

PBIS DATA REPORTS:

TEAM OPERATIONS, DATA ANALYSIS, AND CREATING EFFECTIVE ACTION PLANS

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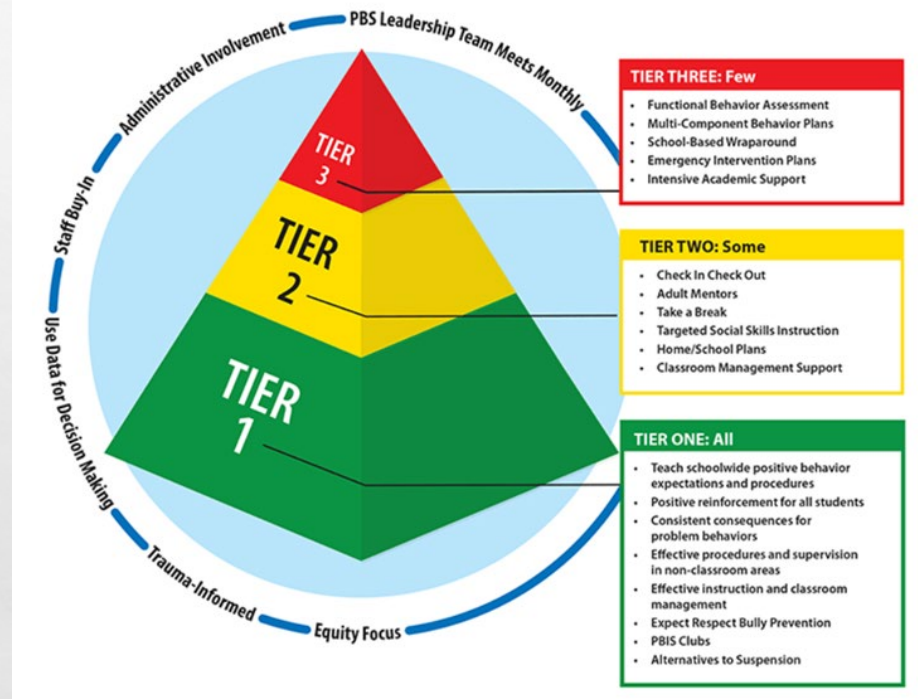
**WAYNE RESA
2023-2024**

AGENDA

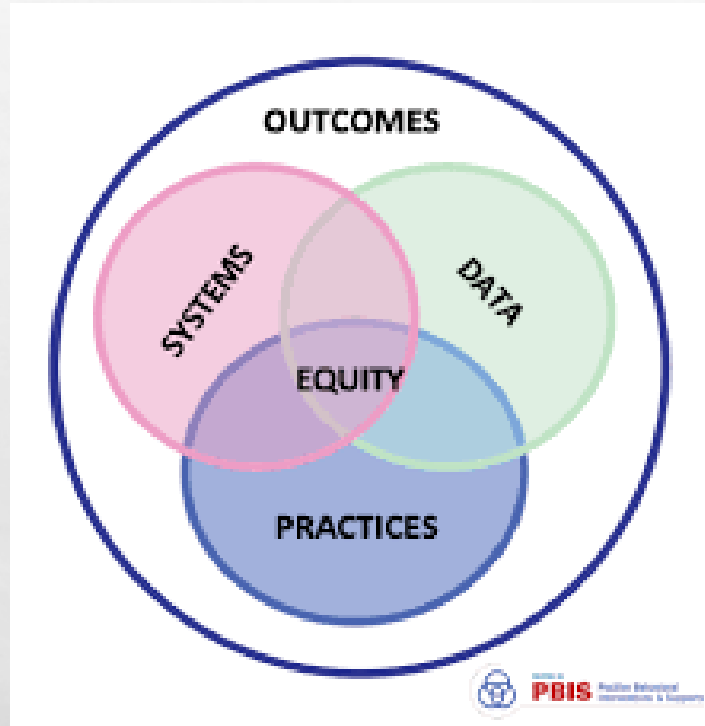
- **INTRODUCTION & HELPFUL RESOURCES**
- **PBIS TEAM OPERATIONS**
- **DATA ANALYSIS**
 - **DATA REPORT WALK-THROUGH**
 - **ADDRESSING DISPROPORTIONALITY**
 - **TIER 2 DATA**
- **CREATING ACTION PLANS**
 - **TIERS OF INTERVENTION**
 - **ALIGNING INITIATIVES**
- **COMMUNICATING PBIS DATA WITH STAKEHOLDERS**

INTRODUCTION

Three-Tiered Model of Positive Behavioral Interventions and Support



INTRODUCTION



- **THE INTERWOVEN PARTS OF PBIS**
- **EQUITY AT THE CENTER—MAKING SURE STUDENTS GET WHAT THEY NEED**
- **RESEARCH-BASED, DATA DRIVEN, OUTCOMES BASED**
- **ROOTED IN SYSTEMS THAT ALLOW FOR CHANGES IN PRACTICE**

PBIS FRAMEWORK

**Establish
Commitment**

Form PBIS Team

**Identify & Teach
Behavior
Expectations**

**Acknowledgment
Systems**

**Continuum of
consequences**

Use of Data

HELPFUL RESOURCES

- [HTTP://WWW.RESA.NET/TEACHING-LEARNING/PBIS](http://www.resa.net/teaching-learning/pbis)
- **MISTAR USER GUIDE 2021**
- **MONTHLY DATA REPORT TEMPLATE**
- **STAFF IN YOUR BUILDING/DISTRICT WHO ARE KNOWLEDGEABLE ABOUT PULLING DATA FROM MISTAR**
- **DISTRICT PBIS COACHES**

PBIS TEAM OPERATIONS

- **TEAM FUNCTION**
- **TEAM MAKEUP**
- **ADMINISTRATOR ROLE**
- **SCHEDULE AND MEETINGS**
- **USE OF WRESA PBIS CONTRACT FUNDS**

PBIS TEAM FUNCTION

WWW.PBIS.ORG/PBIS/TIER-1

- **THE TIER 1 TEAM ESTABLISHES THE SYSTEMS AND PRACTICES FOR TIER 1 SUPPORT. THIS TEAM IS RESPONSIBLE FOR MONITORING SCHOOL-WIDE DATA, ENSURING STUDENTS RECEIVE EQUITABLE ACCESS TO THESE SUPPORTS, AND EVALUATING THE PROGRAM'S OVERALL EFFECTIVENESS.**
- **A SCHOOL'S PBIS LEADERSHIP TEAM MUST IDENTIFY IMPLEMENTING PBIS SCHOOL-WIDE AS A CRITICAL PRIORITY. IF IT IS NOT IDENTIFIED AS ONE OF THE SCHOOL'S TOP THREE NEEDS, IT IS UNLIKELY ANYONE WILL ALLOCATE THE TIME AND EFFORT NEEDED TO ACCOMPLISH IMPLEMENTATION.**

PBIS TEAM MAKEUP

- **PBIS TEAM IS REPRESENTATIVE OF THE SCHOOL**
- **GRADE LEVELS – TEACHERS**
- **SUPPORT STAFF**
- **SPECIALS**
- **SPECIAL EDUCATION**
- **ADMINISTRATOR**
- **PARENTS**
- **STUDENTS**
- **CHAIRPERSONS – TEACHER LEADERS**



ADMINISTRATOR ROLE ON THE PBIS TEAM

SEE WAYNE RESA MODULE: ADMINISTRATIVE SUPPORT FOR PBIS

- **ATTENDS MOST PBIS TEAM MEETINGS**
- **ALLOWS STAFF TIME AND SPACE TO WORK ON PBIS**
- **VOCALLY SUPPORTS PBIS WITH STAFF, STUDENTS, AND PARENTS**
- **THANKS THE PBIS TEAM MEMBERS**
- **ENCOURAGES NEW MEMBERS TO JOIN THE PBIS TEAM ANNUALLY**
- **ALLOWS TIME DURING STAFF MEETINGS TO DISCUSS PBIS PROGRAM/DATA**
- **BUILDS PBIS INTO THE BUDGET**
- **PROVIDES FEEDBACK TO STAFF ON THEIR USE OF PBIS PRACTICES**
- **MONITORS IMPLEMENTATION AND HELPS TO FIND SOLUTIONS WHEN PROBLEMS ARISE**

PBIS TEAM MEETING SCHEDULE

WWW.PBIS.ORG/PBIS/TIER-1

- **THE TIER 1 TEAM MEETS AT LEAST MONTHLY. SCHEDULE MEETINGS IN ADVANCE.**
- **TEAM MEMBERS SHOULD HAVE AVAILABILITY TO ATTEND AT LEAST 80% OF ALL SCHEDULED MEETINGS TO PROVIDE CONSISTENCY AROUND ACTION PLANNING AND TRACKING PROGRESS.**
- **MEETINGS SHOULD INCLUDE AN AGENDA.**
- **SEND PBIS DATA OUT TO TEAM MEMBERS BEFORE THE MEETING IF POSSIBLE.**
- **YOU MAY CREATE SUB-COMMITTEES.**

WRESA PBIS CONTRACT FUNDS

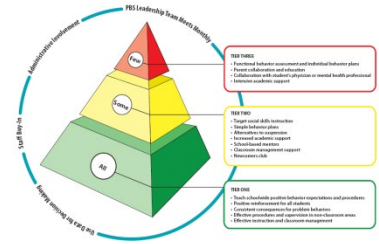
- **PBIS CONTRACT FUNDS PAY STIPENDS FOR PBIS WORK DONE OFF OF SCHOOL HOURS.**
- **THIS CAN INCLUDE PREPARING THE PBIS DATA REPORT AND ATTENDING PBIS MEETINGS.**
- **AN AGENDA AND A SIGN-IN MUST BE SUBMITTED FOR REIMBURSEMENT.**

PBIS DATA REPORTS

- **WALK-THROUGH A SAMPLE DATA REPORT**
- **NOTICE:**
 - **TRENDS**
 - **HOT SPOTS**
 - **TARGETED SUBGROUPS OF CONCERN**
 - **TIER 2/3 CONCERNS**



School-wide PBIS



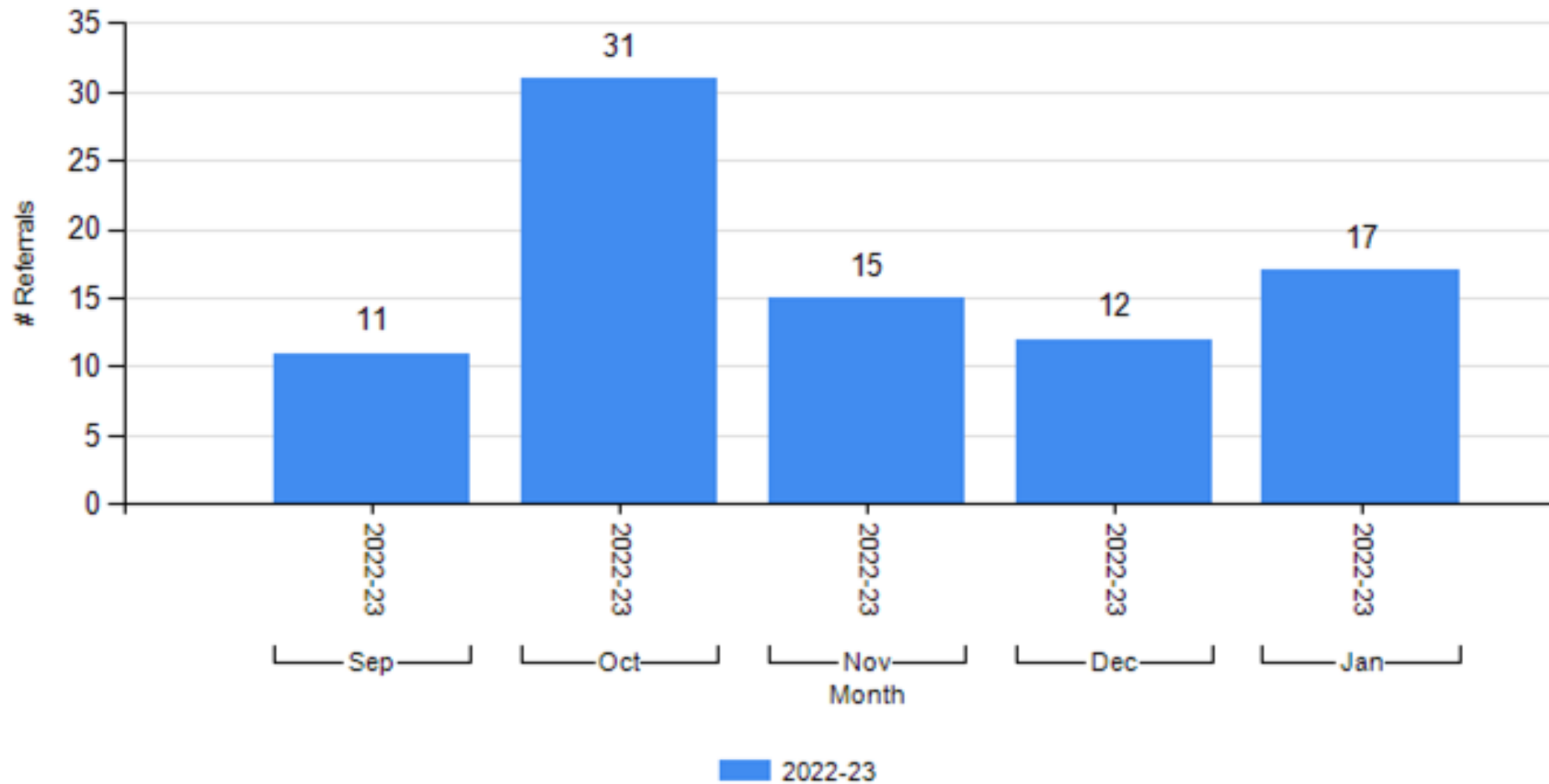
Sample Middle School January

2022-2023

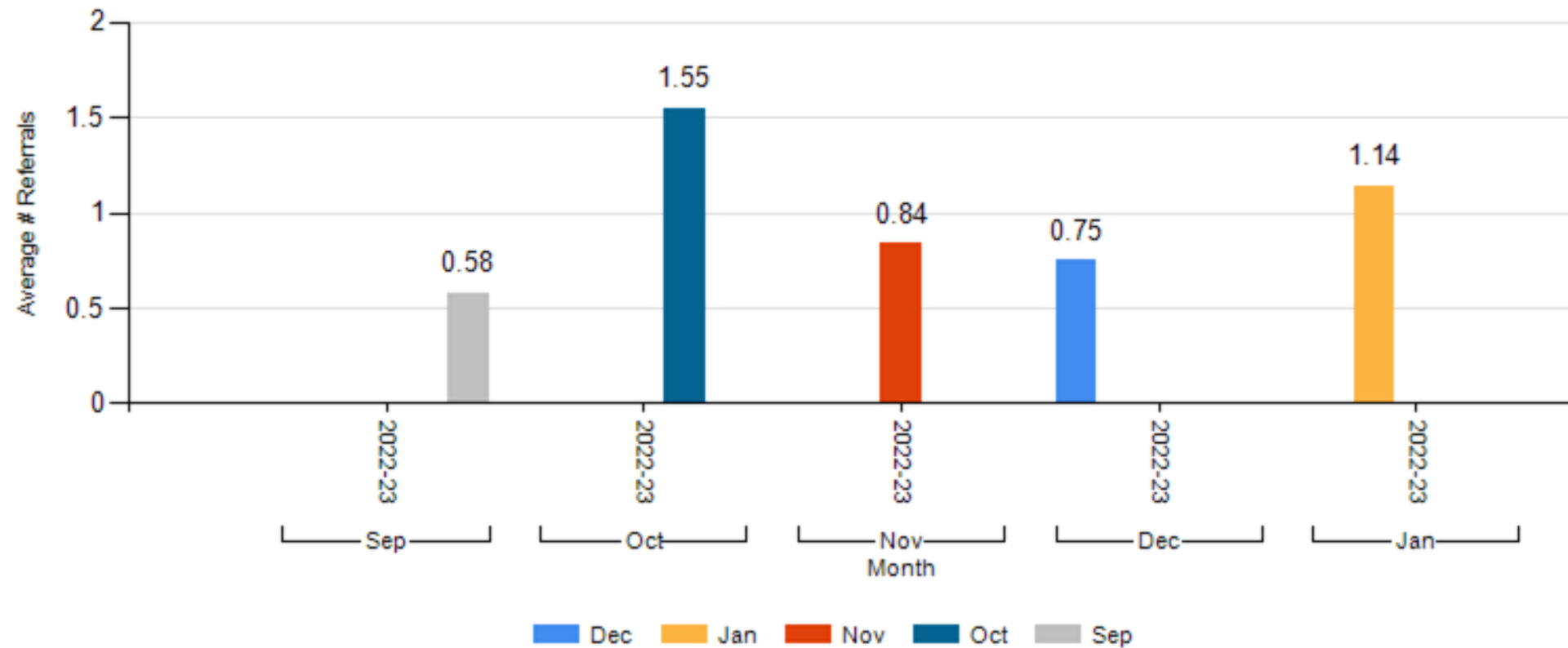
Analyze Behavior Data by:

1. ODRs by Month YTD
2. ODRs by Month Daily Average YTD
3. Suspensions by Month YTD
4. Suspension Days Out of School YTD
5. **Suspensions by Month Year to Year**
6. ODRs by Infractions YTD
7. ODRs by Location YTD
8. ODRs by Time YTD
9. ODRs by Student Levels (use for Tier 2/3)
10. ODRs by Grade Level YTD
11. ODRs by Gender YTD
12. ODRs by Faculty YTD
13. ODRs by Ethnicity
14. Suspensions by Ethnicity
15. Risk Ratios by Ethnicity
16. Suspensions of Student with Disabilities
17. Penalties by Month (Suspension Alternatives)
18. Positive Behavior Indicator (not in MiStar – the school selects a positive to track)

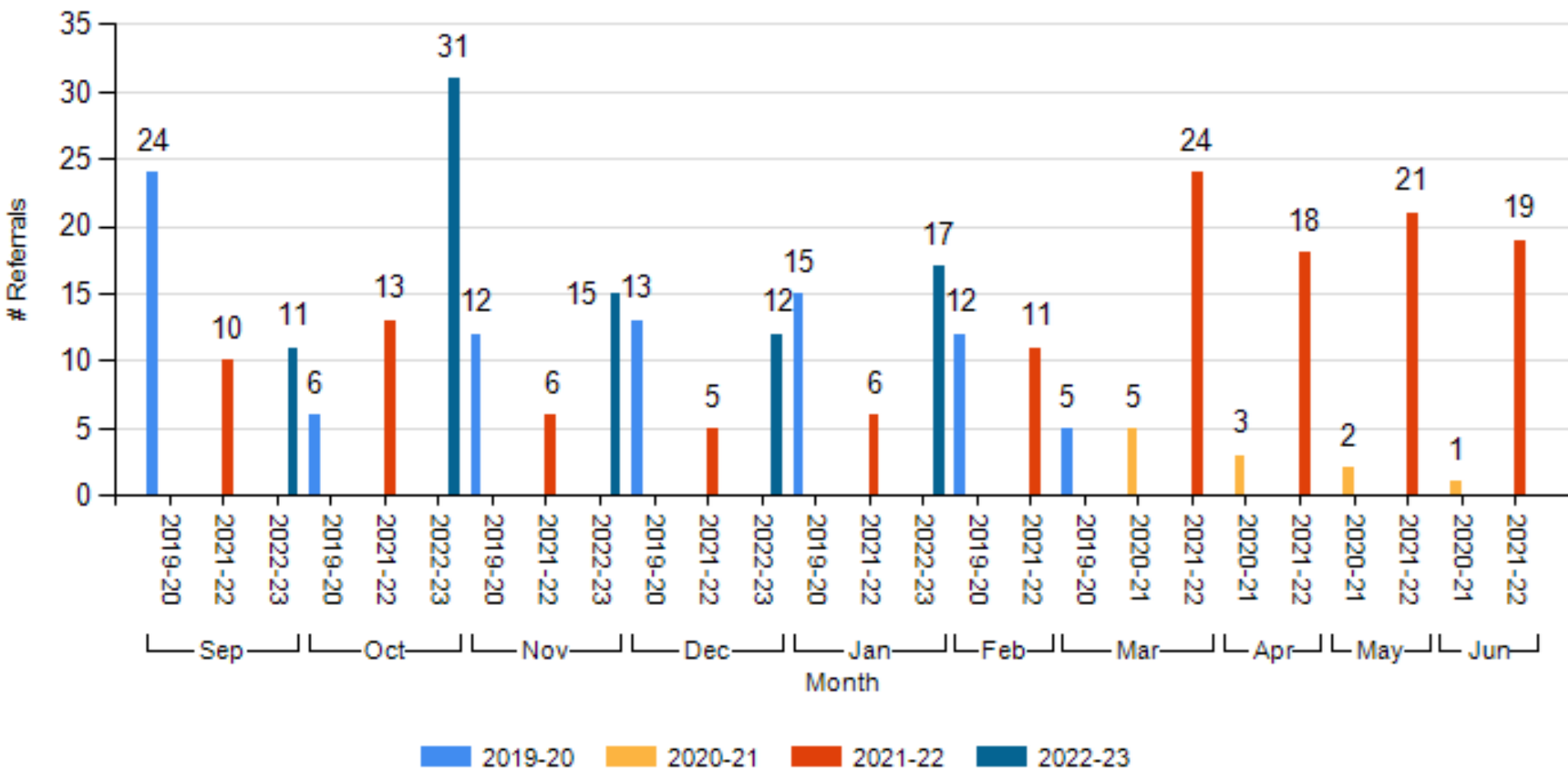
ODRs by Month YTD



ODRs by Month Daily Average YTD



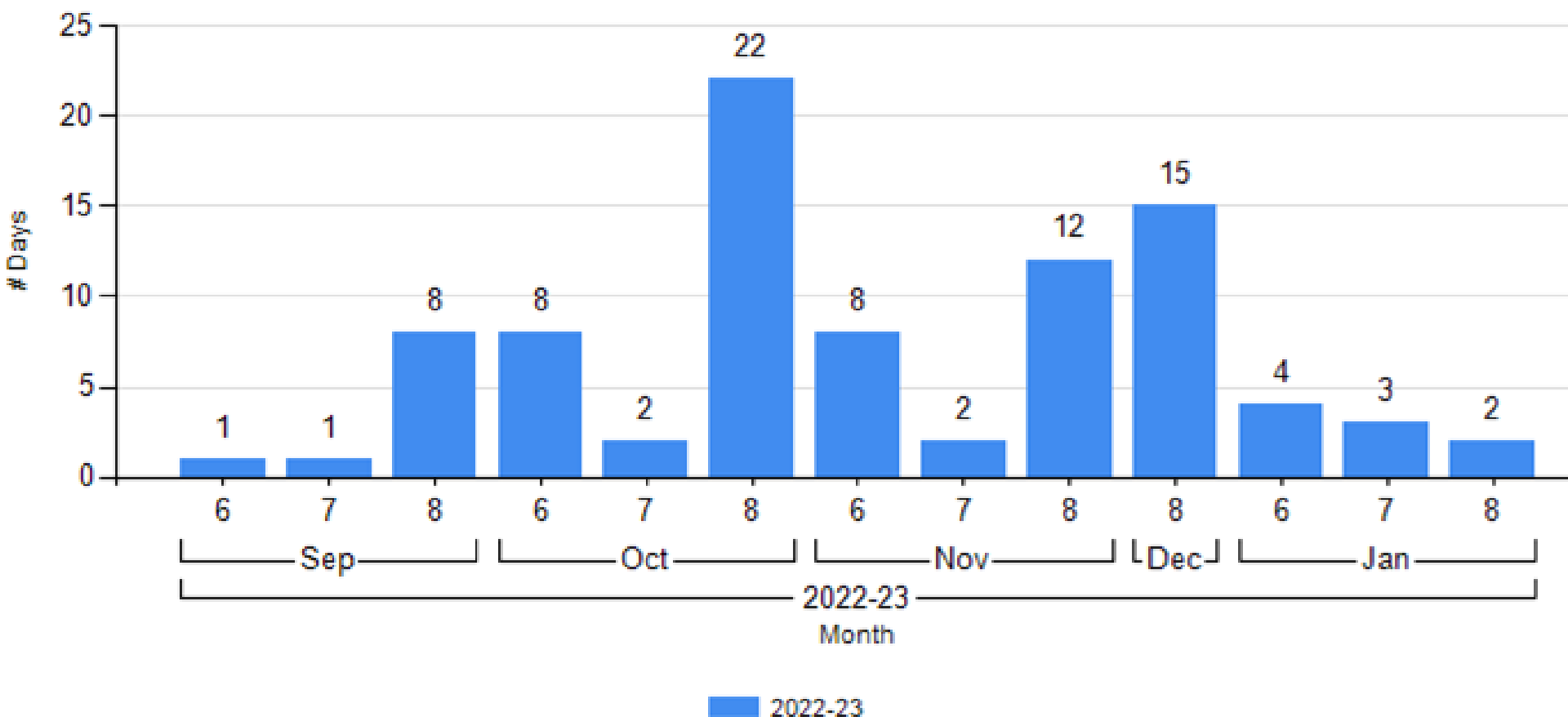
ODRs by Month - Year to Year YTD



Suspensions by Month YTD



Suspension Days Out of School YTD



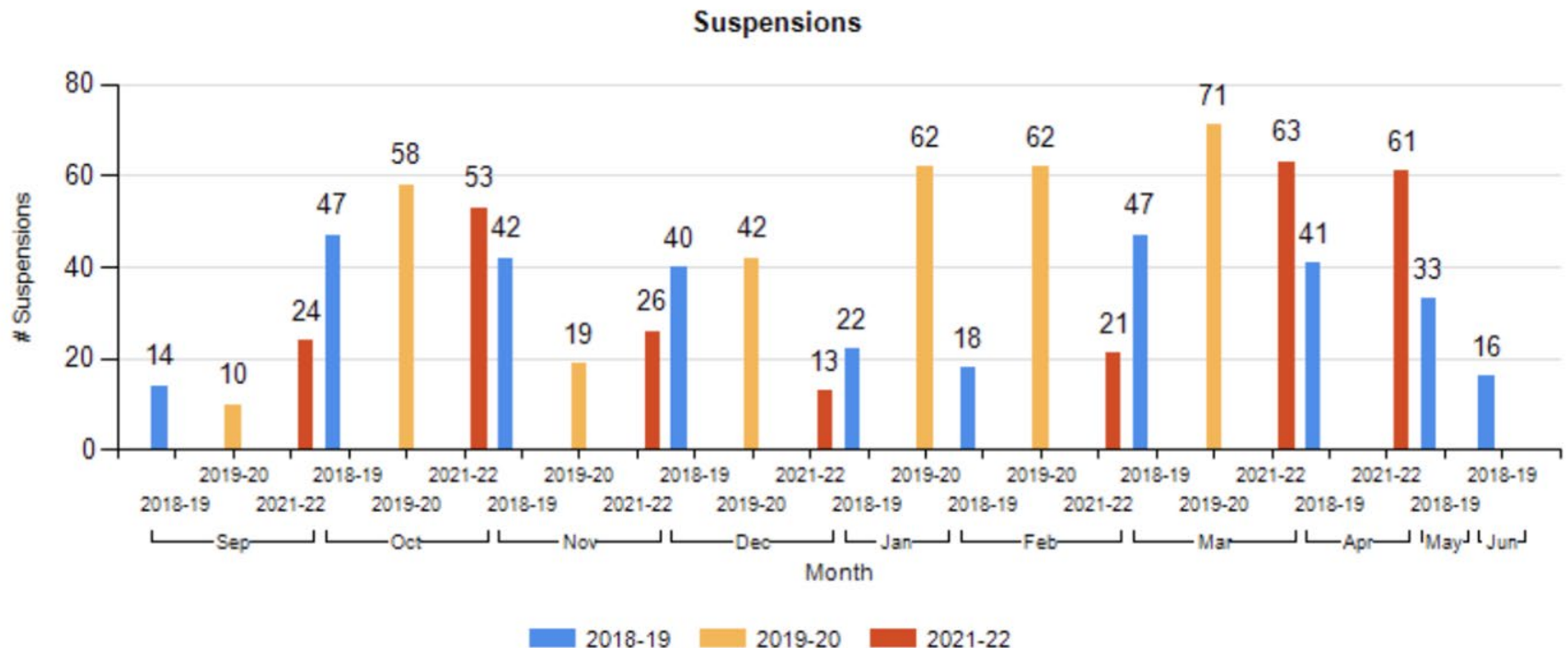
Suspension by Month – Year to Year (Example)

Suspensions by Month from 09/03/2018 to 04/29/2022

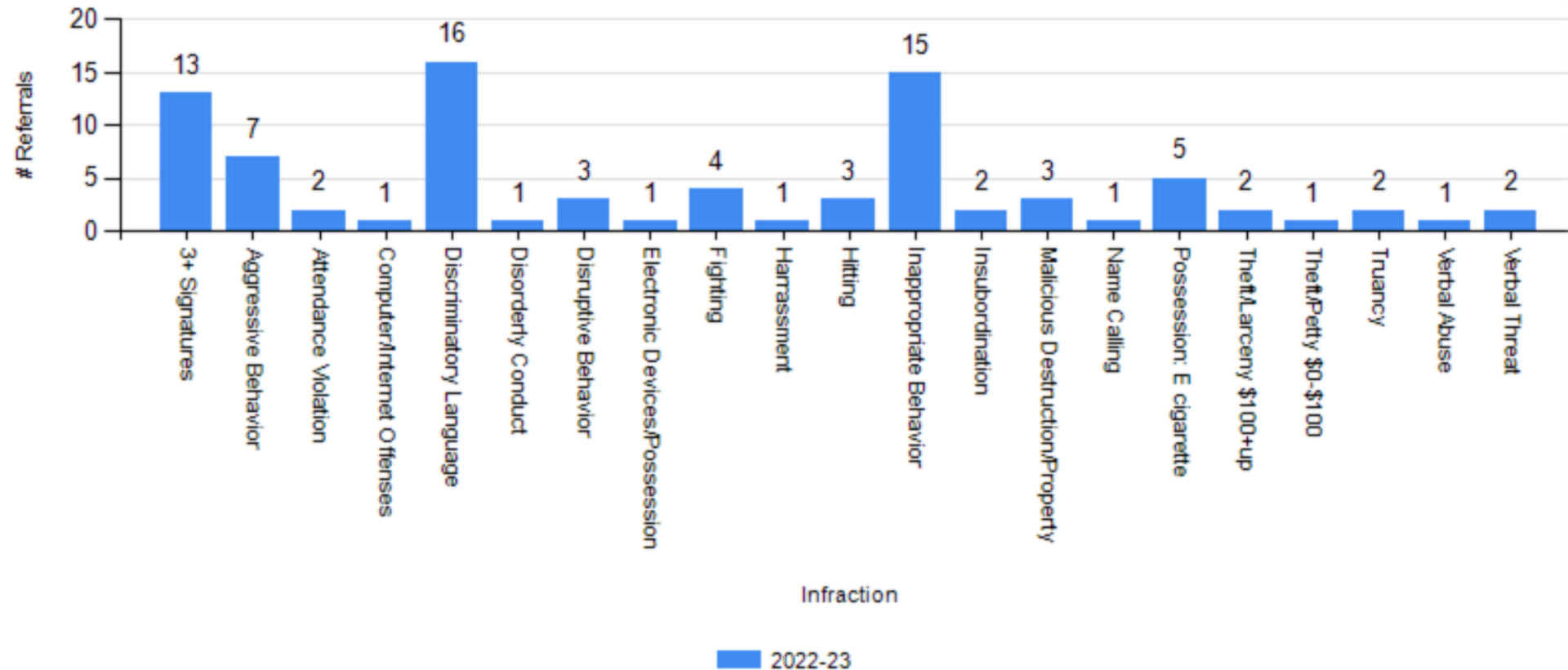
All Students

Ethnicity: All Ethnicity

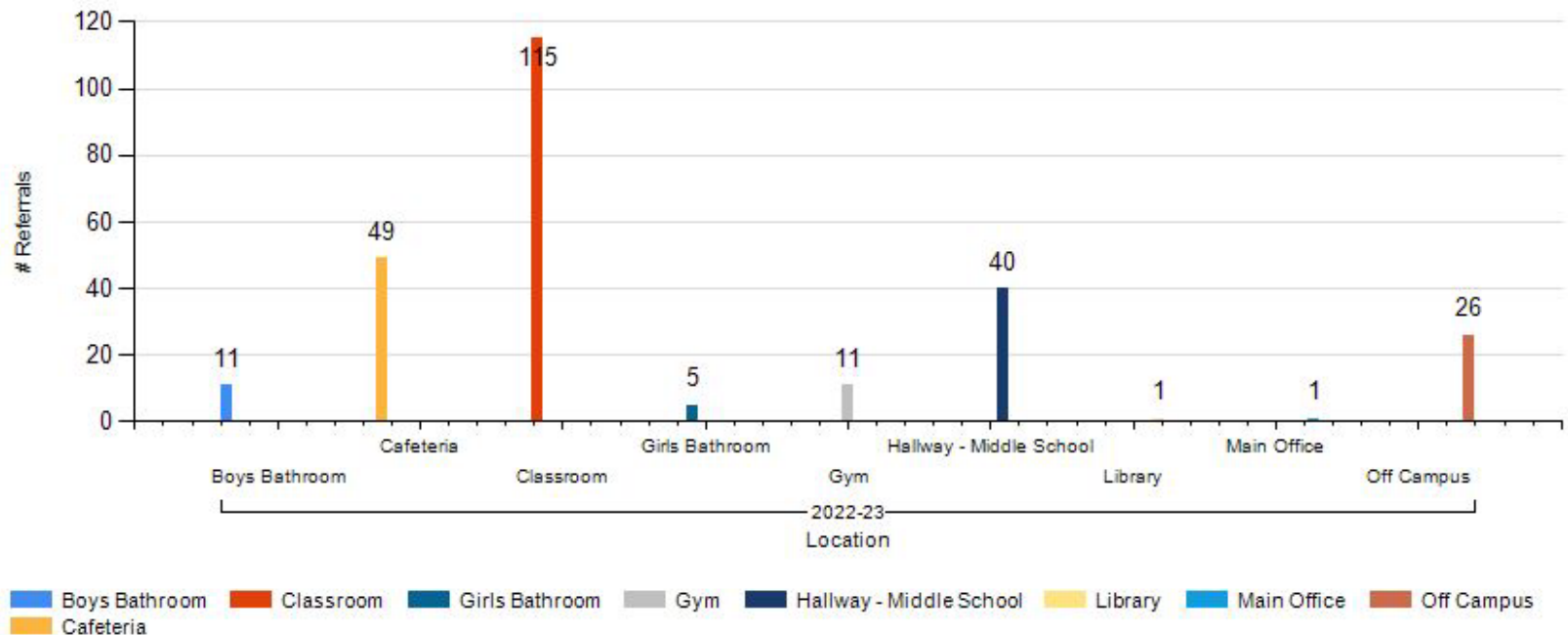
All Suspensions



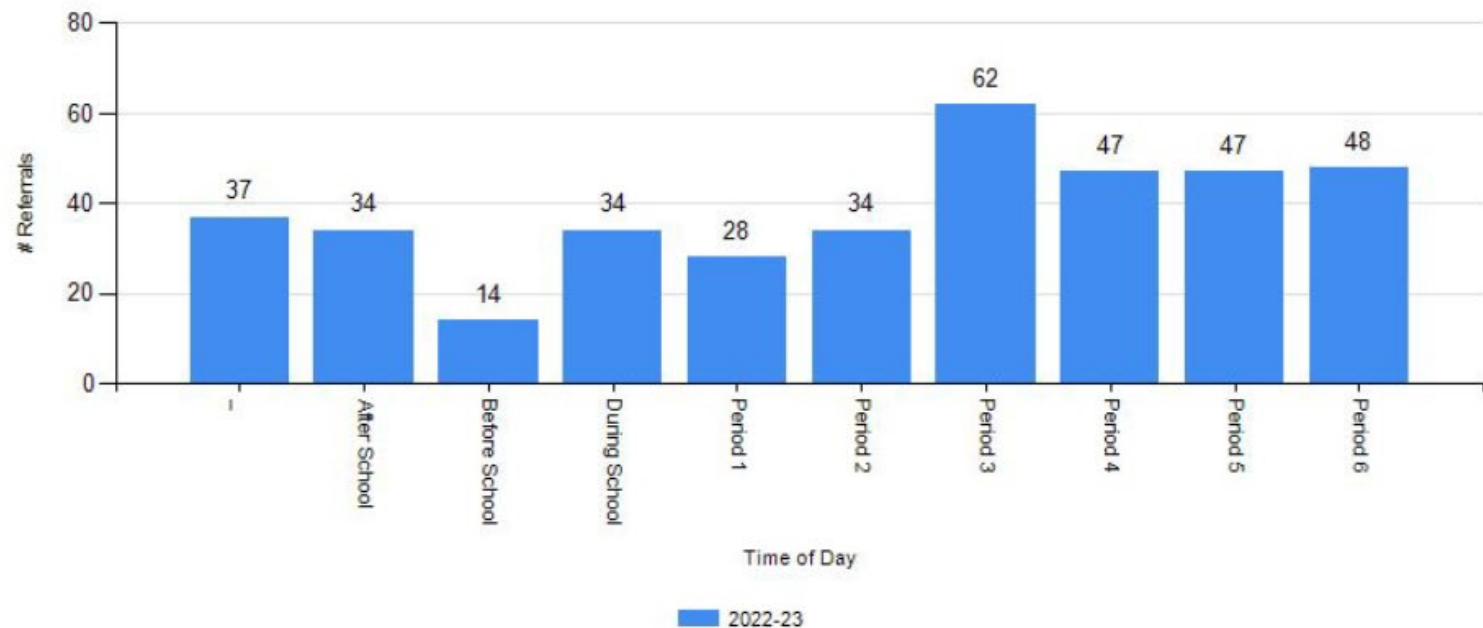
ODRs by Infractions YTD



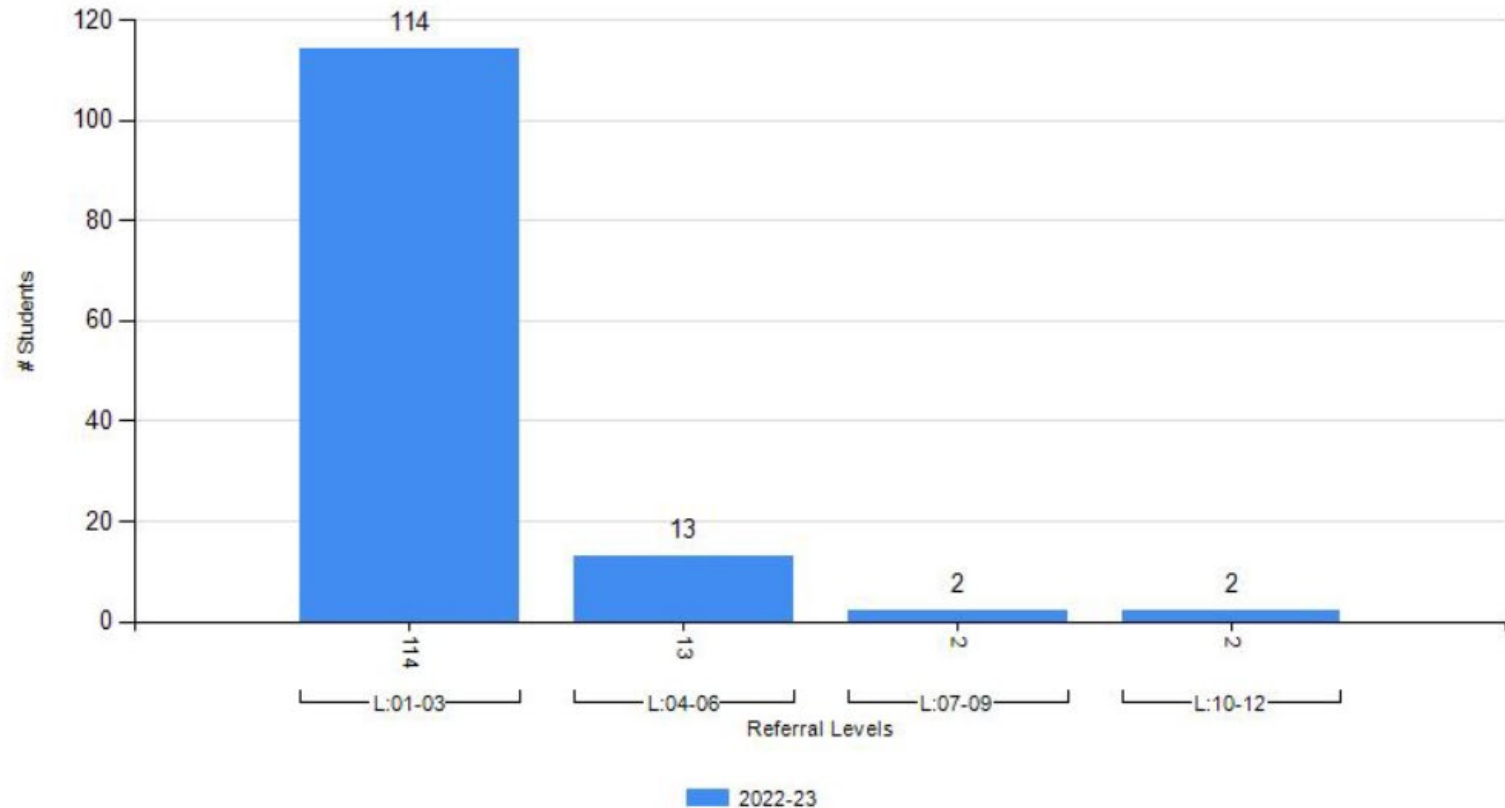
ODRs by Location YTD-Example



ODRs by Time YTD-Example



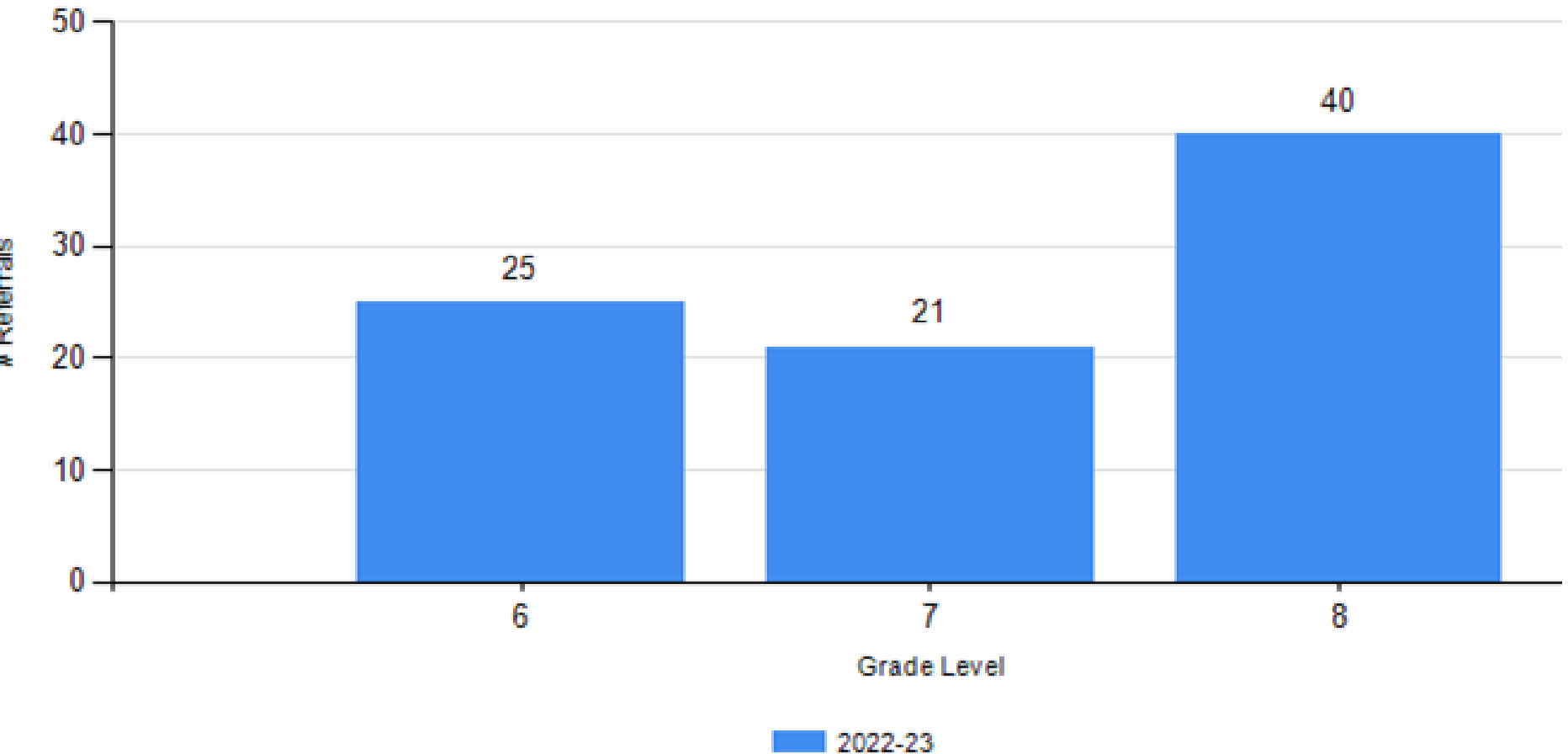
ODRs by Student Levels-Example



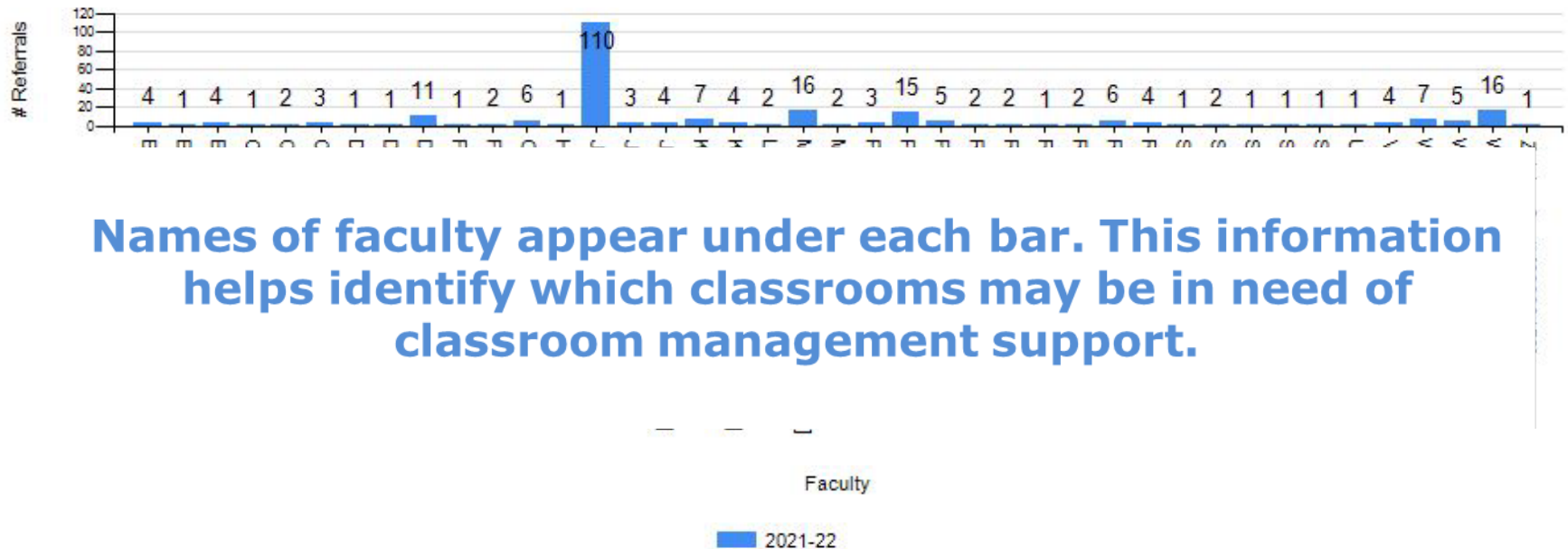
ODRs by Student Levels

- The team can also pull out the student numbers of those students who have had a higher number of referrals and place them on this slide.
- This list of students is a good starting point for Tier 2 interventions.
- *If referral numbers are low at your school, use classroom data and teacher referrals for Tier 2.*

ODRs by Grade Level YTD

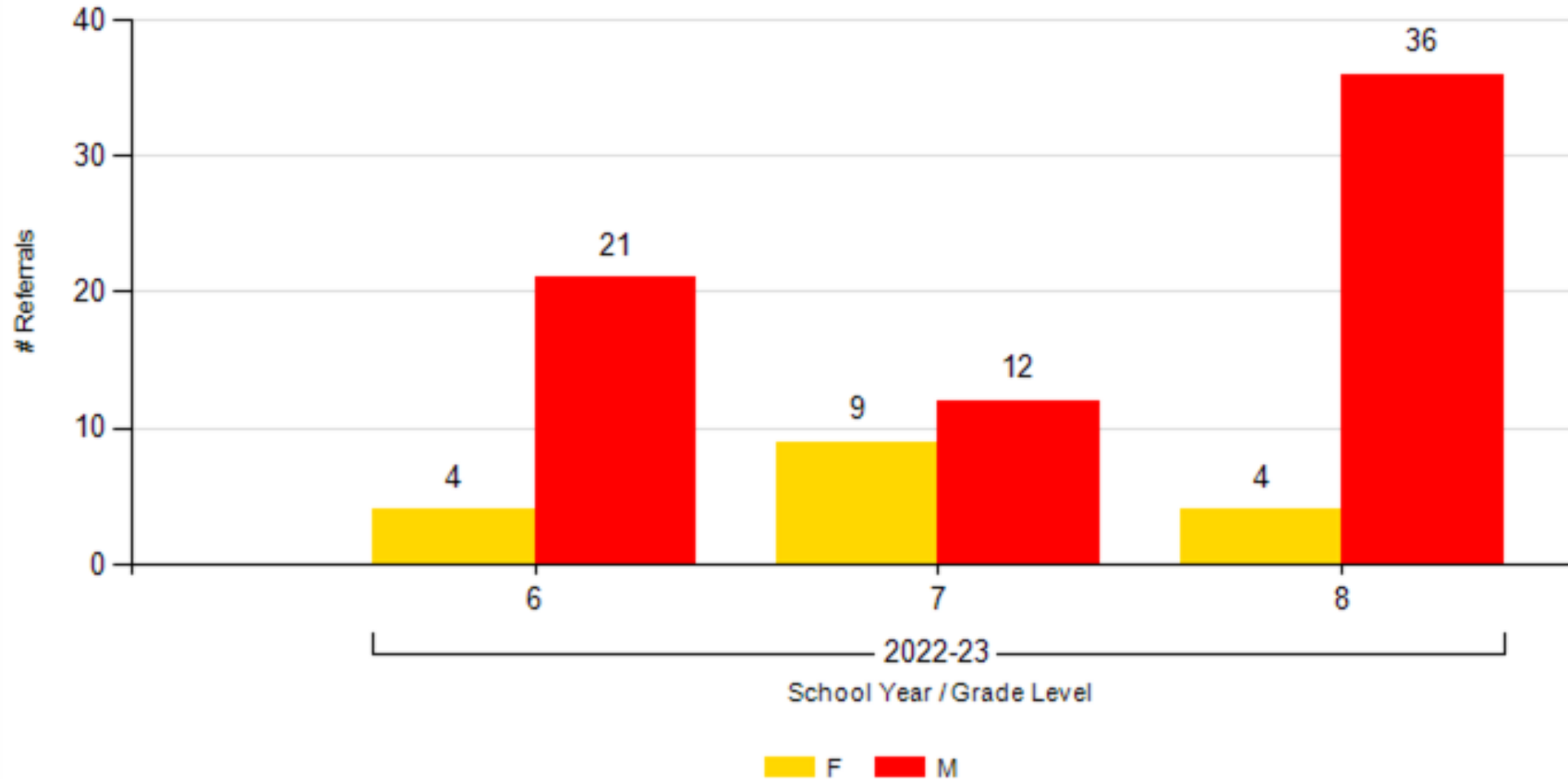


ODRs by Faculty - YTD

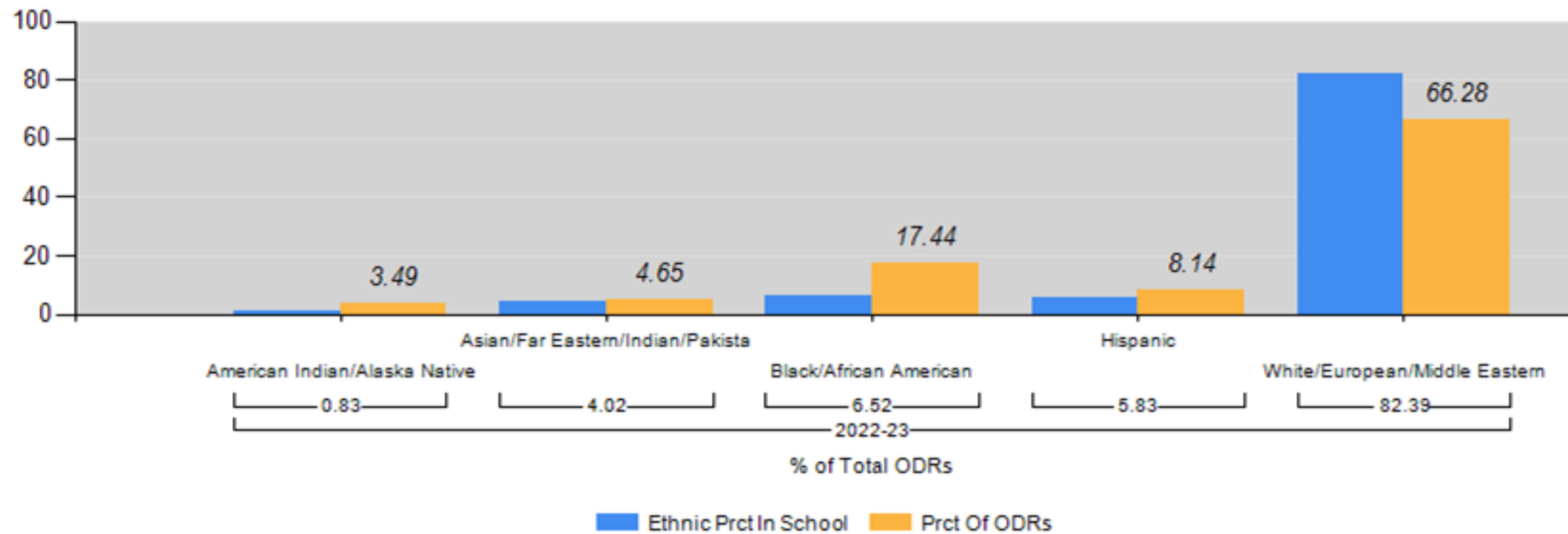


Names of faculty appear under each bar. This information helps identify which classrooms may be in need of classroom management support.

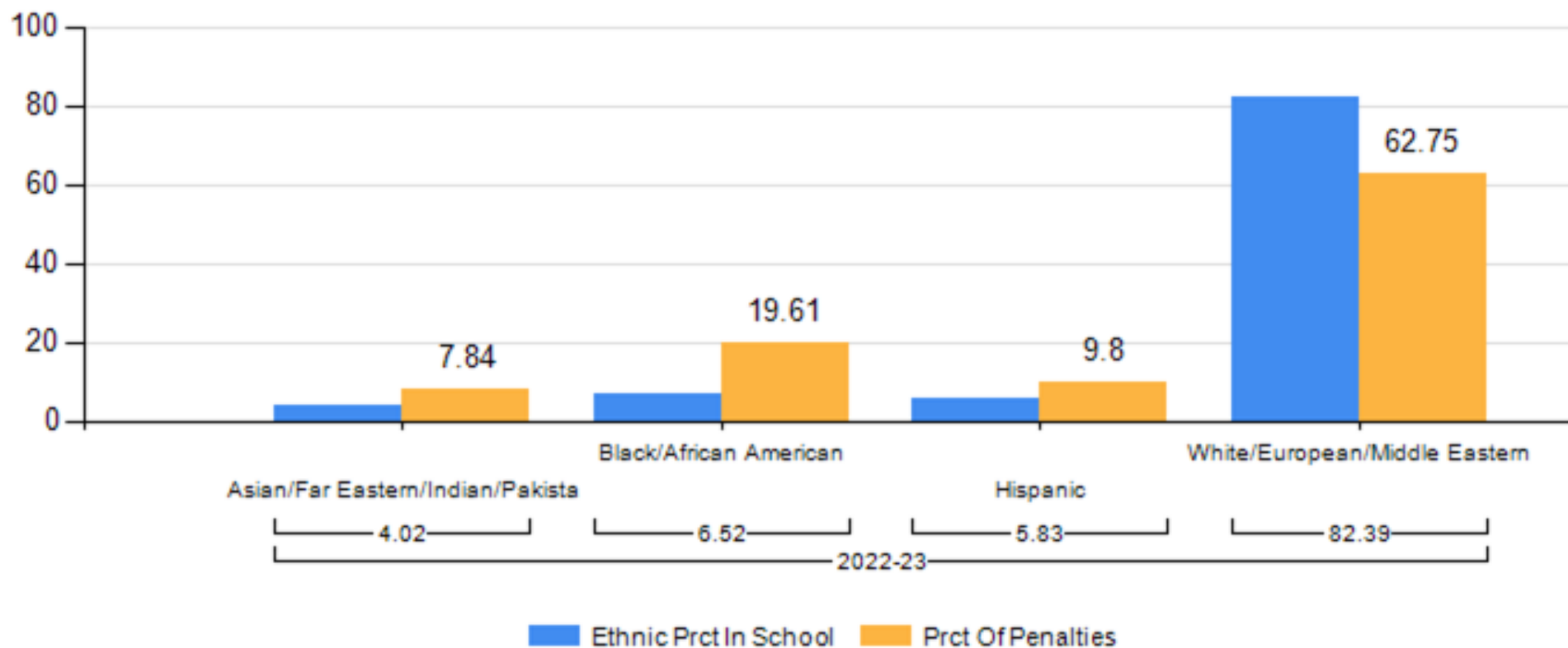
ODRs by Gender YTD



ODRs by Ethnicity YTD

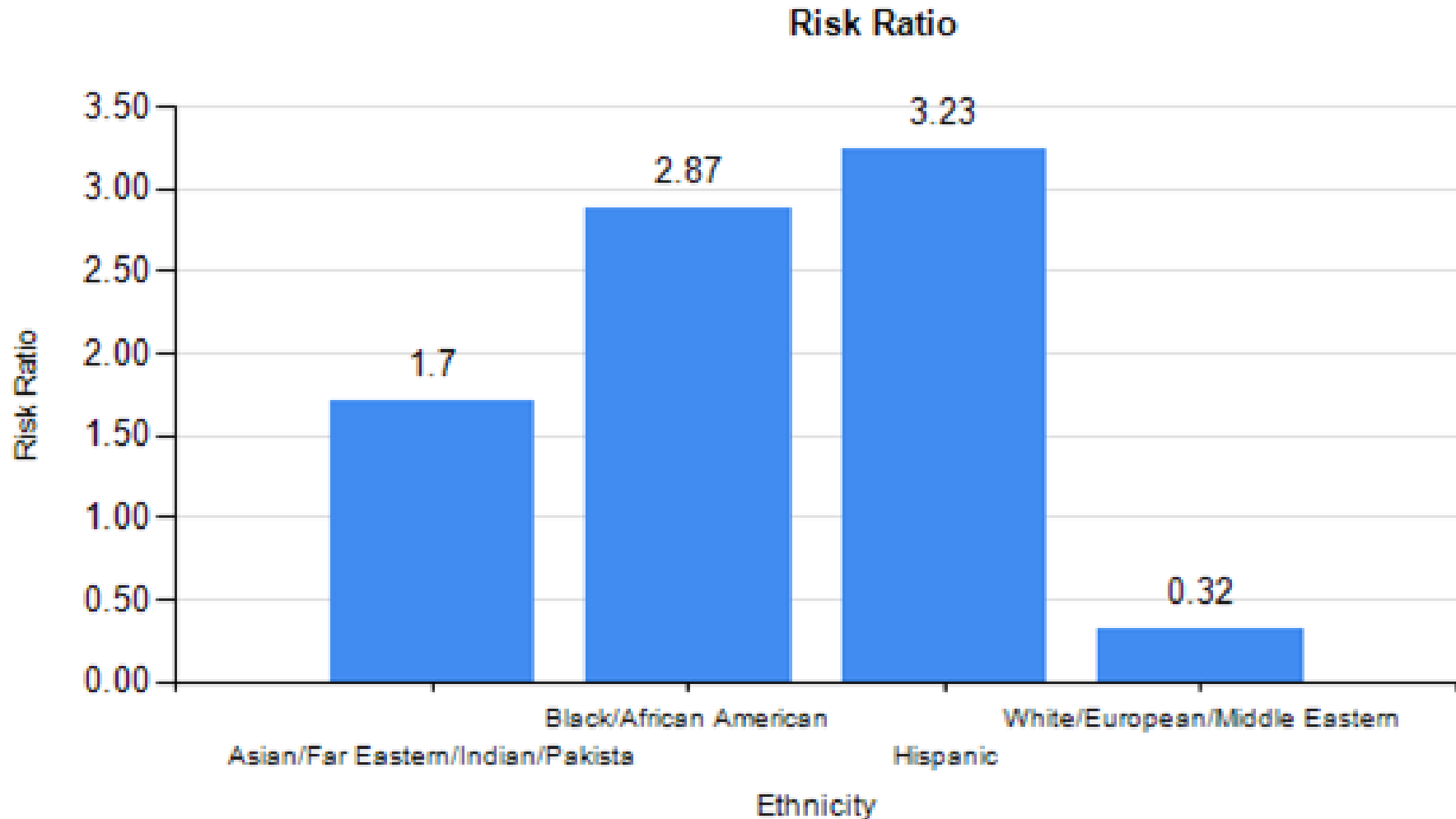


Suspensions by Ethnicity YTD



Risk Ratios by Ethnicity YTD

Review Quarterly



Suspensions of Students with Disabilities YTD



BRIEF EXPLANATION: RISK RATIO

- **RISK RATIOS REPRESENT THE LIKELIHOOD OF THE OUTCOME (E.G., SUSPENSIONS) FOR ONE GROUP IN RELATION TO A COMPARISON GROUP.**

RISK RATIO

- **FIRST, COMPUTE THE RISK INDEX FOR EACH GROUP – THE PERCENT OF A GROUP THAT HAS HAD A SUSPENSION. FOR EXAMPLE, THERE ARE 100 AFRICAN AMERICAN STUDENTS IN THE SCHOOL AND 50 OF THEM HAVE HAD A SUSPENSION. THE RISK INDEX FOR AFRICAN AMERICAN STUDENTS IS .5**
- **THEN, COMPUTE THE RISK INDEX FOR THE COMPARISON GROUP (E.G., ALL STUDENTS IN THE SCHOOL OTHER THAN AFRICAN AMERICANS). THERE ARE 700 OTHER STUDENTS IN THE SCHOOL AND 250 OF THOSE HAVE HAD A SUSPENSION. THAT GROUP'S RISK INDEX IS .35**

$$\frac{\text{RISK INDEX OF TARGET GROUP}}{\text{RISK INDEX OF COMPARISON GROUP}} = \text{RISK RATIO}$$

- **.5 ÷ .35 = 1.4**
- **THE RISK RATIO FOR AFRICAN AMERICAN STUDENTS IS 1.4**
- **THE LIKELIHOOD OF AN AFRICAN AMERICAN STUDENT RECEIVING A SUSPENSION IS 1.4 GREATER THAN ALL OTHER STUDENTS IN THE SCHOOL.**

RISK RATIO: COMPARE TO GOALS

THERE IS NO FEDERAL DEFINITION OF WHAT CONSTITUTES DISPROPORTIONALITY.

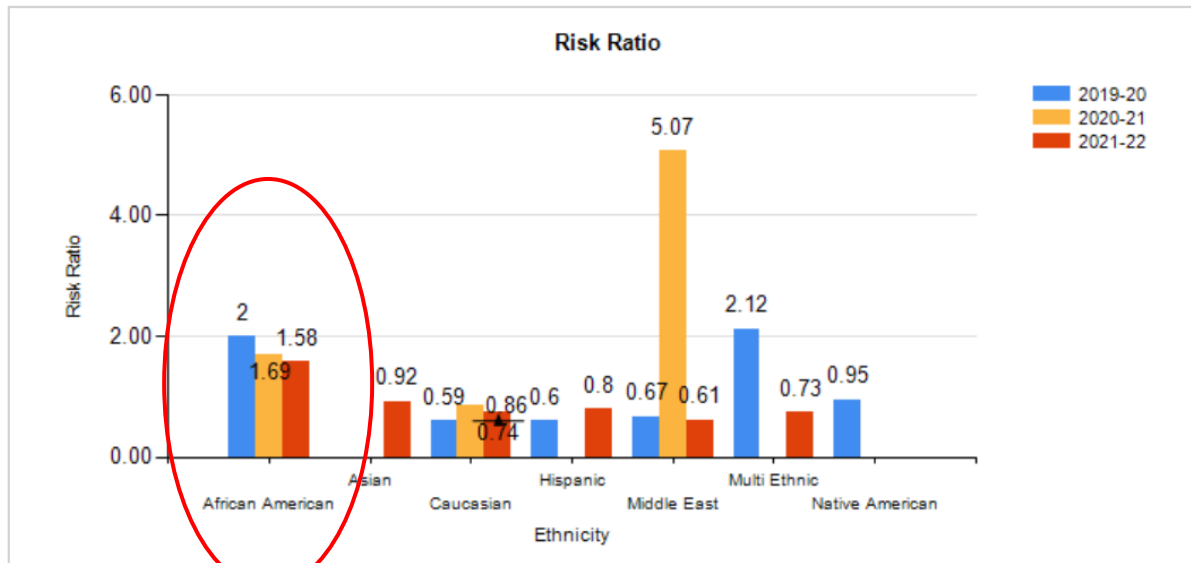
SOME OPTIONS:

- **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 BELOW 1.25 WITHIN ONE-TWO YEARS.**
- **EVALUATE YOUR SCHOOL'S RISK RATIO QUARTERLY.**

RISK RATIO REPORTS YEAR TO YEAR: SUSPENSIONS

Suspensions by Ethnicity from 07/01/2019 to 07/12/2022

All Students

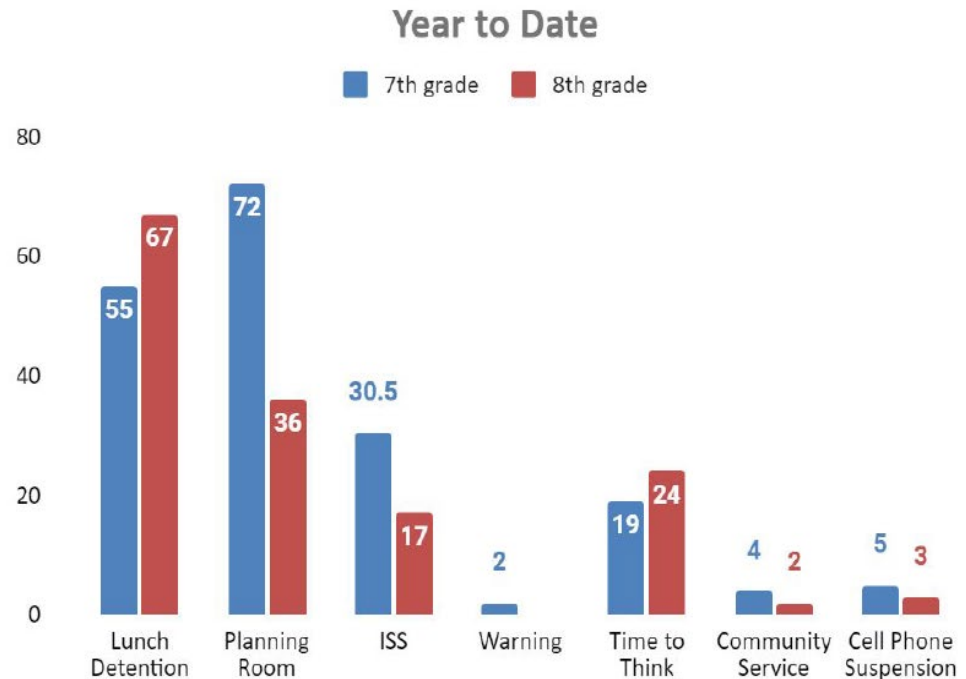


Penalties by Month- April

(Suspension Alternatives)

Schools may list the alternatives to suspension that they offered and the number of students who received them.

Examples include:
Detention, Restorative Practices, Community Service, Parent Contact, etc.



Positive Behavior Indicator

(Not in MiStar)

- Schools may indicate any type of positive behavior data they have on this slide.
- Example from a Wayne County middle school:

- 93% of students did not earn a referral, lunch detention, or office visit during the month of January.
- 94% of students did not earn a referral, lunch detention, or office visit during the month of December.
- 93% of students earned the 5 week reward from November 7 - December 9.
- 92.6% of students did not earn a referral, lunch detention, or office visit during the month of November
- 91.7% of students earned the quarterly reward (0 referrals, lunch detentions, office visits, and at least a 3 or better in citizenship).
- 92% of students did not earn a referral, lunch detention, or office visit during the month of October.
- 96% of students did not earn a referral, lunch detention, or office visit during the month of September.

- *Emerging research shows that intentionally providing high levels of positive interactions with racial minority groups reduces disproportionality. (McIntosh, 2021)*

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

- What is the targeted sub-group of concern ? African American Boys
- What changes to our Tier 1 program need to be made to make it more culturally responsive? More community and student voices need to be represented in developing positive relationships between staff and students in this sub group. There is an active weekly check in/mentor system which includes students of our sub group (not including 14 who already receive tier 2 support). Actively reviewing the language and criteria on the PBIS framework.
- How many of the targeted sub-group students receive Tier 2/3 support? 16
 - CICO: 8
 - Adult Mentor: 4
 - Home/School Plan: 2
 - School-Based Wraparound: 2

Tier 2 Summary (Example)

- How many students are currently on Tier 2 plans?
 - 21 students are receiving targeted skills groups.
 - 8 students are on CICO plan
 - 2 students are on a Home/School plan
- What number/percentage of those students are showing improvement?
 - 17 out of 24 are showing improvement (71%)
- Include individual students' Check In/Check Out Data Summaries. [PBIS Tier 2 Tracking](#)

DATA ANALYSIS DISCUSSION

- **WHAT IS THE DATA TELLING US?**
- **DEFINITIONS OF PROBLEM BEHAVIOR-ARE THEY CLEAR?**
- **CAN WE CLEARLY IDENTIFY POSITIVES AND WHERE WE CAN IMPROVE?**
- **POSITIVE DATA INDICATOR- WHAT POSITIVES ARE EVIDENT? ARE WE TARGETING SUB-GROUPS OF CONCERN WITH POSITIVE INTERVENTIONS? HOW DO WE KNOW?**

Data Analysis (Example)

Complete new analysis each month – describe briefly.

- How are we doing overall? What positives have been occurring and what are areas of concern? Our data shows a decrease in our risk ratio for African American students and our data shows a decrease in suspensions of students with an IEP.
- What are the hot spots? Identify most frequent:
 - Problem behaviors: Discriminatory language from our students through “Jokes” and microaggressions
 - Students/Groups: 8th graders and 6th graders
 - Grades: 8th Grade currently has had multiple interventions surrounding this behavioral concern
 - Attendance concerns: Yes for 3 students. Current interventions are in place and working well for 2 of the students.

Data Analysis (cont.)

Describe target interventions to be implemented (based upon the PBIS Team's review of the data)

We are doing full school lessons on racial slurs, microaggressions and the harm of "jokes". We are doing classroom visits and Expect Respect lessons in Advisory class on this as well as restorative circles to help educate.

Action plan: describe what will be done to implement and evaluate target interventions We meet each week to look at our intervention data to see how it is going. We also are working very closely with our school and district DEI team to get teachers and students better resources.

Data Analysis (cont.)

- PBIS Team met on what date(s) last month?

1/18/23

- PBIS Team will share data with staff when & how? Staff meetings, slides decks and email

OTHER ACTION PLAN EXAMPLES

- **NOTICE:**
 - **PLANS TARGET BEHAVIOR ISSUES IDENTIFIED IN THE DATA REPORT**
 - **PLANS REFERENCE PBIS TIERED INTERVENTIONS**
 - **PLANS ARE SPECIFIC, DO-ABLE**



High School Example

Data Analysis

Complete new analysis each month – describe briefly.

- How are we doing overall? What positives have been occurring and what are areas of concern?
 - Positives: We made it to Thanksgiving break. It was a VERY long haul for students and staff. We did a staff get together in November and did a Thankful Week. Our sports teams did very well and played well into November. There was a lot of school spirit.
 - Areas of Concerns: ODRs were very high in November. Female students cheated most often and male, caucasian 10th graders seemed to be constantly making poor choices. 11th graders were caught with vapes and THC pens, but the 10th graders were so physical. We have a huge issue in bathrooms with students using vapes/THC and/or getting physical. The fighting and drugs are out of control.

High School Example

Data Analysis (cont.)

- Describe target interventions to be implemented (based upon the PBIS Team's review of the data)

We are currently shutting down some bathrooms after vandalism, fights, and known use. We are looking to partner with parents and communicate better when we notice patterns of consistent bathroom use.

We are working with teachers to best implement bathroom policies that still allow students to go, but under more manageable rules.

Data Analysis-Elementary Example

Complete new analysis each month – describe briefly.

- How are we doing overall? – Compare averages to our own history.
- In March 2018, we had 15 office referrals with infractions mainly occurring on the playground. Currently in 2023, our office referrals have decreased to 6 reported. Overall there is a downward trend in challenging behaviors from year to year.
- What positives have been occurring?
 - Our number of Gator Grams continue to increase
 - Teachers are utilizing point sheets and are creating success
 - More students recognizing and taking ownership of behavior
 - Mentor/Mentee program is 75% in effect and creating a positive impact
- What are the hot spots? Identify most frequent:
 - Problem behaviors: physicality during unstructured times_____
 - Times:_____recess_____
- Grades: Kindergarten, 1st, 2nd

Data Analysis (cont.)

- Describe target interventions to be implemented (based upon the PBIS Team's review of the data)
- Ask staff to reteach classroom behavior expectations on the playground.
- Create Point sheets/ reward system for students who are having more difficulty during unstructured times.
- Action plan: describe what will be done to implement and evaluate target interventions: More adults on hand when time allows to really provide active supervision and work with some of our higher needs students and their behavior. It takes time and effort and we will work through different strategies for students until we find something that creates some positive change. Continue use of mentor/mentee program.

Data Analysis (cont.)

- PBS Team met on what date(s) last month?
Friday, March 10
- PBS Team will share data with staff when & how? Friday, April 12th during staff meeting.

TIER 1 ESSENTIALS

- **TIER 1 MUST BE SOLID- IT'S THE FOUNDATION.**
- **TOO MANY PROBLEMS AT TIER 2 OR TIER 3 INDICATE A TIER 1 PROBLEM**
- **CRACKS IN THE FOUNDATION CAUSE THE WHOLE STRUCTURE TO FALL APART**

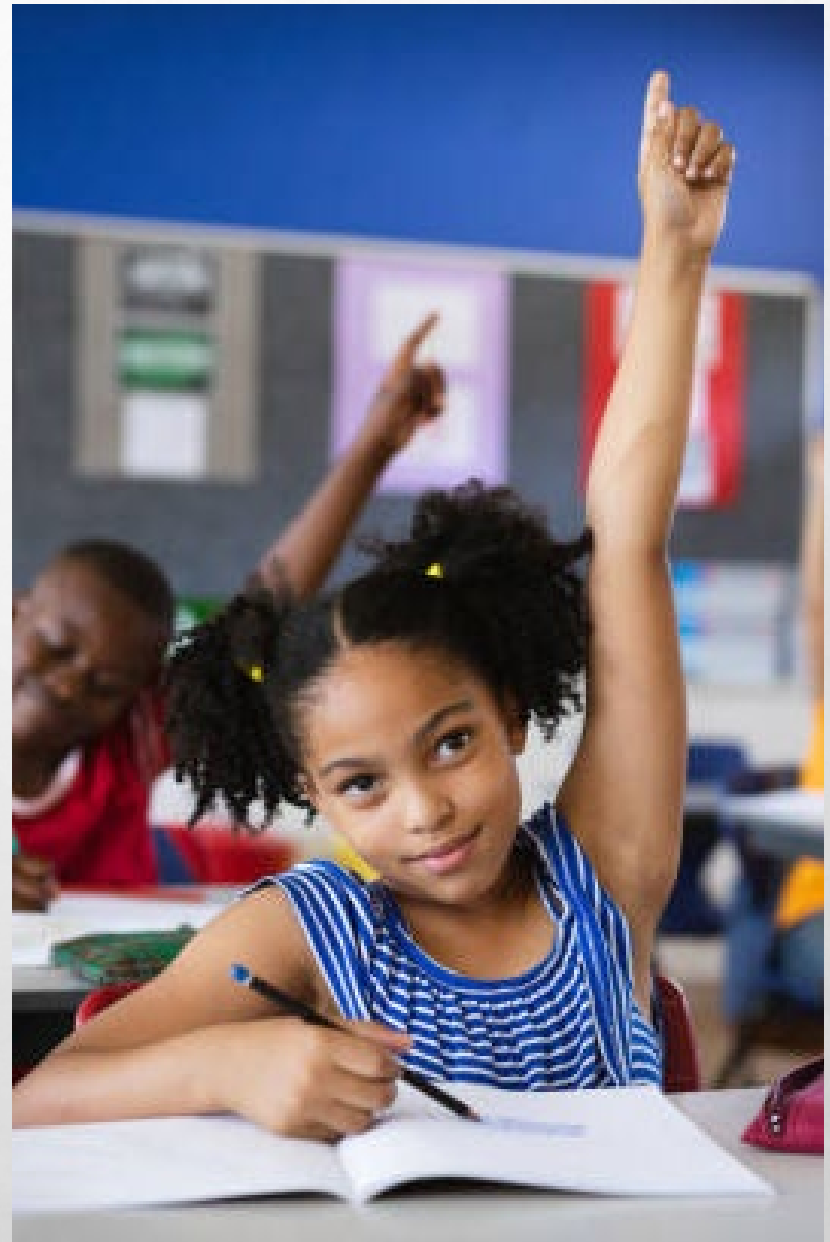


TIER 1 ESSENTIALS

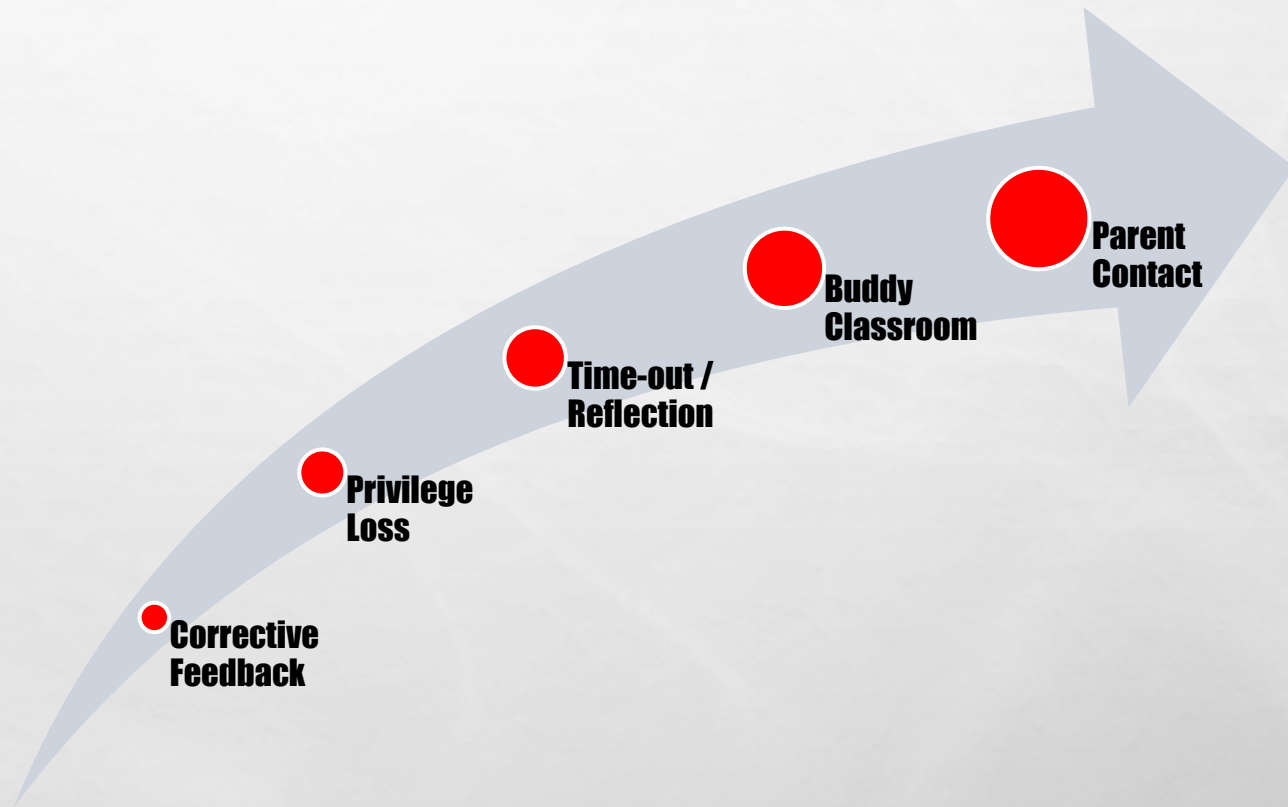
- **TIER 1 IS UNIVERSAL—WHAT DO WE DO FOR ALL STUDENTS?**
- **BASED IN PREVENTION**
- **TEACH, MODEL, PRACTICE, & REINFORCE POSITIVE BEHAVIOR EXPECTATIONS IN EVERY LOCATION**
- **TIER 1 SUPPORTS CONNECTIONS AND ENGAGEMENT**
 - **CLUBS, POSITIVE GREETINGS, FREQUENT POSITIVE ACKNOWLEDGMENTS, CLASSROOM MANAGEMENT SYSTEMS**
- **TIER 1 INCLUDES A CONTINUUM OF CONSEQUENCES AND CLEARLY DEFINED MAJORS AND MINORS**

MISTAR CLASSROOM MODULE

- **BEST SUITED FOR ELEMENTARY.**
- **ASK YOUR MISTAR ADMINISTRATOR TO MAKE THIS MODULE AVAILABLE TO YOUR SCHOOL IF IT ISN'T ALREADY.**
- **THE CLASSROOM MODULE IS A SIMPLE WAY TO TRACK MINOR BEHAVIORS THAT ARE MANAGED IN THE CLASSROOM.**
- **REFERENCE THE PBIS MISTAR USER GUIDE FOR HOW TO ENTER DATA INTO THE CLASSROOM MODULE AND HOW TO ACCESS THE DATA.**



SAMPLE: BASIC CONSEQUENCE SEQUENCE FOR MINOR INFRACTIONS





ELEMENTARY CLASS SUMMARY REPORT FOR MINORS

[illegible]

Elementary Classroom Module

Individual Student Behavior Report

Generate Student Behavior Report

Begin Date:  End Date: 

Student(s):

- Banks, Julian
- Biddle, Audrey
- Cheff, Alexandria
- Coleman, Natalie
- Conners, Sydney
- Crandell jr., Mitchell
- Davis iii, Joshua
- Delgado, Yeon
- Denard, Hannah
- Forman, Sabrina
- Gola, Derek
- Gregory, Michelle
- Hanson, Zhi hao
- Jarrett, Lee young
- Lang, Emma**
- Lile, Junnas
- Mattox, Clarence

Elementary Classroom Module

Individual Student Behavior Report

[illegible]

CHOOSING INTERVENTIONS

- **EXAMPLES OF PBIS INTERVENTIONS:**

- **TIER 1: TEACHING AND MODELING EXPECTATIONS, ESTABLISHING MAJORS AND MINORS, TIER 1 REWARD SYSTEMS, 4:1, ACTIVE SUPERVISION, PERSONAL GREETINGS, PBIS REWARD CLUBS, PBIS ON THE BUS, SUPPORT FOR CLASSROOM MANAGEMENT.**
- **TIER 2 *(REFERRALS BASED ON TIER 2 DATA)*: CHECK IN/CHECK OUT, TARGETED SOCIAL SKILLS INSTRUCTION, TAKE A BREAK, MENTORING, HOME-SCHOOL PLANS, PBIS CLUBS, SIMPLE FBAS/BIPS, ALTERNATIVES TO SUSPENSION.**
- **TIER 3 *(REFERRALS BASED ON TIER 3 DATA)*: TOKEN SYSTEMS, INTENSIVE FBAS/BIPS, SCHOOL-BASED WRAPAROUND, EMERGENCY INTERVENTION PLANS.**



CHOOSING INTERVENTIONS

OFTEN, LESS IS MORE!

**EQUITY FOCUS: ARE ALL STUDENTS GETTING
THE INTERVENTIONS THEY NEED?**

ALIGNING INITIATIVES



- **DON'T TRY TO DO TOO MUCH!**
- **PBIS IS YOUR SCHOOL'S FRAMEWORK FOR CULTURE AND CLIMATE.**
- **TRAUMA-INFORMED PRACTICES, BULLY PREVENTION, RESTORATIVE PRACTICES, AND AN EQUITY FOCUS FIT INTO THE PBIS FRAMEWORK.**
- **THE PBIS FRAMEWORK HELPS ORGANIZE OTHER INITIATIVES UNDER ONE UMBRELLA AND ALLOWS TEAMS THE OPPORTUNITY TO ANALYZE DATA TO DETERMINE EFFECTIVENESS.**

COMMUNICATING PBIS DATA WITH STAFF

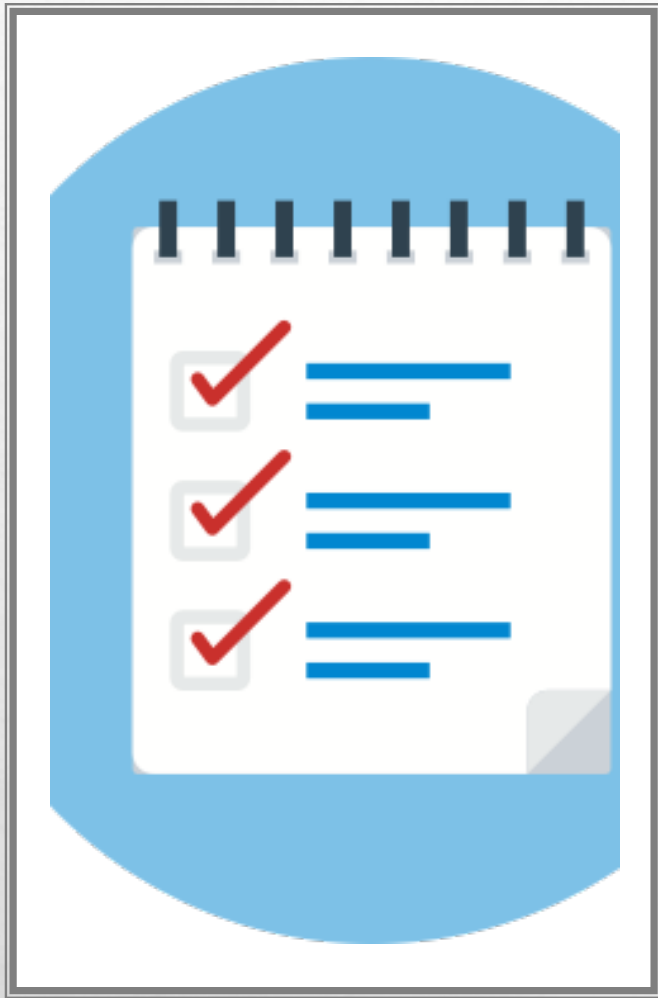
- **PBIS TEAM MUST COMMUNICATE PBIS DATA AND ACTION PLANS WITH SCHOOL STAFF.**
- **ADMINISTRATOR SHOULD ALLOW TIME AT SOME STAFF MEETINGS FOR PBIS DATA DISCUSSION.**
- **“WHEN YOU’RE VISIBLE, YOU’RE VALUABLE.”**
 - **MAKE THE PBIS DATA, ACTION PLANS, AND RESULTS VISIBLE**
 - **GET FEEDBACK FROM STAFF ON DATA AND ACTION PLANS TO INCREASE STAFF BUY-IN**



COMMUNICATING THE DATA WITH STAKEHOLDERS

- **LET FAMILIES KNOW ABOUT YOUR PBIS PROGRAM, SUCCESSES, AND ACTION PLANS FOR IMPROVEMENT.**
- **USE NEWSLETTERS, ELECTRONIC COMMUNICATIONS, BROCHURES, ETC. TO ASSIST WITH COMMUNICATION.**
- **MORE INTENSIVE PARENT INVOLVEMENT AT TIER 2 AND TIER 3.**
- **LET YOUR CENTRAL OFFICE AND BOARD OF EDUCATION KNOW WHAT'S WORKING IN YOUR PROGRAM.**
- **SHARE DATA AND WHAT'S WORKING AT A SCHOOL BOARD MEETING.**





PBIS TEAM: TO-DO LIST

- **ENSURE THAT A SOLID PBIS TEAM IS IN PLACE.**
- **TRAIN STAFF ON THE CLASSROOM MODULE IF DESIRED.**
- **IDENTIFY WHO CREATES THE DATA REPORTS.**
- **IDENTIFY AN INTERNAL COACH/CHAIRPERSON TO LEAD THE PBIS TEAM MEETINGS.**
- **SCHEDULE MONTHLY MEETINGS.**
- **ANALYZE THE DATA TOGETHER WITHIN THE 3 TIERED PBIS FRAMEWORK.**

PBIS TEAM: TO-DO LIST, CONT.

- **CREATE ACTION PLANS THAT ARE:**
 - **SPECIFIC,**
 - **REALISTIC,**
 - **USE RESEARCH-BASED PBIS INTERVENTIONS**
 - **IMPLEMENTED WITH FIDELITY**
- **ADDRESS ISSUES OF DISPROPORTIONALITY IF PRESENT.**
- **WORK AS A TEAM TO PROVIDE LEADERSHIP TO ALIGN INITIATIVES**
- **EACH MONTH, REFER BACK TO THE DATA TO EVALUATE EFFECTIVENESS OF ACTION PLAN.**
- **COMPLETE TIC AND TIER 2 PLAN ANNUALLY.**
- **ENCOURAGE STAFF AND TEAM MEMBERS TO ATTEND WRESA PBIS TRAININGS.**
- **COMMUNICATE PBIS DATA AND ACTION PLANS WITH ALL STAKEHOLDERS.**
- **PBIS DATA REPORTS DUE TO RESA AROUND THE 10TH OF THE MONTH.**

TAKE-AWAYS

- **WHAT WILL YOU TAKE BACK TO YOUR DISTRICT FROM THIS TRAINING?**
- **WHAT WILL YOU OR YOUR TEAM DO DIFFERENTLY?**



**SHARE OUT
LOUD OR IN THE
CHAT**

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 #5418: PBIS Tier 2 Series

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



[Register here.](#)

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

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



[Register here.](#)



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Board of Education: James S. Bieri • Mary E. Blackmon • Danielle Funderburg • Lynda S. Jackson • James Petrie
David A. J. Colbert, Ph.D., Superintendent
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Positive Behavioral Interventions and Supports Wayne RESA Course Offerings Winter/Spring 2024



► Course #5481: PBIS Tier 3 Series

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



[Register here.](#)

► Course #5476: PBIS Tier 1 Series

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



[Register here.](#)

► Course #5479: PBIS Tier 2 Series

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



[Register here.](#)

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

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



[Register here.](#)

► Course #5486: PBIS Tier 1 Overview

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



[Register here.](#)



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