

# Creating Inclusive and Supportive Classrooms for Students with Disabilities

Tobey Duble Moore, Ashley Plumb, Steve Goodman, & Brandi Simonsen



**CEC 2026**

SPECIAL EDUCATION CONVENTION & EXPO

**SALT LAKE CITY**

MARCH 11-14, 2026

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# Welcome!



Tobey Duble Moore



Steve Goodman



Ashley Plumb



Brandi Simonsen



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# Who are we learning with?


Pre-K

Elementary

Middle school

High school

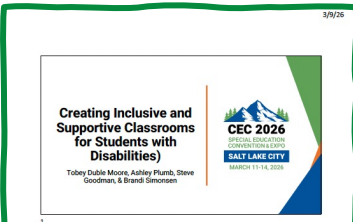
Transition



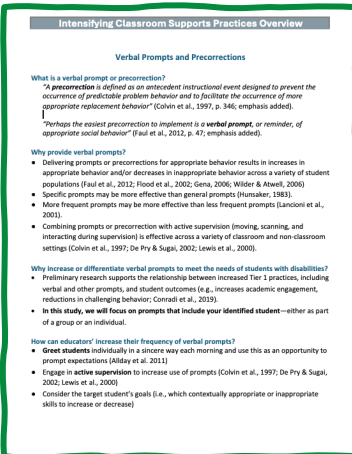
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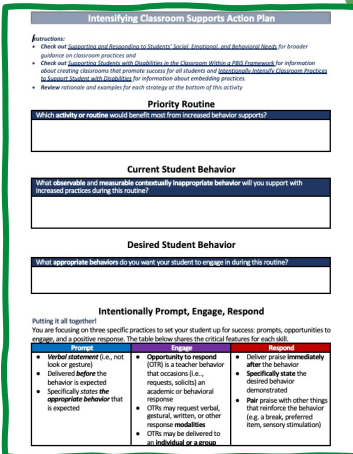
# Handouts




**Slides**



**Practices Overview**



**Action Plan**




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**OBJECTIVES**

As a result of attending this session, you will...


- Understand the importance of supporting *all* students with **effective classroom practices**
- Identify and describe **key classroom PBIS practices**
- Intensify practices through **intentional implementation**
- Differentiate and adjust** practices to provided targeted and individualized supports




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**OBJECTIVES**

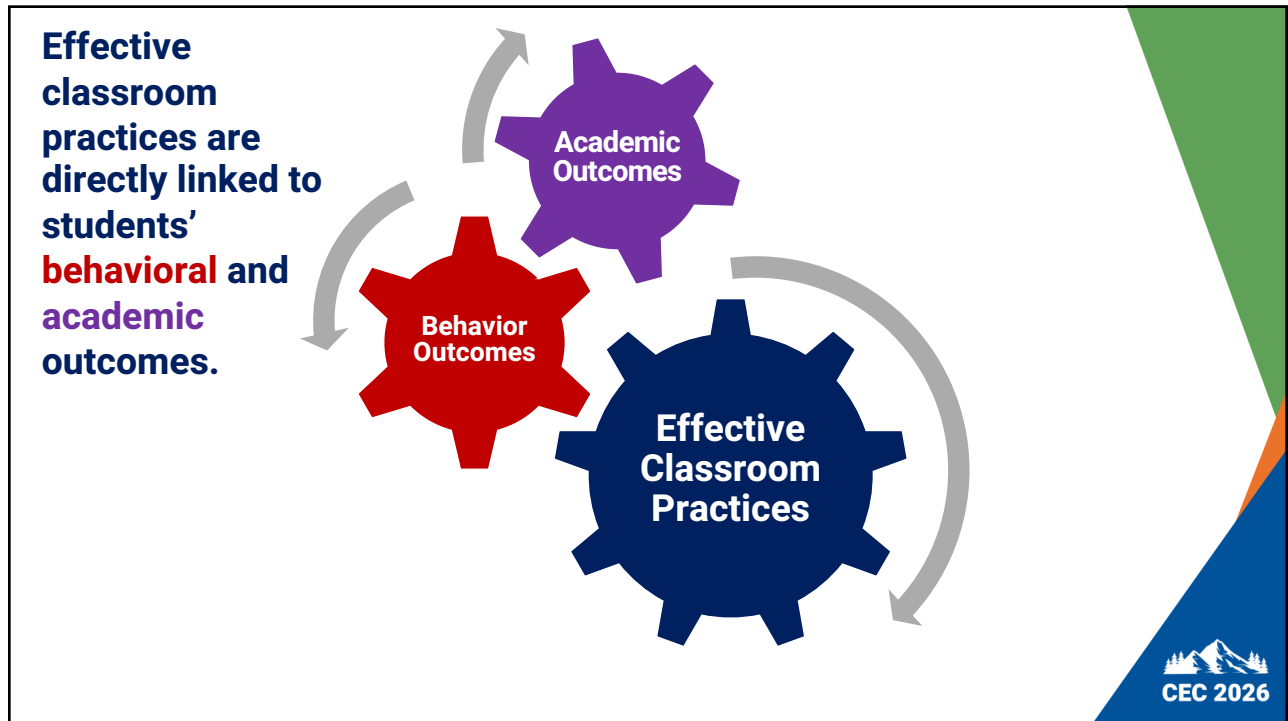
As a result of attending this session, you will...



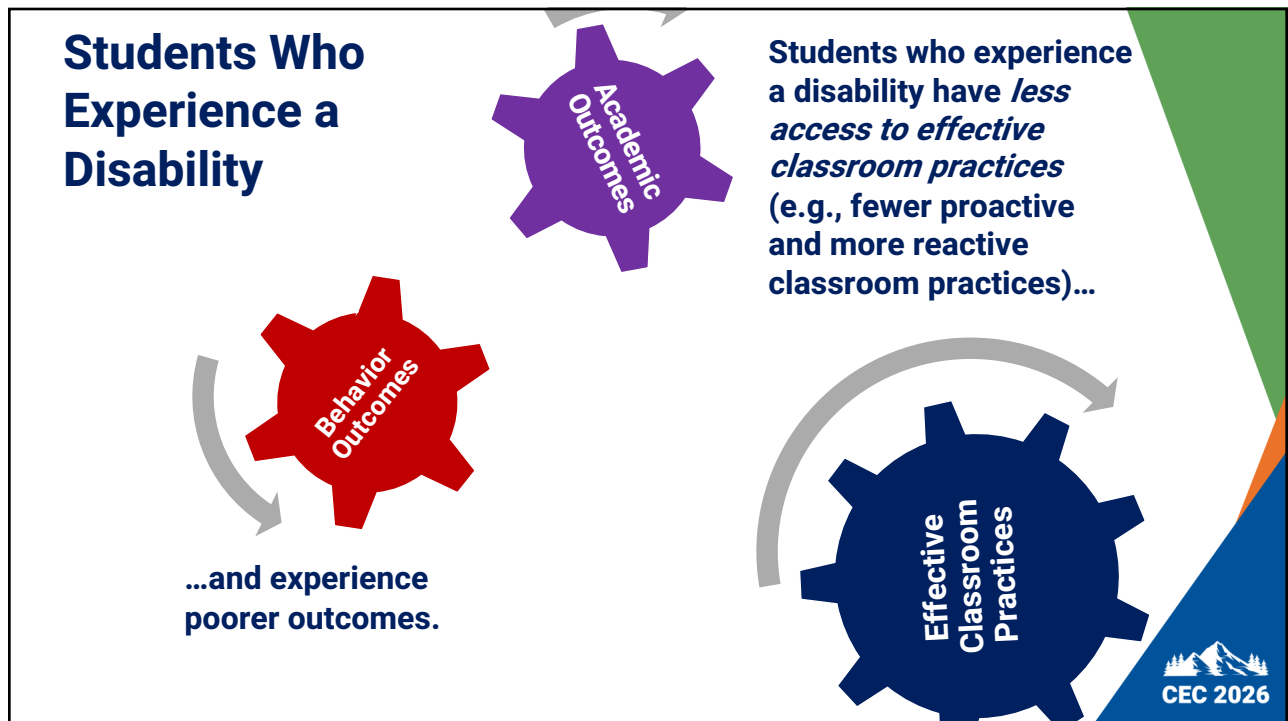
Understand the importance of supporting *all* students with **effective classroom practices**



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## Students with Disabilities

Therefore, it's critical that we invest in *effective classroom practices* for ALL students...

...to improve the outcomes for ALL students, including students who experience a disability.

PBIS is a great way to invest in effective classroom practice

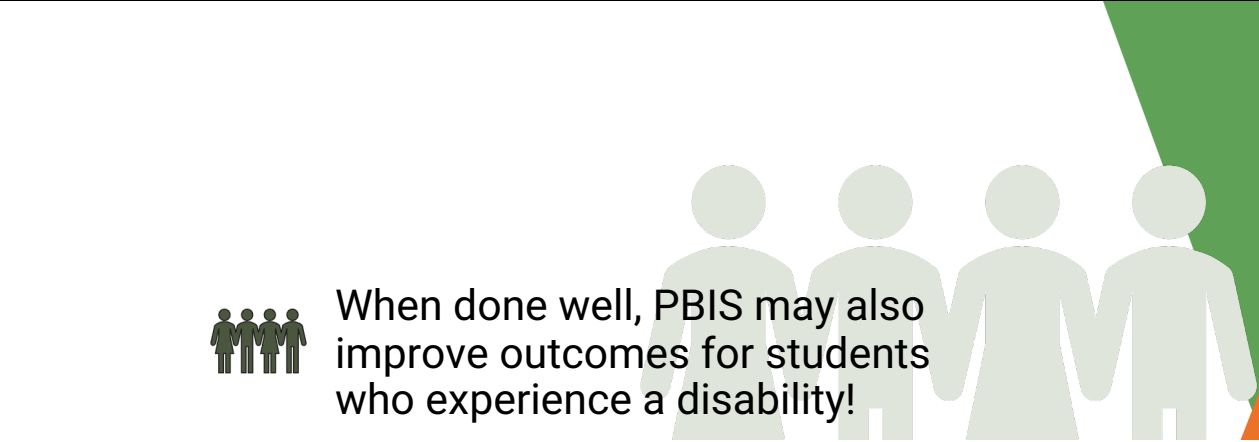
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## Essential Elements of PBIS

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When done well, PBIS may also improve outcomes for students who experience a disability!

**Improved SEB Outcomes** | **Reduced Exclusionary Discipline**


**We can implement PBIS to improve outcomes for students who experience a disability**


• Higher levels of prosocial behavior (Farkas, et. al. 2012; Jolivette 2012; Lerner 2012; Lerner et al. 2021) in appropriate settings


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As a result of attending this session, you will...

**OBJECTIVES**

 Understand the importance of supporting **all** students with **effective classroom practices**

 Identify and describe **key classroom PBIS practices**



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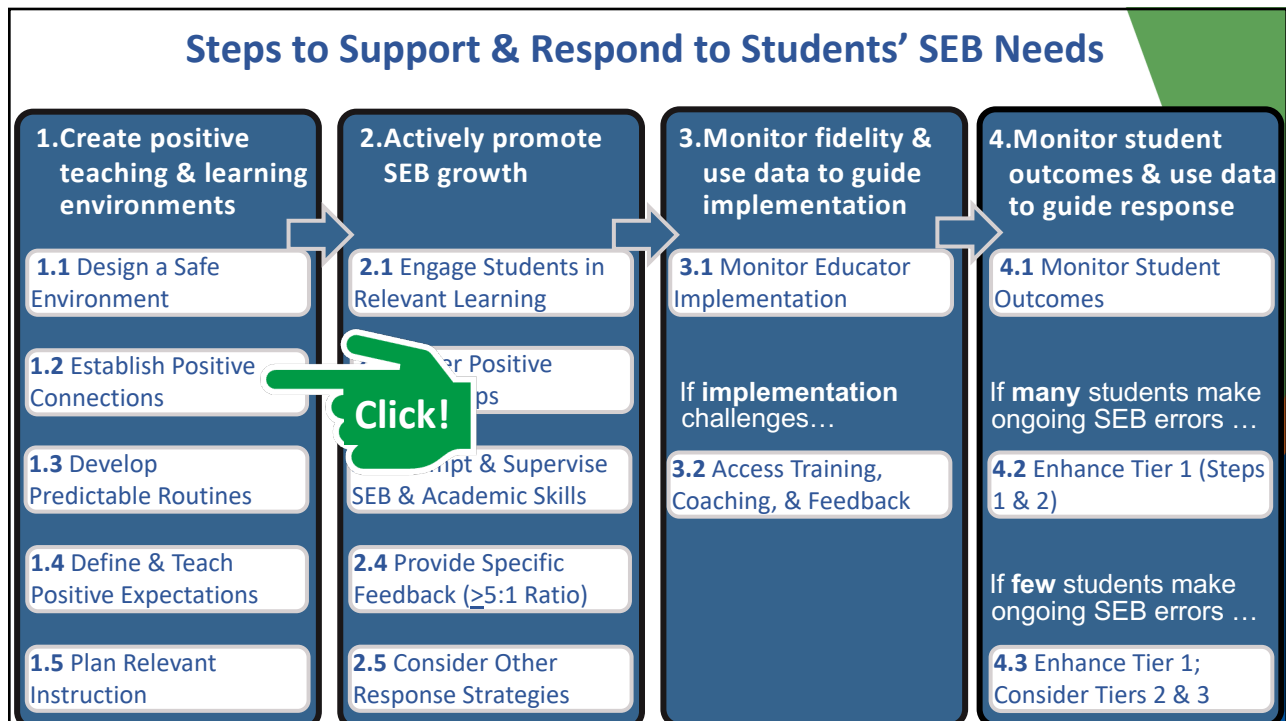
Thanks to the **team** who lead the development of this revised guide:

- Brandi Simonsen,
- Jenifer Freeman,
- Maria Reina Santiago-Rosario,
- Karen Robbie,
- Heather George,
- Steve Goodman,
- Laura Kern,
- Barbara Mitchell,
- Robert Putnam, &
- Kim Yanek

**Center on PBIS. (2022). *Supporting and Responding to Student's Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators*. (Version 2). Center on PBIS of Oregon. [www.pbis.org](http://www.pbis.org).**

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1.2 ESTABLISH POSITIVE CONNECTIONS				
Learn about your students and establish positive connections among students, families, and educators*				
Critical Features	Elementary Examples	Secondary Examples	Non-Examples	Resources
<i>What does this practice look like in a classroom?</i>	<i>How can I use this practice in my elementary classroom?</i>	<i>How can I use this practice in my secondary classroom?</i>	<i>What should I avoid when implementing this practice?</i>	<i>Where can I find additional resources?</i>
<ul style="list-style-type: none"> <li>Establish positive connections with students, families, and other members of the classroom community through <b>purposeful communication</b></li> <li>Build in <b>regular opportunities</b> for positive connection throughout the year (e.g., positive family postcards, email, brief check-ins, scheduled meetings)</li> <li>Use formal and informal approaches to <b>learn about students</b> and understand their learning history, cultural identity, and preferences for learning, receiving feedback, etc.</li> <li>Authentically <b>engage families</b> as partners in learning</li> <li><b>Validate and affirm</b><sup>†</sup> students' and families' personal and cultural learning histories</li> </ul>	<ul style="list-style-type: none"> <li><b>Introduce</b> yourself and the classroom to students and families at the start of the year (e.g., brief video, letter, opportunity to visit)</li> <li><b>Survey</b> families before the start of school to learn more about students</li> <li>Engage students in activities to continue to <b>learn about each member of the classroom community</b>, and ask questions about preferences (e.g., praise preference assessment)</li> <li>Maintain <b>regular communication</b> with families, and ensure that families have opportunities to share information and feedback, receive positive news, and proactively problem solve challenges</li> </ul>	<ul style="list-style-type: none"> <li><b>Introduce</b> yourself to students and families at the start of the year (e.g., brief video, email, letter)</li> <li><b>Survey</b> students and families before the start of school to learn more about preferences (e.g., praise preference assessment) and what supports they need to be successful</li> <li>Engage students in activities to <b>help them learn more about themselves and each other</b></li> <li>Maintain <b>open lines of communication</b> with students and families outside of class (e.g., email, learning management system) to share information and feedback, positive news, and communicate challenges</li> </ul>	<p>Do not...</p> <ul style="list-style-type: none"> <li>Miss an opportunity to create a positive experience welcoming students and families</li> <li>Assume students and families will contact you with questions</li> <li>Use a one-size-fits all approach to interacting with students and families</li> <li>Contact families only when there are concerns (or have these types of contact be the most frequent communication families experience)</li> <li>Engage exclusively in 1-directional communication (e.g., only sharing information via newsletters)</li> </ul>	<p><b>Publications</b></p> <ul style="list-style-type: none"> <li><a href="#">Enhancing family-school collaborations with diverse families</a><sup>8</sup></li> </ul> <p><b>Videos/Podcasts</b></p> <ul style="list-style-type: none"> <li><a href="#">Establishing Relationships in the Classroom</a><sup>9</sup></li> <li><a href="#">Validating, affirming, building, and bridging</a><sup>10</sup></li> <li><a href="#">Praise preference assessment part 1</a><sup>11</sup> and <a href="#">part 2</a><sup>12</sup></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li><a href="#">Supportive Environments Create Classroom Community</a><sup>13</sup></li> </ul>

**1.2 Establish Positive Connections**

\* Barger et al., 2013; Garbacz et al., 2020; Lee et al., 2015; McLeskey et al., 2019; Smith et al., 2020  
 † Hollie et al., 2011

Where do students who experience a disability “fit” within a PBIS/MTSS framework?

**Everywhere!**  
**ALL means ALL**

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Thanks to the **team** who lead the development of this guide:

- Brandi Simonsen,
- Robert Putnam,
- Kim Yanek
- Lauren Evanovich,
- Sacha K. G. Shaw
- Cynthia Shuttleton,
- Kelsey Morris, &
- Barbara Mitchell

**Supporting Students with Disabilities in the Classroom Within a PBIS Framework**

September 2020

CEC 2026

**Create a robust and differentiated foundation of support**

Simonsen, B., Putnam, R., Yanek, K., Evanovich, L., Shaw, S. Shuttleton, C. Morris, K., & Mitchell, B. (February, 2020). Supporting Students with Disabilities within a PBIS Framework. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org).

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## Intervention Strategies "Top Ten List"

**Core Features:**

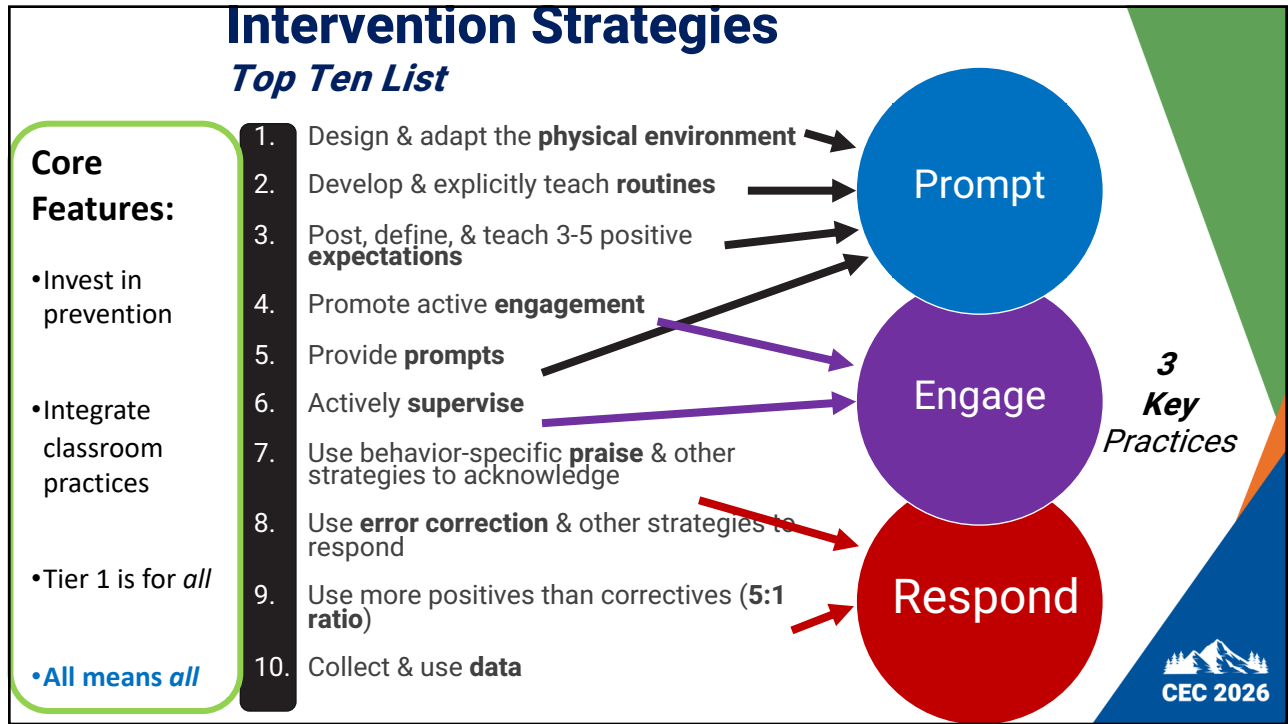
- Invest in prevention
- Integrate classroom practices
- Tier 1 is for *all*
- **All means all**

1. Design & adapt the **physical environment**
2. Develop & explicitly teach **routines**
3. Post, define, & teach 3-5 positive **expectations**
4. Promote active **engagement**
5. Provide **prompts**
6. Actively **supervise**
7. Use behavior-specific **praise** & other strategies to acknowledge
8. Use **error correction** & other strategies to respond
9. Use more positives than correctives (**5:1 ratio**)
10. Collect & use **data**

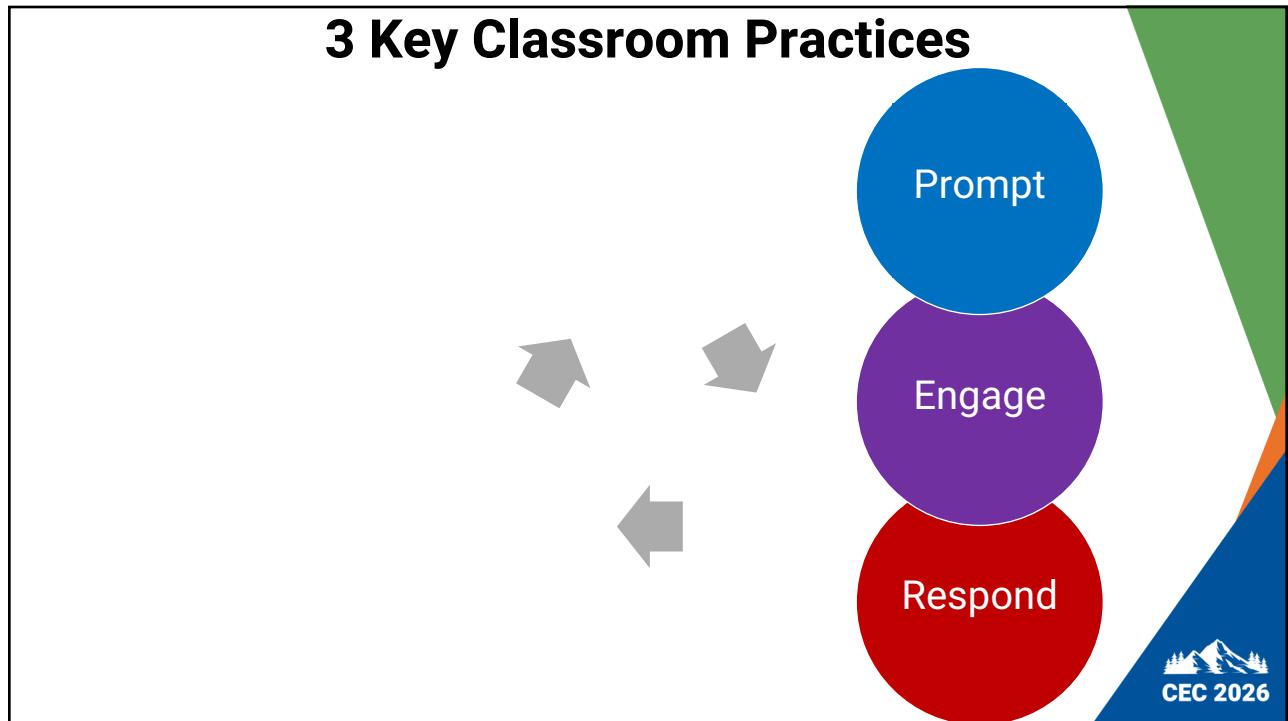
**Create a robust and differentiated foundation (Tier 1) of support**

These are the SAME practices!!!

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# OBJECTIVES


As a result of attending this session, you will...




Understand the importance of supporting *all* students with **effective classroom practices**



Identify and describe **key classroom PBIS practices**



**Intensify practices** through intentional implementation



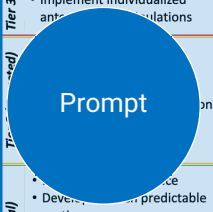
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**Decide**

- Monitor fidelity
- Monitor student outcomes
- Make data-based decisions to maintain or modify support

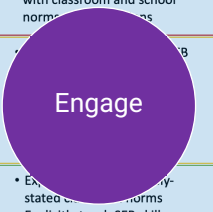
Individualize Support

Target Support




	Prevent	Teach	Respond
<b>Tier 3 (Individualized)</b>	<ul style="list-style-type: none"> <li>• Individualize physical design</li> <li>• Individualize routines</li> <li>• Intensify connections</li> <li>• Intensify &amp; individualize prompts for SEB skills</li> <li>• Implement individualized antecedent manipulations</li> </ul>	<ul style="list-style-type: none"> <li>• Individualize &amp; intensify explicit instruction in SEB skills</li> <li>• Individualize &amp; intensify academic instruction</li> <li>• Align individualized SEB skills with classroom and school norms</li> </ul>	<ul style="list-style-type: none"> <li>• Intensify and individualize specific positive and supportive feedback</li> <li>• Intensify and individualize recognition strategies</li> <li>• Enhance strategies to decrease future SEB</li> </ul>
<b>Tier 2 (Targeted)</b>	<ul style="list-style-type: none"> <li>• Develop predictable routines</li> <li>• Connect with students</li> <li>• Select &amp; define classroom norms and critical SEB skills</li> <li>• Prompt expected SEB skills</li> <li>• Actively supervise</li> <li>• Engage in effective instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Explicitly teach SEB skills</li> </ul>	<ul style="list-style-type: none"> <li>• Provide feedback</li> <li>• Provide supportive corrective feedback to address SEB errors</li> <li>• Maintain a high ratio of positive to corrective feedback</li> </ul>
<b>Tier 1 (Universal)</b>	<ul style="list-style-type: none"> <li>• Develop predictable routines</li> <li>• Connect with students</li> <li>• Select &amp; define classroom norms and critical SEB skills</li> <li>• Prompt expected SEB skills</li> <li>• Actively supervise</li> <li>• Engage in effective instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Explicitly teach SEB skills</li> </ul>	<ul style="list-style-type: none"> <li>• Provide feedback</li> <li>• Provide supportive corrective feedback to address SEB errors</li> <li>• Maintain a high ratio of positive to corrective feedback</li> </ul>


Engage



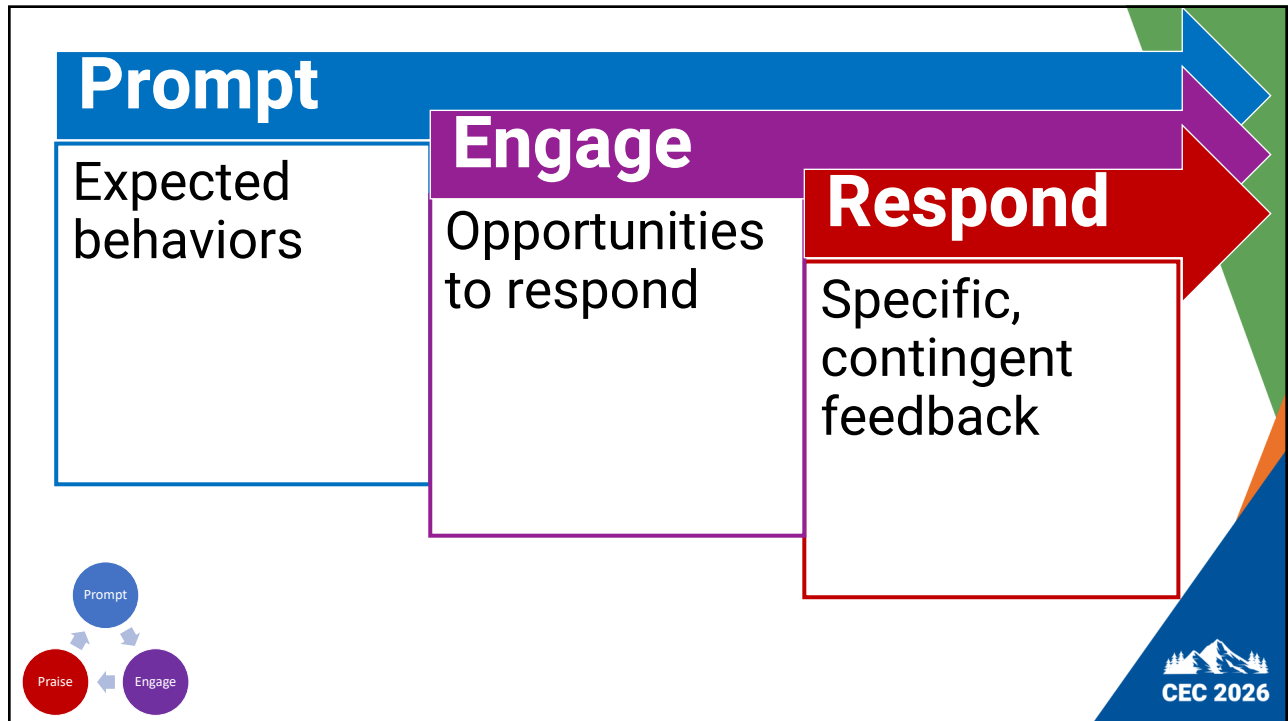
Respond



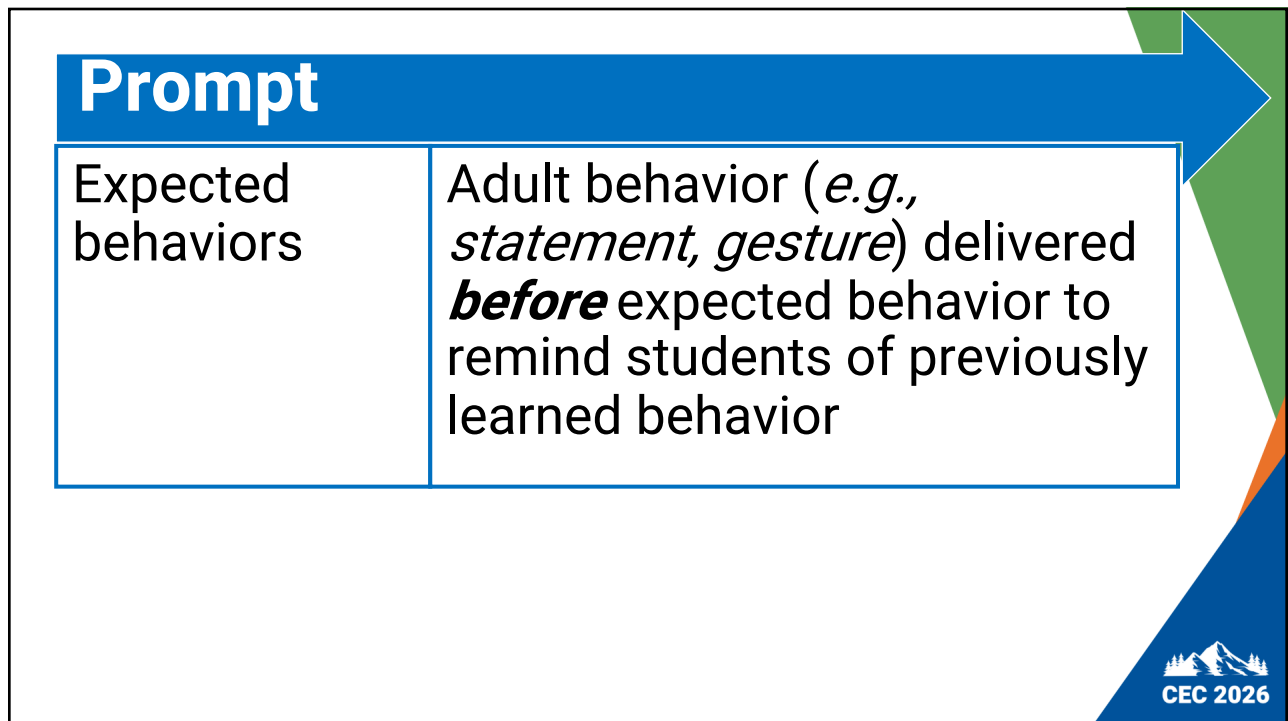
Provide Robust Foundation of Universal Support



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# Examples of Prompts

You're up next. Use the whiteboard responsibly by showing your math work.



It's respectful to your partner to stay on task.



You can play safely by putting the blocks on top.



Remember to wait your turn! That's kind.



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# Prompts v Error Corrections

Now our students are set up for success!



*"Remember to keep your hands down as we walk."*



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# Intentionally Intensify Prompts

- Consider common patterns of behavioral errors

## pre-correction

Delivered before desired behavior is expected to increase its likelihood, especially when contextually inappropriate behavior is likely  
Colvin et al. (1997)



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# Pre-Correct Running

Prompt

**Before the expected behavior:**

*"Use walking feet to get to the bus."*



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# Pre-Correct Phone Use

Prompt

**Before the expected behavior:**  
  
*"Good morning!  
Phones away before you get to class."*



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# Pre-Correct Calling Out

Prompt

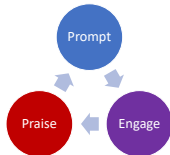
**Before the expected behavior:**  
  
*"Raise your hand to share respectfully."*



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# Delivering Prompts

- Consider your schoolwide or classwide expectations
- Deliver reminder *before* student is expected to engage in appropriate behavior



Positive Classroom Behavior Support Plan				
Teacher Name: <i>Jill</i>		From: <i>Learn/Develop/Assess</i>		Date Updated: <i>Jill</i>
Positive Classroom Expectations Look Like, Sound Like, Feel Like in...				
Expectations	Teacher-Directed Instruction	Small Group Activities	Independent Seat Work	Transitions
1. Kind to self	• Use whole body listening	• Share your ideas	• Do your best	• Bring what you need to be ready for what's next
2. Kind to others	• Calm body & quiet voice	• Listen to your friends	• Claim body & quiet voice	• Quiet voice
3. Kind to environment	• Take care of your space	• Take care of your space & materials	• Take care of your space & materials	• Leave your space better than you found it

**Attach Lesson Plans that explicitly teach each expectation in each routine.**

**Plan high rated quality of opportunities to respond (active engagement) for students.**

**Target Expected Behavior:** *at the beginning of each activity*

**Prompt Examples:**

- *...prior to end of each activity* "In 5 minutes, we're going to do our next activity. Please be kind to your space by putting your materials away, checking your space, and taking it better than you found it."
- *...before each transition* "Remember, as we walk, we will be kind by keeping our voices quiet and a bubble of space around our bodies."

**Give Specific Feedback:**

- For desired behavior (praise)* "Wow, I feel how you're being kind by helping your friend with her materials."
- For undesired behavior (correction)* "I see materials that are not put away. Group 1, please return to your area and show that you can leave the space even better than you found it."
- "I see that not everyone has had a chance to participate in this group activity. Please be sure you are kind to your friends and give everyone a chance to share their ideas."

**Consider additional strategies to acknowledge or respond to student behavior.**

(Please complete tables with your own information. Delete/replace light blue example text.)

<https://www.pbis.org/resource/creating-effective-classroom-environments-plan-template>

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# Prompt

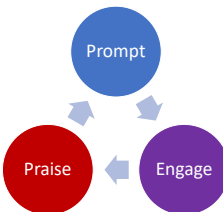
Expected behaviors

# Engage

Opportunities to respond

# Respond

Specific, contingent feedback



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**Engage**

with high rates of **opportunities to respond**

Teacher behavior that solicits a student response

Simonsen et al. (2008)

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**Engage** **Multiple and Varied Opportunities to Respond**

Less active

Hand-Raising	<ul style="list-style-type: none"> <li>• Volunteers</li> <li>• Teacher-selection</li> </ul>
Choral Responding	<ul style="list-style-type: none"> <li>• Unison response</li> <li>• Structured by teacher</li> </ul>
Random Selection	<ul style="list-style-type: none"> <li>• Cards or Sticks</li> <li>• Systematic</li> </ul>
Active Responses & Gestures	<ul style="list-style-type: none"> <li>• Structured (thumbs, Fist to 5)</li> <li>• Spontaneous (silent signals)</li> </ul>
Response Cards	<ul style="list-style-type: none"> <li>• Picture Exchange Communication System (PECS)</li> <li>• Picture cards</li> </ul>
Cooperative Learning	<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>

More active

Original content by Susannah Everett & Brandi Simonsen

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## Opportunity to Respond (Active)

*"Draw what you think will happen next."*



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## Opportunity to Respond (Written)

*"Write the next equation."*



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# Opportunity to Respond (Hand-raising)

*"What's the capital of Utah?"*



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## Engage with OTRs

Positive Classroom Behavior Support Plan					
Teacher Name: <i>Jill</i>		Grade Level/Period: <i>4th</i>		Date Updated: <i>4/11</i>	
Positive Classroom Expectations Look Like, Sound Like, Feel Like in...					
Expectations	Routines	Teacher-Directed Instruction	Small Group Activities	Independent Seat Work	Transitions
1. Kind to self	Use whole body listening	Share your ideas	Do your best	Ask for help if you need it	Bring what you need to be ready for what's next
2. Kind to others	Calm body & quiet voice	Listen to your friends	Calm body & quiet voice	Quiet voice	Keep a space bubble
3. Kind to environment	Take care of your space	Take care of your space & materials	Take care of your space & materials	Leave your space better than you found it	

Attach Lesson Plans that explicitly teach each expectation in each routine.

Plan high rate/quality of opportunities to respond (active engagement) for students.

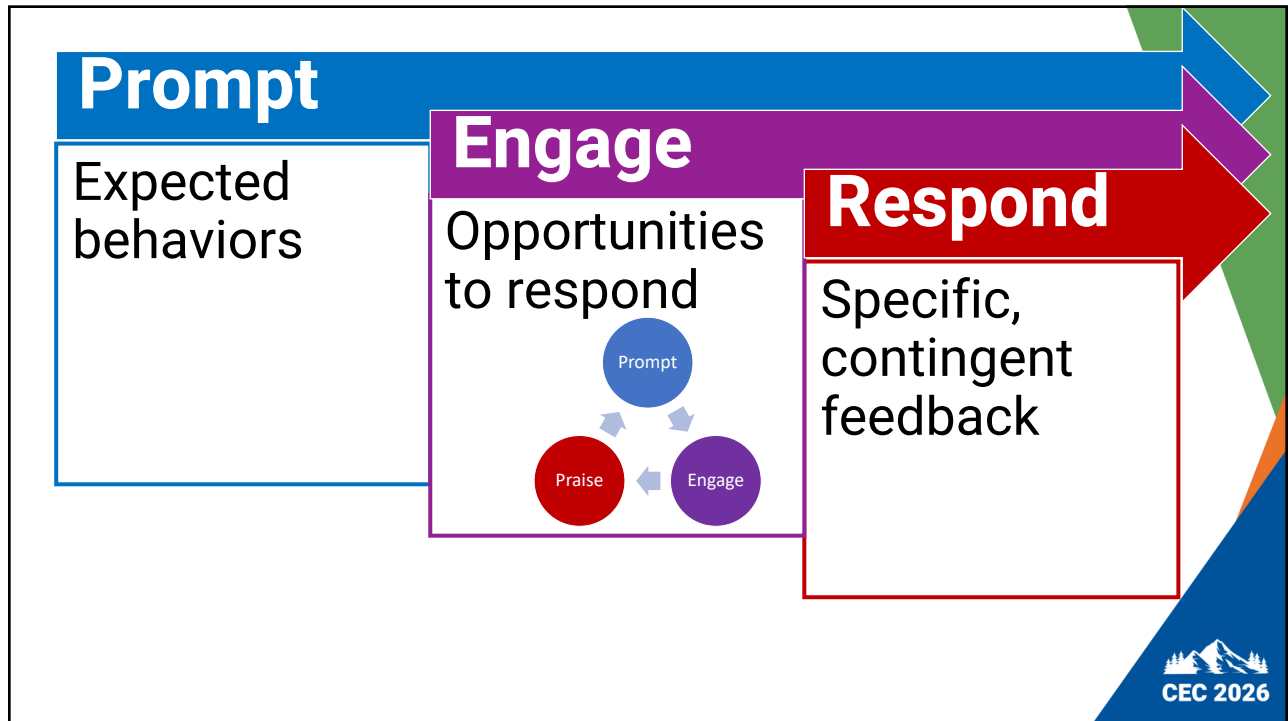
Prompt Expected Behavior...	Prompt Examples:
...at the beginning of each activity	"While I'm reading, you can be kind by keeping your body calm, quiet, and eyes on me."
...prior to end of each activity	"In 1 minute, we're going to do our next activity. Please be kind to your space by putting your materials away, checking your space, and leaving it better than you found it."
...before each transition	"Remember, as we walk, we will be kind by keeping our voices quiet and a bubble of space around our bodies."

Give Specific Feedback...	Praise/Correction Examples:
...for desired behavior (praise)	"Wow, I like how you are being kind by helping your friend with her materials." "Class, you are being kind to yourselves by being ready to learn...this is going to be a fun and important lesson."
...for undesired behavior (correction)	"I see materials that are not put away. Group 1, please return to your area and show that you can leave the space even better than you found it." "I see that not everyone has had a chance to participate in the group activity. Please be sure you are kind to your friends and give everyone a chance to share their ideas."

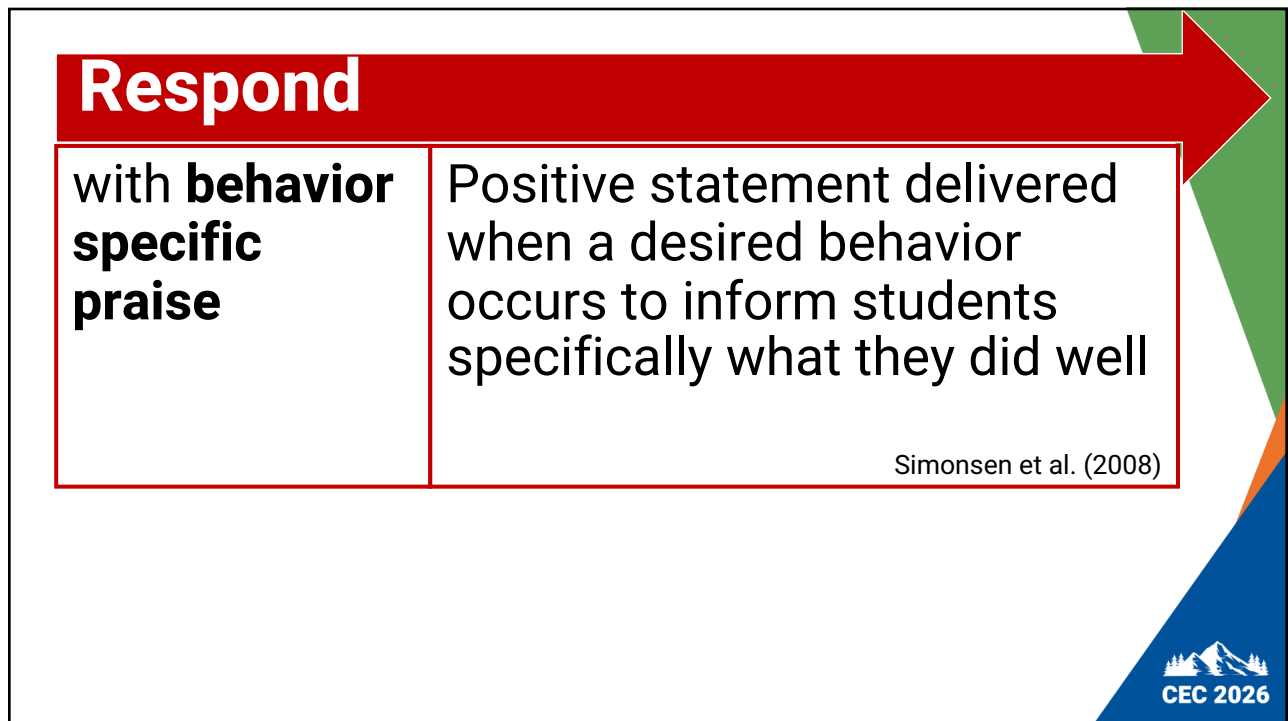
- Deliver high rates of opportunities to respond
- Vary the type

<https://www.pbis.org/resource/creating-effective-classroom-environments-plan-template>

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# Specific Praise Examples

Respond




Nice turn taking!

You wrote the word! Way to go.

Good looking at me!

Excellent working together. Keep it up!





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# Connect Praise to Expected Behaviors

Respond

*"Nice walking feet! That's safe hallway behavior."*



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# Connect Praise for Older Students!

*"Nice job coming in ready with your phones away."*




Respond



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# Connect Praise for Younger Students!

*"Thanks for raising your hand! Tell me about your picture!"*



Respond



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# Response Strategies

Positive Classroom Behavior Support Plan				
Teacher Name: <i>Ann</i>		Grade/Level/Period: <i>Ann</i>		
Positive Classroom Expectations Look Like, Sound Like, Feel Like in...				
Expectations	Teacher-Directed Instruction	Small Group Activities	Independent Seat Work	Transitions
1. Kind to self	Use voice/body (listening)	Share your ideas	Do your best Ask for help if you need it	Bring what you need to be ready for what's next
2. Kind to others	Calm body & quiet voice	Listen to your friends	Calm body & quiet voice	Quiet voice
3. Kind to environment	Take care of your space	Take care of your space & materials	Take care of your space & materials	Leave your space better than you found it

Attach Lesson Plans that explicitly teach each expectation in each routine.

Plan high rate/quality of opportunities to respond (active engagement) for students.

Prompt Expected Behavior...	Prompt Examples:
...at the beginning of each activity	While I'm reading, you can be kind by keeping your body calm, voice quiet, and eyes on me.
...prior to end of each activity	In 1 minute, we're going to do our next activity. Please be kind to your space by putting your materials away, checking your space, and leaving it better than you found it.
...before each transition	Remember, as we walk, we will be kind by keeping our voices quiet and a bubble of space around our bodies.

Give Specific Feedback...	Praise/Correction Examples:
...for desired behavior (praise)	Wow! I see how you are being kind by helping your friend with her materials. Class, you are being kind to yourselves by being ready to learn...this is going to be a fun and important lesson.
...for undesired behavior (correction)	I see materials that are not put away. Group, please return to your area and show that you can leave the space even better than you found it. I see that not everyone has had a chance to participate in the group activity. Please be sure you are kind to your friends and give everyone a chance to share their ideas.

Consider additional strategies to acknowledge or respond to student behavior.

*(Please complete tables with your own information. Delete/replace light blue example text.)*

- Delivered contingent on behavior
- Aligned with student preferences
- Include routine expectations



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As a result of attending this session, you will...

## OBJECTIVES



Understand the importance of supporting *all* students with **effective classroom practices**



Identify and describe **key classroom PBIS practices**



**Intensify practices** through intentional implementation



**Differentiate and adjust** practices to provided targeted and individualized supports

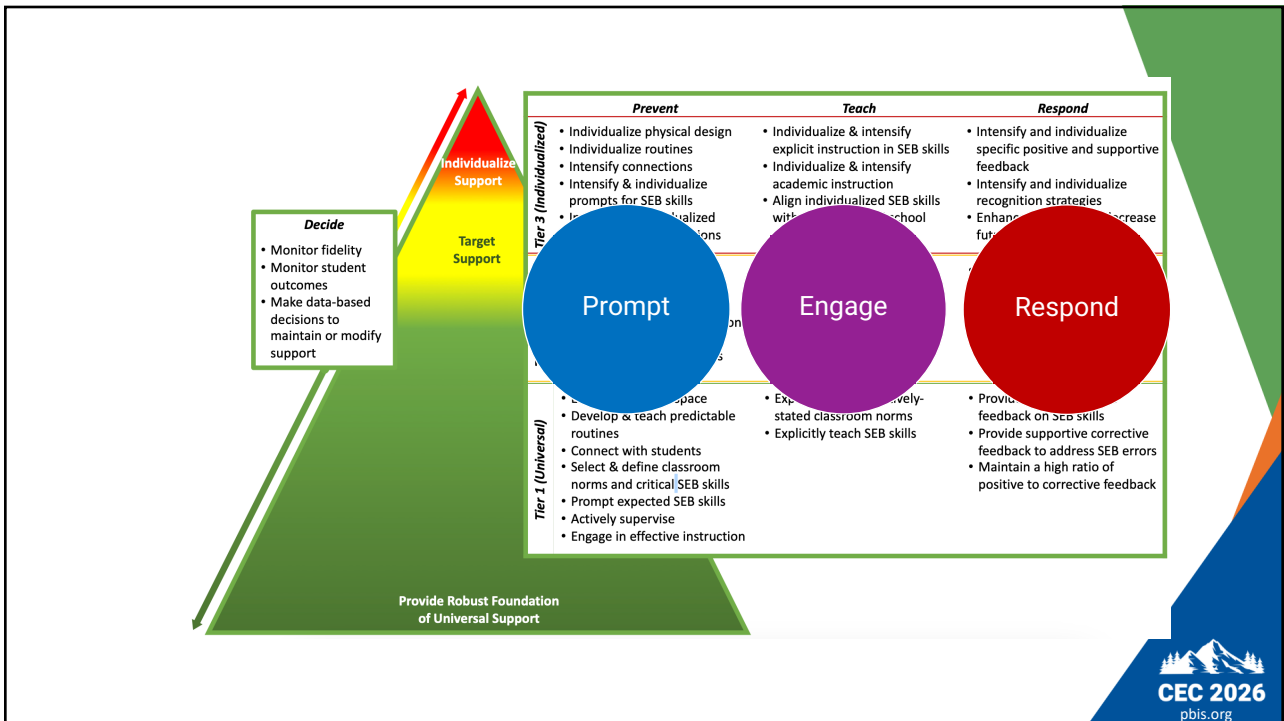


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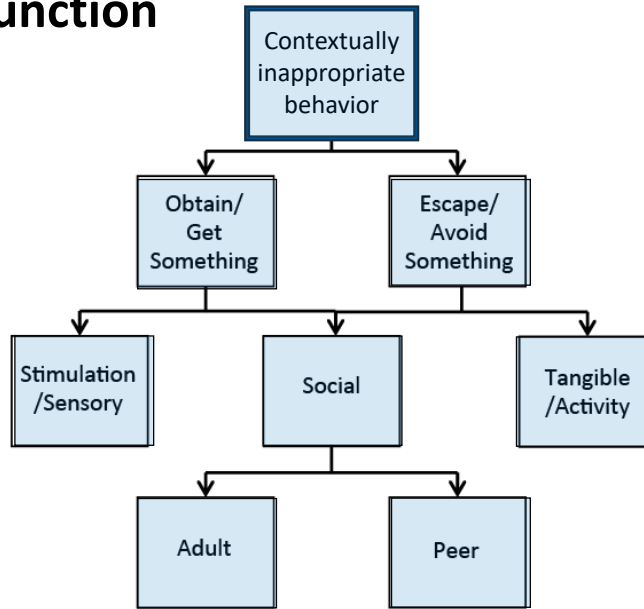
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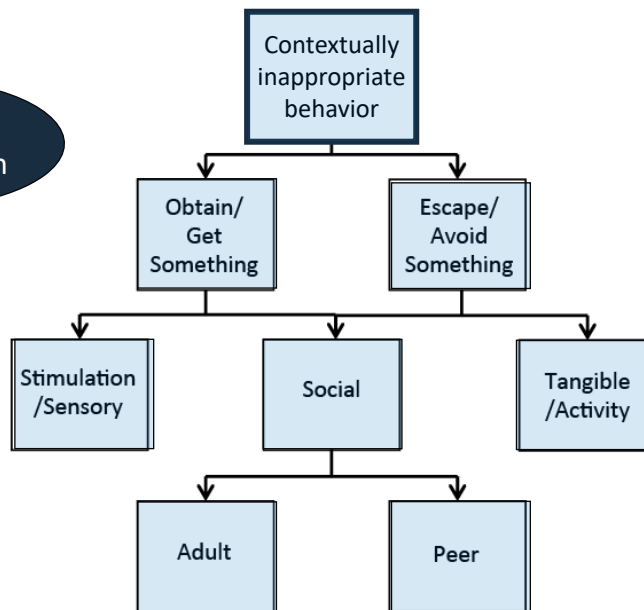
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# Behavior Function



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Behavior is communication



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## Defining the Behavior

- **Observable** – something we can see
  - *Examples:* calling out, hitting, leaving the room, ripping up paper
- **Measurable** – something we can track using different measurement methods
  - *Examples:* frequency, duration, rate, percent correct etc.



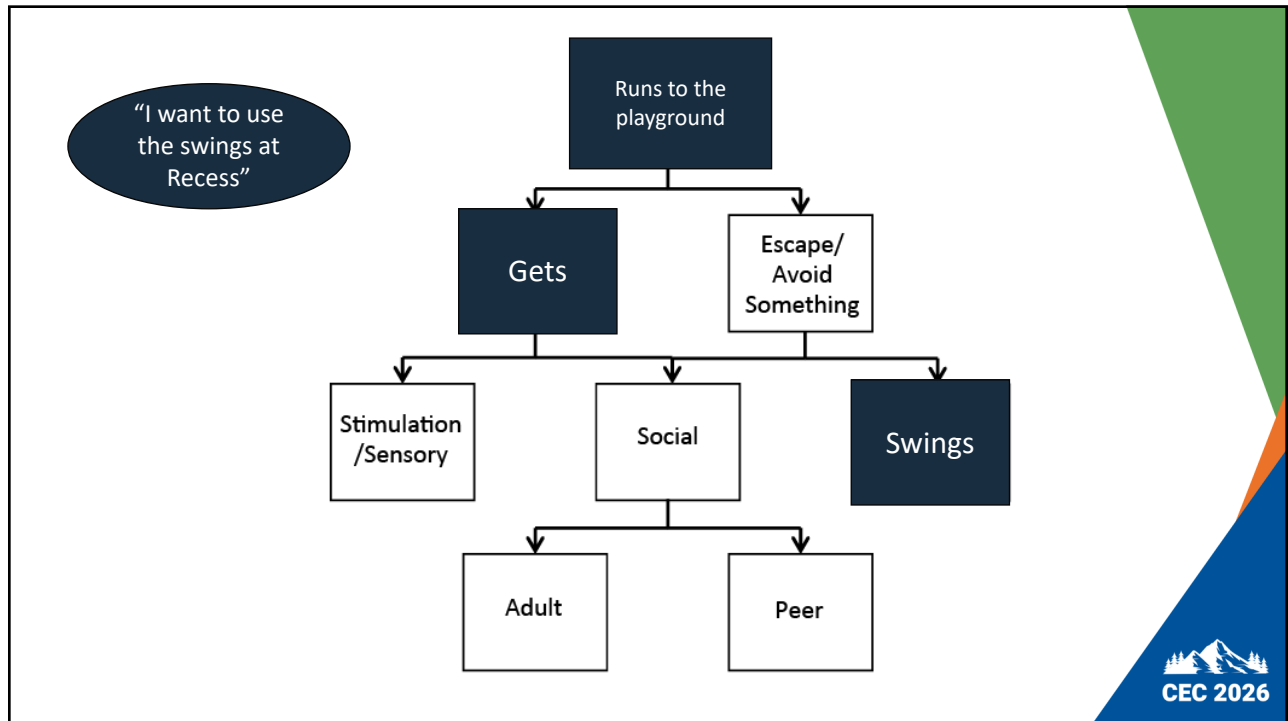
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## Operational Definition: Running

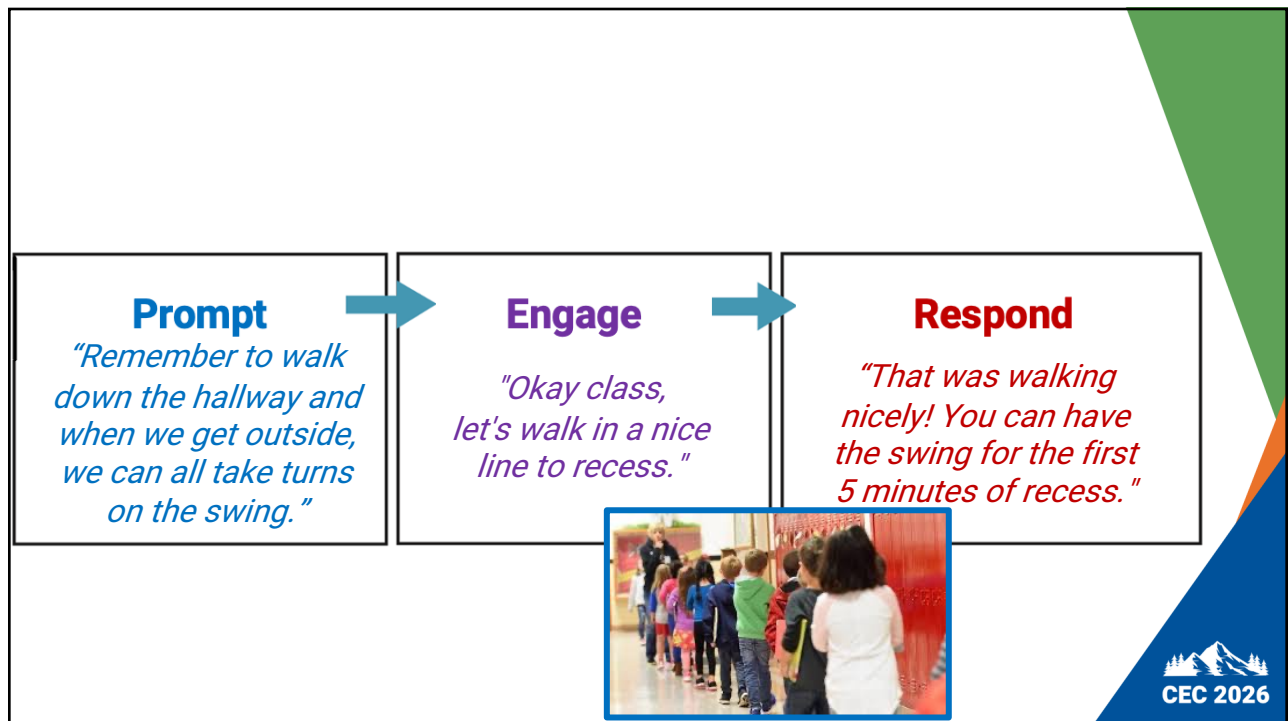
Jogging, sprinting, or racing for more than two steps



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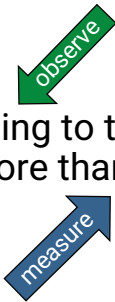
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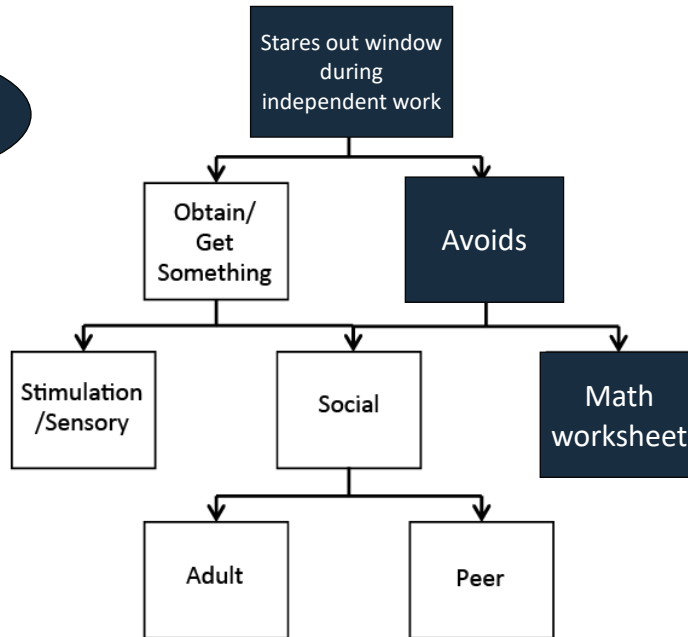
# Operational Definition: Disengaged

Not attending to the activity or task for more than 10 seconds

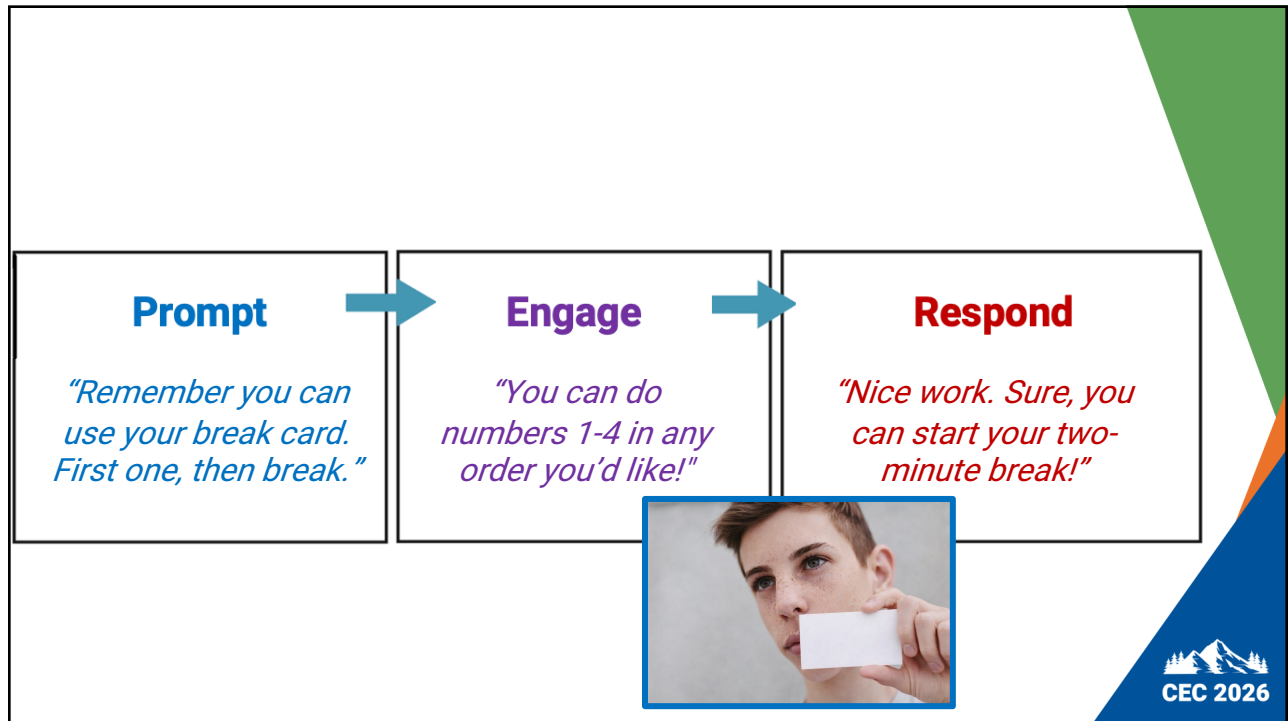


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"I don't know what to do."



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## Operational Definition: Calling Out

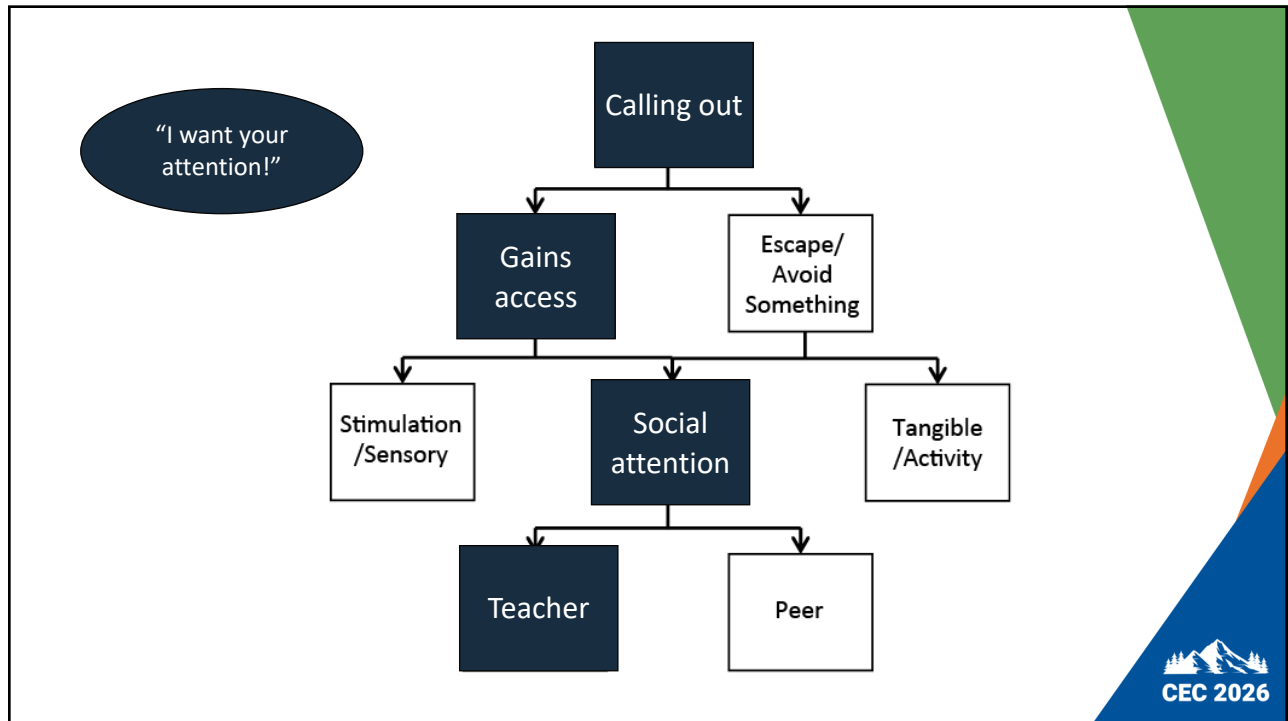
**measure**

**observe**

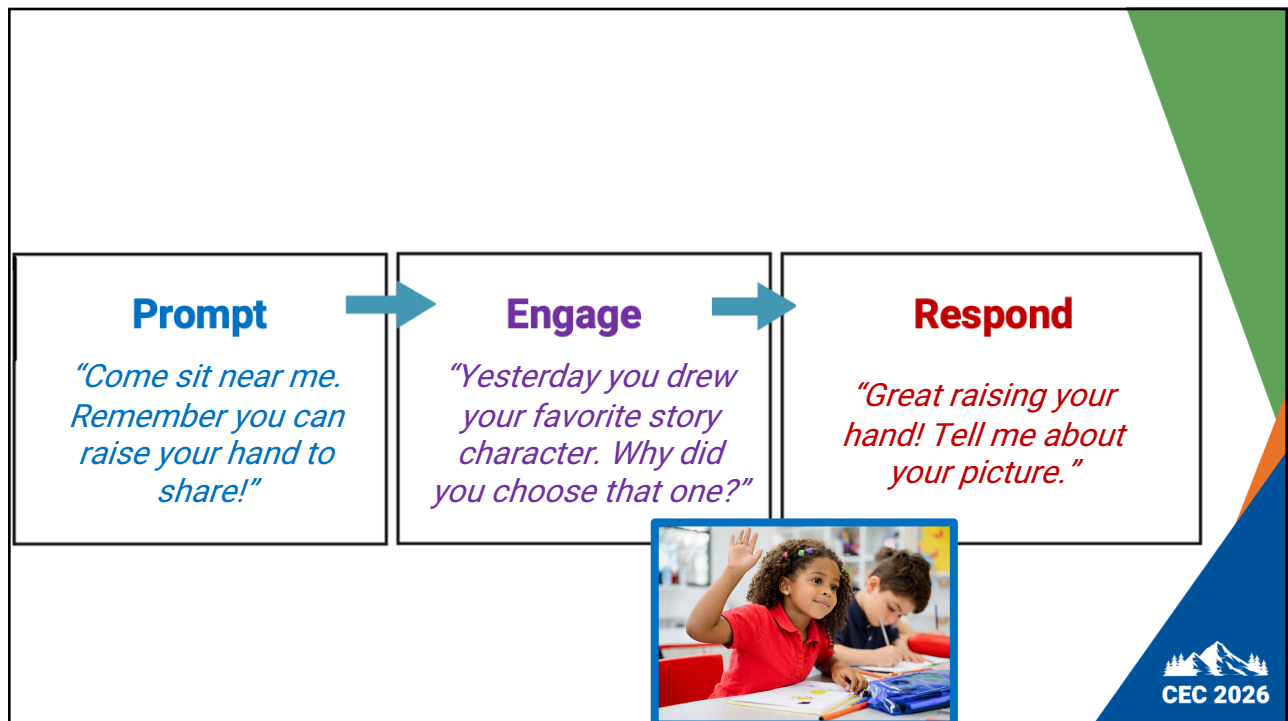
Any instance of speaking, yelling, or using AAC device during teacher instruction or independent work

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# Operational Definition: Eloping

measure

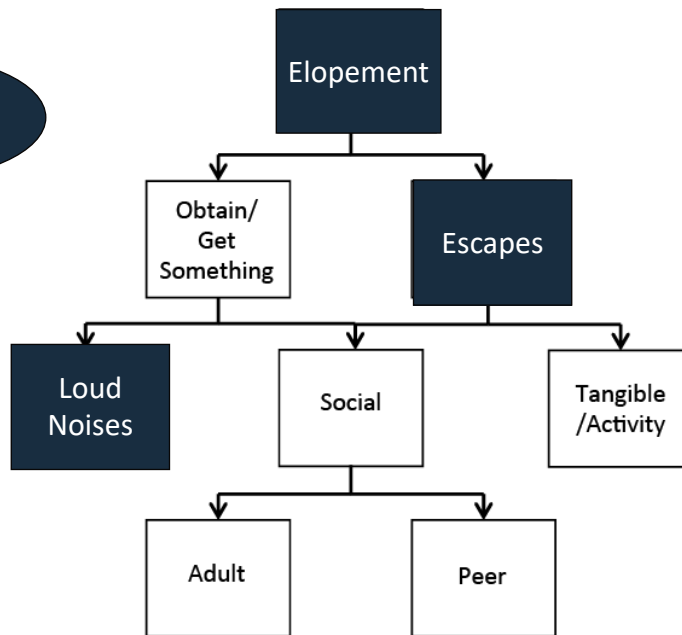
Any instance of leaving the assigned area by more than 5' or leaving the assigned room without asking permission

observe

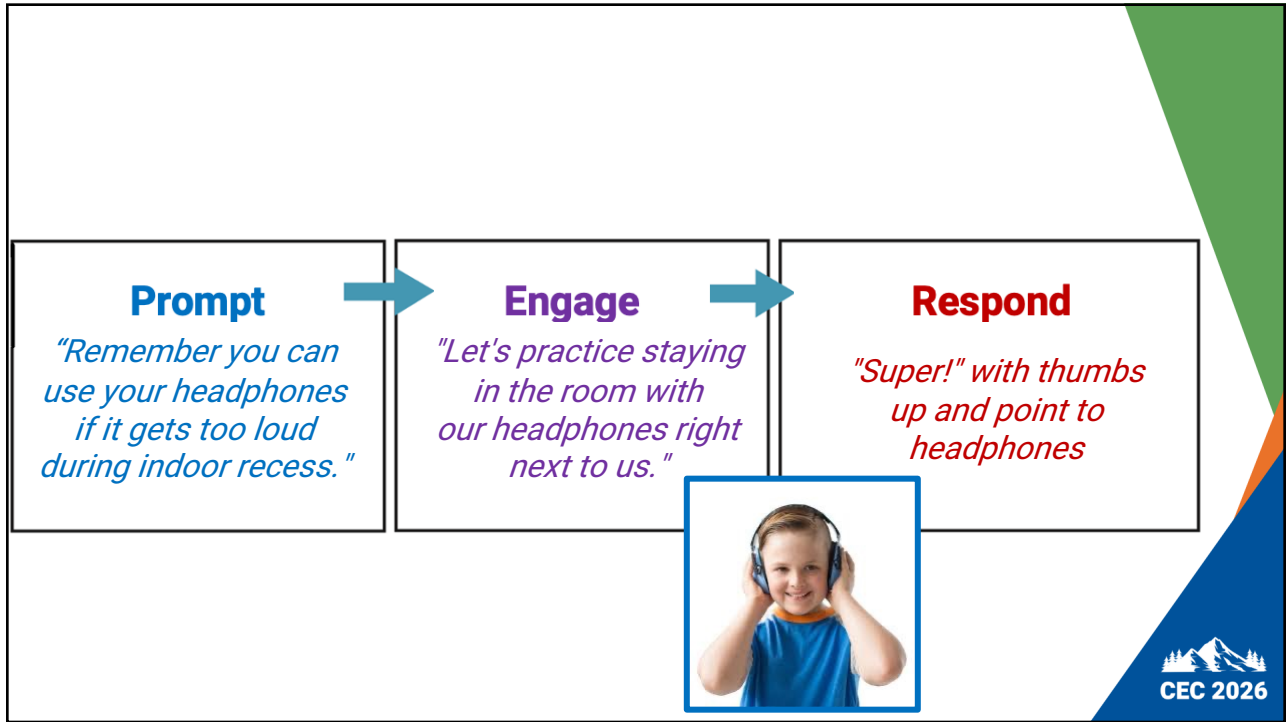


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"This noise bothers me."




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**Activity**

  
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# Increase Intentional Implementation: Action Plan



**Intensifying Classroom Supports Action Plan**

**Instructions:**

- Check out [Supports and Responses to Student Social, Emotional, and Behavioral Needs](#) for broader guidance on classroom practices and
- Check out [Supports and Responses to Student Social, Emotional, and Behavioral Needs](#) for information about creating classroom and school supports for all students and [Supports and Responses to Student Social, Emotional, and Behavioral Needs](#) for information on creating supports for students with specific needs.
- Review colored and numbered boxes for each strategy at the bottom of this activity.

**Student Behavior**

Which student behavior will you work on by intensifying supports? Remember to pick one that is observable and measurable.

What appropriate behaviors do you want your student to engage in during this routine?

**Action Plan: Prompt, Engage, Respond**

Putting it all together!  
You are focusing on three specific practices to set your student up for success: prompts, opportunities to engage, and positive responses. The table below shows the entire system for each skill!

Prompt	Engage	Respond
<ul style="list-style-type: none"> <li>• Review statement (e.g., "no talk or gesture")</li> <li>• Behaviors before this behavior is expected</li> <li>• Specifically state the appropriate behavior that is expected</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher behavior (e.g., occasions (e.g., requests, points) to academic or behavioral response</li> <li>• CTRs that request verbal, gestural, written, or other response modalities</li> <li>• CTRs may be delivered to an individual or a group of students (including a whole class)</li> </ul>	<ul style="list-style-type: none"> <li>• Social interactions after the behavior</li> <li>• Specifically state the desired behavior demonstrated</li> <li>• Pair praise with other things that reinforce the behavior (e.g., a break, preferred item, sensory stimulation)</li> </ul>

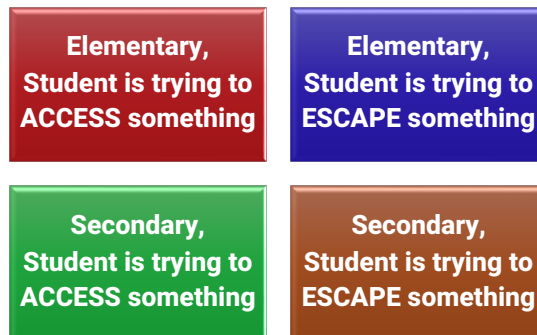


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# Small Group Activity

- Think about a student for whom you would want to intensify classroom supports.
- Consider a student who engages in a mild, non-dangerous behavior that interferes with their ability to access typical classroom learning


## 4 Breakout Groups




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**OBJECTIVES**


**Let's look at how teachers...**




Learned the importance of implementing these practices for *all students* in inclusive settings




Focused on three *key practices*



*Intentionally implemented* these practices during specific routines



*Self-monitored* their implementation to adjust



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**Prompt**

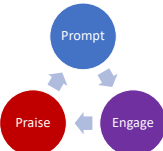

Teachers to Implement Effective Classroom Supports

**Engage**


Teachers in Ensuring Contextual Relevance of Key Classroom Practices

**Respond**


Implement & Self-Monitor for Continuous Improvement

Let's see how a few educators used this approach to enhance implementation (or maybe not)!



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**CENTER ON**  
**PBIS** Positive Behavioral  
Interventions & Supports

June 20, 2023

CEC 2026

## Intentionally Intensify Classroom Practices to Support Students with Disabilities

Students with disabilities can benefit when educators implement universal, or Tier 1, proactive practices within a Positive Behavioral Interventions and Supports (PBIS) framework. (See [Why implement Tier 1 PBIS for students with disabilities? What does research say?](#)) Based on decades of research supporting PBIS, including emerging evidence for students with disabilities, the Center on PBIS recommends that educators:

- Intentionally and inclusively support all students, including students with disabilities, with classroom PBIS (Simonsen et al., 2020),
- Develop a full continuum of support with a multi-tiered system of support (MTSS) approach in their classroom (Simonsen et al., 2021), and
- Provide a strong foundation of robust and differentiated Tier 1 classroom PBIS to support and respond to students' social, emotional, and behavioral needs (Center on PBIS, 2021).

Consistent with these recommendations, we supported three elementary educators to intentionally intensify their use of three targeted classroom practices to support students with disabilities: (a) proactively prompting, (b) actively engaging students with opportunities to respond, and (c) specifically praising students' academic, social, emotional, and behavioral skills. In this brief, we address two evaluation questions:

1. What are the effects of supporting educators to intentionally intensify their practice on their overall implementation of targeted classroom practices (i.e., prompting, engaging, and praising)?
2. What are the effects of educators intentionally intensifying their classroom practices on the behaviors of students with disabilities?

### 1. Supporting Educators to Intentionally Intensify Classroom Practices

In this section, we introduce the participating educators, describe our support, and briefly summarize changes to their practice while receiving support.

**Meet the Educators**

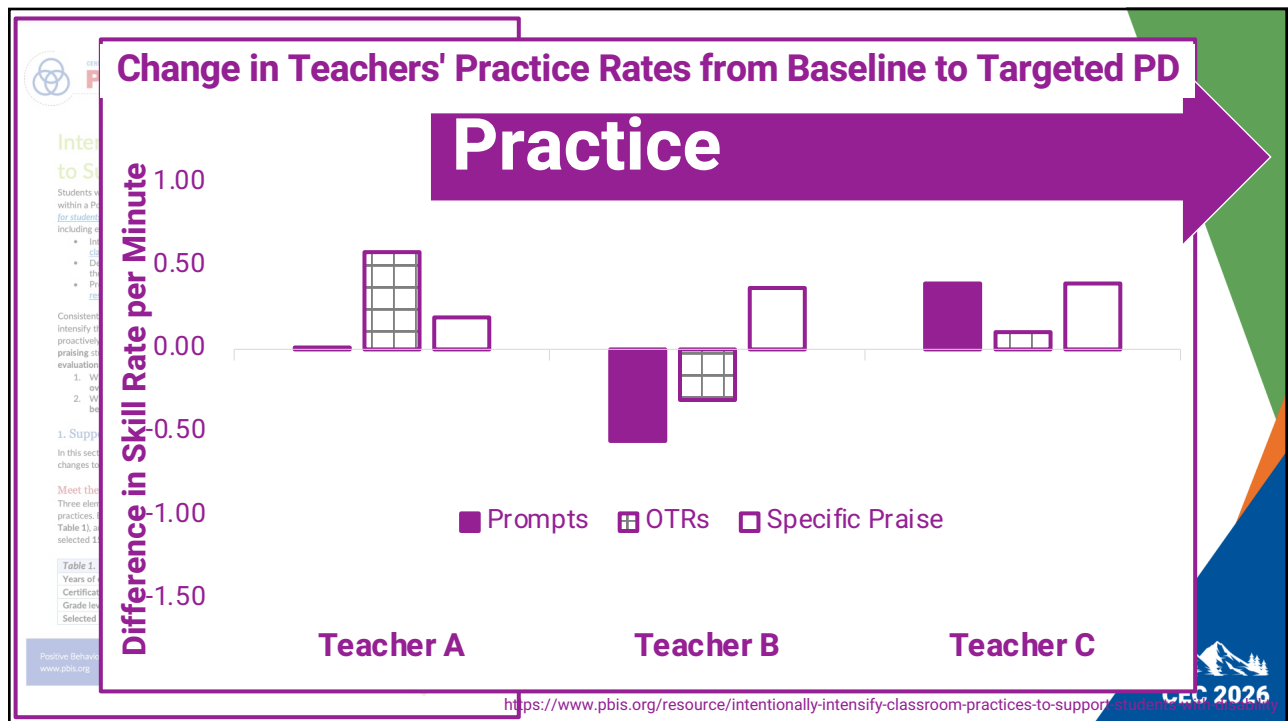
Three elementary educators volunteered to participate and intentionally intensify their classroom practices. Each educator described herself as a white female, a certified and experienced educator (see Table 1) and a mentor for pre-service professionals (i.e., student teachers and interns). Each educator selected 15-min of instruction when she experienced challenges supporting an identified student.

	Teacher A	Teacher B	Teacher C
Years of experience	6-10	>20	16-20
Certification	Elementary	Elementary + SPED	Elementary
Grade level taught	2	K	1
Selected instructional activity	Math	Morning Meeting	Math


Positive Behavioral Interventions & Supports (PBIS)  
www.pbis.org

<https://www.pbis.org/resource/intentionally-intensify-classroom-practices-to-support-students-with-disabilities>

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June 29, 2022

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Positive Behavioral Interventions & Supports (PBIS)  
www.pbis.org

# Practice Fidelity

Teacher	% Adherence
Teacher A	100%
Teacher B	91%
Teacher C	27%

Teacher A Teacher B Teacher C

<https://www.pbis.org/resource/intentionally-intensify-classroom-practices-to-support-students-with-disabilities>



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### Putting it all together!


You are now focusing on three specific practices to set your student up for success: prompts, opportunities to respond, and praise. The table below shares the critical features for each skill.

Verbal Prompts	Opportunities to Respond	Specific Praise
<ul style="list-style-type: none"> <li><b>Verbal statement</b> (i.e., not look or gesture)</li> <li>Delivered <b>before</b> the behavior is expected</li> <li>Specifically states the <b>appropriate behavior</b> that is expected</li> </ul>	<ul style="list-style-type: none"> <li>Teacher behavior that <b>occasions</b> (i.e., requests, solicits) an academic response</li> <li>OTRs may request verbal, gestural, written, or other response <b>modalities</b></li> <li>OTRs may be delivered to an <b>individual or a group</b> of students (including a whole class)</li> </ul>	<ul style="list-style-type: none"> <li>Deliver <b>immediately after</b> the behavior</li> <li><b>Specific</b> desired demonstration</li> <li><b>Pair</b> praise with reward (tokens or points) you use with your class/group</li> </ul>

In this study, you'll only count practices (verbal prompts, opportunities to respond, and specific praise statements) that include your identified student.

These skills work nicely together to **set a student up for success** with using the social, emotional, behavioral, and academic skills during instruction. Consider the following instructional sequence:

- "We're going to be respectful of our friends by quietly using our number line." (*Verbal Prompt*)
- "Show me where your fingers start?" (*Opportunity to Respond*)
- "Wow! I see your fingers on 0. Well done!" (*Specific Praise*)
- "What's two plus three? Ready...show where you start on the number line to solve two plus three." (*Opportunity to Respond*)
- [Students, including target student, point to two.]
- "Great! I see your fingers on two." (*Specific Praise*)
- "Now, add three." (*Opportunity to Respond*)
- [Students, including target student, move their fingers three spaces.]
- "Nice! I see you moving your fingers three jumps." (*Specific Praise*)
- "Get ready to answer respectfully together." (*Verbal Prompt*)
- "What's two plus three?" (*Opportunity to Respond*)
- [Students, including target student, say, "five."]
- "You're right! Two plus three equals five." (*Specific Praise*)




Write three (or more) examples how you will use to prompt, engage, and praise your identified student.

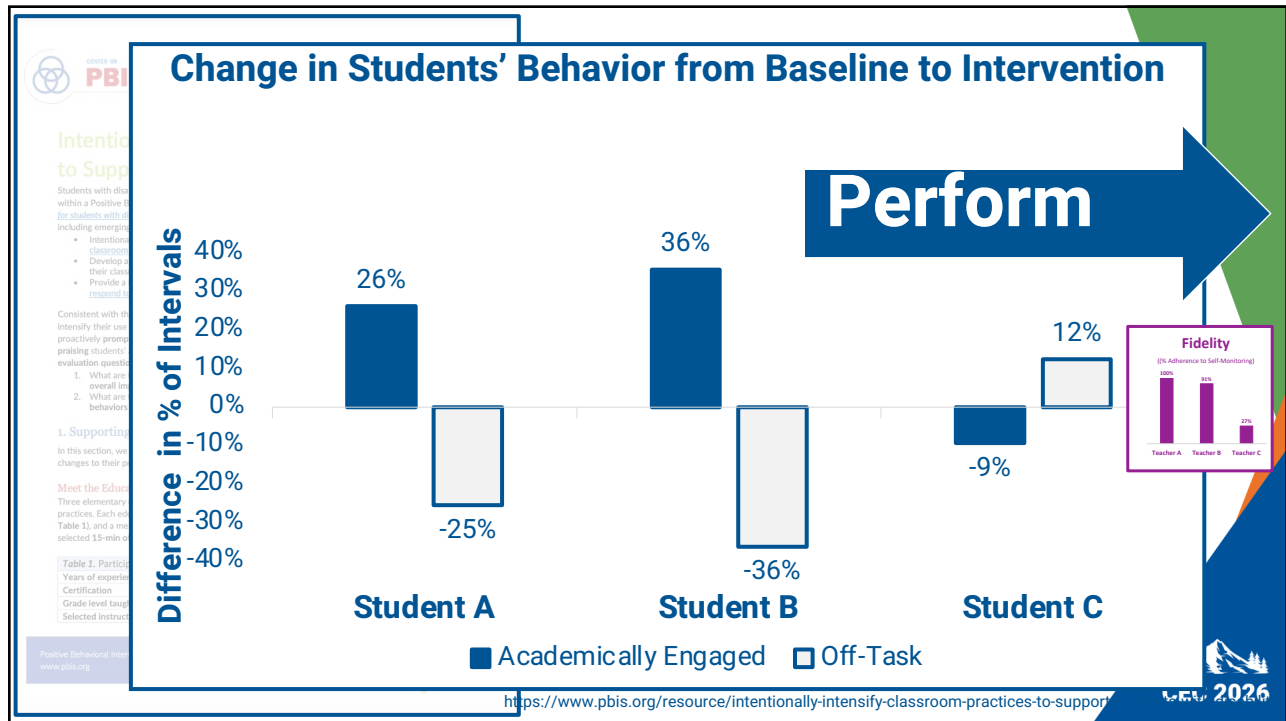
Prompt:	OTR:	Praise:
• Prompt:	• OTR:	• Prompt:
• Engage:	• Specific Praise:	• OTR:
• Praise:		• Specific Praise:

# Final Review of 3 skills

# Practice 1 min video with 10 skills



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- Develop a full continuum of support with a multi-tiered system of support (MTSS) approach to

**Perform**

1. Targeted PD may be an efficient way to support educators to **intentionally intensify classroom practices** to better support students with disability.
2. When educators (a) participated in Targeted PD, (b) self-managed with fidelity, and (c) intentionally intensified targeted classroom practices, participating **students with disability were more engaged and less off-task.**

<https://www.pbis.org/resource/intentionally-intensify-classroom-practices-to-support>

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# You Can Create Inclusive and Supportive Classrooms for Students with Disabilities!



[tobey.duble@uconn.edu](mailto:tobey.duble@uconn.edu)



[steven.2.goodman@uconn.edu](mailto:steven.2.goodman@uconn.edu)



[ashleyplumb@sc.edu](mailto:ashleyplumb@sc.edu)



[brandi.simonsen@uconn.edu](mailto:brandi.simonsen@uconn.edu)



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THANK YOU!!!

