SUPPORTING STUDENTS WITH DISABILITIES AT SCHOOL AND HOME:

A Guide for Teachers to Support Families and Students

May 2020

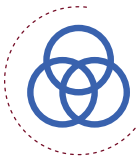# Supporting Students with Disabilities at School and Home: A Guide for Teachers to Support Families and Students

Authors   Center on Positive Behavioral Interventions and Supports
National Center on Intensive Intervention
National Integrated Multi-Tiered Systems of Support Research Network

Introduction

In this guide, we provide 5 key practices for teachers and families to support all students, including students with disabilities, at school and home. This is not an exhaustive list of "best practices." Instead, we identified a small number of practices that have a big impact on student learning and social-emotional-behavioral growth.
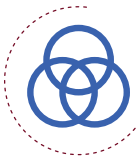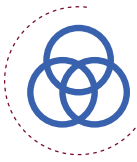
The Five Key Practices

1. Develop, teach, review, remind, and reinforce predictable routines and expectations.

2. Use efficient and effective instructional strategies to maximize benefit.

3. If your student has more intensive needs, provide targeted or intensive support.

4. Enhance relationships between home and school to support your student (and each other).

5. If your student is not being successful, ask for help.

How to Use this Guide

We recognize that supporting students, especially students with more intensive needs, at home and school can be difficult. As parents, we are challenged to manage our own work, family, and social obligations, in addition to thinking about how to support our children's learning and growth. As educators, we also have competing demands on our time, especially during periods of remote instruction when we also have multiple roles. Many contributors to this guide are both parents and educators, and we are keenly aware of the challenges inherent in supporting students at home and school.

This guide is **NOT** intended to add *"one more thing"* or make anyone feel that they should do more. Instead, this guide **IS** intended to suggest practices that will have the biggest impact with the time you're able to dedicate to supporting learning and growth. Select a few key practices to focus on, and adapt them to meet your needs and your context (home or school). As always, set reasonable goals, do your best, and celebrate success!

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research ■

I·MTSS
RESEARCH NETWORK

1. Develop, Teach, Review, Remind, and Reinforce Predictable Routines and Expectations

Teacher Tips

Create a classroom environment (in person or online) that is a predictable, positive, and safe to support social, emotional, behavioral, and cognitive growth.

- Develop predictable **routines** that work for your classroom, teach those clearly, and create reminders (written schedule, pictures) to help students follow routines
- Design a **schedule** that alternates between challenging and easier tasks
- Explicitly teach **positive school expectations** in the context of your classroom routines, and provide reminders of expectations at the start of new or difficult routines

- Provide **positive feedback** when students meet expectations
- Use **positive calm redirections** or corrective feedback, reminding the student what they should do, when students make mistakes or behave in ways not consistent with classroom expectations
- Provide **more positive** than corrective feedback (at least 5 positives for each corrective)

Family Tips

Ensure your home is a predictable, positive, and safe environment to support social, emotional, behavioral, and cognitive growth.

- Develop predictable **routines** that work for your family, teach those clearly, and create reminders (written schedule, pictures)
- Insert **breaks** or fun activities in the schedule as rewards for completing more challenging activities
- Develop positive family **expectations**, describe what they do (and do not) look like within each family routine, and provide reminders at the start of new or difficult routines

- Provide **positive feedback** and other rewards when children meet expectations
- Use **positive calm redirections** or corrective feedback, reminding the child what they should do, when they make mistakes or behave in ways not consistent with your expectations
- Provide **more positive** than corrective feedback (at least 5 positives for each corrective)

Resources

Resources to Support Teaching Routines and Expectations

- Supporting Families with PBIS at Home (English)[1] and (Spanish)[2]
- Creating a PBIS Behavior Teaching Matrix for Remote Instruction[3]
- Establish Positive Learning Environment (CEC)[4]
- Supporting Virtual Schooling[5]

**Strategies for Providing Positive Feedback**

- The Student/Teacher Game[6]

- Be+ App[7]
- Provide Positive & Constructive Feedback (CEC)[8]

Strategies for Comprehensive Classroom Management Support

- Supporting and Responding to Student Behavior[9]

Supplemental Materials and Practices

- Evidence-Based Intervention Network[10]
- National Center for Systemic Improvement Behavioral/Social Emotional Resources for Distance Learning[11]
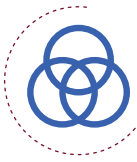
2. Use Efficient and Effective Instructional Strategies to Maximize Benefit

Teacher Tips

Set challenging goals for students, use research-based approaches, collect and use data to drive adjustments to instruction, and celebrate successes.

- Use **research-based** instructional practices, like explicit instruction, to efficiently support students in developing and re-establishing basic skills

- Consider using **scripted direct instruction lessons** to help students rapidly grow in areas targeted for skill development

- Provide structured **practice** opportunities to ensure students develop fluency with basic skills

Family Tips

During learning times in your family schedule, set reasonable goals for what you and your child will be able to accomplish, do your best, and celebrate successes.

- Add academic content and **practice** into everyday activities in your home (e.g., involve your child in measurement during cooking, play "quiz" games during a family meal, read with your child before bed)

- Use effective (research-based) **programs** to enhance your child's learning

- Consider using **scripted lessons** to help your child develop and maintain basic academic skills (see resources)

Resources

Guidance to embed academic content into everyday routines

- Supporting Family Involvement in Foundational Reading Skills[12]

- Sample Lessons to Support the Continuity of Learning[13]

- Supporting Your Child's Literacy Development[14]

Examples of research-based programs or applications

- NCII Academic Interventions Tools Chart[15]

- What Works Clearing House[16]

- Evidence-Based Intervention Network[17]

Guidance for research-based instructional practices

- National Center on Improving Literacy[18]

- Helping your child with…[various topics in literacy][19]

- Supporting your Child's Reading at Home[20]

- Principles for Designing Interventions in Math[21]

Scripted lessons (direct instruction materials)

- Explicit Instruction (CEC)[22]

- Explicit Instruction Videos[23]

- Sample Reading Lessons[24]

Supplemental materials and practices

- Supporting Learning During the COVID-19 Pandemic[25]

- National Center for Systemic Improvement Distance Learning Resource[26]

3. If Your Student has More Intensive Needs, Provide Targeted or Intensive Support

Teacher Tips

To support students with more intensive support needs, target or individualize support, collect and use data to drive adjustments to instruction, and celebrate successes.

- Increase the **structure, predictability**, and **reminders** of expectations and strategies

- To provide targeted instruction, use **scripted direct instruction** materials to explicitly teach skills in identified areas, and use **research-based programs** that provide supplemental practice in needed areas

- To provide **individualized instruction**, follow a model (I do), lead (we do), and test (you do) format to show, practice, and provide feedback on individualized skills (e.g., appropriate behaviors targeted to replace challenging behaviors, following picture sequence to complete an activity)

- Increase **practice opportunities** for key skills during daily routines and provide feedback to support growth

Family Tips

To support children with more intensive support needs, try to be more intentional in your approach. Still, set reasonable goals, do your best, and celebrate successes.

- Increase the **structure, predictability**, and **reminders** of expectations and strategies

- If you're able to provide targeted instruction, use **scripted lessons** to explicitly teach skills in identified areas (e.g., reading, math, social skills), and use **research-based programs** that provide supplemental practice in needed areas

- If you're able to provide **individualized instruction**, follow a model (I do), lead (we do), and test (you do) format to show, practice, and provide feedback on individualized skills (e.g., asking for help, following picture sequence to complete an activity)

- Increase **practice opportunities** and provide feedback to support growth

Resources

Increase structure, predictability, and reminders

- Positive Solutions for Families[27]
- Positive Behavior Support at Home[28]
- Behavioral Strategies to Support Intensifying Intervention[29]
- Check-In/Check-Out[30]
- Practical Functional Behavioral Assessment Training Manual[31]

Resources for educators: Design & deliver individualized instruction

- Self-Paced Module: Intro to Intensive Intervention[32]
- Supporting Students with Reading Needs[33]

- Intensive Intervention in Math[34]
- Mathematics Strategies to Support Intensifying Interventions[35]
- Intensive Intervention in Reading[36]
- Literacy Strategies to Support Intensifying interventions[37]

Additional Resources

- Intensive Intervention Infographics for Families[38]
- Intensive intervention for Educators[39]
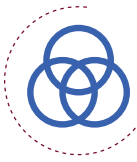
4. Enhance Relationships Between Home and School to Support Your Student (and Each Other)

Teacher Tips

Collaborating with your student and their family is important for their success. Establish a positive, open, and reciprocal relationship from the beginning; celebrate successes; and anticipate and address challenges.

- Recognize the **expertise** that families and teachers bring
    - Families know their child's strengths and needs and know what has (and has not) worked in the past
    - Students know what they like and what works for them
    - Teachers have expertise in their content, instructional strategies, and what has worked with other students

- Ask questions to **learn** more about your student's history in school, and **engage** the family as an active partner in education
- **Ask your student** what they see as a need and what would be helpful
- **Learn more** about engaging and collaborating with families

Family Tips

Collaborating with your child and their teacher(s) is important for their success. Help the teacher(s) understand your child's strengths and needs, and have a positive open dialogue to anticipate and address challenges.

- Recognize the **expertise** that families and teachers bring
    - Families know their child's strengths and needs and know what has (and has not) worked in the past
    - Children know what they like and what works for them
    - Teachers have expertise in their content, instructional strategies, and what has worked with other students

- Talk to the teacher(s) regularly about your child's academic, social, emotional, and behavioral progress and how you can support your child—you are a **partner** in your child's education
- **Ask your child** what they see as a need and what would be helpful
- **Learn more** about parent support and advocacy to enhance your collaboration

Resources

Family support for collaboration with educators
- PACER Center[40]
- Center for Parent Information and Resources[41]

Educator support for collaboration with families
- NCII Collaboration Resources for Intensive Intervention[42]
- Aligning and Integrating Family Engagement in PBIS[43]
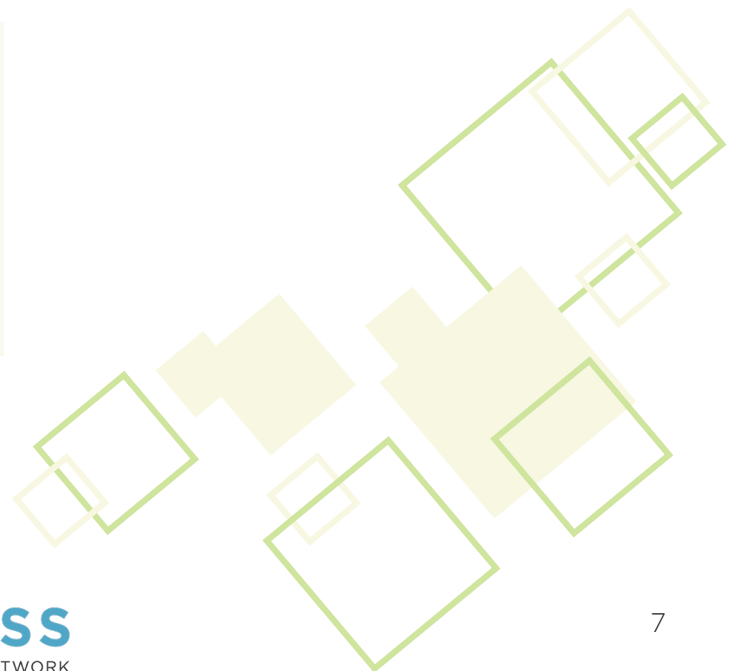
5. If Your Student is Not Being Successful, Ask For Help

Teacher Tips

As described in practice 4, partner with your student's family in implementing practices 1-3. If your student needs additional support, ask for help from a mentor, school psychologist, social worker, counselor, or administrator in your school or district.

- Request help to ensure you are implementing support as intended (i.e., with **fidelity**) and that supports are **contextually appropriate** for your student, their family, and your classroom
- Request help to **adjust** supports to better meet the student's need

- Request help to identify **additional need areas** that may be preventing student from responding to current supports

Family Tips

As described in practice 4, partner with your child's teacher(s) in implementing practices 1-3. If your child needs additional support, ask for more help from a school psychologist, social worker, counselor, or administrator in your school or district.

- Ask for help so you **know how** to correctly implement the support needed and make sure it **fits** into your family context
- With help, **adjust** targeted or individualized support to better meet your child's needs

- With help, consider **additional need areas** (e.g., mental health support, functional learning needs)

Resources

Implementation support

- Considerations for Effective Implementation[44]
- Fidelity and Implementation Resources from NCII[45]
- Tools to Support Intensive Intervention Data Meetings[46]

Guidance for adjusting interventions

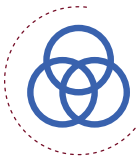- Intensive Intervention & Data-Based Individualization[47]

Consider additional need areas

- Mental Health and Well-Being[48]

Embedded Hyperlinks

1. https://www.pbis.org/resource/supporting-families-with-pbis-at-home

2. https://www.pbis.org/resource/supporting-families-with-pbis-at-home-spanish-translation

3. https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction

4. https://highleveragepractices.org/701-2-4-2-2/

5. https://www.livebinders.com/play/play?id=2646212#anchor

6. https://www.pbis.org/resource/the-student-teacher-game

7. https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app

8. https://highleveragepractices.org/701-2-3/

9. https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers

10. http://ebi.missouri.edu/

11. https://ncsi-library.wested.org/resources?t_id=101

12. https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2020016.pdf

13. https://intensiveintervention.org/resource/continuity-learning-during-tips-parents

14. https://improvingliteracy.org/kit/supporting-your-childs-literacy-development

15. https://charts.intensiveintervention.org/chart/instructional-intervention-tools

16. https://ies.ed.gov/ncee/wwc/

17. http://ebi.missouri.edu/

18. https://improvingliteracy.org/

19. https://www.meadowscenter.org/library/resource/helping-your-kid-with

20. https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/kindergarten_intro.asp

21. https://files.eric.ed.gov/fulltext/ED571847.pdf

22. https://highleveragepractices.org/701-2/

23. https://explicitinstruction.org/

24. https://intensiveintervention.org/resource/user-guide-sample-reading-lessons

25. https://iris.peabody.vanderbilt.edu/module/c19/

26. https://ncsi-library.wested.org/resources?t_id=91

27. https://www.pbis.org/resource/positive-solutions-for-families-eight-practical-tips-for-parents-of-young-children-with-challenging-behavior

28. https://www.apbs.org/archives/families

29. https://intensiveintervention.org/intervention-resources/behavior-strategies-support-intensifying-interventions

30. https://www.pbis.org/resource/guidance-on-adapting-check-in-check-out-cico-for-distance-learning

31. https://www.pbis.org/resource/practical-functional-behavioral-assessment-training-manual-for-school-based-personnel

32. https://intensiveintervention.org/resource/self-paced-introduction-intensive-intervention

33. https://improvingliteracy.org/kit/supporting-students-reading-needs

34. https://intensiveintervention.org/intensive-intervention-math-course

35. https://intensiveintervention.
org/intervention-resources/
mathematics-strategies-support-intensifying-interventions

36. https://intensiveintervention.org/
intensive-intervention-reading-course

37. https://intensiveintervention.org/
intervention-resources/literacy-strategies

38. https://intensiveintervention.org/resource/
intensive-intervention-infographics-parents-and-families

39. https://intensiveintervention.org/audience/educators

40. https://www.pacer.org/about/howpacerhelps.asp

41. https://www.parentcenterhub.org/find-your-center/

42. https://intensiveintervention.org/
implementation-support/collaborating-families

43. https://www.pbis.org/resource/
aligning-and-integrating-family-engagement-in-pbis

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45. https://intensiveintervention.org/
implementation-support/fidelity-resources

46. https://intensiveintervention.
org/implementation-support/
tools-support-intensive-intervention-data-meetings

47. https://intensiveintervention.org/intensive-intervention

48. https://www.pbis.org/topics/
mental-healthsocial-emotional-well-being

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