Examples of Considerations for Ensuring that Students with Disabilities are Fully Included in Universal Prevention Planning and Implementation

* **Intentionally plan for inclusive in the universal prevention plan**
	+ Include staff members with special education, universal design, and differentiating expertise in the universal team and workgroups that are planning lessons and events
	+ Have a system in place to provide special education and related services personnel with notice about upcoming universal tier plans with enough lead time to plan for unique student needs, which may include:
		- Planning for accommodations
		- Coordinating schedules with related services personnel
		- Preparing students for changes in routines or schedules
	+ Get feedback from students with disabilities / parents of students with disabilities about what is important to them, what they need, what would be helpful
	+ Challenge plans and decisions by asking:
		- Who is left out if we proceed with these decisions?
		- Who is at risk of not understanding the lesson is we proceed with these decisions?
	+ Ensure related service personnel are included in communications and professional development on universal tier implementation plans
	+ Coordinate schedules with external related service providers to ensure students receiving specialized related services do not miss planned school events
	+ Plan for how students with individual reinforcement systems will still have access to the school-wide system
* **Plan universally by embedding highly utilized accommodations / modifications as part of the instruction (e.g., handout of the location expectations) to make the instruction accessible to all students. For example**:
	+ Apply the principles of universal design for learning (visit [www.cast.org](http://www.cast.org))
	+ Use student-centered stories or scenarios with a person-first voice to personalize the learning experience to real life experiences
	+ Coordinate with special education and related services personnel to determine what supports need to be in place so that instruction and other rollout activities are accessible to all students. For example:
		- Pairing text with images
		- Providing ‘follow along’ or ‘take away’ materials for later reference
		- Using peer partner strategies
		- Having flex personnel available during large group events who can float and provide students with breaks when needed
		- Using strategic positioning to minimize distractions or increase proximity to the speaker
		- Previewing the change in schedule / routine to help students with transitions

**For further reading**:

Landers, E., Courtade, G., & Ryndak, D. (2012). Including students with severe disabilities in school-wide positive behavioral interventions and supports: Perceptions of state coordinators. Shuster et al. 157 Research and Practice for Persons with Severe Disabilities, 37, 1–8. doi:10.2511/027494812800903256.

Shuster, B.C., Gustafson, J.R., Jenkins, A.B., Lloyd, B.P., Carter, E.W., Bernstein, C.F. (2017). Including Students with Disabilities in Positive Behavioral Interventions and Supports: Experiences and Perspectives of Special Educators. Journal of Positive Behavior Interventions, v19 n3 p143-157.