

# While you Wait - Opportunity to Engage in Research

## Montana Special Education Teachers and Support Personnel

We need to hear from you to better understand your needs and partner with you effectively. Please consider taking this **voluntary, anonymous** 10-minute survey to share your thoughts on your current teaching morale and provide feedback on the supports you find most valuable.

Scan the QR code to participate:



*Montana Council for Exceptional Children Conference*

April 2, 2025 4:45 PM - 6:00 PM

Copper 3



# FBA's in a new light: Understanding what's happening "upstream" of observed behaviors

***Dr. Leslie Rogers** - Assistant Professor, Dept. of Education, Montana State University*

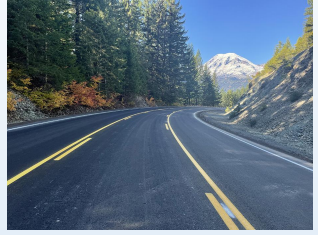
Please use this link or QR code to download free CPS materials.  
Today's work will primarily relate to the Drilling Sheet.

[https://drive.google.com/drive/folders/18lm\\_OBXPIU9TvIBhB5yCzraMoRQG\\_G-f?usp=sharing](https://drive.google.com/drive/folders/18lm_OBXPIU9TvIBhB5yCzraMoRQG_G-f?usp=sharing)



# Thank you - Our Journey Together



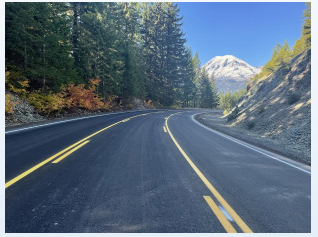


# Description

- Do your **FBA**s and **BIP**s **consistently** lead to student success?
- If not, have you explored **alternative strategies**?
- Have you heard about and used the **Collaborative and Proactive Solutions (CPS)** (Greene)?
- Have you explored the free resources on the **Lives in the Balance** website?
- Are you interested in learning more about one of the CPS techniques - “**the drilling sheet**” (i.e., robust questioning techniques) and now this can help you view what’s happening “upstream” from behaviors to help solve problems - help children meet adult expectations?



# Our Journey Today...



1. Welcome, Thank You, & Whys (15 mins)
2. Brief Review of FBAs and BIPs/FBIs & Call for Updates (15 mins)
3. Overview of the Collaborative & Proactive Solutions (CPS) Approach (15 mins)
4. The CPS' Drilling Sheet: Introduction & Application (20 mins)
5. Research & Discussion / Q&A (10 mins)

"I knew they weren't just 'acting out'—they were communicating something. And I had to figure out what that was."



1994

**My Work as a Special Education Teacher (EBD) (1994-2004 - WI, Europe, VA)**

- In 1994, my first year as a special education teacher, I had a student who would get sent out of his 5th-grade classroom every day because of his behaviors. I knew he wasn't just 'acting out'—he was communicating something, and I had to figure out what that was. Here's what happened... **Engaged with FBA and BIP - BIP focus on changing behaviors.**

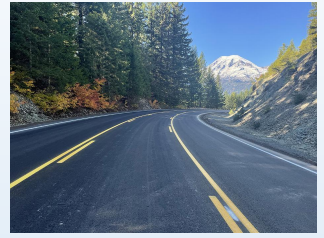
**2009 My Work Facilitating 1:1 with Students in Schools (2005-2010)**

- In 2009, a student did not want to work with any of the adult volunteers. Adults shared frustrations. They tried increasing positive reinforcement, part of our training for volunteers. I knew the child wasn't just 'acting out'—she was communicating something, and I had to figure out what that was. Here's what happened... **Engaged with FBA and EBPs...focus on changing academic skills via EBP.**

**2014 My Work with Preservice Teachers (2010-2012; 2013-Present)**

- In 2014, a colleague and I noticed that most of our preservice teachers' FBA results = getting attention. I knew children weren't just 'trying to get attention'—they were communicating something, and I had to figure out what that was. Here's what happened... **Engaged with FBA and EBPs and CPS...focus on steps to consider broader range of skills - why are they having a challenging time meeting adult expectations?**

# 2015 Important Collaboration!

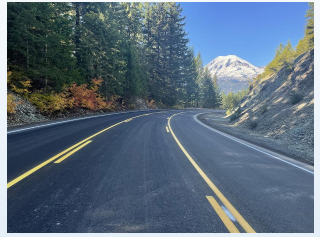


## Dan Hyson:

- Practicing School Psychologist, including special education case manager for EBD students (2000-2007)
- Professor - School Psychology Program, Univ. of WI - La Crosse (2014-present)
- Lives in the Balance Certified Provider and Trainer in Collaborative and Proactive Solutions (CPS)
- Introduced “Lost at School” (Greene, 2014).
- AHA! - Me .... My Preservice Teachers
- Collaborative Activities - Preservice Teachers & Graduate School Psych Students



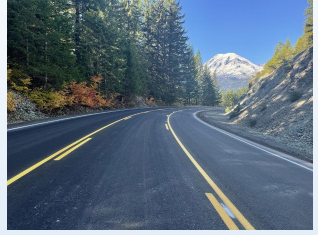
# What Has Impacted Your Understanding of Helping Students with Concerning Behaviors?



- **Personal Reflection** - *How have you grown in your skills? Do you use **FBA**s and **BIP**s and do they consistently lead to student success? If not, have you explored **alternative strategies**? What best describes your journey?*
- **Partner Talks** - Turn to a person next to you and briefly share (30 seconds each). - *What was one thing you took away from this discussion? Perhaps it's just their name. Perhaps something more...*
- **Large Group** - *What's something your partner shared that resonated with you? Or what's a common theme you begin to hear?*



# Brief Review of FBAs and BIPs



*Why are students engaging in concerning behaviors?*



*How can I best support them so they can have maximum access to robust learning experiences?*



# Terminology: FBAs, BIPs, & FBIs

- **FBA = Functional Behavior Assessment** - Assess the function of a behavior (Bruni et al., 2017) - Facilitate the development and effectiveness of intervention plans (Ingram, Lewis-Palmer, & Sugai, 2005) - Empirically-validated (Dutt, Chen, & Nair, 2024)
- **BIP = Behavior Intervention Plan** - Plan based on FBA results. BIP most effective if it...
  - (a) neutralizes and eliminates variables that trigger the problem behavior,
  - (b) teaches the student skills that increase independence and consider the factors maintaining problem behavior (function), and
  - (c) arranges the environment to establish consequences that encourage appropriate behavior and decrease inappropriate behavior.(Ingram, Lewis-Palmer, & Sugai, 2005)
- **FBI = Function-based Interventions** - Support plans based on the reasons why a given behavior occurs. - Based on information gleaned from a range of procedures (e.g., interviews, observations, behavioral rating scales, etc.; Lane, Rogers et al., 2007) - Empirically-validated (Dutt, Chen, & Nair, 2024)

# Importance of FBAs and BIPs in Teacher Education:

- Required by law under IDEA to support students with disabilities.
- Crucial for creating inclusive, supportive learning environments.
- Equips pre-service teachers with essential skills for addressing concerning behaviors.
- Comprehensive training helps educators identify causes of behaviors and develop effective interventions.
- Promotes positive outcomes for students, especially those from diverse backgrounds.

# Traditional FBA Approaches (Bruni et al., 2017)



- **Functional Analysis (FA)** - Adults systematically manipulate antecedents and consequences to measure their direct impact on a behavior.
- **Direct Observation** - Adults write narratives and/or descriptive accounts related to behavior and hypothesize about the behavior's "likely function".
- **Indirect Assessment Measures** - "least rigorous approach" - Adults conduct interviews & questionnaires and hypothesize about the behavior's likely function. Recommended as a starting point when assessing behavior functions.
- **Theoretical Underpinnings** - Behavioral principles - A,B,Cs

# Frequently shared resources with Pre-Service Teachers (PSTs): IRIS, IDEA...

Home

MODULE

CHALLENGE

INITIAL 1

Resources

PD Options

Articles & Reports

About

Help

1 Challenge

2 Initial Thoughts

3 Perspectives & Resources

4 Wrap Up

5 Assessment

Challenge

Initial Thoughts

Perspectives & Resources

Wrap Up

Assessment

We want to hear from you. Please complete our brief Module Feedback Form.

1 Challenge

2 Initial Thoughts

3 Perspectives & Resources

4 Wrap Up

5 Assessment

1 Challenge

2 Initial Thoughts

3 Perspectives & Resources

4 Wrap Up

5 Assessment

Functional Behavioral Assessment:  
Identifying the Reasons for Problem Behavior and  
Developing a Behavior Plan

This module explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are also described (est. completion time: 2 hours).

Earn the [Professional Development Certificate](#) for this module.

IDEA  
Individuals with Disabilities Education Act

Home

About ▾

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AAA

Section 1415 (k) (1) (F) (i)

Statute/Regs Main » Statute » Subchapter II (Part B) » 1415 » K » 1 » F » I

(i) conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the local educational agency had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement described in subparagraph (C) or (G);

(ii) in the situation where a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

(iii) except as provided in subparagraph (G), return the child to the placement from which the child was removed, unless the parent and the local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan.

13




 Purpose: **Frequency Date for Self-Injury and Aggression- All Attempts Included**

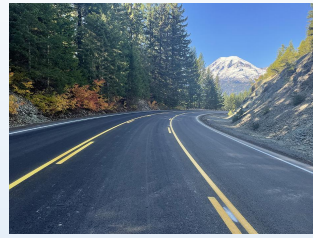
Monday	Behaviors	# of Tallies:
	• Head Banging Behavior	
	• Kicking Self	
	• Grabbing/Pulling Hair/Clothing/Other's Bodies	
	• Kicking Others	
	• Pinching Self	

Tuesday	Behaviors	# of Tallies:
	• Head Banging Behavior	
	• Kicking Self	
	• Grabbing/Pulling Hair/Clothing/Other's Bodies	
	• Kicking Others	
	• Pinching Self	

Wednesday	Behaviors	# of Tallies:
	• Head Banging Behavior	
	• Kicking Self	
	• Grabbing/Pulling Hair/Clothing/Other's Bodies	
	• Kicking Others	

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Resource Author: Nicole Homerin



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*Resource Author: Nicole Homerin*


# Articles

Lane,  
Rogers, et  
al., 2007



TABLE I Function Matrices: Results			
Student	Function	Positive reinforcement	Negative reinforcement
Claire	Attention		<ul style="list-style-type: none"><li>● <i>ABC data instances:</i> Claire raises her hand an average of 12% of opportunities to respond. Her teacher gives an average of 13.5 OTR, and Claire raises her hand an average of 2 times.</li><li>● <i>Teacher interview:</i> Identified cause of behavior as avoiding attention during academic instruction.</li><li>● <i>Student interview:</i> “I don’t raise my hand because I get nervous”—indicated she was afraid of getting the answer wrong.</li></ul>
	Tangibles/activities		
	Sensory		
Aaron	Attention	<ul style="list-style-type: none"><li>● <i>ABC data instances:</i> 11 observations suggest teacher reinforcement and 2 observations suggest peer reinforcement.</li><li>● <i>Teacher, parent, and student interviews:</i> Aaron: “I like it when the girl next to me helps me. I get to talk to others. I like to work together. I always get help when I need it.” Aaron’s teacher: “Aaron, do your . . . . Take out your . . . . I’m on him right away I do think he likes the attention.”</li></ul>	
	Tangibles/activities		<ul style="list-style-type: none"><li>● <i>ABC data instances:</i> Three observations suggest escape from task.</li><li>● <i>Peer interview:</i> Aaron stated, “Sometimes I don’t understand and then I just sit there.”</li></ul>
	Sensory		

Note. ABC = antecedent–behavior–consequence; OTR = opportunities to respond.

Key Understandings	Traditional FBAs & BIPs	
<p>Do behaviors have a function?</p> <p>What's the focus?</p> <p>Functions identified?</p>	<p>_____!</p> <p>Focus is on child's concerning behaviors. To obtain or a_____ something!</p>	
<p>Is Fidelity important?</p> <p>Is there Collaboration?</p> <p>What Procedures are Used?</p>	<p>_____!</p> <p>_____! - A_____ hypothesize behavior function based on assessments &amp; agree on testable variables that guide interventions.</p>	
<p>What Adult Lens is Used?</p>	<p>Importance of A_____ m_____ the child to meet expectations</p>	
<p>What's the plan?</p>	<p>Focus on the _____</p>	
<p>What's the goal?</p>	<p>Focus on _____ and Adaptive R_____ to address behavior function.</p>	

# Work with pre-service teachers typically involves finding the “why” behind a behavior



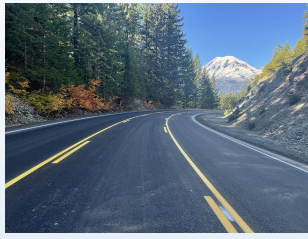
- ✓ To g\_\_\_\_\_ something they want
- ✓ To a\_\_\_\_\_/e\_\_\_\_\_ something they don't want

## **Problem Behavior as Functional Communication**

Disruptive behavior has long been understood to serve a communicative function (Hollo & Chow, 2015). That is, instead of using words to communicate wants and needs, students may simply act out to accomplish the same result.

Functions that maintain problem behavior generally fall into one of two categories: to escape or avoid something unpleasant (e.g., difficult tasks or aversive situations) or to gain access to something the person wants (e.g., social attention or a tangible

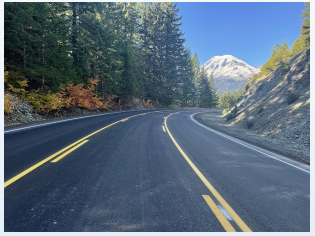
# Call for Updates



FBAs and BIPs Consistently Leading to Student Success?

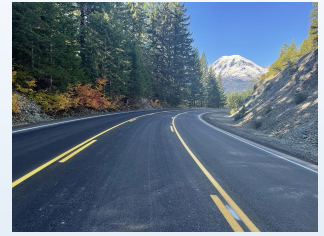


# Why a new look?



- Traditional FA methods **may not detect** very low-frequency behaviors (Bruni et al., 2017)
- Pk-12 students with concerning behaviors **continue to lose instructional time** despite preservice teachers learning about FBA-BIP during preservice teacher programs (Dutt et al., 2024)
- Educators continue to suspend students with disabilities at **much higher rates** than their nondisabled peers. In 2017–18, almost 1 out of 11 students with disabilities (9%) were suspended, compared to 4% for students without disabilities. Black students with disabilities consistently have the highest risk of suspension, with almost 1 in 5 (19%) receiving a suspension in 2017–18. (Leung-Gagne et al., 2022)

# Continued...



- Are we overidentifying/simplifying certain functions?
- Are we adequately collaborating with students?
- Are we looking “upstream” from the problem?



# The Potential of the CPS Approach in FBAs/BIPs:

- Critically important for educators to implement FBAs/BIPs that accurately identify the function of behaviors.
- Culturally responsive FBAs/BIPs include students and families as active participants, valuing their input.
- CPS approach moves beyond labeling behaviors by collaboratively identifying solutions to specific challenges.
- Focuses on collaboration, proactive problem-solving, and recognizing skill difficulties.
- Builds positive student-teacher relationships, promotes self-regulation, and supports inclusive learning environments.



# Overview of the CPS Model - Notice & Wonder



Swimming  
Upstream?

Questions?

[We will click HERE to view the video](#)

# CPS = Different Adult Lens / Different Focus



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**LIVES**  
IN THE  
**BALANCE**

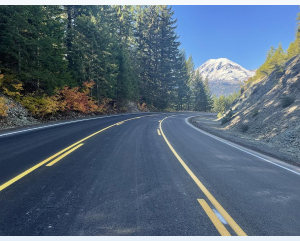
[Our Solution](#) [Advocacy](#) [Connect](#) [Donate](#) [Contact](#)

## DIFFERENT LENSES, DIFFERENT PRACTICES, AND DIFFERENT OUTCOMES

Help kids solve the problems that are causing their concerning behavior...without shame, blame, or conflict.

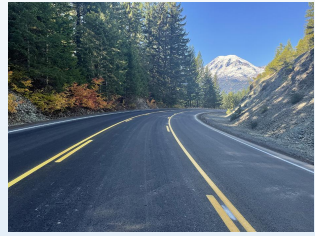


# What is Ross Greene's alternative Collaborative and Proactive Solutions (CPS) approach to working with students with concerning behaviors?



- ✓ Kids do well if they can, not if they want to.
- ✓ Many are not proficient or fluent in social-emotional or behavioral skills needed or can't generalize them across settings.
- ✓ We can use tools like Assessment of Unsolved Problems (ASUP) to identify these skill difficulties, as well as when they are causing the most difficulty.

# First Part of CPS Approach: Assessment of Lagging Skills (ASUP) - Before Working with the Child - Greene



## 1. Adults Identify the Skills

- Caregivers/educators identify **skills the child is struggling with**
- Use the **ASUP sheet** to guide this process - **16 skills listed** (e.g., focus, emotional regulation, problem-solving)
- Approach with the “**Kids do well if they can!**” lens

## 2. Adults Identify/Write the Unsolved Problem –

- Two forms available: **School-based** and **Clinic-based**
- Focus on **expectations the child struggles to meet** (not behaviors)
- Leads to next step: **collaborative problem-solving** with the child
- Different from an FBA—**emphasizes thinking skills, not behavior analysis**



# INSTRUCTIONS FOR IDENTIFYING UNSOLVED PROBLEMS:



Again, an unsolved problem is an expectation a child is having difficulty reliably meeting. Even if the child can meet the expectation sometimes and not others, it’s still an unsolved problem. The prompts in the unsolved problems section will help you think of the different expectations the child is having difficulty meeting. You’ll want to consider the prompts in order, and record as many unsolved problems as possible for that prompt before moving on to the next one. You don’t need to write the same unsolved problem more than once, even if a later prompts brings to mind the same unsolved problem.

The wording of the unsolved problem is going to translate directly into the words that you’re going to use to introduce the unsolved problem to the child when it comes time to solve the problem together. Poorly worded unsolved problems often make it difficult for a child to respond. As such, there are four guidelines for writing unsolved problems:

**There should be no mention of the child’s concerning behaviors.**

Since you won’t be talking with children about their concerning behavior, there’s no need to include the concerning behavior in the wording of the unsolved problem. Instead, almost all unsolved problems begin with the word *Difficulty*, followed by a verb (a variety of verbs are shown in the examples below). So you wouldn’t write *Screams and swears when trying to complete the word problems on the math homework...* instead you’d write *Difficulty completing the word problems on the math homework.*

**There should be no mention of adult theories.**

You wouldn’t write *Difficulty writing the definitions to the spelling words in English because his parents were recently divorced...* just *Difficulty writing the definitions to the spelling words in English.*

**They should be split, not clumped.**

You wouldn’t write *Difficulty getting along with others*, but rather *Difficulty getting along with Trevor on the school bus in the morning.*

**They should be specific.**

To make an unsolved problem as specific as possible, there are two strategies:

- Include details related to *who, what, where, and when.*
- Ask *What expectation is the child/student having difficulty meeting?*

The above guidelines—and a variety of sample verbs—are embodied in the following examples (they’re grouped based on setting, but the verbs apply across settings):

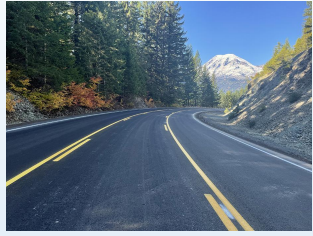
## SCHOOL/FACILITY:

- Difficulty getting started on the double-digit division problems in math.
- Difficulty completing the map of Europe in geography.
- Difficulty participating in the discussions in morning meeting.
- Difficulty moving from choice time to math.
- Difficulty ending computer time to come to circle time.
- Difficulty walking in the hallway between classes.

## HOME/CLINIC:

- Difficulty getting out of bed at 7 am in the morning to get ready for school on weekdays.
- Difficulty going to church on Sundays.
- Difficulty taking turns when playing chess with brother.
- Difficulty sitting next to sister at dinner.
- Difficulty putting the dishes into the dishwasher after dinner.
- Difficulty taking the trash out on Tuesdays.

# Next 3 Steps of CPS with Child - Plan B - Greene

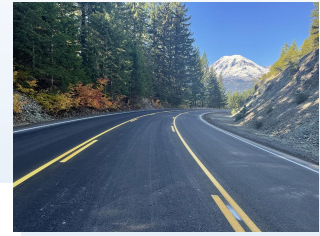


1. **Empathy** – Gather information to understand child's concern or perspective on problem
2. **Define Adult Concern** – Share YOUR adult concern or perspective on (***NOT solution to***) problem with child.
3. **Invitation** – Invite the child to collaboratively brainstorm possible solutions to the problem (e.g., *"I wonder if there's a way we can...[solve the problem addressing both the child's concerns and your concerns]"*)





# Introducing the Drilling Cheat Sheet



## DRILLING CHEAT SHEET

Collaborative & Proactive Solutions  
THIS IS HOW PROBLEMS GET SOLVED

The goal of the Empathy Step is to gather information from the child about his/her concern or perspective on the unsolved problem you're discussing (preferably proactively). For many adults, this is the most difficult part of Plan B, as they often find that they are unsure of what to ask next. So here's a brief summary of different strategies for "drilling" for information:

### REFLECTIVE LISTENING AND CLARIFYING STATEMENTS

Reflective listening basically involves **mirroring what a child has said** and then encouraging him/her to provide additional information by saying one of the following:

- *"How so?"*
- *"I don't quite understand"*
- *"I'm confused"*
- *"Can you say more about that?"*
- *"What do you mean?"*

Reflective listening is your "default" drilling strategy...if you aren't sure of which strategy to use or what to say next, use this strategy.

### ASKING ABOUT THE WHO, WHAT, WHERE/WHEN OF THE UNSOLVED PROBLEM

#### EXAMPLES:

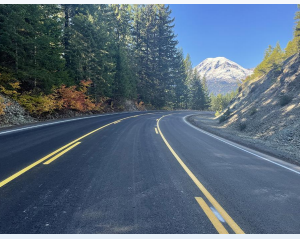
- *"Who was making fun of your clothes?"*
- *"What's getting the way of completing the science project?"*
- *"Where is Eddie bossing you around?"*

### ASKING ABOUT WHY THE PROBLEM OCCURS UNDER SOME CONDITIONS AND NOT OTHERS

**EXAMPLE:** *"You seem to be doing really well in your work group in math...but not so well in your work group in social studies...what's getting in the way in social studies?"*







# Practice Using the Drilling Cheat Sheet

## Scenario:

A child is refusing to go to the dentist with his parents. The parents ask for your help in understanding why.

## Instructions (Handout provided during session):

- Read the following parent-child dialogue.
- Fill in the blanks with **questions from the Drilling Cheat Sheet** that would help the parent gather more information.
- Discuss with a partner why you chose each question.

# Dr. Greene's Model / Example - Notice/Wonder



Our  
Solution

Advocacy

Connect

Donate

Cor

Search our site



Step 1: Change Your Lenses    Step 2: Identify Skills & Unsolved Problems

Step 3: Solve Problems Collaboratively & Proactively

## KIDS & PARENTS



Demonstration of Plan B with a  
10-year old Boy and His Parents



Demonstration of Plan B with a  
15-year old Girl and Her Mom



Plan with a Mom and Her 15-  
Year Old Son

# Large Group Share Out

*What did you notice?*

*What do you wonder?*

*How does this deepen your understanding of using the Drilling Cheat Sheet?*

# In conclusion - Rethinking FBAs/BIPs - Exploring CPS model

- Traditional **FBAs & FBIs** have been used for 40+ years but aren't always effective.
- The **CPS model** offers a proactive, collaborative approach focused on **root causes** rather than just behaviors.
- CPS shifts how adults analyze behavior, ask questions, and support students.
- **Teacher-student discussion model** helps "**drill down**" the problem, guiding educators to look **upstream** at the underlying issues.
- **Future research** is needed, but CPS shows promise in **PK-12 settings & teacher prep** programs.
- Broadening intervention strategies **helps more students succeed** in meeting expectations.

# Q&A Session



Takeaways?

Questions?

Next Steps?

Ahas?





Thank you!❤



# FBA-BIP-FBI References

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Greene, R.W. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York: Scribner.

Greene, R.W., & Winkler, J. (2019). Collaborative & Proactive Solutions: A review of research findings in families, schools, and treatment facilities. *Clinical Child and Family Psychology Review*, 22(4), 549-561.

[livesinthebalance.org](https://livesinthebalance.org)

# Extra Slides for Participants

Although we won't have time to discuss these items today, they are shared so that you can continue the discussion with colleagues back at your school....

What could a CPS-influenced FBA and BIP look like?

<https://livesinthebalance.org/cps-materials-paperwork/>



# What could a CPS-influenced FBA and BIP look like? - *Reconsider Assessments*

Page 2

“Function of Maladaptive Behaviors:

These maladaptive behaviors communicate that TJ is having difficulty meeting specific expectations, as described below.

These expectations -- as documented by the Assessment of Skills and Unsolved Problems (ASUP) -- are listed below.”

# What could a CPS-influenced FBA and BIP look like? - *Reconsider “Lagging Skills”*

Page 2

## “Lagging Skills Contributing to TJ’s Difficulties:

*The ASUP was completed in a meeting involving TJ’s teachers and specialists. They felt that the following lagging skills applied to TJ:*

*Difficulty handling transitions, shifting from one mindset or task to another*

*Difficulty doing things in a logical sequence or prescribed order*

*Difficulty persisting on challenging or tedious tasks*

*Poor sense of time*

*Difficulty maintaining focus*

*Difficulty managing emotional response to frustration so as to think rationally*

*Difficulty “seeing the grays”/concrete, literal, black-and-white thinking*

*Difficulty taking into account situational factors that would suggest the need to adjust a plan of action*

*Difficulty attending to or accurately interpreting social cues/poor perception of social nuances*

*Difficulty appreciating how his/her behavior is affecting others”*

# What could a CPS-influenced FBA and BIP look like? *Reconsider Antecedents*

Pages 2-3

*“Unsolved problems precipitating challenging behaviors:*

*The following unsolved problems (unmet expectations) were identified during the same ASUP meeting:*

***Difficulty moving from one classroom activity to the next:***

- *Biology to geometry*
- *Geometry to meeting with the school counselor*
- *Coming in from PE for English Literature*
- *Coming back from lunch to getting started on World War II project in Social Studies*

***Difficulty completing writing tasks, including:***

- *the World War II project in Social Studies*
- *the Shakespeare composition in English Literature*
- *the answers to the geometry problems in math”*

# What could a CPS-influenced FBA and BIP look like? - *Reconsider Goals for HIGH PRIORITY UNSOLVED PROBLEMS*

Pages 4-5

Teaching strategies and necessary curriculum or materials for *high priority unsolved problems*:

## **Goal 1 (Social Interactions)**

- Through Plan B problem solving conversations (individually and with the two male peers), help TJ and his peers process concerns and work toward solutions that will address the difficulties TJ and the two peers are having in interacting adaptively.
- Through Plan B problem solving discussions, help identify the factors that are making it difficult for TJ to join interactions and maintain positive relationships with peers (e.g., when to approach others; what kinds of cues indicate he is welcome or not; ways to check for clarity regarding if he has or hasn't been rejected).

## **Goal 2 (Sensory Issues)**

- Through Plan B problem solving discussions, help TJ identify conditions in which he feels the need for motion or sensory stimulation and work toward solutions aimed at helping address and communicate about these needs"

# Importance of culturally responsive FBAs and BIPs:

- Inclusive practices consider students' cultural, linguistic, and socio-economic backgrounds.
- Tailored interventions foster belonging, acceptance, and improved academic/social-emotional outcomes.
- Essential for supporting students from marginalized communities.