

Addressing exclusionary discipline, including informal removals, in schools requires intentional, focused effort to change practices. That deep, adaptive shift cannot occur without a significant investment in staff capacity building. The following resources are intended as a starting point for use with staff to increase their capacity to address disability-related behavior effectively and, therefore, reduce the need for reliance on exclusionary discipline, including informal removals:

The [Technical Assistance Center on Positive Behavioral Interventions and Supports \(PBIS\)](#) provides schools and districts with resources and training related to positive behavioral interventions and supports, including strategies for reducing informal removals. The PBIS website provides resources, research, and tools to help schools implement an evidence-based, multi-tiered approach to improving behavior.

The [National Science Teaching Association \(NSTA\)](#) provides descriptions of challenging behaviors along with strategies to address them. Similarly, the [American Psychological Association \(APA\)](#) hosts a 5-part learning series that provides an evidence-based framework and supporting strategies for classroom management.

The [National Center for Pyramid Model Innovation \(NCPMI\)](#) provides strategies to promote positive social, emotional, and behavioral outcomes, reducing the use of inappropriate discipline practices, and promoting family engagement for children ages birth to five.

[Safe & Civil Schools](#) is a resource for staff training, coaching, and capacity building to support staff supporting students experiencing behavior of concern in the school setting.

[Collaborative Problem Solving/Collaborative and Proactive Solutions](#) are helpful resources for increasing staff comprehension around the core notion that we all do well if we can.

[Northwest PBIS Network](#) provides professional development and support in all things PBIS & MTSS, including Restorative Practices, Interconnected Systems Framework (Mental Health in Schools), Equity in Discipline, Early Childhood PBIS, and more.

[Basic FBA to BIP](#) is a series of online learning modules hosted by Portland State University for all staff in the school setting about basic function of behavior and how to support a BIP.

The [What Works Clearinghouse \(WWC\)](#), operated by the U.S. Department of Education's Institute of Education Sciences (IES), reviews and evaluates research on various educational interventions, providing evidence-based recommendations.

[Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#) is a leading organization promoting social and emotional learning, offering resources, research, and evidence-based practices for schools.

The [National Center on Intensive Intervention \(NCII\)](#) provides resources, tools, and guidance for schools in implementing intensive interventions, including those related to behavior.

[Guiding Principles for Safe, Inclusive Supportive and Fair Climates](#) identifies five guiding principles and suggests actions schools and school districts can take to create inclusive, safe, supportive, and fair learning environments.

[Guiding Principles and Best Practices in School Discipline to Support Students' Social, Emotional, Behavioral, and Academic Needs](#) describes best practices and approaches to help support and respond to students' social, emotional, behavioral, and academic needs, including practices designed to reduce the use of exclusionary discipline in schools.

[Positive, Proactive Approaches to Supporting Children with Disabilities: Reducing Exclusionary Practices](#) can support schools and early childhood programs in implementing positive, proactive approaches to support and respond to children's behavioral needs more effectively.

The [Oregon Discipline Compendium](#), prepared by the National Center on Safe and Supportive Learning Environments, presents school discipline-related laws and regulations.