

Alternatives to Suspension/ Addressing Disproportionality



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2023-24



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Addressing Disproportionality in Exclusionary Disciplinary Practices in Schools

- **Exclusionary Practices Data**
- **PBIS 5 Point Approach for Equity in School Discipline**
- **Disproportionality Metrics for School Teams**
- **Components of Culturally Responsive PBIS**
- **Equity in Access to Tiered Interventions**

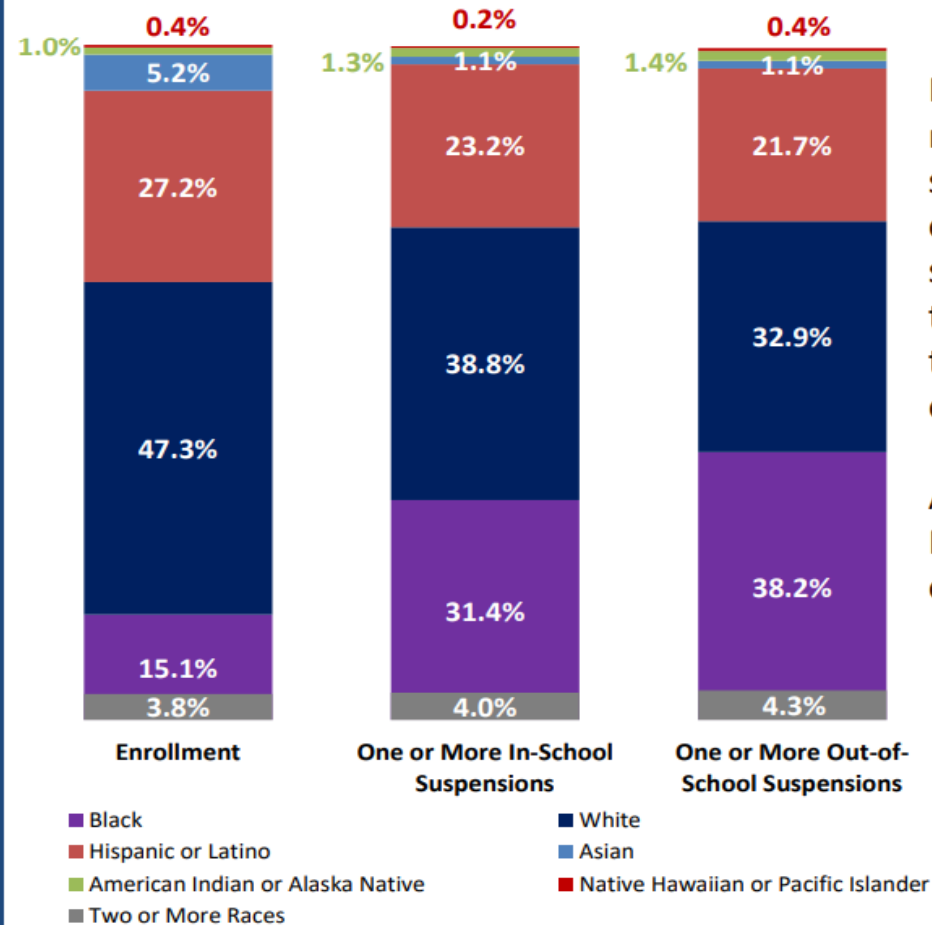
Exclusionary Practices

- **Millions of students are suspended every year – many for minor infractions of school rules.**
- **Exclusionary practices disproportionately impact students of color and students with disabilities.**
- **Recent OCR data shows that African-American students are 3x as likely as their White peers to be suspended or expelled.**

Civil Rights Data Collection

Disparate Discipline Rates

School Suspensions by Race/Ethnicity in 2017-18



In 2017-18, Black students received one or more in-school suspensions (31.4%) and one or more out-of-school suspensions (38.2%) at rates that were more than twice their share of total student enrollment (15.1%).

American Indian or Alaska Native students were slightly overrepresented as well.

CRCO Data Collection

- While male and female students each represent about half the student population, males made up 74% of the students expelled.
- Students covered under IDEA are over twice as likely to receive one or more out-of-school suspensions.

Civil Rights Data Collection

“The increasing use of disciplinary sanctions such as in-school and out-of-school suspensions, expulsions, or referrals to law enforcement authorities creates the potential for significant, negative educational and long-term outcomes, and can contribute to what has been termed the “school to prison pipeline.”

Civil Rights Data Collection

“Studies have suggested a *correlation* between exclusionary discipline policies and practices and an array of serious problems, including:

- school avoidance and diminished educational engagement;**
- decreased academic achievement;**
- increased behavior problems;**
- increased likelihood of dropping out;**
- substance abuse;**
- and involvement with juvenile justice systems.”**

Russ Skiba, U. of Indiana

- ✓ **At the national level it has been estimated that the number of suspensions and expulsions has doubled since the 1970s.**
- ✓ **30-50% of students suspended are repeat offenders**
 - ✓ **“Suspension functions as a reinforcer...rather than as a punisher” (Tobin, Sugai & Colvin,1996)**
- ✓ **Data shows that certain classrooms and schools appear to be responsible for a disproportionate share of disciplinary referrals**
- ✓ **In some schools suspension may be used as a push-out tool to encourage low-achieving students and those viewed as troublemakers to leave school before graduation.**

PBIS Resources for Equity in School Discipline

<http://www.pbis.org/school/equity-pbis>

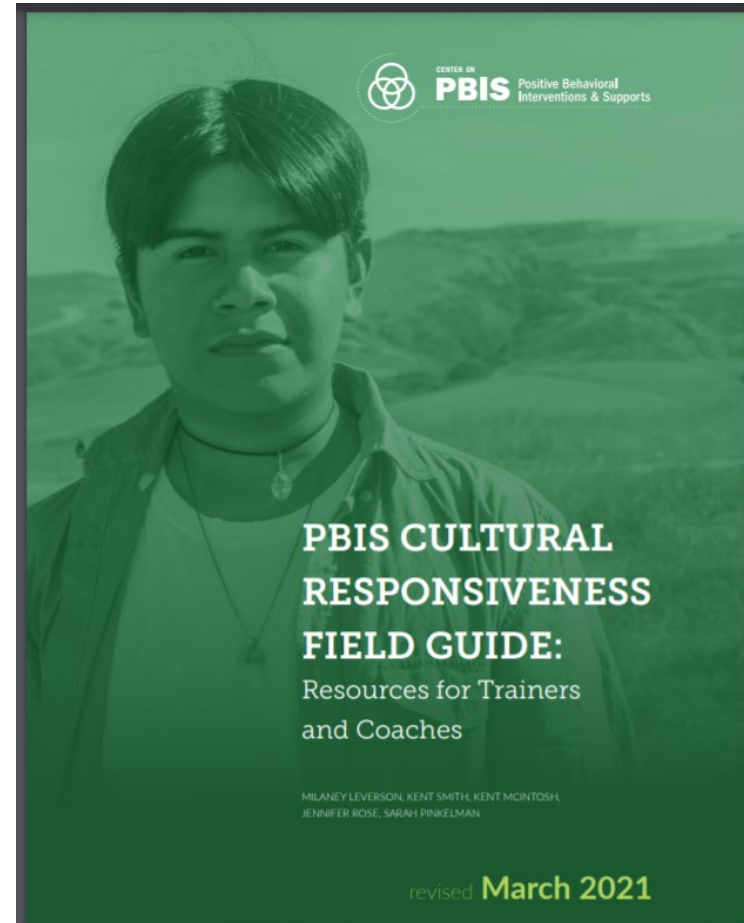


Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams



A 5-Point Intervention Approach for Enhancing Equity in School Discipline

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai



A 5-Point Intervention Approach for Enhancing Equity in School Discipline, 2018

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai
PBIS/OSEP Technical Assistance Center

- Discipline disproportionality is one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013).
- The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions.

A 5-Point Intervention Approach for Enhancing Equity in School Discipline, 2018

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Components of Effective Intervention to Prevent and Reduce Discipline Disproportionality

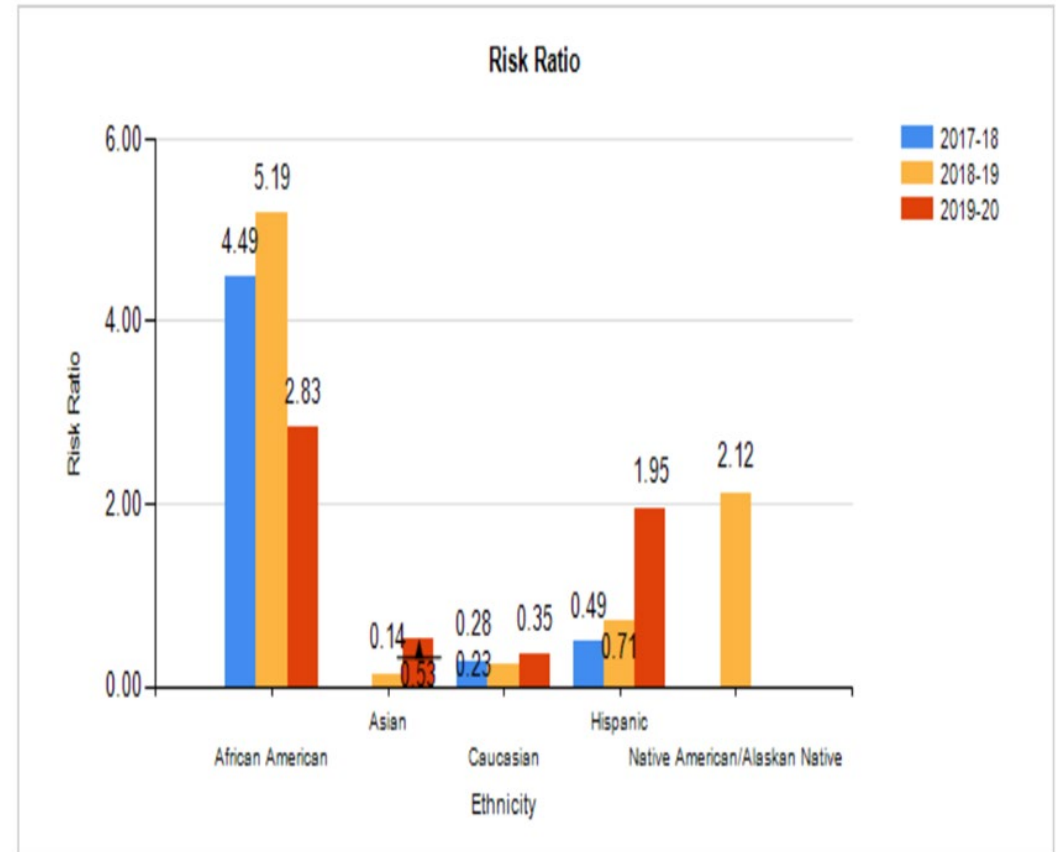
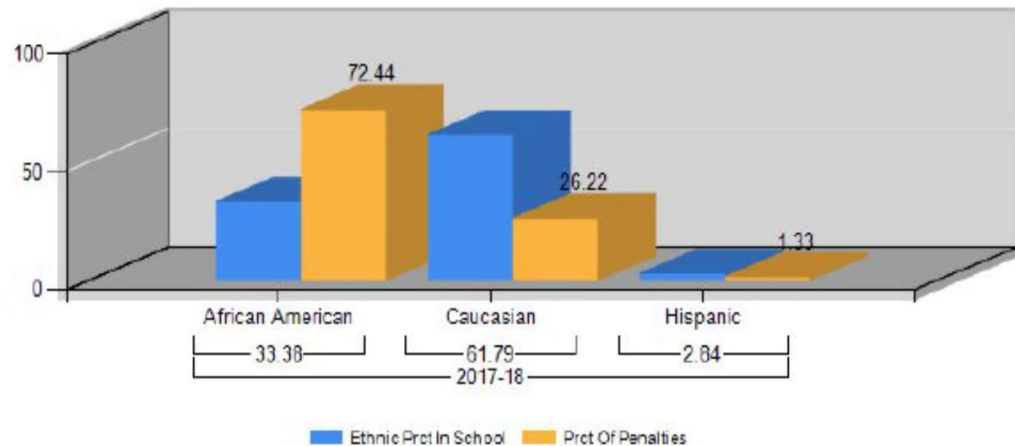
1. Collect, Use, and Report Disaggregated Discipline Data
2. Implement a Behavior Framework that is Preventive, Multi-Tiered, and Culturally Responsive
3. Use Engaging Instruction to Reduce the Opportunity (Achievement) Gap
4. Develop Policies with Accountability for Disciplinary Equity
5. Teach Strategies for Neutralizing Implicit Bias in Discipline Decisions

Disproportionality Metrics:

Composition: Suspensions by Ethnicity

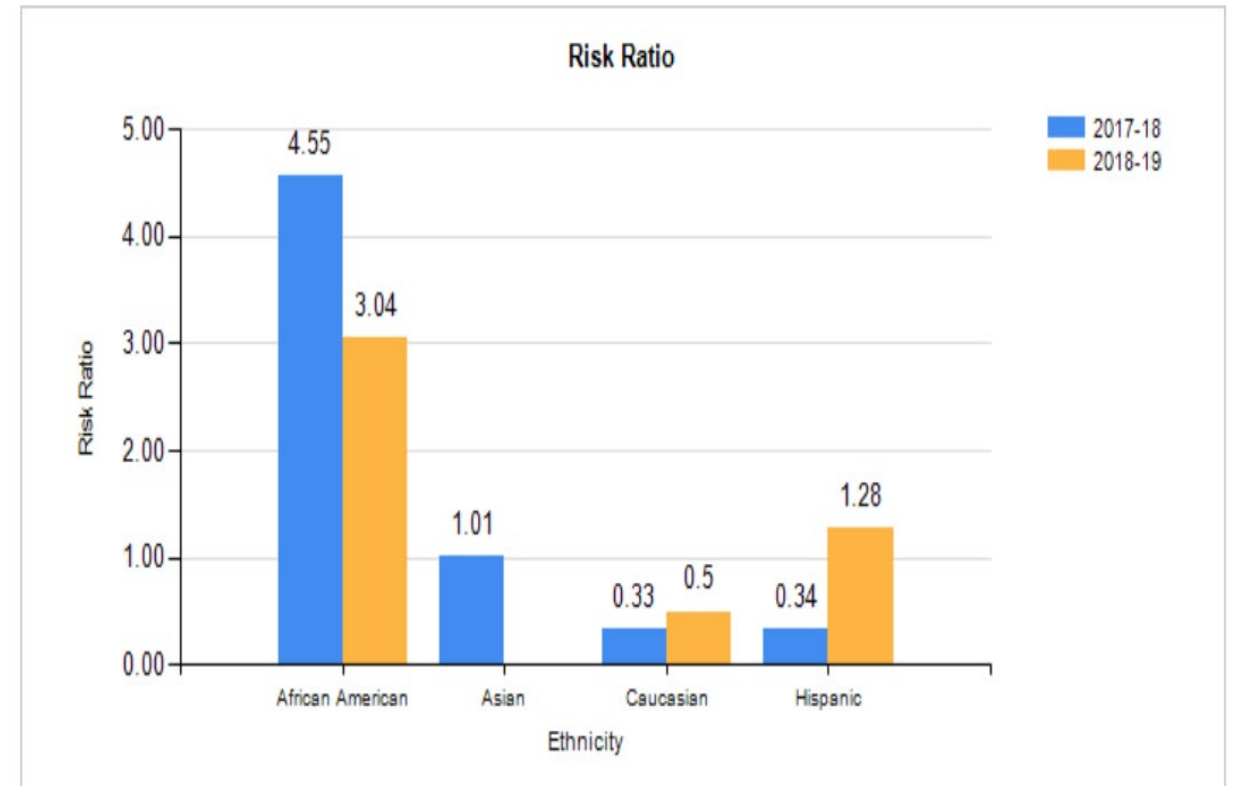
Risk Ratio: Represents the likelihood of a student from one group to have been suspended in relation to a comparison group.

Suspensions by Ethnicity



Using Data to Guide your Process

- Calculate metrics by month and compare to previous months. Include both risk ratios and composition metrics.
- The PBIS Team should review disproportionality data on a quarterly basis.
- 1.0 - 1.25 is considered not disproportionate.



Compare to Goals

There is no federal definition of what constitutes disproportionality.

Some options:

- Compare the same calculations from previous years. Look for trends.
- Identify an external standard (e.g., district, state, national standards)
 - Federal disparate impact criterion = 1.25 risk ratio.
 - Set short term and long-term goals.
- For example, if African-American students have a risk ratio of 3.6, the school team might aim to reduce it to 2.5 in one year and 1.25 within two years.

PBIS through a Culturally Responsive Lens



Core Components of Culturally Responsive PBIS


1. Identity

2. Voice

3. Supportive Environment

4. Situational Appropriateness

5. Data for Equity

En la Oficina 

Actuamos con respeto


- Usar palabras y acciones respetuosas
- Sequir las instrucciones de los adultos

Orden y seguridad

- Esperar pacientemente
- Sentarse o permanecer de pie.

Actuamos con responsabilidad

- Decir la verdad siempre
- Dirigirse con educación a los empleados

In the Office 

Always respectful


- Use kind words and actions
- Follow adult directions

Ordery and safe

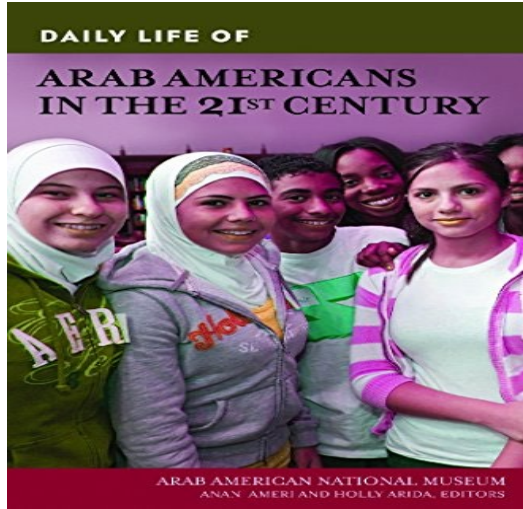
- Wait patiently
- Sit or stand appropriately

Always responsible

- Tell the truth
- Address the staff politely

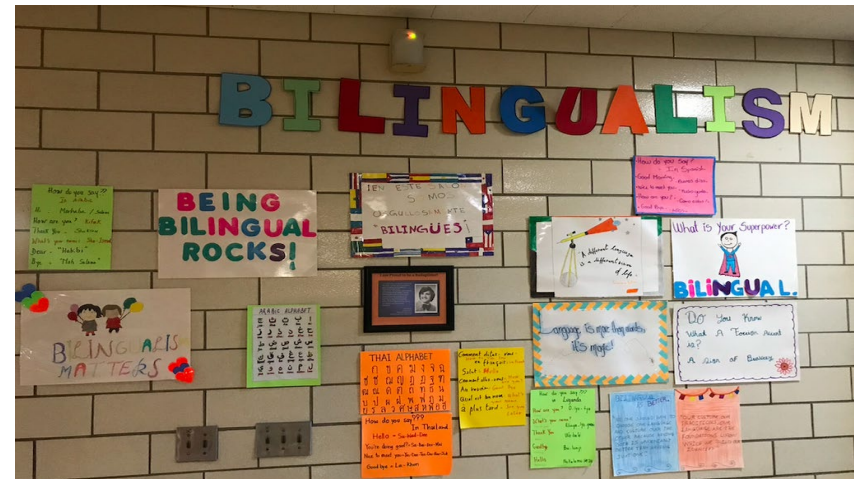


Do Students See Their Culture Represented at School?



Identity

- It is vital for educators and students to understand student and family identity. This can be done by respectfully exploring students' backgrounds, cultures, and values.
- This allows educators to make more genuine connections with students and their families.
- Make family histories, interests, and experiences visible on a daily basis in the school setting. Honor students and their family identity by displaying art and artifacts that reflect their history, values, or interests.

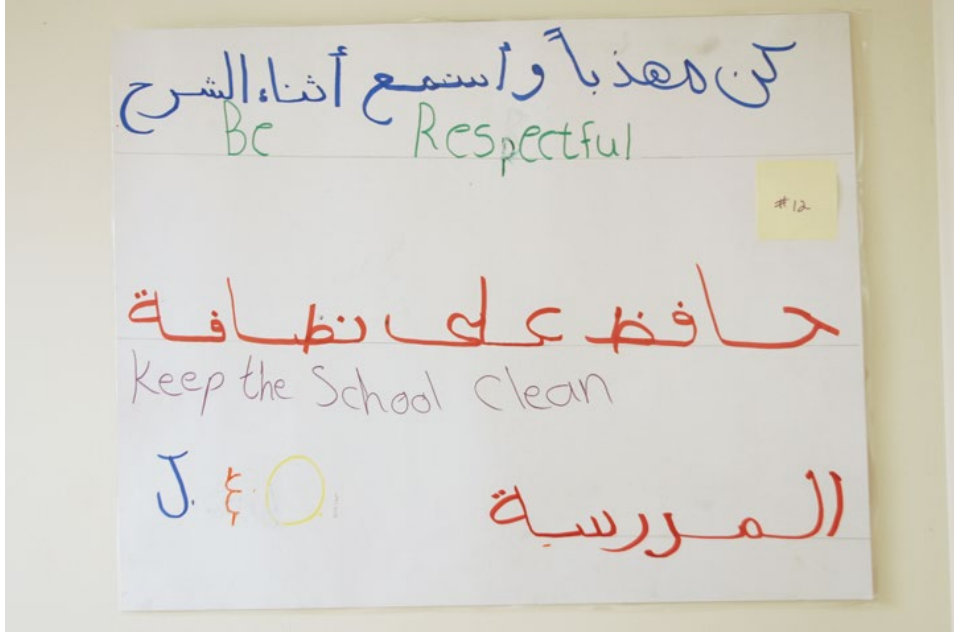


Student Voice

- Art
 - Videos
 - Leadership Teams
 - Peer Mentors
 - Bully Prevention
 - PBIS Club
-
- The PBIS Grant Pays for Materials for Student-Generated PBIS Projects



PBIS Messaging: Student Designs/ Student Voice



Student Voice: How can students provide leadership for PBIS?

- Bully prevention – See Scott Ross, Bully Prevention in PBS, APBS, March 2017
- “Use another Word” Springfield HS
<https://www.youtube.com/watch?v=GM-nWXz1YHo>
- Poster Designs
- Make Videos
- Ambassadors of the School
- Student Mentors
- Attend PBIS meetings

Reconsider What gets Referred to the Office: Categories of Behavior

Example of a Completed Pi Chart

Situationally Inappropriate Behaviors	Staff-managed Problem Behaviors	Office-managed Problem Behaviors
Overlap (contributing before teacher finishes talking)	Missing materials	Use or Possession of Alcohol/Drugs
Touching Peers (as way of communication)	Inappropriate language	Weapons
Delay in starting work (contemplation, not avoidance)	Minor non-compliance	Continued defiance
Checking work with peers (cooperation)	Dress code violation	Harassment
Movement during class	Rudeness	Fighting

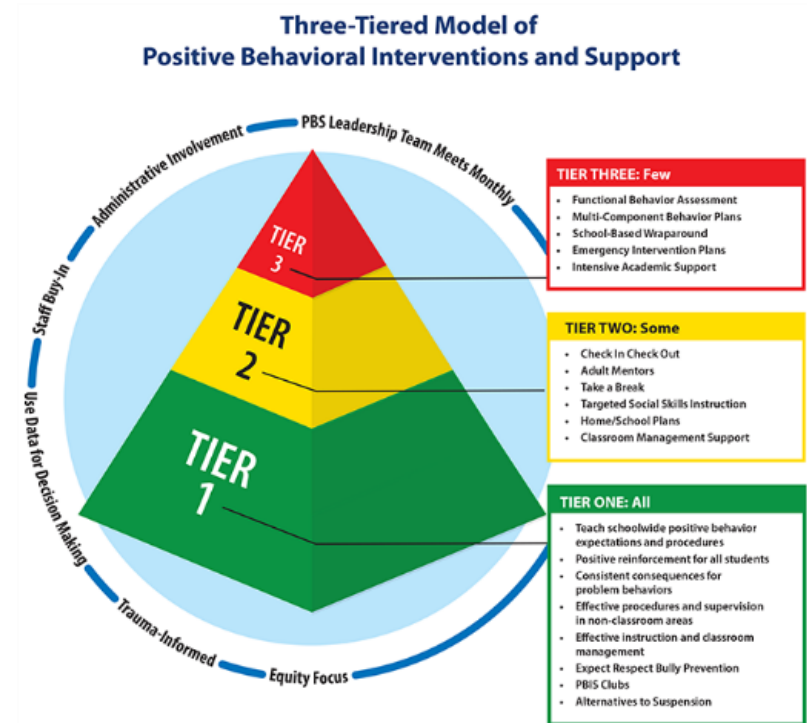
Equity and Check In Check Out

- **Bias can be found in the access to CICO for black, Hispanic, and white students. In one study of 41 middle schools researchers found that while black students were over-represented in the number of Office Discipline Referrals, they were less likely to be referred to CICO than white and Hispanic students were (Vincent, et al., 2012).**
 - **Even though they were less likely to be referred to CICO, it was found that those black students who were referred to CICO early in the school year responded favorably.**
- A well established MTSS system may help decrease the influence of implicit bias at these important decision points by establishing clear data-based decision-making criteria and by creating conditions for consistent application of these criteria for all students (McIntosh, et al., 2014).

PBIS Data Report

School Name
Month of Report

2023-2024



If disproportionality by ethnicity is a concern in your school, complete this slide.

- **What is the targeted sub-group of concern ? _____**
- **What changes to our Tier 1 program need to be made to make it more culturally responsive? _____**
- **How many of the targeted sub-group students receive Tier 2 or Tier 3 support?**

- **Specify how many are on each of these Tier 2/3 Interventions:**
 - **CICO:**
 - **Adult Mentor:**
 - **Home/School Plan:**
 - **PBIS Plan:**
 - **School-Based Wraparound:**
 - **Other (describe):**

References/Resources

- McIntosh, K., Girvan, E. J., Horner, R. H., Smolkowski, K., & Sugai, G. (2018). A 5-point intervention approach for enhancing equity in school discipline. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.
- Levenson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2016). *PBIS Cultural Responsiveness Field Guide: Resources for trainers and coaches*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.
- McIntosh, K., Barnes, A., Eliason, B., & Morris, K. (2014). *Using discipline data within SWPBIS to identify and address disproportionality: A guide for school teams*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.
- Green, A. L., Nese, R. N. T., McIntosh, K., Nishioka, V., Eliason, B., & Canizal Delabra, A. (2015). *Key elements of policies to address disproportionality within SWPBIS: A guide for district and school teams*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.
- Fallon, L. M., O'Keefe, B. V., Sugai, G. (2012). Consideration of culture and context in school-wide positive behavior support. *Journal of Positive Behavior Interventions*.14, 209-219.

Alternatives to Suspension & Designing Effective Consequence Systems within a PBIS Framework:

Using PBIS Staff Survey Data

2023-24

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County-Wide End of Year PBIS Survey

- **The 2022-23 End of Year PBIS survey was sent to 330+ schools that participated in the WRESA PBIS Grant process.**
- **7,831 educators completed the survey.**
- **There were many positive comments and constructive suggestions for improving their school's program. Many of the positive comments were complimentary and appreciative of their school's PBIS team leaders. Almost a third of staff identify as PBIS team members.**
- **By far however, the most common complaint or criticism of their PBIS program had to do with a perceived lack of effective consequences.**

Staff Perception of the Role of Consequences in PBIS

- **Staff perception of the role of consequences in PBIS varies greatly. A vocal minority of staff have expressed concerns.**
- **Some staff feel that PBIS is too punitive by withholding rewards, using time-outs, and other behavioral strategies.**
- **Other staff feel that PBIS is too soft and provides no meaningful consequences for student misbehavior. They may feel that students are given too many chances to misbehave. Some feel that while suspensions and administrative actions are down, the amount of student misbehavior remains high, and more needs to be done.**
- **Some staff feel that parents need to be held more accountable, and they don't currently see how PBIS facilitates that.**

Big Ideas from End of Year Staff Surveys Regarding Consequence Systems

- **Need for consistency of consequences, including enforcement.**
- **Need to engage parents more.**
- **Schools need a range of disciplinary options for major and minor behaviors.**

Need for a School-wide System/Consistency

- ***“We need consistent consequences throughout the building. In my opinion, PBIS does a wonderful job rewarding/encouraging positive behavior, but does not address a system of consequences for behavior infractions.”***
- ***“All classroom teachers should be using the same system for behavior monitoring. We are still inconsistent in this area and it is difficult for interventionists, lunch personnel, custodians, specials teachers, etc. to support each unique system in each classroom.”***

Take-Aways:

Consistent Consequences

- Does your school have agreed upon responses/consequences for minors? Schools have gotten away from “public” consequence systems, but a PBIS core feature is that schools should have a **predictable continuum** of consequences for minor infractions?
- Are consequence sequences simple and easy to implement?
- Are all stakeholders (staff, students, parents, and administrators) familiar with the consequence sequences? Is the information shared with parents so that they can reinforce it at home?

Take-Aways: Consistency

- Is your school sending confusing messages about what is acceptable and unacceptable behavior?**
- Are staff on the same page with each other?**
- Are your school policies enforced consistently?**
- Are students being given “calming” procedures as a consequence for unacceptable behavior?**
- Are students being rewarded with more attention, escape from demands, or getting desirable things after misbehaving? These things will result in more misbehavior.**

Take-Aways: Are Tier 1 Response Strategies Used Consistently in the Classroom?

- Precorrections
- Positive Redirection
- Private Corrections
- Corrective Feedback
- Increased Assistance
- Planned Ignoring
- Reflection Sheets
- Time-Outs
- Structured Breaks

PBIS IN THE CLASSROOM



Wayne RESA
2023-24

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Parent Engagement

- ***“I think we need to hold parents accountable more instead of relying on classroom teachers and social workers to “fix” these problems.”***
- ***“Parents need to be trained on PBIS and how they can help to encourage our matrix.”***
- ***“How to communicate and bring parents on-board for PBIS.”***

Take-Aways:

Parent Engagement

- Are Parents clearly informed about your school's PBIS expectations and how they can support them with their children?
- Are relationships with parents started on a positive note? Are specific steps taken to build a positive rapport with parents before having to discuss behavior problems?
- Are parents informed of their child's problem behaviors through the lens of collaborative problem-solving, working together?
- If necessary, are students given daily, weekly, or monthly behavior report cards? If students think their misbehavior is being ignored it will continue.

Take-Aways:

Parent Engagement Tier 2/3

- Does your school have clear expectations for parents when their child is at a Tier 2 or 3 level?
- Have parents been taught and coached on how to implement Check In Check Out?
- At Tier 3 have parents been encouraged to utilize a home-based reward or privilege for a student meeting their CICO goal at school?
- Does your school use Home/School Plans with consequence strategies included as a Tier 2 strategy?

**TIER 2
HOME/SCHOOL
PLAN**

Home/School Plan

Student:

Positive behaviors to be increased:

Behaviors to be decreased:



The school agrees to:

Parents agree to:

Student Agrees to:

Date to review progress:

Signature of school staff:

Signature of student:

Signature of parents/guardians:

TIER 2

HOME-SCHOOL PLANS

Need for greater consistency and support between home & school

Talk to the parents
– invite them to work together with you

Written plan stating expectations, rewards, & consequences

Directly link school & home expectations & consequences

Parents & school staff review together with student

Follow-up review meetings

Parent Management Training Basics

Strategies for effective limit setting include:

- 1. Maintain a 5:1 balance.** Provide five positive consequences for good behavior to every negative consequence for misbehavior.
- 2. Plan and establish limit setting strategies in advance.** This allows for a more positive parent/child relationship. The parent is consistent in the strategy and the child knows what to expect ahead of time.
- 3. Intervene early, act quickly, and disengage quickly.** Remember, when it's over, let it go without a lecture.
- 4. Match the limit setting strategy to the child and the misbehavior.**
- 5. Be consistent.** Limit setting strategies are based on child behavior, not on parent's mood.

Strategies to avoid:

- 1. Lectures.** The parent may feel better, but the child doesn't listen.
- 2. Arguments.** A power struggle reinforces attention to negative behavior.
- 3. Threats.** Threats unintentionally create a power struggle and teach a child to push the limits.

Take-Aways:

Tiers 2/3 Consequences

- 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.

Schools need a Range of Disciplinary Options for Major and Minor Behaviors

- *“Also we need help with other options like you mentioned on here: taking away things, community service, cleaning up, taking responsibility for your actions!”*
- *“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.”*

Rethink Discipline

Effective August 1, 2017

Michigan School Code

Sec. 1310d. (1) **Before suspending** or expelling a pupil under section 1310, 1311(1), 1311(2), or 1311a, the board of a school district or intermediate school district or board of directors of a public school academy, or a superintendent, school principal, or other designee under section 1311(1), **shall consider each of the following factors:**

- (a) The pupil's age.
- (b) The pupil's disciplinary history.
- (c) Whether the pupil is a student with a disability.
- (d) The seriousness of the violation or behavior committed by the pupil.
- (e) Whether the violation or behavior committed by the pupil threatened the safety of any pupil or staff member.
- (f) Whether **restorative practices** will be used to address the violation or behavior committed by the pupil.
- (g) Whether a **lesser intervention** would properly address the violation or behavior committed by the pupil.

Does not apply to a student being expelled for possession of a firearm

Rethink Discipline

Effective August 1, 2017

Michigan School Code

- **Definition: “Restorative practices” means practices that emphasize repairing the harm to the victim and the school community caused by a pupil’s misconduct.**
- A school board or its designee shall consider using restorative practices **as an alternative or in addition to** suspension or expulsion under this act.
- Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment and cyberbullying.

Definition: Insubordination/Disrespect

- ✓ **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**
- **The infraction that most frequently leads to suspension.**

Adult Behaviors that Diminish Power Struggles

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

International Institute for Restorative Practices

<http://www.iirp.edu/>

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?”**

Oppositional Defiant Disorder or Trauma?

- **Children with a history of traumatic experiences exhibit greater oppositional defiant behaviors than children without exposure to trauma.**
- **Under stress, traumatized children's analytical capacities are limited and behaviorally react with confusion, withdrawal and/or rage.**
- **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.**
- **"Paper Tiger Documentary" - <https://kpjrfilms.co/paper-tigers/>**

Take-Aways:

A Range of Disciplinary Options

Does your school have established procedures for these disciplinary options:

- Reset Rooms
- Privilege loss – school-wide and classroom based
- Restorative Conference
- Restitution
- Community Service
- Teaching Modules (Advantage Press
<http://www.advantagepress.com/discipline.html>)
- Detentions
- Behavior Monitoring
- Home-based Consequence
- Home/School Plan

All Disciplinary Actions should have an Instructional Component

- ✓ Teaching modules: on topics related to various types of inappropriate behavior. These could include readings, videos, workbooks, tests and oral reports.
 - ✓ Show evidence of instruction.
- ✓ See Advantage Press
 - ✓ <http://www.advantagepress.com/discipline.html>

Create Systems that Support Suspension Alternatives – Create a Menu of Options

- ✓ **Restitution** Student makes amends/corrects the problem he/she has caused with his/her behavior. Logical consequences. Makes apology.
- ✓ **Community Service**: Student is assigned to a supervised work job around school (after school).
- ✓ **Counseling** Student is assigned to a school professional to identify skills for targeted intervention (e.g., anger management), or to work through problems or issues the student may have.

Engage Parents in Discipline in a Positive Way

- ✓ **Behavior Monitoring** check sheets, e-mail, texts daily/weekly feedback between teacher and parent for a limited period of time.
- ✓ **Home-based consequences:** parent agrees to administer appropriate privilege loss at home.
- ✓ **Behavioral Contract** : Written agreement with student (may include parent) that specifies rewards and consequences for positive and negative behaviors. See home/school plan.

Loss of Privilege

Privilege loss can be an effective consequence and alternative to suspension.

Good idea: Consult Team Members re: appropriate privilege loss

Examples:

- Grade level privileges
- Targeted supervision
- After-school activities
- Extracurriculars
- Phone use
- Logical/natural consequences
- Loss of reward activities
- *Frequently the most reinforcing privileges are at home: coordinate with parents*

Alternatives to Suspension

- ✓ **Extended Reset Strategy**– short term intervention
 - ✓ **Reset:** removes reinforcement (attention) following a behavior infraction; decreases the likelihood of the behavior in the future; weakens the behavior.

- ✓ **Targeted suspension:** student is suspended from the specific class where the problem occurred, but otherwise stays in school.

- ✓ **Detention:**
 - ✓ after school
 - ✓ lunch detention
 - ✓ Saturday detention

February PRC Data

A Wayne County Middle School

Panther Responsibility Center

February PRC Visits

- **38/874 students sent to the PRC in February. This is 4.3% of our student body. Typically about 10% of the students may need Tier 2 support.**
- **Tier 1 is working for 96% of our students.**
- **0 students referred for Tier 2 this month.**
- **62 visits to the PRC in February. Decrease from the 44 in January.**

TOS
(Think Out Sheet)
Reasons

Tardies (5 or more) - 0

Insubordination - 24

Classroom Disruption - 19

Profanity - 0

Behavior dangerous to self - 7

No Dress - 0

Staff Disrespect - 4

Student Disrespect - 3

Misuse of Technology - 0

Cheating - 0

Alternatives to Suspension & Expulsion

- ✓ **Programming Alternatives** Change the student's schedule, classes or program which would avoid problem situations, but yet permit continued access to the curriculum and school.
- ✓ **School-based Wraparound**
 - ✓ The wraparound approach is a critical part of the PBIS system as it offers a means for a school to succeed with the 1-2% of students whose needs have become so complex that an FBA/BIP process is not enough.

In Review

4 Considerations for any Disciplinary Action

- **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 intervention for the student?**
 - Tier 2 or 3 plan; start Check In Check Out; De-escalation Plan

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
- ▶ **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)



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 Board of Education: James S. Beri • Mary E. Blackmon • Danielle Funderburg • Lynda S. Jackson • James Petrie
 Daveda J. Colbert, Ph.D., Superintendent
 Wayne RESA is an equal opportunity employer.

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
- ▶ **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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