.pbis.org/resource/using-discipline-data-within-swpbis-to-identify-and-address-disproportionality-a-guide-for-school-teams

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OSEP TA Centers

- **Center for Parent Information and Resources (CPIR) |** CPIR provides universal technical assistance to the network of Parent Centers funded by OSEP. Among its priorities are: (a) providing Parent Centers with products and materials to support their work with families; (b) increasing Parent Centers' knowledge and capacity in specific domains; and (c) increasing the coordination of parent training efforts throughout the network. Among the products and services CPIR provides to the Parent Center network are: (a) its information-rich website in English and Spanish (called the Parent Center Hub); (b) a twice-monthly enewsletter called the *Buzz from the Hub;* (c) the eLearning Hub, which features online, self-paced learning modules for all Parent Center staff as part of capacity building; (d) frequent webinars on high-priority topics; (e) national Parent Center capacity-building conferences; (f) private communication spaces where Parent Centers can share resources and collaborate with their colleagues (CentersConnect); and (g) coordination of annual data collection and reporting of Parent Center activities, training contacts, and services provided to families, professionals, and youth with disabilities.
https://www.parentcenterhub.org

  Center on Positive Behavioral Interventions and Supports (PBIS) | The Center on PBIS was initially funded in 1998 and a new 5-year funding cycle launched in October 2018. The purpose of the new center is to improve the capacity of state educational agencies, LEAs, and schools to establish, scale up, and sustain the PBIS framework to (a) scale up Tier 2 and 3 systems to improve outcomes for students with or at-risk for disabilities, (b) enhance school climate and school safety, and (c) improve conditions for learning to promote the well-being of all students. The Center on PBIS is grounded in the values of comprehensive prevention, based on human-centered science, and implemented through collaborative partnerships, centered in equity, to improve social, emotional, behavioral, and academic outcomes.
https://www.pbis.org

- **IDEA Data Center (IDC) |** IDC provides TA to build the capacity of states and LEAs to collect, report, analyze, and use high-quality IDEA Part B data. IDC offers a full range of services and resources to support states' efforts to submit 616 (State Performance Plans and Annual Performance Reports or SPP/APR) data and 618 (or ED*Facts*) data that meet the U.S. Department of Education's data quality standards for accuracy, timeliness, and completeness. IDC also partners with States and LEAs to help them use these data to identify programmatic strengths as well as areas for improvement, including addressing root causes of poor performance and evaluating progress toward goals and desired outcomes.
https://ideadata.org

- **IRIS Center |** The IRIS Center develops and disseminates free, engaging online resources about evidence-based instructional and behavioral practices to support the education of all students, particularly struggling learners and those with disabilities. These resources, designed to bridge the research-to-practice gap, are intended for use in college teacher preparation programs, in professional development (PD) activities for practicing professionals, and by independent learners. The array of IRIS resources includes modules, case studies, fundamental skill sheets, information briefs, course/PD activities, a high-leverage practices alignment tool, and an online glossary of disability-related terms.
https://iris.peabody.vanderbilt.edu

- **National Center on Intensive Intervention (NCII) |** NCII is housed at the American Institutes for Research and works in conjunction with many of our nation's most distinguished data-based individualization (DBI) experts. The mission of the NCII is to build knowledge and capacity of state and local leaders, faculty and professional

development providers, educators, and other stakeholders to support implementation of intensive intervention for students with severe and persistent learning and/or social, emotional, or behavioral needs using DBI. https://intensiveintervention.org

- **National Center for Pyramid Model Innovations |**   The mission of NCPMI is to improve and support the capacity of state systems and local programs to implement an early childhood multi-tiered system of support to improve the social, emotional, and behavioral outcomes of young children with, and at risk for, developmental disabilities or delays. The goals of the center are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children (Pyramid Model) within early intervention and early education programs, with a focus on promoting the social, emotional, and behavioral outcomes of young children birth to five, reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation and fostering inclusion. https://challengingbehavior.cbcs.usf.edu/index.html

More information on positive, proactive approaches to supporting the behavioral needs of children with disabilities is available from the U.S. Department of Education and a companion resource page, which includes an eight-part TA Resource Guide series and an archived video summarizing the Department's guidance and its main principles.

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