

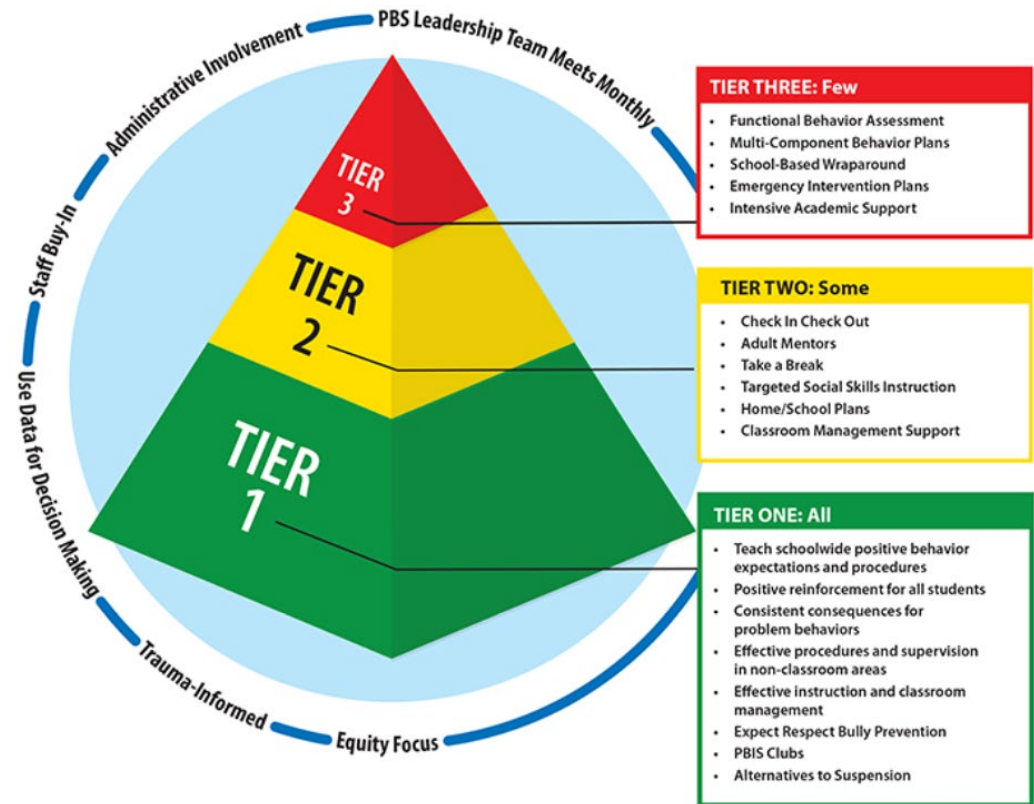
# TIER 3:

## DESIGNING INTENSIVE PBIS PLANS

WAYNE RESA  
2023-2024

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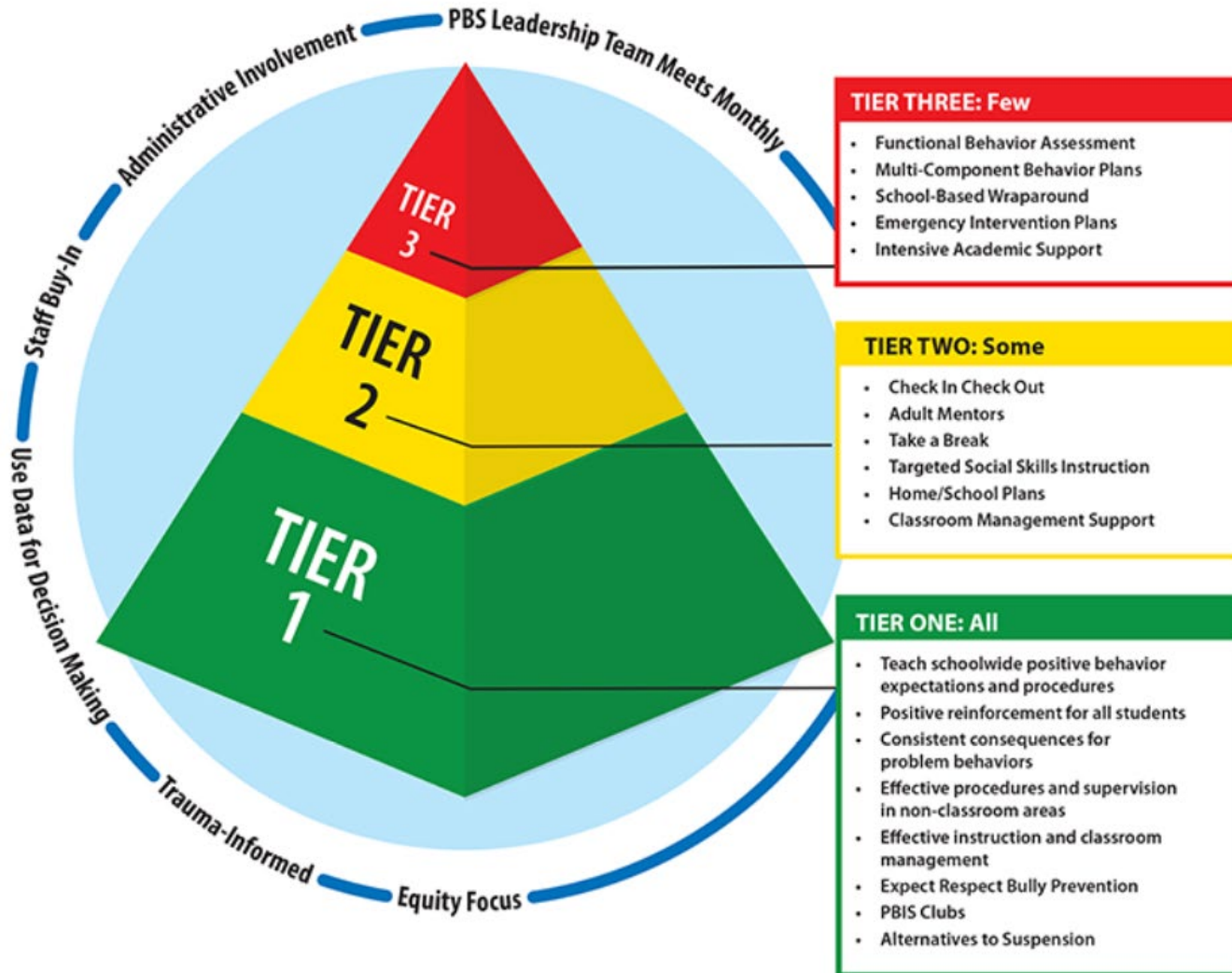


# Agenda

- Intensive Individualized Behavioral Support within a PBIS Framework
- Designing a Multi-Component PBIS Plan
  - ▣ Prevention
  - ▣ Replacement Behaviors
  - ▣ Positive Reinforcement
  - ▣ Responding to Behavior
  - ▣ Home Intervention

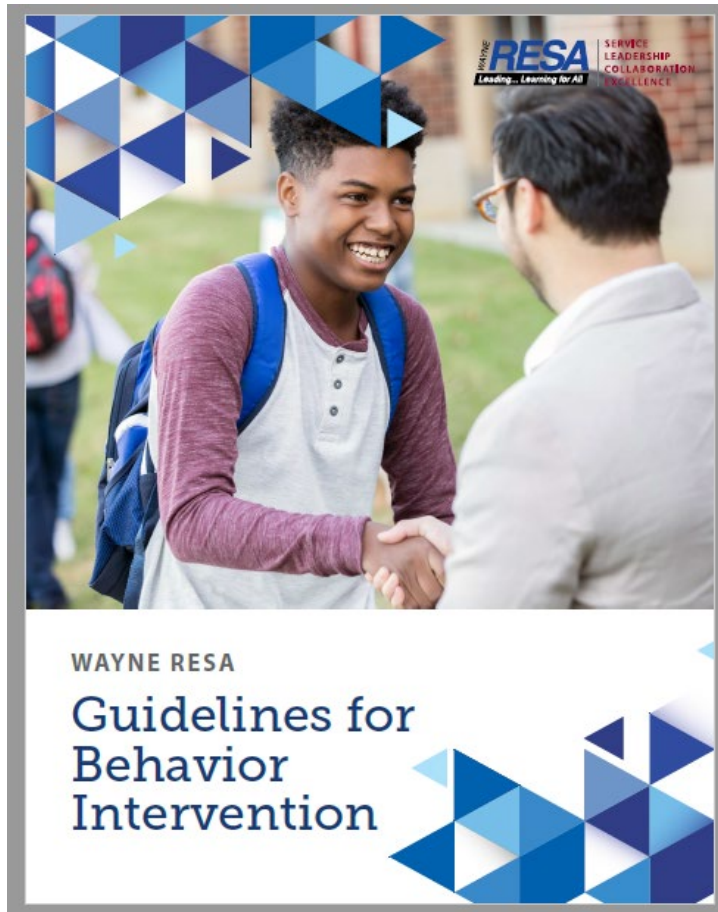
***Plan for Strong Interventions in all 5 areas***

# Tiers of Support



# Wayne RESA Website

<https://www.resa.net/teaching-learning/pbis>



- WRESA Guidelines for Behavior Intervention, 2020
- MDE Policy for Emergency Seclusion & Restraint, 2017
- Downloadable Forms MDE & WRESA
- Contact Chris McEvoy or Kayrl Reynoso to request a hard copy.

# Teacher Behaviors that Build Positive Relationships with Students

Brandi Simonsen & Diane Myers, 2015

- Knowing and using students' names frequently.
- Engaging in non-academic conversations before and after class.
- Practicing active listening when students are talking
  - Make eye contact
  - Demonstrate engagement (e.g., nod, smile)
  - Repeat and remember what a student says/refer back to it later.
- Correct mistakes in a way that lets students know it is okay, its normal, don't be discouraged from participating.

# Writing Effective PBIS Plans

- It's an ACTION PLAN.
- Less can be More
  - ▣ Fewer, more precisely defined interventions are better than a list of general tier one strategies.
  - ▣ Interventions should be directly connected to the findings of the FBA.
- Be specific/detailed
  - ▣ The description should tell a person what to do.
  - ▣ Provide specific criteria for rewards & consequences.
  - ▣ Include schedules for teaching, reinforcement, prompting, reviewing data, etc.

# **Build on Check In/Check Out**

- ❑ Ensure Fidelity of Implementation
- ❑ Plan reviewed with student and parents
- ❑ Reliable check in and out
- ❑ Feedback and prompts every class period
- ❑ Daily & weekly rewards
- ❑ Appropriate parent review – daily
- ❑ Points are graphed at least weekly

# Point Sheet

## Rating Scale

Points Possible \_\_\_\_\_  
Points Received \_\_\_\_\_  
% of Points \_\_\_\_\_  
Goal Met? Y N

Name \_\_\_\_\_

2= Great  
1= OK  
0= Goal Not Met

Date \_\_\_\_\_

	Reading	Math	Open	PE/Mu	Science
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0



# Wayne RESA SWPBIS website

## Daily & Weekly Data Summary Templates

### Daily Check In Check Out Data Summary

Student's Name

Jordan

Mo/Year

19-Oct

Comments

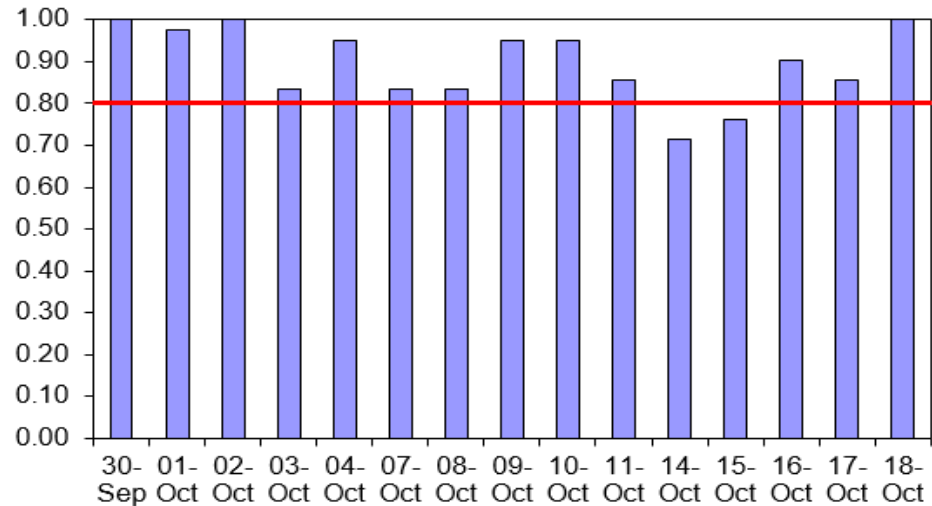
Standard

80%

#### Data Entry Section

Date	Possible Points	Points Earned	Daily %
9/30/2019	42	42	1.00
10/1/2019	42	41	0.98
10/2/2019	42	42	1.00
10/3/2019	42	35	0.83
10/4/2019	42	40	0.95
10/7/2019	24	20	0.83
10/8/2019	42	35	0.83
10/9/2019	42	40	0.95
10/10/2019	42	40	0.95
10/11/2019	42	36	0.86
10/14/2019	42	30	0.71
10/15/2019	42	32	0.76
10/16/2019	42	38	0.90
10/17/2019	42	36	0.86
10/18/2019	42	42	1.00

#### Daily Percentage of Points Earned



# Tier 3 Positive Behavior Support Plan Framework

**Directly link interventions to the FBA findings**

Prevention Strategies

Plan for Teaching  
Replacement Behaviors

Positive Reinforcement

Planned  
Consequences/Emergency  
Intervention

Home Intervention

Review Schedule

# Prevention Strategies

Include positive behavior supports as identified by the Functional Behavior Assessment:

- Additional assistance
- Reminders: pre-corrections
- Visual supports – graphic organizers
- Increase practice on skills
- Academic supports
- Increase choices
- Homework help
- Organizational help
- Parent communication systems
- Mentors

# Prevention Strategies

## Make changes

- Change the schedule
- Change the task
- Break the task down
- Shorten work sessions
- More frequent reinforcement
- Increase opportunities to respond to instruction
- Increase opportunities for movement
- Change seats
- Work with a peer
- Change verbal prompts: create common language

# Identifying Replacement Behaviors

- Replacement behaviors are the positive behaviors we want the student to use instead of acting out to get their needs met.
- Some replacement behaviors will be social skills or adaptive skills, such as greetings, personal space, or following directions. Replacement behaviors also target emotions such as anger, frustration, fear, or lack of self-confidence.
- When problem behavior appears to have a clear communication function consider **functional equivalence and response efficiency**.
- The student is more likely to use and generalize the replacement behavior if it is functionally equivalent to and more response efficient than the problem behavior.

# Functional Equivalence

- **Functional Equivalence:** A functionally equivalent replacement behavior is a positive alternative that allows the student to obtain the same outcome that the challenging behavior provided; that is, the student is able to obtain or escape something in their environment in an appropriate, acceptable way.
- **Example:** The student is confused/frustrated with a difficult task. Instead of acting out to avoid the task, they signal the need for help and get it in a timely manner, thereby decreasing the aversiveness of the task.

# Response Efficiency

- **Rate of reinforcement:** the replacement behavior produces the desired result as or more consistently than the problem behavior.
- **Quality of reinforcement:** it matches the desired result closely.
- **Response effort:** the replacement behavior is equal to or lower in effort than the problem behavior.
- **Immediacy of reinforcement:** the replacement behavior produces the result as quickly as the problem behavior.

# Is There An Expressive Language Delay?

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4311524/>

## Functional Communication Assessment

Does the student have difficulty in expressing any of these basic communication functions?  
(place an "x" next to appropriate response(s))

- ☐ Gaining adult attention
- ☐ Gaining attention of peers
- ☐ Dealing with a difficult task
- ☐ Expressing frustration or confusion
- ☐ Requesting things of others
- ☐ Rejecting or protesting something
- ☐ Indicating preferences or making choices
- ☐ Requesting assistance

If the answer is yes to any of the above, use the communication summary below to think about and identify possible replacement behaviors for instruction.

### COMMUNICATION SUMMARY

Target Problem Behavior	Possible Communication Function	Possible Replacement Behavior(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

- Take some Antecedent-Behavior-Consequence (ABC) data.
- Look at actual incidents of problem behavior.
- Focus on the communicative intent of the behavior i.e., what did the student want (no judgments).
- What would have been an acceptable way to communicate his/her intent?



# Functional Communication Replacements



- Gaining adult attention: raise hand, use their name
- Gaining attention of peers: walk up, make eye contact, use their name
- Dealing with a difficult task: “help, please.” “Break, please!”
- Expressing frustration or confusion: “I don’t know.” “This is hard!”
- Requesting things of others: “please....” “I want”
- Rejecting or protesting something: “No, thanks” “I don’t want to.”
- Indicating preferences or making choices: gestures/pointing/leading
- Requesting assistance: “help, please.”
- Adult prompts: “Show me,” “It looks like you’re trying to tell me....”

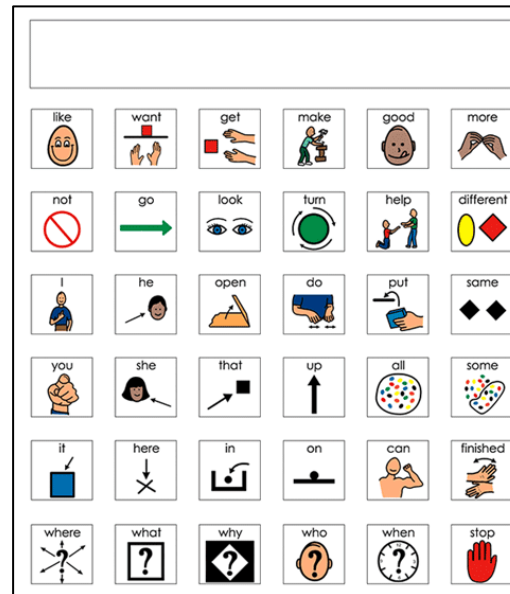
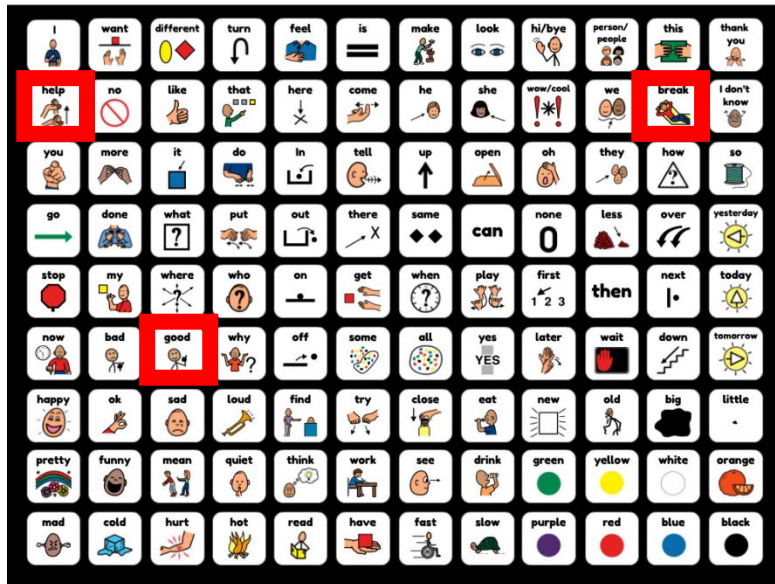
# Functional Communication Training

- Create a list of high priority words and phrases the student needs to learn.
- Create a plan so ALL staff working with the student can reinforce use of the high priority words. Provide high rates of positive reinforcement when communication is used.
- Provide staff with visual cards to cue the student if necessary. Student may need visual ways to communicate.
- Train paraprofessionals on how to implement FCT.
- Work with the speech and language pathologist.
- **Remember: Behavior is communication! Replace the behavior with a functional way for the student to communicate his or her needs.**

# Functional Communication Training: Examples of Visuals



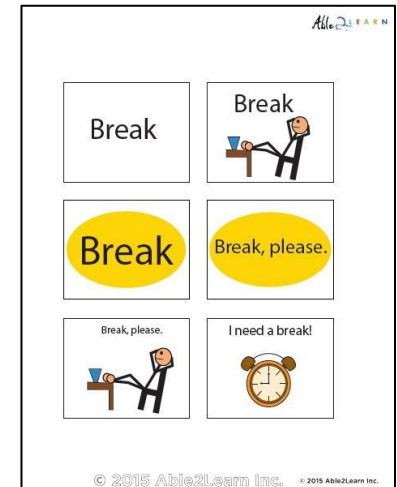
Wayne County Core Vocabulary



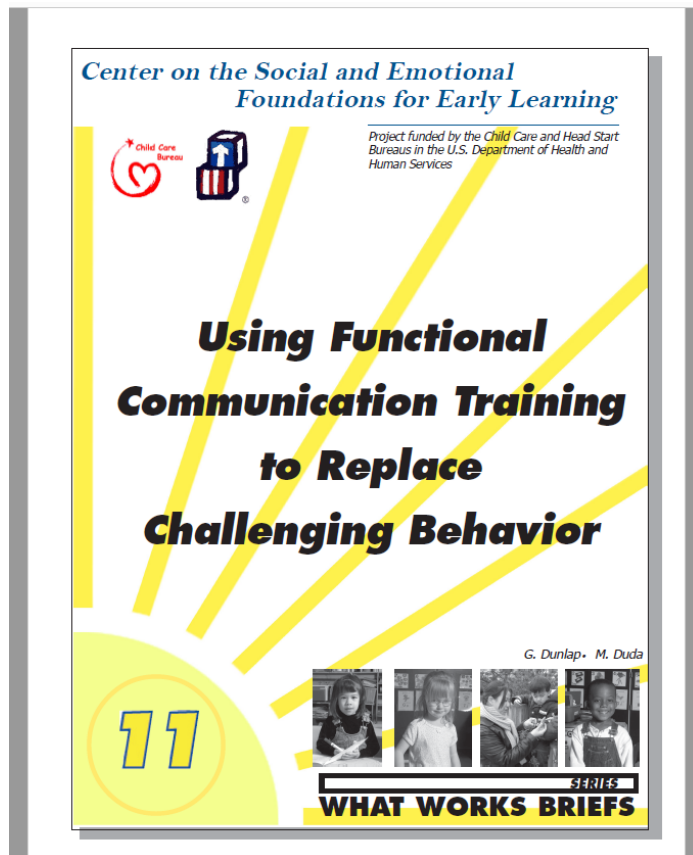
Project-Core Core Vocabulary



Tactile Communication Symbol  
(3D printed)



# Functional Communication Training: A Research-Based Intervention



- *Functional Communication Training (FCT) is a strategy for use with children who require a more individualized intervention approach because they continue to exhibit challenging behaviors even when classroom-wide prevention strategies are in place (for example, classroom rules, consistent schedules, predictable routines).*
- *FCT involves identifying the function or purpose of the child's challenging behavior (for example, hitting, screaming, taking toys away from others) and then teaching an appropriate behavior that will serve the same purpose for the child. This behavior is referred to as a replacement behavior.*

# What is explicit instruction?

**Explicit instruction is a way to teach in a direct, structured manner.**

**Anita Archer describes explicit instruction as a 3 step process:**

- Modeling & Demonstration – “I do”**
- Guided Practice – “We do”**
- Independent Practice – “You do”**

# **PBIS Plans Prioritize Addressing Skill Deficits**

**The PBIS Plan should describe the plan for instruction in the replacement behaviors.**

- When will instruction occur?
- How long are the lessons? (Shorter more frequent lessons are better.)
- How frequent?
- With whom? (Push in instruction.)
- What is the plan for generalization?

## Other Possible Replacement Behaviors

- **Using a break procedure effectively**
- **Using words to express emotions/needs**
- **Accepting disappointment**
- **Respecting personal space**
- **Greeting a person by name**
- **Active Listening**
- **Manners**
- **Showing effort**
- **Building stamina**

# **Building Fluency & Generalization**

- **Practice plus constructive performance feedback builds fluency.**
  - **The more practice the better.**
- **Use the following generalization strategies to promote use of the target skills with other people, situations, etc.**
  - **Teach/Practice in the environment the skill will be needed.**
  - **Have multiple people/adults prompt and acknowledge the positive behavior when it occurs.**
  - **Use real life situations for instruction.**
  - **Make sure the student is rewarded when they display the behavior.**



# Review:

## Teaching Replacement Behaviors

Use FBA to identify priority replacement behaviors

Brief lessons 2-3 times per week

Plan for generalization with other teachers, staff, & parents

Practice frequently

Use pre-corrections for trouble spots

CICO PROVIDES REPLACEMENT BEHAVIOR INTERVENTION

# Individualized Plan for Positive Reinforcement



## Behavior Specific Positive Feedback/Praise

# Behavior Specific Praise

THE "MAGIC" EQUATION FOR GIVING  
Behavior Specific Praise

$$\begin{array}{c} \text{CHILD'S NAME} \\ + \text{ POSITIVE STATEMENT} \\ + \text{ OBSERVED BEHAVIOR} \\ \hline \text{BEHAVIOR SPECIFIC PRAISE} \end{array}$$

Example: "Dana, I like the way you asked me for a break when you got frustrated during math today."

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 PRMXA GRYPHONS

## 101 Ways to Praise a Child

Way to go	You're a winner	Hooray
You are so responsible	You're on target	You're catching on
Fantastic	Tremendous effort	Awesome
You're catching on	Well thought out	Well done
Wonderful sharing	Good for you	Inspiring
You're on target	How original	That's very mature of you
You tried really hard	You made my day	You're the greatest
You're a good listener	Bingo	You've got it
I knew you could do it	Spectacular	Love your ideas
You're a problem solver	Amazing effort	Beautiful
Good thinking	Proud of you	Fabulous
Thanks for helping	Nice work	Your work is improving
Hooray for you	Excellent	Looking good
What an imagination	You are being so safe	Outstanding
You learn quickly	You made it happen	Keep up the good work
Love your ideas	You should be very proud	You tried hard
Beautiful sharing	You're a champ	Thank you
You tried something new	You've made progress	Thumbs up
Great answer	That's the best	Wonderful
Now you've got it	Phenomenal	Thank you for being honest
You figured it out	You go the extra mile	You set a good example
Magnificent	You are unique	Your effort really shows
Marvelous stuff	Nothing can stop you now	You're focused
I'm happy that you listened to me	Nice try	Super
Love your presentation	Superb	Great discovery
Thanks for all your hard work	That's good manners	You are so respectful
Looking good	Thanks for caring	That's correct
Outstanding performance	Wow	You're so creative
Brilliant	Good stuff	Well worked through
Congratulations	It's nice to see you helping others	I like what you said
You're a real trooper	Dynamite	You're a champion
Well done	You're always willing to try again	Now you've got it
You are so kind	Good planning	You are so switched on
What a leader		Super star

## 4 Positives : 1 Correction

<https://www.primxa.com/100-ways-to-praise-a-child/>

# Positive Reinforcement- Implementing the 4 to 1

## Identify Positive Targets

- Work completion or getting started
- Effort
- Following directions
- Respectful talk
- Kindness

## Use:

- Notice something about the student
- Smiles/Gestures
- Humor
- Use the student's name
- Friendly actions
- Simple acknowledgments
- Be natural/authentic



# Individualized Schedules of Reinforcement: Examples

## **Variable Interval Schedule**

- About every 5 minutes look for an opportunity to provide positive feedback for one of the target behaviors. (VI5)

## **Differential Reinforcement of Other Behavior (DRO)**

- Reinforce the absence of problem behavior.
- How frequently is the problem behavior occurring on average?
- Provide positive reinforcement twice as often.
- For example, problem behavior occurs on average every 10 minutes.
- Provide reinforcement every 5 minutes without problem behavior.

# **TOKEN SYSTEMS ARE EFFECTIVE FOR INCREASING ON-TASK BEHAVIOR AND WORK COMPLETION**

I AM WORKING FOR				
<div></div>				
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

<http://www.silverliningmm.com/tokenframe.htm>

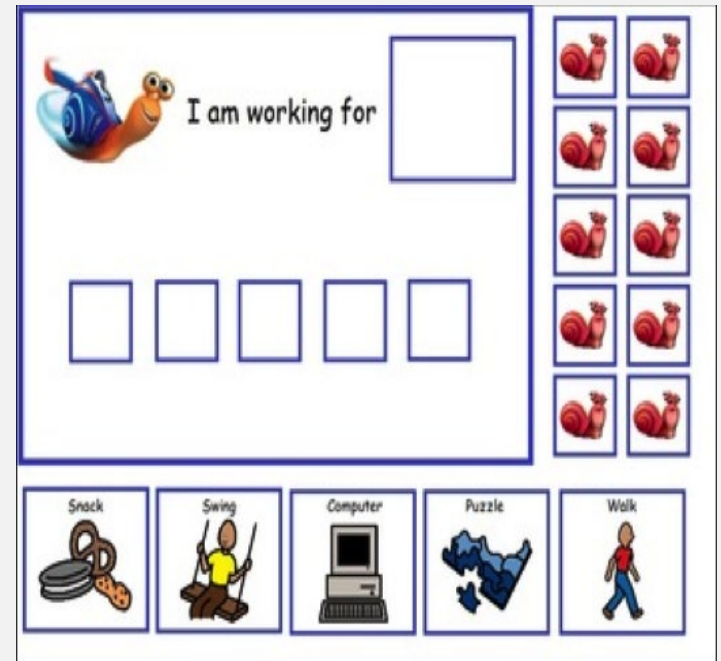
# **TOKEN SYSTEMS BENEFITS**

- **Highly effective for students with low work stamina.**
- **Provides a high rate of feedback and reinforcement.**
- **Advantage: Token systems set the stage for teaching delayed gratification. Once the student has learned and “bought into” the system, demands can be increased e.g., increase the number of tokens earned before a token exchange.**
- **Provide a menu of reward options for the token exchange. Keep it fresh.**

# Token Systems

## TIPS:

- Teach the token system to staff AND to the student. Identify who will do this.
- Agreement on how students earn tokens – be very specific and consistent – EVERYBODY follows the plan.
- Do not take tokens away as a consequence.
- Provide token immediately after task completion or at scheduled time – let student know why they received the token/social reinforcement.
- Ensure the reward is meaningful to the student. Create a reward menu.



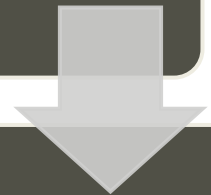


# Responding to Problem Behavior

Intervene early in “chains” of behavior – reduce disruptions



Create consistency across environments – very powerful effect



Preplanned back-up consequences



# First Level Responses to Problem Behavior

(Write these into the PBIS plan.)

**Pre-corrections:**  
Frequent reminders of expectations

**Positive Redirection:**  
emphasize what you want the student to do.  
(Replacement behavior)

**Refer to the expectations:**  
“We respect each other in this room and that means not using put downs.”

**Praise in public, correct privately.**

**Ignore minor attention-seeking behavior**

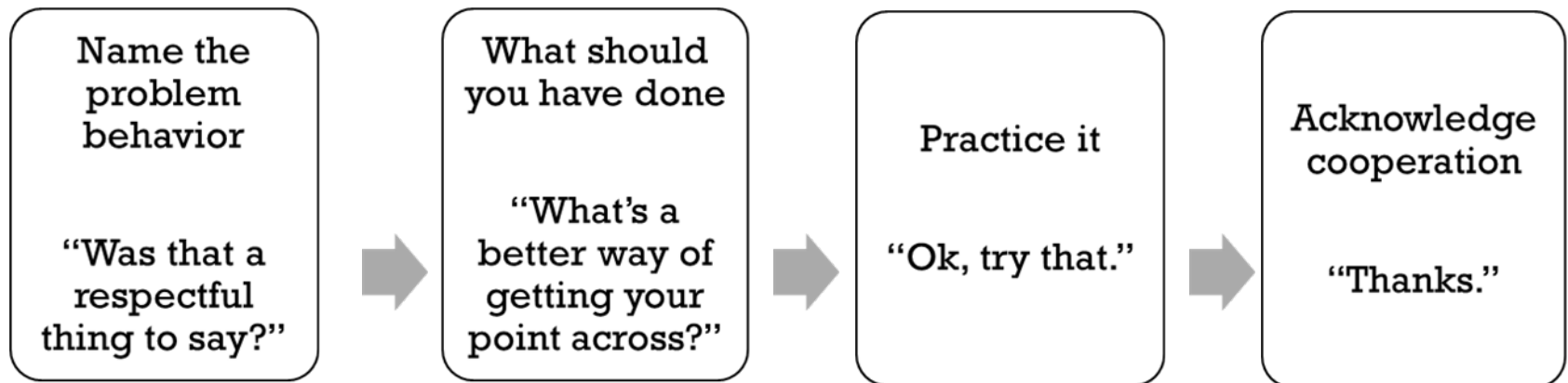
**Increased assistance for repeated academic avoidance**

**Tone matters**

# Communicate Empathy with Corrective Feedback

- Providing corrective feedback *privately* that is coupled with an empathic statement will increase the likelihood that the student will calm down and learn from the corrective feedback.

**Empathic statement: “I can see you are pretty upset. What happened?”**



# Structured Breaks – Intervene Early

Not for rule breaking - for agitation, hyperactivity, explosiveness, anger

Identify break area, procedure, & time limit

Neutral reinforcement

Calm down & focus

Practice requesting “break”

**Take data on the frequency and duration of breaks.  
Monitor its use.**

# RESPONDING TO BEHAVIOR

- **Structured Break**: time to calm down, refocus, get back on track.
  - *neutral reinforcement; not meant to reward or punish the preceding behavior.*

## Example:

- A 5<sup>th</sup> grade Student is frustrated with difficult work, getting very upset, teacher directs her to take a 5 minute break with a fidget, then ask for help before resuming her work.



# RESPONDING TO BEHAVIOR

- Structured Break: time to calm down, refocus, get back on track.

## Example:

- A high school student is stressed out over some personal things that have been occurring at home. His teacher recognizes that he is not ready for instruction, so he suggests the student go talk to the Dean who is like a mentor to the student.



# STRUCTURED BREAKS



- **Benefits:**
  - **Defuse potentially explosive situations**
  - **Intervene effectively before behaviors escalate to major infractions**
  - **Calm down, think clearly**
  - **Refocus**
  - **Some students need more movement**
  - **Teach important coping skills**
  - **Keep students in school**



# INDIVIDUALIZE THE BREAK PROCEDURE

break

- **Examples:**
  - **A quick lap around the school**
  - **5 minutes on a bench in the hall**
  - **Go talk to a designated adult**
    - **Calm down (5-10 minutes) before talking**
  - **5 minutes alone at student's desk**
  - **Get a drink of water; extra bathroom break**





# Teach It/Practice It



**Teach the break procedure to the student. Practice or review the procedure before using it. If the student has a hard time using the procedure when they need it, practice it some more.**

**Generally, time limit breaks. Use a timer. Add more time if needed.**

**Decide whether breaks should be scheduled (used as prevention), or on an as-needed basis.**

# BEHAVIOR INFRACTIONS

- **Insubordination:** "A constant or continuing intentional refusal to obey a direct or implied order, reasonable in nature, and given by and with proper authority."
- **Sims v. Board of Trustees, Holly Springs Municipal Separate **School** District**



# RESPONDING TO BEHAVIOR: THE CYCLE OF COERCION

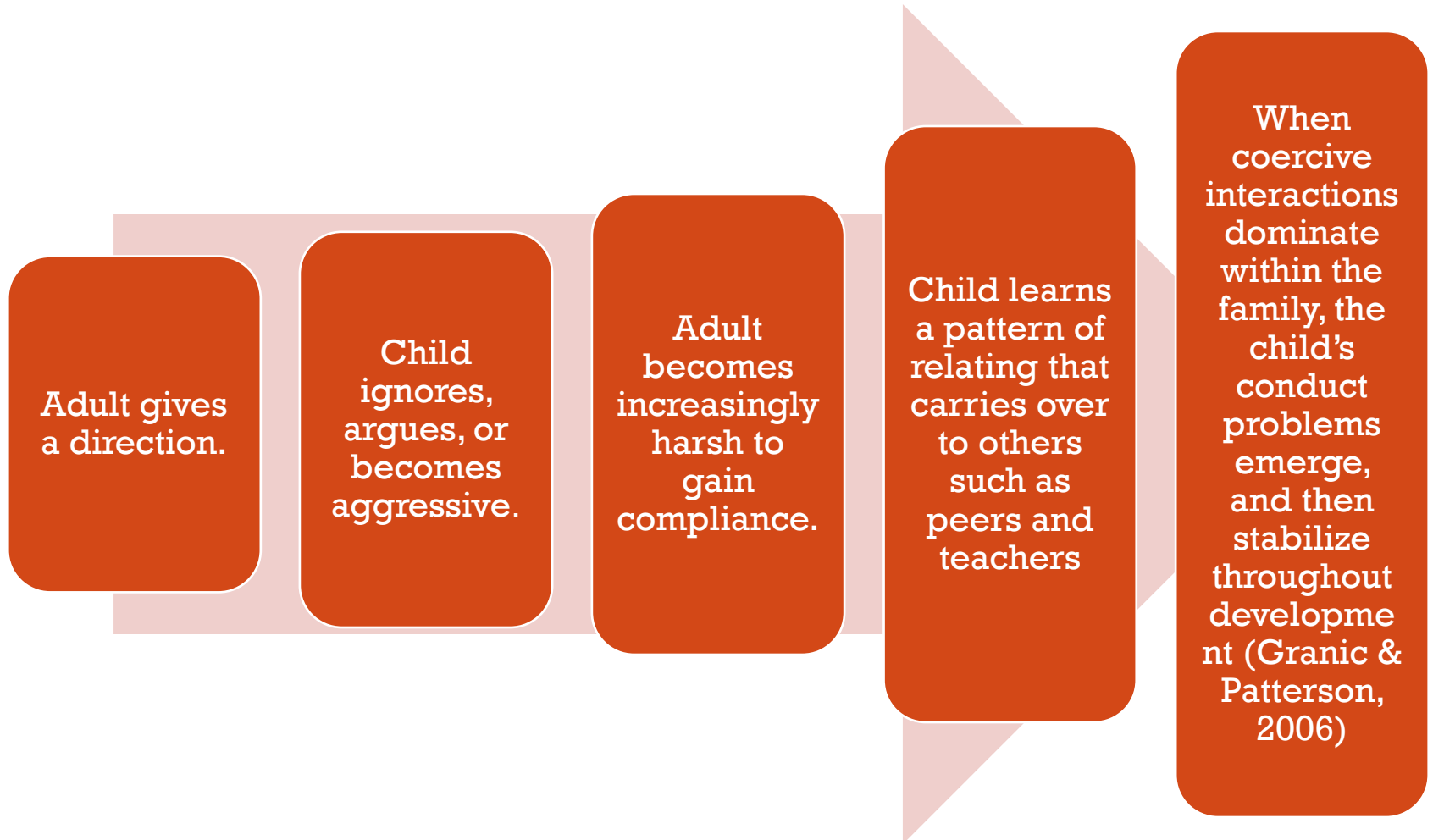
- Decades of research by G.R. Patterson and others reveal that highly oppositional children engage in a cycle of coercion with their parents.
- A cycle of coercion can occur at school between student and teacher.
- Two things to remember about the cycle of coercion:
  - The cycle reinforces the child's negative, oppositional behaviors and worsens the behaviors.
  - The cycle can be broken.



# CYCLE OF COERCION INCREASED NON-COMPLIANCE



# CYCLE OF COERCION



# **BREAKING THE CYCLE OF COERCION**

- **Adult doesn't model Coercive Behavior**
  - **"We can wait."**
  - **"Choices have consequences."**
  - **Adult models 'in control' behavior**
  - **Practice de-escalation**
- **Adult does not reward the child's non-complaint, tantrum, or aggressive behaviors**
  - **Have a response plan.**
  - **Brief time-out.**
  - **Natural/logical consequences**
  - **Privilege loss**



# **ADULT BEHAVIORS THAT DIMINISH POWER STRUGGLES**

- **Simple directive, choices**
- **Predetermined consequences**
- **Listening**
- **Being brief and direct**
- **Private discussion**
- **Walking away**
- **Avoiding snap decisions**



# **RESPONDING TO BEHAVIOR: RESET TIME-OUT STRATEGY**

- **Reset Time-Out**: removes reinforcement following a behavior infraction; decreases the likelihood of the behavior in the future; weakens the behavior.
- **Example:**
- **A 1<sup>st</sup> grader teacher has students take a brief reset in her classroom for purposefully unsafe behaviors. The reset time-out typically lasts 4-5 minutes. She uses a timer.**
  - **Students do a quick debrief after the reset and get on with their day, back to earning positive attention.**





# Why Time-Out?

- Time-outs are immediate interruptions to problem behavior.
- In-class and short out-of-class time-outs provide a calm, consistent, and predetermined consequence for teachers when problem behavior occurs.
- Setting appropriate limits helps all students feel safe.
- Breaks up the cycle of negative interactions between caregiver (parent or teacher) and child.
- Allows the teacher to stop giving attention to problem behavior.
- Time-out can be done both at home and at school, strengthening the intervention.
- Time-Out is taught as an effective discipline strategy for parents in PMTO.

# Before the Time-Out

- **Before implementing a time-out procedures, positive behavior strategies within the classroom must be solidly in place. These include:**
  - ▣ **Strategies for building positive relationships**
  - ▣ **Using classroom preventative strategies such as creating organized environments, predictable activities, planned transitions, appropriate materials, opportunities for choice, adequate adult support**
  - ▣ **Effective teaching, modeling, and practicing of Tier 1 classroom behavior expectations**
  - ▣ **A continuum of consequences for minor classroom behaviors is established and parents/families are aware of the continuum**
  - ▣ **A system is developed within the school for accessing Tier 2 and Tier 3 supports for students with more challenging behavioral needs**

# Adaptations/Variations on Time-Out

- **Object time-out**
  - ▣ **A preferred object is withheld from the student for a period of time.**
- **Redirection to a neutral, compliance task**
  - ▣ **The student is required to complete a repetitive task that is not highly reinforcing, but that they are likely to do.**
  - ▣ **This procedure typically allows the student to calm down and reestablish compliance with the instructor. 10-15 minutes is typical.**

# Exclusionary Time-Out

**Removal of student from classroom or program for longer time-out period (typically 10-45 minutes).**

**Exclusionary (Out-of-Class) Time-Out occurs outside the classroom in a designated location.**

- In another classroom (Buddy Room)
- In a “Responsibility Room”
- In the Office

**Identify ETO procedures and teach.**

- Reduced attention
- Problem-solving – Think Sheet
- Academic work

**Intervene for disruptive behavior with ETO before behavior escalates to more severe levels.**

# OUT OF CLASSROOM RESET TIME-OUT

- **Reset**: removes reinforcement (attention) following a behavior infraction; decreases the likelihood of the behavior in the future; weakens the behavior.

## Example:

- Middle/High School teachers use an out of classroom reset strategy for repeated classroom disruptions. Students are sent to a Reset Area typically for 15-20 minutes. The school should have well defined procedures for use of the Reset Strategy including:
  - Students enter the Reset Area, are greeted briefly, take a seat, and observe *the no talking rule for 8-10 minutes*, while they calm down.
  - Then the Reset Monitor does a restorative chat either verbally or in writing before the student returns to class. The goal is to get students back to class ready to learn, as soon as possible.



# RESET STRATEGY THINK SHEETS

## Restorative Chat

- **“What happened?”**
- **“What were you thinking about at the time?”**
- **“What have you thought about since?”**
- **“Who has been affected by what you have done? In what way?”**
- **“What do you think you need to do to make things right?”**



# RESPONDING TO PROBLEM BEHAVIOR: PRIVILEGE LOSS

- **Privilege Loss** is a mild response cost strategy intended to reduce reinforcement for a negative behavior. It is best utilized after a redirection such as corrective feedback, when the problem behavior persists. It should always be paired with a teaching interaction.
- **Example:** a student engages in repeated disruptions, bothering other students by grabbing their materials and making inappropriate comments.
  - After multiple redirections, the teacher informs the student that they will miss open gym that afternoon.



## **Actions Matter**

- *“Alternatives to suspension still need to feel like a consequence. Having a conversation about their behavior, to a middle schooler, still feels like “nothing happened” as a consequence to them and other middle schoolers who see that as a reaction.”*
  - *Middle School Teacher*



# **Teach Responsibility -Afterwards**

- Restitution – Make Amends**
- Help students to take responsibility for their actions**
- Social restitution**
- Community/school service**

# **Alternatives to Suspension can be written into a PBIS Plan**

- ☐ **Teaching Modules**
- ☐ **Restorative Practices**
- ☐ **Detention**
- ☐ **Responsibility Rooms**
- ☐ **Counseling**
- ☐ **Community Service**
- ☐ **Contracts**
- ☐ **Loss of Privileges**

# 4 Considerations for Any Planned Consequence

- **Does it have an educational component for the student?**
  - ▣ **Reteaching**
- **Does it have a restorative and/or restitution component?**
  - ▣ **Make amends; restitution; restorative conference with action plan**
- **Does it decrease the likelihood of the behavior occurring in the future?**
  - ▣ **Decrease reinforcement; effective consequence**
- **Going forward do we need more interventions for the student?**

# Home Connection

- ❑ **Establish common language and expectations across home/school.**
- ❑ **Look for opportunities to incorporate parents suggestions into the PBIS plan.**
- ❑ **Give suggestions for homework help.**
- ❑ **Show a unified front to the student between home/school.**

# Home Interventions

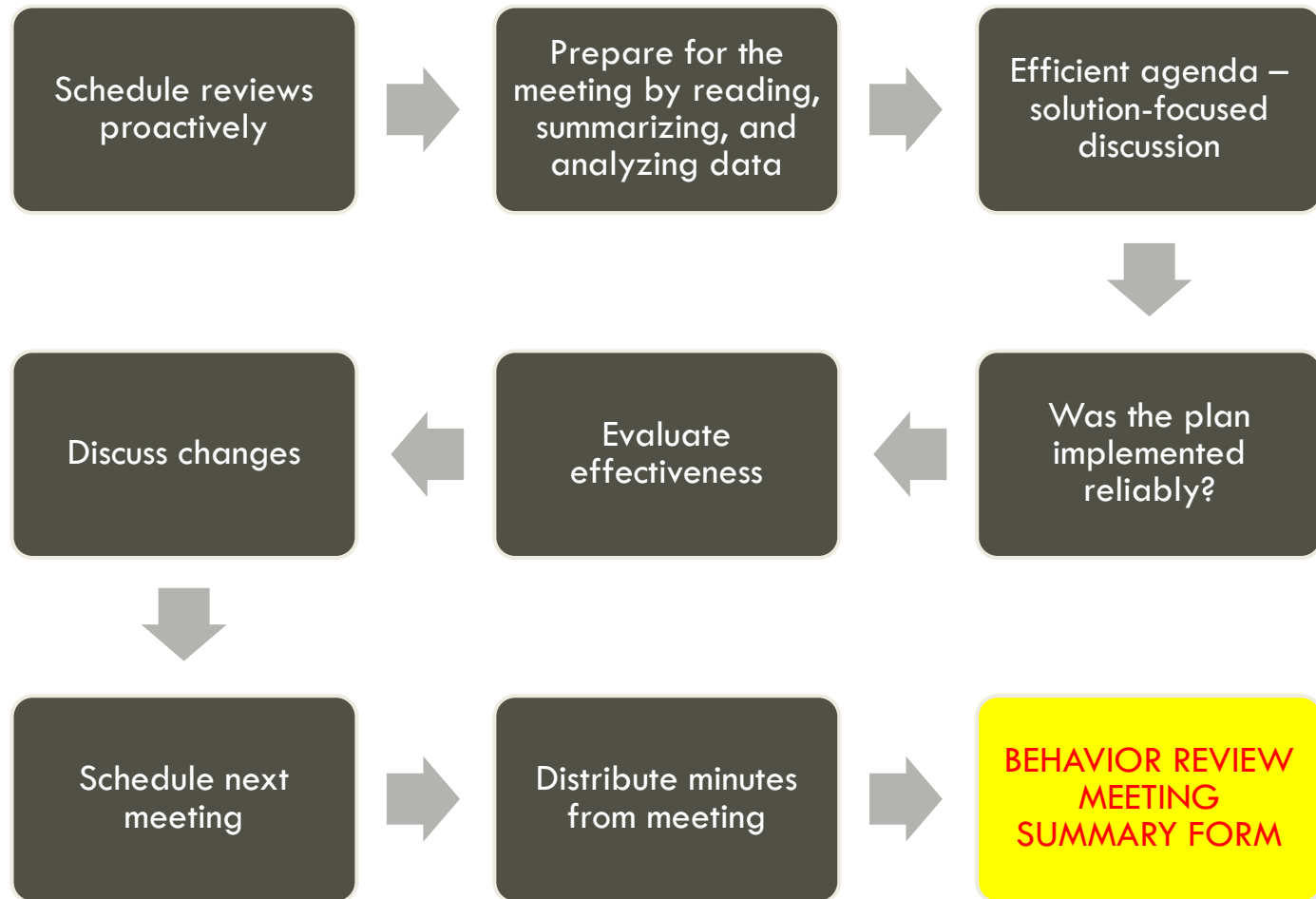
- **Tier 3 CICO: Student earns a daily/weekly reward or privilege at home for making CICO goal at school.**
  - ▣ **This can be highly effective. Criteria for reward is very clear, black and white. Work with parents to identify a reward that is readily accessible and realistic to deliver every day or weekly.**
- **Agree on implementing a consistent consequence for problem behavior e.g., non-exclusionary time-out**

# **Review:**

## **Consequences in PBIS Plans**

- Tier 2 and 3 intervention plans may need to include specific consequences such as privilege loss, exclusionary time-out, restitution, or detention. These consequences are intended to result in a reduction in reinforcement for the problem behavior. That should result in a reduction in the frequency of the problem behavior.**
- At a Tier 3 level it may be necessary to coordinate planned consequences with parents. When done cooperatively this can result in marked improvement in student behavior at school and home.**
- Some de-escalation plans may inadvertently reinforce problem behavior by using calming and reward techniques following serious problem behaviors. Seek behavioral expertise, if necessary.**

# Behavior Review Process



# Wayne RESA PBIS Professional Development 2023-24

## Positive Behavioral Interventions and Supports Wayne RESA Course Offerings Fall-Winter 2023-24



### ► Course #5421: PBIS Tier 3 Series

- **FBA/Data Systems**  
October 3, 2023  
8:30 AM–10:30 AM (Virtual)
- **Designing Intensive PBIS Plans**  
November 10, 2023  
8:30 AM–10:30 AM (Virtual)
- **Emergency Interventions**  
November 21, 2023  
8:30 AM–10:30 AM (Virtual)
- **Wraparound**  
December 11, 2023  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

### ► Course #5417: PBIS Tier 1 Series

- **Tier 1 Systems/Basics**  
September 20, 2023  
8:30 AM–10:30 AM (Virtual)
- **Classroom PBIS**  
October 13, 2023  
8:30 AM–10:30 AM (Virtual)
- **PBIS Data Reports**  
November 3, 2023  
8:30 AM–10:30 AM (Virtual)
- **Expect Respect**  
November 28, 2023  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

### ► Course #5419: PBIS Tier 2 Series

- **Tier 2 Systems/Check In Check Out**  
September 25, 2023  
8:30 AM–10:30 AM (Virtual)
- **More Tier 2 Options**  
October 18, 2023  
8:30 AM–10:30 AM (Virtual)
- **Tier 2 Trauma-Informed Support**  
November 15, 2023  
8:30 AM–10:30 AM (Virtual)
- **Alternatives to Suspension/Addressing Disproportionality**  
December 8, 2023  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

### ► Course #5424: Early Intervention for Young Children at Risk for Oppositional Behavior

- October 6, 2023  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)



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Board of Education: James S. Beri • Mary E. Blackmon • Danielle Funderburg • Lynda S. Jackson • James Petrie  
Davida J. Colbert, Ph.D., Superintendent

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## Positive Behavioral Interventions and Supports Wayne RESA Course Offerings Winter/Spring 2024



### ► Course #5481: PBIS Tier 3 Series

- **FBA/Data Systems**  
January 30, 2024  
8:30 AM–10:30 AM (Virtual)
- **Designing Intensive PBIS Plans**  
March 5, 2024  
8:30 AM–10:30 AM (Virtual)
- **Emergency Interventions**  
April 11, 2024  
8:30 AM–10:30 AM (Virtual)
- **Wraparound**  
May 1, 2024  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

### ► Course #5476: PBIS Tier 1 Series

- **Tier 1 Systems/Basics**  
January 17, 2024  
8:30 AM–10:30 AM (Virtual)
- **Classroom PBIS**  
February 6, 2024  
8:30 AM–10:30 AM (Virtual)
- **PBIS Data Reports**  
March 8, 2024  
8:30 AM–10:30 AM (Virtual)
- **Expect Respect**  
April 16, 2024  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

### ► Course #5479: PBIS Tier 2 Series

- **Tier 2 Systems/Basics**  
January 22, 2024  
8:30 AM–10:30 AM (Virtual)
- **More Tier 2 Options**  
February 14, 2024  
8:30 AM–10:30 AM (Virtual)
- **Tier 2 Trauma-Informed Support**  
March 12, 2024  
8:30 AM–10:30 AM (Virtual)
- **Alternatives to Suspension/Addressing Disproportionality**  
April 24, 2024  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

### ► Course #5484: Early Intervention for Young Children at Risk for Oppositional Behavior

- March 15, 2024  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

### ► Course #5486: PBIS Tier 1 Overview

- May 7, 2024  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)



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