

# PBIS IN THE CLASSROOM



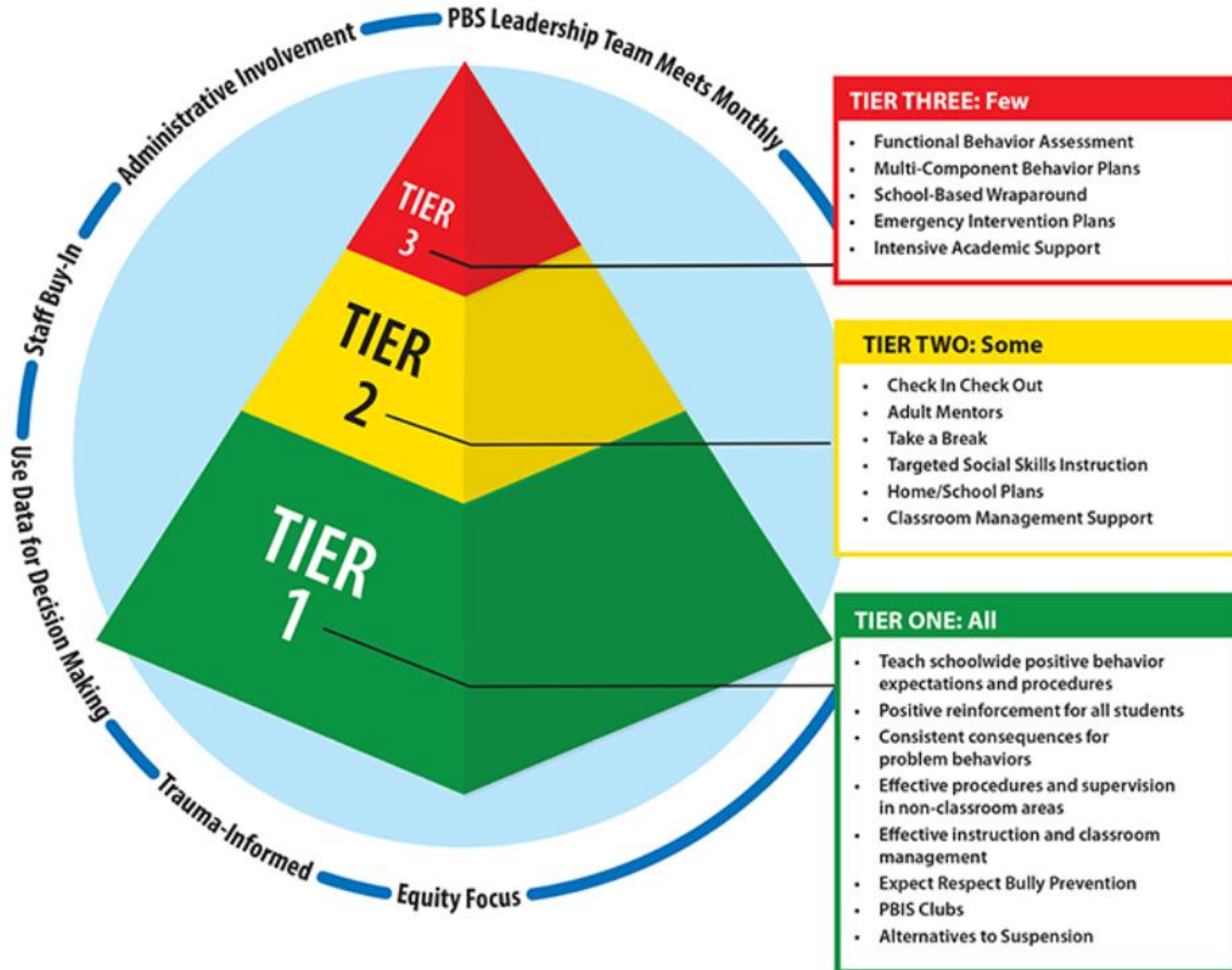
**Wayne RESA  
2023-24**



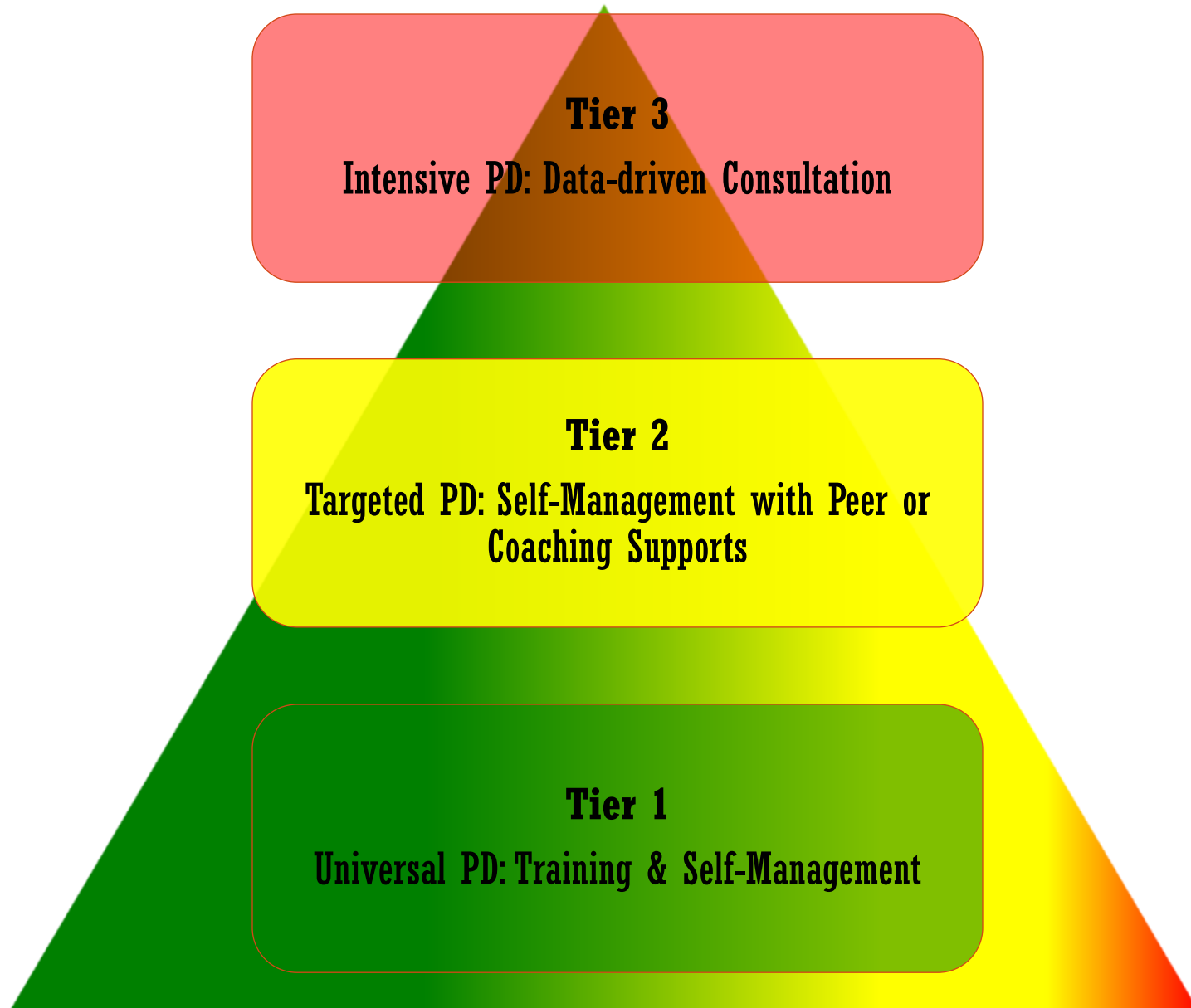
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# TIERS OF SUPPORT



# **MULTI-TIERED FRAMEWORK OF PROFESSIONAL DEVELOPMENT SUPPORT**



(adapted from Simonsen, MasSuga, Briere, Freeman, Myers, Scott, & Sugai, 2013)

# PEER COACHING FOR TEACHERS

[HTTPS://BLOG.IRISCONNECT.COM/UK/COACHING-FOR-TEACHERS#THIRD](https://blog.irisconnect.com/uk/coaching-for-teachers#third)

➤ A meta-analysis of studies that examined the outcomes of staff development programs revealed that peer coaching was more powerful in terms of transfer of training than all other training components (e.g. information, theory, demonstration, feedback and practice).

## What is peer coaching?

- “It is an opportunity for two individuals to enter into an ongoing dialogue and relationship, the focus of which is to improve skills, techniques and behaviors that lead to professional and personal success.” - S. Barkley, *Quality Teaching in a Culture of Coaching*, 2005
- Peer coaching is when teachers of similar or equal status support each other through mutual problem solving, observations, collaborative teaching, and planning. The aim being to improve upon skills through reflection and collaboration without evaluation.

# BRIAN CAVANAUGH, 2013

- In a review of the literature, Cavanaugh found that training alone was relatively ineffective at improving teacher practices (related to implementing praise and opportunities to respond).
- Performance feedback was found to be a “promising strategy” for increasing teachers’ use of at least two PBIS classroom interventions.



# Peer Coaching

Partner with  
colleagues

- Grade level
- PBIS Team members
- PBIS Coach

Peer Coaching is  
an evidenced-  
based practice.

Wayne RESA PBIS  
Grant funds can be  
used to support Peer  
Coaching.

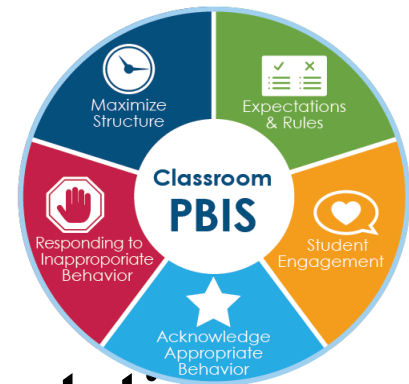
# ADMINISTRATIVE SUPPORT FOR CLASSROOM PBIS



- Ensure that teachers have received the basic training in classroom expectations.
- Provide the time and opportunities for peer collaboration/coaching.
- Conduct occasional walk-throughs and provide constructive feedback to teachers on their PBIS implementation.



# 7 PBIS BEST PRACTICES IN THE CLASSROOM



- 1. Teach and review positive behavior expectations frequently and strengthen relationships.**
- 2. Provide high rates of opportunities to respond to instruction.**
- 3. Activity Sequencing & Offering Choice**
- 4. Teach and review classroom routines & cues.**
- 5. Active supervision in all settings.**
- 6. Implement informal and formal systems of positive reinforcement.**
- 7. Continuum of appropriate consequences enforced consistently & fairly.**



# BUT FIRST: ESTABLISH RAPPORT WITH YOUR STUDENTS – MICHAEL LINSIN

## ▪ **Greet**

- Personally say hello to every student as they walk in. Look them in the eye, ask them their name, and then introduce yourself.
- It's well worth the few minutes. The giving, respectful nature of the gesture makes an immediate impact and will prompt them to reciprocate respect and kindness right back at you.

## ▪ **Smile**

- It makes you instantly likable. It puts your students at ease. It wins them over to your way of doing things before you even open your mouth.

## ▪ **Share**

- This helps students to see you as a real person.
- A quick and easy way to do this is to share a story about your childhood. Shoot for something funny or amusing, perhaps about your own first day of school experience. Nothing builds rapport faster.

# MICHAEL LINSIN – ESTABLISH RAPPORT

- **Laugh**
- No, you don't have to tell riotous jokes or be knee-slapping funny. Just be open to sharing a laugh with your new class. Humor is everywhere and your spontaneous enjoyment of it will increase your likability tenfold.
- It will cause your students to want to get to know you, listen to you, and behave for you. It makes your sky-high expectations of them not only go down a lot smoother, but be readily, eagerly fulfilled.
- **Promise**
- Promise that you will never yell or speak to them disrespectfully. It's a simple statement, but so, so powerful—for both them and you.

# 1<sup>ST</sup> TEACH AND REVIEW POSITIVE BEHAVIOR EXPECTATIONS



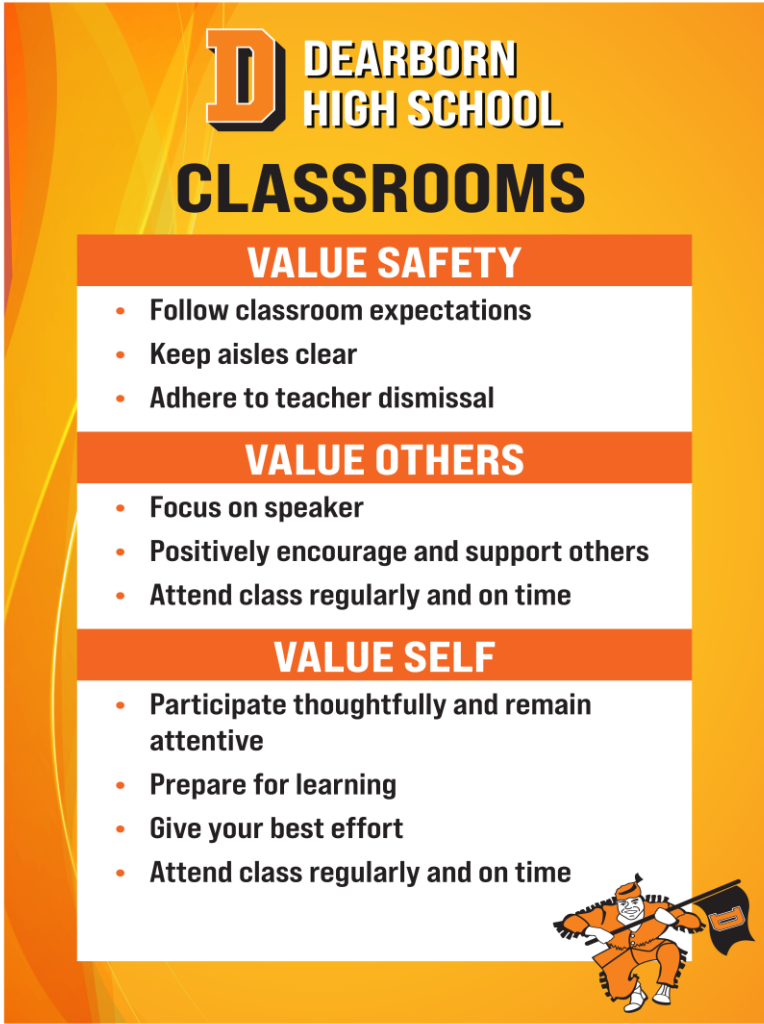
- **Provide brief (5-15 minutes) lessons from the behavior expectations matrix.**
  - **Have your students help create your matrix.**
  - **Use a variety of methods appropriate to the grade level: discussion, role-play, video, writing, art, etc.**
- **Provide pre-corrections or reminders throughout the day, everyday, immediately before problems tend to arise.**

# ***TEACH* BEHAVIOR EXPECTATIONS USING 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”



**D** DEARBORN  
HIGH SCHOOL  
**CLASSROOMS**

**VALUE SAFETY**


- Follow classroom expectations
- Keep aisles clear
- Adhere to teacher dismissal

**VALUE OTHERS**

- Focus on speaker
- Positively encourage and support others
- Attend class regularly and on time

**VALUE SELF**

- Participate thoughtfully and remain attentive
- Prepare for learning
- Give your best effort
- Attend class regularly and on time





# VOICE LEVELS

**0**

**Silence is Golden**



**1**

**Spy Talk  
Whispering**



**2**

**Low Flow:  
Small group work**



**3**

**Formal Normal:  
Conversation voice**



**4**

**Loud Crowd:  
Presenting voice**



**5**

**For Outside  
Use Only**



# VOICE LEVELS

**LEVEL 0**

**No Talking**

**LEVEL 1**

**Whisper**

**LEVEL 2**

**Inside Learning**

**LEVEL 3**

**Speaker Voice**

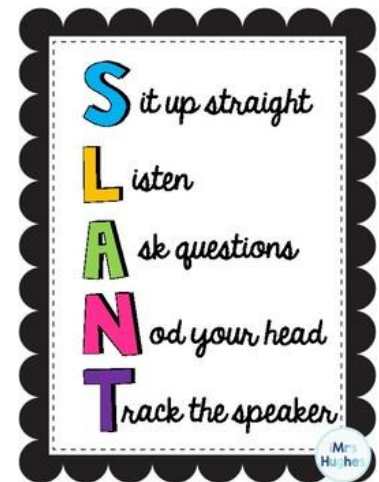
**LEVEL 4**

**Outside Voice**

# EXAMPLE: ACTIVE LISTENING

- ❑ **Pay attention – avoid distractions**
- ❑ **Show you're listening – nod, smile, eye contact**
- ❑ **Give feedback – ask clarifying questions**
- ❑ **Don't interrupt – don't argue**
- ❑ **Respond respectfully**

- <http://www.slideshare.net/ljvandis/importance-of-listening-25586437>



# WHEN THINGS ESCALATE: RE-TEACH BEHAVIORS



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- **Over the course of the year when behaviors start to escalate remind yourself to go back and reteach expectations.**
  - **The students may “know” the expectations, but the review/practice with the group can help everyone get back on track.**

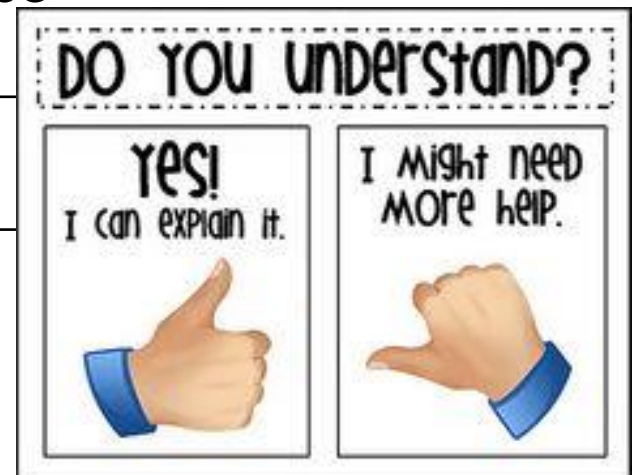
# 2<sup>nd</sup> Frequent Opportunities to Respond – keeping students engaged

## Whole Group Action Responses

- Students are asked to do something during the lesson
  - Put your finger on the title of the story
  - Touch the action word in the sentence
  - “Raise your hand if you think ....”

## Small Groups/Partners

- Gives everyone a chance to
  - Express thoughts
  - Answer a question
  - Verbally participate
- Answers can be shared with other groups or whole group





# Opportunities to Respond



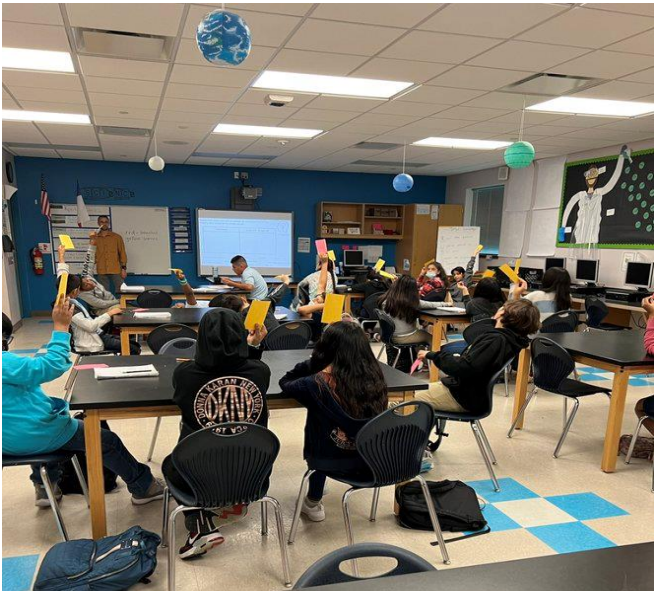
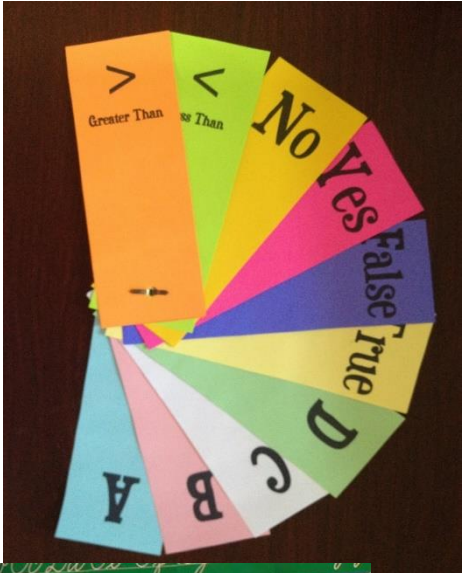
## Whole Group Oral Response

- Choral responding
- Students repeat information in unison when teacher prompts
- Strategy for reviewing or memorizing

## Whole Group Written Response

- Written responses should be short (not more than one item)
- Response Cards

# RESPONSE CARDS



# FREQUENT OPPORTUNITIES TO RESPOND - BENEFITS

## TIM LEWIS, U. OF MISSOURI

- **Increases comprehension**
- **Allows reluctant learners a secure environment to practice.**
- **Decreases disruptions**

### Resources

- <https://kaimukimiddle.wordpress.com/2018/08/19/opportunities-to-respond/>
- <https://louisville.edu/education/abri/primarylevel/otr/middle#:~:text=With%20%22Opportunities%20to%20Respond%22%2C,so%20either%20chorally%20or%20individually.>
- <http://video.louisville.edu/vod/flashmgr/sefrey01/Video/1438621716067-iPhone.mp4>

# 3<sup>RD</sup> ACTIVITY SEQUENCING & OFFERING CHOICE

(KELSEY MORRIS & DYLAN ZIMMERMAN, APBS 2023)

- **Provide option to work independently**
  - **Some students are more focused and do better independently or in small groups**
- **Provide task list and allow student to choose order of completion**
  - **Can defuse power struggles and foster independence**

<https://limened.com/provide-choices/#:~:text=Choice%20making%20is%20a%20low,as%20a%20form%20of%20prevention>

# ACTIVITY SEQUENCING & OFFERING CHOICE

(KELSEY MORRIS & DYLAN ZIMMERMAN, APBS 2023)

- **Provide opportunity to engage in a preferred activity first**
  - **Establish behavioral momentum through positive reinforcement**
- **Allow student to choose location, materials, etc.**
  - **Reduces oppositionality**
  - **Gives the student the opportunity to take responsibility for their choices**



# 4<sup>th</sup> Teach and Review Classroom Procedures and Cues

Identify and directly teach clear, simple classroom procedures for all transitions and routine tasks.

- Teach the rules for use of various locations and materials in the room.




Make sure the physical environment is arranged to enhance effective procedures and instruction.

- Prevent congestion
- Minimize distraction
- Allow easy traffic flow

Identify an auditory and/or visual signal for gaining the attention of all students. (If possible, this signal should be universal in the school.)

- Gain the attention of all students before beginning to teach.
- Use the all-class attention getting signal if more than one or a few students are off-task or disruptive.



EXPECTATIONS	<b>Classroom Procedures/Routines</b>				
	<i>Class-Wide</i>	<i>Arrival</i>	<i>Cooperative Learning Groups</i>	<i>Independent Seat Work</i>	<i>Whole Group</i>
	<i>Identify Attention Signal.....Teach, Practice, Reinforce</i>				
 <p><b>Be Respectful</b></p>	<ul style="list-style-type: none"> <li>Listen to others</li> <li>Use inside voice</li> <li>Use kind words</li> <li>Ask permission</li> </ul>	<ul style="list-style-type: none"> <li>Enter/exit classroom prepared</li> <li>Use inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others</li> <li>Accept differences</li> <li>Use kind words</li> <li>Encourage others</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voice</li> <li>Follow directions</li> <li>Use the FOCUS strategy</li> </ul>	<ul style="list-style-type: none"> <li>Eyes/ears on speaker</li> <li>Raise hand to speak</li> <li>Contribute to learning</li> </ul>
 <p><b>Be Responsible</b></p>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Follow directions</li> <li>Be a problem solver</li> <li>Make choices that support your goals</li> </ul>	<ul style="list-style-type: none"> <li>Place materials in correct area</li> <li>Begin warm-up promptly</li> </ul>	<ul style="list-style-type: none"> <li>Use time wisely</li> <li>Contribute</li> <li>Complete your part</li> </ul>	<ul style="list-style-type: none"> <li>Use the FOCUS strategy</li> <li>Be a TASK master</li> <li>Use your neighbor</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Take notes</li> <li>Use the FOCUS strategy</li> <li>Meet your goals</li> </ul>
 <p><b>Be Safe</b></p>	<ul style="list-style-type: none"> <li>Keep hands, feet, and objects to self</li> <li>Organize yourself</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Use your personal power to support self/others</li> </ul>	<ul style="list-style-type: none"> <li>Use materials carefully</li> <li>Use your personal power to support self/others</li> </ul>	<ul style="list-style-type: none"> <li>Notice your neighbor</li> <li>Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Stay at seat</li> <li>Keep hands, feet, and objects to self</li> <li>Notice your neighbor</li> </ul>

# 5<sup>th</sup> Hallway Behavior Affects Classroom Behavior

## Active Supervision

Move/Circulate

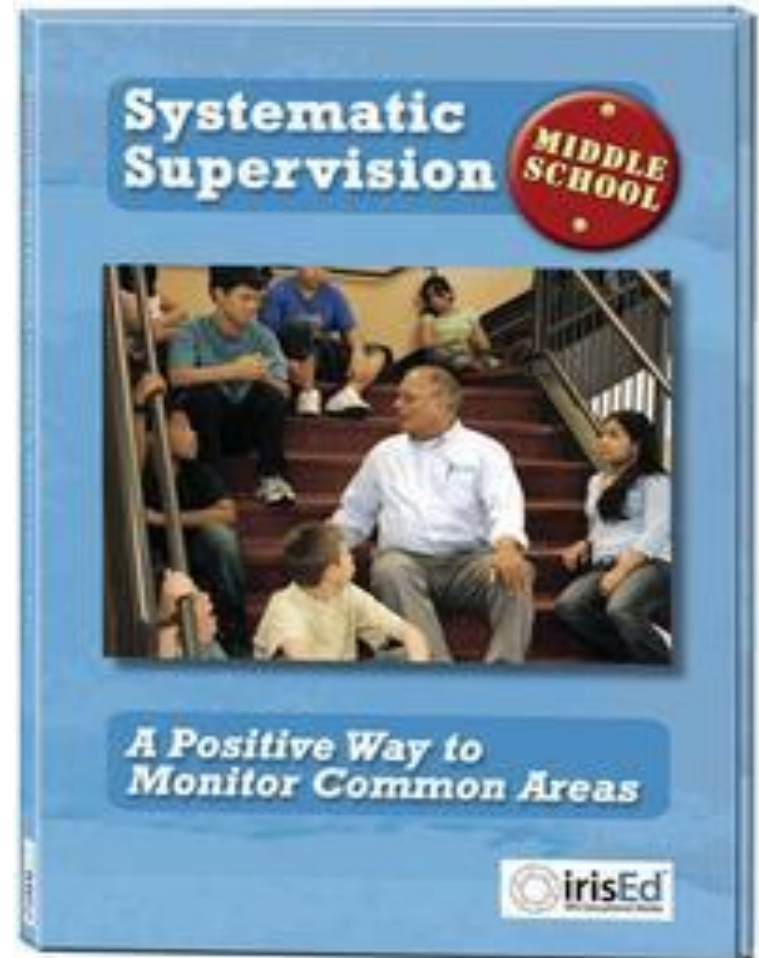
Scan

Frequent positive contacts/greetings.

Acknowledge students for following expectations

Correct behavior calmly & firmly

**Remind students of Hallway Expectations before they leave your class! Everyday.**





# Active Supervision: A Research-Based Strategy for Preventing Problem Behaviors

*Special Series: Behavioral Disorders-Beyond Behavior Collaboration*

 HAMMILL INSTITUTE  
ON DISABILITIES

## Active Supervision: Preventing Behavioral Problems Before They Occur

Beyond Behavior  
2019, Vol. 28(1) 29–35  
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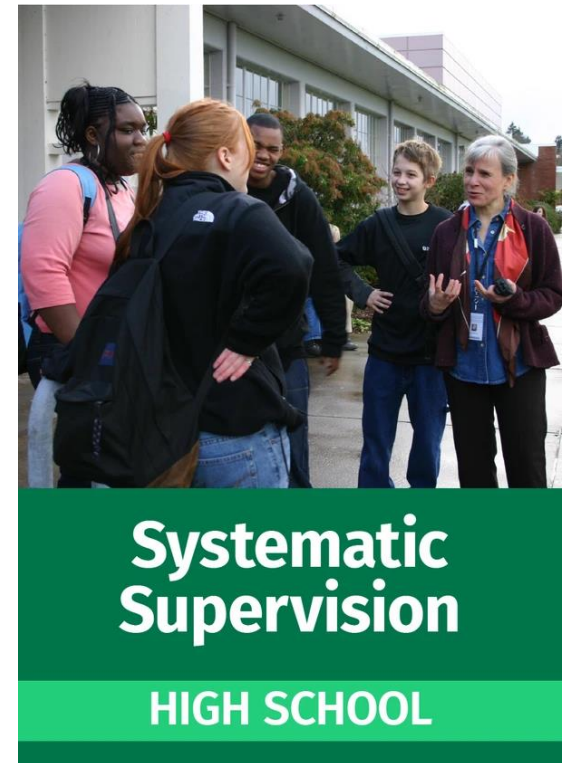
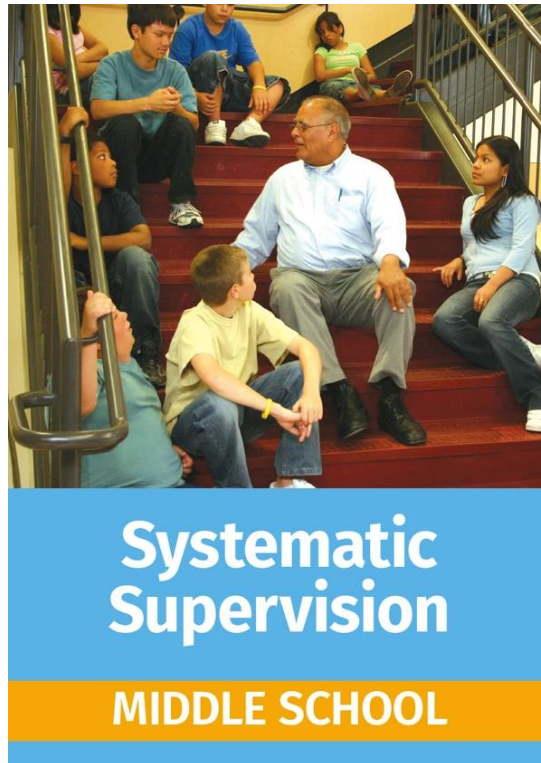
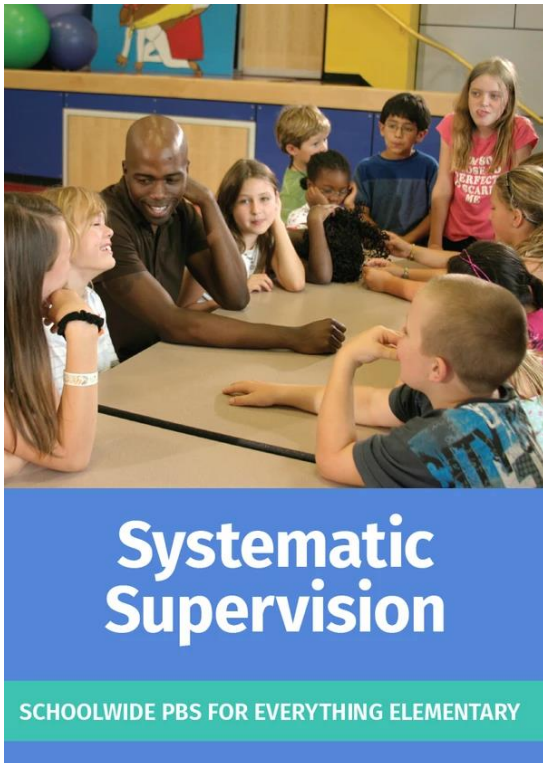
Todd Haydon, PhD<sup>1</sup>, William Hunter, EdD<sup>2</sup>,  
and Terrance M. Scott, PhD<sup>3</sup>

### Abstract

The current body of research on classroom environments identifies key proactive instructional strategies that when implemented effectively can reduce the likelihood of problematic behavioral incidents by students. One strategy known as active supervision has demonstrated positive outcomes across school settings, including classrooms, hallways, cafeterias, and playgrounds. In this article, authors provide a definition of active supervision, empirical support for its use, a detailed description of how to implement it, and resources for further study.

# Iris Media Training Resources Can be purchased with PBIS funds

Create safe and positive common areas for elementary school, middle school, and high school.



<https://www.irised.com/products/>

# **6<sup>TH</sup> TIER ONE**

## **POSITIVE REINFORCEMENT STRATEGIES**

- 1. Positive Greetings**
- 2. High Rates of Positive Feedback, Encouragement & Attention – 4 to 1**
- 3. Behavior Bucks**
- 4. Positive Postcards Sent Home to Parents**
- 5. PBIS Clubs**



# “POSITIVE GREETINGS AT THE DOOR: EVALUATION OF A LOW-COST, HIGH YIELD PROACTIVE CLASSROOM MANAGEMENT STRATEGY” JPBI, 2018

- 203 middle school students
- 10 teachers
- PGD (Positive Greetings at the Door)
  - Greeting using student’s name
  - Nonverbal (handshake, fist bump, pat on shoulder, smile)
  - Include some individual and group pre-corrections
- Results
  - Average increase in Academically Engaged Time (AET) 20.95%
  - Significant decrease in disruptive behavior



# 4 TO 1 POSITIVES / NEGATIVES

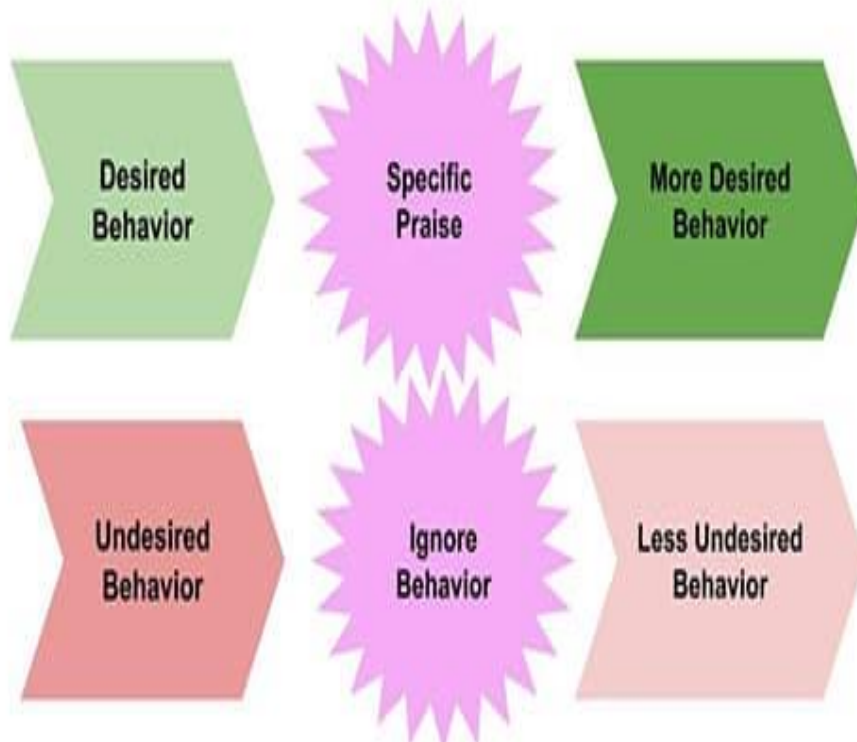



**Behavior Specific Positive  
Feedback/Praise**



# Behavior Specific Praise

## Why is Praise so Important?





### 101 Ways to Praise a Child

Way to go	You're a winner	Hooray
<b>You are so responsible</b>	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	<b>You are being so safe</b>	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	<b>You are so respectful</b>
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://magnedje.com/101-ways-to-praise-a-child/>

# Positive Reinforcement: Implementing the 4 to 1

## Identify Positive Targets

- Work completion or getting started
- Effort
- Helping a peer
- Generosity
- Kindness
- **Behaviors from the Matrix**

## Use:

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



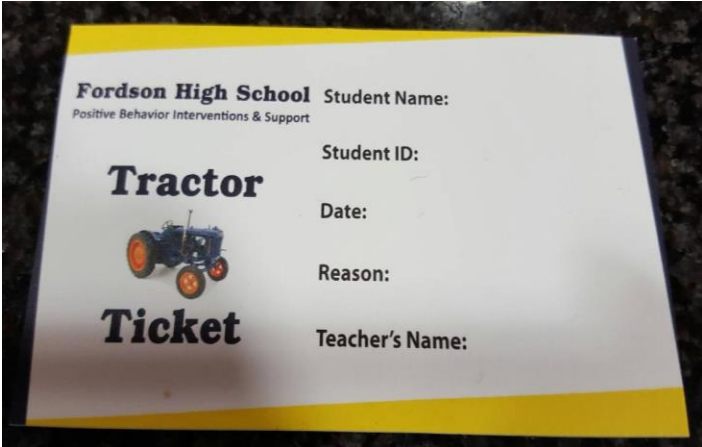
# BEHAVIOR BUCKS ARE A GOOD REMINDER TO GIVE OUT HIGH RATES OF POSITIVES

When a staff member observes a student's positive behavior they will recognize it with verbal acknowledgement.

In addition, the staff member may present a "Tractor Ticket" to the student.

Tractor Tickets can be used in two different ways. It may be used as a homework pass. The second option is to enter their Tractor Ticket into various raffles.

- Behavior Bucks are Data
- Count them. Set a target/goal.



**Fordson High School** Student Name: \_\_\_\_\_  
Positive Behavior Interventions & Support

**Tractor**

Student ID: \_\_\_\_\_

Date: \_\_\_\_\_

Reason: \_\_\_\_\_

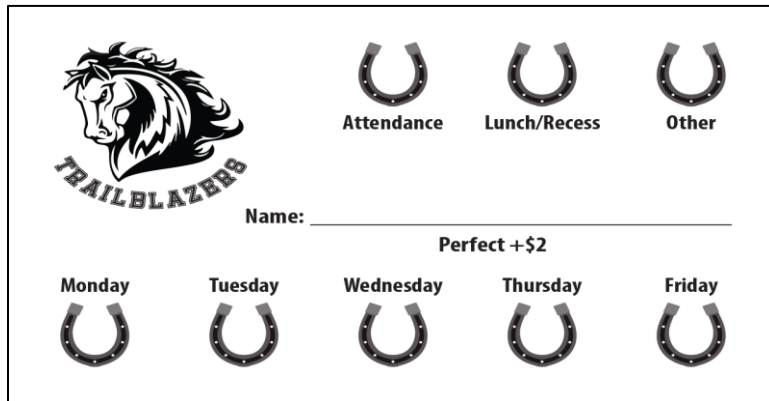
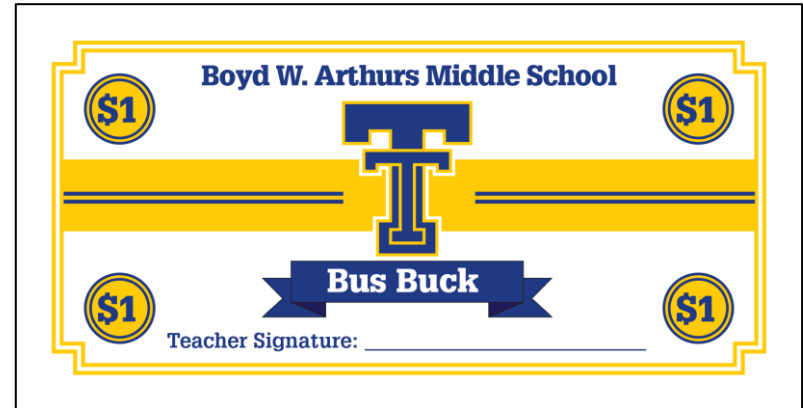
**Ticket**

Teacher's Name: \_\_\_\_\_






# WRESA Can Make Behavior Bucks



# Positive Postcards

## Strengthens Relationships with Parents and Students



Warren E. Bow  
Elementary/Middle School  
19801 Prevost St.  
Detroit, MI 48235

Your student, \_\_\_\_\_  
was caught:

- Being Respectful
- Being Responsible
- Being Safe



# Establish Classroom Privileges

- **Homework Pass**
- **Seating**
- **Game Time/Free Time**
- **Electronics use**
- **Snacks**
- **Teach a lesson**
- **Tell a story**
- **Help younger students**

# GROUP ACTIVITY REWARDS

- **Weekly to Monthly**
- **Part of one period**
- **Survey Student Interest**
- **Group/Classroom Ratings**
- **Group CICO: Explain Expectations**
- **Meet Criteria – Class Earns the Reward**
- **PBIS Grant pays for Materials**



# PBIS Clubs as Reward Activities

- **The classroom offers reward activities instead of reward parties.**
- **Reward activities can be offered daily or weekly.**
- **Reward activities are high interest games, projects, etc. that promote positive social interactions with peers and adults.**
- **Reward activities are used as an incentive for academics, behavior, and attendance.**
- **Survey students for their preferences.**

# 7<sup>TH</sup> RESPONDING TO PROBLEM BEHAVIOR

***THESE CATEGORIES SHOULD BE ESTABLISHED BY THE SCHOOL-WIDE PBIS TEAM.***

**Situationally  
Inappropriate or  
Break Behaviors**

**Staff Managed or  
Minor Behavior  
Infractions**

**Office Managed or  
Major Behavior  
Infractions**



# **RESPONDING TO OPPOSITIONAL/DISRESPECTFUL BEHAVIOR**

- **Consider: Oppositional Defiance or Trauma?**
- **Children with a history of traumatic experiences exhibit greater oppositional defiant behaviors than children without exposure to trauma.**
- **More than 800,000 children are exposed to trauma annually from abuse and neglect alone. Twenty percent of those children are observed to have dramatic changes in behavior consistent with ODD following a traumatic event.**

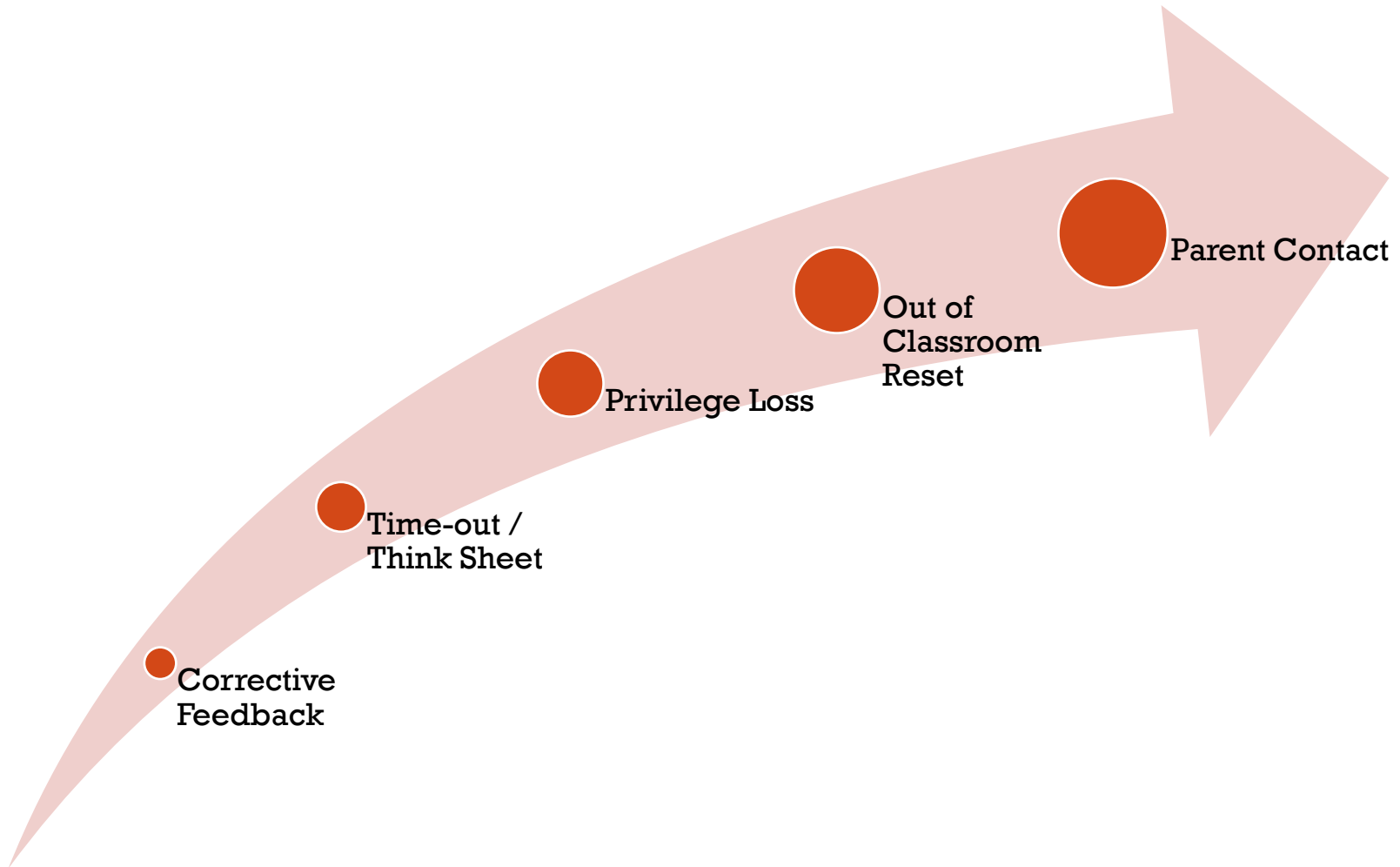
# **ADULT BEHAVIORS THAT DIMINISH POWER STRUGGLES**

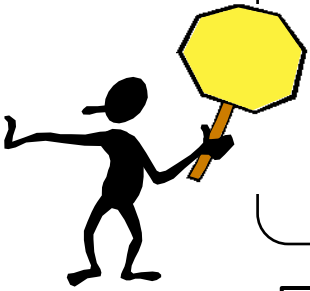
- **Simple directive, choices**
- **Predetermined consequences**
- **Listening**
- **Being brief and direct**
- **Private discussion**
- **Walking away**
- **Avoiding snap decisions**



# ENFORCEMENT OF PREDICTABLE CONSEQUENCES CREATES CONSISTENCY

## *SAMPLE*





# Response Strategies

## Enforced Consistently & Fairly

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

**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**

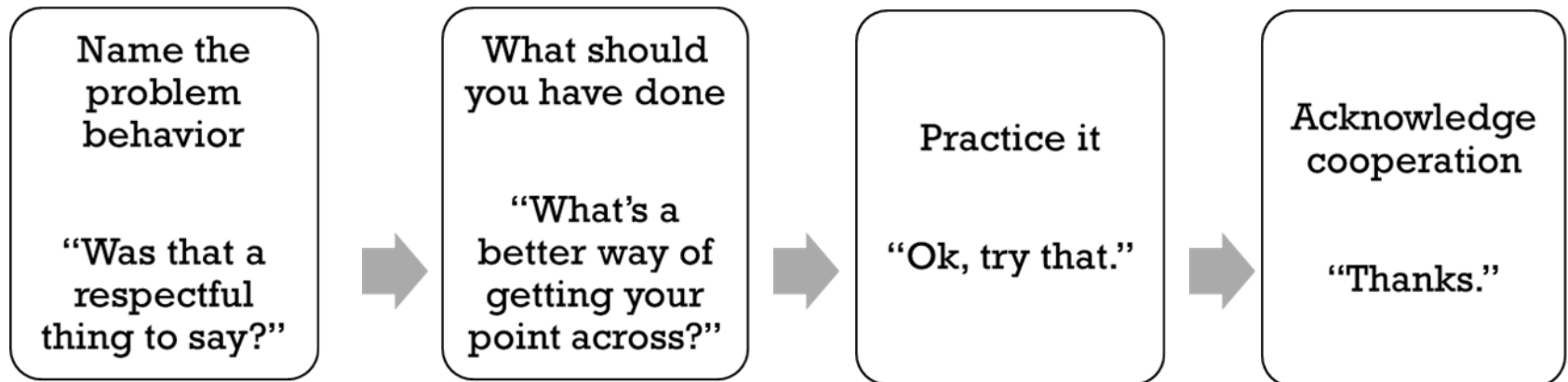
**Increased  
assistance for  
repeated academic  
avoidance**

**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?”



# 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.



# STRUCTURED BREAK

## Benefits:

- Defuse potentially explosive situations
  - Intervene effectively before behaviors escalate to major infractions
  - Teaches important coping skills
  - Keeps students in school
- 
- Breaks should not be confused with reward activities. They should be “neutral” in terms of reward value - not a punishment, not a reward.
  - It is a time to calm down, re-focus, and get back on track.
  - Monitor how often they are used. If necessary, limit the number of breaks the student can take in a day. Don't allow breaks to be used to completely avoid demand situations. Have the student return to the demand when calm.



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# DIFFERENT BREAK OPTIONS

Examples:

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



PBIS contract pays for small, hand held calming tools.



# RESET TIME-OUT STRATEGY

- **Reset**: removes reinforcement following a behavior infraction; decreases the likelihood of the behavior in the future; weakens the behavior.
- **Example:**
- **An elementary school teacher has students take a brief reset in her classroom for repeated disruptions. Students go to the reset table and complete a restorative chat think sheet. This usually takes 4-5 minutes.**
  - **Students do a quick debrief after the reset and get on with their day, back to earning positive attention.**



# RESET TIME-OUT STRATEGY

- **Time-Out**: removes reinforcement (attention) following a *behavior infraction*; decreases the likelihood of the behavior in the future; weakens the behavior. Teach the procedure beforehand.

## Example:

- Middle School teachers use a reset time-out strategy for repeated classroom infractions. Typically students go to a designated reset area.
  - Explain why they are being sent for a reset.
  - Set a timer 8-10 minutes. No talking - require quiet for the last couple minutes. Student completes a restorative chat think sheet.
  - Student rejoins the class.
- **ALIGN BACK-UP CONSEQUENCES WITH CLASSROOM STRATEGIES E.G., INTERVENTION OR OFFICE REFERRAL.**





# 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?”**



# What is the Difference Between a Reset Time-Out and a Calming Break?

## Reset

Occurs after a problem behavior

Staff directed

May involve a Think Sheet

Reduced reinforcement

Reinforces classroom expectations

## Calming Break

Preventative

Student or staff directed

Access to calming tools

Not a consequence/neutral reinforcement

Teaches self-regulation

# 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 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.



# CLASSROOM TRACKING FOR MINORS IN MISTAR

Class Behavior - Mozilla Firefox  
 resa.net https://sisweb.resa.net/QDev/ClassBehavior

Menu Close System Date 09/20/2011 Help Log Out

Class Behavior Root Elementary School - 11/12 Root Elementary School Welcome Albert Barnes

Crs-Sect	Course Title	Term	Period	Teacher	Room	Max	Enrl
EL006-1	Sixth Grade	YEL	PM	Barnes, Albert		35	29

Class 8 of 8

Class Behavior for 9/20/2011 Submit Reset Updates Pending Class Report Student Report

**Behavior Codes:**

1	1
2	2
3	3
4	4
5	5

#	Student	N/N Grd	Behavior	Comment
1	Banks, Julian (20020368)	6	1	
2	Biddle, Audrey (20018690)	6	_	
3	Cheff, Alexandria (20013805)	6	_	
4	Coleman, Natalie (20019204)	6	3	Very disruptive today
5	Conners, Sydney (20019246)	6	_	
6	Crandell jr., Mitchell (20013298)	6	_	
7	Davis iii, Joshua (20022122)	6	_	
8	Delgado, Yeon (20017846)	6	_	
9	Denard, Hannah (20011778)	6	1	
10	Forman, Sabrina (20019841)	6	_	
11	Gola, Derek (20019763)	6	_	
12	Gregory, Michelle (20020057)	6	_	
13	Hanson, Zhi hao (20019683)	6	_	
14	Jarrett, Lee young (20015738)	6	_	
15	Lang, Emma (20020965)	6	2	
16	Lile, Junnas (20013968)	6	_	
17	Mattox, Clarence (20013179)	6	_	
18	Rabe, Anne (20013075)	6	_	
19	Racey, Sebastian (20013076)	6	_	
20	Radford, Sydney (20013086)	6	_	
21	Raupp-gardner, Roslynn (20013555)	6	_	
22	Roberts, Shaifali (20015928)	6	_	
23	Rodgers, James (20011824)	6	_	
24	Solomon, Edward (20012194)	6	3	Rough day

**Solomon, Edward**

Date	Per	Behavior
09/19/11	2	3
09/16/11	2	3
09/15/11	2	3
09/14/11	2	2
09/13/11	2	3



# SUMMARY REPORTS FOR MINORS

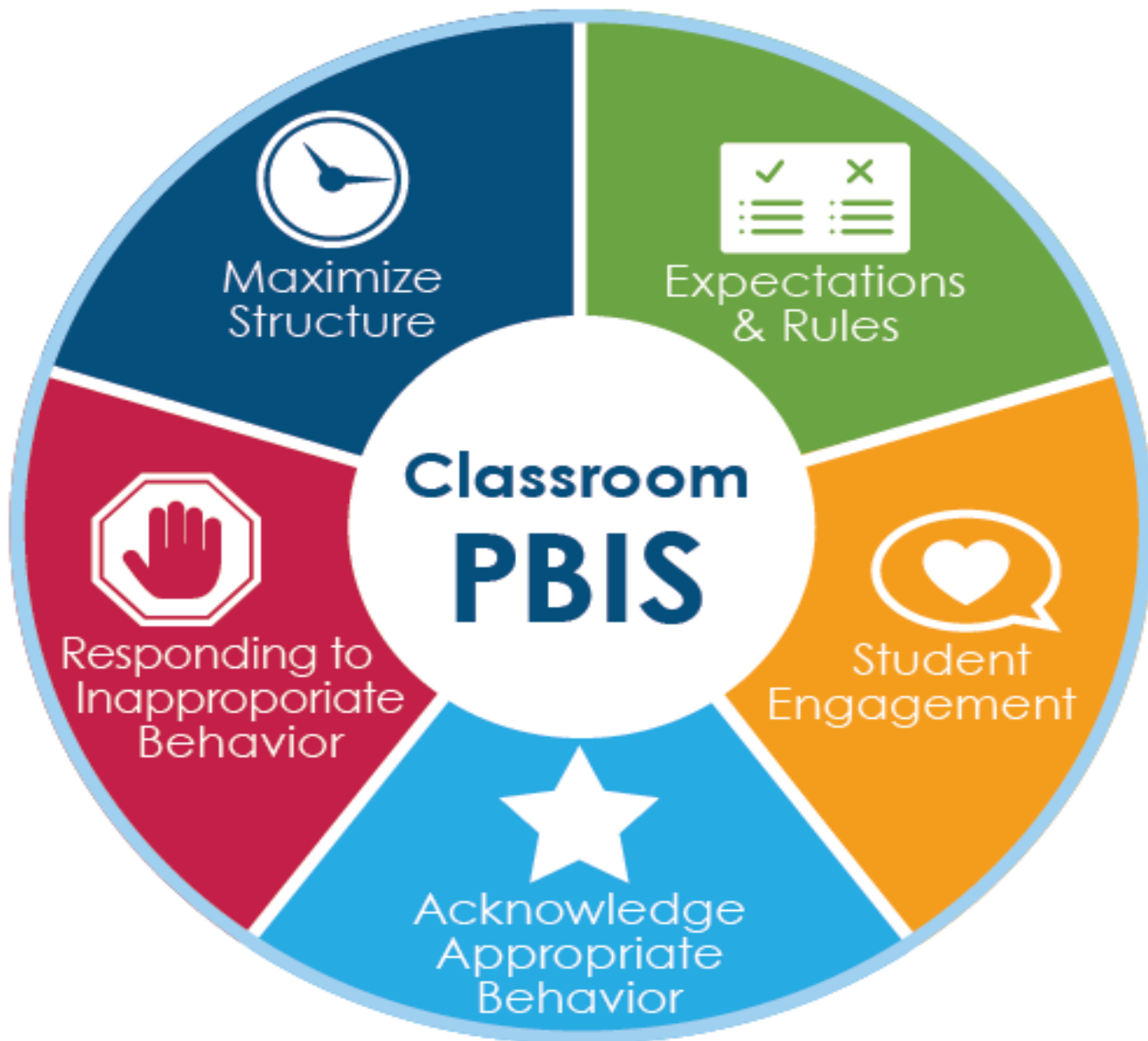
resa.net <https://sisweb.resa.net/QDev/ClassBehavior/Main/BehaviorReport/ClassDetailReport;09-01-2011;09-30-2011> Page: 1

Printed: 9/20/2011  
**9/1/2011 thru- 9/30/2011**  
 1 = 1, 2 = 2, 3 = 3, 4 = 4, 5 = 5

**CLASS BEHAVIOR REPORT**  
**Barnes, Albert**  
 Sixth Grade Per. 2 Term YEL

September:	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Banks, Julian A (20020368)	1	2	1				2	4	3	2			3	1										
Biddle, Audrey D (20018690)							1																	
Cheff, Alexandria (20013805)						1		2																
Coleman, Natalie B (20019204)		1						1		1			2	3										
Conners, Sydney M (20019246)																								
Crandell jr., Mitchell R (20013298)																								
Davis iii, Joshua E (20022122)			1							1														
Delgado, Yeon U (20017846)							1		1				1											
Denard, Hannah M (20011778)	2	1	1			2	3	2	3	3			2	1										
Foman, Sabrina T (20019841)																								
Gola, Derek (20019783)																								
Gregory, Michelle C (20020057)																								
Hanson, Zhi hao (20019683)						1	1			1														
Jarrett, Lee young M (20015738)																								
Lang, Emma C (20020965)	1	3				2	3	2	3	2			3	2										
Lile, Junnas C (20013968)			1										1											
Mattox, Clarence S (20013179)																								
Rabe, Anne G (20013075)																								
Racey, Sebastian K (20013076)		1																						
Radford, Sydney (20013086)							1	1	1															
Raupp-gardner, Roslynn (20013555)																								
Roberts, Shaifali (20015928)																								
Rodgers, James D (20011824)																								
Solomon, Edward L (20012194)	3	3	3			3	3	2	3	3			3	3										
Stein, Benjamin M (20017583)																								
Taylor, William N (20013294)																								
Thompson, Saichetan K (20012442)										1			2											
Vandaele, Nora (20017233)							1		1															
Youkhana, James M (20013023)										1														





# Wayne RESA PBIS Professional Development 2023-24

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

- ▶ **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 7, 2023  
8:30 AM–10:30 AM (Virtual)
  - **Expect Respect**  
November 28, 2023  
8:30 AM–10:30 AM (Virtual)
- ▶ **Course #5421: PBIS Tier 3 Series**
  - **FBA/Data Systems**  
October 3, 2023  
8:30 AM–10:30 AM (Virtual)
  - **Designing Intensive PBIS Plans**  
November 21, 2023  
8:30 AM–10:30 AM (Virtual)
  - **Emergency Interventions**  
December 12, 2023  
8:30 AM–10:30 AM (Virtual)
  - **Wraparound**  
December 18, 2023  
8:30 AM–10:30 AM (Virtual)
- ▶ **Course #5427 PBIS Forum**
  - November 10, 2023  
8:30 AM–12:00 PM  
Wayne RESA Arthurs Auditorium
  - January 16, 2024  
8:30 AM–12:00 PM  
Wayne RESA Arthurs Auditorium
  - April 11, 2024  
8:30 AM–12:00 PM  
Wayne RESA Arthurs Auditorium



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- ▶ **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)
- ▶ **Course #5424: Early Intervention for Young Children at Risk for Oppositional Behavior**
  - October 6, 2023  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)



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

- ▶ **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)
- ▶ **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 29, 2024  
8:30 AM–10:30 AM (Virtual)
  - **Wraparound**  
May 1, 2024  
8:30 AM–10:30 AM (Virtual)
- ▶ **Course #5427 PBIS Forum**
  - November 10, 2023  
8:30 AM–12:00 PM  
Wayne RESA Arthurs Auditorium
  - January 16, 2024  
8:30 AM–12:00 PM  
Wayne RESA Arthurs Auditorium
  - April 11, 2024  
8:30 AM–12:00 PM  
Wayne RESA Arthurs Auditorium



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- ▶ **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)
- ▶ **Course #5484: Early Intervention for Young Children at Risk for Oppositional Behavior**
  - March 15, 2024  
8:30 AM–10:30 AM (Virtual)
- ▶ **Course #5486: PBIS Tier 1 Overview**
  - May 7, 2024  
8:30 AM–10:30 AM (Virtual)



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