

# Tier 2 PBIS: A Trauma-Informed Approach

Wayne RESA

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# Agenda

- Trauma & Resilience
- Tier 2 Interventions that Support:
  - Safety and Structure
  - Skill-Building
  - Relationships and Connections
- Parent Engagement



# What is Trauma?

The Substance Abuse and Mental Health Services Administration (SAMHSA) describes individual trauma as resulting from "an **event**, series of events, or set of circumstances that is **experienced by an individual** as physically or emotionally harmful or life threatening and that has **lasting adverse effects** on the individual's functioning and mental, physical, social, emotional, or spiritual well-being."

[www.samhsa.org](http://www.samhsa.org)



# Traumatic Events

Centers for Disease Control

“When the event, or series of events, causes a lot of stress, it is called a traumatic event. Traumatic events are marked by a **sense of horror, helplessness, serious injury, or the threat of serious injury or death.**”



# Types of Trauma

The National Child Traumatic Stress Network

[www.NCTSN.org](http://www.NCTSN.org)

- **Acute trauma:** A single, time-limited traumatic event
- **Traumatic grief:** A traumatic stress reaction caused by the loss of someone critically important. The symptoms of traumatic grief can hinder the natural bereavement process and interfere with daily functioning.
- **Chronic trauma:** The experience of multiple traumatic events or long-standing trauma.
- **Complex trauma:** Exposure to chronic trauma, usually caused by adults entrusted with the child's care, and the impact of such exposure on the person.

# What are Adverse Childhood Experiences?

*(ACEs Study, Anda & Felitti, 1997)*

- Stressful or traumatic events, including:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Physical neglect
  - Emotional neglect
  - Intimate partner violence
  - Mother treated violently
  - Substance misuse within household
  - Household mental illness
  - Parental separation or divorce
  - Incarcerated household member



# What is Toxic Stress Response?

- **Toxic stress response** can occur when a child experiences strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship—without adequate adult support.
- When toxic stress response occurs continually, or is triggered by multiple sources, it can have a cumulative toll on an individual's physical and mental health—for a lifetime.

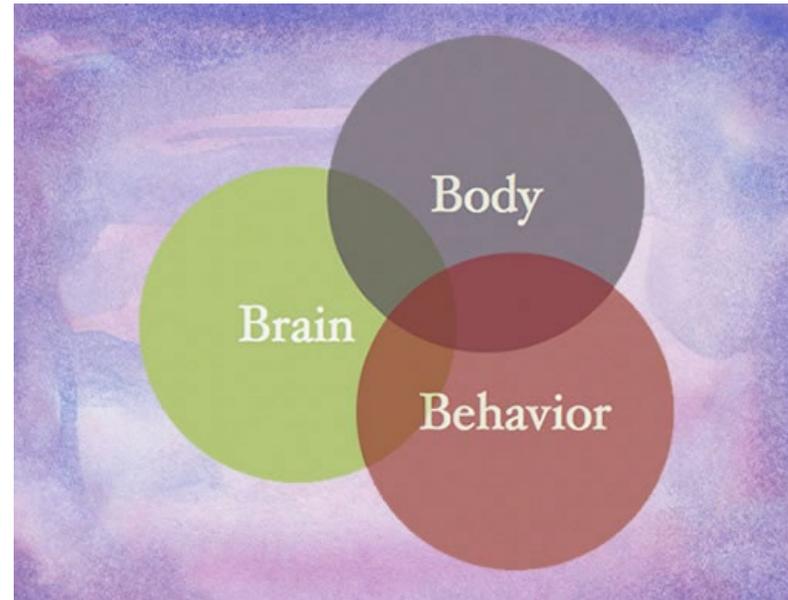
*Center on the Developing Child, Harvard University*

# Prevalence of ACES

- 68% of the participants in the ACES study reported at least 1 ACE.
- 1 in 6 reported 4 or more ACES.
- **The prevalence of trauma exposure is even higher among certain high-risk groups. Data gathered by the National Child Abuse and Neglect Data System has shown that Native American, Alaskan Native, African American, and mixed-race children have much higher rates of maltreatment (including neglect) as compared to their white (Hispanic or non-Hispanic) peers.**
- Other groups that are more likely to have experienced various forms of trauma include:
  - Homeless youth
  - Youth whose parents have a criminal record or history of mental illness or whose older siblings are involved in “deviant behaviors” such as aggression, crime, or drug abuse
  - Urban youth who have a high percentage of unmonitored and unstructured time, particularly time spent in the company of friends
  - Lesbian, gay, bisexual, and transgender youth
  - Refugee children and adolescents, particularly those not accompanied by a caregiver adult

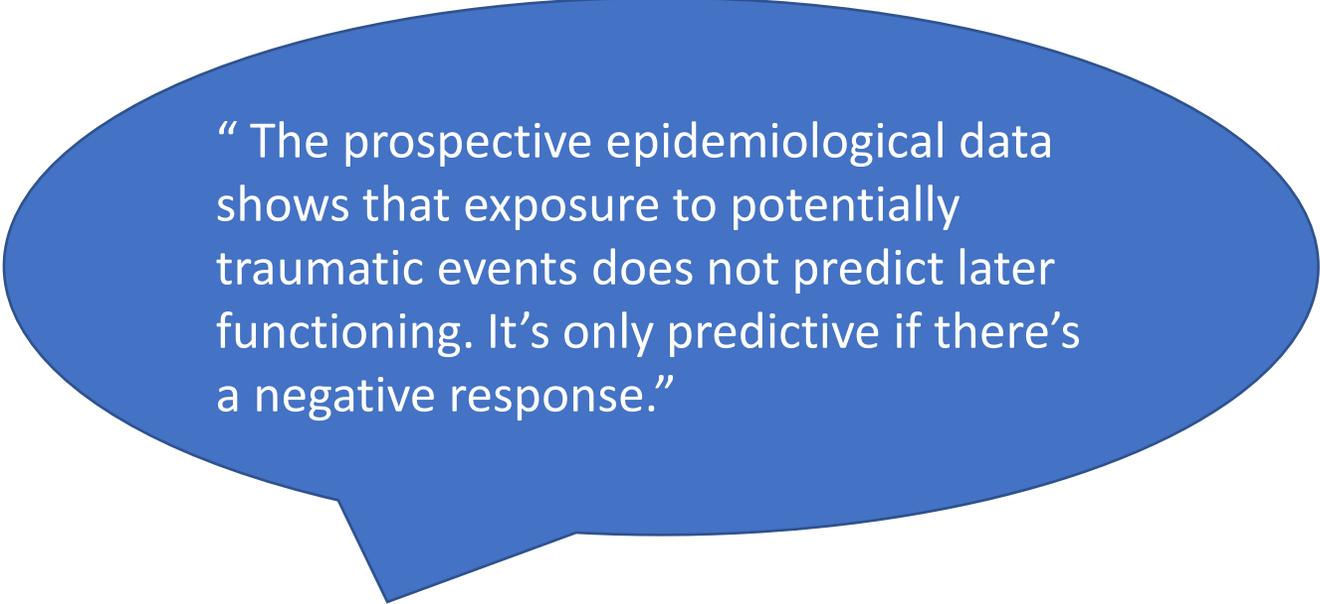
# The Potential Impact of ACEs

- Toxic stress from ACEs can negatively affect children's brain development, immune systems, and stress-response systems. These changes can affect children's attention, decision-making, and learning.
  - Children growing up with toxic stress may have difficulty forming healthy and stable relationships. These effects can also be passed on to their own children.
  - Some children may face further exposure to toxic stress from historical and ongoing traumas due to systemic racism or the impacts of poverty resulting from limited educational and economic opportunities.
- <https://www.cdc.gov/violenceprevention/aces/fastfact.html>



# Trauma is Based on Perception

Dr. Bonanno, Columbia University Teacher's College



“ The prospective epidemiological data shows that exposure to potentially traumatic events does not predict later functioning. It's only predictive if there's a negative response.”

- In other words, living through adversity, be it endemic to your environment or an acute negative event, doesn't guarantee that you'll suffer going forward. **What matters is whether that adversity becomes traumatizing.**

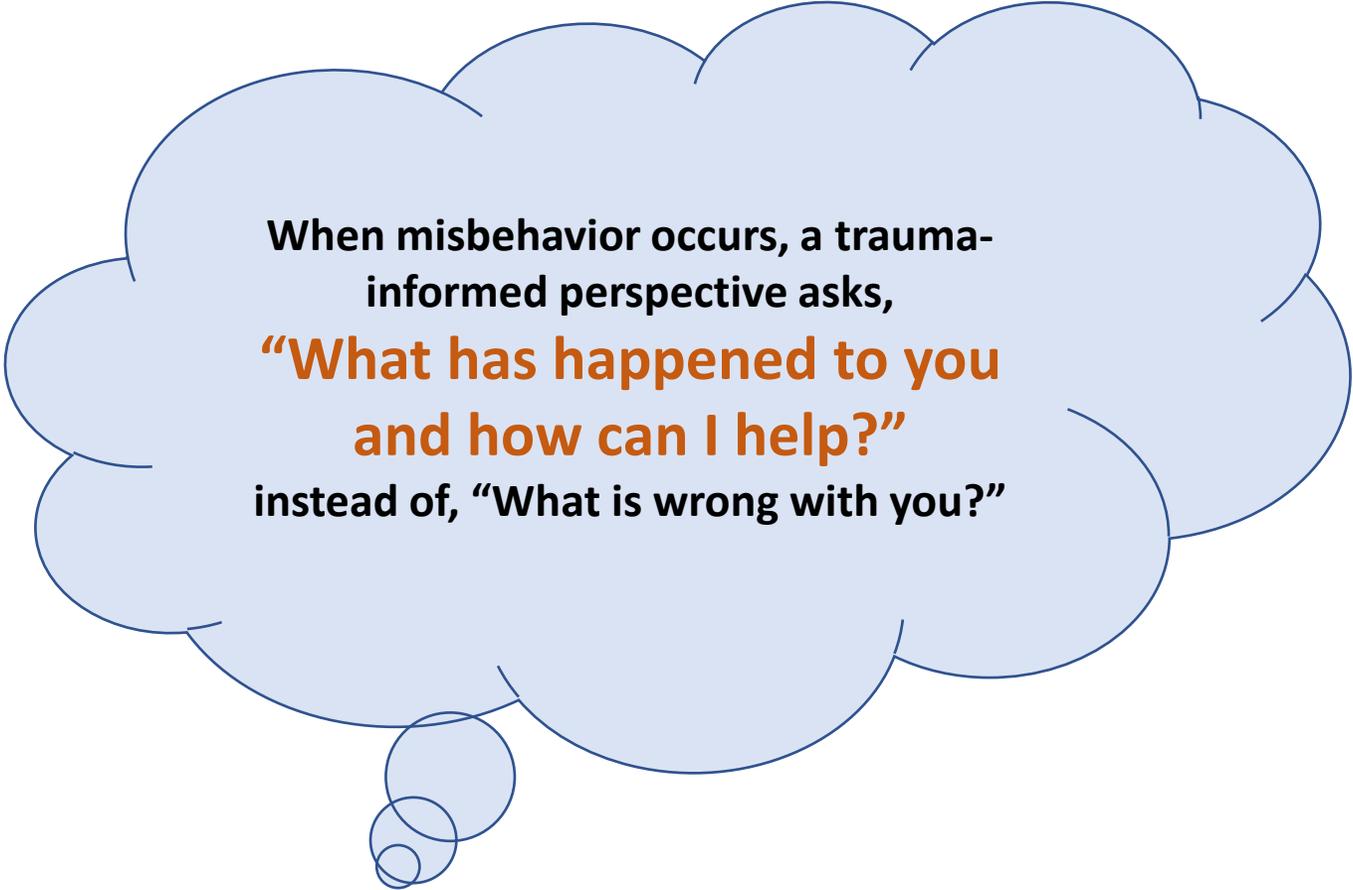
# Trauma Changes Perceptions

- I cannot trust others.
- I cannot trust myself.
- I cannot depend on others.
- I am not worthy.
- I deserve the bad things that happen to me.
- It's my fault.
- I do not have control over my environment.
- I am helpless.

*Integrating Trauma-Informed Approaches With PBIS Within an MTSS Framework, Lynne DeSousa, M.S. Colorado Department of Education, 2018*



# A Trauma-Informed Perspective



When misbehavior occurs, a trauma-informed perspective asks,  
**“What has happened to you  
and how can I help?”**  
instead of, “What is wrong with you?”

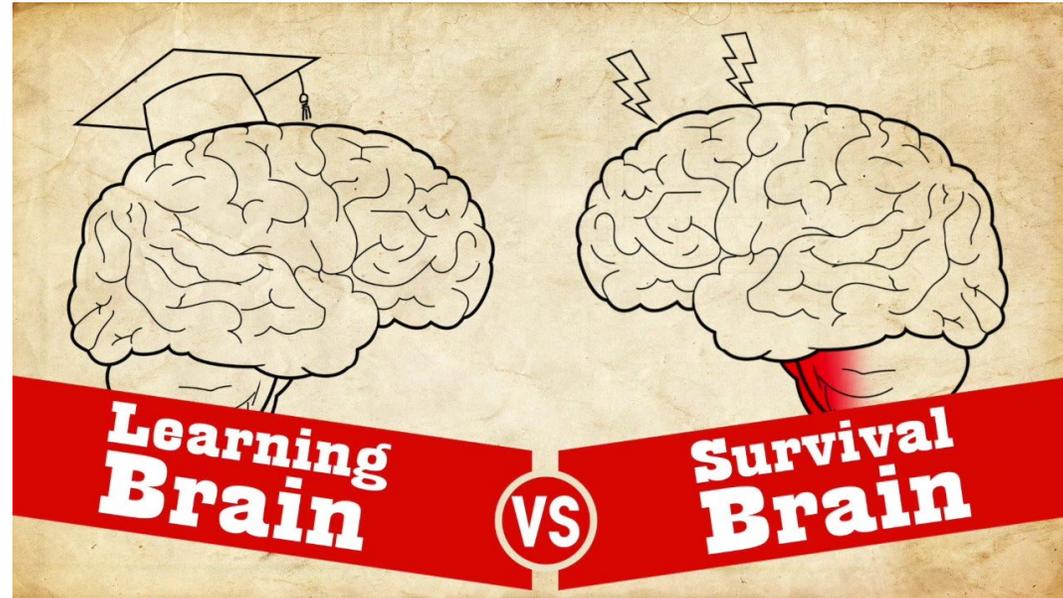
- *Using Positive Behavioral Interventions & Supports to Help Schools Become More Trauma-Sensitive.* Wisconsin Dept. of Public Instruction



# Trauma & Triggers

- A student who has trauma in their background may demonstrate quick, strong reactions to what would otherwise seem like a normal circumstance.
- Why does this occur?
  - Trauma triggers are people, situations, places, or things that evoke past traumatic events.
  - When faced with trauma triggers, students may reexperience the intense and disturbing feelings tied to the original event.
- Often, students are unaware of the root cause of their feelings and behaviors.
- Traumatized students may:
  - Respond recklessly, taking more risks or abusing substances
  - Withdraw from activities, places, and friends to avoid reminders/triggers of trauma
  - Fear that their strong reactions may mean they are “going crazy”
  - Feel stigmatized by the traumatic events in their life and feeling like they can’t talk about them
  - Demonstrate increased fighting, emotional problems, truancy

# Trauma & Learning



- <https://www.youtube.com/watch?v=KoqaUANGvpA>

# PBIS & Trauma in Context

## Example from the Field

- Kindergarten student in suburban school district.
- Identified by support team as needing tiered interventions.
- Traumatic experiences included: present when older brother attempted suicide, mother had health issues, frequent moves and experience of homelessness, economic stress in family.
- Presenting issues/behaviors: separation anxiety, frequent elopements from classroom, defiance toward staff, destructive when escalated, work refusal.
- Other factors: Mother worked at the school, relationships between school and home were contentious, lack of trust between school and home, advocate and Special Education Director involved.

# PBIS & Trauma in Context

## Example from the Field

- **Considerations:** Student's trauma history likely contributed to his separation anxiety and elopement. He eloped to find his mother in the cafeteria. Mother's distrust of the school only heightened the student's emotions and strengthened the elopement behavior.
- **Consultation:**
  - Modify student's work load (**Address student's stress/trigger.**)
  - Teach student how to request to leave the room (**Teach a skill.**)
  - Provide opportunities to **strengthen positive relationships** with school staff.
  - Engage in a school-based wraparound process to support the student, parent, and school personnel (**Strengthen trust.**)
  - Collect data and evaluate effectiveness of interventions (**Monitor progress.**)
- **Result:** Elopements and defiant/destructive behaviors decreased dramatically within the first month of the new interventions. Mother and student felt supported by the school team and wraparound process. Student received increased special education support for academics.

# “Not every student has a significant trauma history, but the needs of those who do can define the success of the entire classroom.”

Complex trauma causes difficulty with:

- Being present with a “learning ready brain”
- Chronic attendance problems
- Lower grade point average, higher risk of school failure
- Social isolation, problems relating and empathizing with others, disengaging
- Regulating emotions
- Impulse control, self-destructive behavior, aggression
- Sleep
- Self-esteem, shame, and guilt
- Educator frustration, low job satisfaction



# The Trauma of Physical Abuse

*The National Child Trauma Stress  
Network*



Many physically abused children become aggressive themselves or have other behavioral problems.

Some abused children become anxious and fearful. They may feel a profound lack of control. They lose trust in authority figures.

Think of highly aggressive students you have known. Is it possible they were physically abused themselves?

Addressing behavior problems associated with the trauma of abuse may require a wholistic, tier 3 wraparound approach.

# Resilience Defined

- The capacity to recover quickly from difficulties; toughness.

*Oxford Dictionary*

- Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress. It means "bouncing back" from difficult experiences.

*American Psychological Association*



stuckinindiana

Although the world is full  
of suffering, it is also full  
of the overcoming of it.

~ Helen Keller

# Kids are Resilient

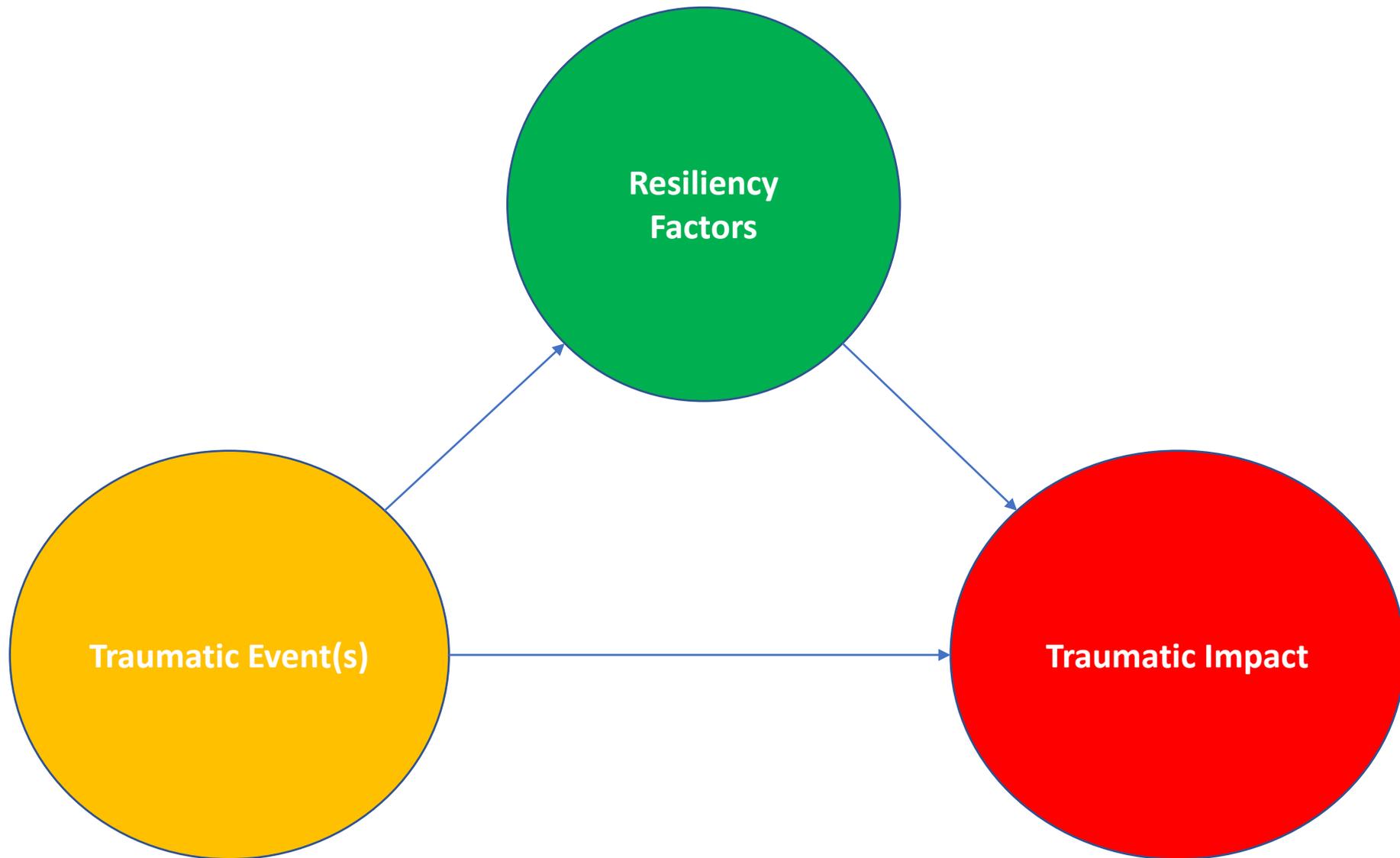


One way to understand the development of resilience is to visualize a balance scale or seesaw. Protective experiences and coping skills on one side counterbalance significant adversity on the other. Resilience is evident when a child's health and development tips toward positive outcomes — even when a heavy load of factors is stacked on the negative outcome side.

*Center on the Developing Child,  
Harvard University*

Dr. Bonanno,  
Columbia  
University

- Review of 67 studies of people who experienced all kinds of traumatic events.
- “I’m talking mass shootings, hurricanes, spinal cord injuries, things like that,” Dr. Bonanno said. ***“And two-thirds were found to be resilient. Two-thirds were able to function very well in a short period of time.”***

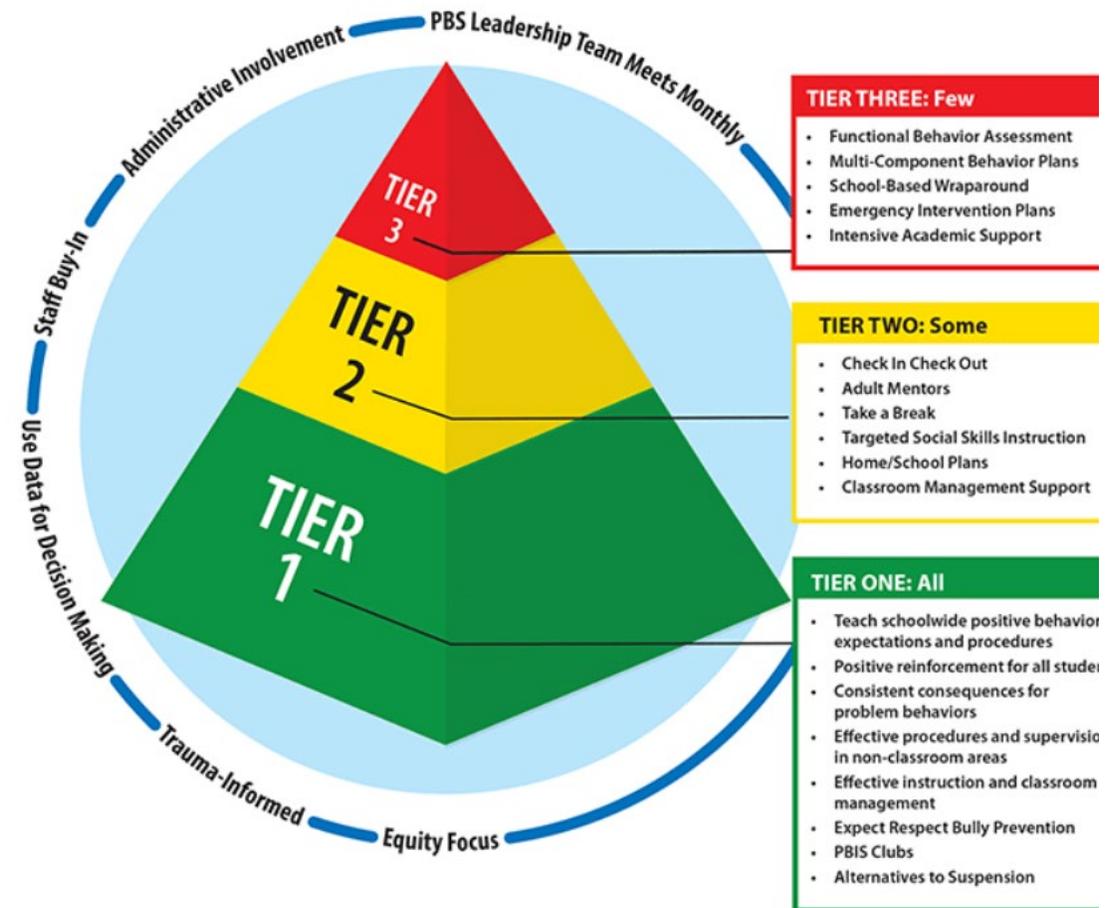


Dr. James Henry, Children's Trauma Assessment Center, Western Michigan University

# PBIS Tiered Interventions: Promoting Resilience

- Looking at tiered interventions through a trauma-informed lens:
- Tier One:
  - What we do for ALL
  - Supports **safety and predictability**
- Tier Two:
  - What we do for SOME
  - Increased focus on **teaching new skills and developing positive relationships**
- Tier Three:
  - What we do for a FEW
  - **Individualized support and wraparound**

## Three-Tiered Model of Positive Behavioral Interventions and Support

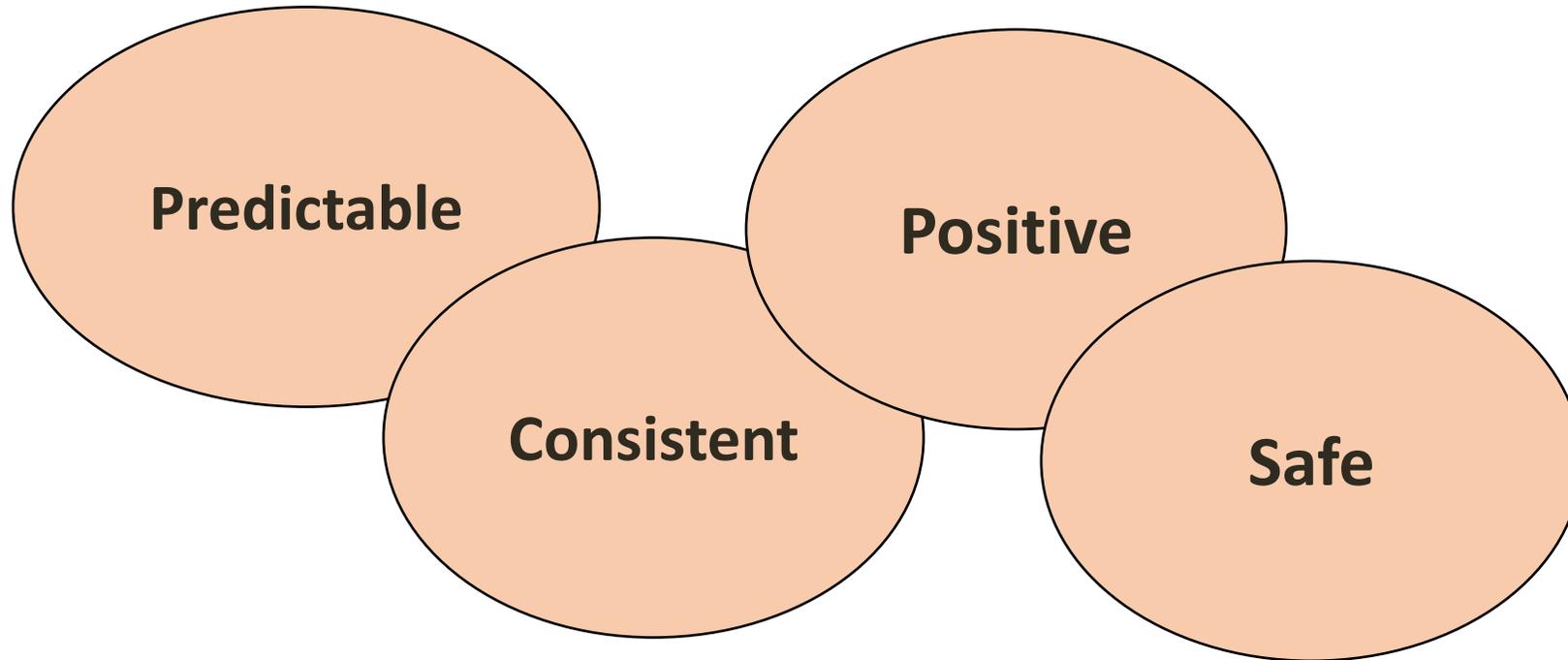


# Wayne RESA PBIS Resources

- Find all WRESA PBIS resources here:
- [www.resa.net/teaching-learning/pbis](http://www.resa.net/teaching-learning/pbis)
  - Tier 2
  - PBIS Alignment
  - PD Schedule
  - More

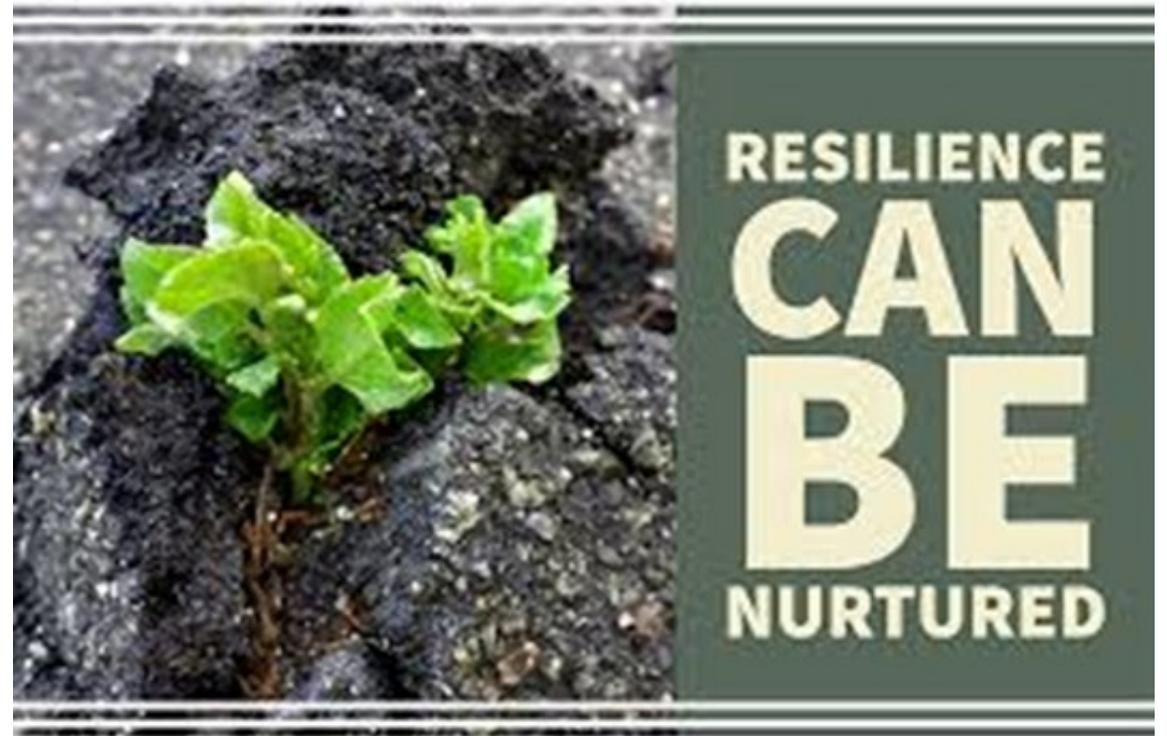
# **The fundamental purpose of PBIS is to make schools more effective & equitable learning environments.**

Rob Horner, Co-Director of the OSEP Technical Assistance Center for PBIS



# What Promotes Resilience in Kids?

- **Trust** is established within safe and supportive environments.
- **Resilience** can be nurtured in a supportive environment and **skills that increase resilience can be taught.**



# Promoting Resilience: Teach and Reinforce Expectations & Routines

- Tier One Essentials:
  - Teach the matrix throughout the year
  - Have a teaching plan
  - Involve all staff
  - Provide frequent positive acknowledgments for students
  - Active supervision
  - Use data to drive decisions/program changes

**“Routines and rituals are an antidote to life’s chaos and disruptions, allowing children to shift out of the survival mode and into new patterns of adaptive social interactions with adults.”**

***Dombo & Sabatino***

# Promoting Resilience: Communicate Empathy with Corrective Feedback

- A core feature of trauma training is providing staff the knowledge and research behind traumatic experiences and brain science to help staff recognize and respond to those students whose misbehavior may be a trauma response.
- 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?”
  - Corrective feedback:
    - “Was that a respectful thing to say? What should you have done?”
    - “What’s a better way of getting your point across?”
    - Practice it: “Ok, try that.”
    - Acknowledge cooperation: “Thanks.”

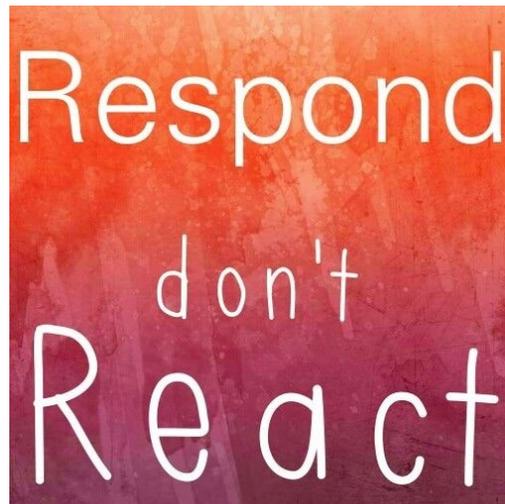
# Reacting vs. Responding

- Reacting

- Quick, impulsive
- Defense mechanism
- Highly emotional
- Not well-thought out
- Escalates the situation

- Responding

- Considers your own well-being and the well-being of others
- Involves pausing to think
- Stays in line with your core values
- Requires self-awareness
- De-escalates the situation



# Promoting Resilience: Emphasis on Safety

*Dombo & Sabatino*

Safe	Unsafe
Focusing on the student when they speak to you.	Not making eye contact, looking away, or looking at something else when the student is speaking.
Speaking in a moderate tone and volume.	Yelling, muttering under your breath, or whispering to someone else.
Exhibiting consistent behavior so your students know what to expect.	Displaying erratic, unpredictable behavior.
Establishing clear rules that apply to everyone, with consequences, appropriate to the violation.	Creating no rules, rules that are randomly and unevenly applied, or punitive measures that do not match the violation.
Having the ability to control your emotions and stay calm.	Having big emotional swings or outbursts, or being easily startled or rattled.
Communicating boundaries and respecting others' boundaries.	Setting no boundaries and not following others' boundaries.
Providing attention and care to all students.	Favoring some students and giving preferential treatment.
Allowing students to leave the classroom and go to a safe place if they feel triggered and unsafe.	Using threats to make students think they are unable to leave the classroom for any reason.
Practicing unconditional positive regard for all students.	Judging some students for their behavior or taking student behavior personally.
Providing honesty and transparency.	Lying or refusing to explain reasons for actions.
Holding all students to high standards and expecting them to work to their ability.	Ignoring or not expecting much from students because of their "problems."

# Increasing Resilience: Skill-Building at Tier 2

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- Setting Limits
- Check In/Check Out



# Setting Limits

- Authoritative approaches to discipline balance high responsiveness (warmth) with consistent control. Authoritative parenting styles produce the best child outcomes. (*Driscoll, Russell, & Crockett, 2008; Jabeen, Anis-ul-Haque, & Riaz, 2013; Patock-Peckham & Morgan-Lopez, 2006*).
- Time-out or Reset is an evidence-based intervention for children to correct misbehavior.
- **The classroom environment must be a place where students are welcomed, valued, and engaged. It must be a place where students want to be.**
- Time-outs/resets are immediate interruptions to problem behavior, are brief, and can be combined with completing a Think Sheet.
- In-class and short out-of-class time-outs/resets provide a predetermined consequence for teachers when problem behavior occurs.
- **Setting appropriate limits helps all students feel safe.**

# Setting Limits

- **Prepare** a reset/time-out area in your classroom.
  - Choose a space
  - May include a desk and chair or just a chair
  - Include a timer
- **Teach** the reset/time-out process to your students.
  - What behaviors would constitute a time-out?
  - How long does the time-out last?
  - What should a student do during the time-out?
- **Role-play** the reset/time-out process with the class. Practice as needed throughout the year.
- **Remind** the class that reset/time-out is for any student that does not follow classroom rules. This guards against a student feeling singled out.
- **Consider** having an out-of-class time-out area
  - Outside the classroom
  - In the office or another location in the school
- **Ensure that if a reset/time-out is given, the student completes it.**
  - **Back up** the time-out with a privilege loss or phone call home if compliance with the time-out is an issue.

# Setting Limits: Think Sheets

## Restorative Practices Think Sheets

DATE: \_\_\_\_\_ NAME: \_\_\_\_\_

 What happened? \_\_\_\_\_

 What were you thinking at the time? \_\_\_\_\_

 What have you thought about since? \_\_\_\_\_

 Who was affected and how? \_\_\_\_\_

 How can you make things right? \_\_\_\_\_

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

Behavior Think Sheet

Teacher: \_\_\_\_\_

What I did \_\_\_\_\_

How did it make others feel?

Next time, I will \_\_\_\_\_

Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Parent Signature  \_\_\_\_\_  
(if checked)

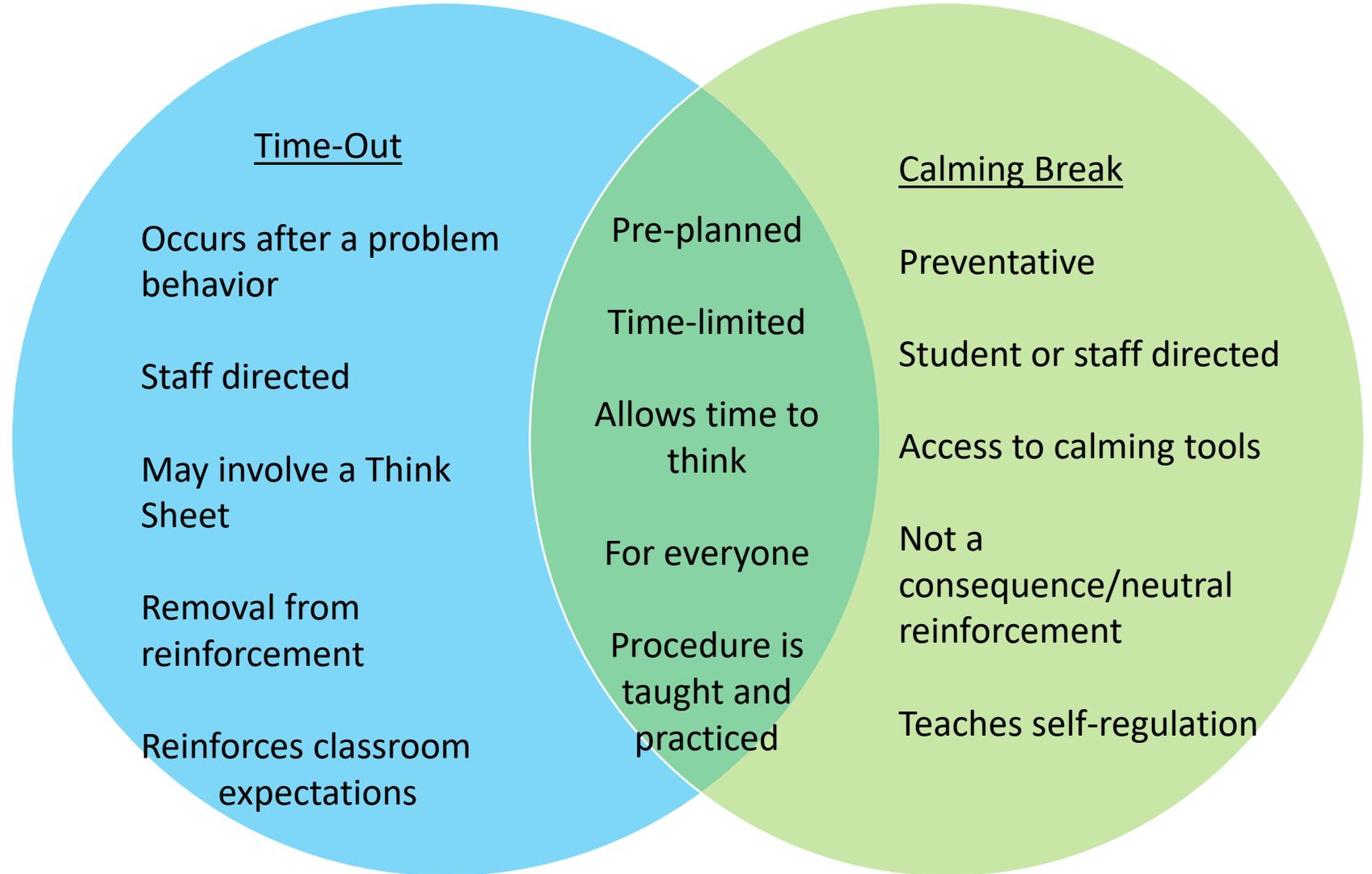
# “Does Time-Out Re-traumatize Children?”

*Quetsch, Lieneman & McNeil, 2017*



- There is no evidence that the short-term experience of time-out constitutes “repeated” stress, a core feature of trauma experience.
- Reset/time-out provides teachers with a safe, predictable consequence for students when misbehavior occurs.
- Reset/time-out must be distinguished from a preventative calming break.

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



# Teaching Time- Out vs. Break



## Cool Down

- 1** Go to "Cool Down" area
- 2** Set timer for 5 minutes
- 3** Use a fidget if you'd like
- 4** Take deep breaths
- 5** When the timer sounds, turn it off and return to class



## Sit and Think

- 1** Set timer
- 2** Quietly sit in chair
- 3** Think about your actions
- 4** Talk respectfully with adult
- 5** Move on

# What Does Reset/Time-Out Look Like For Middle and High School?

- **Think function:** What is reinforcing the behavior?
- **Remove the reinforcement:**
  - Peer attention
  - Adult attention
- Reset or Responsibility Rooms are ways secondary schools remove students from positive reinforcement.
- Reset or Responsibility Rooms must have clearly defined procedures that students have been taught and staff follow in order to be effective.
- **Engage parents:** What reinforcement could be removed at home?



# Check In/ Check Out

## Daily Progress Report

2-Great  
1-So-So  
0-Goal Not Met

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

Student \_\_\_\_\_

Date \_\_\_\_\_

	ELA	Social Studies	Lunch	Math	Science	Elective
<b>Respectful</b> Discuss concerns calmly	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>Responsible</b> Ask for breaks	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>Safe</b> Take deep breaths	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Parent Signature \_\_\_\_\_

Check In-Check Out Staff \_\_\_\_\_

# Check In/Check Out for Internalizing Behaviors

- Example from the field
- Self-monitoring

**Check In/Check Out**

0- Goal not met  
1- Goal partially met  
2- Goal met

Goal: 80%  
Points Possible: \_\_\_\_\_ Points Earned: \_\_\_\_\_  
Goal Met: Y/N

Name \_\_\_\_\_  
Date \_\_\_\_\_

	1 <sup>st</sup> Hour	2 <sup>nd</sup> Hour	3 <sup>rd</sup> Hour	4 <sup>th</sup> Hour	5 <sup>th</sup> Hour	6 <sup>th</sup> Hour
<b>Self-Respect</b>	Student: 2 1 0					
	Teacher: 2 1 0					
<b>Responsible</b>	Student: 2 1 0					
	Teacher: 2 1 0					
<b>Safe</b>	Student: 2 1 0					
	Teacher: 2 1 0					

Parent Signature \_\_\_\_\_

Check In/Check Out Staff \_\_\_\_\_

# Check In/Check Out for Internalizing Behaviors

*Riverview Seitz Middle School*

## Self-Respect

- Uses coping strategies
- Positive self-talk such as:
  - “It is okay to not be perfect or I am trying my best.”
- Non-binary thinking
- Meditation
- Takes breaks
- Uses distractions if needed such as listens to music or talks to someone

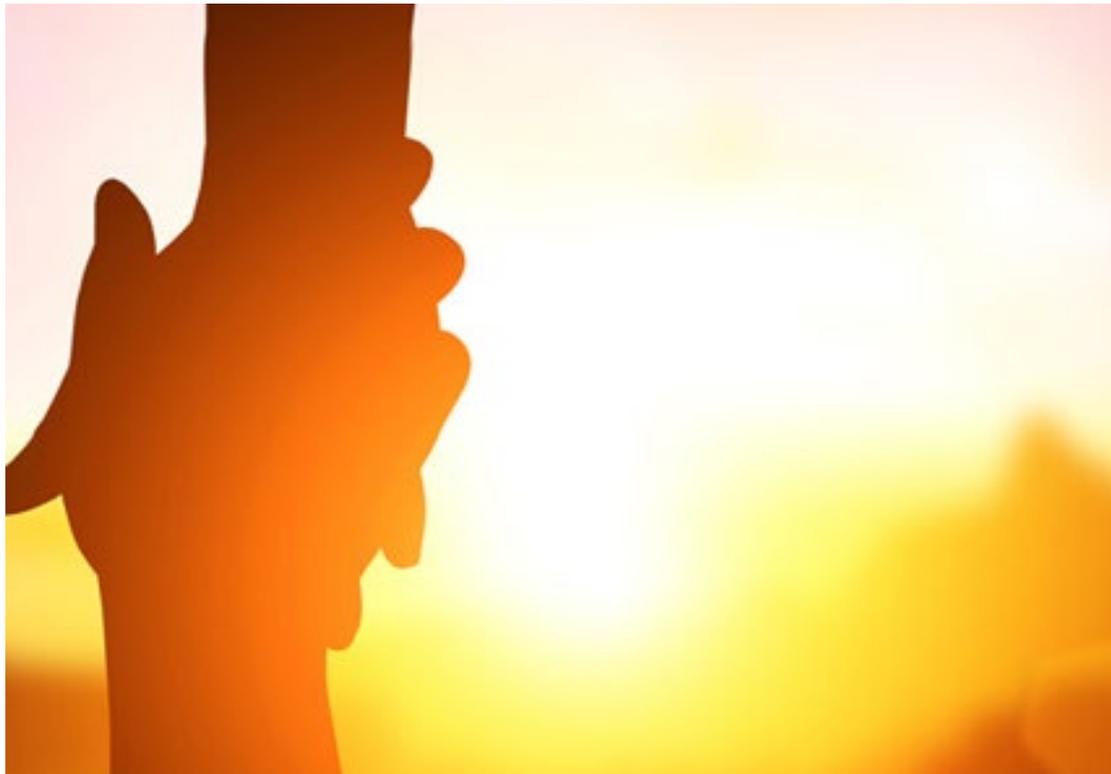
## Responsible

- Does assignments
- Stays on task and completes work

## Safe

- Does not self-harm
- Reports thoughts of S/I to protect self

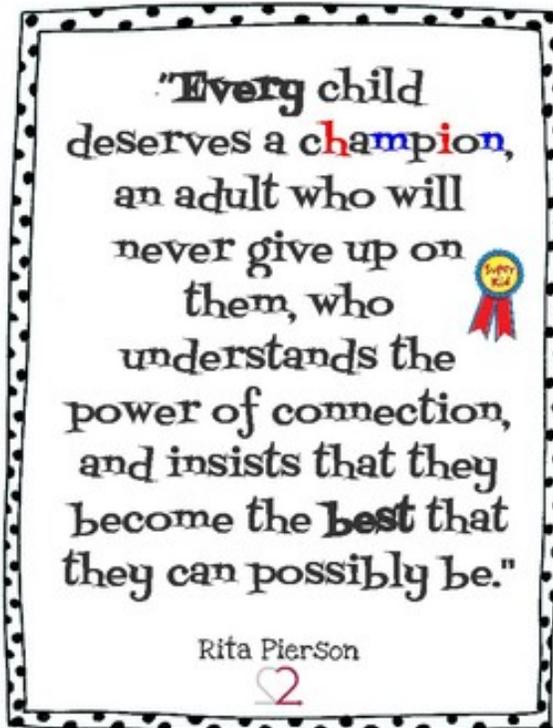
# Supporting Resilience: Positive Relationships and Connections



- The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult.
- Trauma causes feelings of rejection. Research indicates that supportive, responsive relationships with caring adults as early in life as possible can prevent or reverse the damaging effects of toxic stress response.

*Center on the Developing Child, Harvard University*

# Supporting Resilience: Positive Relationships and Connections



We learned that some of the most therapeutic experiences do not take place in "therapy," but in naturally occurring healthy relationships. In fact, the research on the most effective treatments to help child trauma victims might be accurately summed up this way: what works best is ***anything that increases the quality and number of relationships in the child's life.***

Bruce Perry & Saia Szalavitz, 2007

<https://www.youtube.com/watch?v=SFnMTHhKdkw>

# Supporting Resilience: Positive Relationships and Connections at Tier 2

Adult Mentors

PBIS Clubs

Engaging Parents

# Adult Mentors

- Fosters positive, trusting relationships between students and adults
- Teaches a “new way” of relating to adults
- School-based mentors provide consistency
- Helps staff see students in a different light
- Good idea for students who are “hard to reach” and have not responded to other interventions
- Screen and progress-monitor
- Parent consent required
- See Adult Mentors module for further training



# PBIS Clubs

- Some students lack motivation or a feeling of connectedness at school.
- Participation in a high interest, extra-curricular activity, monitored by an adult, can help the student view school in a more positive way.
- Examples: Student leadership clubs, chess or checkers club, arts, music, sports, student-selected interests, technology, photography, film-making, gardening, etc.



# Clubs Promote Engagement and Connection



- Participation in clubs are a great opportunity to practice social skills and develop leadership qualities.
- Entrance criteria for the club must accommodate students at Tiers 2/3.
- **Connections and engagement for students needs to be as much of a priority as academic achievement.**

# Allen Park- Bennie Elementary

- Yoga Club
- Horse Club
- Run Club
- Garden Club
- Cultural Competence Club (C3)
- Play Doh Club
- Show & Tell Club
- STEM Building Club
- Brain Breaks Club
- Card Making Club
- Cheerleading Club
- Mindful Coloring Club
- Equestrian (Horse) Club
- Disney Club
- Puzzle Club
- Service Projects Club



- LEGO Club
- Just Dance Club
- Yoga Club
- Harry Potter Club
- Board Game Club
- Basketball Club
- Comic Book Club
- Directed Drawing Club
- Art Hub Club
- Matchbox Cars Club
- Breakfast Club
- Pet Club
- Joke & Riddle Club
- Costumes & More Club
- Travel Club
- Sports Talk Club



# Lincoln Park Middle School Lincoln Park High School

- Garden Club
- Watercolor Club
- Art Club
- Board Games Club
- Crochet Club
- Prism Club



## Join the LPMS Prism Club

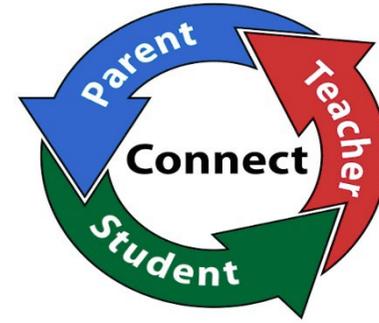
Prism Club is open to **ANY** student (face to face and online) interested in making a difference, specifically the acceptance and inclusivity of all students at our school.

- ★ Prism Club's goals are to create accepting spaces for all students, raise awareness about special topics, advocate for marginalized groups, make new connections, and have FUN!
- ★ Prism Club is a student-led club, supported by a group of Lincoln Park Middle School staff members.
- ★ Prism Club will meet every Thursday after school from 2:30-3:30.

Our first informational meeting will be on  
Thursday, 4/15 from 2:30-3:30 in the media center  
See you then!



# Engaging Parents



## Tier 2

- Discuss and gain parent approval for Tier 2 interventions.
- Provide coaching and support to parents of students on Check In Check Out.
- Invite parents to collaborate on a Home/School behavior plan. Meet periodically to follow up.
- Assist parents of young children in creating a Home Matrix consistent with the school's expectations.
- Provide small group or focused educational opportunities for parents. Provide support for effective parenting practices.
- Provide increased personal positive contacts with parents.

# Why is it Trauma-Informed to Engage Parents?

- Addressing the “whole child” includes the family
- Opportunity to teach new skills to parents
- Creates positive relationship between home and school
- Increases trust
- Improves parent-child relationships
- Improves student outcomes



Dr. Joyce  
Epstein

“The way schools care about children is reflected in the way schools care about the children’s families. If educators view children simply as students, they are likely to see the family as separate from the school. That is, the family is expected to do its job and leave the education of children to the schools. If educators view students as children, they are likely to see both the family and the community as partners with the school in children’s education and development.”

# Positive Parent Contacts

- Discussed at PBIS National Forum, October 26-28, 2021
- Focus: To strengthen family-school partnerships and relationships at Tier 2
- Teachers identify students who need Tier 2 intervention in their classroom and make positive contacts with their parents in the method that is preferred by the parent (phone call, text, email, postcard or written notes).
- Efficient and easy to implement



# Parent's Role in Tier 2 Interventions

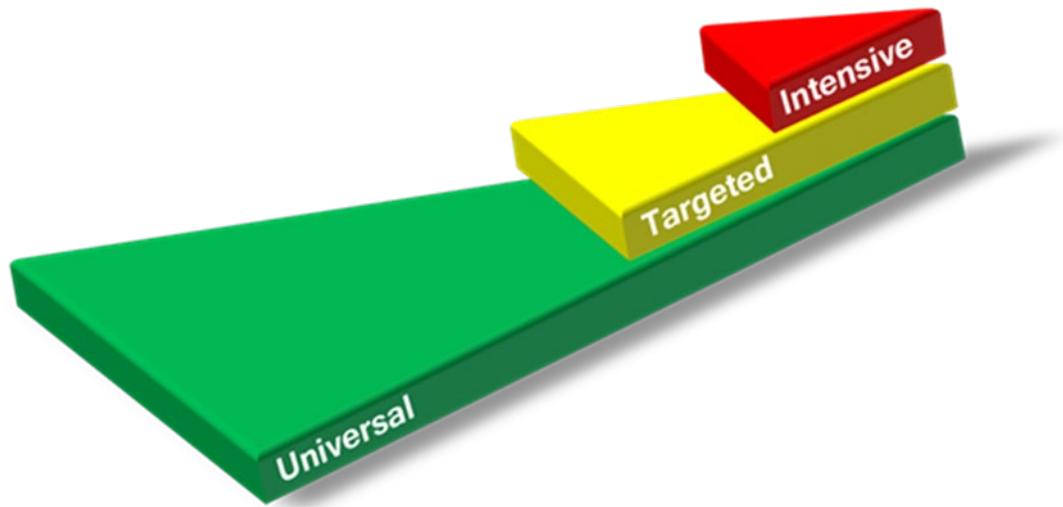
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- Check In/Check Out
- Simple behavior plans or home/school contracts
- Home-based consequences
- Reinforcing school expectations
- Reinforcing new skills at home



# A Trauma-Informed Approach to Tier 2

- Tier 2 support is:
  - Targeted
  - Data-driven, progress-monitored
  - Built on Tier 1



- A Tier 2 Trauma-Informed Approach:
  - Safety & Structure
  - Skills
  - Positive Relationships
  - Parent Engagement



# Take-Aways



What is at least one idea or intervention you will take back to your school and implement from today's training?



What was the most helpful thing about today's session?

# 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.](#)