

# TIER 2 SERIES: MORE TIER 2 OPTIONS

Wayne RESA  
2023-24

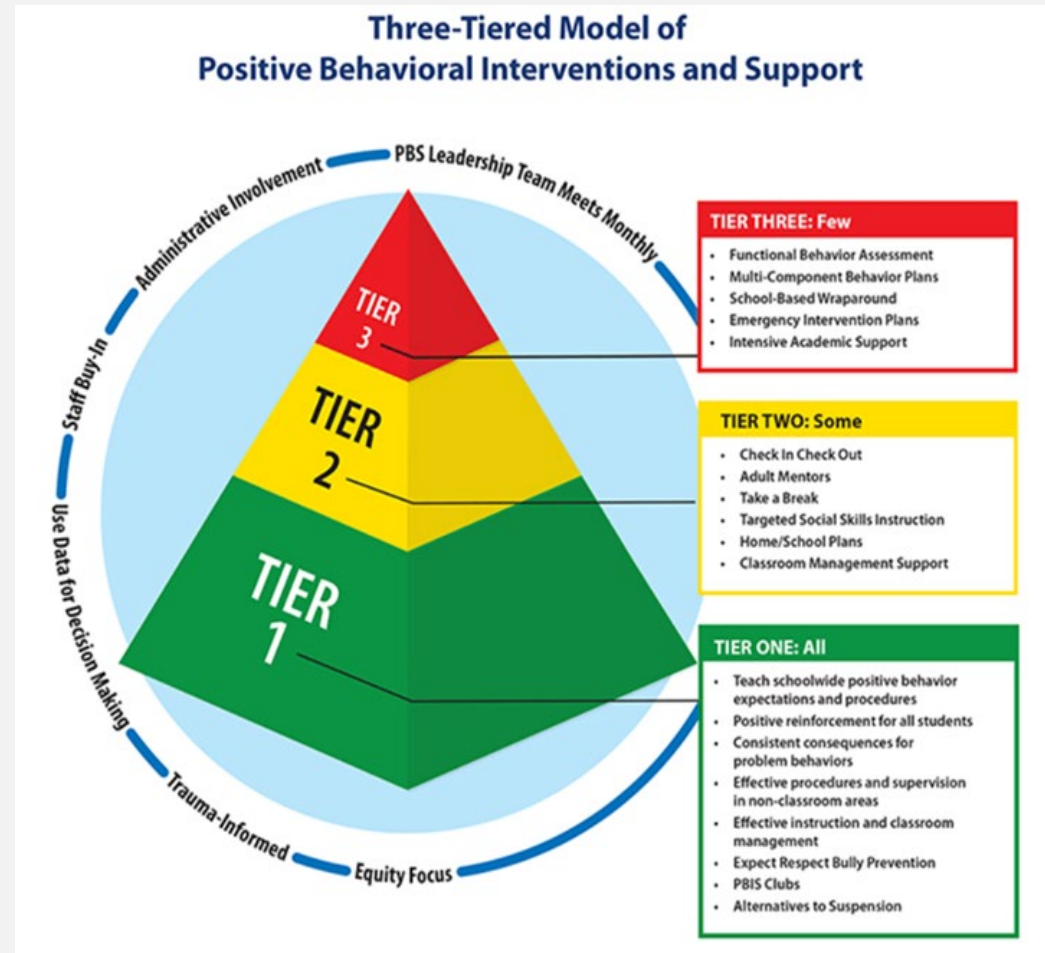
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# READINESS CHECK TIER ONE CHECKLIST

Component	Check one		
	In Place	Partially In Place	Not In Place
1. Positive behavior expectations are defined and taught in each setting within the school to students and shared with families.			
2. Practice sessions are scheduled throughout the year to support learning and maintaining behavior expectations.			
3. A system of positive reinforcement is implemented with all students for demonstrating the positive behavior expectations.			
4. A continuum of consequences is implemented consistently by all staff for minor behavior infractions.			
5. The PBIS Team meets at least monthly, reviewing data, providing feedback to staff, and making the necessary system adjustments.			

# TIER 2 SYSTEMS REVIEW



[www.resa.net/teaching-learning/pbis](http://www.resa.net/teaching-learning/pbis)

# **OBJECTIVE: DEVELOP A TIER 2 SYSTEM FOR YOUR SCHOOL**

- Learn about Tier 2 interventions
- Review Tier 2 options with your school's PBIS Team
- Identify a menu of Tier 2 interventions for your school
- Develop a plan for implementation and training
  - Consult district coach
  - Wayne RESA support
- Delegate roles/responsibilities to team members
- Establish Tier 2 Team operations/align with MTSS
- Include Tier 2 interventions in your staff materials
- Submit Tier 2 plan to WRESA by April 12, 2024

## MORE TIER 2 OPTIONS

Targeted Social Skills Instruction

Adult Mentors

Home/School Plans

Structured Break Plans

Token Systems

Tier 2 PBIS Plan

# **TIER 2 PBIS TARGETED SOCIAL SKILLS INSTRUCTION**




# TEACHING SOCIAL SKILLS

- **Social Skills Instruction (SSI) focuses on explicitly teaching behaviors to students who show social skill deficits. Social Skills Instruction assists students in acquiring new behavioral skills, building fluency with existing skills, or generalizing existing skills to new situations.**
- **Social Skills Instruction teaches students appropriate interpersonal communication skills, self-discipline, and problem solving skills. It combines a number of strategies to prevent and replace problem behaviors, and increase skills and behaviors leading to social competence.**

# TIER ONE PBIS: TEACHING EXPECTATIONS

- A core feature of Tier One PBIS is that all students receive direct instruction in the school's positive behavior expectations i.e., the PBIS matrix.
- Schools develop core values such as **RESPECT, RESPONSIBILITY, and SAFETY**, and then define the specific behaviors representing those values in all locations of the school.
- Schools typically have a plan to ensure that all students receive direct instruction in the specific behavior expectations at the beginning of the school year, and then provide booster lessons throughout the school year.

 **Edison Elementary Positive Behavior Expectations**

	Classrooms	Restrooms	Hallways	Arrival/Departure	Lunchroom	Bus	Auditorium
BE RESPECTFUL	<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Use kind words and actions</li> <li>• Raise hand to speak</li> </ul>	<ul style="list-style-type: none"> <li>• Zero level voices</li> <li>• Respect others' privacy</li> <li>• Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Zero level voices</li> <li>• Walk in third tile from the wall</li> <li>• Respect artwork and displays</li> </ul>	<ul style="list-style-type: none"> <li>• Zero level voices</li> <li>• Enter/leave in an orderly fashion</li> <li>• Wait patiently in line</li> <li>• Follow all staff directions</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate volume</li> <li>• Use good manners</li> <li>• Keep hands, feet, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Level 1 voices</li> <li>• Wait in line</li> <li>• Listen to the bus driver</li> <li>• Share seats</li> <li>• Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Zero level voices</li> <li>• Follow directions</li> <li>• Use positive words and actions</li> </ul>
BE RESPONSIBLE	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Use time wisely</li> <li>• Take care of materials</li> <li>• Be prepared</li> </ul>	<ul style="list-style-type: none"> <li>• Use what is needed</li> <li>• Flush toilets</li> <li>• Throw trash away</li> <li>• Wash hands with soap</li> </ul>	<ul style="list-style-type: none"> <li>• Walk safely</li> <li>• Keep hands, feet, and objects to yourself</li> <li>• Use Star Stops when in line</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to staff and safety patrol</li> <li>• Go directly home</li> <li>• Be on time</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Clean up after yourself</li> <li>• Eat in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• Stay seated</li> <li>• Keep your body and belongings inside the bus</li> </ul>	<ul style="list-style-type: none"> <li>• Get seated quickly</li> <li>• Flip seats up when time to go</li> </ul>
BE SAFE	<ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to yourself</li> <li>• Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Get in and out quickly</li> <li>• Walk</li> <li>• Report any issues to a staff member</li> </ul>	<ul style="list-style-type: none"> <li>• Eyes forward</li> <li>• Listen for directions</li> <li>• Stay in line</li> <li>• Hands at side</li> </ul>	<ul style="list-style-type: none"> <li>• Cross at the corners</li> <li>• Stay on sidewalk</li> <li>• Go directly home (after school)</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for directions</li> <li>• Stay in your seat</li> <li>• Always walk</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and exit in an orderly fashion</li> </ul>	<ul style="list-style-type: none"> <li>• Stay seated</li> <li>• Backs against the chair</li> <li>• Feet on the floor</li> </ul>



## **WHY TARGETED SOCIAL SKILLS INSTRUCTION?**

- **Tier 2 targeted social skills instruction is utilized when one or a small group of students are having difficulty consistently demonstrating one or more of the school's expectations.**
- **Those students may need additional instruction, perhaps in a different format, more practice, more reminders, and more reinforcement in the expectations selected for targeted instruction.**

## **TARGETED SOCIAL SKILLS AS A TIER 2 INTERVENTION**

### **Identifying skills/behaviors for instruction**

- **Which specific expectations is the student having difficulty with?**
- **Ask his/her teachers.**
- **Refer to behavior incident reports or Office Discipline Referrals.**
- **If the student is on Check In Check Out in what area (respect, responsibility, or safety) are they having the most difficulty? Targeted social skills instruction can be used to augment CICO.**

## **GETTING STARTED**

**Since the student has not mastered the expectations through the Tier One level of instruction they will likely need some explicit instruction in the behavior.**

**Example: The student has a repeated problem with interrupting others and speaking disrespectfully. The Tier 2 team decides targeted instruction in “active listening” will be started with the student and a small group of other students.**

**Active listening is broken into its component parts for explicit instruction:**

- 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**

# 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”**

# **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.**

## **WHAT ABOUT FUNCTIONAL BEHAVIOR ASSESSMENT?**

**Should we do a functional behavior assessment before beginning targeted social skills instruction?**

- **Not necessarily. It may be relatively easy to identify the positive behavior expectation from the matrix that the student needs extra help with.**
- **The identification of “replacement behaviors” typically involve some degree of FBA in that it is necessary to identify a prosocial behavior that serves the same function as the problem behavior and that is more efficient in gaining positive reinforcement for the student. This is typically a Tier 3 level intervention.**

## **PLAN FOR TARGETED INSTRUCTION**

- **When will it occur?**
- **Where?**
- **Who does it in your school?**
- **Can a support person work with teachers and paraprofessionals to develop a plan for targeted social skills instruction?**

# PBIS/ADULT MENTORS





## MENTORING AS A TIER 2 PBIS INTERVENTION

- ◎ **Any school staff person can be a mentor**
- ◎ **Should be voluntary**
- ◎ **Match one student per staff person**
- ◎ **Mentors agree to spend *at least* 15-30 minutes per week with the student**
- ◎ **Mentoring is not the same as Check In Check Out**

# THE NEED/SCREENING

- ◎ **Student is not responding to Tier One interventions alone**
  - **Office Discipline Referrals**
  - **Classroom data system**
  - **Teacher or other Staff nomination**
  - **Parent nomination**

**WHAT ABOUT THE  
STUDENT MAY SUGGEST  
THE NEED FOR A SCHOOL-  
BASED MENTOR?**

- **Rewards and consequences appear ineffective**
- **Student lacks motivation**
- **Student appears to lack self-esteem or self-confidence**
- **Student lacks positive adult role models**
- **Student appears to not like school**



# TIPS FOR SUCCESSFUL “TEACHER AS MENTOR” PROGRAMS - CFES

- ⦿ Listen – spend two thirds of mentoring time listening; give your full attention to the student
- ⦿ Try locations other than the classroom – send the message that this is our time
- ⦿ Enjoy it! Don’t feel you have to “save” the student – just try to make a connection



## TIPS CONT.

- ◎ **Do something you both enjoy. Connect to the student's interests.**
- ◎ **Be a “guide” – don't try to “fix” the student's problems**
  - **Ask questions**
  - **Help the student set goals**
  - **Make suggestions**





# THINGS TO DO AS A SCHOOL-BASED MENTOR

- ◎ Each lunch together
- ◎ Stop in at beginning or end of day
- ◎ Play a game (cards, checkers, etc.)
- ◎ Shoot baskets
- ◎ Sit and talk
- ◎ Get a snack
- ◎ Knit/sew
- ◎ Take a walk



# TIM LEWIS, U. OF MISSOURI ON MENTORING

- ◎ Focus on “connections”
  - Not a work monitor
  - Not a “nag” regarding behavior
- ◎ No administrators
- ◎ Match student to the volunteer



**Emphasize the importance of being ready to meet with the student on a consistent basis. Become a positive adult role model who expresses sincere and genuine care for the student.**

## WHAT MENTORING FOSTERS LIVONIA PUBLIC SCHOOLS INFORMATION ON MENTORING

- ◎ **Student may have learned from negative role models.**
  - **The relationship fosters a new way of relating to people.**
- ◎ **Student may cover up feelings and set up barriers.**
  - **The relationship fosters how to express emotions appropriately.**
- ◎ **Student may have a distrust of adults.**
  - **The relationship fosters trust of caring adults.**



# ESSENTIALS

- **Inform Parents and get consent.**
- **Respect the student's confidentiality.**
- **Let administrator know of any concern regarding the student.**

# DATA-BASED

- ◎ **Continue progress monitoring**
- ◎ **Data sources**
  - **Office referrals**
  - **Classroom behavior reports**
  - **Grades**
  - **Attendance and tardies**
- ◎ **Tier 2 team should include the Mentor in reviews and decision-making process.**
- ◎ **Conduct a Functional Behavior Assessment, if necessary.**

# REFERENCES

- **DuBois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J. C. (2011). How Effective Are Mentoring Programs for Youth? A Systematic Assessment of the Evidence. *Psychological Science in the Public Interest*, 12(2), 57–91**
- **Keller, T. E., & Pryce, J. M. (2012). Different roles and different results: how activity orientations correspond to relationship quality and student outcomes in school-based mentoring. *The Journal of Primary Prevention*. 33.1, 47.**
- <https://www.mentoring.org/wp-content/uploads/2019/11/Snapshot-on-Mentoring-2016.pdf>
- **Mentor Michigan**  
<http://www.michigan.gov/mentormichigan>

# 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

**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:

# SAMPLE HOME/SCHOOL PLAN

## Home/School Plan

**Student: Marcus**

**Positive behaviors to be increased:**

**Daily attendance at school. Getting to class on time. Staying in class.**

**Behaviors to be decreased:**

**Unexcused absences. Wandering the halls. Walking out of class.**

**The school agrees to:**

**Implement Check In Check Out. Touch base with student throughout the day.**

**Provide weekly reward activity for reaching 80% on CICO.**

**Parents agree to:**

**Enforce night time curfew and getting student to school on time. Review his CICO**

**every day. Reinforce meeting his CICO goal.**

**Student Agrees to:**

**Shut off electronics at night time curfew. Get to class on time and stay there until dismissed. Meet with CICO mentor.**

**Date to review progress: Monthly Zoom meeting with school and parent until the end of the semester.**

**Signature of school staff:**

**Signature of student:**

**Signature of parents/guardians:**



## STRUCTURED BREAK PLANS

# **STRUCTURED BREAK**

- **A number of students can benefit from being able to take a break.**
- **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**



## **WHAT'S THE ALTERNATIVE?**

- **Break plans may be used for escape-motivated behavior that is severe enough to disrupt the class or that may result in harm to the student or others.**
- **A long-term goal may be to teach the student to request and receive help.**
- **Another option is to provide intensive practice in the work or situation the student seeks to avoid, so as to decrease frustration with it.**

# **TIER 1 AND TIER 2 BREAKS**

- **At a Tier 1 level, breaks are part of the classroom management procedures. Students may utilize break areas and calming kits in the classroom when they become agitated.**
- **A Tier 2 break plan is more formalized. It is a plan with defined procedures and may take place outside of the classroom.**
- **Documentation for Tier 2: How often does the student take a break? How much instructional time is being missed?**
- **Be careful that the breaks are not reinforcing.**

# ARE STRUCTURED BREAKS EFFECTIVE?

- A 2014 study found that providing break passes to typically developing students demonstrating escape-motivated disruptive behavior reduced the disruptive behavior and increased academic engagement.
- A similar 2018 study found that providing break passes to students with disabilities who presented escape-motivated disruptive behaviors also greatly reduced disruptive classroom behaviors and increased academic engagement.
- Students and teachers rated the break intervention as effective and acceptable.



## **DOESN'T IT REWARD NEGATIVE BEHAVIOR?**

- **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 takes in a day. Don't allow breaks to be used to completely avoid demand situations. Have the student return to the demand when calm.**
- **Consider conducting a functional behavior assessment.**

# WHAT'S THE DIFFERENCE BETWEEN A BREAK AND A REWARD?

## Calming Break

**Neutral (not reinforcing)**  
**Preventative**  
**Student or staff directed**  
**Access to calming tools**  
**Teaches self-regulation**

## Reward

**Reinforces behavior**  
**Earned privilege**  
**Highly desirable activities**  
**May include peers and/or adults**

# 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

# 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



# CALMING BREAKS

- <http://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels>
- [https://www.gonoodle.com/?ref\\_id=GNblog2](https://www.gonoodle.com/?ref_id=GNblog2)

PBIS contract pays for small, hand held calming tools.



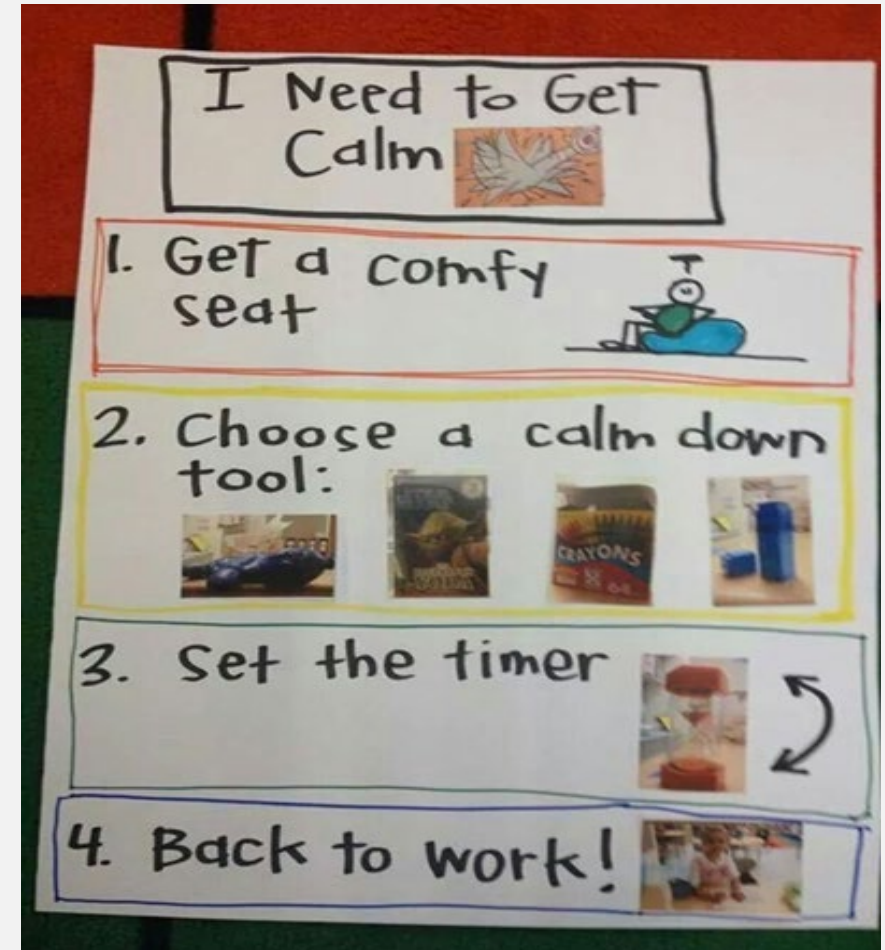




# TEACH AND PRACTICE HOW TO TAKE A BREAK

break

- Teach the break procedure to the student. Practice or review the procedure before using it.
- Establish a signal for requesting a break e.g., break card.
- 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.
- If the student needs frequent breaks, consider scheduling them proactively, 2-3 times/day.



## **INFORM THOSE THAT NEED TO KNOW**

- **If a student has a “structured break” plan, all staff that work with that student should be aware of it, and follow the plan consistently.**
- **Effective use of a break strategy can decrease major incidents of problem behavior while working on other replacement behaviors and academic skills.**

# REFERENCES

- **Cook, C.R., Collins, T., Dart, E., Vance, M.J., McIntosh, K., Grady, E.A., & DeCano, P. (2014) Evaluation of the Class Pass Intervention for Typically Developing Students with Hypothesized Escape-Motivated Disruptive Classroom Behavior. *Psychology in the Schools, 51*, 107-125.**
- **Narozanick, T., & Blair, K. C. (2018). Evaluation of the Class Pass Intervention: An Application to Improve Classroom Behavior in Children With Disabilities. *Journal of Positive Behavior Interventions, 21*(3), 159-170**
- **Teaching Students with Behavior Problems to Take a Break, 2016**  
<http://isc.sagepub.com/content/51/5/301.abstract>
- **Breaks are Better: A Tier II Social Behavior Intervention, 2013**  
<http://link.springer.com/article/10.1007/s10864-013-9184-2>

# VISUAL TOKEN SYSTEMS

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

**I AM WORKING FOR**

<input type="text"/>				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

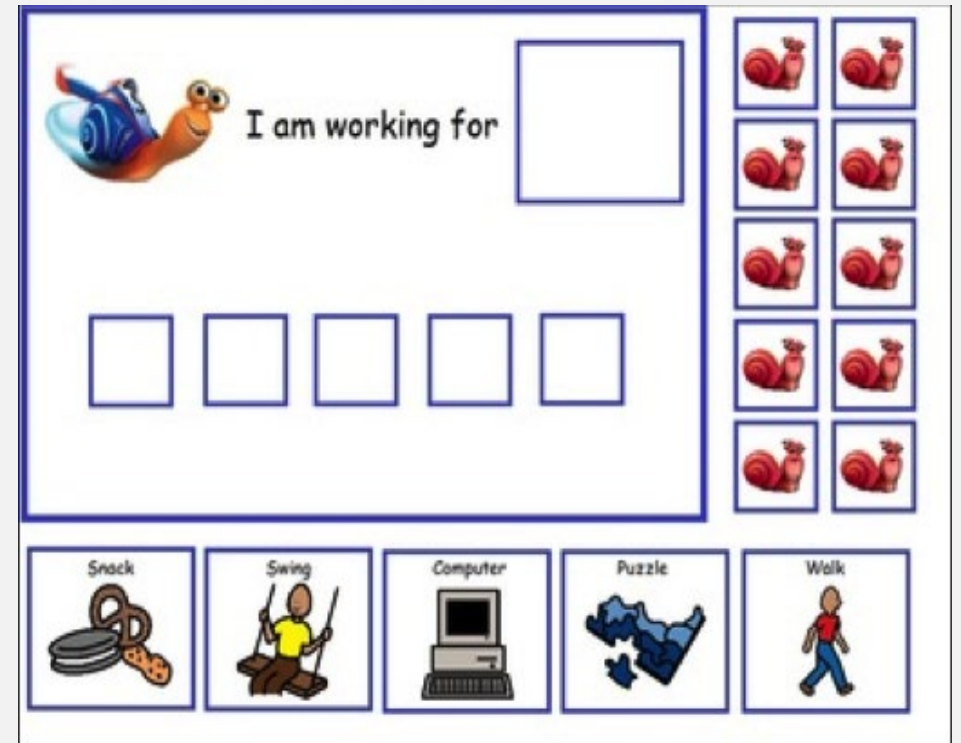
## TOKEN SYSTEMS BENEFITS

- **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.**

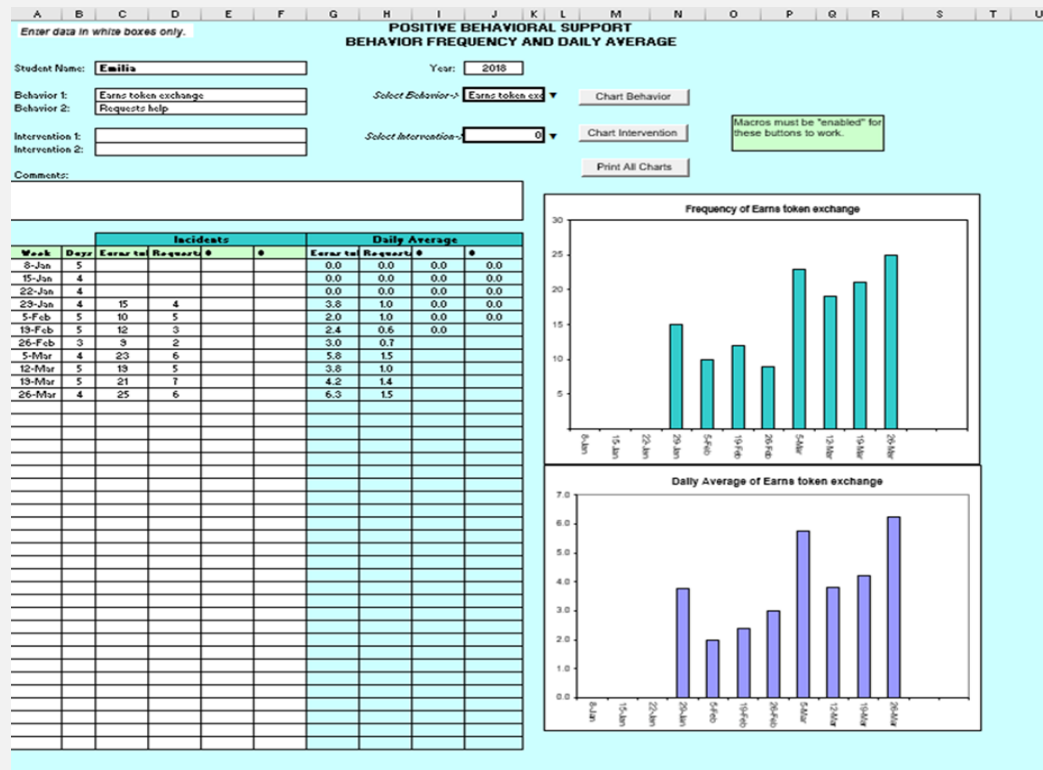
# Token Systems

## 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.



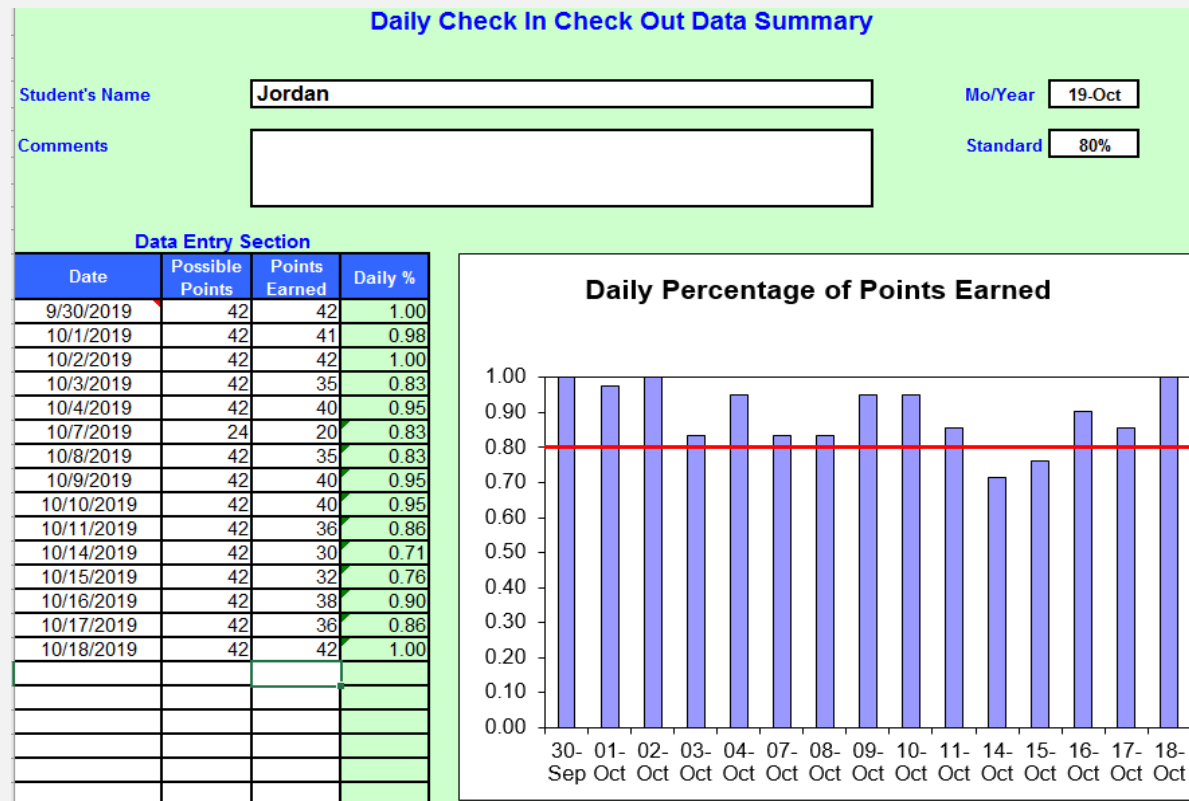
# TOKEN SYSTEMS AND DATA COLLECTION



- How often is the student earning tokens and token exchanges? These can be indicators of success with replacement behaviors:
  - Task completion
  - Asking for help
  - Following directions
  - Using appropriate language



# COMBINING TOKEN SYSTEMS WITH CICO



- Use CICO as a data source and an overall picture of how the student is doing.
- The token system supports the student with task completion and keeps the student on track to earn their points throughout the day.

- Reitman, D. 2004. Behavior change and perceptions of change: evaluating the effectiveness of a token economy. *Child and Family Behavior Therapy*, 26.2, 17.
- *Vanderbilt Kennedy Center Token Economy: Tips and Resources for Teachers*
  - <https://vkc.vumc.org/assets/files/tipsheets/tokeneconomytips.pdf>

# TIER 2 PBIS PLANS

# POSITIVE BEHAVIOR SUPPORTS

- Targeted assistance
- Targeted pre-corrections
- Visual supports – graphic organizers
- Increase practice on skills
- Increased academic supports
- Increase choices
- Homework help
- Organizational help
- Increase parent communication
- Targeted supervision
- Non-exclusionary time-out
- Contingent privilege loss
- Add strength-based activity
- Schedule Change
- 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
- Morning check in
- Other Tier 2 Interventions

## Tier 2 Positive Behavior Support Plan

Student:

Date:

Parents:

School:

Support Staff:

Teachers:

Brief description of problem behavior(s):

Behaviors to be increased:

[Functional Behavior Assessment Summary/Hypothesis Statement:](#)

Intervention Plan: (Describe how targeted positive behavior supports will be implemented.)

Data Collection: (e.g., Check In/Check Out data, graphed scatterplot, ABC data)

Schedule for Review of Tier 2 PBSP:

# 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.](#)



## 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.](#)