

PBIS SUPPORTS STUDENTS WITH DISABILITIES



IMPROVED OUTCOMES FOR STUDENTS WITH DISABILITIES

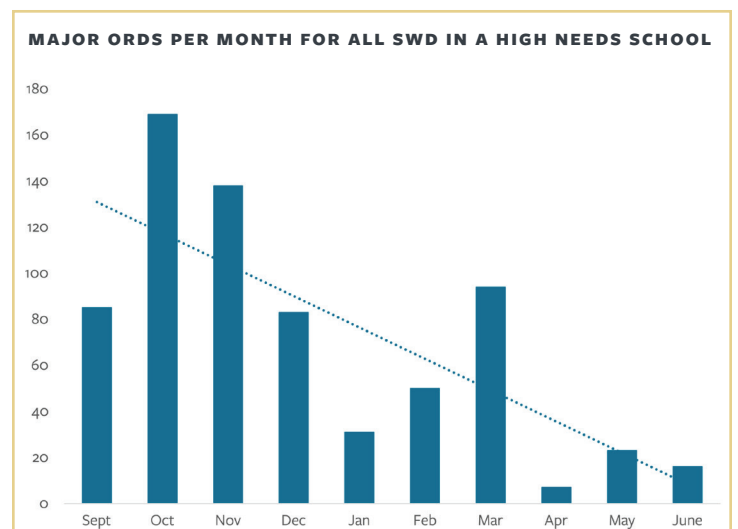
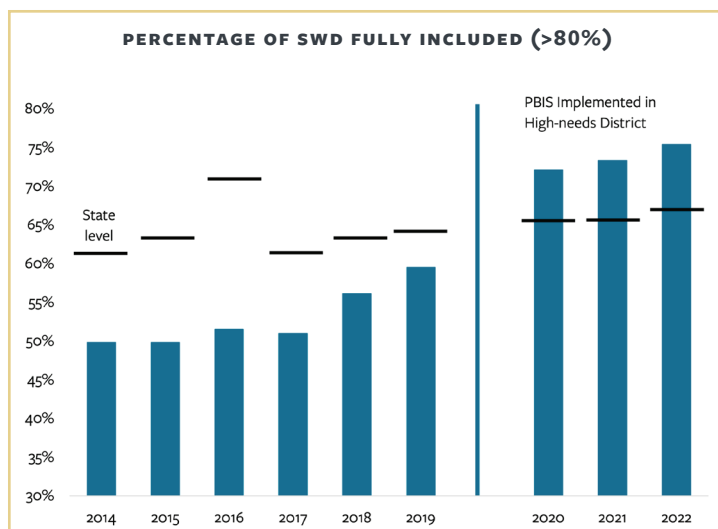
When schools implement a PBIS framework *with fidelity*, students with disabilities (SWD) experience:¹

Improved Social/Emotional/Behavioral Outcomes	Reduced Exclusionary Discipline
<ul style="list-style-type: none"> ▪ Higher levels of prosocial behavior ▪ Fewer concentration problems² ▪ Decreased unexcused tardies³ ▪ Fewer internalizing and externalizing behaviors^{2,4} 	<ul style="list-style-type: none"> ▪ Fewer office discipline referrals^{5,6} ▪ Fewer suspensions^{2,7,8} ▪ Decreased restraints and seclusions in alternate settings⁹

Recently, a high-needs school district in Massachusetts received technical assistance in the implementation of PBIS across all tiers with fidelity.

Results of this PBIS technical assistance found that SWD:

- Were more likely to be included in general education settings for increased amount of time
- Had reductions in office discipline referrals across the year
- Made better progress on a mental health screening tool on an annualized basis than students without disabilities



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- 9] Grasley-Boy, N. M., Gage, N. A., Lombardo, M., Anderson, L., & Rila, A. (2022). School-wide positive behavior interventions and supports in rural and urban California schools: Effects on fidelity of implementation and suspension outcomes. *Rural Special Education Quarterly*, 41(2), 84-94. <https://doi.org/10.1177/87568705221092766>

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May Institute is a nonprofit organization that is a national leader in the field of applied behavior analysis and evidence-based interventions, serving autistic individuals and individuals with other developmental disabilities, brain injury, neurobehavioral disorders, and other special needs. Founded nearly 70 years ago, we provide a wide range of exceptional educational and rehabilitative services across the lifespan.

For more than 20 years, May Institute has been a national partner to the National Technical Assistance Center for PBIS. The Center has been funded by the U.S. Department of Education for the last 25 years to research and effectively disseminate the systems, data, and practices that are critically important in the implementation of MTSS/PBIS.

